2016 - 2017
Syllabus Review Year
~ Process Guide ~
Syllabus Review Drop-in Sessions, Fall 2016

It’s Syllabus Review Year! Do you have questions about how to complete the review, how to spiff up your course outcomes, or just want a bit of assistance with the process? Drop in (or register through WebAdvisor) to one of our Syllabus Review and Editing sessions where you’ll get an overview of processes and one-on-one assistance with your syllabus. Come when you can; stay as long as you’d like. You’ll walk away with a syllabus that’s either fully reviewed or ready for the next step in the process.

Can’t get away during the drop-in sessions? Contact Mary Lou Kata (katam@macomb.edu) or Deb Armstrong (armstrongde@macomb.edu) and we’ll come to you!

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### Changes the Require Curriculum Committee Approval

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Statement from the Assessment Subcommittee

The Assessment Subcommittee was established by the Curriculum Committee in 2012 and is an outcome of the Higher Learning Commission (HLC) Academy. The subcommittee’s purpose is to gather faculty input on the processes and procedures that support assessment at Macomb. The subcommittee’s ongoing goals include (1) establish the processes that will support 100% of syllabi reviewed during Syllabus Review years, (2) support assessment activities by providing “best practices” information to faculty, and (3) continue to establish a Culture of Assessment at Macomb.

Curriculum Subcommittee Members:

Janet McKenney; Professor, Speech Communication Arts and Subcommittee Chair

Deborah Armstrong; Associate Director, Academic Development

Richard Bell; Professor, Biology

Paul Bondurant; Professor, Physical Education

Lori Chapman; Professor, Mathematics

Kathy Durack; Academic Advisor

Kathy Fisher; Recording Administrative Assistant

Jillian Huot; Learning Outcomes Assessment Specialist

Mary Lou Kata; Director, Academic Development

Andrew Kos; Professor, English

Sharon Lafferty; Academic Advisor

Carol Plisner; Professor, Physical Therapy

Elton Weintz; Professor, History
Seven Principles for Good Practice in Undergraduate Education

1. Good Practice Encourages Student-Faculty Contact
Frequent student-faculty contact in and out of class is the most important factor in student motivation and involvement. Knowing a few faculty members well enhances students’ intellectual commitment and encourages them to think about their own values and future plans.

2. Good Practice Encourages Cooperation Among Students
Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated.

3. Good Practice Encourages Active Learning
Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives.

4. Good Practice Gives Prompt Feedback
Knowing what you know and don’t know focuses learning. Students need appropriate feedback on performance to benefit from courses. In classes, students need frequent opportunities to perform and receive suggestions for improvement.

5. Good Practice Emphasizes Time on Task
Time plus energy equals learning, and learning to use one’s time well is critical for students and professionals alike. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.

6. Good Practice Communicates High Expectations
Expect more and you will get it. Expecting students to perform well becomes a self-fulfilling prophecy when faculty and institutions hold high expectations of themselves and make extra efforts.

7. Good Practice Respects Diverse Talents and Ways of Learning
People bring different talents and styles of learning to college. Brilliant students in the classroom may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them.


Also available online at http://www.ahea.org/articles/sevenprinciples1987.htm
## Changes That Require Curriculum Committee Approval

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## Curriculum Committee Meeting Dates for Academic Year 2016-2017

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Location</th>
<th>Deadline for submitting completed curriculum paperwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/21/2016</td>
<td>UC1-112</td>
<td>9/21/2016</td>
</tr>
<tr>
<td>11/18/2016</td>
<td>UC1-112</td>
<td>10/18/2016</td>
</tr>
<tr>
<td>2/17/2017</td>
<td>UC1-112</td>
<td>1/17/2017</td>
</tr>
<tr>
<td>3/31/2017</td>
<td>S K-315/317</td>
<td>3/1/2017</td>
</tr>
</tbody>
</table>
2016-2017 Syllabus Review Year: An Overview

The Official Course Syllabus and Syllabus Review

Faculty members “who teach a particular course shall have the responsibility to specify in writing a collective statement of course content, course goals, and prerequisite skill levels for sequence courses. This collective statement for each College course must be filed in syllabus form with the instructional supervisor. Subsequently, all course syllabuses must be reviewed and, if necessary, revised by the teachers in the area who teach the course, every other academic year ….”

*2013-2018 MCCFO Contract, Article VI.B*

Each course that you teach has an official Course Syllabus that has been written by faculty members and approved by the Curriculum Committee and the Provost. These syllabi are filed in the Curriculum Warehouse which is accessed through My Macomb. All modifications to course syllabi are updated in the Curriculum Warehouse.

At Macomb, the Course Syllabus is different from the First Day Handout. The Course Syllabus includes information that applies to all sections of the course. This global course document includes the course description, outcomes and objectives, common degree outcomes, course assessments, course content outline, and department contacts. The First Day Handout includes information that is specific to your section of the course. In addition to the official course description and outcomes and objectives, the First Day Handout includes, but is not limited to, a content outline, assignments, grading scale, class schedule, classroom policies, etc.

We’re Here For You!

curriculummanager@macomb.edu
OR
Mary Lou Kata
katam@macomb.edu
OR
Deborah Armstrong
armstrongde@macomb.edu
Step-by-Step Guide to Syllabus Review in the Curriculum Warehouse

Before You Begin

The Curriculum Warehouse is a web-based application built on Microsoft’s SharePoint. The Warehouse functions best on a Windows computer using the Internet Explorer browser, Google Chrome or Mozilla Firefox. The Curriculum Warehouse is not fully functional on a Mac computer.

For the most up-to-date information on browser compatibility, click the Browser Compatibility link located at the bottom of any My Macomb Portal page.

Getting Around In the Curriculum Warehouse

Once you are inside the Curriculum Warehouse you can return to the homepage by clicking the CW Home Page tab located at the top-left of the window.
Access the Curriculum Warehouse

Click on the *Curriculum Warehouse* link located in the Campus Applications section on the left side of the My Macomb Portal page.

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**The Curriculum Warehouse Landing Page**

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**Curriculum Warehouse**

- Syllabi:
  - Credit Syllabi by Subject - View and Print
  - Credit Syllabi by Subject - Edit and Review
  - Common Degree Outcomes
  
  For assistance with Credit Syllabi: contact curriculummanager@macomb.edu or 445-7531.
  
  - Non-Credit Syllabi - View and Print
  
  For assistance with Non-Credit Syllabi: contact Linda Quast, quastl@macomb.edu or 496-4001.

- Curriculum:
  - Curriculum Handbook
  - Curriculum Committee Forms
  - Directed Study Agreement
  - Independent Study Request
  - Non-Credit Student Certificate Agreement

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**Syllabus Review Guides**

- Syllabus Review Workbook
- Syllabus Review Steps for Minor Changes

**Assessment**

- Action Plan Templates
- Common Degree Outcomes
- Course Assessment-Completed Action Plans
- Course Assessment Workbook
- Program Assessment Workbook
- Program Outcomes/Completed Assessment Action Plans

For assistance with Course Assessment: contact Janet Calabrese, calabresj@macomb.edu or 445-4236.

For assistance with Program Assessment: contact Jillian Husk, huskj3@macomb.edu or 445-7370.

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**Resources**

- Bloom's Taxonomy
- Bloom's Taxonomy - 2001 Update
- Bloom's Taxonomy - Summary
- First Day Handout Template
- First Day Handout Template (Online Classes) - 5 week
- First Day Handout Template (Online Classes) - 10 week
- Internet Resources for Higher Education Outcomes Assessment
- Instructional Building Tool
- Seven Principles for Good Practice in Undergraduate Education
- Standing Committees
- Access Measure by Type of Outcome
- Non-Credit Syllabus Template
The Syllabus Review Process

Step 1. In the Syllabi section click **Credit Syllabi by Subject – Edit and Review**.

For assistance with Credit Syllabi, contact curriculummanager@macomb.edu or 445-7651

Step 2. At the **Get Syllabi By Subject** screen select your syllabus subject from the list or click on the letter corresponding to your syllabus subject (e.g. M for MATH). A list of all subjects beginning with that letter will appear. Click on your subject area. A list of all course syllabi in that area will appear.

**Get Syllabi By Subject**

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

**Who can edit and review a course syllabus?**

Only the faculty member(s) listed on the official course syllabus may make edits to that syllabus.

**What if I want to print my syllabus or view a course syllabus from a different area?**

Every faculty member - full-time & adjunct - may view and print any course syllabus:

1. Click **Credit Syllabi by Subject – View and Print**.
2. Select the course area and, when the course syllabus appears, click **Print Syllabus**.
**IMPORTANT**

**SMALL DETAIL - BIG DEAL:** When you hover your mouse over a course name (the course prefix and number) a *small down-arrow* will appear. Click this small down-arrow to open a drop-down menu that allows you to proceed with the Syllabus Review process.

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**Step 3.** Click the *small down-arrow* to the right of the course name (the course prefix and number) to open the drop-down menu.

**Step 4.** At the drop-down menu select **Check Out** to check your syllabus out of the Curriculum Warehouse Library.

**Step 5.** Click the *small down arrow* again to open the drop-down menu. Select **Edit in Browser** even if you will not make any edits.
When your syllabus opens you’ll see the following familiar sections:

- Course Description
- Course Assessments
- Outcomes and Objectives
- Course Content Outline
- Common Degree Outcomes
- Department Contacts

**Step 6.** To ensure that you are viewing the most up-to-date information on your syllabus, click the *Get Course Info* button in the Course Description Section.

![Course Description](image)

**Step 7.** Review the components of your syllabus.

**IF CHANGES ARE NOT NEEDED PLEASE SKIP TO STEP 12**

You are ready to submit your review! Please refer to Steps 12-17 for instruction on how to submit your completed review.
IF CHANGES ARE NEEDED PLEASE CONTINUE WITH STEP 8

If your changes require Curriculum Committee approval, please complete the curriculum forms instead of this process. See page 2 or page 6 for a list of changes that require Curriculum Committee Approval.

Step 8: Click in the section where you want to edit (e.g. Course Description). You'll notice that the Curriculum Warehouse toolbar becomes the Editing Tools toolbar.

**Important**

**SMALL DETAIL – BIG DEAL:** In order to clearly indicate your edits and changes, please use the following editing tools on the Editing Tools toolbar:

- **Strikethrough Tool** to indicate text you want to remove from the course syllabus
- **Highlight Tool** to indicate text you want to add to the course syllabus
Step 9. Select the text you want to remove, click the strikethrough tool to strike the text you want to remove. **PLEASE DO NOT DELETE THE TEXT**, use the strikethrough tool so the Curriculum Manager knows what text you want to remove from your syllabus.

Step 10. Position the cursor and type to add new text.

Step 11. Use the highlight tool to highlight the text you have just added. **PLEASE BE SURE TO USE THE HIGHLIGHT TOOL** so the Curriculum Manager knows what text you want to add to your syllabus.

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### Macomb Community College

**Official Course Syllabus**

<table>
<thead>
<tr>
<th>Course Description</th>
</tr>
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<tbody>
<tr>
<td><strong>ACCT-1150</strong></td>
</tr>
<tr>
<td><strong>Microcomputer Applications in Accounting</strong></td>
</tr>
<tr>
<td>Credits: 3.00</td>
</tr>
<tr>
<td>Prerequisite: ACCT-1090</td>
</tr>
<tr>
<td>(formerly ACC 115) The student uses a microcomputer to complete accounting tasks and to solve various accounting problems. These accounting systems are studied: general ledger, accounts receivable, accounts payable, depreciation and payroll. In addition, a number of several spreadsheet applications are covered. (3 contact hrs)</td>
</tr>
</tbody>
</table>

**NOTE:** The ACCT-1150 syllabus is displayed in this tutorial for demonstration purposes only.

Look at the example above. The phrase “a number of” in the Course Description has been struck using the strikethrough tool. This lets the Curriculum Manager know that this phrase should be removed from the official course syllabus. The word “several” has been added and highlighted. This lets the Curriculum Manager know that this text should be added to the official course syllabus.

Continue editing the sections of your syllabus using the strikethrough and highlight tools to clearly indicate the changes.

**What if I need a bit of help with this process?**

We're here for you! Contact the Curriculum Manager curriculummanager@macomb.edu with your questions.
WHEN YOU ARE READY TO SUBMIT YOUR SYLLABUS, WHETHER OR NOT YOU HAVE MADE ANY CHANGES:

Step 12. Click **Edit** on the Editing toolbar to return to the Curriculum Warehouse toolbar.

Step 13. Click **Submit** on the Curriculum Warehouse toolbar to submit your syllabus back to the Curriculum Warehouse Library.

Step 14. Click **OK** at the Message from webpage screen.

Step 15. Hover your mouse over the course name and click the down arrow to open the dropdown menu. At the dropdown menu click **Check In**.
Step 16a. At the Check in window select **Major version (publish)**. Include any comments in the Comments section.

Step 16b. Still at the Check in window, click **OK**.

*What does the version number mean?*

This is SharePoint’s way of tracking a document through its document management process. For the purposes of Syllabus Review, the version number is not significant.
Step 17. Start the Syllabus Review process workflow.

**IF YOU DID NOT MAKE ANY CHANGES TO YOUR SYLLABUS FOLLOW STEPS 17a-17b**

**Step 17a.** At the Start Workflow window select *No Change Needed.*

**Step 17b.** Click *Start* to begin the Syllabus Review process workflow.

When you return to the list of courses you'll notice that the Approval Status has changed to “Pending.” Once the syllabus has been approved, the Approval Status will change to “Approved.”

**Congratulations ... you have completed the Syllabus Review process!**

If you encounter any problems with this process please contact the Curriculum Manager curriculummanager@macomb.edu or Mary Lou Kata katam@macomb.edu or Deb Armstrong armstrongde@macomb.edu.
If you did make changes to your syllabus follow steps 17c-17e

17c. Select Changes Necessary.

17d. Click the checkboxes opposite every section where changes were made.

17e. Click Start to begin the Syllabus Review process workflow.

When you return to the list of courses you'll notice that the Approval Status is now Pending and the Review Syllabus status is Under Review.

Wondering if your changes require Curriculum Committee approval? Check out the table on page 2 or page 6.

Congratulations ... you have completed the Syllabus Review process!

When you return to the list of courses you'll notice that the Approval Status has changed to “Pending.” Once the syllabus has been approved, the Approval Status will change to “Approved.”

The Curriculum Manager will contact you with any questions or clarifications.

If you encounter any problems with this process please contact the Curriculum Manager curriculummanager@macomb.edu or Mary Lou Kata katam@macomb.edu or Deb Armstrong armstrongde@macomb.edu.
Support and Assistance

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Writing Effective Learning Outcomes and Objectives

Learning Outcomes

A learning outcome is a broad general statement of what the students will be able to do as a result of what they have learned in the course. Outcomes use language that allows the faculty member to observe and measure what students have learned. If you can’t observe what a student can do to demonstrate their mastery of course content, how can you measure it? If you can’t measure what students can do, how can you assess it? This is why incorporating action verbs in outcome statements is so important. You can observe and measure “calculate” and “identify” and “critique”, but how can you observe and measure “understand” or “know” or “appreciate”?

Below are examples of weak learning outcome statements and strong learning outcome statements.

<table>
<thead>
<tr>
<th>Weak Learning Outcome Statement</th>
<th>Strong Learning Outcome Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will understand the importance of cell growth and reproduction</td>
<td>The student will be able to explain the importance of cell growth and reproduction</td>
</tr>
<tr>
<td>The student will know about hydraulic brake systems</td>
<td>The student will be able to service hydraulic brake systems</td>
</tr>
<tr>
<td>The student will appreciate a work of 20th century British sculpture</td>
<td>The student will be able to analyze the form and content of a work of 20th century British sculpture</td>
</tr>
</tbody>
</table>

The element that distinguishes a weak outcome from a strong outcome is the verb used. Consider this: as a faculty member, you can observe and measure explain, service, and analyze, but what do understand, know, and appreciate look like?

Try This:

Look at one of your course outcomes and identify the verb. Write that verb in the left column below. In the right column write 2 or 3 verbs that make student attainment of that outcome more visible and measurable.

<table>
<thead>
<tr>
<th>Original Outcome Verb</th>
<th>3 Alternative Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
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</table>

Need Help?

Check out page 25 for a list of action verbs that could be used in outcome statements.
Objectives

Objectives are detailed specific statements of what the students will do in order to master the course outcomes. Like outcomes, objectives use action verbs that describe measurable and observable behavior, but the verbs used in objectives are more specific than those used in outcomes. Consider the objectives that support the following outcomes:

OUTCOME: Upon completion of this course, students will be able to service parking brakes

OBJECTIVES:
- Replace cables
- Adjust parking brakes

OUTCOME: Upon completion of this course, students will be able to analyze works of American art based on compositional and contextual principles

OBJECTIVES
- Identify formal compositional elements
- Identify compositional design principles
- Recognize subject matter
- Explain iconography

As a general rule, write 3 to 5 learning outcomes for your syllabus and 2 to 5 objectives that support each learning outcome.
ARTT 2630 – Survey of Art in the United States

3.0 credits

Prerequisite: None

Survey of architecture, sculpture, painting, and decorative arts of the United States from the 17th through the 21st centuries. This course focuses on social, historic, and cultural factors that shaped the development of visual artistic expression in the United States.

Macomb Community College
Official Course Syllabus

Outcomes and Objectives

OUTCOME 1: Upon completion of this course, students will be able to explain the importance of American art historical periods, works of art, and artists

OBJECTIVES:

- classify historic periods by century and/or half-century
- associate works of art with historic periods and artists
- summarize the social, historic, and cultural factors that shaped art historical periods
- describe the social, historic, and cultural factors that influenced artists

OUTCOME 2: Upon completion of the course, students will be able to analyze works of American art based on compositional and contextual principles

OBJECTIVES

- identify formal compositional elements
- identify compositional design principles
- recognize subject matter
- explain iconography

OUTCOME 3: Upon completion of this course, students will be able to interpret important works of American art based on formal elements, and historic, philosophical, and theoretical contexts

OBJECTIVES

- identify formal elements that impact interpretation
- explain historic events that impacted artistic production
- explain philosophical positions that impacted artistic production
- apply theoretical perspectives to interpretation of works of art
- argue diverse interpretations of works of art based on differing historical, philosophical, and theoretical underpinnings

Common Degree Outcomes

☐ 1. The graduate can integrate the knowledge and technological skills necessary to be a successful learner.
☒ 2. The graduate can demonstrate how to think competently.
☐ 3. The graduate can demonstrate how to employ mathematical knowledge.
☒ 4. The graduate can demonstrate how to communicate competently.
☒ 5. The graduate is sensitive to issues relating to a diverse, global society.
Course Assessments

- Common assignment with grading rubric
- Test item analysis

Course Content Outline

I. Introduction to Art History methods, formal elements, design principles, and interpretation

II. 1600 – 1650
   - Puritan and Pilgrim art
   - The influence of Christianity

III. 1650 – 1700
   - The influence of European art
   - Early American masters
   - Decorative arts

IV. 1700 – 1750
   - The influence of the Enlightenment on American artists
   - The American portrait

V. 1750 – 1800
   - Images of the American Revolution
   - Jefferson and American art and thought
   - Westward bound

VI. 1800 – 1850
   - Manifest Destiny and American landscape painting
   - American genre scenes
   - Early photography

VII. 1850 – 1900
   - Transcendentalism and landscape painting
   - African American art – part 1
   - The Industrial Revolution and the influence of Europe
   - American realism and the Arts and Crafts movement

VIII. 1900 – 1950
   - The beginnings of modernism in American art
   - The Works Project Administration
   - African American art – part 2
   - American Architecture: The Chicago School

IX. 1950 – 2000
   - Post-World War II art
   - Pop, Op, and other 60’s expression
   - Post-modernism
   - Feminism, Marxism, Structuralism, Post-structuralism

X. 2000 – present
   - Recent movements in American art

Department Contacts

Faculty: Leo DaVinci
Associate Dean: Georgia O’Keeffe
Common Degree Outcomes

Macomb Community College is committed to the continual improvement of teaching and learning. To reflect this commitment, Common Degree Outcomes are provided to help establish a structured environment within which students will realize their educational goals. Therefore, associate degree recipients are expected to meet the following outcomes as appropriate to the student’s degree program.

1. **The graduate can integrate the knowledge and technological skills necessary to be a successful learner.**
   - The student will be able to utilize technology to generate work and effectively communicate with others.
   - The student can locate, analyze, evaluate, and critique information resources.
   - The students will be able to responsibly and ethically use and properly attribute information resources.

2. **The graduate can demonstrate how to think competently.**
   - The student will be able to identify problems, approach them systematically, and explore viable solutions.
   - The student will be able to evaluate the reasoning, arguments, and evidence offered by others.

3. **The graduate can demonstrate how to employ mathematical knowledge.**
   - The student can apply the concepts of math.
   - The student can use quantitative data in everyday life.
   - The student can evaluate quantitative information.

4. **The graduate can demonstrate how to communicate competently.**
   - The student’s written and oral work is organized, and the development is appropriate to the task and to the arguments presented by the student.
   - The student can clearly distinguish between their ideas and those of others in both written and oral communication.
   - The student’s written work follows the conventions of standard written English in punctuation, grammar, and spelling.

5. **The graduate is sensitive to issues relating to a diverse, global society.**
   - The student will have an understanding and appreciation of multicultural factors and their personal, professional, and societal significance.
   - The student will grasp technological, scientific, and economic advances in the context of their broader societal and international impact.
   - The student will have an understanding and appreciation of diverse geographical, historical, sociological, and psychological viewpoints.
Bloom’s Taxonomy with Action Verbs

Bloom’s Taxonomy is a categorization of cognitive learning skills, arranged hierarchically from the most basic (Knowledge) to more complex (Evaluation). The taxonomy was designed to help educators classify outcomes and objectives according to the type of learning students should master at the end of instruction. For example, if students are expected to develop analytical skills, an instructor would write outcomes and objectives using verbs like Experiment, Contrast, or Relate.

<table>
<thead>
<tr>
<th>Knowledge Verbs</th>
<th>Comprehension Verbs</th>
<th>Application Verbs</th>
<th>Analysis Verbs</th>
<th>Synthesis Verbs</th>
<th>Evaluation Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>acrue</td>
<td>change</td>
<td>apply</td>
<td>analyze</td>
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<td>appraise</td>
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<tr>
<td>arrange</td>
<td>classify</td>
<td>calculate</td>
<td>appraise</td>
<td>assemble</td>
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<td>break down</td>
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<td>describe</td>
<td>confirm</td>
<td>choose</td>
<td>calculate</td>
<td>collect</td>
<td>attach</td>
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<tr>
<td>duplicate</td>
<td>convert</td>
<td>classify</td>
<td>categorize</td>
<td>combine</td>
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<td>defend</td>
<td>collect</td>
<td>classify</td>
<td>compare</td>
<td>compare</td>
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<td>label</td>
<td>describe</td>
<td>compute</td>
<td>compare</td>
<td>compose</td>
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<tr>
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<td>demonstrate how to</td>
<td>contrast</td>
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<td>exhibit</td>
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<td>discover</td>
<td>document</td>
<td>defend</td>
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<td>discriminate</td>
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<td>take apart</td>
<td>write</td>
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Important Dates

Curriculum Committee Meeting Dates for Academic Year 2016-2017

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Location</th>
<th>Deadline for submitting completed curriculum paperwork</th>
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<tbody>
<tr>
<td>10/21/2016</td>
<td>UC1-112</td>
<td>9/21/2016</td>
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<td>11/18/2016</td>
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Syllabus Review Drop-in Sessions, Fall 2016

It's Syllabus Review Year! Do you have questions about how to complete the review, how to spiff up your course outcomes, or just want a bit of assistance with the process? Drop in (or register through WebAdvisor) to one of our Syllabus Review and Editing sessions where you’ll get an overview of processes and one-on-one assistance with your syllabus. Come when you can; stay as long as you’d like. You’ll walk away with a syllabus that’s either fully reviewed or ready for the next step in the process.

Can’t get away during the drop-in sessions? Contact Mary Lou Kata (katam@macomb.edu) or Deb Armstrong (armstrongde@macomb.edu) and we’ll come to you!

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>August 30th</td>
<td>Tuesday</td>
<td>3:00pm – 4:00pm</td>
<td>South J-211.1</td>
</tr>
<tr>
<td>September 9th</td>
<td>Friday</td>
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<td>Center C-130</td>
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<tr>
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<td>Thursday</td>
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<tr>
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<td>Thursday</td>
<td>2:30pm – 3:30pm</td>
<td>Center C-130</td>
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