NWCCD Curriculum & Standards Committee
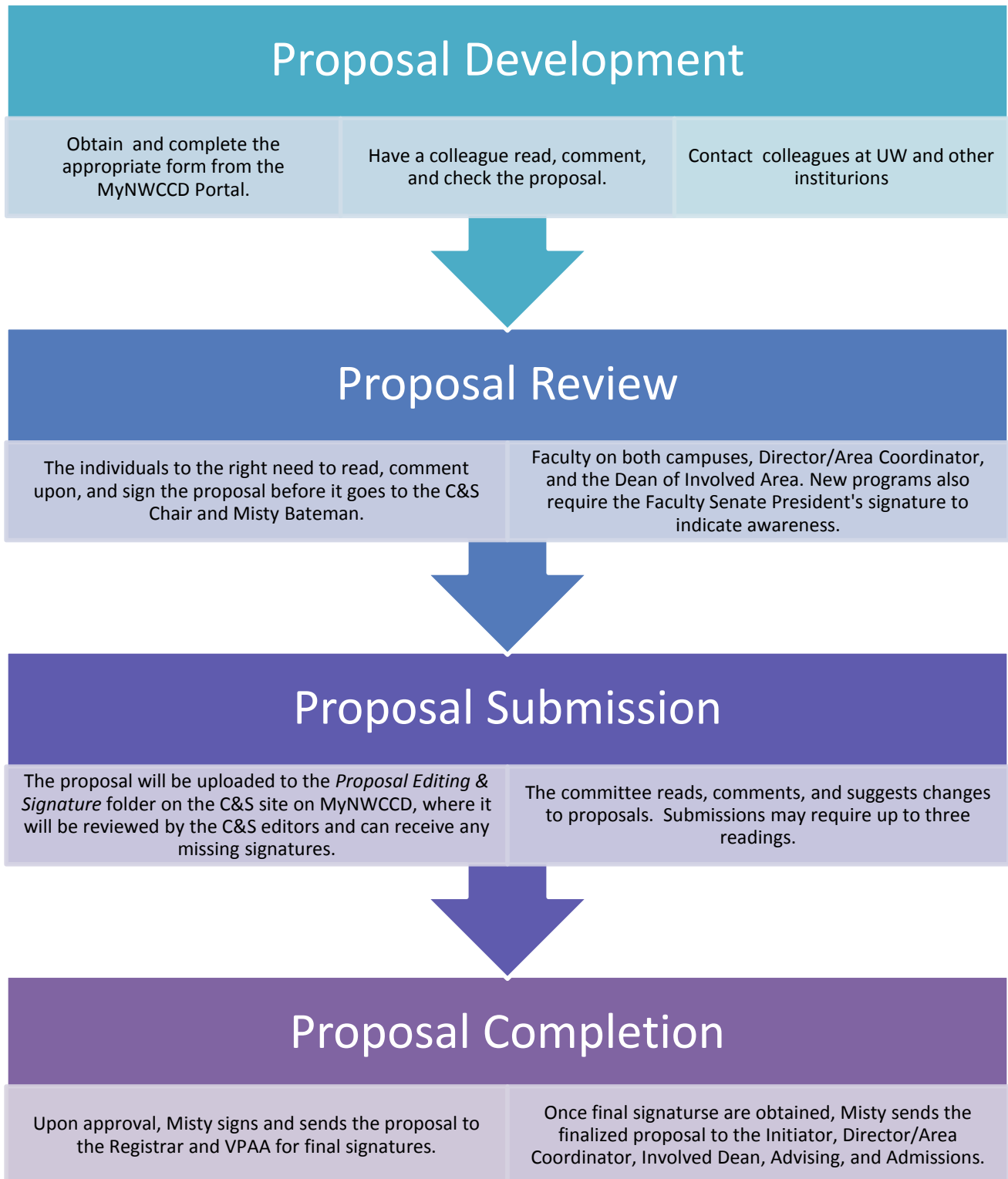
2014-2015

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

Table of Contents

Proposal Development

| Obtain and complete the appropriate form from the MyNWCCD Portal. | Have a colleague read, comment, and check the proposal. | Contact colleagues at UW and other institurions |

Proposal Review

| The individuals to the right need to read, comment upon, and sign the proposal before it goes to the C&S Chair and Misty Bateman. | Faculty on both campuses, Director/Area Coordinator, and the Dean of Involved Area. New programs also require the Faculty Senate President's signature to indicate awareness. |

Proposal Submission

| The proposal will be uploaded to the *Proposal Editing & Signature* folder on the C&S site on MyNWCCD, where it will be reviewed by the C&S editors and can receive any missing signatures. | The committee reads, comments, and suggests changes to proposals. Submissions may require up to three readings. |

Proposal Completion

| Upon approval, Misty signs and sends the proposal to the Registrar and VPAA for final signatures. | Once final signaturse are obtained, Misty sends the finalized proposal to the Initiator, Director/Area Coordinator, Involved Dean, Advising, and Admissions. |

Curriculum and Standards Committee

2014-2015 Bylaws
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 fall semester.

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.
- 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.
- Assist in editing of C&S submissions

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
- Manage all C&S submission documents
- Assist in editing of C&S submissions
- Sign final forms to indicate C&S approval

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

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.
- 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.
  - o Faculty Senate acknowledges the recommendation and forwards it to the CAO.
  - o 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.

Scheduled Meetings

The Committee meets bi-monthly to weekly during the academic year. These meetings will be held in W132A 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 Monday 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 (Consent Agenda):
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 inactivations
6. Changes in program electives
7. New or revised program outcomes approved by the Student Progress & Learning Committee

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
2014-2015 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. All C&S submission forms, as well as General Education program requirements, can be found in the MyNWCCD Portal, under Employee Information, on Faculty Information page. Either click on the Curriculum & Standards link on the Faculty Information page to be taken to the C&S site, or find the forms you need under "Documents and Forms" on the Faculty Information page itself. Below is a direct link to the C&S site.
   https://mynwccd.sheridan.edu/organizations/org-cs/SitePages/Home.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 Review 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. Sign the forms and send them to the first person whose name appears after yours (the initiator) on the list on the signature page.

10. 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.

11. Once you have all the signatures up to the C&S Recorder, email the form to the C&S Chair and to the C&S Recorder, Misty Bateman. The proposal will be uploaded to the C&S Proposal Editing & Signature folder in MyNWCCD.

12. Please attend the meeting to answer questions about the course or program. The committee will not do a first reading of your proposal without a representative for the proposal present.

13. 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.

14. If changes are requested, edit the document within the C&S editing folder.

15. 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.

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 prior to inclusion in the schedule. Approved topics course forms and syllabi should then be sent electronically to Sharon Elwood for schedule inclusion and to Misty Bateman in the Academic Affairs office. 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.

Submitting a New Course

1. Find and download the New Course Form from the C&S site on MyNWCCD.

https://mynwccd.sheridan.edu/organizations/org-cs/Forms%20%20Instructions/Forms/AllItems.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.

    - List applicable program outcomes. If the new course creates a change in a program, a Program Revision form must be submitted at the same time.

    - Summarize 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 A 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 Competencies 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:

   https://mynwccd.sheridan.edu/organizations/org-cs/GenEds/Forms/AllItems.aspx

7. Send the completed form(s) 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. 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 involved Dean. The involved Dean reads, comments, and signs the forms and sends them with signatures to the C&S chair and the C&S Recorder, Misty Bateman.

11. 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.

12. C&S will most likely request modifications to the submission. Changes MUST be made to the version in the C&S editing folder. Corrections made to an old version of the submission will be returned to the submitter.

13. Most proposals will be on the C&S agenda for at least two readings before a final decision is reached.

14. When the course has been approved by C&S, it is submitted to the Registrar for inclusion in the college catalog.

15. The Recorder sends the forms to the Vice-President of Academic Affairs for signature.

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.

2. Access the C&S New Program Form on the MyNWCCD Portal Faculty Information page or the C&S SharePoint site:

   https://mynwccd.sheridan.edu/organizations/org-cs/Forms%20%20Instructions/Forms/AllItems.aspx

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 -consider the items below:

   • 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. Also address the articulation potential of the new program.

   • The Employment Demand and Salary Potential is information that will be requested by the state Community College Commission.

5. 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.

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 discussing changes and suggestions with the colleague from the other campus, 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.

8. The director/area coordinator sends the forms with signatures to the involved Dean. The involved Dean reads, comments, and signs the forms and sends them with signatures to the C&S chair and the C&S Recorder, Misty Bateman.

9. 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.

10. C&S will most likely request modifications to the submission. Changes MUST be made to the version in the C&S editing folder. Corrections made to an old version of the submission will be

returned to the submitter.

11. Most proposals will be on the C&S agenda for at least two readings before a final decision is reached.

12. Proposal will be forwarded to Faculty Senate when the program is approved by C&S. Proposal will also be sent to the Student Progress & Learning Committee (SPAL) so that SPAL may alert faculty to the need for an Assessment plan with at least one Program Outcome measure identified and a curriculum map for the new program. (*Misty Bateman will send*)

13. Faculty Senate president signature indicates awareness that the new program has been approved by C&S.

14. The VP of Academic Affairs will share the new program with the President and the Board of Trustees.

15. 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

16. When the new program has been approved by the Community College Commission, it is submitted to the Registrar for inclusion in the college catalog.

Submitting a Revised Course

1. Find and download the Revised Course Form:

https://mynwccd.sheridan.edu/organizations/org-cs/Forms%20%20Instructions/Forms/AllItems.aspx

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.

4. Fill in the Common Course Syllabus. 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. Send completed forms to a colleague within your area on your campus.

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. 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. The director/area coordinator sends the forms with signatures to the involved Dean. The involved Dean reads, comments, and signs the forms and sends them with signatures to the C&S chair and the C&S Recorder, Misty Bateman.

9. 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.

10. C&S will most likely request modifications to the submission. Changes MUST be made to the version in the C&S editing folder. Corrections made to an old version of the submission will be returned to the submitter.

11. Most proposals will be on the C&S agenda for at least two readings before a final decision is reached.

12. When the course has been approved by C&S, it is submitted to the Registrar for inclusion in the college catalog.

13. The Recorder sends the forms to the Vice-President of Academic Affairs for signature.

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 Revised Program form:

https://mynwccd.sheridan.edu/organizations/org-cs/Forms%20%20Instructions/Forms/AllItems.aspx

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

5. 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.

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. 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. The director/area coordinator sends the forms with signatures to the involved Dean. The involved Dean reads, comments, and signs the forms and sends them with signatures to the C&S chair.

9. 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.

10. C&S will most likely request modifications to the submission. Changes MUST be made to the version in the C&S editing folder. Corrections made to an old version of the submission will be returned to the submitter.

11. Most proposals will be on the C&S agenda for at least two readings before a final decision is reached.

12. When the program revisions have been approved by C&S, it is submitted to the Registrar for inclusion in the college catalog.

13. The Recorder sends the forms to the Vice-President of Academic Affairs for signature.

Submitting a Course Inactivation Form

1. Find and download the Course Inactivation Form:

https://mynwccd.sheridan.edu/organizations/org-cs/Forms%20%20Instructions/Forms/AllItems.aspx

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

   - 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 NWCCD 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.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 involved Dean. The involved Dean reads, comments, and signs the forms and sends them with signatures to the C&S chair and the C&S Recorder, Misty Bateman.

10. The proposal will be reviewed by the C&S Chair and the C&S Vice-Chair. Upon their approval, the proposal will be placed on the consent agenda of the next meeting.

11. When the inactivation of the course has been approved by C&S, it is submitted to the Registrar.

12. The Recorder sends the forms to the Vice-President of Academic Affairs for signature.

Submitting a Program Inactivation Form

1. Find and download the Program Inactivation Form:

https://mynwccd.sheridan.edu/organizations/org-cs/Forms%20%20Instructions/Forms/AllItems.aspx

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

   - 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.

8. The director/area coordinator sends the forms with signatures to the involved Dean. The involved Dean reads, comments, and signs the forms and sends them with signatures to the C&S chair and the C&S Recorder, Misty Bateman.

9. The proposal will be reviewed by the C&S Chair and the C&S Vice-Chair. Upon their approval, the proposal will be placed on the consent agenda of the next meeting.

10. When the inactivation of the program has been approved by C&S, it is submitted to the Registrar.

11. The Recorder sends the forms to the Vice-President of Academic Affairs for signature.

Appendix A: Instructional Methods / Semester Credit Hours

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.

(*The Carnegie Unit of academic credit is currently under review and revision by the Federal Department of Education to incorporate outcomes and outputs instead of time-invested and resource inputs.*)

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 B: 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.

Coginitive Domain Verbs

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

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

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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
Callibrate	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 Form judgments	Integrate
	Alter	Combine		Organize
	Arrange	Defend	Identify with	Weigh alternatives
Internalization	Act	Develop philosophy	Propose	Show mature attitude
	Change behavior	Influence	Qualify	Solve
	Develop code of behavior	Judge problems/issues	Question	Verify
		Listen	Serve	

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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/krathstax.htm

Psychomotor Domain Taxonomy
http://www.personal.psu.edu/bxb11/Objectives/psychomotor.htm

Appendix C: 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 D.

3. Find and download the applicable Criteria Review Form:

https://mynwccd.sheridan.edu/organizations/org-cs/GenEds/Forms/AllItems.aspx

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. Summarize the response from colleagues at NWCCD with whom you have discussed the course.

7. 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.

8. The director/area coordinator sends the forms with signatures to the involved Dean. The involved Dean reads, comments, and signs the forms and sends them with signatures to the C&S chair and the C&S Recorder, Misty Bateman.

9. 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.

10. C&S will most likely request modifications to the submission. Changes MUST be made to the version in the C&S editing folder. Corrections made to an old version of the submission will be returned to the submitter.

11. Most proposals will be on the C&S agenda for at least two readings before a final decision is reached.

12. When the proposal has been approved by C&S, it is submitted to the Registrar for inclusion in the college catalog.

13. The Recorder sends the forms to the Vice-President of Academic Affairs for signature.

Appendix D: Criteria Review Form Objectives

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 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 E: Instructions for Personal Instructor 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 Vice President of Academic Affairs Office 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
- Program Outcome(s) if applicable
- Minimum student competencies
- Required texts and materials
- Minimum course requirements
- Academic Honesty, Attendance Policy, 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	
- Common curricular tool	- Instructional road map
- Each faculty member has a common course syllabus for each course taught.	- Each student should have a syllabus for each class taken.
- Institutionally generated	- Instructor generated
- Master document	- Legally written contract
- Formal standard format	- Informal format
- Approved by C&S Committee	- Consistent with common course syllabus

Components of a Syllabus

HEADER INFORMATION

College Name
Course Syllabus: Semester and Year
Course and Section Numbers: Course Title, # Credit Hours
Course Meeting Day(s), Meeting Time, Site and Room Identification

      Example:

<div align="center">

Northern Wyoming Community College District

Sheridan College   **Gillette College**
3059 Coffeen Avenue   **300 West Sinclair Street**
Sheridan, Wyoming 82801   **Gillette, Wyoming 82718**
DVST 0930 30: Intermediate Algebra, 4 Credit Hours
Spring 2009 MWF 9:00 – 10:15 AM, GCMN 155

</div>

INSTRUCTOR INFORMATION

      All instructors are assigned a college e-mail address, and that e-mail address should be used rather than an address from another provider; directions are available on the college website for forwarding email from the college address to other accounts. Home phone numbers are optional, but it is vital that students are able to contact the instructor outside of class time. The instructor's office hours should be included if appropriate. Adjunct faculty who do not maintain a campus office should include days and times most appropriate for student contact.

      Example:

           Instructor: Teri Anderson
                           Gillette College, Room 123F
                           anderson@sheridan.edu
                           307-686-0254, ext. 1110 (Office)
                           Office Hours: 11:00 AM -12:00 PM, MWF, 2:00 PM – 3:00 PM, TTh

COURSE INFORMATION

- **Description**: The description provides a brief overview of the content of the course; it should be exactly the same as is printed in the college catalog or in the common course syllabus.

      Example:

           Course Description: This course covers factoring, fractional expressions, functions, graphs, systems of linear equations, exponents, radicals, quadratics and logarithms to help prepare students for MATH 1400.

- **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:
  > 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.

- **Program Outcomes:** If the course is required in a program of study, this section should indicate which of that program's outcome are met by this course.

  Example:
  Upon completion of DVST 0930 Intermediate Algebra, the student will:
  1. **Select the most effective mathematical strategy for real-world and theoretical problems.**

  2. **Apply mathematical techniques.**

- **Minimum Student Competencies:** These are taken directly from the common course syllabus. Student Competencies are written as measurable behavioral objectives and have the preface statement, "Upon completion of (course name and number), the student will:…"

  Example:
  > Upon completion of DVST 0930 Intermediate Algebra, the student will:

  1. understand the definition of a function and be able to define it with "real world" examples.

  2. graph linear equations, linear inequalities and data points.

  3. solve simple linear equations and inequalities.

  4. solve systems of linear equations.

  5. manipulate polynomial expressions.

  6. manipulate rational expressions and solve rational equations.

- **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:
  > The student shall demonstrate a minimum of 70% proficiency in the topics studied. Evaluation of proficiency shall be through homework assignments, tests, quizzes, and a comprehensive 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	• Discuss course syllabus • Lecture – Chapter 1 • Assignment – Chapter 1 Review Test • Reading Assignment – Sections 2.1 and 2
2	January 19	• 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:** A brief Attendance Policy statement is included in every common course syllabus.The full 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 must contact the disabilities services coordinator on their campus as soon as possible to request such accommodations.

- **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.

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.

Sample Student Course Syllabus

Northern Wyoming Community College District

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

FSHM 2555 01 Managing Operations (3 cr)
Spring, 2008
Mondays, 9:00 AM – 12:00 Noon, W139A

Instructor:	Lead T. Learn
Office:	Whitney 1234
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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".

Program Outcome(s) met: Provide industry practices as they pertain to the guest cycle.

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

Text and   <u>Managing Front Office Operations,</u> Third Edition, by Michael L.
Materials: 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 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.

Regular attendance is expected of all students attending NWCCD so they may fully benefit from the educational experience. Students receiving financial aid must regularly attend class and actively participate in their coursework in order to earn their aid. Students failing to do so may be held liable for returning financial aid funds. Visit the Office of Financial Aid Services for more information.

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.