

Course Development and Approval Procedure	Procedure Number	2.3.2P
	Effective Date	January 29, 2020

1.0 PURPOSE

In accordance with Board Policy 2.3 Curriculum Development and Approval, the purpose of this procedure is to establish the formal processes Laramie County Community College (LCCC) will follow to develop high-quality, well-designed academic courses that are responsive to the needs of the College’s students, service area, and state. This procedure provides the framework for both credit and non-credit courses leading to the award of an institutionally conferred credential.

2.0 REVISION HISTORY

Adopted on: 1/29/20

3.0 PERSONS AFFECTED

All LCCC students, faculty, deans and administrators are subjected to the processes in this procedure.

4.0 DEFINITIONS

- A. *Advisory Committee* – A judiciously selected committee comprised of members of the community, educational partners, business and industry representatives, and/or external subject matter experts relevant to a program of study or service.
- B. *Academic Standards* – The committee with which the College ensures that academic standards expected by the Board of Trustees are met in all approved programs and curricula at the institution.
- C. *Competency* – The mechanism by which student learning is assessed. A competency is a specific, measurable statement of what a student knows or is able to do upon completion of a course or program of study.
- D. *Higher Order Thinking* – Complex judgmental skills such as analysis, synthesis, and evaluation.
- E. *Lower-Division Courses*—Courses generally taken by freshman and sophomore level students as designated by the college. Lower-Division courses are commonly designated with course numbers in the 1000s and 2000s.
- F. *Lower Order Thinking* – Basic skills such as knowledge, comprehension, and application.
- G. *MCOR* – Master Course Outline of Record required for all credit courses and which contains a student-centered catalog description, measurable competencies, a summative common course assessment, and a detailed outline of topics that are included in the course. MCORs help define the levels of content introduction, reinforcement, and mastery within courses in a program.

- H. *Program Development* – The process of formulating, improving, and expanding educational plans based on the needs of students, community, business and industry.
- I. *Program of Study Form* – This is a template developed by the College to help guide the program development process and ensure all of the necessary steps are completed and critical information is gathered or developed. The Program of Study Form can be acquired through the office of the Vice President of Academic Affairs.
- J. *Trait* – A characteristic or element of performance that helps to define and measure a program-level or course-level competency; one of the elements being measured during rubric use for assessment
- K. *Upper-Division Courses*—Courses generally taken by junior and senior level students as designated by the college. Upper -Division courses are commonly designated with course numbers in the 3000s and 4000s.

5.0 PROCEDURES

A. Development of Credit-Bearing Courses

The development of new credit-bearing courses is a rigorous, yet inclusive process. The process requires the participation of many individuals and groups. Therefore, all programs comprised of credit-bearing coursework and that result in the award of a degree or certificate from LCCC shall go through the following course development process.

1) Stage One: Identification of Course Objectives and Course Numbering

The first stage in developing a new course is the identification of the course. Course identification consists of course number, description, and objectives. The following steps are required:

- a. Faculty member(s) who wish to create a new course shall first consult with their department chair, academic dean, and as needed the Vice President of Academic Affairs (VPAA) on the proposed course. To address demand for the course, adequacy and appropriateness of staffing, as well as individual faculty, program, and department load issues.
- b. Faculty member(s) shall work with other faculty within programmatic area and/or similar programmatic areas to address duplication, overlap, and possible complimentary efficiencies.
- c. Faculty member(s) shall develop a description of the typical student who would be served by taking this course: who needs the course and why?
- d. Faculty member(s) shall identify and review similar courses within Wyoming and the broader region to gain a perspective on course content and topics.
- e. Faculty member(s) shall utilize the input of program advisory committees to provide input and assistance with the development of the proposed course description.
- f. Working with the advisory committee, the objectives of the course should be identified and defined. Course objectives should be few in number and demonstrate how, should the course be successful, it is meeting identifiable needs.
- g. Course objectives shall be directly tied to overarching goals. Such as teaching specific skills aligned with workforce needs, aligning with other schools to ensure articulation, or preparation of higher level coursework.

- h. Faculty member(s) shall work with the Course Coordinator in the VPAA Office to determine the appropriate course numbering and fit to course sequences.

2) Stage Two: Course Competencies and Content

The second stage in the course development process is to research and develop course competencies that will inform of course understanding in meeting course objectives. Then to develop an outline of course content in alignment.

- a. Faculty member(s) shall develop appropriate course competencies in relation to the level of instruction.
- b. Course competencies shall be written to address responsiveness to student needs and value to students: what evidence is there that the course will meet student needs?
- c. Courses that are a part of a program should have course competencies that also align with program competencies.
- d. Courses designed to meet general education requirements should have course competencies that also align with general education competencies outlined in General Education Procedure 2.2P
- e. A typical course shall have one to three competencies per credit hour. Exceptions include, but not limited to, competencies that align with specific outside accreditation requirements.
- f. Higher-division courses shall have meaningful prerequisites to entry and demonstrate a refinement of previous coursework, such as refinement of a course, program of study, or higher education practices achieved through the attainment of a degree.
- g. Lower-division competencies can be written utilizing Bloom's Taxonomy Action Verbs to address either lower order thinking or higher order thinking, based on the individual course and the course objectives.
- h. Upper-division competencies shall be written utilizing Bloom's Taxonomy Action Verbs to address higher order thinking, as the course relates to specific professional skills a student will learn through the course.
- i. Faculty member(s) shall develop the course content, or outline, in response to previously developed course competencies: what topics are useful in helping students with the skills outlined within the course competencies?

3) Stage Three: Assessment

The third stage in the course development process is to determine the appropriate course assessment for course, program, and institutional assessment needs.

- a. Faculty member(s) shall determine what course traits would be useful in assessing a student's skills outlined within the course competencies.
- b. Faculty member(s) shall determine which course traits would also be useful in assessing a student's programmatic skills outlined within the program competencies.
- c. For general education courses, faculty member(s) shall determine which course traits would also be useful in assessing a student's skills outlined within the LCCC General Education Procedure 2.2P.

4) Stage Four: Course Approvals

The fourth stage in the course development process includes a series of necessary approvals for the course to move from being proposed to being authorized for implementation. While some modification is likely through this stage, it is expected that the proposal is nearly complete when it enters the following sequence of events:

- a. Faculty Member(s) will submit a new course approval MCOR within the college's curriculum management system.
- b. The school dean where the MCOR submission originated will forward the submission to the Academic Standards (AS) chair(s) for approval.
- c. If the course is being applied for general education status, the school dean will also forward the MCOR submission to the chair of the General Education Subcommittee.
- d. If approved by the General Education Subcommittee, the subcommittee chair will forward the approval to the Academic Standards (AS) chair(s) for approval.
- e. If course is part of a new program submission, Course MCOR will be submitted as a part of a package with other new courses and the program submission.
- f. If approved, the AS chair will forward the submission to an AS review team to accept, ask for revisions, or approve.
- g. If approved, the AS review team will send the submission back to the AS chair who will forward the submission to the full AS for consideration.
- h. AS may approve, ask for revisions, or reject the submission for a new program;
- i. If approved, AS forwards the submission to the VPAA Office.
- j. The VPAA grants final approval for the program and routes the new program to the LCCC Course Coordinator for appropriate processing.

B. Non-credit bearing Course Development

Non-credit programs and classes are frequently developed to quickly address workforce skill gaps, which are identified through industry, business and/or employment data. When a need is identified, the following procedure is used to create a new non-credit program or class.

- 1) Develop content by:
 - a. Hosting a focus group with business and industry and/or
 - b. Meeting one-on-one with business and industry partner(s) and/or
 - c. Surveying industry
- 2) Identify a qualified instructor from current staff or hire a new subject matter expert
- 3) Work with business and industry to:
 - a. Identify course or program competencies
 - b. Create a non-credit syllabus and schedule
 - c. Identify published training materials and/or
 - d. Create training materials
 - e. Identify and apply for funding sources
- 4) Schedule rooms for training.
- 5) Deliver training.

- 6) Evaluate training through:
 - a. Student program or class evaluations
 - b. Employer evaluations
 - c. Follow-up focus group or one-on-one meetings with the employers
- 7) Analyze program or class evaluations for continuous improvement.
- 8) Implement relevant improvements in program or class.

REQUIRED APPROVALS	NAME/SIGNATURE	DATE
Originator(s) Name(s)	Jeff Shmidl, Interim Director of Business	11/5/19
Approval by President's Cabinet		11/5/19
Ratified by College Council	Jamie McKim, College Council Co-Chair	1/29/20
Approval by President (Signature)		1/29/20