Master Course Outline of Record for Laramie County Community College

Due Dates for all Course Revisions or Requests for New Courses*:
- For a course revision or new course to be considered, a school's Academic Standards representative must have all the necessary forms for review no later than
  - the end of the 1st week in February of the same calendar year to take effect in the Summer or Fall semester,
  - the end of the 1st week in September to take effect in the Spring semester.

Due Date for all Trial Courses**:
- For a request for a trial course to be considered, a school's dean must have all the necessary forms for review no later than the end of the 5th week of the semester prior to the course being offered.

A written request for any exceptions to the above deadlines must be submitted to the appropriate dean and the Vice President of Academic Affairs.

* Academic Standards Committee does not convene during the Summer semester.
** A trial course may only be offered twice. Further clarification may be provided from the Vice President of Academic Affairs office.
*** See the Process Maps located on the MCOR drive for more information.

☐ **new course**   ☐ **course revision**   ☐ **trial course**   ☐ **seeking Gen Ed approval**

MCOR originators are expected to check the current LCCC catalog for accuracy in the course prefix, number and title, as well as the credit hours, catalog description, and prerequisites. Find the current catalog online.

1.	**Faculty Responsible**	Please click here to list the faculty member who will be the primary contact followed by all full-time faculty who teach this course. *Note*: All full-time faculty who teach this course are responsible for the MCOR.
2.	**Course Prefix and Number and Title** (no punctuation needed) ☐ Select if changing from current catalog and include rationale for change	Click here to enter course (e.g., INET 1581 Web Page Authoring I). Click here to enter rationale if necessary.
3.	**Credit Hours** ☐ Select if changing from current catalog and include rationale for change	Click here to enter credit hours. Click here to enter rationale for change if necessary. Has a Program Modification Form been initiated? ☐ Yes ☐ No
4.	**Number of Contact Hours by Type** ☐ Select if changing from current catalog and include rationale for change (instructional structures defined)	Click here to enter hours. lecture (1 credit = 15 contact hours) Click here to enter hours. lab (1 credit = 30 **or** 45 contact hours) Click here to enter hours. clinical (1 credit = 45 contact hours) Click here to enter hours. studio (1 credit = 30 contact hours) Click here to enter hours. I/P/P (1 credit = 30 **or** 45 contact hours) Click here to enter rationale for change if necessary.
5.	**Grading** ☐ Select if changing from current catalog and include rationale for change	☐ traditional letter grade (A, B, C, D, F) ☐ S/U only ☐ both letter grade and S/U Click here to enter rationale for change if necessary.
6.	**Audit Policy**	☐ as in catalog ☐ not allowed
7.	**Articulation**	Is this course articulated for transfer? ☐ No ☐ Yes ☐ Transfers as equivalent to: Click here to enter course name and number. ☐ Transfers as Gen Ed requirement ☐ Transfers as elective If yes, please list the transfer institutions below and indicate if a formal articulation agreement has been reached or where you are in that process. If applicable paste the link to the articulation at UW from the Wyoming Transfer Catalog. Find that link by searching at this location. Courses seeking Gen Ed approval must demonstrate whether the course will transfer as the Gen Ed requirement or as an elective.

		Click to enter articulation information here.
8.	**Prerequisites** ☐ Select if changing from current catalog and include rationale for change	Click here to list all prerequisites; include most important prerequisite course first. List co-requisites here as well. Click here to enter rationale for change if necessary.
9.	**Catalog Description** ☐ Select if changing from current catalog	Use student-centered language; explain what students do in the course, not what is done to students. Include prerequisites as listed above.
10.	**Outline of Major Course Content**	Include a comprehensive list of topics and sub-topics. Please do not specify by chapter, module, or unit.

Course Competencies: upon completion of this course, successful students will	Connection to Program Competencies	Connection to Institutional Competencies	
Please include 1-3 competencies per credit hour. Use one verb from Bloom's Taxonomy at the highest level possible per competency. Remember that a competency should be measurable and observable. ☐ *The competencies are from an accrediting agency. The web link where the competencies can be found is:* Click here to enter text.	☐ *The competencies are from an accrediting agency. The web link where the competencies can be found is:* Click here to enter text. ☐ *The competences are LCCC generated and can be found in the following documentation:* Click here to enter text.	*In the column below check at least one institutional competency that most closely ties to the corresponding course competency. Courses seeking Gen Ed approval must have a predominance of competencies that align with the requested Gen Ed criteria topic.* *The definition of each of the institutional competencies can be found at this link.*	
1. Click here to enter text.	Click here to enter text.	☐ Quantitative reasoning ☐ Scientific reasoning ☐ Problem solving ☐ Information literacy ☐ Aesthetic analysis	☐ Written communication ☐ Verbal communication ☐ Interpersonal communication ☐ Collaboration ☐ Cultural awareness
2. Click here to enter text.	Click here to enter text.	☐ Quantitative reasoning ☐ Scientific reasoning ☐ Problem solving ☐ Information literacy ☐ Aesthetic analysis	☐ Written communication ☐ Verbal communication ☐ Interpersonal communication ☐ Collaboration ☐ Cultural awareness
3. Click here to enter text.	Click here to enter text.	☐ Quantitative reasoning ☐ Scientific reasoning ☐ Problem solving ☐ Information literacy ☐ Aesthetic analysis	☐ Written communication ☐ Verbal communication ☐ Interpersonal communication ☐ Collaboration ☐ Cultural awareness
4. Click here to enter text.	Click here to enter text.	☐ Quantitative reasoning ☐ Scientific reasoning ☐ Problem solving ☐ Information literacy ☐ Aesthetic analysis	☐ Written communication ☐ Verbal communication ☐ Interpersonal communication ☐ Collaboration ☐ Cultural awareness
5. Click here to enter text.	Click here to enter text.	☐ Quantitative reasoning ☐ Scientific reasoning ☐ Problem solving ☐ Information literacy ☐ Aesthetic analysis	☐ Written communication ☐ Verbal communication ☐ Interpersonal communication ☐ Collaboration ☐ Cultural awareness

6. Click here to enter text.	Click here to enter text.	☐ Quantitative reasoning ☐ Scientific reasoning ☐ Problem solving ☐ Information literacy ☐ Aesthetic analysis	☐ Written communication ☐ Verbal communication ☐ Interpersonal communication ☐ Collaboration ☐ Cultural awareness
7. Click here to enter text.	Click here to enter text.	☐ Quantitative reasoning ☐ Scientific reasoning ☐ Problem solving ☐ Information literacy ☐ Aesthetic analysis	☐ Written communication ☐ Verbal communication ☐ Interpersonal communication ☐ Collaboration ☐ Cultural awareness
8. Click here to enter text.	Click here to enter text.	☐ Quantitative reasoning ☐ Scientific reasoning ☐ Problem solving ☐ Information literacy ☐ Aesthetic analysis	☐ Written communication ☐ Verbal communication ☐ Interpersonal communication ☐ Collaboration ☐ Cultural awareness
9. Click here to enter text.	Click here to enter text.	☐ Quantitative reasoning ☐ Scientific reasoning ☐ Problem solving ☐ Information literacy ☐ Aesthetic analysis	☐ Written communication ☐ Verbal communication ☐ Interpersonal communication ☐ Collaboration ☐ Cultural awareness
10. Click here to enter text.	Click here to enter text.	☐ Quantitative reasoning ☐ Scientific reasoning ☐ Problem solving ☐ Information literacy ☐ Aesthetic analysis	☐ Written communication ☐ Verbal communication ☐ Interpersonal communication ☐ Collaboration ☐ Cultural awareness
11. Click here to enter text.	Click here to enter text.	☐ Quantitative reasoning ☐ Scientific reasoning ☐ Problem solving ☐ Information literacy ☐ Aesthetic analysis	☐ Written communication ☐ Verbal communication ☐ Interpersonal communication ☐ Collaboration ☐ Cultural awareness
12. Click here to enter text.	Click here to enter text.	☐ Quantitative reasoning ☐ Scientific reasoning ☐ Problem solving ☐ Information literacy ☐ Aesthetic analysis	☐ Written communication ☐ Verbal communication ☐ Interpersonal communication ☐ Collaboration ☐ Cultural awareness

13. Click here to enter text.	Click here to enter text.	☐ Quantitative reasoning ☐ Scientific reasoning ☐ Problem solving ☐ Information literacy ☐ Aesthetic analysis	☐ Written communication ☐ Verbal communication ☐ Interpersonal communication ☐ Collaboration ☐ Cultural awareness
14. Click here to enter text.	Click here to enter text.	☐ Quantitative reasoning ☐ Scientific reasoning ☐ Problem solving ☐ Information literacy ☐ Aesthetic analysis	☐ Written communication ☐ Verbal communication ☐ Interpersonal communication ☐ Collaboration ☐ Cultural awareness
15. Click here to enter text.	Click here to enter text.	☐ Quantitative reasoning ☐ Scientific reasoning ☐ Problem solving ☐ Information literacy ☐ Aesthetic analysis	☐ Written communication ☐ Verbal communication ☐ Interpersonal communication ☐ Collaboration ☐ Cultural awareness

Common Course Assessment(s)

Please identify at least one common summative assessment that your faculty team has agreed to use in ALL sections of this course. Describe the assessment tool to be used, scoring system, assessment conditions (time allotted, proctored, etc.), and which institutional competency(ies) rubric(s) will be used to evaluate this assessment. This common course assessment will be used to collect ongoing institutional competency data.

Common Course Assessment Details

Is this a summative assessment?	☐ Yes ☐ No
Will this assessment be used in all sections?	☐ Yes ☐ No
How much time will students have to complete the assessment?	Click here to enter text.
At what point in the course will the assessment occur?	Click here to enter text.
Describe the assessment tool (ie. portfolio to include 5 original works, reflection paper 5-7 pages in length, 15 short answer questions as part of the comprehensive exam, etc.):	Click here to enter text.
Describe the assessment conditions (ie. open book, take-home assignment, group project to be completed during the final exam period, etc.):	Click here to enter text.

Describe the scoring system and Institutional rubric/s to be used:	Click here to enter text.
If this course is seeking Gen Ed approval, does the common course assessment use the institutional rubric that aligns with the Gen Ed criteria topic?	☐ Yes ☐ No

Other relevant information from the Originator:

Click here to enter text.

Instructional Structures per Workload, Full-time Faculty Procedure 2.18P:

1. **Lecture (LEC)** | Students encounter knowledge through the active facilitation of the learning environment.

2. **LAB** | Faculty is continually on site and accessible to students, the student learning experience includes demonstrations, exercises, projects, experiments, etc., with direct involvement and evaluation by the faculty.

3. **Studio (STU)** | Faculty instruction and student-driven creation and exploration through discipline-specific techniques, questions, and problems.

4. **Clinical (CLN)** | Students provide direct patient/client care within a clinic setting. Course is credit-bearing, and required for all students in that course. Faculty must be available in the facility at all times for supervision and assistance.

5. **Internship/Practicum/Preceptorship (I/P/P)** | Students are placed in a community affiliate to conduct supervised work to fulfill course or program learning requirements. Faculty makes periodic visits to the learning site; however, he/she is not required to be present during the entire student learning experience. When faculty are not present, the student works directly with or under the supervision of a designated, qualified employee of the affiliate.

LCCC Institutional Competencies

1. **Reasoning:**
   a. Quantitative reasoning – Students' ability to represent and interpret mathematical information and apply it to a task
   b. Scientific reasoning – Students' ability to observe, hypothesize, test, analyze, interpret and reflect on scientific phenomena
   c. Problem solving – Students' ability to analyze a task, apply tools, execute a plan, and reflect on its effectiveness
   d. Information literacy – Students' ability to access, evaluate, and synthesize appropriate resources for a project, and to use resources ethically
   e. Aesthetic analysis – Students' ability to analyze objective and subjective characteristics of art, music, performance art, literature, architecture, mass media, humanities and other forms of artistic expression

2. **Effective Communication:**
   a. Written communication – Students' ability to effectively communicate in writing
   b. Verbal communication – Students' ability to effectively communicate verbally when giving presentations
   c. Interpersonal communication – Students' ability to effectively communicate interpersonally in various situations to create meaning together

3. **Collaboration** – Students' ability to foster teamwork, consider needs of partners, and work toward a specific goal as part of a team

4. **Cultural Awareness** – Students' ability to distinguish the complexity of cultural elements important to members of a culture