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NWCCD Curriculum & Standards Committee

2013

This Committee will review and give final approval to new and revised course and program proposals as well as inactivation of courses and programs and any other matters concerning the curriculum of Northern Wyoming Community College District. It will also review and give final approval to curriculum standards pertaining to the teaching and learning partnership within the Northern Wyoming Community College District.

Bylaws and Guidelines

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*Northern Wyoming Community College District
Curriculum & Standards - Governance Committee
Process Flowchart*

Proposal Development

Obtain and complete the appropriate form.

Have a colleague read, comment, and check the proposal.

Contact colleagues at UW and other institutions

Proposal Review

The following individuals need to read, comment upon, and sign the proposal before it goes to the C&S Chair:

Faculty on both campuses, Director/Area Coordinator, Assistant VP of Academic Affairs, Dean of Involved Area

Proposal Submission

C&S Chair sends the proposal to the editing subcommittee before it is reviewed by committee.

The committee reads, comments, and suggests changes to proposals. Submissions may require up to three readings.

Proposal Completion

Upon approval, C&S Chair signs and sends the proposal to the Registrar and notifies the initiator.

The Registrar sends the signed proposal to the CAO and notifies Director/Area Coordinator, AVPAA, Involved Dean, and Admissions.

Curriculum and Standards Committee

2011-2012 Bylaws and Guidelines

NWCCD Governance Series 2005

Committees

Series 2005.1

II. Communication

Committee members are expected to communicate regularly with the constituent groups they represent. They have a responsibility to bring the ideas and concerns of their constituency to the committee and return the same from the committee to their constituency.

Committees are required to record minutes at each meeting and post those minutes in the public folders on the College's e-mail system. Employees are encouraged to review minutes and provide feedback to committee members.

IV. Standing Committees

Committees are identified as Governance, Advisory, and Working. Policy issues are handled by Governance Committees. Working Committees have defined areas of responsibility, an active workload at each meeting, and decision-making authority. Advisory Committees interact regularly and provide input and feedback to an area chief administrator. Any suggestions, concerns or recommendations related to College policy that is developed by working or advisory committees is forwarded to the appropriate governance committee.

Some committee appointments are voluntary while others are identified by job title. Volunteer positions are recommended by employee and student groups and appointed by the President. Terms are for two years, with approximately 50 percent of the positions available each year. Appointments are made in the spring and terms begin May 1.

Committees are grouped under the headings of Academic Services, Administrative Services, and Student Services. Executive Staff in those three areas is responsible for providing an orientation to each committee following the spring appointments and to ensure that each committee is functioning according to College procedure. At his/her discretion, the Executive Staff member may require a committee to develop a procedures manual.

Governance and working committees shall elect a chair, vice chair and recorder annually, unless otherwise noted.

The chair shall:

- Establish the agenda with appropriate input from members.
- Call and preside over meetings.
- Provide leadership to ensure focused discussion and timely action.
- Serve as spokesperson for the committee, as appropriate.
- Assign recording tasks when the recorder is absent.

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- Ensure that all minutes are posted.
- Notify the President's Office of any vacancies requiring a new appointment.
- Participate in voting, except in the case of a recall vote of the chair.

The vice chair shall:

- Call and preside over meetings in the absence of the chair.
- Assist the chair with other relevant duties and responsibilities.
- Participate in voting, except in the case of a recall vote of the vice chair.

The recorder shall:

- Record attendance.
- Record all actions of the committee along with discussion highlights. (Level of detail will depend on sensitivity of material being discussed.)
- Post draft minutes in public folders within two weeks following the meeting. Post the approved minutes within three days of approval and remove the draft minutes at that time.
- Participate in voting, except in the case of a recall vote of the recorder or when the recorder is an ex-officio member.
- Maintain C&S Records
- Manage the C&S SharePoint site

Recalls

Committee members may ask for the resignation of any committee officer who is not fulfilling his/her responsibilities. In the event that the officer refuses to resign, the committee may recall the officer by majority vote. If the recall vote passes, the individual will no longer be an officer of the committee but may remain as a member.

Attendance

Active participation by committee members is necessary for a committee to function optimally. Members should always notify the Chair if they will be absent from a meeting. The Chair may ask for the resignation of any member who misses three consecutive meetings or a total of five meetings. If the member refuses to resign, s/he may be removed by a majority vote of the committee. The appropriate area coordinator should be notified if the removed member is a faculty member.

Vacancies

Vacated volunteer positions on a committee will be filled if two or more months remain in the term of the appointment, and the replacement will serve the balance of the term. Committee chairs should notify the President's Office of any vacancies. The President will solicit volunteers through employee or student groups and appoint a new member. If the chair position becomes vacant, the vice chair will fill the vacancy for the remainder of the chair's term and the committee will elect a new vice chair. If the Vice Chair or recorder position becomes vacant, the committee will elect a member to fill that position.

Ex-officio Members

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Ex-officio members serve in an advisory capacity and do not have voting rights. Ex-officio members may be appointed by the President or the appropriate Executive Staff member.

Quorum

A quorum is required for any action to be taken and shall consist of a simple majority of current members. Vacant and ex-officio positions should not be counted when determining a quorum.

Structure

Academic Services

- Instructional Leadership Team (ILT) – advisory committee to the Chief Academic Officer (CAO)
- Instructional Resources Committee (IRC) – advisory committee to the Library and Information Technology
- Faculty Senate – governance committee
 - Curriculum & Standards Committee (C&S) – governance committee
 - Distance Education Committee – working committee
 - Academic Assessment Committee – working committee
 - Faculty Development Committee – working committee

Governance Committees

B. Curriculum and Standards Committee

1. Purpose

The Curriculum and Standards Committee reviews information and makes recommendations on items that relate to proposed as well as established curriculum offerings, and that relate to standards in the teaching and learning partnership.

2. Membership

8 teaching professionals (primary responsibility is student instruction) (4 Gillette, 4 Sheridan), CAO (ex-officio), Assistant AO (ex-officio), Registrar (ex-officio), Administrative Assistant to the CAO (ex-officio)

- Membership represents academic transfer and occupational/technical programs.
- The C&S Chair receives release time equivalent to 3 load hours per semester.
- Administrative Assistant to the CAO serves as recorder.
- An editing subcommittee reviews submissions for completeness, content, grammar, and punctuation.

3. Tasks

- Review and act on all course and program proposals, new and revised.
- Determine and ensure academic standards.

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- Develop ad hoc subcommittees, as necessary, to research and analyze specific issues. Subcommittees may include resource individuals who are not members of the C&S committee.
- Periodically review College standards and criteria for credit courses, certificates, and degrees.
- Solicit input from Advisors on proposals.

4. Process

- The Recorder forwards new and revised courses and revised programs to the Registrar, with a copy to the CAO. The Registrar forwards all applicable information to Advisors and area coordinators.
- The Chair forwards new programs to Faculty Senate.
 - Faculty Senate acknowledges the recommendation and forwards it to the CAO.
 - The CAO forwards the recommendation to the President, who presents the information to the Board of Trustees.
- The Chair forwards any other recommendations generated by the committee to Faculty Senate.
- The Chair shares any identified academic concerns with Faculty Senate and the CAO.
- The Chair actively communicates with the Faculty Senate President about C&S business.

VI. Annual Reports

Each committee shall provide an annual report to Sr. Staff by April 30 of each year summarizing work from the past year and covering the following areas:

1. Summary or outline of work accomplished.
Examples: programs and courses approved, applications for funding approved, policies addressed, appeals heard, recommendations issued, activities executed.
2. Ways in which the committee has fostered communication between the committee and the College community.
3. Any recommendations the committee may have for improving the effectiveness of the committee itself or the governance system as a whole.

MISSION: *This Committee will review and give final approval to new and revised course and program proposals as well as inactivation of courses and programs and any other matters concerning the curriculum of Northern Wyoming Community College District. It will also review and give final approval to curriculum standards pertaining to the teaching and learning partnership within the Northern Wyoming Community College District.*

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Scheduled Meetings

The Committee meets weekly during the academic year. These meetings will be held in **W163** in Sheridan and in **GCMN 208** in Gillette from **3:15pm** to **4:30pm** on Fridays.

The proposals need to reach the C&S Chair preferably two weeks prior or at the latest on the Friday one week prior to the C&S meeting for them to be included on the agenda. The agenda will be generated on the Tuesday prior to the Friday meeting. The Recorder will distribute to all employees via e-mail.

Voting practices:

A member who must be absent may appoint a proxy who will be able to vote.

Minor changes:

The committee chair & recorder will make minor grammatical/punctuation corrections/changes without sending the proposals to the entire committee. The chair will report to the committee.

Chair Approval: The Chair in conjunction with the Vice Chair can recommend approval for minor changes as listed below:

1. Name changes and resulting changes in program(s)
2. Changes to maximum class size
3. Refine minimum student competencies
4. Refine course requirements
5. Course or program deactivations
6. Changes in program electives

Changes will appear on the next agenda as a consent item. Individual items can be removed for discussion. Items will appear in the minutes as approved by the committee. Should the proposal originate from the Chair or Vice Chair, they shall cede the approval to a member from the same campus so that the decision will always be a joint decision between campuses.

Curriculum and Standards Committee 2011-2012 Processes

Introduction to the C&S Submission Process

Specific steps must be followed before any course revision, new course, program revision, new program, course inactivation, or program inactivation can be submitted to the Curriculum and Standards committee for consideration. To expedite the acceptance of your C&S submission, please follow these steps carefully.

1. Once you believe a course should be offered, consider how it fits within your program. If you are working on a specific program, discuss the program with the appropriate director/area coordinator, dean or vice-president.
2. Discuss the course or program with people within your department on both campuses and with your director/area coordinator. Be sure to discuss your changes with all involved colleagues on both campuses before you begin the signature process.
3. Contact professionals at other college campuses throughout the state to see if they offer or have ever offered the course.
4. Contact professionals at the University of Wyoming and other nearby four year institutions to see if the course is offered there and if they have a syllabus to share. Discuss the possibility of course/program articulation to the institution.
5. If this is a new course for an AA, AFA, or AS degree, discuss the type of requirement the course fulfills with your director/area coordinator. Program requirements are listed in the NWCCD College Catalog.
6. On a NWCCD networked computer, go to Outlook > Public Folders > All Public Folders > Committees > Curriculum and Standards > C&S forms and download the appropriate forms. Alternatively, you can access the current forms from the C&S web page. Follow the link to the C&S SharePoint web pages found at <https://mycollege.sheridan.edu/sites/acportal/organizations/cands/default.aspx>
7. Fill in the forms – New Course Form (NCF), Revised Course Form (RCF), New Program Form (NPF), Revised Program Form (RPF), Course Inactivation Form (CIF), or Criteria Sheet Form (CRF). Please be sure to write in complete sentences where appropriate using proper spelling and grammar. Run your spellchecker and ask someone to proof it as this will save time during the submission and review processes.
8. Please save the file with the Course Prefix, number, and title followed by NCF, RCF, NPF, RPF, CIF OR CRF. **Example:** *MUSC 2465 Directed Studies in Music RCF*
9. When emailing forms, the subject line should include the course prefix and number followed by the form type (NCF, RCF, NPT, RPF, CIF, or CRF).
10. Sign the forms and send them to the first person whose name appears after yours (the initiator) on the list on the signature page.

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11. The forms may return to you for additions or editing at any time in the process. Be sure everyone who has previously signed the forms knows what those changes are before returning the forms for further signatures.
12. Once you have all the signatures up to the C&S Chair –email the form to the C&S Chair and to Misty Bateman.
13. You will be notified by e-mail when the committee plans to discuss your submission. An agenda and edited forms will also be sent to you. Please attend the meeting to answer questions about the course or program.
14. At the meeting, the committee will express any concerns and suggestions. Corrections or other changes may be requested. Most submissions require a minimum of two readings before they receive final approval.
15. If changes are requested, edit the document that was included with the meeting agenda and resubmit it to the C&S chair.
16. After the submission has been approved on final reading, the course or program is sent to the Registrar for inclusion in the NWCCD College Catalog.

Supplemental Materials

[Appendix G: Instructions for the Personal Syllabus](#)

[Appendix H: Guidelines for Quality Measures for Distance Ed courses and Required Components](#)

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Submitting a Topics Course

All topics courses (numbered 1490, 1990, 2490, or 2990) must be approved by the instructor's director/area coordinator, the dean in that area (as appropriate), and the Chief Academic Officer prior to inclusion in the schedule. Course numbers **1490 and 2490 are for transfer courses while 1990 and 2990 are non-transfer/technical courses**. An individual topics course may be taught no more than two times before a permanent course number and title must be approved. The instructor must submit a New Course Form to C & S to assign a permanent course number and title prior to offering a topics course for a third time.

[See Appendix A for Instructions for Topics Course Form.](#)

Submitting a New Course

1. Find and download the New Course Form in Public Folders/Curriculum and Standards
 - Go to Outlook Mail/Inbox
 - Click on Folder List at the bottom left of the screen
 - Click on the + at the bottom of the list next to Public Folders
 - Click on the + next to Committees
 - Scroll down to the Subject line "C&S" and then the "C&S Forms" subfolder
 - Click on and download the attachment entitled "New Course Form.doc"
 - Or alternatively, download the forms from the C&S web page.
<https://mycollege.sheridan.edu/sites/portal/governance/CandS/default.aspx>
2. Discuss the new course within your department, with your director/area coordinator and dean, with other colleagues on both Gillette and Sheridan campuses who may be involved with the curriculum, and with articulating institutions before submitting any forms to C&S. It is your responsibility to make sure everyone involved is informed of your proposed changes.
3. If the new course will be required for a program, then a program revision should be discussed and submitted to C&S.
4. Fill in the New Course Form
 - You must contact the Registrar for a proper prefix and number for the course.
 - Do not put any punctuation between the course prefix and the course title.
 - Explain how the new course fits into the program and how it fulfills a need not currently filled.
 - If the course needs to be limited to fewer than 30 students, provide the maximum number of students. Explain why this number is recommended based on sound pedagogical theories not based on physical limitations of our current facilities.
 - **If the new course creates a change in a program, a Program Revision form must be submitted at the same time.**
 - Discuss the response from colleagues at Sheridan College and Gillette College with whom you discussed the course.
 - Contact local colleges and discuss the course with other members of your department. Contacting departments at the University of Wyoming is a good idea.

5. Fill in the Common Course Syllabus

- Leave blank the effective date as the C&S chair will fill in that information before sending the course to the Registrar.
- The description should be brief and generally explain what material is covered. This will be in the catalog. The description begins with "This course..."
- The purpose explains how the course fits into the program and degree requirements. The purpose statement begins with the course code, course number and course title.
- Course Format expresses Lecture, Lecture/Lab, or Lecture and Lab, etc. For classes which combine Lecture and Lab components, please explain how much time is spent in lecture and how much in lab.
- See Policy Series 6010.4 or [Appendix B](#) for course type descriptions. A summary of the available course types and their contact hours and load calculation is also available on the C&S web page.
- Each item in Minimum Student Outcomes should begin with an active verb for a skill or knowledge that is assessable and the verb is at the application level or higher on Bloom's Taxonomy.
- Minimum Course Requirements are those types of assessing tools that are reasonable for this type of class. Remember that this is not a personal syllabus and should be open enough to allow for different teaching styles. In the personal syllabus, individual instructors may add requirements to their courses but the Minimum Course Requirements MUST be included in every section taught.

6. If the new course will meet a general education requirement,

- Find and download the General Education Criteria Review forms and the description for the general education requirement which the course may fulfill.
- The forms are located in the C&S public folders – "C&S Forms" and on the C&S web page.

7. Send completed forms to a colleague within your area on your campus.

The colleague signs the forms after having an opportunity to discuss suggestions and concerns and returns the forms to you. The signature **does not signify acceptance**, only that the colleague has had the opportunity to review the proposal. All signers will be invited to attend the C&S meeting.

8. Send the forms to a colleague on the other campus in the same department. If one does not exist, send the forms to someone within the same area.

9. After making any suggested changes, send the forms to your director/area coordinator.

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The director/area coordinator reads the forms and returns them to the submitter for corrections, additions, deletions as necessary. The forms are resubmitted to the director/area coordinator for signature.

10. The director/area coordinator sends the forms with signatures to the Assistant Vice-President of Academics Affairs who reads, comments, and signs the forms. The Assistant VPAA then sends the forms with signatures to the involved Dean.
11. The involved Dean reads, comments, and signs the forms and sends them with signatures to the C&S chair.
12. The C&S chair submits the forms to the editing subcommittee.
13. After editing, the forms are distributed to all C&S members with the agenda for the meeting. The initiator and signers will also receive the agenda and the edited submission.
14. The submitter must either attend the meetings at which C&S considers the submission or send someone who understands the course to answer questions from the committee.
15. C&S will most likely request modifications to the submission. Changes **MUST** be made to the version that was included with the agenda. Corrections made to an old version of the submission will be returned to the submitter.
16. Most proposals will be on the C&S agenda for at least two readings before a final decision is reached.
17. The C&S chair notifies the initiator when the new course has been approved.
18. When the course has been approved by C&S, it is submitted to the Registrar for inclusion in the college catalog, and the Registrar notifies the director/area coordinators, deans and student advisors.
19. The Registrar sends the forms to the Vice-President of Academic Affairs for signature.
20. If the course is to be articulated with any four-year institution, the initiator must contact the Registrar in order to complete that paperwork.

[See Appendix A for Instructions for New Course Form.](#)

Submitting a New Program

NOTE: New courses within a new program must be approved individually before the new program is approved. See the "Steps to Submitting a New Course" page.

1. Prior to submitting the C&S New Program Form, the initiator needs to address the program development process in conjunction with their Dean. The information is available at the VPAA.
2. Find and download the New Program Form from the C&S public folder or web page. Instructions for accessing the Public Folders
 - Go to Outlook Mail/Inbox
 - Click on Folder List at the bottom left of the screen
 - Click on the + at the bottom of the list next to Public Folders
 - Click on the + next to Committees
 - Scroll down to the Subject line "C&S" and then to the "C&S" forms subfolder
 - Click on and download the attachment entitled "New Program Form"
3. Discuss the new program within your department, with your director/area coordinator and dean, with other colleagues on both Gillette and Sheridan campuses who may be involved with the curriculum, and with articulating institutions before submitting any forms to C&S. It is your responsibility to make sure everyone involved is informed of your proposed changes.
4. Fill in the New Program Form

Some points to consider when filling out the form.

 - C&S will evaluate the contribution and fit of the new program with the current college curriculum, as well as the need that the new program fulfills. Be sure to address both topics in the Rationale portion of the form (section I.). Also address the articulation potential of the new program.
 - The Employment Demand and Salary Potential (section J.) is information that will be requested by the state Community College Commission.
5. Sign the final page after "Initiator."
6. Send the forms to a colleague within your department on your campus. The colleague signs the forms after having an opportunity to discuss suggestions and concerns and returns the forms to you. The signature **does not signify** acceptance, only that the colleague has had the opportunity to review the proposal. All signers will be invited to attend the C&S meeting.
7. Send the forms to a colleague on the other campus in the same department. If one does not exist, send the forms to someone within the same area.
8. After discussing changes and suggestions with the colleague from the other campus, send the

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forms to your director/area coordinator. The director/area coordinator reads the forms and returns them to the submitter for corrections, additions, deletions as necessary. The forms are resubmitted to the director/area coordinator for signature.

9. The director/area coordinator sends the forms with signatures to the Assistant Vice-President of Academics Affairs who reads, comments, and signs the forms. The Assistant VPAA then sends the forms with signatures to the involved Dean.
10. The involved Dean reads, comments, and signs the forms and sends them with signatures to the C&S chair.
11. The C&S chair submits the forms to the editing subcommittee.
12. After editing, the forms are distributed to all C&S members with the agenda for the meeting. The initiator and signers will also receive the agenda and the edited submission.
13. The submitter must either attend the meetings at which C&S considers the submission or send someone who understands the course to answer questions from the committee.
14. C&S will most likely request modifications to the submission. Changes **MUST** be made to the version that was included with the agenda. Corrections made to an old version of the submission will be returned to the submitter.
15. Most proposals will be on the C&S agenda for at least two readings before a final decision is reached.
16. The C&S chair will notify the initiator and the Faculty Senate when the program is approved.
17. The Faculty Senate acknowledges the new program; the Chair signs it and forwards it to the Registrar who signs the forms before sending it to the VP of Academic Affairs who will share with the President and the Board of Trustees.
18. The initiator, director/area coordinator, dean and chief academic officer are responsible for verifying that the new program is brought to the proper college and state governance levels for approval and inclusion into the state curriculum. The new program must be presented and usually approved by each of the following people or committees.
 - A. President of NWCCD
 - B. Board of Trustees of NWCCD
 - C. State Vice Presidents of Academic Affairs Council
 - D. Executive Council for the Commission
 - E. Community College Commission
19. When the new program has been approved by the Community College Commission, it is submitted to the Registrar for inclusion in the college catalog, and the Registrar will notify the directors/area coordinators, deans, and student advisors.

[See Appendix A for Instructions for New Program Form.](#)

Submitting a Revised Course

1. Find and download the Revised Course Form in Public Folders/Curriculum and Standards
 - Go to Outlook Mail/Inbox
 - Click on Folder List at the bottom left of the screen
 - Click on the “+” at the bottom of the list next to Public Folders
 - Click on the “+” next to Committees
 - Scroll down to the Subject line “C&S Forms” and then the “C&S” forms subfolder
 - Click on and download the attachment entitled “Revised Course Form.doc” or alternatively, download the forms from the C&S web page.
2. Discuss the revised course within your department, with your director/area coordinator and dean, with other colleagues on both Gillette and Sheridan campuses who may be involved with the curriculum, and with articulating institutions before submitting any forms to C&S. It is your responsibility to make sure everyone involved is informed of your proposed changes.
3. Fill in the Revised Course Form
 - Do not put any punctuation between the course prefix and the course title.
 - Select the changes that apply to your submission. The Revised Course can have more than one change.
 - Explain why the members of the department feel changes are necessary and how they will affect the course offering or the course.
 - Identify any programs that are affected by the change. Minor changes to a program, such as a course number, prefix, or description changes, can be identified on this form. More significant changes that would affect a program, such as an addition or removal of a course from a program will require the submission of the program revision form.
 - [If the course revision creates a change in a program, a Program Revision form must be submitted at the same time.](#)
4. Fill in the Common Course Syllabus
 - Leave the effective date blank as the C&S chair will fill in that information before sending the course to the Registrar.
 - The course’s desired changes should appear on the syllabus. It is helpful if the changes are highlighted. However, **do not** use MS Word’s “track changes” tool.
5. Sign the final page after “Initiator.”
6. Send completed forms to a colleague within your area on your campus.

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7. Send the forms to a colleague on the other campus in the same department. If one does not exist, send the forms to someone within the same area.
8. After making any suggested changes, send the forms to your director/area coordinator. The director/area coordinator reads the forms and returns them to the submitter for corrections, additions, deletions as necessary. The forms are resubmitted to the director/area coordinator for signature.
9. The director/area coordinator sends the forms with signatures to the Assistant Vice-President of Academics Affairs who reads, comments, and signs the forms. The Assistant VPAA then sends the forms with signatures to the involved Dean.
10. The involved Dean reads, comments, and signs the forms and sends them with signatures to the C&S chair.
11. The C&S chair submits the forms to the editing subcommittee.
12. After editing, the forms are distributed to all C&S members with the agenda for the meeting. The initiator and signers will also receive the agenda and the edited submission.
13. The submitter must either attend the meetings at which C&S considers the submission or send someone who understands the course to answer questions from the committee.
14. C&S will most likely request modifications to the submission. Changes **MUST** be made to the version that was included with the agenda. Corrections made to an old version of the submission will be returned to the submitter.
15. Most proposals will be on the C&S agenda for at least two readings before a final decision is reached.
16. The C&S chair will notify the initiator when the new course is approved.
17. When the course has been approved by C&S, it is submitted to the Registrar for inclusion in the college catalog, and the Registrar will notify the director/area coordinators, deans and student advisors.
18. The Registrar sends the forms to the Vice-President of Academic Affairs for signature.

[See Appendix A for Instructions for Revised Course Form.](#)

Submitting a Revised Program

NOTE: New courses within a program must be approved individually before the revised program is approved. See the "Steps to Submitting a New Course" document.

1. Find and download the Common Course Syllabus form in Public Folders/Curriculum and Standards
 - Go to Outlook Mail/Inbox
 - Click on Folder List at the bottom left of the screen
 - Click on the + at the bottom of the list next to Public Folders
 - Click on the + next to Committees
 - Scroll down to the Subject line "C&S" and then to the "C&S" forms subfolder
 - Click on and download the attachment entitled "Revised Program Form" • or alternatively, download the forms from the C&S web page.
2. Discuss the revised program within your department, with your director/area coordinator, and dean, with other colleagues on both Gillette and Sheridan campuses who may be involved with the curriculum, and with articulating institutions before submitting any forms to C&S. It is your responsibility to make sure everyone involved is informed of your proposed changes.
3. [If the program revision creates a change in other programs, Program Revision form\(s\) must be submitted at the same time.](#)
4. Fill in the Revised Program Form
 - Be sure to fill in each item, providing explanation of the proposed changes.
 - Fill in the program of study. The first column is for the current program, and the second column is for the new program.
5. Sign the final page after "Initiator."
6. Send the form to a colleague within your department on your campus. The colleague signs the forms after having an opportunity to discuss suggestions and concerns and returns the forms to you. The signature **does not signify** acceptance, only that the colleague has had the opportunity to review the proposal. All signers will be invited to attend the C&S meeting.
7. Send the forms to a colleague on the other campus in the same department. If one does not exist, send the forms to someone within the same area.
8. After making any suggested changes, send the forms to your director/area coordinator. The director/area coordinator reads the forms and returns them to the submitter for corrections, additions, deletions as necessary. The forms are resubmitted to the director/area coordinator for signature.
9. The director/area coordinator sends the forms with signatures to the Assistant Vice-President of Academics Affairs who reads, comments, and signs the forms. The Assistant VPAA then sends

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the forms with signatures to the involved Dean.

10. The involved Dean reads, comments, and signs the forms and sends them with signatures to the C&S chair.
11. The C&S chair submits the forms to the editing subcommittee.
12. After editing, the forms are distributed to all C&S members with the agenda for the meeting. The initiator and signers will also receive the agenda and the edited submission.
13. The submitter must either attend the meetings at which C&S considers the submission or send someone who understands the course to answer questions from the committee.
14. C&S will most likely request modifications to the submission. Changes **MUST** be made to the version that was included with the agenda. Corrections made to an old version of the submission will be returned to the submitter.
15. Most proposals will be on the C&S agenda for at least two readings before a final decision is reached.
16. The C & S chair will notify the initiator when the program revisions have been approved.
17. When the program revisions have been approved by C&S, it is submitted to the Registrar for inclusion in the college catalog, and the Registrar will notify the director/area coordinators, deans and student advisors.
18. The Registrar sends the forms to the Vice-President of Academic Affairs for signature.

[See Appendix A for Instructions for Revised Program Form.](#)

Submitting a Course Inactivation Form

1. Find and download the Course Inactivation Form in Public Folders/Curriculum and Standards
 - Go to Outlook Mail/Inbox
 - Click on Folder List at the bottom left of the screen
 - Click on the + at the bottom of the list next to Public Folders
 - Click on the + next to Committees
 - Scroll down to the Subject line "C&S" and then to the "C&S" forms"-subfolder
 - Click on and download the attachment entitled "Course Inactivation Form.doc"
 - Or alternatively, download the forms from the C&S web page.
2. Discuss the course inactivation within your department, with your director/area coordinator and dean, with other colleagues on both Gillette and Sheridan campuses who may be involved with the curriculum, and with articulating institutions before submitting any forms to C&S. It is your responsibility to make sure everyone involved is informed of your proposed changes.
3. If the course inactivation will affect a program, then a program revision should be discussed and submitted to C&S.
4. Fill in the Course Inactivation Form
 - Leave the effective date blank as the C&S chair will fill in that information before sending the course to the Registrar.
 - Explain how the course inactivation does not fit into the program and how it does not fulfill a need currently filled.
 - Discuss the response from colleagues at Sheridan College and Gillette College with whom you discussed the course.
5. Send completed forms to a colleague within your department on your campus.

The colleague signs the forms after having an opportunity to discuss suggestions and concerns and returns the forms to you. The signature **does not signify** acceptance, only that the colleague has had the opportunity to review the proposal. All signers will be invited to attend the C&S meeting.
6. Send the forms to a colleague on the other campus in the same department. If one does not exist, send the forms to someone within the same area.
7. After making any suggested changes, send the forms to your director/area coordinator.

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The director/area coordinator reads the forms and returns them to the submitter for corrections, additions, deletions as necessary. The forms are resubmitted to the director/area coordinator for signature.

8. [If the course inactivation creates a change in a program, a Program Revision form must be submitted at the same time.](#)
9. The director/area coordinator sends the forms with signatures to the Assistant Vice-President of Academics Affairs who reads, comments, and signs the forms. The Assistant VPAA then sends the forms with signatures to the involved Dean.
10. The involved Dean reads, comments, and signs the forms and sends them with signatures to the C&S chair.
11. The C&S chair submits the forms to the editing subcommittee.
12. After editing, the forms are distributed to all C&S members with the agenda for the meeting. The initiator and signers will also receive the agenda and the edited submission.
13. The submitter must either attend the meetings at which C&S considers the submission or send someone who understands the course to answer questions from the committee.
14. C&S will most likely request modifications to the submission. Changes **MUST** be made to the version that was included with the agenda. Corrections made to an old version of the submission will be returned to the submitter.
15. Most proposals will be on the C&S agenda for at least two readings before a final decision is reached.
16. The C&S chair notifies the initiator when the inactivation of the course has been approved.
17. When the inactivation of the course has been approved by C&S, it is submitted to the Registrar, and the Registrar notifies the area coordinators, deans and student advisors.
18. The Registrar sends the forms to the Vice-President of Academic Affairs for signature.

[See Appendix A for Instructions for Course Inactivation Form.](#)

Submitting a Program Inactivation Form

1. Find and download the Course Inactivation Form in Public Folders/Curriculum and Standards
 - Go to Outlook Mail/Inbox
 - Click on Folder List at the bottom left of the screen
 - Click on the + at the bottom of the list next to Public Folders
 - Click on the + next to Committees
 - Scroll down to the Subject line "C&S" and then to the "C&S" forms—subfolder
 - Click on and download the attachment entitled "Program Inactivation Form.doc"
 - Or alternatively, download the forms from the C&S web page.
2. Discuss the program inactivation within your department, with your director/area coordinator and dean, with other colleagues on both Gillette and Sheridan campuses who may be involved with the curriculum, and with articulating institutions before submitting any forms to C&S. It is your responsibility to make sure everyone involved is informed of your proposed changes.
3. Fill in the Program Inactivation Form
 - Leave the effective date blank as the C&S chair will fill in that information before sending the course to the Registrar.
 - Explain how the program inactivation does not fit a current need.
 - Discuss the response from colleagues at Sheridan College and Gillette College with whom you discussed the program.
4. Send completed forms to a colleague within your department on your campus.

The colleague signs the forms after having an opportunity to discuss suggestions and concerns and returns the forms to you. The signature **does not signify** acceptance, only that the colleague has had the opportunity to review the proposal. All signers will be invited to attend the C&S meeting.
5. Send the forms to a colleague on the other campus in the same department. If one does not exist, send the forms to someone within the same area.
6. [If the program inactivation creates a change in other programs, a Program Revision form\(s\) must be submitted at the same time.](#)
7. After making any suggested changes, send the forms to your director/area coordinator.

The director/area coordinator reads the forms and returns them to the submitter for corrections, additions, deletions as necessary. The forms are resubmitted to the director/area coordinator for signature.

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8. The director/area coordinator sends the forms with signatures to the Assistant Vice-President of Academics Affairs who reads, comments, and signs the forms. The Assistant VPAA then sends the forms with signatures to the involved Dean.
9. The involved Dean reads, comments, and signs the forms and sends them with signatures to the C&S chair.
10. The C&S chair submits the forms to the editing subcommittee.
11. After editing, the forms are distributed to all C&S members with the agenda for the meeting. The initiator and signers will also receive the agenda and the edited submission.
12. The submitter must either attend the meetings at which C&S considers the submission or send someone who understands the course to answer questions from the committee.
13. C&S will most likely request modifications to the submission. Changes **MUST** be made to the version that was included with the agenda. Corrections made to an old version of the submission will be returned to the submitter.
14. Most proposals will be on the C&S agenda for at least two readings before a final decision is reached.
15. The C&S chair notifies the initiator when the inactivation of the program has been approved.
16. When the inactivation of the program has been approved by C&S, it is submitted to the Registrar, and the Registrar notifies the area coordinators, deans and student advisors.
17. The Registrar sends the forms to the Vice-President of Academic Affairs for signature.

[See Appendix A for Instructions for Program Inactivation Form.](#)

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Appendix A: C&S Forms

Northern Wyoming Community College District

Sheridan College
3059 Coffeen Avenue
Sheridan, Wyoming 82801

Gillette College
300 West Sinclair Street
Gillette, Wyoming 82718

Curriculum and Standards Committee

Topics Course Form

Responsibilities: To be submitted ELECTRONICALLY. The initiator should submit this proposal form **and a course syllabus** to the Director/Area Coordinator for processing each semester a topics course is taught.

<i>Initiator</i>	<i>Click here to enter text.</i>
<i>Date of Submission</i>	<i>Click here to enter a date.</i>
<i>Division</i>	<i>Choose an item.</i>
<i>Course Prefix # Title</i>	<i>Click here to enter text.</i>
<i>Has this topics course been offered before? Which semesters?</i>	<i>Click here to enter text.</i>

All topics courses (numbered 1490, 1990, 2490, or 2990) must be approved by the instructor's director/area coordinator and dean prior to inclusion in the schedule. Course numbers **1490 and 2490 numbers are for transfer courses while 1990 and 2990 are for non-transfer/technical courses.** An individual topics course may be taught twice before a permanent course number and title must be approved. The instructor must submit a New Course Form to C & S to assign a permanent course number and title prior to offering a topics course for a third time.

Reason for offering the course as a topics course (check the appropriate box):	
To test subject matter before submitting to C & S	<input type="checkbox"/>
Other (explanation required)	<input type="checkbox"/>

Topics Course Offering Signatures and Dates	
<i>Course Prefix, Number, & Title</i>	<i>Click here to enter text.</i>

	Signature	Date
<i>Initiator</i>	<i>Click here to enter text.</i>	<i>Click here to enter a date.</i>
<i>Director/ Area Coordinator</i>	<i>Click here to enter text.</i>	<i>Click here to enter a date.</i>
<i>Dean</i>	<i>Click here to enter text.</i>	<i>Click here to enter a date.</i>

Copy of approved form and syllabus should be sent to VPAA Office.

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Northern Wyoming Community College District
 Sheridan College Gillette College
 3059 Coffeen Avenue 300 West Sinclair Street
 Sheridan, Wyoming 82801 Gillette, Wyoming 82718

COMMON COURSE SYLLABUS

(Prefix, Number, Course Name (credits)
 Department
 Choose an item. Division

Effective Date:

Description This course

Prerequisites

Co-requisites

*Purpose (including degree
 requirement fulfilled)* (Prefix, Number, Course Name)

Course Format

Grading (Letter or S/U)

Program Outcome(s) Upon completion of (prefix number course name), the student will:
 (Use the approved Program Outcomes that apply to this course.)
 1.

*Minimum Student
 Competencies-C&S
 suggests a minimum of
 3 competencies per
 credit hour. Maximum
 is 6 per credit hour.* Upon completion of (Prefix, Number, Course Name) , the student will:
 1.

Texts/Materials Texts and/or authority reviewed materials that are selected by individual
 instructors with Director/Area Coordinator approval.

*Minimum Course
 Requirements (i.e.,
 Exams, Projects,
 Assignments...)* 1.

*Academic Honesty
 Statement* Students are expected to maintain the highest standards of academic honesty
 and integrity. Academic honesty means performing all academic work

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without lying, cheating, deceit, plagiarism, misrepresentation, or unfairly gaining advantage over any other student. Violations of academic honesty are in violation of District standards for student conduct and shall result in disciplinary action.

Disability Statement

Students with disabilities who believe they may need accommodations in this class must contact the disabilities services coordinator on their campus as soon as possible to request such accommodations.

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NEW COURSE FORM Signatures and Dates	
Course Prefix, Number, & Title	Click here to enter text.

	<i>Signature</i>	<i>Date</i>
<i>Initiator</i>	Click here to enter text.	Click here to enter a date.
<i>Dept. Faculty Member Originating Campus</i>	Click here to enter text.	Click here to enter a date.
<i>Dept. Faculty Member Non-Originating Campus</i>	Click here to enter text.	Click here to enter a date.
<i>Director/Area Coordinator</i>	Click here to enter text.	Click here to enter a date.
<i>Dean of Involved Area</i>	Click here to enter text.	Click here to enter a date.
<i>Curriculum & Standards Chair*</i> <i>*Signifies Committee approval</i>	Click here to enter text.	Click here to enter a date.
<i>Registrar</i>	Click here to enter text.	Click here to enter a date.
<i>Chief Academic Officer</i>	Click here to enter text.	Click here to enter a date.

Note: Please send final copy to initiator and involved Dean.

Records Office Use Only

Colleague Updated ~ Date Click here to enter a date.	Paperwork Submitted to:
Online Catalog Updated ~ Date Click here to enter a date.	UW ~ Date Click here to enter a date.
Update Posted ~ Date Click here to enter a date.	WCCC ~ Date Click here to enter a date.

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PROGRAM OF STUDY _____ *Specific Degree or Certificate*

RECOMMENDED CURRICULUM SEQUENCE: PROPOSED		
Fall Semester 1 st Year		Cr Hrs
<i>TOTAL FALL SEMESTER</i>		
Spring Semester 1 st Year		Cr Hrs
<i>TOTAL SPRING SEMESTER</i>		
Fall Semester 2 nd Year		Cr Hrs
<i>TOTAL FALL SEMESTER</i>		
Spring Semester 2 nd Year		Cr Hrs
<i>TOTAL SPRING SEMESTER</i>		
TOTAL PROPOSED PROGRAM CREDITS		

Electives

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NEW PROGRAM FORM Signatures and Dates	
Program Title	Click here to enter text.

	<i>Signature</i>	<i>Date</i>
<i>Initiator</i>	Click here to enter text.	Click here to enter a date.
<i>Dept. Faculty Member Originating Campus</i>	Click here to enter text.	Click here to enter a date.
<i>Dept. Faculty Member Non-Originating Campus</i>	Click here to enter text.	Click here to enter a date.
<i>Director/Area Coordinator</i>	Click here to enter text.	Click here to enter a date.
<i>Dean of Involved Area</i>	Click here to enter text.	Click here to enter a date.
<i>Curriculum & Standards Chair*</i> <i>*Signifies Committee approval</i>	Click here to enter text.	Click here to enter a date.
<i>Faculty Senate President*</i> <i>*Indicates awareness</i>	Click here to enter text.	Click here to enter a date.
<i>Registrar</i>	Click here to enter text.	Click here to enter a date.
<i>Chief Academic Officer</i>	Click here to enter text.	Click here to enter a date.

Note: Please send final copy to initiator and involved Dean.

Records Office Use Only

Colleague Updated ~ Date Click here to enter a date.	Paperwork Submitted to:
Online Catalog Updated ~ Date Click here to enter a date.	UW ~ Date Click here to enter a date.
Update Posted ~ Date Click here to enter a date.	WCCC ~ Date Click here to enter a date.

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Northern Wyoming Community College District

Sheridan College 3059 Coffeen Avenue Sheridan, Wyoming 82801	Gillette College 300 West Sinclair Street Gillette, Wyoming 82718
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Curriculum and Standards Committee

COURSE REVISION FORM

A.	<i>Initiator</i>	Click here to enter text.	
B.	<i>Date of Original Submission</i>	Click here to enter a date.	
C.	<i>Division</i>	Choose an item.	
D.	<i>Current Course Prefix and Number</i>	Click here to enter text.	
	<i>Proposed Course Prefix and Number</i>	Click here to enter text.	
E.	<i>Current Course Title</i>	Click here to enter text.	
	<i>Proposed Course Title</i>	Click here to enter text.	
	<i>Confirmed Course number & prefix change with Registrar</i>	___Yes ___No ___No course number or prefix change	
F.	<i>Current # Credits and Course Format</i>	Click here to enter text.	
	<i>Proposed # Credits, # Minutes, and Course Format</i>	<i>LECTURE: minimum of 750 minutes per credit hour</i>	
		<i>Traditional LABORATORY class: minimum of 1500 minutes per credit hour</i>	
		<i>LECTURE/LAB: minimum of 1125 minutes per credit hour</i>	
		<i>OTHER: State format and contact minutes (see Policy Manual 6010.4 for description of formats)</i>	
G.	<i>Proposed maximum class size & justification if size differs (standard class capacity is 30)</i>		
H.	<i>Other Proposed Change</i>		
I.	<i>Rationale for Proposed Change</i>		
J.	<i>List Program Outcome(s) addressed</i>		
K.	<i>Programs that are affected by course change.</i>		
L.	<i>If the course revision creates a change in a program, Program Revision forms for the affected programs must be submitted at the same time.</i>		
M.	<i>Include REVISED Common Course Syllabus with this Course Revision form</i>		

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without lying, cheating, deceit, plagiarism, misrepresentation, or unfairly gaining advantage over any other student. Violations of academic honesty are in violation of District standards for student conduct and shall result in disciplinary action.

Disability Statement

Students with disabilities who believe they may need accommodations in this class must contact the disabilities services coordinator on their campus as soon as possible to request such accommodations.

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REVISED COURSE FORM Signatures and Dates	
<i>Course Prefix, Number, & Title</i>	Click here to enter text.

	<i>Signature</i>	<i>Date</i>
<i>Initiator</i>	Click here to enter text.	Click here to enter a date.
<i>Dept. Faculty Member Originating Campus</i>	Click here to enter text.	Click here to enter a date.
<i>Dept. Faculty Member Non-Originating Campus</i>	Click here to enter text.	Click here to enter a date.
<i>Director/Area Coordinator</i>	Click here to enter text.	Click here to enter a date.
<i>Dean of Involved Area</i>	Click here to enter text.	Click here to enter a date.
<i>Curriculum & Standards Chair*</i> <i>*Signifies Committee approval</i>	Click here to enter text.	Click here to enter a date.
<i>Registrar</i>	Click here to enter text.	Click here to enter a date.
<i>Chief Academic Officer</i>	Click here to enter text.	Click here to enter a date.

Note: Please send final copy to initiator and involved Dean.

Records Office Use Only

Colleague Updated ~ Date Click here to enter a date.	Paperwork Submitted to:
Online Catalog Updated ~ Date Click here to enter a date.	UW ~ Date Click here to enter a date.
Update Posted ~ Date Click here to enter a date.	WCCC ~ Date Click here to enter a date.

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PROGRAM OF STUDY _____ Degree or Certificate

RECOMMENDED CURRICULUM SEQUENCE: CURRENT			RECOMMENDED CURRICULUM SEQUENCE: PROPOSED		
Fall Semester 1 st Year	Cr Hrs		Fall Semester 1 st Year	Cr Hrs	
<i>TOTAL FALL SEMESTER</i>			<i>TOTAL FALL SEMESTER</i>		
Spring Semester 1 st Year	Cr Hrs		Spring Semester 1 st Year	Cr Hrs	
<i>TOTAL SPRING SEMESTER</i>			<i>TOTAL SPRING SEMESTER</i>		
Fall Semester 2 nd Year	Cr Hrs		Fall Semester 2 nd Year	Cr Hrs	
<i>TOTAL FALL SEMESTER</i>			<i>TOTAL FALL SEMESTER</i>		
Spring Semester 2 nd Year	Cr Hrs		Spring Semester 2 nd Year	Cr Hrs	
<i>TOTAL SPRING SEMESTER</i>			<i>TOTAL SPRING SEMESTER</i>		
TOTAL PROGRAM (current)			TOTAL PROGRAM (proposed)		

Electives

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PROGRAM REVISION FORM Signatures and Dates	
<i>Program & Degree or Certificate</i>	Click here to enter text.

	<i>Signature</i>	<i>Date</i>
<i>Initiator</i>	Click here to enter text.	Click here to enter a date.
<i>Dept. Faculty Member Originating Campus</i>	Click here to enter text.	Click here to enter a date.
<i>Dept. Faculty Member Non-Originating Campus</i>	Click here to enter text.	Click here to enter a date.
<i>Director/Area Coordinator</i>	Click here to enter text.	Click here to enter a date.
<i>Dean of Involved Area</i>	Click here to enter text.	Click here to enter a date.
<i>Curriculum & Standards Chair*</i> <i>*Signifies Committee approval</i>	Click here to enter text.	Click here to enter a date.
<i>Registrar</i>	Click here to enter text.	Click here to enter a date.
<i>Chief Academic Officer</i>	Click here to enter text.	Click here to enter a date.

Note: Please send final copy to initiator and involved Dean.

Records Office Use Only

Colleague Updated ~ Date Click here to enter a date.	Paperwork Submitted to:
Online Catalog Updated ~ Date Click here to enter a date.	UW ~ Date Click here to enter a date.
Update Posted ~ Date Click here to enter a date.	WCCC ~ Date Click here to enter a date.

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COURSE INACTIVATION FORM Signatures and Dates	
Course Prefix, Number, & Title	

	<i>Signature</i>	<i>Date</i>
<i>Initiator</i>		
<i>Dept. Faculty Member Originating Campus</i>		
<i>Dept. Faculty Member Non- Originating Campus</i>		
<i>Director/Area Coordinator</i>		
<i>Dean of Involved Area</i>		
<i>Curriculum & Standards Chair* *Signifies Committee approval</i>		
<i>Registrar</i>		
<i>Chief Academic Officer</i>		

Note: Please send final copy to initiator and involved Dean

Records Office Use Only

Colleague Updated ~ Date	Paperwork Submitted to:
Online Catalog Updated ~ Date	UW ~ Date
Update Posted ~ Date	WCCC ~ Date

5/14/2012

PROGRAM INACTIVATION FORM Signatures and Dates	
<i>Program Name</i>	

	<i>Signature</i>	<i>Date</i>
<i>Initiator</i>		
<i>Dept. Faculty Member Originating Campus</i>		
<i>Dept. Faculty Member Non- Originating Campus</i>		
<i>Director/Area Coordinator</i>		
<i>Dean of Involved Area</i>		
<i>Curriculum & Standards Chair* *Signifies Committee approval</i>		
<i>Registrar</i>		
<i>Chief Academic Officer</i>		

Note: Please send final copy to initiator and involved Dean

Records Office Use Only

Colleague Updated ~ Date	Paperwork Submitted to:
Online Catalog Updated ~ Date	UW ~ Date
Update Posted ~ Date	WCCC ~ Date

Appendix B: INSTRUCTIONAL METHODS / SEMESTER CREDIT HOUR

- NWCCD defines an academic credit by the number of guided minutes a student spends engaged in a particular academic activity. Guided minutes can include traditional classroom time, laboratory time, internship or practicum time, or time spent working with an on-line instructor. The student is granted credit upon successful completion of those prescribed minutes. The college assumes that successful completion of academic credit requires preparatory work amounting to approximately two to three times the required guided minutes described above. The list below designates the number of guided minutes required for each kind of course.

SERIES 6010.4 INSTRUCTIONAL METHODS / SEMESTER CREDIT HOUR

NWCCD evaluates all course offerings in terms of the unit of academic credit, a semester credit hour.

- A. Lecture Courses: Lecture-based courses must meet a minimum of 750 minutes per academic semester/session for each credit hour. Lecture courses are defined as those traditional university parallel courses which may include lectures, recitations, discussions, and similar teaching approaches.
- B. Laboratory Courses: Laboratory-based courses must meet a minimum of 1500 minutes per academic semester/session for each credit hour. Clinic and/or occupational laboratory courses based on and/or emphasizing skill training or proficiency (competency based) must meet a minimum of 2250 minutes per academic semester/session for each credit hour.
- C. Lecture/Lab Courses: Courses with a combined lecture and laboratory component must meet a minimum of 1125 minutes per academic semester/session to equal one semester credit hour.
- D. Lecture/Studio Courses: Courses which are lecture and studio based must meet at least 1500 minutes per academic semester/session calendar for each credit hour.
- E. Practicums: Directed practicum courses require students to complete a minimum of 2250 minutes of course/on-site time per academic semester/session for each credit hour earned. Practicums are internally driven, based on competencies, and are closely related to a course or field of study.
- F. Clinical Courses: Clinic and/or occupational laboratories which are based on and/or emphasize skill training or proficiency (competency based) must meet a minimum of 2250 minutes in an academic semester/session for each credit hour.
- G. Lesson Courses: Lesson-based courses must include a minimum of 210 minutes of lesson time and 840 minutes of arranged practice time per academic semester/session calendar for each credit hour.
- H. Internship Courses: Internship courses must include a minimum of 3000 minutes of course/on-site time per academic semester/session for each credit hour. Internships require broad application of knowledge gained through course work. A variety of work is included and is directed by an external agency with an output product. Examples may be a paper, presentation, demonstration, or portfolio.
- I. Cooperative Education Courses: Co-ops must include a minimum of 3750 minutes of on-the-job training time per academic semester/session for each credit hour earned. Co-ops are employer directed. Students may complete work journals and should receive employer ratings. Interaction should take place between a college representative and the employer on context and student progress.

Please note that instructional method is used to designate time/minutes required for use in the creation of new courses and revision of current courses. This does not limit courses to the method of delivery used (i.e. on-line, compressed video, flexible learning, self-directed learning, independent study, etc.)

Effective Date: July 1, 1977

Revised: July 1, 2002 January 15, 2009

Appendix C: Bloom's Taxonomy:

Please use action verbs that at the application level or above from Bloom's Taxonomy. The verbs must describe actions that are measurable and observable.

Cognitive Domain Verbs

Verbs in **boldface** appear in more than one column.

Knowledge	Cite	Enumerate	List	Outline	Recall	Repeat	State
	Count	Identify	Match	Point	Recite	Reproduce	Study
	Define	Index	Meet	Quote	Recognize	Review	Tabulate
	Describe	Indicate	Name	Read	Record	Select	Trace
	Draw	Label					Write
Comprehension	Add	Classify	Defend	Elaborate	Extend	Interact	Predict
	Approximate	Compare	Describe	Estimate	Extrapolate	Interpolate	Review
	Articulate	Compute	Detail	Example	Factor	Interpret	Rewrite
	Associate	Contrast	Differentiate	Explain	Generalize	Observe	Subtract
	Characterize	Convert	Discuss	Express	Give	Paraphrase	Summarize
	Classify		Distinguish		Infer	Picture graphically	Translate Visualize
Application	Acquire	Avoid	Compute	Draw	Handle	Prepare	Sequence
	Adapt	Back up	Construct	Employ	Illustrate	Price	Show
	Allocate	Calculate	Customize	Examine	Investigate	Process	Simulate
	Alphabetize	Capture	Demonstrate	Exercise	Manipulate	Produce	Sketch
	Apply	Change	Depreciate	Explore	Modify	Project	Solve
	Ascertain	Classify	Derive	Expose	Operate	Protect	Subscribe
	Attain		Diminish	Factor	Plot	Relate	Transcribe
			Discover	Figure Graph	Practice Predict	Round off	Translate
Analysis	Analyze	Compare	Differentiate	Explain	Infer	Minimize	Relate
	Audit	Confirm	Discriminate	Explore	Interrupt	Optimize	Select
	Blueprint	Contrast	Dissect	Figure out	Inventory	Order	Separate
	Breadboard	Correlate	Distinguish	File	Investigate	Outline	Size up
	Break down	Detect	Document	Group	Lay out	Point out	Subdivide
	Characterize	Diagnose	Ensure	Identify	Manage	Prioritize	Summarize
	Classify	Diagram	Examine	Illustrate	Maximize	Proofread	Train
						Query	Transform
Synthesis	Abstract	Compile	Depict	Formulate	Interface	Overhaul	Reconstruct
	Animate	Compose	Design	Generalize	Join	Plan	Refer
	Arrange	Construct	Develop	Generate	Lecture	Portray	Relate
	Assemble	Cope	Devise	Handle	Model	Prepare	Reorganize
	Budget	Correspond	Dictate	Import	Modify	Prescribe	Revise
	Categorize	Create	Enhance	Improve	Network	Produce	Rewrite
	Code	Cultivate	Explain	Incorporate	Organize	Program	Specify
	Combine	Debug	Facilitate Format	Integrate	Outline	Rearrange	Summarize Write
Evaluation	Appraise	Counsel	Defend	Evaluate	Judge	Rank	Summarize
	Assess	Contrast	Determine	Explain	Justify	Rate	Support
	Compare	Criticize	Discriminate	Grade	Measure	Recommend	Test
	Conclude	Critique	Estimate	Hire	Predict	Release	Validate
				Interpret	Prescribe	Select	Verify

Designing and Assessing Learning™ Workshop, ©Copyright 2009, WTCS Foundation, Inc.

Psychomotor Domain Verbs

Activate	Clean	Drill	Locate	Pull	Type
Adjust	Close	Fasten	Loosen	Push	Saw
Align	Combine	Fix	Make	Remove	Sharpen
Apply	Compose	Follow	Manipulate	Repair	Set
Arrange	Connect	Grind	Mend	Replace	Sew
Assemble	Construct	Grip	Mix Nail	Rotate	Sketch
Balance	Correct	Hammer	Operate	Sand	Start
Break					
Down	Create	Heat	Paint	Transfer	Stir
Build	Demonstrate	Hook	Press	Troubleshoot	Use
Calibrate	Design	Identify	Produce	Tune	Weigh
Change	Dismantle	Load		Turn On/Off	Wrap

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Affective Domain Verbs

Receiving	Ask	Follow	Hold	Show Interest
	Choose	Give	Select	
Responding	Accept responsibility	Conform	Obey	Report
	Answer	Enjoy	Perform	Select
	Assist	Greet	Practice	Tell
	Be willing to comply	Help	Present	
Valuing	Associate with	Describe	Join	Share
	Assume responsibility	Differentiate	Justify	Subscribe
	Believe in	Have faith in	Participate	Work
	Be convinced	Initiate	Propose	
	Complete	Invite	Select	
Organization	Adhere to	Classify	Establish	Integrate
	Alter	Combine	Form	
	Arrange	Defend	judgments	Organize
Internalization			Identify with	Weigh alternatives
	Act	Develop philosophy	Propose	Show mature
	Change behavior	Influence	Qualify	attitude
	Develop code of behavior	Judge problems/issues	Question	Solve
		Listen	Serve	Verify

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The following websites contain examples of statements written with verbs from Bloom's Taxonomy.

Old Dominion University

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Major Categories in the Taxonomy of Educational Objectives

<http://krummefamily.org/guides/bloom.html>

Valdosta State University

<http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html>

University of Victoria

<http://www.coun.uvic.ca/learning/exams/blooms-taxonomy.html>

Useful Verbs/Sample Question Stems/Potential activities and products

<http://www.teachers.ash.org.au/researchskills/Dalton.htm>

McMurry University

<http://cs1.mcm.edu/~awyatt/csc3315/bloom.htm>

American Psychological Association

http://www.apa.org/ed/new_blooms.html

Krathwohl's Taxonomy of Affective Domain

<http://classweb.gmu.edu/ndabbagh/Resources/Resources2/krahtstax.htm>

Psychomotor Domain Taxonomy

<http://www.personal.psu.edu/bxb11/Objectives/psychomotor.htm>

Appendix D: Submitting a Course for Consideration as a General Educational Requirement

1. Keep the [University of Wyoming and Wyoming Community Colleges Articulation Agreement](#) in mind when submitting a course.
2. Read the NWCCD Sample Objective Statements in Appendix I.
3. Find and download the Criteria Review Form in Public Folders/Curriculum and Standards.
 - Go to Outlook Mail/Inbox
 - Click on Folder List at the bottom left of the screen
 - Click on the + at the bottom of the list next to Public Folders
 - Click on the + next to Committees
 - Scroll down to the Subject line “C&S” then to the “C&S forms” subfolder
 - Click on and download the attachment entitled “Criteria Review Form.doc”
 - Or alternatively, download the forms from the C&S web page.
4. Discuss the criteria within your department, with your director/area coordinator and dean, with other colleagues on both Gillette and Sheridan campuses who may be involved with the curriculum, and with articulating institutions before submitting any forms to C&S. It is your responsibility to make sure everyone involved is informed of your proposed changes.
5. Fill in the Criteria Review Form
 - Explain how the course fits into the general education category based on the sample objective statements and how it fulfills a need not currently filled.
6. Discuss the response from colleagues at Sheridan College and Gillette College with whom you discussed the course.

7. Attach the Common Course Syllabus.
8. Send the form to your director/area coordinator.
 - The director/area coordinator reads the forms and returns them to the submitter for corrections, additions, deletions as necessary. The forms are resubmitted to the director/area coordinator for signature.
9. The director/area coordinator sends the forms with signatures to the Assistant Vice-President of Academics Affairs who reads, comments, and signs the forms. The Assistant VPAA then sends the forms with signatures to the involved Dean.
10. The involved Dean reads, comments, and signs the forms and sends them with signatures to the C&S chair.
11. The C&S chair submits the forms to the editing subcommittee.
12. After editing, the forms are distributed to all C&S members with the agenda for the meeting. The initiator and signers will also receive the agenda and the edited submission.
13. The submitter must either attend the meetings at which C&S considers the submission or send someone who understands the course to answer questions from the committee.
14. C&S will most likely request modifications to the submission. Changes **MUST** be made to the version that was included with the agenda. Corrections made to an old version of the submission will be returned to the submitter.
15. Most proposals will be on the C&S agenda for at least two readings before a final decision is reached.
16. The C&S chair notifies the initiator when the proposal has been approved.
17. When the proposal has been approved by C&S, it is submitted to the Registrar for inclusion in the college catalog, and the Registrar notifies the director/area coordinators, deans and student advisors.
18. The Registrar sends the forms to the Vice-President of Academic Affairs for signature.

Appendix E: NWCCD General Education Requirement Criteria Review Forms

NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT

**GENERAL EDUCATION REQUIREMENT CRITERIA REVIEW FORM
Communication**

Responsibilities: To be submitted ELECTRONICALLY. The initiator should submit this proposal to the Director/Area Coordinator for processing.

<i>Initiator</i>			
<i>Date of Submission</i>			
<i>Division</i>			
<i>Course Prefix # Title</i>			
<i>Fulfills Requirements of (check those that apply)</i>	<input type="checkbox"/> AA degree	<input type="checkbox"/> AS degree	<input type="checkbox"/> AAS degree
	<input type="checkbox"/> AFA degree		

Definition:

Oral communication is a set of abilities required to compose, critically analyze, present, and deliver information through oral interaction.

Rationale:

Students of NWCCD should develop oral communication abilities throughout their course of study, including exposure to current technologies used for communication. Communication courses will assist students to achieve knowledge and competence in oral composition, critical analysis, interaction, and presentation and delivery.

Outcomes:

In Communication courses, students will demonstrate the ability to:

1. produce meaningful and coherent oral messages (composition).
2. determine a specific purpose.
3. ascertain the needs of their audience.
4. differentiate among communication settings.
5. evaluate oral messages.
6. organize responsible research using technology to find appropriate sources of information.
7. enumerate sources appropriately (critical analysis).

Please prepare rationale and criteria paragraphs that support each of the points listed below.

5/14/2012

1.	<i>How does this course insure that students can compose and deliver meaningful and coherent oral messages?</i>
2.	<i>How does this course incorporate critical analysis in evaluating and synthesizing verbal and/or non-verbal communication?</i>
3.	<i>How will students adapt messages to the needs and responses of the audience, engage opposing viewpoints, and apply critical and constructive listening skills?</i>
4.	<i>What percentage of course time will be spent to insure that the above objectives will be met?</i>
5.	<i>Explain how the assessment method(s) used for this course demonstrate student achievement of the learning outcomes for Communication. Explain how this assessment might provide information that can be used to improve accomplishment of desired learning outcomes.</i>
6.	<i>What other factors should the committee consider?</i>

5/14/2012

Communication Criteria Review Form Signatures and Dates	
Course Prefix, Number, & Title	

	<i>Signature</i>	<i>Date</i>
<i>Initiator</i>		
<i>Dept. Faculty Member Originating Campus</i>		
<i>Dept. Faculty Member Non- Originating Campus</i>		
<i>Director/Area Coordinator</i>		
<i>Dean of Involved Area</i>		
<i>Curriculum & Standards Chair*</i> <i>*Signifies Committee approval</i>		
<i>Registrar</i>		
<i>Chief Academic Officer</i>		

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Online Catalog Updated ~ Date	UW ~ Date
Update Posted ~ Date	WCCC ~ Date

5/14/2012

NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT
GENERAL EDUCATION REQUIREMENT CRITERIA REVIEW FORM
Earth Sciences

Responsibilities: To be submitted ELECTRONICALLY. The initiator should submit this proposal to the Director/Area Coordinator for processing.

<i>Initiator</i>	
<i>Date of Submission</i>	
<i>Division</i>	
<i>Course Prefix # Title</i>	
<i>Fulfills Requirements of (check those that apply)</i>	<input type="checkbox"/> AA degree <input type="checkbox"/> AS degree <input type="checkbox"/> AFA degree <input type="checkbox"/> AAS degree

Definition:

Natural Science is the systemized body of knowledge pertaining to nature and the physical universe.

Rationale:

A fundamental knowledge of some of the basic concepts in the physical, earth, and biological sciences is necessary if we are to think clearly and make wise choices concerning local, national, and global issues.

Science involves the formulation and testing of ideas through the systematic collection, analysis, and interpretation of data. The goals of understanding the scientific method and basic principles of the natural sciences can be achieved through broad exposure to several areas of science or through the study of one area of science in depth.

Outcomes:

In Earth Science courses, students will demonstrate the ability to:

1. examine the basic and applied study of fundamental principles addressing the earth-sun relationship, astronomy, distribution of physical/geologic features, weather/climate/oceanography, soils and vegetation.
2. interpret maps.
3. outline the fundamental principles of earth science.
4. examine the basic scientific concepts.
5. apply the scientific method and basic principles of earth science.
6. identify how the discipline influences and is influenced by contemporary society.

Please prepare rationale and criteria paragraphs that support each of the points listed below.

5/14/2012

1.	<i>Explain how the course meets the following required criteria: Does the course content fit the definition of Science in this category? (Earth Science -- basic and applied study of fundamental principles addressing the earth-sun relationship, astronomy, distribution of physical/geologic features, map interpretation, weather/climate/oceanography, soils and vegetation.)</i>
2.	<i>Does the course provide a substantial introduction to the fundamental principles of earth science?</i>
3.	<i>Does the course examine how basic scientific concepts in the discipline evolve?</i>
4.	<i>Does the course introduce students to the scientific approach as practiced in the discipline, its scope, and limitations?</i>
5.	<i>Does the course address how the discipline influences and is influenced by contemporary society?</i>
6.	<i>Does the course provide a term-long laboratory or equivalent substantial experiential involvement with the tools and processes of scientific investigation integrated with the lecture?</i>
7.	<i>Is the course a minimum of three credits?</i>

5/14/2012

Earth Sciences Criteria Review Form Signatures and Dates	
Course Prefix, Number, & Title	

	<i>Signature</i>	<i>Date</i>
<i>Initiator</i>		
<i>Dept. Faculty Member Originating Campus</i>		
<i>Dept. Faculty Member Non- Originating Campus</i>		
<i>Director/Area Coordinator</i>		
<i>Dean of Involved Area</i>		
<i>Curriculum & Standards Chair* *Signifies Committee approval</i>		
<i>Registrar</i>		
<i>Chief Academic Officer</i>		

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NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT

5/14/2012

GENERAL EDUCATION REQUIREMENT CRITERIA REVIEW FORM
Global Diversity

Responsibilities: To be submitted ELECTRONICALLY. The initiator should submit this proposal to the Director/Area Coordinator for processing.

<i>Initiator</i>	
<i>Date of Submission</i>	
<i>Division</i>	
<i>Course Prefix # Title</i>	
<i>Fulfills Requirements of (check those that apply)</i>	<input type="checkbox"/> AA degree <input type="checkbox"/> AS degree <input type="checkbox"/> AFA degree <input type="checkbox"/> AAS degree

Definition:

Global Diversity comprises various kinds of knowledge and perception that are necessary for human beings to identify, understand, and discuss global cultural diversity. It is shaped by an examination of the relationship between historical and contemporary experience. The purpose of the Global Diversity requirement is to immerse students in a perspective that is different from their own, to challenge assumptions about the world and its operation, and to allow students to explore possible alternative viewpoints from other societies, cultural and religious traditions, or geopolitical regions.

Rationale:

Students of NWCCD should acquire knowledge of the global organization and interdependence of human societies. Such knowledge will foster students' ability to identify and discuss contemporary global issues and to connect world events to personal experience. An awareness of the conditions, beliefs, behaviors, and practices of a variety of cultures will help students to function productively in an increasingly globalized world.

Outcomes:

In Global Diversity courses, students will demonstrate the ability to:

1. compare the unique characteristics of world cultures.
2. contrast the universality of human experience.
3. examine human traditions, social organization, and ways of life.
4. analyze the interconnectedness of global and local concerns.
5. interpret the aesthetic traditions and artistic representations that emanate from a culture located primarily outside the United States.

Please prepare rationale and criteria paragraphs that support each of the points listed below.

5/14/2012

1.	<i>Explain how the course provides the opportunity for students to broaden their understanding of different world views – ways diverse groups of people understand the world in which they live – and recognize their purpose, function, and value.</i>

2.	<i>Explain how the course provides students with an understanding of world interdependence.</i>

3.	<i>Explain how the course focuses on either (a) aspects of cultural, political, social, economic, or other human institutions or (b) human interaction with the physical world.</i>

In addition:

4.	<i>If the course is a study of foreign language, explain how it exposes students to the breadth and depth of the cultural and social institutions of a people associated with that language.</i>

5.	<i>If this is an historical course, how does the course focus on the people, periods, events, or intellectual developments which have had a significant influence on the modern world?</i>

5/14/2012

Global Diversity Criteria Review Form Signatures and Dates	
Course Prefix, Number, & Title	

	<i>Signature</i>	<i>Date</i>
<i>Initiator</i>		
<i>Dept. Faculty Member Originating Campus</i>		
<i>Dept. Faculty Member Non- Originating Campus</i>		
<i>Director/Area Coordinator</i>		
<i>Dean of Involved Area</i>		
<i>Curriculum & Standards Chair*</i> <i>*Signifies Committee approval</i>		
<i>Registrar</i>		
<i>Chief Academic Officer</i>		

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5/14/2012

NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT
GENERAL EDUCATION REQUIREMENT CRITERIA REVIEW FORM
Health & Wellness

Responsibilities: To be submitted ELECTRONICALLY. The initiator should submit this proposal to the Director/Area Coordinator for processing.

<i>Initiator</i>	
<i>Date of Submission</i>	
<i>Division</i>	
<i>Course Prefix # Title</i>	
<i>Fulfills Requirements of (check those that apply)</i>	<input type="checkbox"/> AA degree <input type="checkbox"/> AS degree <input type="checkbox"/> AFA degree <input type="checkbox"/> AAS degree

Definition:

Health is a state of physical, mental, and social well-being and not merely the absence of disease or infirmity.

Wellness is an integrated and dynamic level of functioning oriented toward maximizing potential, dependent on self-responsibility. It is a mind-set of self-empowerment and lifelong growth in the emotional, spiritual, physical, occupational, intellectual, environmental, and social dimensions.

Rationale:

Students of NWCCD should understand the differences between health and wellness and the impact physical activity and inactivity have on their overall health, longevity and personal wellness. Wellness and physical activity for health constitute major components of a healthy lifestyle and general health promotion and protection. The knowledge and experience gained from a wellness and physical activity course will enable students to make informed decisions about their health and personal wellness as it relates to quality of life and longevity.

Outcomes:

In Health & Wellness courses, students will demonstrate the ability to:

1. comprehend the components of health-related fitness.
2. develop a personal health-related fitness program.
3. explain nutrition, cardiovascular health, diseases related to physical activity, stress management, substance use and abuse, and sexually transmitted diseases.
4. identify health-related benefits of physical activity and of the risks associated with physical inactivity.
5. identify the principles specific to attaining and maintaining good health and fitness throughout life.
6. select physical activities that are self-paced at target heart rates of moderate to vigorous intensity.
7. explore the dimensions of wellness and theory of behavior change.
8. develop personal health and wellness goals.

Please prepare rationale and criteria paragraphs that support each of the points listed below.

1.	<i>How will students examine the components of health-related fitness?</i>
	Students will examine each component of health-related fitness through a variety of assignments and activities including:

2.	<i>How will students demonstrate their competency in developing a personal health-related fitness program?</i>

3.	<i>How will students examine the basics of nutrition, cardiovascular health, diseases related to physical activity, stress management, substance use and abuse, and sexually transmitted disease?</i>

4.	<i>In what physical activities, self-paced at target heart rates of moderate to vigorous intensity, will the students participate and how will they be assessed?</i>

5.	<i>How will students explore the dimensions of wellness and behavior change theory?</i>

6.	<i>How will students demonstrate knowledge of appropriate goal-setting skills?</i>

7.	<i>What other factors should the committee consider?</i>

5/14/2012

Health & Wellness Criteria Review Form Signatures and Dates	
Course Prefix, Number, & Title	

	Signature	Date
Initiator		
Dept. Faculty Member Originating Campus		
Dept. Faculty Member Non- Originating Campus		
Director/Area Coordinator		
Dean of Involved Area		
Curriculum & Standards Chair* *Signifies Committee approval		
Registrar		
Chief Academic Officer		

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NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT
GENERAL EDUCATION REQUIREMENT CRITERIA REVIEW FORM
Humanities

Responsibilities: To be submitted ELECTRONICALLY. The initiator should submit this proposal to the Director/Area Coordinator for processing.

<i>Initiator</i>	
<i>Date of Submission</i>	
<i>Division</i>	
<i>Course Prefix # Title</i>	
<i>Fulfills Requirements of (check those that apply)</i>	<input type="checkbox"/> AA degree <input type="checkbox"/> AS degree <input type="checkbox"/> AFA degree <input type="checkbox"/> AAS degree

Definition:

Inherent in the humanities is a values driven examination of human life. The humanities address ideas we have about our own nature, about our place in the world, and about the ethical dimension of our action. Humanities courses study the meaning, value, history, literary and aesthetic expression, and/or justification of these ideas. Humanities courses may also examine how these ideas affect people’s actions.

Rationale:

By taking humanities courses, students learn to understand and to think clearly about important human beliefs and imaginative ideas, as well as the texts—written, oral, performative, and/or visual--that embody or examine those beliefs and ideas. In their call both for analyzing ideas, and for active, creative participation with a body of material, the humanities move us toward broadened insights into the individual and society.

Outcomes:

In Humanities courses, students will demonstrate the ability to:

1. explore open-ended questions of human existence.
2. debate questions of qualitative meaning and values.
3. apply the appropriate skills, terminology, and basic concepts of the discipline.
4. analyze original and/or secondary humanities materials carefully and critically.

Please prepare rationale and criteria paragraphs that support each of the points listed below.

1.	<i>Explain in what way the course explores and debates open-ended questions of human existence.</i>

5/14/2012

2.	<i>Explain in what way the course explores and debates questions of qualitative meaning and values.</i>
3.	<i>Explain in what way the course introduces and applies the appropriate skills, terminology, and basic concepts of the discipline.</i>
4.	<i>Explain in what way the course develops students' abilities for critical analysis and assessment.</i>
5.	<i>Explain in what way the course addresses questions of historical traditions and change (optional criterion).</i>
6.	<i>Does the size and organization of the class provide for written work outside of class and for substantial class discussion?</i>

5/14/2012

Humanities Criteria Review Form Signatures and Dates	
Course Prefix, Number, & Title	

	<i>Signature</i>	<i>Date</i>
<i>Initiator</i>		
<i>Dept. Faculty Member Originating Campus</i>		
<i>Dept. Faculty Member Non- Originating Campus</i>		
<i>Director/Area Coordinator</i>		
<i>Dean of Involved Area</i>		
<i>Curriculum & Standards Chair*</i> <i>*Signifies Committee approval</i>		
<i>Registrar</i>		
<i>Chief Academic Officer</i>		

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5/14/2012

NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT
GENERAL EDUCATION REQUIREMENT CRITERIA REVIEW FORM
Life Sciences

Responsibilities: To be submitted ELECTRONICALLY. The initiator should submit this proposal to the Director/Area Coordinator for processing.

<i>Initiator</i>	
<i>Date of Submission</i>	
<i>Division</i>	
<i>Course Prefix # Title</i>	
<i>Fulfills Requirements of (check those that apply)</i>	<input type="checkbox"/> AA degree <input type="checkbox"/> AS degree <input type="checkbox"/> AFA degree <input type="checkbox"/> AAS degree

Definition:

Natural Science is the systemized body of knowledge pertaining to nature and the physical universe.

Rationale:

A fundamental knowledge of some of the basic concepts in the physical, earth, and biological sciences is necessary if we are to think clearly and make wise choices concerning local, national, and global issues.

Science involves the formulation and testing of ideas through the systematic collection, analysis, and interpretation of data. The goals of understanding the scientific method and basic principles of the natural sciences can be achieved through broad exposure to several areas of science or through the study of one area of science in depth.

Outcomes:

In Life Science courses, students will demonstrate the ability to:

1. relate the basic biological principles to societal issues such as conservation of biodiversity, overpopulation and global environmental change, biotechnology, and human wellness and disease.
2. outline the fundamental principles of biological science.
3. examine the basic scientific concepts.
4. apply the scientific method and basic principles of the natural sciences.

Please prepare rationale and criteria paragraphs that support each of the points listed below.

1.	<i>Does the course content fit the definition of Science in this category? (Biological Science – the basic and applied study of fundamental principles of biology including cell structure and function, genetics, ecology, evolution, and organismal biology. It also includes the applications of these principles to societal issues such as conservation of biodiversity, overpopulation and global environmental change, biotechnology, and human wellness and disease.)</i>

5/14/2012

2.	<i>Does the course provide a substantial introduction to the fundamental principles of biological science?</i>

3.	<i>Does the course examine how basic scientific concepts in the discipline evolve?</i>

4.	<i>Does the course introduce students to the scientific approach as practiced in the discipline, its scope, and limitations?</i>

5.	<i>Does the course address how the discipline influences and is influenced by contemporary society?</i>

6.	<i>Does the course provide a term-long laboratory or equivalent substantial experiential involvement with the tools and processes of scientific investigation integrated with the lecture?</i>

7.	<i>Is the course a minimum of three credits?</i>

Life Sciences Criteria Review Form Signatures and Dates	
Course Prefix, Number, & Title	

5/14/2012

	<i>Signature</i>	<i>Date</i>
<i>Initiator</i>		
<i>Dept. Faculty Member Originating Campus</i>		
<i>Dept. Faculty Member Non- Originating Campus</i>		
<i>Director/Area Coordinator</i>		
<i>Dean of Involved Area</i>		
<i>Curriculum & Standards Chair*</i> <i>*Signifies Committee approval</i>		
<i>Registrar</i>		
<i>Chief Academic Officer</i>		

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Colleague Updated ~ Date	Paperwork Submitted to:
Online Catalog Updated ~ Date	UW ~ Date
Update Posted ~ Date	WCCC ~ Date

**NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT
GENERAL EDUCATION REQUIREMENT CRITERIA REVIEW FORM
Mathematics**

5/14/2012

Responsibilities: To be submitted ELECTRONICALLY. The initiator should submit this proposal to the Director/Area Coordinator for processing.

<i>Initiator</i>	
<i>Date of Submission</i>	
<i>Division</i>	
<i>Course Prefix # Title</i>	
<i>Fulfills Requirements of (check those that apply)</i>	<input type="checkbox"/> AA degree <input type="checkbox"/> AS degree <input type="checkbox"/> AFA degree <input type="checkbox"/> AAS degree

Definition:

Basic mathematics and mathematical reasoning are the organization, analysis, and application of measurement including data representation, number sense, variables, spatial relationships, and chance, to both conceptual and applied problems.

Rationale:

The elements of basic mathematics and mathematical reasoning may include numerical, logical, geometric, and algorithmic thinking as well as the integration of these modes of analysis with students' verbal, creative, and critical-thinking skills.

Outcomes:

In Mathematic courses, students will demonstrate the ability to:

1. recognize logical reasoning.
2. formulate quantitative arguments in a variety of settings.
3. organize data.
4. employ an algorithmic approach to solve mathematical and/or quantitative problems.

Please prepare rationale and criteria paragraphs that support each of the point listed below.

1.	<i>Basic Mathematics</i>
a.	<i>How does the course provide students with the mathematical skills necessary to organize data, critically analyze quantitative arguments, and recognize logical reasoning?</i>
b.	<i>Is the course taught in the Mathematics Department?</i>

5/14/2012

2.	<i>Mathematical Reasoning</i>
a.	<i>How does the course employ an algorithmic approach to solve mathematical and/or quantitative problems?</i>
b.	<i>Does the course have a written prerequisite satisfying Basic Mathematics?</i>

5/14/2012

Mathematics Criteria Review Form Signatures and Dates	
Course Prefix, Number, & Title	

	Signature	Date
Initiator		
Dept. Faculty Member Originating Campus		
Dept. Faculty Member Non- Originating Campus		
Director/Area Coordinator		
Dean of Involved Area		
Curriculum & Standards Chair* *Signifies Committee approval		
Registrar		
Chief Academic Officer		

Records Office Use Only

Colleague Updated ~ Date	Paperwork Submitted to:
Online Catalog Updated ~ Date	UW ~ Date
Update Posted ~ Date	WCCC ~ Date

5/14/2012

NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT
GENERAL EDUCATION REQUIREMENT CRITERIA REVIEW FORM
Physical Sciences

Responsibilities: To be submitted ELECTRONICALLY. The initiator should submit this proposal to the Director/Area Coordinator for processing.

<i>Initiator</i>	
<i>Date of Submission</i>	
<i>Division</i>	
<i>Course Prefix # Title</i>	
<i>Fulfills Requirements of (check those that apply)</i>	<input type="checkbox"/> AA degree <input type="checkbox"/> AS degree <input type="checkbox"/> AFA degree <input type="checkbox"/> AAS degree

Definition:

Natural Science is the systemized body of knowledge pertaining to nature and the physical universe.

Rationale:

A fundamental knowledge of some of the basic concepts in the physical, earth, and biological sciences is necessary if we are to think clearly and make wise choices concerning local, national, and global issues.

Science involves the formulation and testing of ideas through the systematic collection, analysis, and interpretation of data. The goals of understanding the scientific method and basic principles of the natural sciences can be achieved through broad exposure to several areas of science or through the study of one area of science in depth.

Outcomes:

In Physical Science courses, students will demonstrate the ability to:

1. differentiate the basic and applied study of interactions that govern all physical and chemical phenomena.
2. distinguish the relationships of space, time, mass and energy, electromagnetic radiation, macroscopic and microscopic views of matter, chemical transformation, and quantum principles.
3. apply the scientific method and basic principles of the natural sciences.

Please prepare rationale and criteria paragraphs that support each of the point listed below.

1.	<i>Does the course content fit the definition of Science in this category? (Physical Science – basic and applied study of interactions which govern all physical and chemical phenomena. It emphasizes the study of laws of motion, the relationships of space, time, mass and energy, electromagnetic radiation, macroscopic and microscopic views of matter, chemical transformation, and quantum principles.)</i>
----	--

5/14/2012

2.	<i>Does the course provide a substantial introduction to the fundamental principles of physical science?</i>
3.	<i>Does the course examine how basic scientific concepts in the discipline evolve?</i>
4.	<i>Does the course introduce students to the scientific approach as practiced in the discipline, its scope, and limitations?</i>
5.	<i>Does the course address how the discipline influences and is influenced by contemporary society?</i>
6.	<i>Does the course provide a term-long laboratory or equivalent substantial experiential involvement with the tools and processes of scientific investigation integrated with the lecture?</i>
7.	<i>Is the course a minimum of three credits?</i>

PHYSICAL SCIENCES Criteria Review Form Signatures and Dates	
Course Prefix, Number, & Title	

5/14/2012

	<i>Signature</i>	<i>Date</i>
<i>Initiator</i>		
<i>Dept. Faculty Member Originating Campus</i>		
<i>Dept. Faculty Member Non- Originating Campus</i>		
<i>Director/Area Coordinator</i>		
<i>Dean of Involved Area</i>		
<i>Curriculum & Standards Chair* *Signifies Committee approval</i>		
<i>Registrar</i>		
<i>Chief Academic Officer</i>		

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**NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT
GENERAL EDUCATION REQUIREMENT CRITERIA REVIEW FORM**

5/14/2012

Social & Behavioral Science

Responsibilities: To be submitted ELECTRONICALLY. The initiator should submit this proposal to the Director/Area Coordinator for processing.

<i>Initiator</i>	
<i>Date of Submission</i>	
<i>Division</i>	
<i>Course Prefix # Title</i>	
<i>Fulfills Requirements of (check those that apply)</i>	<input type="checkbox"/> AA degree <input type="checkbox"/> AS degree <input type="checkbox"/> AFA degree <input type="checkbox"/> AAS degree

Definition:

Social and Behavioral Science courses examine human social experience, belief systems, and cultural practices from contemporary and/or historical traditions and perspectives.

Rationale:

Graduates of NWCCD should understand and be familiar with the human social condition. By examining the dispositions, traditions, and bodies of knowledge associated with analyzing and/or explaining past and contemporary expressions of cultural beliefs, behaviors, and experiences, students gain understanding of human social decisions and are prepared to appreciate human potential.

Outcomes:

In Social and Behavioral Science courses, students will demonstrate the ability to:

1. examine ways humans live and interact with economic, political, demographic, social, psychological, and social-cultural structures and processes.
2. integrate information for social decision making.
3. analyze past and contemporary expressions of cultural beliefs, behaviors, and experiences.

Please prepare rationale and criteria paragraphs that support each of the points listed below.

1.	<i>How does the course include an examination of the ways humans live and interact within economic, political, demographic, social, psychological, and social-cultural structures and processes?</i>

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2.	<i>How does the course use the methodology commonly found in the social/behavioral sciences such as anthropology, economics, communication and mass media, geography, history, political science, psychology, or sociology?</i>
3.	<i>How do discussions or written assignments allow students to relate the content of the class to social roles and experiences? Such assignments might include</i> <ul style="list-style-type: none"><i>• Discussions relating social roles to the content of the class</i><i>• The keeping of a journal relating social roles to the content of the class</i><i>• The writing of a paper relating social roles to the content of the class</i><i>• Debates on current events related to the content of the class</i><i>• A position paper on a contemporary issue</i><i>• A position paper on the historical background of a contemporary issue</i>
4.	<i>If discussion is a significant component of this class, are the classes or discussion section small enough (typically fewer than 30 students) to allow each student ample opportunity to participate in the discussions?</i>

5/14/2012

Social/Behavioral Sciences Criteria Review Form Signatures and Dates	
Course Prefix, Number, & Title	

	<i>Signature</i>	<i>Date</i>
<i>Initiator</i>		
<i>Dept. Faculty Member Originating Campus</i>		
<i>Dept. Faculty Member Non- Originating Campus</i>		
<i>Director/Area Coordinator</i>		
<i>Dean of Involved Area</i>		
<i>Curriculum & Standards Chair*</i> <i>*Signifies Committee approval</i>		
<i>Registrar</i>		
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5/14/2012

NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT
GENERAL EDUCATION REQUIREMENT CRITERIA REVIEW FORM
U.S. and Wyoming Constitutions

Responsibilities: To be submitted ELECTRONICALLY. The initiator should submit this proposal to the Director/Area Coordinator for processing.

<i>Initiator</i>	
<i>Date of Submission</i>	
<i>Division</i>	
<i>Course Prefix # Title</i>	
<i>Fulfills Requirements of (check those that apply)</i>	<input type="checkbox"/> AA degree <input type="checkbox"/> AS degree <input type="checkbox"/> AFA degree <input type="checkbox"/> AAS degree

Definition:

U.S. and Wyoming constitutional studies examine various governmental systems and the contexts within which those exist.

Rationale:

In order to prepare students to be active citizens, a university education should provide graduates with an understanding of the history, cultural context, and principles of the institutions by which they are governed. Wyoming state statutes require this study and Northern Wyoming Community College District endorses its importance for developing a responsible citizenry.

Outcomes:

In U.S. and Wyoming constitutional studies courses, students will demonstrate the ability to:

1. analyze the formal and informal principles, processes, and structures of the U.S. and Wyoming constitutions and political systems.
2. evaluate the formal and informal principles, processes, and structures of the U.S. and Wyoming constitutions and political systems.
3. articulate the historical and cultural context of the U.S. and Wyoming constitutions and political systems.
4. assess the relationship between the institutions by which they are governed and their roles as responsible citizens.

Please prepare rationale and criteria paragraphs that support each of the points listed below.

1.	<i>How will students be able to demonstrate the ability to analyze and evaluate the formal and informal principles, processes, and structures of the U.S. and Wyoming constitutions and political systems?</i>
----	--

5/14/2012

--	--

2.	<i>Does this course provide students with an understanding of the historical development, cultural context and major principals of the constitutional documents and the political systems established by those documents?</i>
----	---

--	--

3.	<i>How will the students demonstrate the relationships between the political institutions through which they are governed and their roles as responsible participating citizens?</i>
----	--

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5/14/2012

U.S. and Wyoming Constitutions Criteria Review Form Signatures and Dates	
Course Prefix, Number, & Title	

	<i>Signature</i>	<i>Date</i>
<i>Initiator</i>		
<i>Dept. Faculty Member Originating Campus</i>		
<i>Dept. Faculty Member Non- Originating Campus</i>		
<i>Director/Area Coordinator</i>		
<i>Dean of Involved Area</i>		
<i>Curriculum & Standards Chair* *Signifies Committee approval</i>		
<i>Registrar</i>		
<i>Chief Academic Officer</i>		

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Online Catalog Updated ~ Date	UW ~ Date
Update Posted ~ Date	WCCC ~ Date

5/14/2012

NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT
GENERAL EDUCATION REQUIREMENT CRITERIA REVIEW FORM
Visual and Performing Arts

Responsibilities: To be submitted ELECTRONICALLY. The initiator should submit this proposal to the Director/Area Coordinator for processing.

<i>Initiator</i>	
<i>Date of Submission</i>	
<i>Division</i>	
<i>Course Prefix # Title</i>	
<i>Fulfills Requirements of (check those that apply)</i>	<input type="checkbox"/> AA degree <input type="checkbox"/> AS degree <input type="checkbox"/> AFA degree <input type="checkbox"/> AAS degree

Definition:

By arts we mean those expressive activities marked by our role as makers and/or performers. Art and artists use the language of images, symbols, gestures, and sounds to reveal the inner life and to communicate. Arts courses may focus on studio work and/or on art history, appreciation, and criticism.

Rationale:

Work in the arts helps students to think flexibly and intuitively, to solve problems in innovative ways, and to link their knowledge and sensations. Studio work gives students insight into the creative process and the issues central to particular art disciplines. It also provides the opportunity to develop self-awareness and self-expression. The study of history, appreciation, and criticism reveals forms of communication that exist in no other realm and that operate across cultures and times.

Outcomes:

In Visual and Performing Arts courses, students will demonstrate the ability to:

1. clarify the forms of communication and expression central to the arts.
2. recognize the role of the arts in human societies.
3. assess the role of the fine arts in the life of the individual.

Please prepare rationale and criteria paragraphs that support each of the points listed below.

1.	<i>How does the course provide the opportunity for self-awareness and self-expression?</i>
----	--

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2.	<i>How does the course develop media literacy?</i>
3.	<i>How does the course relate the practice of the arts to cultural context?</i>
4.	<i>How does the course relate visual and performing arts content to social, cultural, historical, and scientific development in other fields?</i>
5.	<i>If the course is a media/studio course, is it primarily concerned with expression, communications, and aesthetic form?</i>
6.	<i>If the course is an appreciation or performance course, does coursework include substantial reading, writing, and discussion components?</i>

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Visual and Performing Arts Criteria Review Form Signatures and Dates	
Course Prefix, Number, & Title	

	<i>Signature</i>	<i>Date</i>
<i>Initiator</i>		
<i>Dept. Faculty Member Originating Campus</i>		
<i>Dept. Faculty Member Non- Originating Campus</i>		
<i>Director/Area Coordinator</i>		
<i>Dean of Involved Area</i>		
<i>Curriculum & Standards Chair*</i> <i>*Signifies Committee approval</i>		
<i>Registrar</i>		
<i>Chief Academic Officer</i>		

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Online Catalog Updated ~ Date	UW ~ Date
Update Posted ~ Date	WCCC ~ Date

NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT

GENERAL EDUCATION REQUIREMENT CRITERIA REVIEW FORM
Writing

Responsibilities: To be submitted ELECTRONICALLY. The initiator should submit this proposal to the Director/Area Coordinator for processing.

<i>Initiator</i>	
<i>Date of Submission</i>	
<i>Division</i>	
<i>Course Prefix # Title</i>	
<i>Fulfills Requirements of (check those that apply)</i>	<input type="checkbox"/> AA degree <input type="checkbox"/> AS degree <input type="checkbox"/> AFA degree <input type="checkbox"/> AAS degree

Definition:

Written communication is the set of abilities required to compose, critically analyze, and present information through writing.

Rationale:

NWCCD writing courses will assist students to achieve knowledge of writing conventions, to develop reading, writing, and critical thinking skills, and to gain competence in rhetorical knowledge.

Outcomes:

In Writing I courses, students will demonstrate the ability to:

1. explore ideas in writing.
2. organize ideas in writing.
3. discover information from a variety of sources.
4. evaluate information from a variety of sources.
5. analyze information from a variety of sources.
6. synthesize information from a variety of sources.
7. document sources appropriately in order to meet the needs of diverse forums.
8. modify writing through multiple drafts, revisions and editing, computer technology, and peer and instructor comments in the achievement of a final written work.
9. recognize the importance of purpose, audience and style as components of written texts, and address these components in their writing.
10. apply the accepted conventions of spelling, grammar, structure, and punctuation for Standard English.

Please prepare rationale and criteria paragraphs that support each of the points listed below.

Writing I (1000 course number)

1.	<i>Does this course meet the criteria for the practice of writing?</i>
a.	<i>Are the students asked to consider principles of logic, organization, and style?</i>
b.	<i>Are the students asked to consider the elements of rhetorical situation, such as the writer's stance and presentation of self, the writer's address to an audience, the writer's representation of subject matter, and the writer's use of language structures?</i>
c.	<i>Are the students asked to consider the interrelated stages of the writing process, such as invention or pre-writing, composing, rewriting, and editing?</i>
2.	<i>Does the course expect students to produce writing which is informed throughout by a sense of vitality and purpose by the end of the course? Does the course expect student writing to meet the following minimal expectations?</i>
a.	<i>Writing will be responsive to course assignments.</i>
b.	<i>Writing will demonstrate proficiency in standard written English with respect to such matters as spelling, agreement, punctuation, and clause/sentence closure.</i>
c.	<i>Writing will move from sentence to sentence and paragraph to paragraph in a way that is not confusing to the reader, producing in the end a sense of coherence in the writing taken as a whole.</i>
d.	<i>Writing will exhibit a sense of the requirements of logic and validity of reference.</i>

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Definition:

Written communication is the set of abilities required to compose, critically analyze, and present information through writing.

Rationale:

NWCCD writing courses will assist students to achieve knowledge of writing conventions, to develop reading, writing, and critical thinking skills, and to gain competence in rhetorical knowledge.

Outcomes:

For Writing II, students will demonstrate the ability to:

1. produce writing through a variety of assignments that include discipline based and/or interdisciplinary purposes, forms, and audiences.
2. discover information using sources in a specific discipline and/or interdisciplinary field.
3. evaluate information using sources in a specific discipline and/or interdisciplinary field.
4. analyze information using sources in a specific discipline and/or interdisciplinary field.
5. synthesize information using sources in a specific discipline and/or interdisciplinary field.
6. document sources in a specific discipline and/or interdisciplinary field appropriately.
7. modify writing through multiple drafts, revisions and editing, computer technology, peer and instructor comments.
8. collaborate in the achievement of discipline based and/or interdisciplinary final written works.
9. employ appropriate research skills in at least one extensive writing assignment.
10. recognize the purposes and needs of audiences in a specific discipline and/or interdisciplinary field.
11. apply the conventions of format and language appropriate to that discipline and/or interdisciplinary field.
12. apply the accepted conventions of spelling, grammar, structure, and punctuation for Standard English or another language.

Please prepare rationale and criteria paragraphs that support each of the points listed below.

**Writing II (usually at 2000 level)
Mid-Level Writing and Writing-Intensive Courses**

1.	<i>This writing level is either a writing or writing-intensive course.</i>
a.	<i>If it is a writing course, does it contain in-class and/or out-of-class assignments that include a variety of purposes, audiences, and forms of writing?</i>
b.	<i>If it is a writing-intensive course, does it contain in-class and/or out-of-class assignments of an investigative and/or analytic nature? Do these assignments require students to learn and to demonstrate their mastery of the course material through writing?</i>
2.	<i>Is the total of all writing assignments at least 30 pages of draft and final copy, not including in-class essay exams? At least 20 pages of final copy?</i>
3.	<i>Are there several writing assignments of various lengths throughout the semester?</i>
4.	<i>Are due dates for submitting drafts and final copies stated?</i>
5.	<i>Do course materials specify methods of evaluation and feedback?</i>

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Writing Criteria Review Form Signatures and Dates	
Course Prefix, Number, & Title	

	<i>Signature</i>	<i>Date</i>
<i>Initiator</i>		
<i>Dept. Faculty Member Originating Campus</i>		
<i>Dept. Faculty Member Non- Originating Campus</i>		
<i>Director/Area Coordinator</i>		
<i>Dean of Involved Area</i>		
<i>Curriculum & Standards Chair*</i> <i>*Signifies Committee approval</i>		
<i>Registrar</i>		
<i>Chief Academic Officer</i>		

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Appendix F:

**NWCCD Sample Objective Statements
corresponding to the University of Wyoming's
CORE COMPONENTS OF USP 2003
Sample USP Objective Statements for Course Syllabi**

When developing your course, we are requesting that you consider the appropriate University Studies Program (USP) category. We believe that it is useful for students to understand how NWCCD courses correspond to the USP and be able to identify how a course fits into USP. Because this course will be satisfying a USP requirement, we feel it is important for students to also have an understanding of the definition of that requirement. You might include one of the following paragraphs, but please know that you can use any wording that you like that adequately conveys the purpose of the category.

Communication

This course fulfills the Communication requirement for the AA and AS degrees. Communication courses will assist students to achieve knowledge and competence in oral composition, critical analysis, interaction, and presentation and delivery.

Earth Science

This course fulfills the Earth Science requirement for the AA, AS, and AFA degrees. The Earth Science courses include basic and applied study of fundamental principles addressing the earth-sun relationship, astronomy, distribution of physical/geological features, map interpretation, weather/climate/oceanography, soils and vegetation. They introduce the scientific approach, its scope and limitations. They provide a term-long laboratory experience (or equivalent substantial experimental work integrated with the lecture).

Global Diversity

This course fulfills the Global Diversity requirement for the AA, AS, and AFA degrees. Global Diversity courses strive to broaden our perspectives through the exploration of viewpoints from other societies, cultures, religions, or geopolitical regions. With an eye on both historical and contemporary experience, Global Diversity courses are designed to challenge our assumptions about the ways of the world and to help us understand and embrace global cultural diversity.

Health & Wellness

This course fulfills the Health/Wellness requirement for the AA, AS, AFA, and AAS. Health & Wellness courses provide students with understandings of wellness and experiences with physical activity that enable students to make informed decisions regarding their own health. Health & Wellness courses incorporate understandings of personal health and fitness, nutrition, substance use and abuse, diseases related to physical inactivity, and sexually transmitted diseases, as well as participation in physical activities.

Humanities

This course fulfills the Humanities requirement for the AA, AS, and AFA degrees. Humanities courses address ideas we have about our nature, our place in the world, and the ethical dimensions of our actions. Inherent in the humanities is a values driven examination of human life. Through the study

of written, oral, performative, and visual texts, Humanities courses help us to understand and think clearly about human beliefs and imaginative ideas.

Life Science

This course fulfills the Life Science requirement for the AA, AS, and AFA degrees. The Life Science courses include basic and applied study of fundamental principles of biology, including cell structure and function, genetics, ecology, evolution, and organismal biology. These courses may also include applications of biological principles to societal issues such as land use, biodiversity, population and global environmental change, biotechnology, human wellness and disease. They introduce the scientific approach, its scope and limitations. They provide a term-long laboratory experience (or equivalent substantial experimental work integrated with the lecture).

Basic Math

This course fulfills the Basic Math requirement for the AA, AS, AFA and AAS degrees. The elements of the Basic Math experience may include numerical, logical, geometric, and algorithmic thinking as well as the integration of these modes of analysis with students' verbal, creative, and critical-thinking skills. Students should demonstrate mathematical and logical skills needed to formulate, analyze, and interpret quantitative arguments in a variety of settings.

Math Reasoning

This course fulfills the Math Reasoning requirement for the AA, AS, and AFA degrees. The elements of the Math Reasoning experience may include numerical, logical, geometric, and algorithmic thinking as well as the integration of these modes of analysis with students' verbal, creative, and critical-thinking skills. Students should demonstrate mathematical and logical skills needed to formulate, analyze, and interpret quantitative arguments in a variety of settings.

Physical Science

This course fulfills the Physical Science requirement for the AA, AS, and AFA. The Physical Science courses include basic and applied study of interactions that govern all physical and chemical phenomena. They emphasize the laws of motion, the relationships of space, time, mass and energy, electromagnetic radiation, macroscopic and microscopic views of matter, chemical transformation, and quantum principles. They introduce the scientific approach, its scope and limitations. They provide a term-long laboratory experience (or equivalent substantial experimental work integrated with the lecture).

Social and Behavioral Science

This course fulfills the Social and Behavioral Science requirement for the AA and AS degrees. Social and Behavioral Science courses examine the diversity of human social experiences from a multi-disciplinary perspective in order to better understand the full complexity of socio-cultural systems. These courses also provide students with an opportunity to develop skills in the social sciences, learn how to integrate information, and analyze social decision making processes.

U.S. and Wyoming Constitutions

This course fulfills the U.S. and Wyoming Constitutions requirement for the AA, AS, AFA, and AAS degrees. U.S. and Wyoming Constitutions courses provide students with an understanding of the historical development, cultural context and major principles of the constitutional documents and the political systems established by those documents. These courses also provide students with

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understandings of the relationships between the political institutions through which they are governed and their roles as responsible participating citizens.

Visual and Performing Arts

This course fulfills the Visual and Performing Arts requirement for the AA, AS, and AFA degrees. The focus of Visual and Performing Arts courses is on forms of communication and expression central to the arts. Students will learn to understand the role of the fine arts in society and in your own life through creative and critical activities. Students will learn to think flexibly and intuitively, to solve problems in innovative ways, and to link their knowledge and sensations. In Visual and Performing Arts courses, students will study the history, appreciation, and criticism of the arts, and/or make art.

Basic Writing

This course fulfills the Basic Writing requirement for the AA, AS, AFA, and AAS Degrees. Introductory writing courses are designed to provide students with experiences organizing and communicating ideas through writing. These courses provide students with opportunities to find, evaluate, and synthesize information from a variety of sources, explore different purposes and styles in writing, refine their writing through editing and revision, and practice the accepted conventions of Standard English in their writing.

Advanced Writing

This course fulfills the Advanced Writing requirement for the AA, AS, and AFA. Advanced writing courses provide students with opportunities to further develop and refine their writing. These courses require writing for a variety of purposes and audiences, including the use of discipline-based or interdisciplinary research skills to locate, evaluate, analyze, and synthesize information in at least one extensive writing assignment. In these courses, students further refine their writing through revision and editing, and practice the accepted conventions of Standard English.

Appendix G: Instructions for Personal Syllabus

SYLLABUS GUIDE

Northern Wyoming Community College District
Fall, 2009

Description of a Syllabus

A syllabus is a legally written contract between instructors and students. It binds students who wish to be successful in a course to a plan they should follow and similarly binds the instructor to the same plan. The syllabus organizes the learning experiences of the course and lists the planned activities that assist students in achieving course objectives. When a detailed syllabus is shared with all students, more will have the opportunity to be successful in the course. The course syllabus is an ongoing reference for students throughout the course. Students have a right to know the relative importance of course requirements; knowing them at the beginning of the course helps them better budget their time.

The syllabus is the instructional road map for the student and the course instructor. If an instructor wishes to change the itinerary, it is his or her prerogative to do so, but students should receive a written revised syllabus.

The course syllabus is a reflection of each individual instructor's plan and course of action to meet departmental requirements, goals, and objectives. It sets the mood of the course. Prepare it carefully to communicate clear concise information. A student may appeal his/her grade due to unclear, misrepresented or absent information in the course syllabus.

NOTE: The course syllabus is **always** derived from and consistent with the Common Course Syllabus adopted by the district-wide Curriculum and Standards Committee (C&S).

Common Course Syllabus

The Common Course Syllabus is an **institutional** curricular tool for all faculty teaching a particular course. Common course syllabi have been approved by the Curriculum & Standards Committee for the district. They play an integral role in institutional accreditation and transfer agreements; the Registrar maintains a file of all Common Course Syllabi for the district.

A Common Course Syllabus contains:

- Course description
- Pre- and co-requisite courses
- Course purpose
- Minimum student outcomes
- Required texts and materials
- Minimum course requirements
- Academic Honesty and Disability statements

Instructor’s Course Syllabus

The instructor’s course syllabus is an instructional road map for an **individual instructor** to communicate with his/her students about learning. It contains:

- Instructor contact information
- Course information from the Common Course Syllabus
- Class information and schedule of class meetings
- Policies related to assessment, grading and classroom management
- **Syllabi for online, hybrid, and video courses must include additional components to meet the particular needs of distance education students. See Appendix L: Distance Education Course Components for details.**

Each semester, instructors are required to provide the Area Director/Coordinator and/or Assistant Vice-President of Academic Affairs with a copy of the syllabus for every section taught. The syllabi are kept on file for use in institutional accreditation and to facilitate transfer of student credits. Electronic submission of syllabi is preferred; if possible, syllabi should be saved as an MS Word document with the year, semester, course number and section number as the title.

Example:

2009 SP DVST 0930.30

Common Course Syllabus

Instructor’s Course Syllabus

Comparisons

- | | |
|---|--|
| <ul style="list-style-type: none"> • Common curricular tool • Each faculty member has a common course syllabus for each course taught. • Institutionally generated • Master document • Formal standard format • Approved by C&S Committee | <ul style="list-style-type: none"> • Instructional road map • Each student should have a syllabus for each class taken. • Instructor generated • Legally written contract • Informal format • Consistent with common course syllabus |
|---|--|

- **Prerequisite:** The prerequisite section should be exactly the same as in the common course syllabus. Or None

Example:

Prerequisite: CPT Level II or a "C" or better in DVST 0920.

- **Co-requisite:** The co-requisite section should be exactly the same as in the common course syllabus. Or None
- **Purpose:** The purpose describes how the course fits into certificate and/or degree programs; it should be exactly the same as is in the common course syllabus.

Example:

Purpose: Intermediate Algebra is a non-transfer class intended for students lacking preparation for college-level math courses. This course is a prerequisite for MATH 1400: Pre-Calculus Algebra. Intermediate Algebra does not satisfy the mathematics skills requirement for an Associate Degree at NWCCD.

- **Minimum Student Outcomes:** These are taken directly from the common course syllabus. Student Outcomes are written as measurable behavioral objectives and have the preface statement, "Upon successful completion of (course name and number), the student will:..." The outline form with numbers signifying the major objectives and letters signifying the sub-objectives should be retained in the syllabus.

Example:

Minimum Student Outcomes: Upon successful completion of DVST 0930 Intermediate Algebra, the student will:

1. Solve simple linear equations and inequalities.
 - A. Simplify algebraic expressions by grouping like terms and by using the distributive law.
 - B. Solve linear equations and inequalities.
 - C. Manipulate formulas to solve for a specified variable.

- **Required Texts and Materials:** Textbook choice must be approved by the Area Director/Coordinator or Assistant Vice-President of Academic Affairs. The citation for all texts should include author, title, edition, publisher, and year.

Example:

Bittinger, Marvin L. and David J. Ellengoben. Intermediate Algebra: Concepts and Applications. 6th ed. Reading MA: Addison-Wesley Publishing Co., 2002.

Materials for the course are those items that are necessary for successful completion of the course. Examples of required materials are software, lab kits, calculators, tools and special clothing. A detailed list of all required materials should be included; if the materials are not available from the college bookstore, vendor information should be added.

- **Minimum Course Requirements:** These are taken directly from the common course syllabus and indicate the *minimum* type and number of assessments for the course.

Example:

Minimum Course Requirements: Students shall demonstrate a minimum of 70% proficiency in the topics studied. Evaluation of proficiency shall be through at least two tests and a final examination.

- **Course Outline:** The course outline may be organized by week or by session. While the course outline may be incorporated into the body of the syllabus, the syllabus may include a reference to the outline on a separate page which can be easily updated if circumstances warrant a change in the schedule. If changes are made to the course outline as the semester progresses, the instructor should provide students with an updated outline.

Example:

Course Outline:

This is a tentative schedule for the semester. It may be necessary to adjust the schedule to meet the particular needs of this class, and it is the responsibility of each student to keep abreast of any such changes.

Session	Date	Learning Activities
1	January 17	<ul style="list-style-type: none"> • Discuss course syllabus • Lecture – Chapter 1 • Assignment – Chapter 1 Review Test • Reading Assignment – Sections 2.1 and 2
2	January 19	<ul style="list-style-type: none"> • Lecture Sections 2.1 and 2 – Graphs and Functions • Assignment – Every other problem in Sections 2.1 and 2 • Reading Assignment – Sections 2.3, 4 and 5

CLASS INFORMATION

- **Class Requirements:** This is the section of the syllabus where individual instructor preferences are detailed. While the minimums set out in Minimum Course Requirements must be satisfied, most instructors choose to assess student progress using more than the minimum required number of assessments. Course requirements should be listed here with a brief discussion of assignments, quizzes, tests, papers, projects, etc.

Consideration might be given to types of tests, formatting requirements for papers, specific criteria for any assignment, due dates, and incentive points.

- Grading:** Include here how students will be evaluated on their performance on the items listed above. These descriptions should include points, percentages, if a curve is used, the scale (90-100=A), how many points are available in semester, and incentive or performance points.

Example:

Grading: The student will be evaluated on the following: attendance/participation, exercises and exams, and the written assignments.

(Include details here about the above assignments.)

Total points determine grades and are calculated according to the Grading Scale shown below.

(Include details here about how grades are calculated.)

Grading Scale	
100%-90%	A
89%-80%	B
79%-70%	C
69%-60%	D
59%-0%	F

- Attendance:** The attendance policy for the college is attached below; note that it requires each instructor to include an attendance policy in the syllabus which is distributed to all students. If attendance is a portion of the course grade, outline how tardies and other partial absences will be handled. While instructors are free to include attendance in calculating course grades, the overall course grade should primarily reflect the level of mastery of the Minimum Student Outcomes.
- Late/Make-Up Assignment Policies:** Instructors should include in the syllabus policies outlining under what circumstances, if any, assignments, tests, and exams can be submitted late. Informing students of these policies on the first day of class and providing them with a written statement of the policies can help avoid problems later in the semester. Because college policy allows students to make up late work after an authorized absence, instructors may want to include a method for students to verify authorized absences.
- Academic Honesty:** A brief Academic Honesty Statement is included in every common course syllabus. The academic honesty policy for the college is attached below; note that reference is made to penalties as outlined in the syllabus for the course.

In an individual syllabus, instructors should include the general statement from the common course syllabus (the first paragraph below) as well as specific penalties for violation of academic honesty in the syllabus. A discussion of specific areas of concern common to the course should also be included; the syllabus for an English course might focus on proper citations while a Statistics syllabus might emphasize proper collection of data.

Example:

Academic Honesty: Students are expected to maintain the highest standards of academic honesty and integrity. Academic honesty means performing all academic work without lying, cheating, deceit, plagiarism, misrepresentation, or unfairly gaining advantage over any other student. Violations of academic honesty are in violation of District standards for student conduct and shall result in disciplinary action.

It is expected that the work you submit is your own. In this course, academic dishonesty also includes deliberate plagiarism, submitting the work of others as your own, creating fake data, or any other form of intentional misrepresentation for the purpose of receiving a higher evaluation than is merited or to cause another student to receive a lower evaluation than merited and will not be tolerated. If you are caught engaging in such behavior, you will be punished.

Punishment may include:

- being required to complete extra assignments for inadvertent infractions,
- receiving a grade of 0 for minor infractions,
- failing the class for repeated or egregious infractions, or
- other punishment as determined administratively.

Refer to Series 6005 and 6005.1 in the college Policy and Procedures Handbook for more details.

- **Disability Statement:** To be in compliance with the ADA, every syllabus needs to include a statement which addresses the process for obtaining accommodations. The statement included in all common course syllabi for the district is:

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the ADVISING OFFICE as soon as possible to ensure such accommodations may be implemented.

- **Other Considerations:** Use this section to discuss any other areas of concern. These might include use of cell phones, audio taping of lectures, children in the classroom, leaving the room while class is in session, wearing hats in the classroom, safety procedures, or the importance of bringing the proper tools to class.

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SERIES 5005.4
CLASS ABSENCE

I. Attendance Policies

Each instructor or department shall include a copy of his/her attendance policies in each course syllabus and distribute it to all students in his/her classes at the beginning of each course. Adopted attendance policies shall be announced to and clearly understood by the classes affected. The District recognizes regular class attendance on the part of the student as a major contributor to student success and expects students to attend class regularly.

II. Authorized Absence

Although authorized class absences will not affect a student's course grade, a student is entitled and obligated to make up any/all work missed. Authorized absences are defined as:

- A. Medical reasons;
- B. Personal tragedy, i.e., death, illness or accident in the family;
- C. Jury Duty.

III. Anticipated Absences

All anticipated absences incurred in representing the District in athletics, field trips, or other official capacities will be reported by the activity sponsor/coach to the instructors concerned in advance of the class meeting to be missed.

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SERIES 6005

ACADEMIC HONESTY

Students at Sheridan College are expected to maintain the highest standards of academic honesty and integrity. Academic honesty means performing all academic work without lying, cheating, deceit, plagiarism, misrepresentation, or unfairly gaining advantage over any other student.

Violations of academic honesty are in violation of District standards for student conduct and shall result in disciplinary action.

SERIES 6005.1

**Academic Honesty
Responsibilities and Procedures**

When an instructor observes alleged violations of academic honesty on the part of a student, the case shall be handled in accordance with the following procedures:

1. The instructor will meet with the student(s), outline the accusation, and explain the tentative assessment of and grade for the assignment.
2. The student(s) may earn a grade of "F" or 0 points on the assignment involved in the violation, or a grade of "F" in the course in which the offense occurred as outlined in the syllabus in the course.
3. The instructor shall submit to the on-campus Academic Department Director or Division Chair within seven (7) working days from the time the offense is documented, a written report stating the facts of the case and the action taken by the instructor, along with any physical evidence; the report and evidence will be retained by the Chief Academic Officer.
4. The instructor shall make the student(s) aware of the chain of academic appeal (Division Chair, Academic Dean, Chief Academic Officer).
5. Any student who considers himself unfairly treated may utilize the student grievance procedure. The Chief Academic Officer will provide all physical evidence to the chairperson of the grievance committee if a committee is called to meet.
6. For multiple offenses on the part of the student, in addition to failing the course(s) in which the academic honesty violations occurred, the student may be expelled from the College by the President on recommendation of the Executive Vice President/Chief Academic Officer following a judicial hearing.
7. After disciplinary procedures have been initiated by the instructor, a student who has earned a grade of "F" in a course as a result of a violation of the College's policy on academic honesty is not permitted to withdraw from the course.

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Sample Student Course Syllabus

Northern Wyoming Community College District

Sheridan College
3059 Coffeen Avenue
Sheridan, Wyoming 82801

Gillette College
300 West Sinclair Street
Gillette, Wyoming 82718

FSHM 2555 01 Managing Operations (3 cr)

Hospitality Management Department,
Technical Careers Division
Spring, 2008

Mondays, 9:00 AM – 12:00 Noon, W139A

Instructor: Lead T. Learn
Office: Whitney 1234
Office Phone: 674-6446, ext. 4467
Email: llearn@sheridan.edu
Office Hours: Mondays, 8:00 -8:50 AM

Description: This course will prepare students to perform and manage front office functions and shows how these functions affect the overall operation of a hotel/motel. The course illustrates how guest concerns shape management strategies and front office procedures, brings together all facets of administration, sales and marketing through effective administrative organization.

Prerequisites: None

Co-Requisites: This course may be taken in conjunction with other hospitality courses.

Purpose: FSHM 2555 Managing Front Office Operations is a second year, first semester course intended for students who desire a career in Hospitality Management. Managing Front Office Operations is a required course to obtain an Associate of Applied Science Degree or Certificate of Completion in Hospitality Management. Upon successful completion of course including a score of 69% or better on the final exam the student will receive a Certificate of Completion from the American Hotel and Motel Association. If the score is 90% or more, the Course Certificate will indicate "With Honors".

Minimum Student Outcomes: At the completion of FSHM 2555 Managing Front Office Operations, the student will:

1. Develop an organization chart depicting the functional relationships among hotel divisions and departments.
2. Explain in writing the importance of guest service.
3. Calculate methods for establishing optimum room availability, budgeting for operations, and implementing yield management.
4. Demonstrate techniques for communication within the front office and with all other departments.
5. Chart the principles for constructing an efficient reservation system.
6. Develop procedures regarding hotel safety and security with particular emphasis on key control and emergencies.
7. Develop procedures for handling complaints.
8. Illustrate basic hotel accounting procedures ranging from posting accounts to conducting cash and check transactions.

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9. Perform the steps involved in the night audit process.
10. Define check-out and settlement procedures.

Text and Materials: Managing Front Office Operations, Third Edition, by Michael L. Kasavana, Ph.D., and Richard M. Brooks, CHA. Published by The Educational Institute of the American Hotel & Motel Association, ©2005

Minimum Course Demonstrate knowledge by successfully completing:
Requirements:

1. Four progress tests
2. Develop an organizational chart
3. Mid-term Exam
4. Final Exam
5. 12 chapter related assignments
6. 12 case studies

Course Outline:

- WEEK 1—January 19
1. Registration
 2. Introduction: Instructor and students
 3. Orientation
 4. Course purpose
 5. Assignments
 6. Overview of the Lodging Industry
- Chapter 1
- WEEK 2—January 26
1. Hotel Organization
- Chapter 2
2. Missions, objectives, goals
 3. Strategies
- WEEK 3—February 2
1. Front Office Operations
- Chapter 3
2. Guest cycle
 3. Front desk design
 4. Room types
- Progress Test #1*
- WEEK 4—February 9
1. Tentative Field Trip to the Holiday Inn Sheridan
 2. Tour of Front Office
 3. Tour of Rooms
 4. Summary of Field Trip experience
- WEEK 5—February 16
1. Reservations
- Chapter 4
2. Guaranteed and non-guaranteed
 3. Central reservation systems
 4. Reports and records
- WEEK 6—February 23 etc.

Grading: Instructors do not “give” grades; they assign the grade that the student has earned based on the student’s class participation, completion of all assigned work and

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examinations. Grading will be based upon a 100-point system using student objectives as the evaluation tool. Late work will not be accepted.

*Class participation and discussion	10 pts
*Four progress tests	20 pts
*Develop an organizational chart	10 pts
*12 chapter-related assignments	12 pts
*12 case studies.	18 pts
*Mid-term Exam	15 pts
*Final Exam	15 pts

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = Below 60

- Attendance: This is a three-credit course that meets for three hours each week. It is imperative that students attend all sessions, as new projects and information will be introduced at each session.
- Academic Honesty: Students are expected to maintain the highest standards of academic honesty and integrity. Academic honesty means performing all academic work without lying, cheating, deceit, plagiarism, misrepresentation, or unfairly gaining advantage over any other student. Violations of academic honesty are in violation of District standards for student conduct and shall result in disciplinary action.
- Disability Statement: Students with disabilities who believe they may need accommodations in this class are encouraged to contact the ADVISING OFFICE as soon as possible to ensure such accommodations may be implemented.
- Other Considerations: Students are expected to conduct themselves in a courteous and professional manner. Late arrival is disruptive and discouraged as a matter of common courtesy. Dress is expected to be professional when field trips are scheduled.

Appendix H: Distance Education Course Components

The following is from the Online Course Development Guide

Now that you are a seasoned veteran...

There is no such thing as a perfect course! Once your course is developed and offered, you will undoubtedly find even little things that you feel need to be tweaked for subsequent semesters. Continue investigating innovative ways to incorporate technology into your online course(s). Explore the Additional Resources section starting on page 29 for inspiration. Please contact the Director of Distance and Distributive Learning if you know of any other innovative technologies not on the list.

Now that your course is ready for its maiden voyage, you need to be aware of the quality assurance measures devised to ensure online courses at NWCCD meet ongoing standards of excellence. It is imperative that the campus community have the ability to confirm the excellence of content and presentation of our existing distance learning courses. Quality assurance is a team effort that requires quality course development and continuous improvement by the instructor and affirmation of such by students, supervisors and the Director of Distance and Distributive Learning. While courses being developed for online delivery go through a thorough approval process, existing courses deserve an opportunity to demonstrate a posture of quality. To this end, the following quality assurance measures either have been or will be implemented:

Quality Assurance Measure # 1 – Beginning of Semester Checklist

Using this guide has hopefully given you a variety of key components to incorporate into your course. The Distance Education Committee has developed the following checklist of required components that should be included in every NWCCD online, hybrid, and ITV course. The Director of Distance and Distributive Education will explore each online, hybrid, and ITV course the first week of classes. Instructors will be notified of any omissions that must be addressed. Directors/Area Coordinators will be notified of the course status during the second week of classes.

Items in red are required for online courses only. Hybrid and ITV course instructors can choose to include these items if so desired.

- Header includes required information
- Footer includes required information
- Fonts and colors meet Colorblind Web Page Filter standard
- Your course home page includes a Start Here link to either a folder or learning module that contains pertinent preliminary course information (A list of required components listed below). (1.1)
 - Getting Started Checklist/Course Tour/Course Navigation Guide (1.1)
 - Link to the Orientation to Online Learning site (1.5) (7.2)
 - Instructor welcome statement (possibly video or audio clip) (1.4)
 - Link to a student introduction discussion forum (1.1)
 - Assessment checklist with due dates, point values, and assignment location (1.2)
 - Link to a course information quiz (sometimes called a Scavenger Hunt or Syllabus Quiz) (1.1)
- Link to Course Syllabus on home page
- Syllabus has required online course information

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- Link to Orientation to Online Learning (on home page or in Start Here section)
- Link to first course content module (week, chapter, module, unit) (1.2)
- Instructor Welcome (text, audio, video, slideshow, etc.) (5.2)**
- Question & Answer Forum (5.2)**
- Student Introduction discussion forum (5.2)**

Quality Assurance Measure # 2 – Course Evaluations

Course evaluations are a part of every course section at NWCCD. Distance learning course evaluations are currently administered using Absolute Poll Manager on the Sheridan.edu site via a link in each distance learning course. All online, flex, and ITV courses will use this survey Web application in the Spring 2009 semester. The Director of Distance and Distributive Learning is investigating third party solutions that specialize in online course evaluations systems that foster better student response rates, provide more reporting features, and is more secure.

Quality Assurance Measure # 3 – Supervisor Access to Online Course for Observation

Just as supervisors and peer mentors work with instructors who teach in the classroom, online courses must be accessible to supervisors for evaluation purposes. Summer 2009 will be the first semester supervisors have been added to online, hybrid, and ITV courses in Blackboard. Each academic division will, therefore, develop observation procedures to best assist instructors with their courses.

Required Online and Hybrid Course Syllabus Components

The current common course syllabus requires the following categories (Quality Matters standards in parentheses).

- Description
- Prerequisites (1.6)
- Co-requisites (1.6)
- Purpose
- Course Format (1.1) (1.2)
- Grading (w/ late submission statement) (1.2)
- Outcomes (to be stated by module/unit) (2.1)
- Texts/Materials (including software)
- Course Requirements
- Academic Honesty
- Disability Statement (8.1)

The request for additional information is based on recommendations by Quality Matters standards as well as national reviews of our QM-certified courses. Quality Matters standards are in parentheses.

Methods of Communication (1.2) (5.3)

Instructors may comply with this requirement by addressing the following communication efforts in their syllabus:

- course e-mail
- emergency contact
- online office hours
- turn-around time for e-mail, discussion posts, and grading (weekdays, weekends, holidays)

Minimum Computer Literacy Skill Requirements (1.7)

Instructors may comply with this requirement by placing the following statement in their syllabus:

Expectations of participants in this course include a general knowledge of computers, file management skills, word processing skills, and Internet skills.

All students new to using Blackboard or are taking their first online class from NWCCD are expected to complete the [Orientation to Online Learning](#) prior to beginning this class. Students need to meet the [minimum computer literacy expectations](#) as well as the [minimum technology requirements](#).

Go to the Distance Learning website for more information (www.sheridan.edu/distance/).

Minimum Technology Requirements (1.7)

Instructors may comply with this requirement by placing the following statement in their syllabus:

Access to [insert software programs] and the World Wide Web are required.

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Please refer to NWCCDs [minimum technical requirements for online courses](#) Web page for additional information.

Course content will be delivered in multiple formats, including but not limited to: document, video and audio media formats. Students must install the [recommended plug-ins](#) for each type of media.

Testing Procedures (1.2) Identify any testing procedures that will require students to make special arrangements (e.g., proctoring, testing center). It is recommended that online courses not have high stakes MC/TF-type exams but a variety of assessments including self-check tests and quizzes.

Code of Conduct (1.3) **Instructors may comply with this requirement by addressing the following conduct/etiquette efforts in their syllabus:**

- rules of conduct for participating in discussion boards
- rules of conduct for e-mail content
- speaking style requirements (using correct English as opposed to popular abbreviations used online)
- spelling and grammar expectations
- expectations for the tone and civility used in communicating with you and fellow students

to also include the following statement:

Please refer to [Series 5075 \(Student Conduct and Discipline\)](#) of the NWCCD Policies and Procedures manual for additional conduct information.

Copyright Statement (4.4) **Instructors may comply with this requirement by placing the following statement in their syllabus:**

This online course may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor, who knows which materials are copyrighted and which are not.

Please refer to [Series 3013 \(NWCCD Copyright Policy\)](#) for institutional copyright information.

Technical Support Resources (7.1) **Instructors may comply with this requirement by placing the following statement in their syllabus:**

Course difficulty questions with Blackboard should first be directed to the instructor by posting in the Question and Answer (Q&A) (forum title may vary) discussion forum.

Browse the Online [Student Resources](#) or Online [Faculty Resources](#) Web page for Blackboard FAQs, How-to videos, and other resources.

Technical difficulty questions with Blackboard, Outlook Web Access, or e-Services should be directed to our ITS technical support staff at 307.674.6446 ext. 2600 or helpdesk@sheridan.edu.

If you are having difficulty with a hardware item on your PC, please contact the

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appropriate technical support telephone number for the vendor or manufacturer.

Software installed on your PC at the factory may be covered by their technical support staff. Third-party software (either off-the-shelf or downloaded) will require that you contact the software developer directly.

*Academic Support
Resources (7.2)*

Instructors may comply with this requirement by placing the following statement in their syllabus:

[Sheridan College](#) and [Gillette College](#) each have a Learning Center that provides tutoring assistance to enrolled students. Each college has an [on-campus library](#) as well as an online library catalog.

NWCCD has partnered with [Turnitin.com](#) to assist students and faculty with preventing plagiarism.

*Student Support
Resources (7.3)*

Instructors may comply with this requirement by placing the following statement in their syllabus:

NWCCD has a series of Student Checklist Web pages where you can find [Admissions](#), [Financial Aid](#), [Advising and Assessment](#), [Registration](#), [Business Office](#), [Bookstore](#), and [Housing](#) information.

[Click here](#) to view Blackboard's accessibility standards statement.