ACADEMIC STANDARDS COMMITTEE

Handbook

Fall 2015

Community College of Denver

Community College of Denver
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An Affirmative Action Employer

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I. ACADEMIC STANDARDS COMMITTEE

General Purpose

The purpose of the Academic Standards Committee is to review and recommend to the Chief Academic Officer on matters of (1) curriculum, (2) instructional accountability, and (3) curriculum and accountability related policies and procedures.

Areas for review and recommendation include but are not limited to the following:

Instructional accountability plan
Curriculum development, approval and review
Degree requirements
Program entry requirements
Institutional Outcomes across the curriculum
Catalog content relating to curriculum and instruction
Academic Standards Handbook

Committee Composition

1. The committee shall be composed of 18 members: one academic dean, two instructional faculty members from each instructional center, two adjunct faculty representatives, two advisors, the graduation specialist, one student representative, and one administrative support staff member.
2. Voting members on this committee are limited to faculty only, and may include the committee chair person(s).
3. The Chief Academic Officer shall appoint the committee chair person(s). Chair responsibilities are assumed by co-chairs, one representative each from a career and technical education program(CTE) and a transfer program. Committee Co-Chairs shall have at least one academic year of prior experience as a member of the Academic Standards Committee.
4. Appointments to the committee shall be for 2 years and will be staggered to assure continuity. Voting members are appointed by Academic Deans.
5. After two consecutive absences of a committee member, the dean of their center shall be notified to determine representation for the center.

Committee Co-Chair Responsibilities

The committee Co-Chairs shall:

1. Ensure that the committee fulfills the committee general responsibilities, goals, and specific duties as described herein;
2. Establish yearly goals and provide leadership in meeting those goals;
3. Arrange communication and/or training in the procedures and standards of the committee;
4. Establish the agenda for meetings;

5. Ensure correct and timely transmittal of committee actions to the Chief Academic Officer;
6. Ensure that minutes are distributed in a timely manner;
7. Review and update the Academic Standards Handbook as needed.

Committee Voting Procedure

1. In order for a resolution to pass or fail the committee voting process, a simple majority of voting members is required.
2. In the case of a tie, the Academic Dean will cast the deciding vote.
3. Course approval requests will be delivered electronically to the committee prior to the monthly meeting. Those voting members who are unable to attend the meeting will email their vote and any comments to the committee Co-Chairs prior to the scheduled monthly meeting.

Agendas, Minutes

Agendas

Items for the agenda are due a minimum of one week before the Academic Standards Committee meets.

The Co-Chairs shall review the items for the agenda, construct, and distribute the agenda in advance of the meeting. Agendas shall go to committee members, Academic Deans, and the Chief Academic Officer.

Minutes

Minutes are kept by the administrative support person assigned to assist the Academic Standards Committee. In the event of their absence, minutes will be taken by committee members on a rotating basis. Minutes will be archived on the G-drive in the Academic Standards folder within one week following the meeting. Minutes will be distributed within five days following the meeting as follows:

Committee members
Chief Academic Officer
Academic Deans
Chair, Faculty Council

II. CURRICULUM DEVELOPMENT

Curriculum Model

CCD's mission and values clearly place an emphasis on the student and on student needs. These needs occur in three principle areas: academic, individual, and community/employer. The philosophical emphasis on the three areas of student need should be reflected in curriculum planning and course or program evaluation.

Taken from CCD Website:

Vision Statement: Every member of our community will attain the education he or she desires.

Mission Statement: CCD provides our diverse community an opportunity to gain quality higher education and achieve personal success in a supportive and inclusive environment.

Values: Involvement, Student-Focus, Integrity, Lifelong Learning, Excellence, Healthy Work Environment

https://www.ccd.edu/about-ccd/vision-mission-strategic-plan

The integration of Institutional Outcomes across the curriculum is at the core of our commitment to student outcomes.

Institutional Outcomes

A CCD GRADUATE IS A NUMERIC THINKER.
Students will select relevant data and use several methods such as algebraic, geometric, and statistical reasoning to solve problems; they will interpret and draw inferences from data and mathematical models; they are able to represent mathematical information symbolically, graphically, numerically, and verbally.
A CCD GRADUATE IS PERSONALLY RESPONSIBLE.
Students will incorporate ethical reasoning into action; they will explore and articulate the values of professionalism in personal decision-making. They exemplify dependability, honesty, trustworthiness, and accept personal accountability for their choices and actions. Students will exhibit self-reliant behaviors, including: managing time effectively, accepting supervision and direction as needed, perseverance, valuing contributions of others, and holding themselves accountable for obligations.
A CCD GRADUATE IS GLOBALLY AWARE.
Students will consider the interconnectedness of our community and world; They will understand how cultural differences (such as: beliefs, traditions, religion, ethnicity, sexuality, and gender) impact personal and community participation; they are aware of the social, environmental, and economic impacts of their actions; they evaluate how technology links individuals and communities and are aware of the social, environmental, technological, and economic impacts of their actions.
A CCD GRADUATE IS AN EFFECTIVE COMMUNICATOR.
Students will convey meaning by writing and speaking coherently and effectively in a way that others understand; Students will write and speak after reflection; students will influence others

through writing, speaking, or artistic expression that is appropriate for the context and audience; students will use appropriate syntax and grammar; students will listen attentively to others and respond appropriately. Students will understand and apply conventions of effective written and oral communication in academic, public, and professional discourse.
A CCD GRADUATE IS A COMPLEX THINKER.
Students will explore and evaluate multiple sources of information, which they will synthesize to solve problems; they will extract meaning from texts, instruction, experience, and other relevant sources to construct new problem-solving approaches based on their insights. Students will make relevant connections between classroom and out-of-classroom learning.
A CCD GRADUATE IS EFFECTIVE AND ETHICAL USER OF TECHNOLOGY.
Students will exhibit technological literacy and the skills to effectively use it; they will demonstrate the responsible application of intellectual property and privacy; students will use technology ethically and effectively to communicate, solve problems, and complete tasks; students will remain current with technological innovations.

Academic Freedom

This statement interprets the uses of the definition of academic freedom as set forth in Board Policy. **BP 3-20** (https://www.cccs.edu/wp-content/uploads/2012/08/BP3-20.pdf) states that academic freedom is:

"The absence of constraints or coercion of choosing what one will teach (within the constraints of official course descriptions and official course syllabi), investigate, study or present in all fields of learning."

ASSUMPTIONS ABOUT ACADEMIC FREEDOM

1. That credentialed discipline faculty members have the right and responsibility to develop the curriculum course content guide (official course syllabus) based on their expertise.

2. That all curriculum course content guides (official course syllabus) will identify the minimum learning outcomes for the specified course.

3. That learning outcomes may be accomplished by a variety of methods and materials.

4. That faculty members have the right and responsibility to facilitate learning outcomes identified in the curriculum course content guide (official course syllabus).

5. That official learning materials (including textbooks) for any course are agreed upon and selected collaboratively by discipline faculty. The Dean of the center should define the parameters that relate to cost, frequency of change, and other related administrative issues in the best interest of the students. CTE and Continuing Education may select different learning materials best suited for the specific instructional delivery format they are using.

Curriculum Definitions

A ***program*** includes degrees and certificates.

The ***course description*** is the statement in the official course syllabus and in the CCD Catalog which describes the course.

The ***curriculum course content guide*** is the same as the ***official course syllabus.***

The ***class syllabus*** is a document based on the course content guide (official course syllabus), prepared by faculty, to inform students about specific course characteristics (see Syllabus Checklist in Appendix A). The syllabus is given to each student by the first class meeting of the course. Copies of the syllabus also are submitted to the department chair. All course syllabi are required to contain certain items, as outlined in the Master Syllabus Template (Appendix B).

Course Proposal Development and Approval

1. Course Guide Template Development and Approval (Appendix E)
    a. A *Course Guide Template* is prepared for any course offered throughout the Colorado Community College System. The course must be approved by the Academic Standards Committee at a CCCS college prior to submission to the system office.
    b. The most current version of the *Course Guide Template* and instructions for completion can be found at: https://resources.cccs.edu/education-services/common-course-numbering-system/
    c. A detailed explanation of each of the parts of the *Course Guide Template* and examples are contained in Appendix E.
    d. The purposes of the Course Guide Template are:
        i. To serve as the official course syllabus
        ii. To provide a clear statement of course content for faculty and students with a description of course outcomes and learning objectives
        iii. To delineate the level of credit this course offers (undergraduate, developmental, high school, etc.)
        iv. To define grading mode to be used for the course
        v. To provide the faculty a basis for planning the course
        vi. To articulate CCD course content within CCD and with external agencies, particularly other post-secondary institutions
        vii. To use in the community for purposes of planning courses with business and industry, government agencies, and others seeking services from the Community College of Denver
        viii. To provide a clear statement of CCD's curriculum to external accrediting agencies
        ix. To provide the benchmark for assessment of student learning
        x. To facilitate articulation of courses with other educational organizations, secondary and post-secondary
    e. Carefully and thoroughly complete the form to include the following:

i. Prefix and course number according to the AACRAO Course Numbering System and Course Prefix Designation Guide in Appendix D
ii. The current AACRAO Numbering and Prefix Guidelines Document can be found at: https://resources.cccs.edu/education-services/common-course-numbering-system/
iii. Number of credit hours offered for this course
iv. Description of course, beginning with an action verb. This is a brief catalog-type overview of course content and must be 75 words or less
v. List of Learning Objectives/Competencies
vi. Broad statements of expected learning outcomes. The statements should allow for academic freedom
vii. Topical Outline
1. Place in outline form the curriculum that will be covered in the course. These phrases can be general in nature to allow for academic freedom, but must address the critical skill levels that are required for course completion.

f. The *Course Guide Template* does not include student instructions and/or specific assignments from specific textbooks

2. Steps for the development and approval of a course new to CCCS are:
   a. Use the planning framework to determine need
   b. Use the curriculum model and *Course Guide Template* (Appendix E) and *Bloom's Taxonomy* (Appendix F) as a guide to shaping the course content
   c. Prepare a curriculum *Course Guide Template* (see instructions and explanation above)
   d. Prepare a *Course Content Proposal form* found in Appendix C (see instructions and explanation below)
   e. Obtain signatures of approval from the department chair and Academic Dean
   f. Submit *Course Guide Template, Course Content Proposal, and Academic Standards Cover Letter* forms to the Academic Standards Committee for approval. The person who has proposed the course (or their designated substitute) will be expected to present the course to the Academic Standards Committee when they meet
   g. Once approved at the college level, the course will go to the system level for approval. Refer to the *Process for Creating a New CCD course or Amending a Current Course* on page 13
3. Approval of the *Course Guide Template* requires these steps:
   a. Course initiator requests review and approval of the *Course Guide Template* by the Academic Dean. Dean may return guide to the course initiator for revision if necessary
   b. Department Chair or Academic Dean requests review and approval by the Academic Standards Committee. Committee may return guide to initiator if necessary
   c. Co-Chairs of Academic Standards requests review and approval by Chief Academic Officer

d. Approved *Course Guide Template*s forwarded to CCCS system office for system review and approval. Refer to the *Process for Creating a New CCD Course or Amending a Current Course* on page 13

Course Content Proposal Form Development and Approval

The Course Content Proposal Form (Appendix C) is a document internal to CCD. This form is used to revise a course that is currently offered in the CCCNS, add a course to the CCD catalog that exists in CCCNS but is not currently offered at CCD, or delete a course from the CCD catalog (does not delete the course from CCCNS).

a. This form was designed to facilitate changes to courses that are offered at CCD, and to track additions and deletions to the CCD catalog

The *Course Content Proposal Form* consists of:

1. Purpose of form (new course, revision of an existing course, or deletion from CCD catalog)
2. Semester and year change will become effective
3. Prerequisites, co-requisites and/or Entry-Level Skills
    a. This includes initial minimum assessment scores
4. Minimum and maximum credit hours (if variable credit hour course)
5. Minimum and maximum contact hours
6. Method of instruction

Course Content Change Form Development and Approval

Proposed changes in course title, credit or contact hours, catalog description, prerequisites or co-requisites, grading system, or assessment scores are submitted to Academic Standards for tracking using the *Course Content Change Form (Appendix C)*.

Changes approved by CCCS through the bulletin board will be made automatically in the catalog and banner. Records will be kept electronically and communicated to chairs as applicable.

Catalog Deadlines

Any changes to catalog copy, which include the inclusion of new courses to the CCD catalog, must be completed before published catalog editing deadlines. Those changes that do not meet the deadline can be included in the yearly catalog addendum, as long as they are not detrimental to student success. Course revisions and new courses that do not make the catalog or addendum publishing deadlines cannot be offered until they are published in the catalog or catalog addendum.

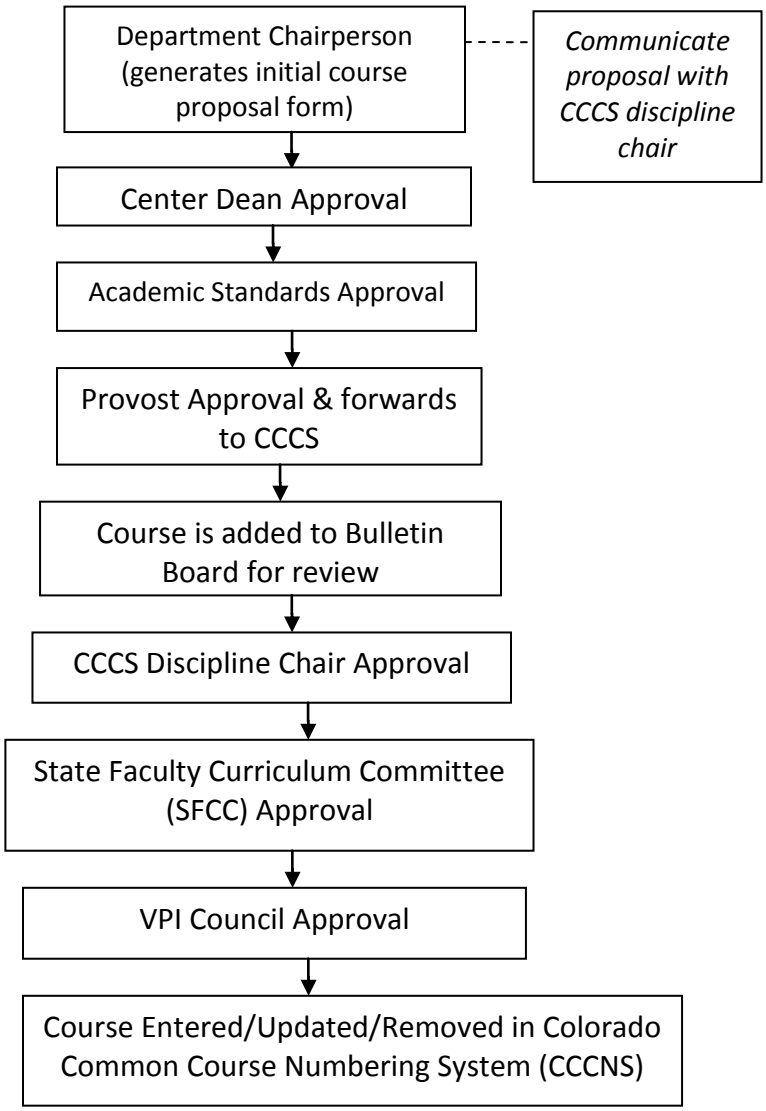
Process for Creating a New CCD Course or Amending a Current Course

The initial course creation or amendment proposal is developed in the required format and delivered by a program chairperson or Center representative to the Academic Standards Committee. Revise and re-submit the course if it is not approved by the Academic Standards Committee.

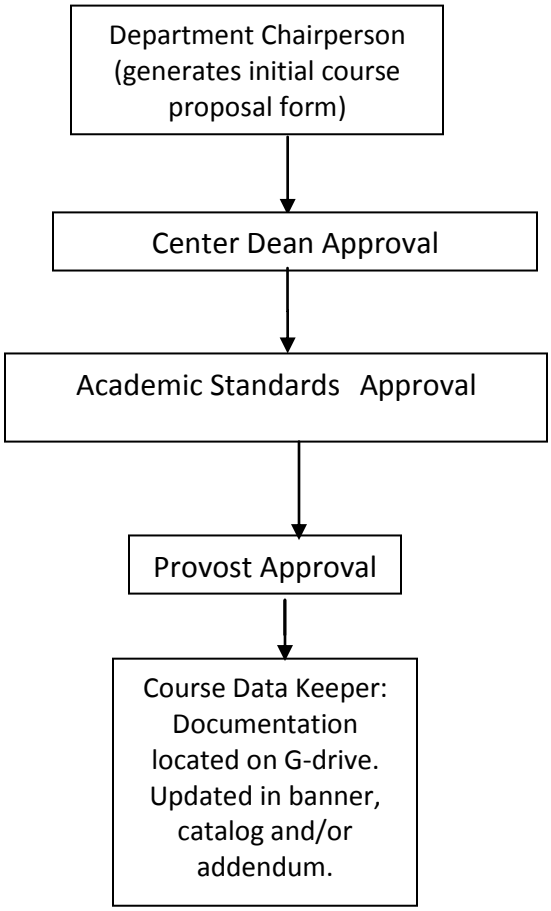
A digital form is created with information on the course as finalized by Academic Standards, for distribution as illustrated below. Any documents generated are stored in a central location.

Proposals not approved at any level will be returned to the originator for revisions and resubmission.

Process for creating a new course not already in CCCNS or for amending/removing a course that is in CCCNS:



Process for adding or removing a CCCNS course to CCD's catalog:



III. CTE PROGRAM DEVELOPMENT AND APPROVAL PROCESS

Planning Framework

Direction for planning and implementing programs should derive from an institution's mission and values, as they are a reflection of its educational philosophy. Such planned program development contains four elements:

a. data on student or community needs
b. planning based on college and center goals and resources
c. implementation of the program
d. evaluation of the results and outcomes

Refer to the curriculum model in section **II. Curriculum Development** for guidance.

CTE Program Development Process

The purpose of the program development process is to ensure that the elements of student and community needs, and college/center goals and resources are consolidated into a career or technical program.

The steps to the development of a program are:

1. Initiation by interested dean or faculty based on internal or external requests.
2. Review of similar existing programs in CCCS or other community agencies. Program may not be approved if it duplicates existing programs.
3. Selection of an initial Advisory Committee is comprised of industry representatives, educators, and other stakeholders of the CTE program area in question.
4. Formal Assessment of community and student needs.

If the needs assessment is positive and the Program seems feasible:

1. Advisory Committee. The initial Advisory Committee is expanded to include representation from all parties as specified in the Advisory Committee Guide. This guide should be used as a reference for all aspects of creating and conducting an Advisory Committee. In part, the Committee assists with the development of the entire program: purpose, philosophy, framework, exit competencies, content curriculum, program length and structure, required credit hours, number and sequence of courses, and any other components relevant to the program's educational purposes.
    a. The current Guide to the Operation of CTE Advisory Committees can be found on the CCCS website at: http://www.coloradostateplan.com/CTE/AdvisoryCommitteeHandbook7-08.pdf .
2. Program initiator will work with the department/program chair and Academic Dean to create a *Program Proposal Form* and compile necessary ancillary documents.
3. Program initiator requests review, approval, and signature of the *Program Proposal Form* by the Academic Dean. Dean may return the document to the program initiator for revision if necessary.

4. Program Chair or Academic Dean requests review and approval by the Academic Standards Committee. Committee may return guide to initiator for revisions if necessary.
5. Co-Chairs of Academic Standards request review and approval by Chief Academic Officer.
6. Approved and signed *Program Proposal Form* is forwarded to CCCS system office for system review and approval.
7. Completion and Submission of Program Approval request through CCCS website. This electronic document can be found at: http://ctep.cccs.edu/energizer/progappr/login.jsp and has links which explain how to use the electronic document.

Catalog Deadlines

Any changes to catalog copy, which include the inclusion of new programs to the CCD catalog, must be completed before published catalog editing deadlines. Those changes that do not meet the deadline can be included in the yearly catalog addendum, as long as they are not detrimental to student success. Program revisions and new programs that do not make the catalog or addendum publishing deadlines cannot be offered until they are published in the catalog or catalog addendum.

IV. PROGRAM RENEWAL PROCESS

The Program Renewal process is required every five years by the CCCOES in order to ensure that career and technical education programs are current, fulfill a labor market need, and comply with state and federal laws, rules, and regulations, and SBCCOE policies and program standards. http://www.coloradostateplan.com/admin_handbook.htm
The CCHE/CCCOES/CCD Five Year Plan-Program Review Schedule (Appendix I) lists current required approval years.
CCCS Program Review & Evaluation policy: https://www.cccs.edu/wp-content/uploads/2013/09/SP9-47.pdf
Probationary programs will be evaluated on a one or three year evaluation cycle.

Steps for the Program Renewal Approval:

1. Completion of Self-Study by the faculty or program coordinator using the CCCOES Program Renewal guidelines
2. Submission of Self-Study to the CCCS Program Approval website (https://ctep.cccs.edu/energizer/progappr/login.jsp)
3. Submission and approval by the Academic Dean
4. Submission and Approval by CTE System Program Director
5. Submission and approval by system-wide Financial Aid (if applicable)
6. Banner update by CCCS
7. CDHE update by CCCS (if applicable)

Proposing a new program (certificate and/or degree) or a substantive change to an existing program:
When CCD changes a certificate or degree in a "substantive manner," we must send those approvals through HLC. A substantive change can include:

- A new certificate or program
- A change in student body for a program (like a new program for Veterans)
- Any program that adopts CBE (Competency Based Education)
- Consortia or contractual arrangements
- A change of at least 10% in credit hours of a certificate or program
- A change in academic calendar
- A teach out
- A new additional location
- A substantial change in coursework for a program (20% or more)

All proposals that fall under these criteria are required to meet/communicate with our HLC liaison to start the process of the initial HLC forms and understand the requirements. *This initial communication with our HLC liaison is required before the proposal can be presented to the Academic Standards Committee.*

For certificates - the first step would be to address the questions outlined in the Certificate Screenshots document.

For programs - the first step would be to address the questions outlined in the Program Application document.

These documents can be found on the HLC website
https://www.hlcommission.org/Monitoring/institutional-change.html

References:
State Board Policies and Procedures:https://www.cccs.edu/about-cccs/state-board/policies-procedures/ under Series 9- Educational Programs

System President Procedures:https://www.cccs.edu/about-cccs/state-board/policies-procedures/ under Series 9- Educational Programs

AGS Degree Guidance:http://www.coloradostateplan.com/admin_hdbk/TechnicalAGS_DegreeGuidance.pdf

CTE Program Approval Log in page: http://ctep.cccs.edu/energizer/progappr/login.jsp

Program review and approval from SBCCOE: https://www.cccs.edu/wp-content/uploads/2013/09/SP9-47.pdf

V. APPENDICES

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Appendix A

Syllabus Checklist

- ☐ Course:
  - Prefix, course number, section number
  - Credit hours
  - Course title
  - Instructor name
  - Instructor phone number, email address
  - Instructor office location
  - Instructor office hours
  - Time, start & end dates of class (to include semester & year)
  - Last date to drop with a refund
  - Location/meeting place
  - Course description
  - Center name, location & phone
  - Books: title of text, author/edition
  - Other required materials
  - Optional materials
- ☐ Outcomes & Competencies
  - Topical outline (as shown on course in CCNS) for current document visit: https://erpdnssb.cccs.edu/PRODCCCS/ccns_pub_controller.p_command_processor
  - Competencies (as shown on course in CCNS)
  - Institutional Outcomes addressed in course (optional)
- ☐ Grading Policies
- ☐ Student Code of Conduct and Academic Integrity
- ☐ ADA Statement
- ☐ Early Alert Statement
- ☐ Point system/percentage per major assignments
- ☐ Evaluation methods
- ☐ Incomplete grade policy
- ☐ Recording class policy
- ☐ Attendance policy
- ☐ Cheating/plagiarism Statement
- ☐ Calendar
  - Semester calendar
  - Session-by-session dates for:
  - Major assignments/quizzes
  - Exams
  - Vacations

Appendix B

Master Syllabus Template

Please see accurate syllabus template on: https://www.ccd.edu/docs/syllabus-templates

Appendix C

Forms

https://www.ccd.edu/docs/academic-standards-proposal-cover-letter

https://www.ccd.edu/docs/course-content-proposal-form

https://www.ccd.edu/docs/course-content-change-form

https://www.ccd.edu/docs/program-proposal-form

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COMMUNITY COLLEGE OF DENVER

Academic Standards Proposal Cover Letter

Presenter: _____

Change submitted for approval, check all that apply.

	Creation of new course to CCD and CCCNS • Course Content Proposal Form *and* • Course Guide Template		New program added to CCD Catalog • Program Proposal Form
	Inclusion of course already existing in CCCNS to CCD catalog • Course Content Proposal Form		Deletion of program from CCD Catalog • Program Proposal Form
	Deletion of course from CCD Catalog • Course Content Proposal Form		Add/Delete course(s) for existing program • Program Proposal Form
	Change to current CCD Course. • Course Content Change Form *or* • Course Content Proposal Form (only if prefix or course # change)		Change to current CCD program. • Program Proposal Form

Complete questionnaire below completely. Submit with all appropriate forms to Academic Standards chair at least one week before Academic Standards Committee meeting (see dates and deadlines on intranet).

1. Is this a GT Pathways course and/or have you spoke with appropriate Advisory Committee?
2. Will any pre or co-requisites across campus need to be adjusted?
3. Did you contact state discipline chair about the change? Are there other courses that are available that are similar to this course? If so, how is this course different from the current offering(s) and why is the difference important?
4. Do you have faculty ready to teach this course?
5. Is this course replacing another course in your program or certificate?
6. Will this change affect the credit requirement for your program or certificate, including financial aid eligibility?
7. Why are you proposing this change at this time and how does it benefit the students at CCD?

Office of the Provost
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Denver, CO 80217
Fax: 303-556-4602

COMMUNITY COLLEGE OF DENVER

Course Content Proposal Form

Date Prepared: _____ Center: _____ Effective Term: _____ Year: _____

☐ New Course Proposal for CCCNS (Attach Course Guide Template from CCCNS)

Revise Course in: ☐ CCCNS or ☐ CCD Catalog

☐ Revise Prefix	☐ Previous Prefix: _____
☐ Revise Course Number	☐ Previous Course Number: _____
☐ Revise Credit Hours	☐ Previous Credit Hours: _____
☐ Revise Contact Hours	☐ Previous Contact Hours: _____
☐ Revise Prerequisite(s)	☐ Previous Prerequisite(s) – See attached: _____
☐ Revise Corequisite(s)	☐ Previous Corequisite(s) – See attached: _____
☐ Revise Title	☐ Previous Title: _____
☐ Revise Course Description	☐ Previous Course Description – See Attached: _____
☐ Revise Minimum Assessment Scores	☐ Previous Minimum Assessment Scores – See Attached: _____

☐ New CCD Course Existing in CCCNS – See Attached CCCNS Course Printout

☐ Course Deletion – Course is Not Offered and will be Deleted from Next Catalog

Course Prefix: _____ Course Number: _____ Banner Schedule Type: _____

New Course Title: _____

Credit Hours Minimum: _____ Maximum: _____ | Contact Hours Minimum: _____ Maximum: _____

Initial Course Prerequisite(s) (written as it should appear in the catalog):

Initial Course Corequisite(s) (written as it should appear in the catalog):

Program Chair: _____ _____ _____
Print Name Signature Date

Approvals:

Dean: _____ _____ _____
Print Name Signature Date

Academic Standards Chair: _____ _____ _____
Print Name Signature Date

Provost: _____ _____ _____
Print Name Signature Date

Academic Standards Handbook: Proposed changes in course number, title, description, credit or contact hours, course description, prerequisites or co-requisites, grading system, assessment scores are submitted on the this form to the Center Dean. Approved proposals are submitted to the Chair of the Academic Standards Committee by the Program Chair or the Center Faculty Representative on the committee. The Academic Standards Committee will provide approved proposals to the Provost for approval. Approved changes will appear in the next catalog addendum or catalog. Copies will be retained in committee digital files with the minutes of the meeting. Proposals requiring CCCS approval will be forwarded to CCCS. Proposals not approved at any level will be returned to the originator for revisions and resubmission.

Office of the Provost
Cherry Creek – Suite 301
Campus Box 200
P. O. Box 173363
Denver, CO 80217
Fax: 303-556-4602

COMMUNITY COLLEGE OF DENVER

Course Content Change Form

Date Prepared: _____

Chair Area: _____ Center: _____ Effective Term: _____ Year: _____

Course Prefix: _____ Course Number: _____

☐ Revise Credit Hours — Previous Credit Hours: _____ New Credit Hours: _____

☐ Revise Contact Hours — Previous Contact Hours: _____ New Contact Hours: _____

☐ Revise Prerequisite(s) — Previous Prerequisite(s): _____

New Prerequisite: _____

☐ Revise Corequisite(s) — Previous Corequisite(s): _____

New Corequisite: _____

☐ Revise Title — Previous Title: _____ New Title: _____

☐ Revise Grading System — Previous/New Grading System – See Attached: _____

☐ Revise Course Description — Previous/New Course Description – See Attached: _____

☐ Revise Minimum Assessment Scores — Previous Minimum Assessment Scores: Math: _____ English _____ Reading_____

New Minimum Assessment Scores: Math: _____ English _____ Reading_____

☐ Change Generated by CCCNS

☐ Change Generated by Chair/Department

Approvals:

Program Chair: _____ _____ _____
Print Name Signature Date

Dean: _____ _____ _____
Print Name Signature Date

Academic Standards Handbook: Changes in title, credit or contact hours, course description, prerequisites or corequisites, grading system, or assessment scores, are submitted on this form to the Center Dean. Approved proposals are submitted to the Chair of the Academic Standards Committee by the Program Chair or the Center Faculty Representative on the committee. The Academic Standards Committee will keep these changes electronically.

Appendix D

AACRAO Numbering and Prefix Guidelines

The following is a description of the course numbering system used by Colorado community colleges. It represents a minor modification of the "Florida System" endorsed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Rules for Choosing a Course Number and Prefix

Rule #1: The course number will consist of a three letter prefix and three numbers.
Example: ENG 100-001

Rule #2: The first number indicates the class level
0 = Remedial, Developmental, Preparatory, Non-Degree Credit
1 = freshman or first year course
2 = sophomore or second year course

Rule #3: The second (middle) number indicates the use of a previous course number with the same prefix and the same first and third numbers

Rule # 4: The third number may indicate courses found in a sequence. Use of this sequential numbering may indicate either required prerequisite courses or a recommended sequence of courses. Use Roman Numerals I, II, III for this purpose.
Example: CHE 122, CHE 123, CHE 123

Rule # 5: In the case of subject titles which are fields within a given discipline, a common set of letters is used, e.g. all titles within education begin with “E”, as do all titles within engineering.
Examples:
1. Secondary Education Theory = EST
2. Educational Statistics = EDS

Appendix E

Link to form can be found here: https://resources.cccs.edu/education-services/common-course-numbering-system/

Course Guide Template

Colorado Community College Common Course Numbering System (CCCNS)

Submitted by: Point of Contact for this course		**College:**		**Date Submitted:**
Course Prefix:	**Course number:**	**CIP Code:**	**Credits:**	**Contact Hours:**

- **Is this a new course or a change to an existing course?**

  _____ New
  _____ Change (mark all of the following that are applicable)

  __Change prefix or course number (Replace a current prefix/number)
  Current Prefix/Number to be replaced _____
  Last effective term of current Prefix/Number _____
  __Change Course Title – Old Course Title _____
  __Change Credit Hours - Old Credit Hours _____
  __Change Catalog Description
  __Change Competencies
  __Change Topical Outline
  __Other change(s) – please list:

- **Short Course Title** (maximum 30 characters - spaces and punctuation count):

  Please enter the title in the boxes below, one character per box

- **Long Course Title**:

Schedule Types (check all that apply)	**Course Attributes** (check all that apply)
____ Lecture ____ Lab ____ Lecture/Lab ____ Academic Lecture/Lab Combo ____ Lecture/Internship Combo	____ General Education (non-GT) ____ GTpathways: _____ ____ CTE

____ Internship ____ Clinical ____ Practicum ____ Independent Study ____ Cooperative Education ____ Studio Art ____ Studio Music Please list any others here:	____ Developmental ____ Transfer Elective CIP Cost ____ High Cost** ____ Medium Cost** ____ Low Cost**

** Use the classification of Instructional Programs Chart (located on the CCCNS website/Educators/ Common Course Numbering System/Course Guide Development) to determine if a High, Medium, or Low cost course.

- **Description**:
  -Begin with an action verb (the course is the subject)
  -maximum of 75 words

- **Learning Objectives (Competencies)**:
  -Begin each with a measurable action verb (the student is the subject)
  -Use standard numbers 1, 2, 3…
  -Maximum of 20 competencies
  _____ If more than 20 competencies – please provide rationale here: (this can be because of accrediting requirements, etc. You must define any acronyms)

1.

- **Topical Outline**:
  -Use roman numerals I, II, III…

I.

Supplemental Data (check all that apply)	**Grading Mode**
____ Specialized Knowledge ____ Broad Integrative Knowledge ____ Intellectual Skills ____ Applied Learning ____ Civic Learning	____ S (standard letter) ____ U (satisfactory/unsatisfactory) ____ DE (developmental)

Notes/FYI:

New courses that have been approved by the State Faculty Curriculum Committee (SFCC) and the Education Services Committee will be effective in the current academic current term (immediately).

Proposed course changes to existing courses that include revisions to: course description, outline or competency will be effective at the beginning of the next academic year.

Proposed course revisions to existing courses that include deletions or changes to: course numbers, credit hours or titles will be effective at the beginning of the next academic year. At the time of the course template submission, the Discipline Chair may request for an earlier effective date, not to predate the current term. The request must include a satisfactory explanation of why the earlier date is required and how the request will affect students enrolled in the current class.

Previous versions of revised courses will be available until the end of the current academic year.

Proposed courses that are not approved within 1 year of posting to the official Bulletin Board will be archived effective the next available academic term.

New courses that are denied at the SFCC level will be removed the next academic year.

Capstone, Clinical, Internship and Special Topic courses DO NOT NEED to be reviewed by the SFCC. They are added to the CCCNS administratively.

gtPathway courses that have been approved by the Colorado Department of Higher Education (CDHE) will be effective the next academic year.

Special topic courses may only be offered for 1 academic year. After this, it must be converted to a regular course that is approved by the SFCC.

Variable credit course numbers may be used for multiple courses with the same prefix and may appear multiple times on a student's transcript.

Variable credit courses should only include the following delivery methods and numbering schema. Only courses that require the delivery methods identified below are given variable credit. The credit will range from the minimum hours offered by a given college to the maximum offered by another college.

Delivery Method	**Numbers**
Clinical/Experiential Learning	170-174, 270-274
Special Topics: (list title)	175, 176, 177 and 275, 276, 277 Can be used more than once with the same prefix
Seminar/Workshop: (list title)	178, 179 and 278, 279 Can be used more than once with the same prefix
Internship: (list title)	180-184, 280-284
Independent Study: (list title)	185, 186 and 285, 286 Can be used more than once with the same prefix
Cooperative Education: (could list title)	187 and 287 Can be used more than once with the same prefix
Practicum: (could list title)	188 and 288 Can be used more than once with the same prefix
Capstone: (could list title)	289
Professional Development/Continuing Education	190-199, 290-299
Service Learning	194 and 294
Courses other than those listed above MAY NOT use variable credit	

Variable credit courses will have shared numbers and title for each prefix.

- BUS 175: Special Topics: "Title A"
- BUS 175: Special Topics: "Title B"

Variable credit courses will be numbered:

- 100's indicate freshman (first) year
- 200's indicate sophomore (second) year

Variable credit courses should not include the program name in the title

- NUR 170 Clinical not NUR 170 Nursing Clinical

Please direct completed forms to:
Jennie Gross, jennie.gross@cccs.edu, 720-858-2368

Forms must be submitted by the Vice President of Instruction
Forms must be submitted by the 5th of each month to be posted to the Bulletin Board for that month.
Please complete all fields - forms with blank/omitted fields will be returned.

Instructions for Completing the Course Guide Template

The most recent version of the Instructions for completing the course guide template may be located on the CCCS website https://resources.cccs.edu/education-services/common-course-numbering-system/ under the Course Guide Development tab

For purposes of consistency, please follow these guidelines in writing Common Course guide/templates:

General Instructions

- Complete the Course Guide Template located on the CCCS website, under Additional resources, Course Guide Development https://resources.cccs.edu/education-services/common-course-numbering-system/
- Only Course guide/templates submitted by the college Vice President of Instruction or Chief Academic Officer will be accepted. (See "Procedure for Entering Courses into the System" for further details.
- Incomplete course templates or course templates that are not the most current version may be returned to the Vice President of Instruction or Chief Academic Officer for revision

Complete the top grid – include all requested information
Contact hours required for the Affordable Health Care Act (ACA)

Description

- Begin with an action verb
- Use complete sentences after the first sentence
- Do not exceed 75 words.

Example: (from PHI 111) Introduces significant human questions and emphasizes understanding the meaning and methods of philosophy. This course includes human condition, knowledge, freedom, history, ethics, the future, and religion.

Competencies

- Lists what the student will know when the course is successfully completed
- Must be formatted using standard numbers (1, 2, 3)
- Each competency must be measurable
- Each competency must begin with a measurable action verb

- The list should cover the scope of the course but cannot exceed 20 competencies
    1. If more than 20 competencies are required due to accrediting requirements or industry guidelines, the course template has a space for explanation

Consult Bloom's Taxonomy of Major Educational Objectives for additional information. There are several helpful websites available including:

http://www.coun.uvic.ca/learn/program/hndouts/bloom.html and
http://www.tedi.uq.edu.au/Assess/Assessment/bloomtax.html

Example: (from PHI 111)

1. Identify and distinguish the major questions in philosophy.
2. Identify and distinguish some of the major schools of philosophy.
3. Demonstrate an understanding of the methods of philosophical thinking.
4. Critically evaluate a primary philosophical source.
5. Communicate philosophical questions and positions to others.
6. Read, analyze and apply written material to new situations.
7. Write and speak clearly and logically in presentations and essays.
8. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information.

Outline

- This is a topical outline and does not necessarily indicate sequence of material
- Should identify topics and major subtopics covered in the material
- Must be formatted using roman numerals (I, II, III)

Example: (from PHI 111)

I. The Meaning and Values of Philosophy
    a. Definitions of Philosophy
    b. Methods of Philosophy
    c. Applications of Philosophy
II. Knowledge (Epistemology)
    a. The Meaning of Knowledge
    b. Sources of Knowledge
    c. Verification of Knowledge
III. Philosophy and the Nature of Reality
    a. Religion
    b. Cosmology (Philosophy of Science)
    c. Mind-Body Relationship
IV. Ethics and the Human Condition
    a. Normative Justification
    b. Freedom
    c. Aesthetics
V. Philosophy and Society
    a. Politics
    b. History

Appendix F

Bloom's Taxonomy of Measurable Action Verbs

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

Appendix G

CCCOES POLICY BP 9-40
ASSOCIATE DEGREE AND PROGRAM DESIGNATIONS AND STANDARDS

An associate degree program reflects the larger goals of educational attainment the institution holds for its students. The associate degree indicates that the holder has developed proficiencies sufficient to prepare for upper-division collegiate work, or to enter directly into a specific occupation or to meet individual career goals. An associate degree is awarded only for completion of a coherent program of study designed for a specific purpose. This policy defines the associate degrees, program designations, and minimum standards.

The current policy can be found on the CCCS website at:

https://www.cccs.edu/wp-content/uploads/2012/08/BP9-40.pdf