



# CURRICULUM DEVELOPMENT MANUAL

Updated December 2020

MINNESOTA WEST COMMUNITY AND TECHNICAL COLLEGE



# Table of Contents

CTRL-Click the items below to jump in document.

<b>I. <u>FOUNDATIONS OF CURRICULUM DEVELOPMENT &amp; MAINTENANCE</u></b> .....	<b>5</b>
<b>A. OVERVIEW &amp; DEFINITIONS</b> .....	<b>5</b>
1. Purpose of Curriculum Manual.....	5
<b>B. ROLES, RIGHTS, &amp; RESPONSIBILITIES</b> .....	<b>5</b>
1. Faculty .....	5
2. Departmental .....	7
3. Transfer Pathways / Mn Transfer Curriculum Oversight Committee .....	7
4. Division Chair .....	8
5. Program Coordinator/Director .....	11
6. Advisory Committee .....	11
7. Customized Training and Management .....	12
8. Academic Affairs and Standards Council (AASC) .....	12
9. Administrative Responsibilities .....	13
10. Curricular Assessment/Evaluation.....	13
11. Center for Teaching and Learning (CTL) .....	13
12. Glossary of Terms .....	14
<b>II. CURRICULAR POLICIES &amp; PROCEDURES</b> .....	<b>16</b>
<b>A. MINNESOTA STATE COLLEGES AND UNIVERSITIES (MINNESOTA STATE) POLICY &amp; PROCEDURES</b> .....	<b>16</b>
1. Minnesota State Board Policies.....	16
2. Transfer Pathways .....	16
3. MN Transfer Curriculum .....	16
4. Articulation Agreements .....	16
5. Copyright & Intellectual Property.....	17
<b>B. ACCREDITATION GUIDELINES</b> .....	<b>17</b>
1. Accreditations and Approvals.....	17
<b>C. FLOWCHARTS FOR CURRICULAR PROCESSES</b> .....	<b>18</b>
1. Programs .....	18
2. Courses.....	18
<b>D. OTHER</b> .....	<b>23</b>
1. Course Delivery Format .....	23

2.	Course Offerings/Scheduling .....	23
3.	Articulation Agreements .....	23
<b>E.</b>	<b>ALTERNATIVE FORMS OF CREDIT .....</b>	<b>23</b>
1.	College-Level Examination Program (CLEP).....	23
2.	Work Life Credit.....	24
3.	Post-Secondary Enrollment Options (PSEO).....	24
4.	Concurrent Enrollment.....	24
5.	International Baccalaureate .....	24
6.	Advanced Placement (AP) .....	24
7.	Credit-Bearing Customized Training/Continuing Education.....	25
<b>III.</b>	<b>CURRICULAR RESOURCES.....</b>	<b>26</b>
<b>A.</b>	<b>FORMS .....</b>	<b>26</b>
1.	New <u>Program</u> form link .....	26
2.	Program <u>Modification</u> form link .....	26
4.	Course Modification form link.....	26
5.	Course Retirement form link .....	26
6.	Course <u>Outline</u> form link .....	26
7.	Course Syllabus form link .....	26
<b>B.</b>	<b>QUICK REFERENCE GUIDES FOR FACULTY .....</b>	<b>27</b>
1.	Quick Reference Guide New Programs .....	27
2.	Quick Reference Guide Program Modifications .....	28
3.	Quick Reference Guide New Courses .....	29
4.	Quick Reference Guide Course Modifications.....	30
5.	Quick Reference Guide Course Retirements .....	31
<b>C.</b>	<b>EXAMPLES .....</b>	<b>33</b>
1.	Course Outline Example link.....	33
2.	Course Syllabus Example link .....	33
3.	Catalog Course Description Example.....	33
4.	Student Learner Outcome Example .....	33
5.	Course Objectives Examples.....	<b>Error! Bookmark not defined.</b>
6.	Program Outcomes Examples .....	34
<b>D.</b>	<b>DIVISION MEMBER LIST – .....</b>	<b>34</b>
<b>E.</b>	<b>ACTION VERBS LIST FOR COURSE DESCRIPTIONS –.....</b>	<b>34</b>
<b>F.</b>	<b>MINNESOTA WEST COPYRIGHT STATEMENTS .....</b>	<b>34</b>

**G. BEST PRACTICES.....34**

**DOCUMENTS**

Course Outline Example.....33

SYLLABUS.....36

ACTION VERBS.....40

# I. FOUNDATIONS OF CURRICULUM DEVELOPMENT & MAINTENANCE

## A. Overview & Definitions

### 1. Purpose of Curriculum Manual

This manual, created by the Curriculum Task Force Committee under the direction of the Academic Affairs and Standards Council (AASC), is designed to provide resources and guidance to faculty wishing to develop or modify courses and/or programs as well as for “retiring or suspending courses and/or programs”.

Faculty should elect to design, implement, and evaluate courses and curricula on a continual basis. Faculty have a responsibility to recognize that any development, implementation, and evaluation which takes place at the college is done in an effort to meet the needs of the students and/or the operational needs of the college.

It should be noted that some of the procedures stated in this manual are required by external agencies such as accrediting bodies, advisory boards, Minnesota State, etc., and may change without warning. It is expected that this document will remain current at all times and provide the necessary assistance to those desiring to participate in the process of curriculum development. Review and/or revisions will occur every three years or as deemed necessary by AASC committee appointment. Every effort will be made to distribute the necessary changes as they occur.

## B. Roles, Rights, & Responsibilities

### 1. Faculty

#### **Roles:**

- To actively participate in development of learning-centered curricula that support course and program outcomes within disciplines.
- To work collaboratively with fellow scholars and community partners to design, assess, and implement quality post-secondary curricula that will equip students for success in the workplace.
- To appreciate the influence of current practice within disciplines and design curricula to reflect thought and attention to student learning outcomes.

**Rights:**

- Freedom of intellectual inquiry
- Freedom of academic instruction
- Freedom to collaborate & provide input into curriculum development process
- Freedom to select teaching materials and textbooks
- Freedom to select teaching methods
- Freedom to research and publish results

See current [Minnesota State College Faculty \(MSCF\) contract](#) for further details.

**Responsibilities:**

- Course Syllabi: Per Minnesota West [Faculty Manual](#)

As outlined in the Master Agreement between Minnesota State Faculty and Minnesota State, Minnesota West Community and Technical College faculty are required to distribute a course syllabus to students within one week of the first class meeting. The faculty is requested to submit their syllabus (electronically) to the Provost's office within two weeks of the first class meeting. The course syllabus will contain the elements of the corresponding course outline, standards for evaluation of student learning, and additional information which reflects the creative work of the faculty member. Course syllabi are examples of scholarly work and belong to faculty. A template of the course syllabus can be found on the Minnesota West website and in this manual under Resources.

- Course Outlines: Per Minnesota West [Faculty Manual](#)

The course outline is the document approved by the college or university Academic Affairs and Standards Council (AASC) committee and shall include the course title, course description, prerequisites, total credits, lecture/lab breakdown, and student learning outcomes. Faculty should provide a copy of the course outline or the link to the course outline to their students.

- Duplicate courses:

Faculty teaching the same course(s) are expected to meet on a regular basis within their respective Division/Department to align course

objectives, descriptions, content, etc. At least 80% (preferably 100%) of course objectives and content for multiple sections of the same course must match as reflected on the course outline.

- Academic Excellence

When developing, updating, delivering and addressing curriculum, faculty will make every effort to ensure that the resulting curricula is of high academic quality. It should reflect the standards of academic excellence expected of post-secondary level curricula.

- Curricular changes affecting other divisions/departments:

Faculty proposing curricular changes affecting other divisions/departments will need to have an informed conversation with the affected faculty, department head, Dean, and division chair. Prior to submission of curricular documents to divisions for approval, it is recommended to dialogue with affected divisions/departments and to maintain documentation of the communication.

## 2. Departmental

Faculty developing new or changing curriculum may need to consider departmental budget. In instances where there are more than one faculty member to a department, faculty should seek guidance from other department faculty. Fiscal impact should always be a consideration when developing curriculum. Minnesota West is a comprehensive college with liberal arts and technical faculty at its campuses and centers.

## 3. Transfer Pathways / Mn Transfer Curriculum Oversight Committee

### **Roles:**

- To approve or deny proposed curricular changes regarding general education transfer or liberal arts courses brought forward from faculty. If curricular changes are approved, the proposals will proceed to Academic Affairs and Standards Council (AASC) for further consideration and review. If curricular changes are not approved at this committee, the

proposals will be returned to the initiating faculty and will not proceed to AASC.

**Rights:**

- All faculty have the right to serve on Transfer Pathways / Mn Transfer Curriculum Oversight Committee and to propose curricular changes. Members must be capable of a non-partisan view of the ‘big picture’ and individual departmental or division curricular needs.

**Responsibilities:**

- To determine which departments or divisions would be affected by proposed curricular change(s) to the general education core
- To evaluate whether proposed change(s) were clearly communicated and approved by involved division/department prior to submission to AASC.
- To provide support and assistance to faculty members proposing curricular changes
- To expedite processing of curricular changes to Administrative Support Staff for placement on meeting agendas and posting of documents at least 7 days prior to the next local curriculum meeting
- To coordinate with faculty proposing curricular changes, agenda items and supporting materials for submission to AASC. Materials must be submitted at least 7 days prior to the next scheduled meeting to allow time for distribution and review by the committee members
- To carefully consider the academic integrity of all proposals coming before the committee
- To ensure the General Education goals are being covered within each area within the general education core.

4. Division Chair

**Roles:**

- Provide division leadership for quality educational instruction, development of new curricula, and advocate for division programs
- Serve as liaison to administration to assist with curriculum development, staffing, budget, scheduling and facilities issues (as relevant)



- Demonstrate understanding of campus policies, procedures, and practices in order to assist academic leadership to implement the educational mission of the college
- Support division membership by valuing trade-based and liberal arts education, and life-long learning
- Report to the Dean(s) responsible for the Division

**Rights: Division Chairs Selection Process – Division Chairs will:**

- Be nominated through division membership in April of election year using process outlined in Article 11; Section 3, Subd. 4 of MSCF Master Agreement with Minnesota State
- Be an active member of the division
- Serve a 2 year term beginning with the associated Fall semester

**Responsibilities: Division Chairs will assist and facilitate the following processes:**

**Accreditation Process:**

- Assist programs in maintaining accreditations and certifications (as relevant)
- Advocate for and assist local assessment coordinator with program assessment
- Provide leadership in Higher Learning Commission Self-Study

**Budget Process:**

- Serve as a resource in department budget development and management (as relevant)

**Facilities Process:**

- Act as resource person regarding any facilities assigned to the division

**Communications Process/Activities:**

- Attend division, Transfer Pathways / Mn Transfer Curriculum Oversight Committee when applicable, and AASC meetings to communicate information to the division
- Schedule regular division meetings to conduct business and lead consensus-based decision making in the division. If a consensus cannot be reached the unlimited members of the division will have an opportunity to vote.
- Create communication strategies to accomplish the academic work of the division
- Assist the division faculty with curricular and college policy questions/concerns
- Assist the Academic Deans in preparation of reports/documents (HLC Self-Study, programs reviews, Minnesota State and college strategic plans, assessment plans, academic master plan, college catalog, etc.)
- Facilitate division representation at community activities and other educational institutions
- Serve as a resource to form and maintain program advisory committees (as relevant)
- Assist with orientation for new, part-time, and adjunct faculty in the division
- Plan, disseminate information to division members, and facilitate division meetings
- Encourage open communication and consensus building among division members

**Curriculum Process:**

- Schedule informal conversations with Provost and faculty from disciplines affected by proposed curricular changes
- Serve as a resource to division faculty for curriculum updating/revision
- Assist programs/curricular areas with program review, assessment and the maintenance of Minnesota State and college policies
- Encourage and support faculty to use a wide variety of teaching/learning strategies
- Promote mutual respect and appreciation for personal differences and approaches to teaching
- Encourage developmental learning opportunities and student support services
- Maintain an awareness of educational and program-related trends and changes

**Student Recruitment and Advising:**

- Promote student recruitment efforts within the division and coordinate as needed with Marketing and Admissions
- Support a comprehensive academic advising process for students within the division

**Scheduling:**

- Assist Campus Administrators in the development of an efficient and flexible course schedule that meets the needs of a diverse student population.

**Distance Learning:**

- Serve as an advocate for Distance Learning in the division
- Provide leadership to the division faculty to meet the college Distance Learning goals
- Division Chairs may not “exercise other supervisory responsibilities as defined by M.S. 179A.03, Subd.17” (2009-2011 MSCF Master Agreement with Minnesota State, p. 42).

**5. Program Coordinator/Director**

A program is a group of related courses that a student must take to receive the designated certificate, diploma or degree. Some programs at Minnesota West have program coordinators/directors. Curricular changes within respective programs will require consultation with program faculty, i.e. nursing, law enforcement, etc.

**6. Advisory Committee**

Advisory committees are comprised of industry and community members to facilitate curricular changes and program improvement. Technical faculty are required to have a minimum of 1 advisory committee meeting per year. All curricular changes must be approved by respective advisory committees as applicable. Also, see flowchart in this manual to determine process to follow. See [Minnesota State Advisory Committee Handbook](#) for more information.

## 7. Customized Training and Management

Customized Training and Management courses offered for credit must follow the curricular process to seek approval of their recommended course. See process as outlined in this manual.

## 8. Academic Affairs and Standards Council (AASC)

### **Roles:**

- Final approval or denial of changes, additions, and/or deletions to college curricula
- To meet with administrative representatives on curricular matters presented to AASC by faculty members and administration

### **Rights:**

- AASC shall consist of two-thirds faculty members and one-third administrative and/or other staff
- Division chairs, presidents of both North and South Chapters of the Minnesota West CTC faculty organizations, administrative designee, and faculty members shall comprise the membership
- A faculty member shall serve as AASC Chair
- Administrative members shall be selected by the college president after consultation with presidents of both North and South Chapters of Minnesota West CTC faculty organizations and shall include the Provost
- Up to two additional faculty members may be selected to ensure each campus of the Minnesota West Community and Technical College is represented on the AASC. Other individuals may be invited to address the AASC.

### **Responsibilities:**

- To expedite processing of curricular items approved by divisions and/or Transfer Pathways / Mn Transfer Curriculum Oversight Committee engaged in curricular changes which must be submitted to Minnesota State
- To provide support and assistance to divisions and/or Transfer Pathways / Mn Transfer Curriculum Oversight Committee making curricular changes
- To establish a system for maintaining curriculum records, course outlines, and course descriptions

- To carefully consider the academic integrity of all proposals presented to AASC.
- To ensure update and revision of curricular processes by faculty

## 9. Administrative Responsibilities

The college Provost is responsible for institutional administration of curriculum by serving on the Academic Affairs and Standards Council (AASC).

Minnesota State must approve all new programs or duplication of existing programs. Applications for new programs or program duplication may be initiated by the appropriate campus dean and/or faculty.

Minnesota State must also approve all degree or diploma granting programs. To deliver degrees and diplomas online, the College must have online accreditation by The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). [Link to Current Accreditations](#)

All proposals for program redesign, suspension, reinstatement, replication, relocation or closure must be presented to the AASC for approval. Once AASC approves of the changes, the Central Academic Office will submit the request to Minnesota State.

## 10. Curricular Assessment/Evaluation

The [Curriculum Assessment Manual](#) may be found on the Minnesota West website. Course assessment forms must be completed for each course taught at the end of each semester. Program assessment must be completed at the end of each year.

## 11. Center for Teaching and Learning (CTL)

The Center for Teaching and Learning (CTL) began as a Minnesota State Colleges and Universities System (Minnesota State) initiative and continues today at Minnesota West as faculty-led programming for professional growth of the faculty. CTL has a representative on each campus that coordinates activities for faculty development. You may contact these individuals for resources or to ask about development opportunities.

## 12. Glossary of Terms

**Academic freedom** - Liberty to teach, pursue, and discuss knowledge, without restriction or interference, as by school or public officials.

**Assessment** - Method of evaluating student performance in a particular course.

**Central Academic Office** - refers to the administrative support staff located in the Provost's office

**Certificate** - Completion of 9-30 credits required for a particular program that is intended to provide students with employment skills.

**College Level Examination Program (CLEP)** – allows students to demonstrate their mastery of college-level material in introductory subjects and earn college credit by testing and receiving qualifying scores on specific exams.

**Competency Based Education (CBE)** - enables entering students to receive college credits for knowledge, skills, and abilities that they have gained from life experience.

**Concurrent enrollment** - a program where high school students can take college level courses in their HS during the regular school day. National Alliance of Concurrent Enrollment Partnerships (NACEP).

**Course objectives** - Statements that describe the knowledge, skills and attitudes a student should be able to exhibit as a result of instruction.

**Course outline** - a generic description of the main concepts addressed in a particular course. To include course name, number, lecture/lab hours, and topics to be covered.

**Course syllabus** - Document that outlines the goals and objectives of a course, the prerequisites, evaluation and grading scheme, materials to be used, topics to be covered, and a schedule.

**Curriculum** - Subjects that are taught or topics within subjects that are taught at educational institutions.

**Degree** - Completion of 60-80 credits in a particular program, resulting in an Associate in Arts, Associate in Science, or Associate in Applied Science degree.

**Diploma** - Completion of 30-72 credits required for a particular program that is intended to provide students with employment skills.

**Institutional Learning Outcomes** - - Statements that specify observable, measurable outcomes students will be able to demonstrate after completion of a degree at Minnesota West.

**Program** - A group of related courses that a student must take to receive the designated certificate, diploma or degree.

**Program learning outcomes/learning outcomes (PLO)** - Statements that specify observable, measurable outcomes students will be able to demonstrate after completion of a program.

**Post-secondary enrollment option (PSEO)** - High school students enrolled in college level courses can earn postsecondary credits while completing high school graduation requirements. (Minnesota State definition)

**Student learning outcomes/learning outcomes (SLO)** - Statements that specify observable, measurable outcomes students will be able to demonstrate after completion of the course.

## II. CURRICULAR POLICIES & PROCEDURES

### A. Minnesota State Colleges and Universities (Minnesota State) Policy & Procedures

#### 1. Minnesota State Board Policies

System Organization and Administration:

[Minnesota State Policy 1A. System and Office Operations](#)

[Minnesota State Policy 1A.2 Board of Trustees](#)

[Minnesota State Procedure 1A2.2 Delegation of Authority](#)

The board shall have the authority needed to operate and govern the state colleges and universities unless otherwise directed or prohibited by law. The board is responsible for its operations and necessary decisions unless these are specifically delegated by law to a state department or agency.

#### 2. Transfer Pathways

[Minnesota State Operating Instruction 3.21.1.3 Transfer Pathways](#)

Faculty/Staff: [Click here for detailed information about approved pathways and implementation](#) (SharePoint login required using StarID@minnstate.edu).

#### 3. MN Transfer Curriculum

[Minnesota State Procedure 3.21.1 Undergraduate Course Credit Transfer](#)

The purpose of this procedure is to establish consistent practices for accepting credit for undergraduate college-level courses transferred into a system college or university, except for courses that apply to the Minnesota Transfer Curriculum as above.

#### 4. Articulation Agreements

An articulation agreement is a formal agreement between two or more educational entities to accept credits in transfer toward a specific academic program. Minnesota West has several articulation agreements in place. Faculty are encouraged to seek additional articulation agreements.

[Minnesota State Policy 3.39 Transfer Rights and Responsibilities](#)

To provide an understanding of rights and responsibilities as they relate to transfer of credit. The following link will provide information on articulation from Minnesota State.



## 5. Copyright & Intellectual Property

Copyright is a protection that covers published and unpublished literary, scientific and artistic works, whatever the form of expression, provided such works are fixed in a tangible or material form.

Intellectual property is any property that can be protected under federal law, including copyrightable works, ideas, discoveries, and inventions.

### [Copyright Basic Definitions](#)

This site covers the basic definitions regarding copyrights. It has been written using the Berne Union for the Protection of Literary and Artistic Property (Berne Convention) as the main bibliographical source.

### [Minnesota State Policy 3.26 Intellectual Property](#)

This policy clarifies the ownership of intellectual property rights between faculty, students, staff and the institutions that comprise the Minnesota State Colleges and Universities.

### [Minnesota State Policy 3.27 Copyright](#)

Copyright is a form of protection granted by federal law for original works of authorship that are fixed in a tangible medium of expression. Copyright covers both published and unpublished works.

## B. Accreditation Guidelines

### 1. Accreditations and Approvals

Minnesota West is accredited by the Higher Learning Commission (HLC). Minnesota West is also associated with many external agencies for accreditation of individual programs. A complete listing of [accreditations and memberships](#) can be found on the college website.

## C. Flowcharts for Curricular Processes

### 1. Programs

- a. [New Program development](#)
- b. [Program Modification](#)
- c. [Program Closure](#)

### 2. Courses

- a. [New Course - Course Modification - Course Retirement](#) by unlimited part time (UPT) or unlimited full-time faculty (UFT)
- b. [New Course - Course Modification - Course Retirement](#) by adjunct or temporary part-time faculty (TPT)

# New Program Development

## UFT or UPT Faculty

- Individual faculty and/or department requesting new program

## Academic Dean

Dean of Science & Nursing, Dean of Agriculture & Business, Dean of Energy Center, Dean of Career & Workplace Solutions, Dean of Allied Health, Dean of Liberal Arts

## Advisory Committee (if applicable)

## Division

## AASC

## MinnState Listserve

## MinnState (Board of Trustees)

Impacted departments have had input into how this affects offerings.

# Program Modification

## UFT or UPT Faculty

- Individual faculty or department requesting program modification

## Academic Dean

Dean of Science & Nursing, Dean of Agriculture & Business, Dean of Energy Center, Dean of Career & Workplace Solutions, Dean of Allied Health, Dean of Liberal Arts

## Advisory Committee

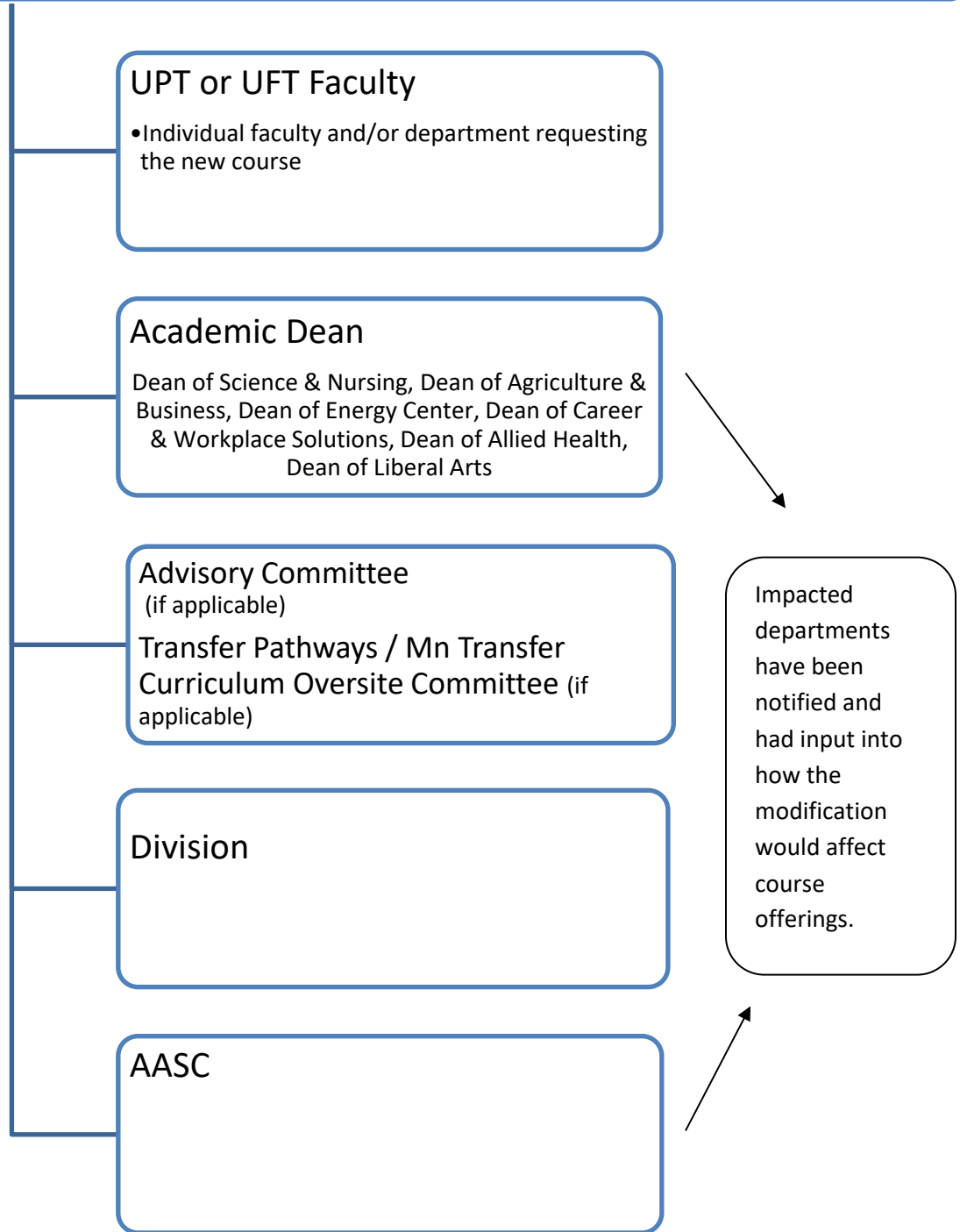
(if applicable)

## Division

## AASC

Impacted departments have been notified and had input into how the modification would affect course offerings.

# New Course/ Course Modification/Course Retirement



# New Course/Course Modification/Course Retirement

## Adjunct or TPT Faculty

- Individual faculty requesting the new course

Department and/or department head

## Academic Dean

Dean of Science & Nursing, Dean of Agriculture & Business, Dean of Energy Center, Dean of Career & Workplace Solutions, Dean of Allied Health, Dean of Liberal Arts

## Advisory Committee (if applicable)

Transfer Pathways / Mn Transfer Curriculum Oversight Committee (if applicable)

Provost

Division

AASC

Impacted departments have been notified and had input into how the modification would affect course offerings.

## D. Other

### 1. Course Delivery Format

Course delivery formats vary year to year depending on institutional need, availability of room and instructor, and timeframe. Formats include face to face, ITV, completely online, and hybrid classes. Hybrid classes are classes with reduced classroom seat time and some instruction delivered online. The course has more than two face to face class sessions during the term. Consult your Academic Dean if requesting format change and/or time change.

### 2. Course Offerings/Scheduling

Course offerings and scheduling of courses varies from year to year. Review institutional needs and program completion requirements to determine courses. Scheduling is completed within each department. Confer with other members teaching in your department. A listing of [current course offerings](#) can be found on the college website.

### 3. Articulation Agreements

A listing of articulation agreements in place for Minnesota West can be found on the MnTransfer Website or on the Minnesota West Transfer Services page.

## E. Alternative Forms of Credit

### 1. College-Level Examination Program (CLEP)

[Minnesota State Policy 3.33 College Level Examination Program \(CLEP\)](#).

It is the policy of Minnesota West Community and Technical College to award college credit to students who attend Minnesota West Community and Technical College and have achieved the minimum required score as outlined in the CLEP guide. For the complete Minnesota West policy on CLEP:

2. Work Life Credit

[Competency Based Education \(CBE\)](#) enables entering students to receive college credits for knowledge, skills, and abilities that they have gained from life experience.

3. Post-Secondary Enrollment Options (PSEO)

[Post-Secondary Enrollment Options \(PSEO\)](#).

A Minnesota high school tenth, eleventh, or twelfth grade student may enroll in courses at **Minnesota West** as part of the student's full-time high school enrollment and receive both college credit and credit toward high school graduation requirements. No charge will be made to students for the costs of tuition, fees (except for private music lessons), or required textbooks. To search [MnWest PSEO Frequently asked questions](#) please refer to the college website.

4. Concurrent Enrollment

[Minnesota State Policy 3.5 Post-Secondary Enrollment Options \(PSEO\) Program](#)

A PSEO concurrent enrollment course is a college or university course made available through the PSEO program, offered through a secondary school, and taught by a secondary teacher.

5. International Baccalaureate

[Minnesota State Policy 3.16 International Baccalaureate Credit](#)

The International Baccalaureate (IB) program is an internationally recognized program through which a secondary student completes a comprehensive curriculum of rigorous study and demonstrates performance on IB examinations. A student may present a full IB diploma or a certificate recognizing specific higher level or standard level examination scores.

6. Advanced Placement (AP)

[Minnesota State Board Policy 3.15 Advanced Placement \(AP\)](#)

**Advanced Placement** is a program of The College Board through which a secondary student completes college-level courses that are designated as AP in high schools. A student may earn college credits by demonstrating a specified level of performance on AP examinations. The AP examinations, which are scored on a 5-point scale, can be taken by any student who feels prepared by



independent study or other preparation as well as by students who complete AP courses.

7. Credit-Bearing Customized Training/Continuing Education

[Customized training](#) offers courses to upgrade skills for those already employed. These courses may be offered for credit. The credit-bearing courses created for customized training need to follow the course creation process as outlined in this manual.

### III. CURRICULAR RESOURCES

Please click on the links below to access to related downloadable documents and resources.

#### A. Forms

1. [New Program](#)
2. [Program Modifications](#)
3. [New Course](#)
4. [Course Modification](#)
5. [Course Retirement](#)
6. [Course Outline](#)
7. [Course Syllabus](#)

## B. Quick Reference Guides for Faculty

### 1. Quick Reference Guide New Programs



#### New Program Form Quick Reference Guide for Faculty

##### What do I need to keep in mind?



- How will this new program support MnWest's Institutional Learning Outcomes (ILO)? How will it be observable and measurable?
- How will this program develop Program Learning Outcomes (PLO) which are observable and measurable to accomplish the results above?
- How will this program's courses develop Student Learning Outcomes (SLO) which are observable and measurable to accomplish the results above? Do your SLO's need to agree with outside accreditation entities?
- Work closely with your Dean and Division. Communication is a key.

##### Links to Resources.



- [Forms](#)
- [Curriculum Manual with Table of Contents Links](#)
- Transfer Pathway – Mn Transfer Curriculum – Liberal Arts Oversight Committee (LATP). Please contact anyone on the committee to answer questions or give advice.

##### Steps for New Program Approval.



## 2. Quick Reference Guide Program Modifications



### Program Modification Form Quick Reference Guide for Faculty

What do I need to keep in mind?



- How will program changes support MnWest's Institutional Learning Outcomes (ILO)? How will changes be observable and measurable?
- How will this program change develop Program Learning Outcomes (PLO) which are observable and measurable to accomplish the results above?
- How will this program's courses develop Student Learning Outcomes (SLO) which are observable and measurable to accomplish the results above? Do your SLO's need to agree with outside accreditation entities?
- Work closely with your Dean and Division. Communication is a key.

Links to Resources.



- [Forms](#)
- [Curriculum Manual with Table of Contents Links](#)
- Transfer Pathway – Mn Transfer Curriculum – Liberal Arts Oversight Committee (LATP). Please contact anyone on the committee to answer questions or give advice.

Steps for Program Modification Approval.



### 3. Quick Reference Guide New Courses



## New Course/ Course Mod/ Course Retirement Form Quick Reference Guide for Faculty

### What do I need to keep in mind?



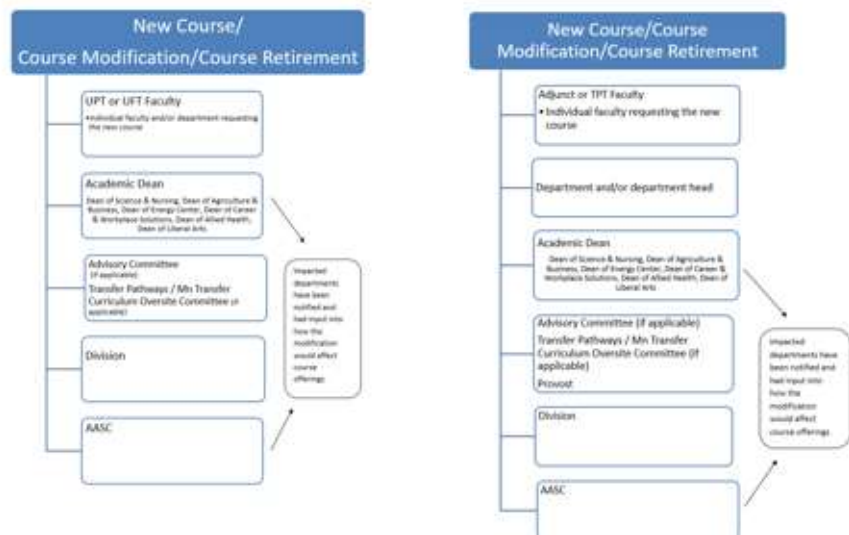
- How will this new course or change support MnWest's Institutional Learning Outcomes (ILO)? How will it be observable and measurable?
- How will this new course or change develop Program Learning Outcomes (PLO) which are observable and measurable to accomplish the results above?
- How will this course develop Student Learning Outcomes (SLO) which are observable and measurable to accomplish the results above? Do your SLO's need to agree with outside accreditation entities?
- Work closely with your Dean and Division. Communication is a key.

### Links to Resources.



- [Forms](#)
- [Curriculum Manual with Table of Contents Links](#)
- Transfer Pathway – Mn Transfer Curriculum – Liberal Arts Oversight Committee (LATP). Please contact anyone on the committee to answer questions or give advice.

### Steps for New Course/ Course Mod/ Course Retirement Approval.



#### 4. Quick Reference Guide Course Modifications



### New Course/ Course Mod/ Course Retirement Form Quick Reference Guide for Faculty

#### What do I need to keep in mind?



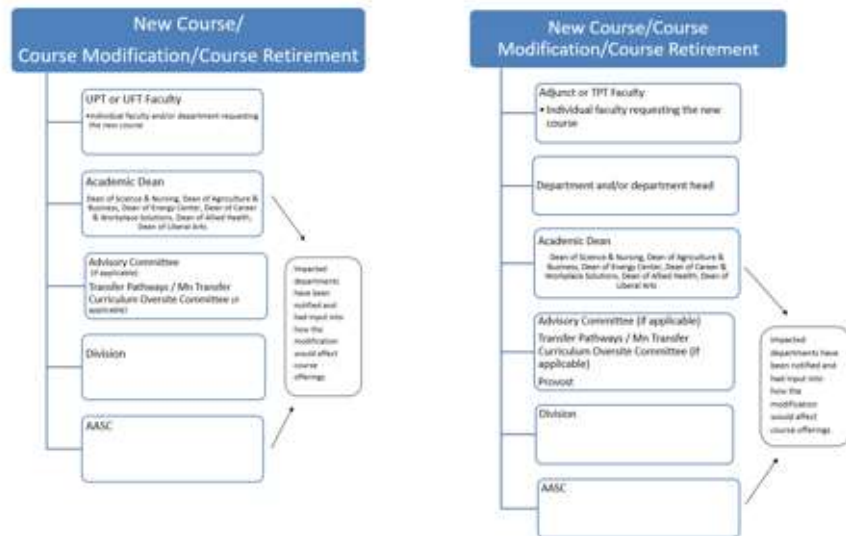
- How will this new course or change support MnWest's Institutional Learning Outcomes (ILO)? How will it be observable and measurable?
- How will this new course or change develop Program Learning Outcomes (PLO) which are observable and measurable to accomplish the results above?
- How will this course develop Student Learning Outcomes (SLO) which are observable and measurable to accomplish the results above? Do your SLO's need to agree with outside accreditation entities?
- Work closely with your Dean and Division. Communication is a key.

#### Links to Resources.



- [Forms](#)
- [Curriculum Manual with Table of Contents Links](#)
- [Transfer Pathway – Mn Transfer Curriculum – Liberal Arts Oversight Committee \(LATP\)](#). Please contact anyone on the committee to answer questions or give advice.

#### Steps for New Course/ Course Mod/ Course Retirement Approval.



## 5. Quick Reference Guide Course Retirements



### New Course/ Course Mod/ Course Retirement Form Quick Reference Guide for Faculty

#### What do I need to keep in mind?



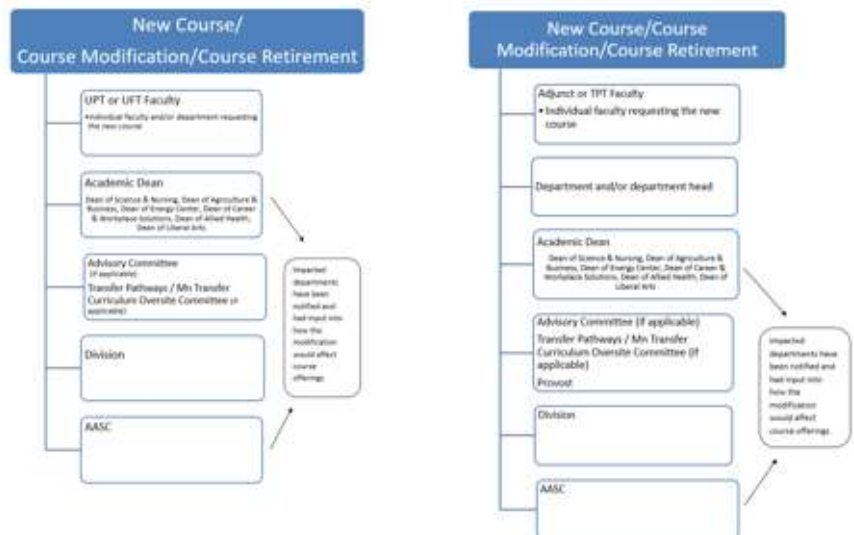
- How will this new course or change support MnWest's Institutional Learning Outcomes (ILO)? How will it be observable and measurable?
- How will this new course or change develop Program Learning Outcomes (PLO) which are observable and measurable to accomplish the results above?
- How will this course develop Student Learning Outcomes (SLO) which are observable and measurable to accomplish the results above? Do your SLO's need to agree with outside accreditation entities?
- Work closely with your Dean and Division. Communication is a key.

#### Links to Resources.



- [Forms](#)
- [Curriculum Manual with Table of Contents Links](#)
- Transfer Pathway – Mn Transfer Curriculum – Liberal Arts Oversight Committee (LATP). Please contact anyone on the committee to answer questions or give advice.

#### Steps for New Course/ Course Mod/ Course Retirement Approval.







### C. Examples

1. [Course Outline Example](#)
2. [Course Syllabus Example](#)
3. Catalog Course Description Example

**DEPT.**   MATH                        **COURSE NUMBER:**   1121    
**NUMBER OF CREDITS:**   4      **Lecture:**   4      **Lab:**       

<b>Course Title:</b> Calculus I
------------------------------------

<b>Catalog Description:</b> Calculus I introduces the basic ideas of differential and integral calculus. Topics include: limits and continuity, differentiation of functions, applications of derivatives, definite and indefinite integrals, numerical integration, and applications of definite integrals.
---

4. Student Learner Outcome Example

<b>Student Learning Outcomes</b>
1. Explain the concept of limit from a graphical, numerical, and algebraic point of view. Be able to illustrate and calculate limits of a variety of algebraic and transcendental functions, and limits involving infinity.
2. Describe what it means for a function to be continuous. Identify various types of discontinuities.
3. Compute a derivative using the definition.
4. Find derivatives using differentiation rules and implicit differentiation.
5. Recognize the derivative as a rate of change and a slope. Use derivatives to solve application problems such as optimization and related rates.
6. Use the first and/or second derivative tests and limits to analyze important features of the graph of a function.
7. Recognize limits in indeterminate forms (quotient, product, difference, power) and apply L'Hopital's Rule appropriately to evaluate them.
8. Define the definite integral as a limit of Riemann sums.
9. Describe the relationship between derivative and definite integral as expressed in both parts of the Fundamental Theorem of Calculus, and apply it to evaluate definite integrals using antiderivatives.

## 5. Program Outcomes Examples

<b>Program Learning Outcomes</b>
Demonstrate an applied understanding of the principles of agronomy and soil science and their application to agricultural science and precision agriculture.
Develop and assess a soil and crop management plan.
Demonstrate, calibrate, and operate displays used in precision agriculture.
Identify components and cabling systems of an auto-steer system, grain yield monitoring system, and auto shut-off sprayer system.
Organize data with software spatial management programs to troubleshoot production strategies.
Communicate the concepts, applications, advantages, and disadvantages of precision agriculture such as remote sensing, drones, vegetative index, and variable rate application.
Demonstrate a basic knowledge of the Global Navigation Satellite System (GNSS)
In addition, the graduate will complete the learning outcomes identified within the General Education courses required.

D. Division Member List – [Link to List](#)

E. Action Verbs List for Student Learner Outcomes and Course Descriptions – [Link to Action Verbs](#)

F. Minnesota West Copyright Statements

Sample copyright statements for Minnesota West created works maybe found at on the college website.

G. Best Practices

Here is a link to some [Best practices in Education.](#)



Course Outline Example

**MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE  
COURSE OUTLINE**

Faculty members are required to have the outline submitted to the Academic Affairs Office. The course outline is the form used for approval of new courses by the Academic Affairs and Standards Council.

DEPT.  COURSE NUMBER:

NUMBER OF CREDITS:  Lecture:  Lab:

**Course Title:**

Composition I

**Catalog Description:**

Reviews and reinforces basic essay writing principles. Emphasis is on rhetorical modes of development and writing as process. Assignments include a short research paper. Prerequisite: ENGL 0095 or placement by the Multiple Measures Placement Grid.

**FULFILLS MN TRANSFER CURRICULUM AREA(S) (*Leave blank if not applicable*)**

Goal 1: Communication:  by meeting the following competencies:

- a. Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- b. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- c. Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- d. Select appropriate communication choices for specific audiences.
- e. Construct logical and coherent arguments.
- f. Use authority, point-of-view, and individual voice and style in their writing and speaking.
- g. Employ syntax and usage appropriate to academic disciplines and the professional world.

Goal 2: Critical Thinking:  by meeting the following competencies:

Goal 3: Natural Sciences:  by meeting the following competencies:

Goal 4: Mathematics/Logical Reasoning:  by meeting the following competencies:

Goal 5: History and the Social and Behavioral Sciences:  by meeting the following competencies:

Goal 6: The Humanities and Fine Arts:  by meeting the following competencies:

Goal 7: Human Diversity:  by meeting the following competencies:

Goal 8: Global Perspective: \_\_\_\_ by meeting the following competencies:

Goal 9: Ethical and Civic Responsibility: \_\_\_\_ by meeting the following competencies:

Goal 10: People and the Environment: \_\_\_\_ by meeting the following competencies:

#### **Prerequisites or Necessary Entry Skills/Knowledge:**

Students must meet one of the following placement measures:

- A score of 1047+ on test MN Comprehensive Assessment Reading (MCAs)
- A score of 78+ on test ACCUPLACER Classic Reading Comprehension
- A score of 250+ on test ACCUPLACER Next-Gen Reading Comprehension
- A score of 18+ on test ACT English
- A score of 21+ on test ACT Reading
- A score of 480+ on test SAT Evidence-Based Read/Write Composite
- ENGL 0095 – Essentials of Writing II
- Minnesota State Developmental Education Transfer Equivalent English Course
- Placement by Multiple Measures Placement Grid

#### **Topics to be Covered (General)**

1. Rhetorical Awareness

2. Process

3. Focus/Structure/Organization

4. Essay Construction

5. Development and Support

6. Critical Thinking

7. Clarity

8. Research

#### **Student Learning Outcomes**

1. Apply rhetorical situation (MnTC 1d, 1e, 1f). This may include, but is not limited to:

- Understanding the most effective approach to writing in any given specific situation;
- Adapting voice, tone, format, genre, and vocabulary for specific audiences and contexts;
- Writing for a range of purposes that may include writing to narrate, entertain, inform, summarize, persuade, or argue.

2. Employ a writing process involving invention, organization, drafting, revision, editing, and presentation (MnTC 1a, 1b, 1c). This may include, but is not limited to:

- Recognizing the importance of prewriting for invention;
- Receiving and responding to feedback from a variety of sources, which may include instructors, workgroups, tutors, and peers;
- Adapting the writing process for varying contexts, which may include multi-modal formats to reflect the needs of an increasingly digitally literate society.

3. Support controlling ideas with relevant and specific evidence (details) and explanations (MnTC 1c, 1e). This may include, but is not limited to:



<ul style="list-style-type: none"> <li>• Creating and identifying controlling ideas: Thesis, Topic Sentences, Main ideas;</li> <li>• Developing and supporting the controlling idea with details, examples, quotes, summaries, or other types of evidence;</li> <li>• Explaining how the selected evidence supports the controlling idea and overall purpose of the text.</li> </ul>
<p>4. Create and identify the basic components of an essay: introduction, body, conclusion. This may include, but is not limited to (MnTC 1e):</p> <ul style="list-style-type: none"> <li>• Organizing essays using appropriate rhetorical modes of development, which may include Narrative, Descriptive, Classification-Division, Cause &amp; Effect, Definition, Process, Argument &amp; Persuasion.</li> </ul>
<p>5. Apply focus, structure, and organization to written work. This may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Applying coherence, unity, rhetorical situation, audience, and focus;</li> <li>• Analyzing the role of an individual paragraph within a larger text;</li> <li>• Organizing paragraphs to support a text's main idea;</li> <li>• Aiding reader comprehension by employing effective transitions.</li> </ul>
<p>6. Analyze and integrate the ideas of others. This may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Analyzing and synthesizing, which is understanding and responding to the ideas of others, moving beyond summary;</li> <li>• Breaking down a text to better comprehend how the pieces relate to the overall meaning of a text;</li> <li>• Differentiating between the student's ideas and the ideas of others;</li> <li>• Responding to the ideas of others.</li> </ul>
<p>7. Revise and edit texts to make them comprehensible for specific audiences and writing contexts (MnTC 1f, 1g). This may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Identifying and applying the grammatical conventions of a particular rhetorical situation;</li> <li>• Writing clear, effective, and varied sentences;</li> <li>• Revising content for accuracy and effectiveness individually and in collaboration with others;</li> <li>• Revising and editing for grammar and mechanics, including the conventions of Standard American English, independently and in response to feedback;</li> <li>• Revising and editing to control tone, style, voice, and word choice</li> </ul>
<p>8. Demonstrate appropriate methods of conducting research, presenting the information they discover in an appropriate style (MnTC 1c, 1d). This may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Finding and identifying primary, secondary, and tertiary sources;</li> <li>• Summarizing, paraphrasing, and quoting material and providing appropriate context;</li> <li>• Citing academic resources;</li> <li>• Presenting written work in proper MLA or other academically sanctioned citation styles, apply the use of source bibliography, in-text citation, citation, and document formatting;</li> <li>• Avoiding plagiarism.</li> </ul>

Is this course part of a transfer pathway: Yes  No

\*If yes, please list the competencies below

Revised 1/2020

# MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE

## Syllabus

**COURSE TITLE:** Introduction to Child Growth and Development

**COURSE NUMBER:** EDUC 2510

**COURSE OVERVIEW:** Introduction to child growth and development from conception through adolescence with a concentration on the physical, cognitive, and social-emotional domains of development. Emphasis areas of the course include: historical foundations and theories associated with the study of child development, the research process, the implications of teaching and learning, student diversity and pertinent topics associated with the possible effects of environment and behavior on prenatal development through adolescence.

**NUMBER OF CREDITS:** 3

**ACADEMIC YEAR:** Fall, 2020

**FACULTY NAME:** Beth Van Orman

**OFFICE HOURS:** Monday-Thursday 9:00-10:00 a.m.

**OFFICE PHONE:** 507-372-3440

**OFFICE NUMBER:** Room 280 Classroom/Administration Building/Worthington Campus

**EMAIL:** [beth.vanorman@mnwest.edu](mailto:beth.vanorman@mnwest.edu)

**TEXTBOOKS TO BE USED:** McDevitt, Teresa, A. & Ormrod, Jeanne, E. (2020). *Child Development and Education, 7<sup>th</sup> Edition*, Pearson Education. [www.pearson.com](http://www.pearson.com)  
ISBN: 978-0-13-480677-8

**COURSE OUTLINE:** Can be found at:

[https://www.mnwest.edu/component/easyfolderlistingpro/?view=download&format=raw&data=eNpFjs0OgjAQhN9I7waKAXU5qo\\_gmVRYoEmhTX-UxPjuthTiqd2ZnW-HI2P4sVgh9Ep2ZKC2WBQIYulD2axV3lg6KO-kmMIGNwTAWzJpP0kl-W4Nngz7s04ITbNqcTqn6MxcJ4pijhCfKqmg1pgnkKGpOZujHaJkN1vj-sG6IWkHXBBiE5TIGwtcESgxW0\\_3fVbA1q0MLF9wrNwlzvH23GiOWw\\_VzWwtKGXoHd qHloNSg0yHPr-XDDDeVxcDA,,](https://www.mnwest.edu/component/easyfolderlistingpro/?view=download&format=raw&data=eNpFjs0OgjAQhN9I7waKAXU5qo_gmVRYoEmhTX-UxPjuthTiqd2ZnW-HI2P4sVgh9Ep2ZKC2WBQIYulD2axV3lg6KO-kmMIGNwTAWzJpP0kl-W4Nngz7s04ITbNqcTqn6MxcJ4pijhCfKqmg1pgnkKGpOZujHaJkN1vj-sG6IWkHXBBiE5TIGwtcESgxW0_3fVbA1q0MLF9wrNwlzvH23GiOWw_VzWwtKGXoHd qHloNSg0yHPr-XDDDeVxcDA,,)

**STUDENT LEARNING OUTCOMES:**

1. Develop a holistic understanding of children ages birth through adolescence based on the integration of literature and research in the areas of physical, cognitive, brain-based, social, emotional, and aesthetic development.
2. Identify and describe the major theoretical perspectives of child development and identify the strengths and failings of each.
3. Develop skills in the observation and interpretation of children's behavior.
4. Describe the quantitative and qualitative changes occurring from infancy to early adolescence and the implications for education.
5. Identify levels of readiness in learning and understanding how development in any one domain may affect performance in others.
6. Differentiate how gender, ethnicity, and social class impact child development.
7. Use reflection and self-correction to reinforce the teacher-learner interaction.

**STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS:**

Subp. 3. Standard 2, student learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:
2A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
2B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
2C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
2D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;
2E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;
2F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; and
2G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.
Subpart 6. Standard 5, learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:



5A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;
5B. understand how social groups function and influence people, and how people influence groups;
Subpart 7. Standard 6, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:
6H. use effective communication strategies in conveying ideas and information and in asking questions;
Subpart 10. Standard 9, reflection and professional development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:
9E. understand the role of reflection and self-assessment on continual learning;
9G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues
9I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;
9J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;
10D. understand the concept of addressing the needs of the whole learner;
Subpart 11. Standard 10, collaboration, ethics, and relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.
Minnesota State Statute 8710.2000 <a href="https://www.revisor.mn.gov/rules/8710.2000">https://www.revisor.mn.gov/rules/8710.2000</a>

**MAJOR ASSIGNMENTS:**

Discussions, Assignments, Tests

**STANDARDS USED FOR ASSESSMENT:**

Students are expected to complete work as assigned and be prepared for the discussions, assignments and tests. Students are expected to complete all requirements in the time allowed (see schedule). No extension of deadlines will be allowed unless PRIOR permission is granted by the instructor.

**Content** (power points) is visible for the entire semester. **Discussions, assignments, and tests** are time-released weekly.

**Grades:** Grades will be posted in D2L; Feedback from your Instructor is timely and strive to respond to assignments within 7 working days.

**Discussions:** Post to **Discussion** on or before the due date: your original post, and replies to at least two other individuals. These must be quality well-thought-out postings, not just "I agree". Do your best to post as soon as possible, because your classmates need to reply.

Students must read the majority of postings. The discussions will be locked down after the due date.

Grading rubric for weekly discussion:

5 pts.	Original posting is insightful, thorough, interesting, and on-topic 4-5 sentences minimum
5 pts.	Responds to at least 2 postings of other students in a way that demonstrates substantial thought
5 pts.	Reads at least 50% of total student postings
<b>Total Discussions: 13 discussions at 15 points each: 195 points</b>	

**Assignments:** Written assignments will be submitted to the assignments drop box within D2L. Assignments must be submitted to the specified drop box by 11:59 pm on the due date (see course schedule).

Grading rubric for Assignments:

5 pts.	Assignment is completed in full using thoughtful and justified responses.
5 pts.	Opinion is expressed using key concepts and terminology outlined in the lessons and readings.
5 pts.	Format of assignment is as instructed using collegiate expectations: number of pages; 12 point font; black ink; double-spaced; times new roman font.
<b>Total Assignments: 13 assignments at 15 point each: 195 points</b>	

**Tests:** Tests will be done online. Students should work independently when taking quizzes. Do not take quizzes in groups with other students. You can use your books and notes on quizzes when taking these online.

Grading rubric for tests:

Test 1	Chapters 1-3	30 points
Test 2	Chapters 4-6	30 points
Test 3	Chapters 7-9	30 points
Test 4	Chapters 10-12	30 points

Test 5	Chapters 13-15	30 points
	<b>Total Points possible:</b>	<b>150 points</b>

All tests will be multiple choice. Students will have two attempts allowed for each test. The final score on the respective test is the average of the 2 attempts. Each question will be individually analyzed for student performance. Questions are individually selected by the Instructor to ensure a proper measure of what was taught and what should have been learned. If more than 75 percent of a question is scored incorrect and is the same wrong answer is indicated, that question will be analyzed for validity. If the question is deemed to not be a valid measure of what the student should know, the Instructor will throw-out that question. Tests will not be graded on a curve.

### **LATE POLICIES:**

All required work is due on the dates indicated on the course syllabus. If students cannot get work completed by the due date they must let the instructor know in advance.

Students are expected to have a reliable computer with reliable internet service to ensure work can be completed as assigned.

### **ATTENDANCE:**

Attendance is expected for all class dates and is monitored by number of log-ins in the course per week. Students should strive to log-in on the day the new unit opens and at least every other day. Waiting to log-in until the last day the unit is open is not recommended.

Missing more than 20% of course requirements will result in Administrative withdrawal from the course.

### **ACADEMIC INTEGRITY:**

Academic integrity is expected by all students of Minnesota West. Any student that is confirmed of violating the Student Code of Conduct – academic integrity will be dismissed from the course and awarded a grade of F. Please refer to the Student Code of Conduct at the link below:

[https://www.mnwest.edu/images/student-information-policies/code\\_of\\_conduct.pdf](https://www.mnwest.edu/images/student-information-policies/code_of_conduct.pdf)

### **HELP/TUTORING ASSISTANCE:**

Tutoring is available on all Minnesota West campuses. Please refer to the link below to access tutoring contact information and schedule:

<https://www.mnwest.edu/advisory-services/tutoring>

### **EXTRA CREDIT:**

There is no extra credit in this course.

**Veteran Services:** Minnesota West is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently. Active duty and reserve/guard military members should advise their instructor of all regularly scheduled military appointments and duties that conflict with scheduled course requirements. Instructors will make every effort to work with the student to identify adjusted timelines. If you are a veteran, please contact the Minnesota West Veterans Service Office.

**The information in this course outline is subject to revision**

**To receive reasonable accommodations for a documented disability, please contact the campus Student Services Advisor or campus Disability Coordinator as arrangements must be made in advance. In addition, students are encouraged to notify their instructor.**

**This document is available in alternative formats to individuals with disabilities by contacting the Student Services Advisor or by calling 800-658-2330 or via your preferred Telecommunications Relay Service.**

**A Member of the Minnesota State Colleges and Universities System  
An Affirmative Action Equal Opportunity Educator/Employer**

## ACTION VERBS

The list below gives examples of verbs which will help faculty members write student learner outcomes which must be observable and measurable. It is recommended instructors consider using a variety of levels from Bloom's Taxonomy under which the verbs are listed.

Knowledge	Comprehension	Application	Analysis	Synthesis
arrange	associate	adapt	analyze	arrange
cite	characterize	administer	appraise	assemble
count	classify	apply	argue	collect
define	compare	assign	calculate	combine
draw	complete	build	categorize	compose
duplicate	compute	calculate	compare	conclude
give	consider	choose	construct	consolidate
identify	contrast	classify	contrast	construct
know	depict	complete	criticize	create
label	describe	compute	critique	derive
list	differentiate	conduct	debate	design
match	discuss	create	detect	determine
memorize	distinguish	debug	diagram	develop
name	establish	decide	differentiate	diagnose
order	estimate	demonstrate	discriminate	differentiate
point	exhibit	design	distinguish	dissect
quote	explain	dramatize	document	examine
read	express	employ	evaluate	explain
recall	extrapolate	examine	examine	formulate
recite	identify	exhibit	experiment	generalize
record	imagine	implement	explore	integrate
relate	induce	interpret	group	manage
repast	instruct	invent	illustrate	merge
repeat	interpolate	operate	infer	organize
reproduce	interpret	perform	inspect	plan
restate	justify	practice	inventory	prepare
retain	locate	prescribe	investigate	prescribe
select (from a list)	model	produce	order	produce
state	predict	propose	question	propose
tell (how to)	prove	relate	relate	refute
trace	realize	role play	research	relate (parts)
underline	recognize	schedule	separate	set up
write (directions for)	reflect	shop	solve	specify
	relate	sketch	summarize	synthesize
	report	solve	test	theorize
	restate	test	translate	unite
	review	use		write
	show	utilize		
	sort			
	synthesize			
	teach			
	tell			
	translate			