



District Curriculum Manual

2026-2027

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Table of Contents

What is Curriculum?	3
Curriculum Council Charge	3
Role of Faculty, Administration, and the Curriculum Council	3
Membership	4
Term of Office	5
Council Operation	5
General Education Committee Charge	5
Relationship of the College Catalog to the Curriculum Council	6
Curriculum Frameworks	6
Types of Programs	6
Bachelor of Applied Science (BAS)	6
Bachelor of Science in Nursing (BSN)	6
Advanced Technical Certificate (ATC)	7
Associate in Arts Degree (AA Degree)	7
Associate in Science Degree (AS Degree)	7
Technical Certificate	8
Applied Technology Diploma (ATD)	8
Career Certificate (Clock Hour) Programs	8
Developmental Education	8
Continuing Education Program	9
Continuing Workforce Education	9
Course Numbering System	9
Definition of a Credit Hour	10
Definition of a Clock Hour	10
Curriculum Changes	10
When do Curriculum Changes Take Effect?	11
New Degree or Certificate Program Requests	11
Assessment Plans	12
Program Modification Requests	13
Course Addition, Modification, or Inactivation Requests	14
The District Syllabus	15
The Approved Section Syllabus Template	18
Section Syllabus Publishing Requirements	21
Writing a Catalog Course Description	21
Lab Fee Process	23
Due Dates for Lab Fee Changes	23
Textbook Considerations and Changes	24
e-Learning Course Development Process	26
Curriculum Forms	26
Step-by-Step Process to Curriculum Proposal Forms	27
APPENDIX A	
Courses: Types and Characteristics	28

The manual is posted on-line at <http://piratenet.pensacolastate.edu/documents/>.

CURRICULUM

What is Curriculum?

Curriculum is the sum total of all the instructional programs at the College. Generally, curriculum is described in terms of specific courses and degree programs.

Curriculum Council Charge

The Curriculum Council is responsible for ensuring that all courses and programs have instructional integrity, meet the College's standard of excellence, and fit into a framework that leads to student success. The Curriculum Council reviews and considers all additions, inactivations, and major modifications to courses and degree and certificate programs. The Dean, Baccalaureate Studies and Academic Support submits the Curriculum Council's recommendations to the Vice President, Academic and Student Affairs. The Vice President, Academic and Student Affairs reviews the recommendations of the Curriculum Council, corrects any errors, and gives final approval. During the four months when the Curriculum Council is inactive or when otherwise deemed necessary, curriculum modifications may be requested by the appropriate dean with approval by the Vice President, Academic and Student Affairs.

Role of Faculty, Administration, and the Curriculum Council

At Pensacola State College, curriculum development is an important responsibility of the faculty and administration. Each member of the Curriculum Council is appointed by his or her department head for a three-year term.

Each course is broadly defined by a district course syllabus developed and approved by the faculty who teach the course. The district syllabus includes the minimum objectives necessary for completion of the course. Section-specific content is the responsibility of individual faculty members. This section-specific content is explained in the section syllabus prepared by the faculty member and distributed to each student enrolled in the course. Thus, by a combination of district cooperation and individual effort, faculty members determine and manage each course in the College curricula.

Determination of degree programs is the joint responsibility of faculty, the Curriculum Council, appropriate academic administrators, and the Vice President, Academic and Student Affairs. Degree and certificate programs consist of a specific set of vocational credit or college credit courses to be completed by students prior to the awarding of the degree or certificate. Determination of degree and certificate requirements involves a review of state laws and rules, state curriculum frameworks, state common prerequisites, accreditation requirements, intended application of the degree after graduation, transfer requirements, and business and industry needs. It is the responsibility of the academic administration to ensure the proper College procedures are followed for all curriculum matters and to provide supervision to the instructional process at the College. The Content Review Committee reviews proposed curriculum changes for logistical and typographical problems before the agenda is released to the Council.

The Curriculum Council is the body responsible for curriculum approval. All new programs and courses, modifications to existing programs and courses, and inactivation of programs and courses are approved through discussion and specific action of the Council. Recommendations of the Council are forwarded to the Vice President, Academic and Student Affairs for approval. All new degree and certificate programs are also forwarded to the President and the Board of Trustees for approval.

Membership

The Curriculum Council consists of 17 voting faculty members as indicated below.

Department	Number of Representatives
Allied Health	1
Applied Technology and Professional Services	1 Engineering Technology 1 Professional Services
Business	1
English and Communications	2
Humanities and Social Sciences	2
Library	1
Mathematics and Computer Science	2 Mathematics 1 Computer Science/Cybersecurity
Natural Sciences	2
Nursing	1
Performing Arts	1
Visual Arts	1

Ex-officio members include the Vice President Academic and Student Affairs; Dean, Baccalaureate Studies and Academic Support (the Administrative Liaison to the Council); Coordinator, Curriculum Services and Articulation; Dean, Student Services; Director, Financial Aid; and Dean, Enrollment Management. The Curriculum Council is chaired by a faculty member representative who is elected for a one-year term. The Dean, Baccalaureate Studies and Academic Support provides a list of Curriculum Council members eligible to be elected as Chair for the coming academic year. Eligible members must have served at least one year and have at least one year remaining in their term on the Curriculum Council. Nominations are accepted from council members from the list of eligible members. Nominated members will be contacted by the Dean, Baccalaureate Studies and Academic Support to determine their willingness to serve as Chair of the Curriculum Council if elected. The new Chair will be selected from those nominated members willing to serve via an election process and will begin his or her term as chair at the September meeting.

Term of Office

Faculty serve staggered, three-year terms. The Council has seven scheduled monthly meetings per year, September through November, and January through April. In the case of emergency, the Vice President, Academic and Student Affairs will review and approve items while the Council is not in operation. Additional meetings or email votes are scheduled as needed.

Council Operation

A quorum of voting members must be present for the Curriculum Council to conduct business and is defined as a minimum of nine of the 17 voting members. The Chair of the Curriculum Council is a voting member and is expected to vote on all issues brought before the Curriculum Council. All recommendations of the Curriculum Council are determined via a simple majority vote of the voting members present. In the case of a tie vote, the issue will be automatically tabled until the next meeting or the issue will be decided by the Dean, Baccalaureate Studies and Academic Support with approval by the Vice President, Academic and Student Affairs.

General Education Committee Charge

The General Education Committee is a standing committee of the Curriculum Council responsible for recommendations regarding the College's general education requirements. When proposals are sent to the Curriculum Council that pertain to the general education curriculum, referrals are automatically forwarded to the General Education Committee for a recommendation. After consideration of the proposal, the General Education Committee makes a recommendation to the Curriculum Council regarding the proposed curriculum modification. The Curriculum Council will consider the curriculum change proposal and the General Education Committee's recommendation and will then vote on the proposed change.

The General Education Committee consists of nine representatives of academic departments appointed by Department Heads including one representative from each of the following departments: Natural Sciences (2); English and Communications; Mathematics and Computer Science; Performing Arts; and Visual Arts; two representatives from Humanities and Social Sciences; and an at-large member. The at-large member is chosen by the committee from nominations by Department Heads from departments with courses in general education. Members serve staggered two-year terms. The Associate Vice President, Academic Affairs serves as an ex-officio member and as the administrative liaison to the General Education Committee.

The General Education Committee meets as needed.

Relationship of the College Catalog to the Curriculum Council

The portions of the *College Catalog* that describe various courses, degree programs, and certificate programs represent material approved through the curriculum development and review process. Other than exceptions noted on page 3, all course descriptions and program requirements are approved by the Curriculum Council prior to inclusion in the *College Catalog*.

Curriculum Frameworks

All programs for which the state has established a curriculum framework must meet all requirements in the framework including the number of credit hours or clock hours prescribed in the framework document. Curriculum frameworks can be found at <http://www.fl DOE.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/index.html>. Additionally, each new program or program modification must be submitted with an updated curriculum map showing where each learning outcome is introduced, reinforced, and emphasized in the program curriculum. The template for the curriculum map is available from the office of the appropriate dean.

Types of Programs

The following are the types of programs that may be offered at the College.

Bachelor of Applied Science (BAS)

- The BAS degree provides students with knowledge and skills required for career advancement or employment in the workforce.
- BAS admission requires an associate degree of at least sixty credit hours or at least 60 credits without a degree including having met at least 15 hours of general education required for the associated degree.
- Additional general education coursework may be required based on the student's associate degree or educational history. Each baccalaureate degree includes the entire thirty-six-hour Associate in Arts general education curriculum.
- Each baccalaureate degree includes a foreign language and civic literacy competency requirement as indicated in College policy.

Bachelor of Science in Nursing (BSN)

- The BSN degree provides students with knowledge and skills required for career advancement or employment in the workforce.
- BSN admission requires an associate degree in Nursing from an accredited Nursing program, a valid, unencumbered RN license from the practicing state, and a current certification in Basic Life Support (BLS) for the Healthcare Provider (American Heart Association).
- Students must have an acceptable criminal background check and a urine drug screen prior to attending any clinical setting. Documentation of physical exam and immunization requirements must be submitted prior to attending any clinical setting.

- Each baccalaureate degree includes a foreign language and civic literacy competency requirement as indicated in College policy.

Advanced Technical Certificate (ATC)

- An ATC is additional training following the completion of an Associate in Science (AS) degree program.
- Baccalaureate level ATC programs require students to complete the baccalaureate application.
- ATC programs are at least nine credit hours and at most forty-five credit hours of college-level courses.
- Students must have earned the appropriate AS or AAS degree to enroll in an Advanced Technical Certificate.

Associate in Arts Degree (AA Degree)

- The AA degree is designed as a transfer degree to prepare a student for entry into the junior year of a baccalaureate program.
- The AA degree consists of sixty college credit hours and is prescribed statewide. One college credit hour is equal to a minimum of fifteen fifty-minute class hours.
- Articulation with state colleges and universities prescribes some coursework.
- The AA degree guarantees certain transfer rights for Associate in Arts graduates of Florida state colleges to state universities.
- Each Associate in Arts degree includes a foreign language and civic literacy requirement as indicated in College policy.

Associate in Science Degree (AS Degree)

- AS degrees are designed to provide a student with knowledge and skills required for employment in the workforce.
- AS degrees may transfer through special articulation.
- The curriculum contains greater scope and depth than the College Credit Certificate or the Applied Technology Diploma.
- Program length and outcomes are prescribed statewide and are no less than sixty college credit hours.
- The program must include at least fifteen college-level credit hours of transfer general education (three credit hours in each of the five categories).
- The program may include one or more College Credit Certificates or Applied Technology Diplomas.
- The programs must be listed in the Florida Department of Education Curriculum Frameworks webpage at <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/index.shtml>.
- Each Associate in Science degree includes a civic literacy requirement as indicated in College policy.

Technical Certificate

- Certificates are made up of college-level courses that are included in an AS degree program.
- The program may contain general education credit courses.
- Program length and outcomes are prescribed by the state through the Curriculum Frameworks.
- The program may include one or more Applied Technology Diplomas.
- The program must be listed in the Florida Department of Education Curriculum Frameworks webpage at <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/index.shtml>.

Applied Technology Diploma (ATD)

- The courses are part of an AS degree program or College Credit Certificate if available.
- Program length and outcomes are prescribed by the State through the Curriculum Framework.
- The program may be offered as college credit or vocational credit.
- Vocational credit programs of 450 or more clock hours require basic skills proficiency and students must take the TABE test to determine whether they meet the basic skills level for the program in which they are enrolled. The achievement of appropriate basic skills level is a graduation requirement (not an entry requirement), but testing takes place upon entry.
- The program must be listed in the Florida Department of Education Curriculum Frameworks webpage at <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/index.shtml>.

Career Certificate (Clock Hour) Programs

- Courses are clock hour courses.
- Programs of 450 clock hours require basic skills proficiency, and students must be TABE tested to determine whether they meet the basic skills level for the program in which they are enrolled. For students who are not exempt, the achievement of appropriate basic skills level is a graduation requirement (not an entry requirement).
- Program outcomes and length are defined in clock hours and the length will be prescribed statewide through the Curriculum Frameworks.

Developmental Education

- All degree-seeking students not designated as “college-ready” by state law must complete placement testing prior to registration by taking the Florida Postsecondary Education Readiness Test (PERT) or have achieved appropriate scores on the SAT or ACT.
- Students whose scores indicate a need for skill review are required to enroll in developmental education courses in Math, Writing, or Reading. Students designated as “college-ready” by state law may choose to enroll in developmental coursework.

Continuing Education Program

- Non-credit courses offered to the community.
- The College must earn costs but profit is not allowed.
- Course prefixes begin with an R (tuition required) or N, G, or P (non-funded).

Continuing Workforce Education

- Non-credit courses offered to meet specific workforce needs. Instruction does not result in an occupational completion point, a vocational or college credit certificate, a diploma, or a degree.
- Intent is to (1) provide instruction needed for licensure or certificate renewal; (2) provide quick response or economic development initiatives; (3) retrain employees who need specific skills; or (4) enhance occupational skills.
- Course content is developed locally to meet specific needs of the community and of business and industry partners.

Course Numbering System

Courses at the College are identified by prefixes and numbers that are assigned by the Florida Statewide Course Numbering System (SCNS). The major purpose of this system is to facilitate the transfer of courses between participating institutions.

Each participating institution controls title, credit, and content of its own courses as approved through the Curriculum Council process. In addition, the institution recommends the first digit of the course number to indicate the level at which students normally take the course. The digits are 0, vocational credit or developmental education credit courses, 1 or 2 for associate level courses, and 3 or 4 for baccalaureate level courses.

Some courses at the College include a suffix to indicate the following:

- C** represents a combined lecture and laboratory or clinical course.
- L** represents a laboratory course or the laboratory part of a course having the same prefix and course number or a clinical course.

Definition of a Credit Hour

In accordance with Federal definitions, one semester credit hour is defined to be:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours 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; or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities including laboratory work, internships, practica, studio work, clinical work, and other academic work leading to the award of credit hours.

Lecture courses have the same number of contact hours as credit hours. Laboratory and clinical courses are usually limited to two contact hours per credit hour unless otherwise approved by the Vice President, Academic and Student Affairs. Combined courses meet the above criteria for lecture courses and laboratory and clinical courses.

Definition of a Clock Hour

A clock hour is a period of time consisting of

1. A 50 to 60-minute class, lecture, or recitation in a 60-minute period;
2. A 50 to 60-minute faculty supervised laboratory, shop training, clinical, or internship in a 60-minute period.

Curriculum Changes

There are six distinct types of curriculum change: new program request, program modification, program inactivation, new course request, course modification, and course inactivation. The Program Action Forms and Course Action Forms contain key information, response data, and required approvals. In order for changes to be considered, forms must be filed with the Curriculum Council according to agenda deadlines published on the Council's annual calendar. Any state-mandated changes will be presented to the Curriculum Council as they are implemented by the College. The Council's annual calendar can be found on PirateNet/Curriculum Resources/Schedules and Deadlines. All curriculum forms are required to be submitted with all information fields completed, with "no change" indicated for data fields that will not be changed by the proposal.

When do Curriculum Changes Take Effect?

Curriculum changes take effect at the start of the next academic year unless an exception is granted. Exceptions may be made when circumstances dictate; however, few substantive changes will be approved with an effective date other than August. Any exception to the academic year policy must be approved by the Curriculum Council, the Dean, Baccalaureate Studies and Academic Support, and the Vice President, Academic and Student Affairs. Additionally, due to publication deadlines for the *College Catalog*, the February meeting is the last opportunity to propose curriculum changes for inclusion in the *College Catalog* for the next academic year.

New Degree or Certificate Program Requests

The following outline describes the key stages of the New Program Action process for credit programs.

1. Proposal submitted by Department Head to appropriate Dean.
2. Proposal is discussed with faculty who are expected to teach in the program area, external representatives of the program area, and the appropriate supervisor. BAS, BSN, AS, ATD, and ATC programs must be reviewed, as appropriate, by the respective Advisory Committee.
3. The appropriate Dean or designee completes the Needs Assessment forms (see PirateNet), identifying program needs.
4. The Vice President, Academic and Student Affairs considers the proposal, needs assessment, and input from internal and external stakeholders.
5. Upon approval by the Vice President, Academic and Student Affairs, the President's Council will receive the proposal as an information item and the Department Head will work with faculty and to the relevant dean to develop and finalize the new program curriculum and complete the New Program Request form. New program requests must include an appropriate learning outcomes assessment plan (PSLO). The appropriate Assessment Committee can assist with the development of the plan.
6. The Department Head forwards the New Program Request form to the appropriate Dean along with the program outline and New Course Request forms as necessary. A copy of the program outline in catalog form is also required to be submitted when the new program request form is submitted.
7. The appropriate Dean reviews and, if approved, forwards to the Office of the Dean, Baccalaureate Studies and Academic Support for processing.

8. The proposal is reviewed by the Content Review Committee and, if necessary, the proposal's initiator may be asked to clarify any portion of the proposal that is unclear or incomplete.
9. The proposal is scheduled for consideration by the Curriculum Council at the next regularly scheduled meeting. Proposal initiators will be notified of the date, place, and time of the meeting, and they are expected to appear before the Council to make an oral presentation of the proposal and answer any questions that may arise.
10. Proposals recommended by the Curriculum Council are signed by the Dean, Baccalaureate Studies and Academic Support and forwarded to the Vice President, Academic and Student Affairs for approval.
11. The Vice President, Academic and Student Affairs will share the new program(s) with the appropriate standing administrative committees of the College. New program proposals must be approved by the President and the Board of Trustees prior to being offered.
12. Upon approval of a new program concept that requires additional approvals such as new baccalaureate programs, the Dean, Baccalaureate Studies and Academic Support will work with the appropriate Department Head, the Vice President, Academic and Student Affairs, and other stakeholders to prepare any necessary state applications.

Proposals recommended by the Curriculum Council are forwarded to the Vice President, Academic and Student Affairs for approval. If approved by the Vice President, Academic and Student Affairs, the proposal is forwarded to the President and Board of Trustees for approval. After all components of a new program have received approval, appropriate course information is submitted to the Statewide Course Numbering System. The program changes are made to the Student Record System and academic progress degree audit, and appropriate changes are made in the *College Catalog*.

Assessment Plans

New Baccalaureate, Advanced Technical Certificate, Associate in Science, Technical Certificate, Applied Technology Diploma, and Career Certificate programs are required to include a program assessment plan with the program outline. The assessment plan must include Program Student Learning Outcomes, the curriculum map showing what course(s) are used to introduce and assess the outcomes, the assessment rubric that describes each level of attainment, and a description and location for each artifact used to assess the PSLOs. Program Directors and Department Heads will work with the appropriate dean to develop the assessment plan.

Program Modification Requests

The following outline describes the key stages of the curriculum change process for credit programs.

1. Discuss proposal with the faculty who teach in the program area. Examples of program modifications that might be needed are changing courses required in the program, changing general education courses, or changing admission requirements.
2. BAS, BSN, AS, ATD, and ATC program modifications must be reviewed by the respective Advisory Committee.
3. Complete the Program Modification Request Form, which is located on PirateNet. In addition to the form, include current and proposed sequence of courses (i.e., copy of current catalog page and proposed modifications). Assessment data to support the proposed modification should also be included whenever possible.
4. Once the modification form is completed, the Department Head will forward to the appropriate Dean for approval. If approved, the Dean will forward to the Office of the Dean, Baccalaureate Studies and Academic Support for processing.
5. The proposal will then be submitted to the Content Review Committee and, if necessary, the proposal's initiator may be asked to clarify any portion of the proposal that is unclear or incomplete.
6. The proposal will be scheduled for consideration by the Curriculum Council at the next regularly scheduled meeting. Program initiators will be notified of the date, place, and time of the meeting, and they are expected to appear before the Council to make an oral presentation of the proposal and answer any questions that may arise. Specific rules on the scope and time allotment for presentation have been established in order to expedite Council business.
7. Proposals recommended by the Curriculum Council are signed by the Dean, Baccalaureate Studies and Academic Support and forwarded to the Vice President, Academic and Student Affairs.
8. After proposals have been approved by the Vice President, appropriate course information is submitted to the Statewide Course Numbering System. The program changes are made to the Student Record System; academic progress degree audit and appropriate changes are made in the *College Catalog*.
9. For program inactivation requests, an ad hoc program inactivation committee chaired by the Dean, Baccalaureate Studies and Academic Support will be convened to review the request and prepare recommendations for the Curriculum Council. Program inactivation must include comprehensive teach-out plans to accommodate students

that have not completed the program. These plans must include provisions for full-time and part-time students.

10. The Dean, Baccalaureate Studies and Academic Support will work with the Vice President, Academic and Student Affairs to ensure that appropriate notifications of all modifications or inactivations are reported to the state and all appropriate accrediting bodies.

Course Addition, Modification, or Inactivation Requests

The following outline describes the key stages of the curriculum change process for credit courses.

1. Identify the type of action needed (addition, modification, inactivation). Discuss the proposal with the faculty who teach in the discipline. Examples of course modifications that might be needed are change of credit hours or contact hours, change of pre-requisites or co-requisites, change of title, and add, change, or delete lab fees. Whenever possible, information from learning outcome assessment activities should be included in the justification for the change on the course action form.
2. Complete the Course Action Form, which is located on PirateNet. Please note that credit course additions and modifications must include a district course syllabus. If lab fees are changed or added, a Lab Fee Justification Form must be completed and forwarded to the appropriate Dean. Whenever possible, information from learning outcome assessment activities should be included in the justification for the change on the course action form.
3. Completed forms should be submitted to the appropriate Dean. Upon approval, the Dean will forward the course action form and district syllabus to the Office of the Dean, Baccalaureate Studies and Academic Support for processing.
4. Upon receipt by the Office of the Dean, Baccalaureate Studies and Academic Support, the proposal will be reviewed by the Content Review Committee and, if necessary, the proposal's initiator may be asked to clarify any portion of the proposal that is unclear or incomplete. If the proposal is not sufficiently justified or corrections are needed, the proposal will be returned to the initiator and will not be forwarded to the Curriculum Council for consideration.
5. The proposal will be scheduled for consideration by the Curriculum Council at the next regularly scheduled meeting. Proposal initiators will be notified as to the date, place, and time of the meeting, and they are expected to appear before the Council to make an oral presentation of the proposal and answer any questions that may arise from Council members.

6. Proposals recommended by the Curriculum Council are forwarded to the Vice President, Academic and Student Affairs for approval.
7. New course proposals approved by the Vice President are submitted to the Statewide Course Numbering System by the Coordinator of Curriculum Services for final approval of course prefix, number, and title. Following final state approval, course changes are made to the curriculum and the *College Catalog*.

The District Syllabus

At Pensacola State College, the district syllabus is intended to be a district-wide document that describes the student learning outcomes expected to be covered in each course. It is required that a district syllabus for courses be located on the College's syllabus management system. The district syllabus is a fundamental statement of course competencies to be used by all faculty teaching a given course, whether they are full-time or adjunct faculty, and regardless of location or teaching methodology at all campuses. The district syllabus will be reviewed at least every five years with the most recent effective date representing the last time a review was completed. The course outline is intended to be combined with the Course Action Form (available through PirateNet) to make a complete curriculum file for each course suitable for filing in the curriculum database. Each district syllabus should contain the same minimal components that have been agreed upon by the affected faculty members.

The district syllabus is the mechanism through which Pensacola State College publishes textbook information. The syllabus must have up-to-date textbook information no later than 45 days before the start of each semester.

The following minimal components should be contained in all Pensacola State College district syllabi.

Course Number

Course Title

Credit Hours

Contact Hours

Prerequisite(s)

Corequisite(s)

Catalog Description

Required Textbooks and Instructional Materials (Textbook information might include: title, all authors listed, publishers, edition number, copyright date, published date, ISBN, and other relevant information.)

General Education Learning Outcomes (For General Education Courses in the General Education Core)

Course Learning Outcomes

Grading Scale

Student Expectations

Students enrolled in this course can expect the following:

1. clearly identified course objectives;
2. productive class meetings;
3. a positive learning environment;
4. opportunities for appropriate student participation;
5. effective instruction;
6. positive and appropriate interactions;
7. assistance with meeting course objectives during and beyond class hours;
8. evaluation of student performance and appropriate and timely feedback;
9. clear and well-organized instruction.

Academic Dishonesty Statement

Pensacola State College is committed to upholding the highest standards of academic conduct. All forms of academic dishonesty, to include plagiarism and cheating, are prohibited. Penalties for academic dishonesty include but are not limited to one or more of the following: the awarding of no credit on the assignment, a reduction in course grade, or the assignment of a final course grade of F and removal from the course. See the College Catalog for more details:

<https://catalog.pensacolastate.edu/content.php?catoid=2&navoid=47&hl=%22plagiarism%22&returnto=search#academic-honesty>

ADA Statement

Students with a disability that qualifies under the American with Disabilities Act Amendments Act of 2008 or Section 504 of the Rehabilitation Act should contact the Student Resource Center for ADA Services to discuss academic accommodations. Appropriate academic accommodations are determined on an individual basis with careful consideration of the course learning outcomes and the documentation of disability. For more information, students should visit the Student Resource Center for ADA Services on the Pensacola campus in building 6, room 603; call 850-484-1637; email ada-services@pensacolastate.edu; or complete the online intake form in the ADA Services app within the PSC apps dashboard.

Educational Materials Statement

The educational materials used in this course, including textbooks and ancillary materials, are intended for educational purposes only. All opinions represent those of the author(s) and not necessarily those of Pensacola State College.

Emergency Statement

In the case of severe weather or other emergency, the College administration maintains communication with appropriate state and local agencies and makes a determination regarding the cancellation of classes. Notices of cancellation will be made through the College's PSC Alert system and on the College's website.

Flexibility Statement

It is the intention of the instructor to accomplish the objectives specified in the course syllabus. However, circumstances may arise which prohibit the fulfilling of this endeavor. Therefore, this syllabus is subject to change. When possible, students will be notified of any change in advance of its occurrence.

Non-Discrimination Statement

Pensacola State College does not discriminate against any person on the basis of race, color, ethnicity, religion, sex (as defined by applicable federal and state law), national origin, age, disability, genetic information, pregnancy, or marital status in its educational programs, activities, or employment. For inquiries regarding the College's nondiscrimination policies, contact the Civil Rights Compliance Officer at (850) 484-1759, Pensacola State College, 1000 College Blvd., Pensacola, Florida 32504.

Security Statement

Pensacola State College is committed to encouraging all members of the College community to be proactive in personal safety measures. In case of emergency, students should ensure that they are aware of the building exit closest to each of their classrooms, as well as all alternative building exits in case circumstances require using a different route.

Student Email Accounts

Pensacola State College provides an institutional email account to all students enrolled in courses for credit. PirateMail is the official method of communication, and students must use PirateMail when communicating with the College. In cases where companion software is used for a particular class, email may be exchanged between instructor and student using the companion software.

The Approved Section Syllabus Template

At Pensacola State College, the section syllabus is the primary document whereby a faculty member communicates course information to the student. Each faculty member must provide a current syllabus to every student in the class. Copies of section syllabi shall be maintained in the College's syllabus management system. The following components should be contained in all Pensacola State College course section syllabi:



Course Name - Section Syllabus
Course and Section number
Semester, Session

Instructor: enter name here
Office: enter office # here
Phone: enter phone # here
Email: enter email here
Office Hours: enter office hours here
Department Head:
Department Head Phone:
Department Head Email:
Class Meeting Time: enter class meeting time here
Class Location: enter class meeting location here
Credits: enter # of credits (delete if clock hour course)
Clock Hours: enter # of clock hours (delete if credit hour course)
Prerequisites: enter prerequisites here (delete if not needed)
Course Description: enter course description here
Offered: enter semester(s) offered here (ex. FA, SU, SP)
Last Date of Drop/Add:
Last Date for Student to Withdraw:
Final Exam Date:
General Education Core Course Standard: (if applicable)
Course Learning Outcomes:
General Education Student Learning Outcomes: (if applicable)
Program Student Learning Outcomes: (if applicable)
Required Textbooks and Instructional Materials:
Student Assignments
Methods of Evaluation:

At minimum, the instructor will cover content which aligns with statewide and institutional learning outcomes for the course. The instructor will measure student performance using the following:

Grading Scale:	
90% - 100%	A
87% - 89%	B+
80% - 86%	B
77% - 79%	C+
70% - 76%	C
67% - 69%	D+
60% - 66%	D
0% - 59%	F

Grading Calculation	
Sample 1	30%
Sample 2	30%
Sample 3	20%
Sample 4	20%
Totals	100%

Evaluations of student progress towards achieving the stated learning outcomes and performance objectives is the responsibility of the instructor, within the policies of the College and the department. Detailed explanations are included in the course supplementals developed by the instructor for each section being taught.

[you may add relevant information to methods of evaluation here as you choose]

Class Schedule (if applicable)

Additional Instructor Policies: (if applicable)

Student Expectations: Students enrolled in this course can expect the following:

1. clearly identified course objectives;
2. productive class meetings;
3. a positive learning environment;
4. opportunities for appropriate student participation;
5. effective instruction;
6. positive and appropriate interactions;
7. assistance with meeting course objectives during and beyond class hours;
8. evaluation of student performance and appropriate and timely feedback; and
9. clear and well-organized instruction.

Academic Dishonesty Statement

Pensacola State College is committed to upholding the highest standards of academic conduct. All forms of academic dishonesty, to include plagiarism and sheating, are prohibited. Penalties for academic dishonesty include but are not limited to one or more of the following: the awarding of no credit on the assignment, a reduction in course grade, or the assignment of a final course grade of F and removal from the course. See the College Catalog for more details:

<https://catalog.pensacolastate.edu/content.php?catoid=2&navoid=47&hl=%22plagiarism%22&returnto=search#academic-honesty>

ADA Statement

Students with a disability that qualifies under the American with Disabilities Act Amendments Act of 2008 or Section 504 of the Rehabilitation Act should contact the Student Resource Center for ADA Services to discuss academic accommodations. Appropriate academic accommodations are determined on an individual basis with careful consideration of the course learning outcomes and the documentation of disability. For more information, students should visit the Student Resource Center for ADA Services on the Pensacola campus in building 6, room 603; call 850-484-1637; email ada-services@pensacolastate.edu; or complete the online intake form in the ADA Services app within the PSC apps dashboard.

Educational Materials Statement

The educational materials used in this course, including textbooks and ancillary materials, are intended for educational purposes only. All opinions represent those of the author(s) and not necessarily those of Pensacola State College.

Emergency Statement

In the case of severe weather or other emergency, the College administration maintains communication with appropriate state and local agencies and makes a determination regarding the cancellation of classes. Notices of cancellation will be made through the College's PSC Alert system and on the College's website.

Flexibility Statement

It is the intention of the instructor to accomplish the objectives specified in the course syllabus. However, circumstances may arise which prohibit the fulfilling of this endeavor. Therefore, this syllabus is subject to change. When possible, students will be notified of any change in advance of its occurrence.

Non-Discrimination Statement

Pensacola State College does not discriminate against any person on the basis of race, color, ethnicity, religion, sex (as defined by applicable federal and state law), national origin, age, disability, genetic information, pregnancy, or marital status in its educational programs, activities, or employment. For inquiries regarding the College's nondiscrimination policies, contact the Civil Rights Compliance Officer at (850) 484-1759, Pensacola State College, 1000 College Blvd., Pensacola, Florida 32504.

Security Statement

Pensacola State College is committed to encouraging all members of the College community to be proactive in personal safety measures. In case of emergency, students should ensure that they are aware of the building exit closest to each of their classrooms, as well as all alternative building exits in case circumstances require using a different route.

Student Email Accounts

Pensacola State College provides an institutional email account to all students enrolled in courses for credit. PirateMail is the official method of communication, and students must use PirateMail when communicating with the College. In cases where companion software is used for a particular class, email may be exchanged between instructor and student using the companion software.

Section Syllabus Publishing Requirements

Simple Syllabus is a centralized platform adopted by the College to house and publish all course syllabi. Simple Syllabus allows faculty to quickly navigate to a section syllabus within the College's infrastructure and make edits using a user-friendly, dynamic template. After a faculty member has been assigned a course section in Workday, the faculty member will have access to that syllabus in the Simple Higher Education app. Faculty will populate the required areas of the syllabus as required by State Board of Education Rule 6A-14.092.

Faculty are required to add student assignments and a description of all graded assignments in the Student Assignments section of the syllabus. Faculty must also complete the Grading Calculation field.

State Board of Education Rule 6A-14.092 Florida Administrative Code requires that all section syllabi with an instructor assigned be published at least 45 days prior to the start of each semester.

For course sections assigned within 45 days of the semester start, the syllabus will be published within one week of instructor assignment, or by the first day of class if the assignment occurs within one week of the semester start.

Writing a Catalog Course Description

The course description printed in the *College Catalog* is one of the main sources of information on a particular course available to students. Since the course description is so important, it should be written as carefully and precisely as possible. The general purpose of the course description is to provide a brief synopsis of the course content and to list any special conditions related to the course. Special conditions might include co-requisites, pre-requisites, a departmental approval requirement, inclusion of course fees, and if the course is a writing emphasis course. The Statewide Course Number System should be utilized when writing the course description.

1. The course title should be short but as descriptive as possible. Titles should not be repeated in the course descriptions.
2. The number of credit hours should be printed on the same line as the course title.
3. Course descriptions should either match or convey the same information as the Statewide Course Numbering System. Typically course descriptions start with an action verb. Rather than "This course is designed to introduce the student to the field of...", the course description should start with "Introduces the student to the field of...".
4. Note that all references are to "the student."

5. If needed, any prerequisites (followed by co-requisites) should be the first item(s) in the body of the course description. Courses must be specified as either corequisites or prerequisites. Minimum grades in prerequisite courses must be specified using the following language: "Grade of C or better in ABC1234."
6. If specific approval is required, it should be listed immediately after pre- and/or co-requisites.
7. When writing the main body of the course description, consider the following:
 - a. Eliminate as much verbiage as possible. Keep the description clear and concise.
 - b. Keep items as parallel as possible with existing descriptions for similar courses.
Review course descriptions for other courses while writing the new one.
 - c. For "Special Topics" courses numbered XXX293__ or XXX193__, be sure to include a statement in the description that the "Special Topics" course may be repeated for credit as long as the content is different each time.
8. If applicable, a writing emphasis designation should be noted after the body of the description.

Example:

ENC 1102 English Composition II

Teaches the fundamentals of effective expression, including composing essays and other academic writing, constructing effective arguments, conducting research, completing at least one research-based essay, and analyzing literature.

Semester Hours

3 credit hours

Prerequisites

Placement at the college level or completion of the appropriate exit-level developmental course(s) with a grade of C or better.

Course Designations:

College transfer. Meets AA General Education, Communications requirement. A writing emphasis course.

Fees:

None

Semester Offered

Fall, Spring, Summer

Lab Fee Process

1. Lab Fees cannot be changed for a semester for which students have begun to register.
2. Lab Fee changes must be approved by the Board of Trustees before taking effect.
3. When a new Lab Fee is requested or a request is made to increase or decrease an existing Lab Fee, the Department Head must complete a **Lab Fee Justification Form** along with appropriate documentation.
4. The Lab Fee Justification Form can be found on the **MyPSC TEAMS– Course Lab Fees Folder**.
5. The appropriate Dean will forward the approved Lab Fee form to the Coordinator of Curriculum Services.
6. The Coordinator of Curriculum Services will forward the Lab Fee documentation to the Dean of Baccalaureate Studies and Academic Support for review and approval.
7. Following approval by the Dean of Baccalaureate Studies and Academic Support, the Lab Fee request will be forwarded to the Vice President, Academic and Student Affairs for review and approval.
8. Following approval by the Vice President, Academic and Student Affairs, the Lab Fee request will be forwarded to the Vice President, Business Affairs. The Vice President, Business Affairs will advertise the Lab Fee change 30 days before the next regular scheduled board meeting. The Vice President, Business Affairs creates a Lab Fee memo (with the form) to place the Lab Fee on the agenda of the next regularly scheduled Board of Trustees' meeting.
9. Upon approval by the Board of Trustees, the Vice President, Business Affairs will send a copy of the approved lab fee memo to the Coordinator, Curriculum Services, Data Scheduling Specialist, the Director of Student Financial Services, and Accounting Specialist (General Accounting).
10. The Cashier's Office will input the fees to the course sections in Workday. The Coordinator of Curriculum Services will retain a copy of the lab fee form in the Office of the Dean, Baccalaureate Studies and Academic Support.

Due Dates for Lab Fee Changes

Fall term effective date: Request must be submitted by the first week of April.

Spring term effective date: Request must be submitted by the second week of August.

Summer term effective date: Request must be submitted by the third week of November.

Textbook Considerations and Changes

Textbook Affordability

The State of Florida has enacted legislation and rules to address the rising cost of instructional materials. Section 1004.085, Florida Statutes (Textbook and instructional materials affordability) as well as Rule 6A-14.092 of the Florida Administrative Code (Textbook Affordability) both outline specific areas of compliance for institutions within the Florida College System. As directed by State Law 1004.085 and State Rule 6A-14.092, careful consideration must be given in the selection of each textbook.

The following textbook selection guidelines have been established to ensure compliance with State mandates.

1. The responsibility for selecting appropriate required textbooks and instructional materials to support the delivery of each course and program curriculum lies with the faculty with oversight by the appropriate Department Head and Dean. This responsibility of the faculty to choose appropriate materials also carries the accountability for ensuring affordability. Full-time faculty members who have taught the course within the past two years will be invited to serve on the textbook selection committee. Adjunct instructors currently teaching the course may be invited to participate in the selection of textbooks and other required instructional materials. Members of the textbook selection committee collaborate and review possible texts, choose the preferred text by consensus or majority vote, and submit the recommendation to the appropriate Department Head.

At minimum, criteria for selection should include the following:

- a. Quality, accuracy, depth, and breadth of content;
 - b. Cost to students;
 - c. Reliability of publisher and past experience with publisher's products; and
 - d. Quality and cost of any student support materials.
2. In order to provide appropriate consistency across multiple sections of the same course, all sections of a given course will adopt the same textbook. However, with satisfactory explanation, a different textbook may be used with approval of the Vice President, Academic and Student Affairs, for example in sections of courses offered via distance learning or in sections of literature courses. Any cost variance must be justified whenever different textbooks are requested for adoption. This justification must be provided on the textbook form.

3. During the textbook selection process, the adoption of free or low-cost open educational resource materials available through OpenStax, Creative Commons, or similar resources should be considered.
4. Textbook adoptions occur annually and are effective in the Fall on a minimum three-year cycle. To comply with the mandated deadlines for textbook adoption, all instructional materials must be adopted and published at least 45 days prior to the first day of class in each term. To comply with this mandate, the Department Head must submit a Textbook Adoption Request before April 10 for a Fall adoption.

An exception to the three-year adoption requirement or the annual adoption requirement may be requested by submitting an exception request memo to the Vice President, Academic and Student Affairs, via the appropriate Dean. The deadlines for the exception request(s) and the related textbook adoption request(s) are listed below.

For a Fall textbook adoption that is an exception to the three-year adoption requirement, the deadline for the submission of the exception request to the appropriate Dean is April 1. If the exception is approved, the deadline for the Department Head to submit the textbook adoption request is April 10. The publication deadline for textbooks for the Fall semester is April 15.

For a Spring textbook adoption that is an exception to the three-year adoption requirement or the annual adoption requirement, the deadline for the submission of the exception request to the appropriate Dean is October 1. If the exception is approved, the deadline for the Department Head to submit the textbook adoption request is October 10. The publication deadline for textbooks for the Spring semester is October 15.

For a Summer textbook adoption that is an exception to the three-year adoption requirement or the annual adoption requirement, the deadline for the submission of the exception request to the appropriate Dean is March 1. If the exception is approved, the deadline for the Department Head to submit the textbook adoption request is March 10. The publication deadline for textbooks for the Summer semester is March 15.

5. When a selection is made, the Department Head submits a Textbook Adoption Request to the appropriate Dean. The appropriate Dean reviews the request to ensure compliance with procedures and time deadlines. Submission of the form includes certification of the following:
 - a. Cost was an important factor in the adoption decision;
 - b. All faculty teaching the course will use all textbooks and other instructional items ordered, particularly each individual item sold as a part of a bundled package;

- c. Any new edition differs significantly and substantively from the earlier version, and there is value in changing to a new edition; and
 - d. Consideration was given to how the new textbook might be made available to students who are unable to afford the cost of the new book.
- 6. Upon approval from the appropriate Dean, the Textbook Adoption Request is submitted to the Office of the Dean, Baccalaureate Studies and Academic Support as an information item. Once approved by the appropriate Dean, the Department Head will update the district syllabus on IDSS to include the new textbook information. The updates to the syllabus must be made no later than the publication dates listed in D.
- 7. With acceptable justification submitted to and approved by the appropriate Department Head and Dean, instructors may use other materials to supplement the required text(s). Such supplemental material shall
 - a. Augment, rather than replace or dominate the required text;
 - b. Augment, rather than replace instruction designed and delivered by the instructor;
 - c. Not impose substantial additional cost on students;
 - d. Be readily accessible by all students;
 - e. Be an integral part of the course, if students are required to purchase the materials; and
 - f. Not place an unreasonable additional academic burden on students beyond the normal course requirements.

e-Learning Course Development Process

Please go to the following link for e-Learning information:

https://elearning.pensacolastate.edu/elearning_course_development_process/

Curriculum Forms

The five main forms used to process curriculum changes are included as input documents on PirateNet. Those preparing a proposal can simply tab and insert information as appropriate and it will automatically be submitted to the appropriate Dean selected. All forms and supporting documents must be submitted to the office of the Dean, Baccalaureate Studies and Academic Support, before the next meeting's Curriculum Materials Deadline.

Step-by-Step Process to Curriculum Proposal Forms

- ➔ <http://PirateNet/>
- ➔ Curriculum Resources
- ➔ Forms
- ➔ Program/Course Action Forms

Appendix A

TYPES OF COURSES AND THEIR CHARACTERISTICS

Course	Type of Credit Awarded	May be Used For	Contact Hours	Common Course Number Required	State Approval Required	Pensacola State College Curriculum Committee Required	Students Eligible	Comments
Baccalaureate Ex: MAN3583 Ex: NUR3119	College Credit	BAS/BSN	15 per credit for lecture 30 per credit for lab. (50 minute hour)	Yes (first number will be a 3 or 4).	Yes	Yes	BAS: Admission requires an AAS, AS or AA degree of at least 60 credits in a related discipline including fifteen semester hours of transferable Gen Ed coursework. BSN: Graduated from an accredited RN program, possess valid and active RN license.	BAS degree programs conform to all articulation conventions. BSN students will be admitted with varying levels of experience and education. Therefore, it is important that each student make an appointment with the BSN Program Coordinator or Director of Nursing to plan individualized course of study.
Advanced and Professional (A&P) Ex: ENC1101	College Credit	AA, AS or College Credit Certificates	15 per credit for lecture 30 per credit for lab (50 minute hour).	Yes (first number will be a 1 or 2).	Yes	Yes	Anyone with high school diploma (and appropriate placement scores if applicable).	May not transfer if second number is a "9" (i.e. GEB1930).
Postsecondary Vocational (PSV) Ex: OST1100	College Credit	AS or College Credit Certificate, AA Sometimes	15 per credit for lecture 30 per credit for lab (50 minute hour).	Yes (first number will be a 1 or 2).	Yes	Yes	Same as above.	Sometimes designated as "AS only" e.g. OST1271.
Postsecondary Adult (PSAV) Ex: COS0020	Vocational Credit	Vocational Certificate Only	30 per lecture credit 30 per lab credit (60 minute clock hours).	Yes (first number will be a 0).	Yes	Yes	H.S. diploma not required in some cases. No placement testing for entry.	May sometimes be internally articulated into equivalent college credits.
Developmental Education Ex: MAT0028	Developmental Education	Does not count toward any program.	15 per lecture credit (50 minute hours).	Yes	Yes	Yes	High School graduates with appropriate placement scores.	Does not count toward graduation.

Course	Type of Credit Awarded	May be Used For	Contact Hours	Common Course Number Required	State Approval Required	Pensacola State College Curriculum Committee Required	Students Eligible	Comments
Continuing Workforce Education	Non-credit	Does not count toward a program.	Designed around 60 minute clock hours.	No (will carry a W or S prefix).	No (must meet one of four criteria related to Workforce Ed).	No	Individuals who (1) are required to have training for licensure renewal or certification; (2) employed in new or expanding businesses; (3) need training in specific skills to increase efficiency and productivity; (4) are enhancing occupational skills necessary to maintain current employment, to cross train, or to upgrade.	
Life Long Learning Ex: L00906	Non-credit	Does not count toward any program.	Designed around 60 minute clock hours.	No (will carry an L prefix).	No	No	Must be 14 or older. Any child under 14 must have a parent or guardian registered and attending with him or her.	Courses are self-supporting. Courses must be approved by the Board of Trustees.
Recreation and Leisure Ex: R00610	Non-credit	Does not count toward any program.	Designed around 60 minute clock hours.	No (will carry an R prefix).	No	No	Must be 14 or older. Any child under 14 must have a parent or guardian registered and attending with them.	Courses are self-supporting. Courses must be approved by the Board of Trustees.