

# Curriculum Handbook



**NORTHLAND**  
COMMUNITY & TECHNICAL COLLEGE

**NOTE: THIS IS A DRAFT WORKING VERSION. USE FOR ALL CURRICULUM  
DEVELOPMENT, REVISION, OR SUSPENSION. YOUR SUGGESTIONS AND  
COMMENTS ARE WELCOME FOR ANY CHANGES AND SHOULD BE FORWARDED  
TO YOUR SUPERVISING ACADEMIC DEAN OR THE ACADEMIC COORDINATOR TO  
BE INCLUDED IN THE FINAL VERSION.**

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Hello!

NCTC developed this handbook to assist everyone in our institution as they develop and modify our main product-curriculum used to teach and develop our students. We know that curriculum development and delivery is a complicated process and this handbook will provide guidance and resources you will need. In addition, there are many experts working at our institution to help along the way. Please use this handbook and provide any feedback to an academic dean or the Academic Coordinator that will make it better.

## NCTC Curriculum Management Philosophy

Northland Community and Technical College exists to educate and train students to support their long term goals in career and community needs. This is supported through the NCTC Mission and Vision

## NCTC Mission

Northland Community & Technical College is dedicated to creating a quality learning environment for all learners through partnerships with students, communities, businesses, and other educational institutions.

## NCTC Vision

Northland Community & Technical College will be widely recognized as a progressive leader in community and technical college education, responsive to the needs of our learners through the use of partnerships, innovation, and technology.

## Academic Program Types-Degrees, Diplomas and Certificates (reference MS Policy/Procedure 3-36.1 and 3-36.1.1)

### Associate in Arts (A.A) Degree

An associate in arts degree is awarded upon completion of a 60 credit academic program in the liberal arts and sciences without a named field of study. It is designed for transfer to baccalaureate degree-granting institutions. An associate in arts degree requires completion of at least a 40 credit general education curriculum that fulfills the Minnesota Transfer Curriculum goal areas. An associate in arts degree may have one or more emphases of at least 9 credits each in liberal arts and science fields, provided there is an articulation agreement with a baccalaureate major offered by at least one system university. At least 20 credits in the associate in arts degree shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president of the college or university.

### Associate in Science (A.S.) Degree

An associate in science degree is awarded upon completion of a 60 credit academic program in scientific, technological, or other professional fields designed to transfer in its entirety to a related baccalaureate program by way of an articulation agreement. The associate in science degree is designed to transfer in its entirety to a related baccalaureate program by way of an articulation agreement. The associate in science degree requires a minimum of 30 general education credits selected from at least six of the ten goal areas of the Minnesota Transfer Curriculum and shall not have emphases. At least 20 credits in an associate in science degree shall be taught by the faculty

recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president of the college or university. A waiver may be granted to exceed a length of 60 credits.

### Associate in Applied Science (A.A.S.) Degree

An associate in applied science degree is awarded upon completion of a 60 credit academic program in a named field of study in scientific, technological or other professional fields. An associate in applied science degree prepares students for employment in an occupation or range of occupations. An associate in applied science degree may also be accepted in transfer to a related baccalaureate program. An associate in applied science degree requires a minimum of 15 general education credits selected from at least three of the ten goal areas of the Minnesota Transfer Curriculum. At least 30 credits shall be in the academic program's occupational or technical field of preparation. An associate in applied science degree may have one or more emphases of at least 9 credits each when there are at least 30 credits in the major that are common to the emphases. At least 20 credits in an associate in applied science shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president of the college or university. A waiver may be granted to exceed a length of 60 credits.

### Diploma

A diploma is awarded upon completion of a 31 to 72 credit undergraduate academic program that prepares students for employment. A minimum of 24 credits shall be in occupational or technical courses. A diploma may have one or more emphases of at least 9 credits when there are at least 30 credits in the major that are common to the emphases. At least one-third of the credits in the diploma shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation by the faculty and approval by the president of the college. A diploma of more than 72 credits in length may be approved when the academic program prepares an individual for employment.

### Certificate

An undergraduate certificate is awarded upon completion of a 9 to 30 credit academic program. An undergraduate certificate may have an occupational outcome or address a focused area of study and shall not have emphases. At least one-third of the credits in the undergraduate certificate shall be taught by the faculty recommending the award. This requirement may be decreased upon recommendation by the faculty and approval by the president of the institution. An undergraduate certificate less than 9 or more than 30 credits in length may be approved when the academic program prepares an individual for employment.

<http://www.northlandcollege.edu/academics/degreetypes/>

## Minnesota Transfer Curriculum

### What is Minnesota Transfer Curriculum (MnTC)?

The Minnesota Transfer Curriculum (MnTC) contains the minimum number of credits (40) needed to complete the general education requirement at all Minnesota public colleges and universities. These 40 credits must be completed in 10 goal areas and completed with a minimum of 2.0 GPA. All of the Minnesota Transfer Curriculum courses offered by Northland Community & Technical College will

transfer within MnSCU in the goal areas designated by Northland. Northland urges students to contact an advisor or Transfer Specialist to discuss further details regarding the MnTC and the Liberal Arts program.

All of the Minnesota Transfer Curriculum courses offered by Northland will transfer within MS in the goal areas designated.

### Associate in Arts (AA) Degree Transfer

The Liberal Arts program at Northland includes the first two years of most degrees at a four-year institution and is designed for transfer. Students who complete the Associate in Arts (AA) degree at Northland are assured of a smooth transfer in to Minnesota State Colleges and Universities system. The Associate in Arts degree is usually accepted at most out-of-state colleges. The AA degree requires a completion of a total of 60 credits, 40 of which must be taken from the MnTC. A 2.0 GPA is required in the 40 credits of MnTC. The remaining 20 credits can be taken either in the MnTC or in general education areas not listed on the MnTC (a maximum of 16 technical credits can apply). However, if you have decided upon a major at a specific university, it would be beneficial for you to choose “elective courses” that apply to that program.

### NCTC Courses Meeting MnTC Goal Areas

<http://www.northlandcollege.edu/admissions/transfer-students/minnesota-transfer-curriculum>

**Faculty, Staff, Administrative Roles** It is understood that the faculty, staff, and administration all have important roles in the development, revision, and removal of curriculum to support students. Those groups generally have the following responsibilities:

**Faculty:** Perform the active roles in curriculum development and design. Teach, assess, and revise curriculum as necessary to meet program needs. Faculty also act as Subject Matter Experts (SMEs) in their area of expertise. Faculty also have primary roles on committee work such as AASC, APR, and related committees for the college. Faculty work with other areas of the college as needed to provide high quality programs and courses for NCTC students.

**Academic Affairs and Standards Committee (AASC):** Reviews curriculum planning and approves curriculum for use at the local (NCTC) level. This group, consisting of faculty and administration, reviews all new, modified, and suspended curriculum requests for the college to determine if it is supporting the NCTC mission and vision. The AASC does not write or revise specific curriculum but rather ensures that it fits into a program consistent with college goals and priorities. The AASC is the final stop for curriculum changes at the college prior to CAO approval. Membership consists of twelve members, eight faculty (four from TRF campus, four from EGF campus), and four administrators which must include the CAO.

The AASC meets one time a month during the school year. An additional meeting may be called by the chair if necessary during the summer.

- Chair emails a call for curriculum submissions two weeks prior to the meeting.
- As submissions are sent to the Chair, he/she reviews them. At this time they are either forwarded to the rest of the committee for review, or returned to the submitter for more information that is needed.

- Agenda is set by the Chair/CAO and then sent to faculty and administration one week prior to the meeting.
- After decisions are made at the meeting (by vote), the chair, or someone they appoint, will take the committee's decision to the person/persons that submitted the request.
- If more information is determined necessary, the request can be resubmitted following addition of needed material.
- Forms-AASC forms can be found at:  
<http://www.northlandcollege.edu/employees/idoes/employee-forms/>

**Academic Coordination Office (ACO):** The ACO consists of the Academic Coordinator and support functions shared by other academic areas. The ACO is the connection point between all major curriculum planning areas at the college and a primary resource for curriculum development, management, and processing at NCTC. At this point the ACO is limited in its ability to provide all the curricular assistance needs to faculty and staff but as the college grows, this office should expand to become the starting point for faculty when making curriculum changes as well as a resource for teaching and learning. The ACO works closely with the AASC, APRC, and CAO to ensure curriculum is kept current and updated at NCTC, MnSCU, and HLC. The ACO has overall responsibility with input from all areas, for changes to this handbook which will have changes updated annually. Interim changes will be addressed through the use of Standard Operating Procedures, available on the N drive.

**Academic Deans:** Oversee departmental curriculum management in conjunction with faculty. Support and assist faculty for curriculum delivery, assessment, and modification. Work closely with other areas and groups in the college to bring curriculum changes in an efficient, timely manner to AASC. Assist faculty in their responsibility for updating curriculum changes recommended by the APR committee. Overall responsibility for program management with faculty in their assigned divisions.

**Academic Program Review Committee (APR):** The APR committee oversees the annual and five-year review of curriculum at NCTC. Working with faculty and administration, the APRC are the primary group to initiate, track, and change curriculum at eh college and become the foundational group developing and managing curriculum assessment. This group is a key resource for faculty in developing new curriculum and revising current curriculum by helping faculty identify and map outcomes, review curriculum programs, a oversee the five-year assessments to include DACUM, program task lists, program mapping for ILOs, PLOs, and course development for CLOs. The APR committee works with the faculty, ACO, Deans, CAO to ensure these reviews are completed. The APR committee also reviews and interprets data collected during annual and five-year assessments, recommends changes, and tracks results for curriculum changes from these areas through the faculty, ACO and Dean.

**Chief Academic Officer (CAO):** Has institutional responsibility and oversight for all curriculum used at NCTC. Institutional representative for curricular issues with MnSCU, HLC and any other organizations outside the college. Has overall responsibility for ensuring students, ACO, AASC, APR Deans, faculty, Student Services, IT , and other related people/organizations related to curriculum delivery, development, revision, suspension, review, and use are given the tools and processes needed to ensure curriculum at NCTC is properly delivered, evaluated, and changed as needed.



## The Curriculum Development Process and Overview

Why do we go through this trouble? Well, first of all, we use a specific curriculum development process at NCTC to track and validate courses and programs. This ensures each course and program is reviewed regularly and modified as needed. There are many inputs along the way but it always starts with the need for the course or program. These needs may be identified by a business/industry, regulatory/governmental need, or by individuals in the community or institution. Regardless, the education identified is either formal or informal. *Formal* education is typically considered the type of instruction provided by our institution while *informal* education is usually conducted away from the institution and not part of the formal education process. All of us at the institution have a role in this process (see *Appendix B*).

Second, it provides the basis for student learning and the course or program planning done by faculty. At NCTC, the Common Course Outline (CCO) is the lowest level document developed and managed outside the classroom. The CCO development is a product of multiple people's work and is approved by the Academic Affairs and Standards Council (AASC) and the Chief Academic Officer (CAO). It is the starting point for faculty development of their course documents.

Any changes to college courses or curriculum are to be brought to the Academic Affairs and Standards Council (AASC) for approval.

The following process is adaptable for new courses, revision of existing courses, changes made to current curriculum and new programs.

1. Determine the need for changes or additions to curriculum. Discussion should first take place with fellow faculty within the discipline and with faculty whose program may be affected by the change and/or addition. The appropriate academic dean should be included in the conversation.
2. Once the change(s) are determined, the appropriate form is to be completed and submitted to AASC. <http://www.northlandcollege.edu/employees/idoocs/employee-forms/>
3. Depending on changes to be made there are necessary items to be included with each of the forms.

## Program Development Overview

NCTC uses several approaches for new/modified curriculum development. In general these could include a DACUM model, a specific requirement identified through accreditation or regulation. In general, the appropriate model used will be the one most effective for that particular educational pathway. Every time a program is considered for addition or being reviewed, the PERT (Program Evaluation and Review Technique) should be used to determine if the program still needs to be taught. At the same time, changes may be identified as part of the review process. A simplified PERT model is shown in Appendix A. Although there are multiple tasks at each step along the way, program development and review look like this at NCTC:

### 1-Decision made to study feasibility of establishing or revising Program

This is where every program begins for development, review, or suspension. The decision to move forward is based on a perceived need for the program from college employees, advisory group members, community members, business, or industry. While the decision to move forward is a group choice, the President's Council and Academic Affairs and Standards Council must weigh in

before time and funds are spent in any action. Initial decisions to move forward should include discussion around mission, vision, goals for NCTC, community needs, and costs.

## 2-Standards for Program X established (external, accreditation, advisory etc.)

Standards will always start with the programs desired outcomes. While these may be defined better in later steps, there should always be several broad, defined outcomes students will be expected to attain when they have successfully completed the program. Program outcomes are the basis for course selection and development. These areas are critical and should be a result of working closely with the subject matter experts (SMEs) for the area as well as the schools, businesses, and organizations where students will be employed after graduation.

## 3-School-related data identified

Data used by the school to reflect areas such as graduation rates, enrollment assessment, scheduling, etc. that may impact a program decision are collected here. In addition, data relating to other schools in our system with similar programs are also included. The focus is to determine the need and capability internally as part of the decision.

## 4-Community-related data identified

Data that is related to business, industry, workforce development, accreditation, regulatory requirements, etc. would be collected here. Sources may vary widely but there are some in particular to go with at the Minnesota State website. In particular, review the tools listed on <https://mnscu.sharepoint.com/sites/asa/SitePages/Page.aspx?topicID=81&topicName=Workforce%20Planning%20Tools> for application.

## 5-Prosepective enrollment figures determined

For any program to be successful, it must have students and while this sounds pretty fundamental, many new programs fail to effectively gauge this area before starting a program. It is especially important if the proposal is a niche program and numbers are critical. Begin by using the Student Interest Assessment Handbook to make this determination located at <https://mnscu.sharepoint.com/sites/asa/Resources/Student%20Interest%20Assessment%20Handbook.pdf>.

## 6-Qualified instructor availability established

During this step, a full analysis of qualified instructors will done. We want to ensure the college will have the right people to teach courses once they are developed. This is also an appropriate time to look long term at the needs of the college for a full-time or part-time person and develop timelines criteria to help make those decisions later on. Other considerations may include developing new credential requirements and a full review of the requirements already established by Minnesota State in Board policy 3.36 and 3.36.1.

## 7-Facilities assessment

While developing the outcomes considerations must be given for the needed space to conduct the program. In technical programs or lab required courses, this step is crucial. Early on in the process, meet with campus facilities directors to get started. Some facility workarounds may be determined including alternate sites until the college can develop or build an appropriate lab space.

#### 8-Current and future budget support determined

The academic dean and CFO are primarily the drivers for this area. Faculty need to be ready to provide as much detail as possible concerning equipment, facilities, accreditation, and other cost items. These will be coupled with the other costs for the program and be input for the final decision.

#### 9-Current and projected employment opportunities

This area concerns projected employment for graduates of the program. There are a variety of sources to see existing and future employment opportunities for a given area but if there are others out there don't hesitate to bring them to the discussion. Remember, the employment needs should reflect **graduate** opportunities so the first viable projection may need to be out as far as two years.

#### 10-School-related data analyzed

All the gathered data from internal sources is collected and analyzed by the faculty, student affairs, and administration. Once everyone contributes, the group must provide a go/no go decision with justification.

#### 11-Community-related data analyzed

External data from community, state, region, business, industry etc. and the related data is reviewed and the decision to go/no go for the program is made. Typically, the faculty and academic dean involved will lead this discussion.

#### 12-Composite data and final proposal prepared-PC/AASC/APR committees briefed

This review is a final review with the faculty, academic dean, and CAO utilizing all the input from the previous steps. Once the determination to develop the new program has been made, a decision package is developed for the President's Council, APR Committee and AASC.

#### 13-PC approves for development

The decision process starts with the President's Council to provide funding and facilities and ensure development of the program is feasible. Once the college determines it can fund the program, it moves forward to APR/AASC.

#### 14-Program coordinated with APR/AASC/Academic Dean through development

- The APR committee does not have decision-making authority in this process but as the overseer for all curriculum assessment and review, getting their input early on is very beneficial. Suggestions or discussion about ILOs, PLOs, and SLOs are all key in development of the final product. In addition, their expertise in program mapping will ensure the new program is on track for future assessment well before the first requirement exists. Additional suggestions should be provided and an APR POC set up for assistance as the program and courses are developed.
- The AASC through its members work with the faculty and academic dean to prepare a final document for approval (step 15, 16). The amount of support will vary but ideally when properly completed, AASC approval/disapproval will not be related to the proper preparation of the curriculum documents.
- The Academic Dean is the administrative connection with the faculty member during the development and revision of curriculum. They are not subject matter experts but do have

responsibility to manage the curriculum throughout the process and assist the faculty member in its development.

#### 15-Proposal presented for approval by AASC

The AASC is the decision maker for curriculum moving forward in the college. They have the responsibility to be the final look at its purpose, that it meets standards for CCO development, and discussion for this program should be to the scope and depth needed for assurance of a quality program and course. The AASC approves a Program Outline and schedule with a Course CCO. Those become the source documents to finalize and teach the program.

#### 16-AASC approval followed by Academic Dean/Program Navigator inputs for approval by Minnesota State

Once AASC approves a program action, the academic dean responsible for it will enter the needed data into program navigator to begin the coordination and approval process for the system and HLC.

#### 17-HLC notification/approval by CAO

The CAO is responsible for approving program navigator inputs and working with HLC for notification or approval of new programs. The status of all inputs is available on the N drive at N:/Academic Affairs (shared)/Academic Coordinator/HLC\_PN Updates.xlsx.

#### 18-Internal coordination for program administration and management completed-teach, analyze, revise as needed and at the 5-year mark

Once a new program and courses are taught the process of annual assessments, validation and 5-year reviews take place. The APR committee has the primary oversight for this part of curriculum management along with the academic dean and SME faculty members. A 5-year review essentially repeats much of this process.

### Course Development Overview

The course development process is similar to the program development process except it supports the program and therefore are typically developed after the course program outline and outcomes are completed to ensure all courses will support the program outcomes and certificate, diploma or degree. The DACUM (**D**eveloping **A** **C**urriculum) or required task listing such as those required by accreditation or regulation, are crucial for this process. While this handbook includes a lot of information on course development, the ultimate goal is to complete the Common Course Outline (CCO) for approval by AASC. This single document is a summation of what the course will provide to students in terms of outcomes, time, credits, types of assessments, and description. It is cross referenced to ensure it will support the program outcomes as well through a curriculum mapping process.

## PROGRAM PROCESSES

### New Program Development

Developing a new program is a detailed process and requires more than one person to accomplish. Start by looking at the PERT model and flow charts shown in **Appendices A, B, and C**, and gathering all the

required information such as needs assessment, budgeting, facilities, credentials required, specialized equipment, accreditation, etc. All program development has to be coordinated with the Academic Dean responsible for the program before approval. Do not wait till submitting programs to AASC to do this coordination. Failure to do so can delay Minnesota State and AASC approvals in the process and prevent timely scheduling and assignments.

1. Complete checklist in **Appendix D** to ensure all required documentation/actions have been completed before submitting to AASC.
2. Once the checklist and forms are ready, complete the New Program form located at: <http://www.northlandcollege.edu/employees/idoes/employee-forms/>. This form initiates AASC action and should be completed and submitted only when seeking final approval. The person/persons submitting a new program to AASC for approval should make every effort to be present during the AASC meeting to answer questions, update information, and provide background for decisions. AASC will provide a formal response to the submitter on its final decision and suggestions for needed actions, if any.
3. Once AASC has approved the program, the Academic Dean responsible for the program will work with faculty and complete the necessary Program Navigator inputs. After CAO approval, the program will be submitted to Minnesota State for approval at that level.
4. The CAO will work with the Dean and faculty to prepare any program for Higher Learning Commission approval if needed. The CAO is responsible for HLC notification of all programs at the college and their status.
5. No program may be added to the catalog, nor credentials awarded until HLC notification or approval as required.

### Existing Program Revision

Revising/modifying an existing program is not as complicated as developing a new program but may require many of the same preparation data. As in the new program process, start by looking at the PERT model in **Appendix A, B, and C**, and gathering all the required information such as needs assessment, budgeting, facilities, credentials required, specialized equipment, accreditation, etc. All program development has to be coordinated with the Academic Dean responsible for the program before approval. Do not wait till submitting programs to AASC to do this coordination. Failure to do so can delay Minnesota State and AASC approvals in the process and prevent timely scheduling and assignments.

1. Complete checklist in **Appendix E** to ensure all required documentation/actions have been completed before submitting to AASC.
2. Once the checklist and forms are ready, complete the Change Program form located at: <http://www.northlandcollege.edu/employees/idoes/employee-forms/>. This form initiates AASC action and should be completed and submitted only when seeking final approval. The person/persons submitting a program change to AASC for approval should make every effort to be present during the AASC meeting to answer questions, update information, and provide background for decisions. AASC will provide a formal response to the submitter on its final decision and suggestions for needed actions, if any.

3. Once AASC has approved the program change, the Academic Dean responsible for the program will work with faculty and complete the necessary Program Navigator inputs. After CAO approval, the program will be submitted to Minnesota State for approval at that level.
4. The CAO will work with the Dean and faculty to prepare any program for Higher Learning Commission approval if needed. The CAO is responsible for HLC notification of all programs at the college and their status.
5. No program may be added to the catalog, nor credentials awarded until HLC notification or approval as required.

### Existing Program Suspension

Suspending an existing program has significant impacts on the students, employees, and college. It definitely requires a lot discussion and preparation before making any requests for suspension. In addition, any program suspended sits in that status for three years. If the college chooses to bring it back before the end of that period, the program just needs to be brought back up and approved by the President's Council and AASC. The necessary work will be done by the Academic Dean and CAO to reinstate it with the Minnesota State system and HLC. Once the three year limit is met without recession, the program is considered closed and any effort to bring back that program is done from scratch using the new program process. A program may also be closed without suspension first. This process is used for both actions but again, any need to bring back that program means starting from scratch using the new program process.

When determining if a program should be suspended, use the PERT model to begin the decision making process. In some cases, it may be more related to budget considerations and the program sustainability models could be a source of input for that decision. Regardless, once the decision is made to suspend a program begin as described below. All program development has to be coordinated with the Academic Dean responsible for the program before approval. Do not wait till submitting programs to AASC to do this coordination. Failure to do so can delay Minnesota State and AASC approvals in the process and prevent timely scheduling and assignments.

1. Complete checklist in **Appendix F** to ensure all required documentation/actions have been completed before submitting to AASC.
2. Once the checklist and forms are ready, complete the Change Program form located at: <http://www.northlandcollege.edu/employees/ids/employee-forms/>. This form initiates AASC action and should be completed and submitted only when seeking final approval. The person/persons submitting a program change to AASC for approval should make every effort to be present during the AASC meeting to answer questions, update information, and provide background for decisions. AASC will provide a formal response to the submitter on its final decision and suggestions for needed actions, if any.
3. Once AASC has approved the program change, the Academic Dean responsible for the program will work with faculty and complete the necessary Program Navigator inputs. After CAO approval, the program will be submitted to Minnesota State for approval at that level.
4. The CAO will work with the Dean and faculty to prepare any program for Higher Learning Commission approval if needed. The CAO is responsible for HLC notification of all programs at the college and their status.



5. No program may be added to the catalog, nor credentials awarded until HLC notification or approval as required.

## COURSE PROCESSES

### New Course Development

Developing a new course is a detailed process that requires time and coordination to accomplish. Start by looking at the program map to assess what your course purpose is and develop the outcomes to support the program outcomes. Courses should not be boxed in by a predetermined credit length but rather developed to accomplish specific course outcomes supporting the program. Please refer to the example Common Course Outline (CCO) in **Appendix J** when developing your courses and use the example for writing your submissions for approval. Be sure to gather any supporting documentation such as needs assessment, budgeting, facilities, credentials required, specialized equipment, accreditation, etc. to provide justification for a new course(s). A CCO will be required for *each* new course when developing a program proposal. All course development has to be coordinated with the Academic Dean responsible for the program before approval. Do not wait till submitting programs to AASC to do this coordination. Failure to do so can delay the process and prevent timely scheduling and assignments.

1. Complete checklist in **Appendix G** to ensure all required documentation/actions have been completed before submitting to AASC.
2. Once the checklist and forms are ready, complete the New Program form located at: <http://www.northlandcollege.edu/employees/ids/employee-forms/>. This form initiates AASC action and should be completed and submitted only when seeking final approval. The person/persons submitting a new course to AASC for approval should make every effort to be present during the AASC meeting to answer questions, update information, and provide background for decisions. AASC will provide a formal response to the submitter on its final decision and suggestions for needed actions, if any.
3. Once AASC has approved the course, it will be added to the college course inventory by the IT Coordinator.
4. No course may be scheduled nor credit awarded until final approval and coordination. The Academic Dean has responsibility for scheduling courses with the Division Chairs.

### Existing Course Revision

Course revisions are required for a number of reasons including career field needs, advisory committee inputs, adjustments to student learning objectives etc. Any changes needed should start by looking at the program map to assess what the program outcomes the course supports and ensure those outcomes continue to be supported whether through this course revision or by doing additional course revisions within the program. Courses should not be boxed in by a predetermined credit length but changes to coexisting courses must consider credit changes as they pertain to the program as well. Additional revision may be required. Submitted course changes should be coordinated with the Academic Dean and the APR group for additional considerations. Failure to do so can delay the process and prevent timely scheduling and assignments. In addition, the CCO changes should be noted using strikethrough methods per the example in **Appendix J**. Be sure to gather any supporting documentation

such as needs assessment, budgeting, facilities, credentials required, specialized equipment, accreditation, etc. to provide justification for a changes.

1. Complete checklist in **Appendix H** to ensure all required documentation/actions have been completed before submitting to AASC.
2. Once the checklist and forms are ready, complete the New Program form located at: <http://www.northlandcollege.edu/employees/idoes/employee-forms/>. This form initiates AASC action and should be completed and submitted only when seeking final approval. The person/persons submitting a new course to AASC for approval should make every effort to be present during the AASC meeting to answer questions, update information, and provide background for decisions. AASC will provide a formal response to the submitter on its final decision and suggestions for needed actions, if any.
3. Once AASC has approved the course, it will be added to the college course inventory by the IT Coordinator.
4. No course may be scheduled nor credit awarded until final approval and coordination. The Academic Dean has responsibility for scheduling courses with the Division Chairs.

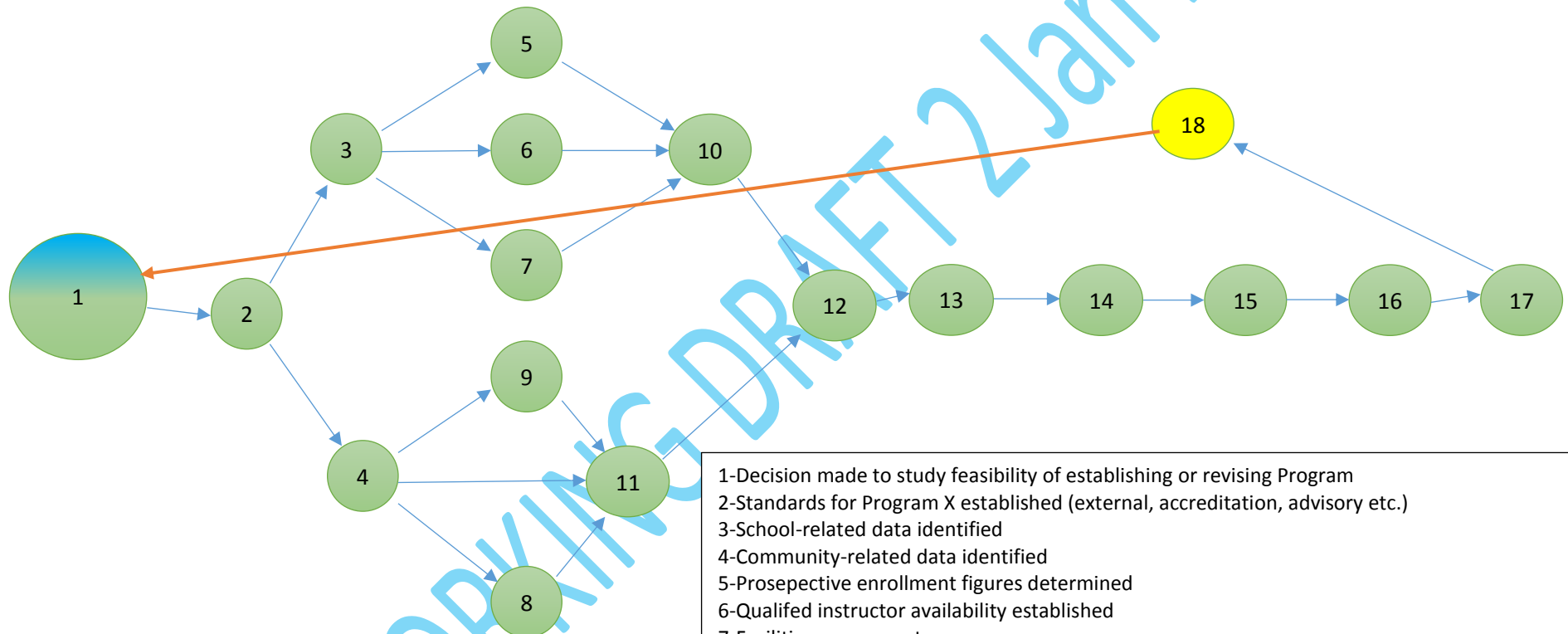
### Existing Course Suspension

Course suspensions are required for a number of reasons including career field needs, advisory committee inputs, adjustments to student learning objectives etc. Any suspensions needed should start by looking at the program map to assess what the program outcomes the course supports and ensure those outcomes continue to be supported through the remaining courses in the program. Submitted course revisions should be coordinated with the Academic Dean and the APR group for additional considerations. Failure to do so can delay the process and prevent timely scheduling and assignments. Be sure to gather any supporting documentation such as needs assessment, budgeting, facilities, and credentials required, specialized equipment, accreditation, etc. to provide justification for a changes.

1. Complete checklist in **Appendix I** to ensure all required documentation/actions have been completed before submitting to AASC.
2. Once the checklist and forms are ready, complete the course suspension form located at: <http://www.northlandcollege.edu/employees/idoes/employee-forms/>. This form initiates AASC action and should be completed and submitted only when seeking final approval. The person/persons submitting a new course to AASC for approval should make every effort to be present during the AASC meeting to answer questions, update information, and provide background for decisions. AASC will provide a formal response to the submitter on its final decision and suggestions for needed actions, if any.
3. Once AASC has approved the course suspension, it will be removed from the college course inventory by the IT Coordinator.

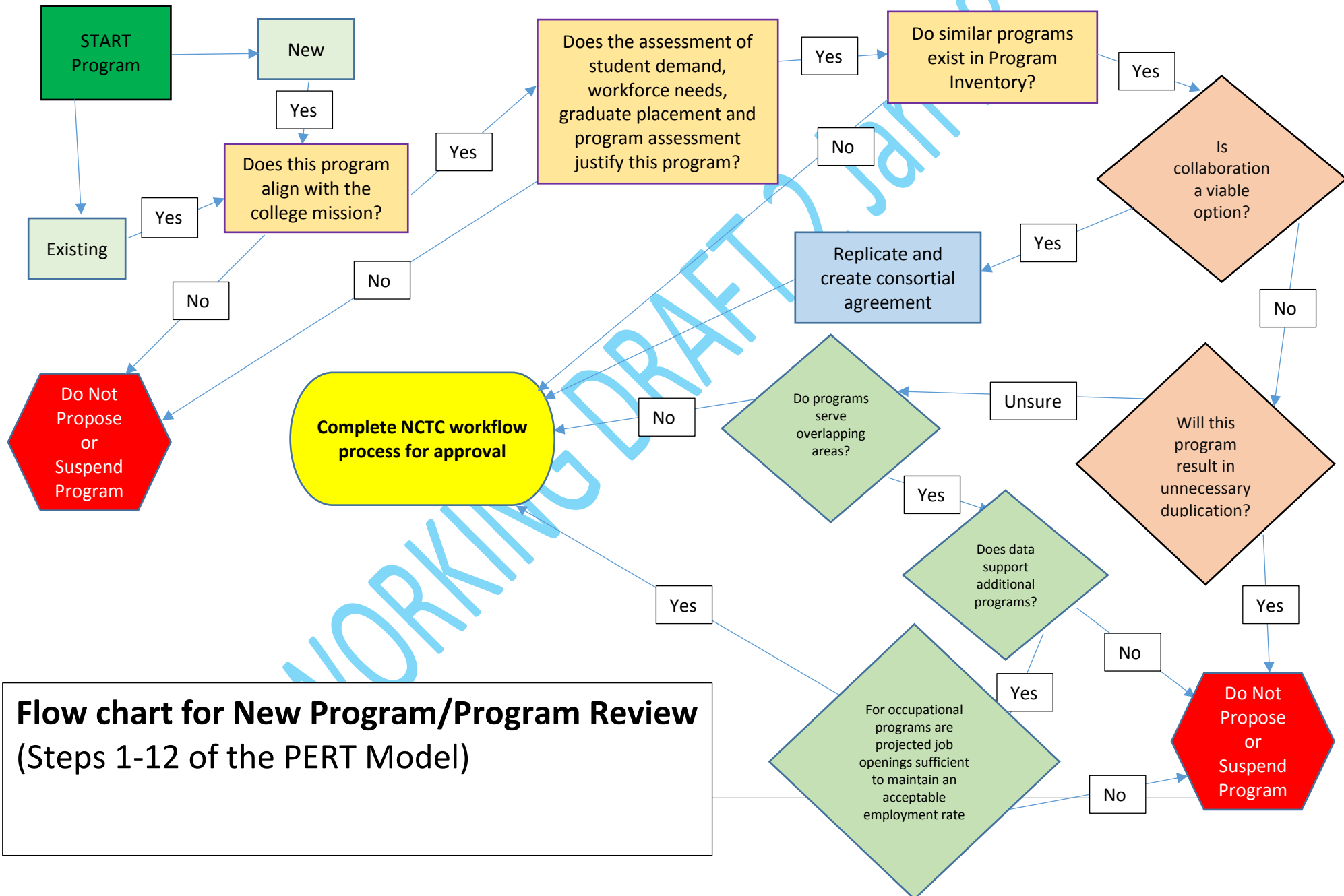


**Appendix A**  
**PERT (Program Evaluation and Review Technique) Model for Program Analysis at NCTC**

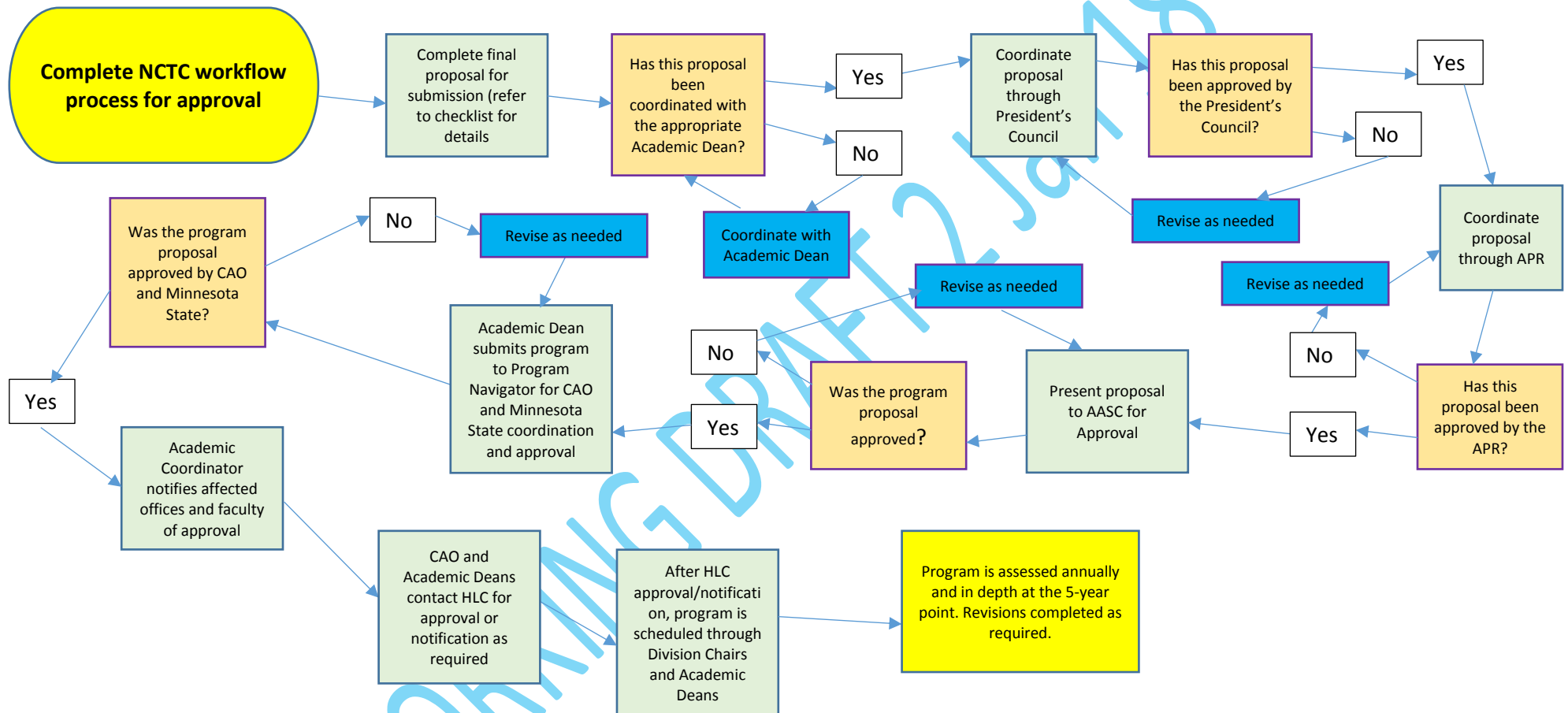


- 1-Decision made to study feasibility of establishing or revising Program
- 2-Standards for Program X established (external, accreditation, advisory etc.)
- 3-School-related data identified
- 4-Community-related data identified
- 5-Prosepective enrollment figures determined
- 6-Qualified instructor availability established
- 7-Facilities assessment
- 8-Current and future budget support determined
- 9-Current and projected employment opportunities
- 10-School-related data analyzed
- 11-Community-related data analyzed
- 12-Composite data and final proposal prepared-PC/AASC/APR committees briefed
- 13-PC approves for development
- 14-Program coordinated with APR/AASC/Academic Dean through development
- 15-Proposal presented for approval by AASC
- 16-AASC approval followed by CAO/Program Navigator inputs for approval by Minnesota State
- 17-HLC notification/approval by CAO
- 18-Internal coordination for program administration and management completed-teach, analyze, revise as needed and at the 5-year mark

**Appendix B**  
**Program Flow Chart (PERT 1-12)**



**Appendix C**  
**Program Flow Chart (PERT 12-18)**



**Flow chart for New Program/Program Review**  
(Steps 12-18 of the PERT Model)

**Appendix D**  
**New Programs Checklist**

1. Does this program align with the college mission, vision, and goals? Will it help to create a quality learning environment for all learners? Are we engaging partnerships with students, communities, businesses, and/or other education institutions? Does it help demonstrate NCTC as a progressive leader in our service area?

Yes\_\_\_\_ No\_\_\_\_ Notes:

2. Do student demand, workforce needs, graduate placement, or program assessment justify this program? Use the assessment tools to provide data supporting this program and include with AASC submission. Advisory Committee, community needs, business needs, industry group requests, or similar documents demonstrating a perceived or actual need for the program.

Yes\_\_\_\_ No\_\_\_\_ Notes:

3. Has the President's Council reviewed this request and approved or obligated funding, facility, student services, and administrative support?

Yes\_\_\_\_ No\_\_\_\_ Notes:

4. Does the school-related data supports this program? Graduation rates, enrollment assessment, scheduling, sister institution data or similar information. Minnesota State data is also a source for this question.

Yes\_\_\_\_ No\_\_\_\_ Notes:

5. Does the employment data support this new program? Tools listed at [http://www.academicaffairs.mnscu.edu/academicprograms/workforce\\_planning/index.html](http://www.academicaffairs.mnscu.edu/academicprograms/workforce_planning/index.html) such as LMIwise, O\*Net, DEED Data, Wanted Analytics, SLEDS, and the Bureau of Labor all provide [information in this area.](#)

Yes\_\_\_\_ No\_\_\_\_ Notes:

6. Do the program description and the outcomes (standards) for this program align with needs shown in the data? List the program description and standards below.

Yes\_\_\_\_ No\_\_\_\_ Notes:

Program Outcomes:

Description:

7. Does this program provide appropriate stop-out points to meet regional labor demands?

Yes\_\_\_\_ No\_\_\_\_ Notes:

Description:

8. Does this program address equity and inclusion goals for the college?

Yes\_\_\_\_ No\_\_\_\_ Notes:

Description:

9. Does the projected enrollment justify this program development? Determining student enrollment is cover in the Student Interest Handbook found at <https://mnsu.sharepoint.com/sites/asa/Resources/Student%20Interest%20Assessment%20Handbook.pdf>.

Yes\_\_\_\_ No\_\_\_\_ Notes:

10. Is there projected employment for graduates of this program?

Yes\_\_\_\_ No\_\_\_\_ Notes:

11. Are qualified instructors available for this program? Identify the anticipated faculty credentials to be used for this program located at <http://www.cfc.mnsu.edu/fields/Code/index.php>.

Yes\_\_\_\_ No\_\_\_\_ Notes:

12. Has the applicable facilities manager been consulted about needed facility space, equipment, or modifications?

Yes\_\_\_\_ No\_\_\_\_ Notes:

13. Has this proposed curriculum been coordinated with the appropriate academic dean, APR committee, and AASC?

Yes\_\_\_\_ No\_\_\_\_ Notes:

14. Have the following documents been developed and ready for electronic submission to AASC?

a. Program overview with:

- 1) Program Description
- 2) Program rationale (justification)
- 3) Course list in semester order of all required and elective courses for this program. Include Course Number, Course title, and Credit hours.

- 4) Impact on other programs at NCTC.
- 5) Impact on other programs in Minnesota State.
- 6) All supporting data used in this checklist.

15. After approval, academic dean ensures webpage is updated using checklist in Appendix N.

Yes \_\_\_\_ No \_\_\_\_ Notes:

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**Appendix E**  
**Revised/Modified Programs Checklist**

1. Does this program align with the college mission, vision, and goals? Will it help to create a quality learning environment for all learners? Are we engaging partnerships with students, communities, businesses, and/or other education institutions? Does it help demonstrate NCTC as a progressive leader in our service area?

Yes\_\_\_\_ No\_\_\_\_ Notes:

2. Do student demand, workforce needs, graduate placement, or program assessment justify this program? Use the assessment tools to provide data supporting this program and include with AASC submission. Advisory Committee, community needs, business needs, industry group requests, or similar documents demonstrating a perceived or actual need for the program.

Yes\_\_\_\_ No\_\_\_\_ Notes:

3. Has the President's Council reviewed this request and approved or obligated funding, facility, student services, and administrative support?

Yes\_\_\_\_ No\_\_\_\_ Notes:

4. Does the school-related data support this program? Graduation rates, enrollment assessment, scheduling, sister institution data or similar information. Minnesota State data is also a source for this question.

Yes\_\_\_\_ No\_\_\_\_ Notes:

5. Does the employment data support this new program? Tools listed at <https://mnscu.sharepoint.com/sites/asa/SitePages/Page.aspx?topicID=81&topicName=Workforce%20Planning%20Tools> such as LMIwise, O\*Net, DEED Data, Wanted Analytics, SLEDs, and the Bureau of Labor all provide information in this area.

Yes\_\_\_\_ No\_\_\_\_ Notes:

6. Do the program description and the outcomes (standards) for this program align with needs shown in the data? List the program description and standards below.

Yes\_\_\_\_ No\_\_\_\_ Notes:

Description:

Program Outcomes:

7. Does the projected enrollment justify this program revision? Determining student enrollment is cover in the Student Interest Handbook found at <https://mnscu.sharepoint.com/sites/asa/Resources/Student%20Interest%20Assessment%20Handbook.pdf?csf=1>.

Yes\_\_\_\_ No\_\_\_\_ Notes:

8. Is there still projected employment for graduates of this program?

Yes\_\_\_\_ No\_\_\_\_ Notes:

9. Are qualified instructors available for this program after revision? Identify the anticipated faculty credentials to be used for this program located at <http://www.cfc.mnscu.edu/fields/Code/index.php>.

Yes\_\_\_\_ No\_\_\_\_ Notes:

10. Has the applicable facilities manager been consulted about changes to needed facility space, equipment, or modifications?

Yes\_\_\_\_ No\_\_\_\_ Notes:

11. Has this proposed curriculum been coordinated with the appropriate academic dean, APR committee, and AASC?

Yes\_\_\_\_ No\_\_\_\_ Notes:

12. Have the following documents been developed and ready for electronic submission to AASC?
- a. Program overview with:
    - 1) Revised Program Description
    - 2) Revised Program rationale (justification)
    - 3) Revised Course list in semester order of all required and elective courses for this program. Include Course Number, Course title, and Credit hours.
    - 4) Impact on other programs at NCTC.
    - 5) Impact on other programs in Minnesota State.



6) All supporting data used in this checklist.

13. Does a transition plan need to be completed for students finishing the old program? If so, attach with this checklist.

Yes\_\_\_\_ No\_\_\_\_ Notes:

14. After approval, academic dean ensures webpage is updated using checklist in Appendix N.

Yes\_\_\_\_ No\_\_\_\_ Notes:

15. Does this program provide appropriate stop-out points to meet regional labor demands?

Yes\_\_\_\_ No\_\_\_\_ Notes:

Description:

16. Does this program address equity and inclusion goals for the college?

Yes\_\_\_\_ No\_\_\_\_ Notes:

Description:

Appendix F  
Suspended Programs Checklist

1. Do student demand, workforce needs, graduate placement, or program assessment justify suspension of this program? Use the assessment tools to provide data supporting this program and include with AASC submission. Advisory Committee, community needs, business needs, industry group requests, or similar documents demonstrating a perceived or actual need for the program.

Yes\_\_\_\_ No\_\_\_\_ Notes:

2. Has the President's Council reviewed this request and approved this action?

Yes\_\_\_\_ No\_\_\_\_ Notes:

3. Does the school-related data support this program? Graduation rates, enrollment assessment, scheduling, sister institution data or similar information. Minnesota State data is also a source for this question.

Yes\_\_\_\_ No\_\_\_\_ Notes:

4. Does the employment data support this new program? Tools listed at <https://mnscu.sharepoint.com/sites/asa/SitePages/Page.aspx?topicID=81&topicName=Workforce%20Planning%20Tools> such as LMIwise, O\*Net, DEED Data, Wanted Analytics, SLEDs, and the Bureau of Labor all provide information in this area.

Yes\_\_\_\_ No\_\_\_\_ Notes:

5. Does the projected enrollment justify this program revision? Determining student enrollment is cover in the Student Interest Handbook found at <https://mnscu.sharepoint.com/sites/asa/Resources/Student%20Interest%20Assessment%20Handbook.pdf>.

Yes\_\_\_\_ No\_\_\_\_ Notes:

6. Is there still projected employment for graduates of this program?

Yes\_\_\_\_ No\_\_\_\_ Notes:

7. Has the applicable facilities manager been consulted about changes to needed facility space, equipment, or modifications?

Yes\_\_\_\_ No\_\_\_\_ Notes:

8. Has this proposed suspension been coordinated with the appropriate academic dean, APR committee, and AASC?

Yes\_\_\_\_ No\_\_\_\_ Notes:

9. Have the following documents been developed and ready for electronic submission to AASC?  
Program overview with:
- 1) Revised Program Description
  - 2) Revised Program rationale (justification)
  - 3) Revised Course list in semester order of all required and elective courses for this program.  
Include Course Number, Course title, and Credit hours.
  - 4) Impact on other programs at NCTC.
  - 5) Impact on other programs in Minnesota State.
  - 6) All supporting data used in this checklist.

Yes\_\_\_\_ No\_\_\_\_ Notes:

10. Has the transition plan been completed for students finishing the old program? If so, attach with this checklist. This plan is required before approval of the suspension.

Yes\_\_\_\_ No\_\_\_\_ Notes:

11. After approval, academic dean ensures webpage is updated using checklist in Appendix N.

Yes\_\_\_\_ No\_\_\_\_ Notes:

**Appendix G**  
**New Course Checklist**

1. Does this course align and support the program outcomes as listed in the program map? Are there existing courses (possibly in other disciplines) that will meet the outcomes identified?

Yes \_\_\_\_ No \_\_\_\_ Notes:

2. Using the example Common Course Outline (CCO) for this course in [Appendix H](#), complete the CCO for approval. Coordinate with Academic Dean and APR prior to submission to AASC for approval.

Yes \_\_\_\_ No \_\_\_\_ Notes:

3. Complete the New Course Form and attach the CCO for AASC approval.

Yes \_\_\_\_ No \_\_\_\_ Notes:

**Appendix H**  
**Revised Course Checklist**

1. Does this course align and support the program outcomes as listed in the program map? Are there existing courses (possibly in other disciplines) that will meet the outcomes identified?

Yes \_\_\_\_ No \_\_\_\_ Notes:

2. Using the example Common Course Outline (CCO) for this course in Appendix J complete the CCO for approval. Coordinate with Academic Dean and APR prior to submission to AASC for approval.

Yes \_\_\_\_ No \_\_\_\_ Notes:

3. Complete the Revised Course Form and attach the CCO for AASC approval.

Yes \_\_\_\_ No \_\_\_\_ Notes:

**Appendix I**  
**Suspended/Closed Course Checklist**

1. Does this course align and support the program outcomes as listed in the program map? Are there existing courses (possibly in other disciplines) that will meet the outcomes identified?

Yes \_\_\_\_ No \_\_\_\_ Notes:

2. Complete the Suspended/Closed Course Form and attach the CCO for AASC approval.

Yes \_\_\_\_ No \_\_\_\_ Notes:

Appendix J  
Common Course Outline (CCO) Guide

Blue-CCO Text, Red-guidance for completing section (REFERENCE Minnesota State Policy/Procedures 3.22 and 3.22.1, 3.36, 3.36.1, NCTC 3030).

**Northland Community and Technical College** (this title is the same for all-centered on line)

**ENGL 1111: Composition I** (Use prefix for the subject area and number coordinated with Brightspace Administrator/Web Support, do not exceed 24 characters for the title) (ref NCTC policy 3030)

**A. COURSE DESCRIPTION** (work with Academic Dean to determine and complete this area. Reference Minnesota State Procedure 3.36.1)

**Credits:** 3 (ref 3.36.1, subpart Q 1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time, such as in distance learning environments; *OR* at least an equivalent amount of work as required of this definition for other academic activities as established by the system college or university including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Lecture Hours/Week:** 3 (see above)

**Lab Hours/Week:** 0

**OJT Hours/Week:** \*. \* (see above)

**Prerequisites:** (Prerequisites identify those courses or actions that must be completed *before* the student may take this course. If another course is required, ensure the required prerequisites for that course are not lower than those required for this course. Programs also have minimum assessment scores required for program entry. Course sequencing in a program may also dictate pre and corequisite assignment.) Discuss appropriate scores with dean and academic support center.

This course requires any of these six prerequisites

A score of 1047 on test MN Comprehensive Assessment Reading

A score of 480 on test SAT Evidence-Based Read/Write Composite

A score of 18 on test ACT English

A score of 21 on test ACT Reading

A score of 77.5 on test Accuplacer Reading Comprehension

ENGL 0095 - Advanced Reading & Writing (Minimum grade: 2.0 GPA Equivalent)

**Corequisites:** None (If required, the corequisite course must be taken with this course. Be sure the corequisite for the other course CCO reflects this course as a requirement.)

**MnTC Goals:** Goal 01 - Communication, Goal 02 - Critical Thinking

(Fulfills MNTC Areas: 1, 2) The course is an introduction to college-level writing, focusing on descriptive, narrative, and expository essays. One essay will be a research paper using an appropriate documentation format. Prerequisites: ENGL0095 Reading & Writing III or a sufficient Accuplacer Reading Placement score to be exempted from developmental coursework in reading and writing. (Established MnTC goals are described at

<http://www.northlandcollege.edu/admissions/transfer-students/minnesota-transfer-curriculum/>, be

sure to review this list for established transfer goals. If you believe this course meets the transfer criteria, review the checklist and guide lines for adding curriculum listed on

[http://www.mntransfer.org/transfer/mntc/t\\_docs.php](http://www.mntransfer.org/transfer/mntc/t_docs.php) and include with submission using guidance and

forms at: <http://www.northlandcollege.edu/facultystaff/idsocs/employee-forms/docs/aasc/transfer-curriculum-goals-examples.htm> .

- B. COURSE EFFECTIVE DATES:** 04/23/1999 – Present (This reflects the effective date for this CCO and should also reflect the change history as well)
- C. OUTLINE OF MAJOR CONTENT AREAS** (List major content areas for the course. These are not the outcomes.)
- D. LEARNING OUTCOMES (General)** (These are the outcomes required for a student to successfully complete this course. There are not a prescribed number per course, they should adequately measure the student's learning. In general, 3-6 outcomes per credit will suffice. Each outcome starts with an action verb (see Bloom's taxonomy (Appendix X)) Note Institutional Lear Outcomes (ILOs) that are measured with an outcome are identified with the ILO number in parenthesis as shown in SLO 6 below.
1. Organize material effectively.
  2. Apply authority, point-of-view, and individual voice and style in her or his writing.
  3. Perform to the required standards of English.
  4. Argue a position through the use of concrete evidence and/or researched material and cite such research material accurately.
  5. Contribute actively and effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- E.** (ILO: 1) Demonstrate the writing processes through invention, organization, drafting, revision, editing, and presentation of the paper.
- F. Minnesota Transfer Curriculum Goal Area(s) and Competencies** (Established MnTC goals are described at <http://www.northlandcollege.edu/admissions/transfer-students/minnesota-transfer-curriculum/>, be sure to review this list for established transfer goals. If you believe this course meets the transfer criteria, review the checklist and guide lines for adding curriculum listed on [http://www.mntransfer.org/transfer/mntc/t\\_docs.php](http://www.mntransfer.org/transfer/mntc/t_docs.php).
- Goal 01 - Communication
1. Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
  2. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
  3. Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
  4. Select appropriate communication choices for specific audiences.
  5. Construct logical and coherent arguments.
  6. Use authority, point-of-view, and individual voice and style in their writing and speaking.
  7. Employ syntax and usage appropriate to academic disciplines and the professional world.
- Goal 02 - Critical Thinking
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
  2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
  3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.



**G. LEARNER OUTCOMES ASSESSMENT** (This area describes the methods used to assess student learning of the outcomes above. All applicable should be listed.)

Methods:

1. Exam, objective
2. In class exercises
3. Essays
4. Written homework

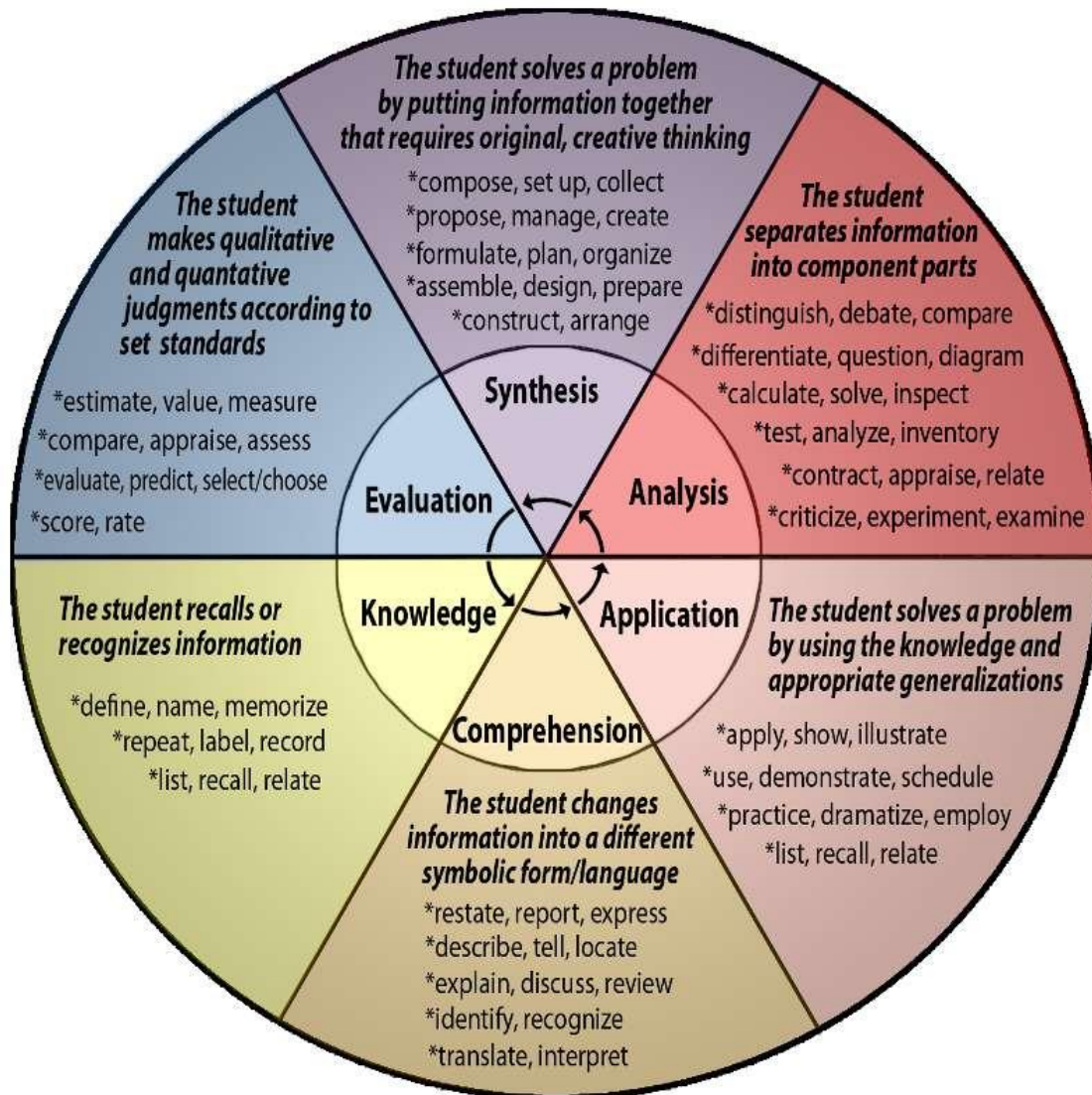
**H. SPECIAL INFORMATION** (If you have additional information to be shared about this course, use this section to describe it.)

None noted

## Appendix K Bloom's Taxonomy

### Learner Outcomes and Bloom's Taxonomy

Terms that are used in stating course learner outcomes (CLO) or program learner outcomes (PLO). The CLO or PLO are what students need to learn and be able to apply upon completion of the course or program. Choosing the correct term when designing CLO's and PLO's will help promote higher levels of thinking.



Examples: Describe the normal function of each body system.  
Interpret the normal function of each body system.

By using the word interpret rather than describe in the above course learner outcome, it raises the level of understanding and learning. You need to know more about body systems to interpret their function that you do to describe.

**Appendix L**  
**Converting PDF CCO to Word Doc**

1. [www.northlandcollege.edu](http://www.northlandcollege.edu) -- click on **Employees**
2. Scroll down the Employees page -- Academics column – click on **Common Course Outlines**
3. Select appropriate **Semester**  
Select appropriate **Subject**-Click **Find Course Outlines** button
4. Click the **PDF icon** for the appropriate course
5. Click Save dropdown arrow -- **SAVE AS**
6. Select appropriate folder on your hard drive to save to (Documents Library) – click **SAVE**
7. Go to that folder (Documents Library) where you saved the PDF  
**Right click on PDF** – click **Open with** – click **Word**
8. Word will now convert your PDF to and editable Word document – click **OK**
9. Click **Enable Editing** button
10. Click **OK** again
11. Click File – Save As – word document  
Rename the document to appropriate course – example ACCT1124
12. Edit word document using appropriate strike through and highlighting to submit to AASC.

## Appendix M MN Transfer Curriculum Forms

If you are proposing a course to be part of the NCTC Minnesota Transfer Curriculum (MNTC), you must do the following:

1. Select from the MNTC goals listed below (no more than two) and student competencies (at least half plus one) that this course meets. It is recommended that if two goals are identified, one be a theme goal (from goals 7-10).  
For each competency the following must be addressed;
  - objectives
  - activities
  - assessment
2. Complete the appropriate MNTC forms found on the NCTC intranet under forms.
3. Complete a common course outline for all new courses.
4. Modify an existing common course outline if necessary to reflect any changes made to the course regarding MNTC.
5. Documentation regarding course equivalency at MS or local 4 year institutions must accompany submission of forms.

### GOALS

- [Goal 1: Communication](#)
- [Goal 2: Critical Thinking](#)
- [Goal 3: Natural Sciences](#)
- [Goal 4: Mathematical/Logical Reasoning](#)
- [Goal 5: History / Social / Behavioral Sciences](#)
- [Goal 6: Humanities and Fine Arts](#)
- [Goal 7: Human Diversity](#)
- [Goal 8: Global Perspective](#)
- [Goal 9: Ethical and Civic Responsibility](#)
- [Goal 10: People and the Environment](#)

### EXAMPLES

- [MATH1131 Applied Calculus](#)
- [PHIL2240 Issues in Business Ethics](#)

**Appendix N**  
**Guideline Worksheet for NCTC Program Web Pages**

This guideline represents the *minimum* data points for review and inclusion on the NCTC website, program page. Responsibility for ensuring completion rests with the deans and faculty for each program. Changes are coordinated through the Marketing Director office. The content will be part of the updating process for program revisions once approved by AASC, CAO and Minnesota State.

**For all programs listed on the NCTC website the following area minimums required.**

**AREA 1 Title, Credits, Degree Type, Campus Location (Data Responsibility: Academic Deans/Program Managers)**

- 1) Use the full title of the program as listed in Program Navigator
- 2) Verify the correct course #, Course Name, and credits are listed.
- 3) Connect to the Course Schedule link for all campuses where the program is offered.
- 4) No additional items should be added in this section

***This area meets all requirements: Yes \_\_\_ No \_\_\_ Notes:***

**AREA 2 Overview (Data Input Responsibility: Academic Deans/Program Managers)**

- 1) Title should read "Program Description" and the description should match Program Navigator entries. (Program Navigator inputs are made by the Academic Deans after AASC/CAO approval)
- 2) No additional information should be listed in this section.

***This area meets all requirements: Yes \_\_\_ No \_\_\_ Notes:***

**AREA 3 Employment (Job titles) (Data Input Responsibility: Academic Dean and IT for Gainful Employment information, Academic Deans/Program Managers for additional information)**

- 1) Specific information on gainful employment per federal guidelines
- 2) Specific information median hourly pay as standardized in Minnesota through CAREERwise. This area should also include the annual pay estimate as well.
- 3) Additional information for special career field areas. This information should be the exception versus the standard and include areas where unique work hours/days or similar circumstances prevent the required data from fully explaining the local salary and employment options

***This area meets all requirements: Yes \_\_\_ No \_\_\_ Notes:***

**AREA 4 Program Courses (Data Input Responsibility: Academic Dean/Program Managers for additional information)**

- 1) Semester Schedule by Campus
- 2) Verify course are listed in the correct sequence using course #, course name, lecture/lab/OJT hours, and credits.

***This area meets all requirements: Yes \_\_\_ No \_\_\_ Notes:***

**AREA 5 Program Specific Requirements (Data Input Responsibility: Academic Deans/Program Managers)**

- 1) Placement Scores required. This section must note:

***“The program minimum Accuplacer scores are as follows:***

***Reading Comprehension: \_\_\_***

***(Arithmetic/Intermediate Algebra): \_\_\_***

***Other placement options as noted in NCTC policy 3340 and procedure 3340P may be used if available.***

***Do not list all levels of math scores, just the minimum level arithmetic or math score required for the program. In cases where no minimum reading or math score is required, this section should note “No minimum score required”. In addition, the scores narrative should reflect “or equivalent***

- 2) For all programs, the college requirement is covered by this statement ***“The required GPA for graduation is 2.0.”***
- 3) If required by the program, a note here specifying that all courses must be passed with a “C” or better should be included ***“All required technical and elective courses must be completed with a grade of C or better.”***
- 4) Additional program specific requirements should be listed in a subheading for this section. The Academic Dean must review this area prior to publishing to prevent it from becoming cumbersome. Consider the following for inclusion here:
  - a. Program physical requirements
  - b. Health requirements
  - c. Specific hourly or attendance requirements
  - d. Accreditation requirements
  - e. Program handbook requirements
  - f. Other as needed
- 5) Program specific requirements and changes to them are sent to AASC as a consent item for documentation.

***This area meets all requirements: Yes \_\_\_ No \_\_\_ Notes:***

**AREA 6 Accreditation and Certification (Data Input Responsibilities: Academic Dean/Program Manager)**

1. The first part should reflect HLC accreditation. **“Northland Community & Technical College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Link<Northland Accreditation>”**
2. The second part should include specific requirements for programmatic accreditation. Again, Academic Deans should review this area to ensure it meets requirements from the accreditation agency but not excessive.
3. Verify the HLC sticker (label) is showing along the left hand column

***This area meets all requirements: Yes \_\_\_ No \_\_\_ Notes:***

**AREA 7 Program Advisor (Data Input Responsibilities: Student Affairs Dean/IT)**

1. Name and Contact information listed for assigned program advisor(s).

***This area meets all requirements: Yes \_\_\_ No \_\_\_ Notes:***

**AREA 8 Program Faculty (Data Input Responsibilities: Academic Deans/IT)**

1. Name and Contact information listed for assigned program faculty.

***This area meets all requirements: Yes \_\_\_ No \_\_\_ Notes:***

**AREA 9 Why Choose Northland Community and Technical College (Data Input Responsibilities: Marketing/IT)**

1. Connection for student to get further information. Links to the Academic Programs page and College view book.

***This area meets all requirements: Yes \_\_\_ No \_\_\_ Notes:***

### LEFT TAB AREAS

These tab options will vary between programs and reflect significant information that was not required in the previous areas. As a minimum, Overview, Approximate Costs, Learner Outcomes, Program handbooks, scholarships and previous program guides are included. Others to be considered could include tools, supplies, advising, calendar, assessment testing, career counseling, Common Course Outlines, course rotation schedule, registration, student right-to-know, graduation and transfer information. Academic Deans must review these areas to ensure they are accurate and do not detract from the rest of the page.

***This area meets all requirements: Yes \_\_\_\_ No \_\_\_\_ Notes:***

**INDIVIDUAL(S) COMPLETING REVIEW:**

\_\_\_\_\_**DATE:** \_\_\_\_\_

**FORWARDED TO MARKETING DATE:** \_\_\_\_\_



**Appendix O**  
**AASC Submission Checklist**

1. Course or Program Checklist completed.
2. Conferred with academic dean for this course or program.
3. Completed appropriate on line form and included all required attachments.
4. Attend or plan for someone to attend meeting to answer questions.

WORKING DRAFT 2 Jan 18

## Appendix P Policies and Procedures

NOTE: THESE DOCUMENTS ARE PERIODICALLY UPDATED. BE SURE TO CHECK THE LATEST VERSION BEFORE USING THEM.

Minnesota State <http://www.minnstate.edu/board/policy/index.html>

3.15 - Advanced Placement Credit

System Procedure 3.15.1 - Advanced Placement Credit

3.21 - Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum

System Procedure 3.21.1 - Undergraduate Course Credit Transfer

3.22 - Course Syllabi and Course Outlines

System Procedure 3.22.1 - Course Syllabi and Course Outlines

3.26 - Intellectual Property

System Procedure 3.26.1 - Patent Inquiry Procedures

3.27 - Copyrights

System Procedure 3.27.1 - Copyright Clearance

3.30 - College Program Advisory Committees

System Procedure 3.30.1 - College Program Advisory Committees

3.32 - College Faculty Credentialing

System Procedure 3.32.1 - College Faculty Credentialing

3.34 - Academic Semester Start Dates

System Procedure 3.34.1 - Official Academic Semester Start Dates

3.35 - Credit for Prior Learning

System Procedure 3.35.1 - Credit for Prior Learning

3.36 - Academic Programs

System Procedure 3.36.1 - Academic Programs

Operating Instruction 3.36.1.1 - Course Numbering Convention

Northland Community and Technical College <http://www.northlandcollege.edu/about-northland/policies-and-procedures/3000/>

3020 - Curriculum

3030 - Course Identification

3060 - Syllabus & Common Course Outline

3080 - Program Assessment

3150 - Credit for Prior Learning

3150P - Credit for Prior Learning Procedure

3200 - Copyright

3200P - Copyright Procedure

3230 - Intellectual Property Policy

3230P - Patent Inquiry Procedures

## Appendix Q Glossary of Terms and Acronyms

**AASC**-Academic Affairs and Standards Council

**APR**-Academic Program Review committee

**Academic Coordinator**

**Academic Dean**-Administrator responsible for program administration and management

**Faculty**-faculty member responsible for program and curriculum development, teaching, and/or subject matter expert in academic area

**CAO**

**Course Prefix**

**Course Number**

**CCO**-Common Course Outline, document that reflects the course hours, number, description, and related data. This document is an institutional document approved by AASC

**Lecture Hours**

**Lab Hours**

**Minnesota State (MS)**-Minnesota State Colleges and University System. Oversight and responsibility for program approval for all system institutions

**Program Navigator**-MS software used to track and report on all system programs defining title, hours, delivery modality, and CIP codes plus additional required information

**Outcomes**

**Institutional Learning Outcomes (ILO)**-institutional learning outcomes are the defined behaviors NCTC graduates will have once they have completed an AA, AS, AAS, diploma, or certificate program.

The five ILOs are listed on the website at

[http://www.northlandcollege.edu/employees/curriculumhandbook/docs/NCTC-Institutional\\_Learner\\_Outcomes.pdf](http://www.northlandcollege.edu/employees/curriculumhandbook/docs/NCTC-Institutional_Learner_Outcomes.pdf).

**Program Learning Outcomes (PLO)**-program learning outcomes define student behaviors once the program has been completed. PLOs vary in number for each program but courses are selected and developed using them.

**Student Learning Outcomes (SLO)**-Specific outcomes for learning within each course. SLOs are developed to support PLOs in the curriculum development process.

**Program Map**-This document is used to develop and review programs. It identifies specific courses and which PLOs and ILOs they support