

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

Revised on: 7/26/22

3.0 PERSONS AFFECTED

All students, faculty, staff, administrators, and other entities affiliated with Laramie County Community College are subject to the processes established in this procedure.

4.0 DEFINITIONS

- A. *Academic Standards Committee (ASC)*– 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. LCCC procedure 2.12P outlines the process used in the Academic Standards Committee.
- B. *Advisory Committee* – A 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.
- 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. *Course Notice of Intent (CNOI)* – This is the initial document that must be developed to seek approval for a new course.
- E. *Course Notice of Intent (CNOI) Committee* - A committee that approves a course NOI and provides the official course prefix, number, and title. The committee is comprised of the course coordinator, the appropriate academic dean, and the ASC Chair.
- B. *General Education Program*- A purposeful program of courses that permit students to build a mature understanding and appreciation of diverse cultures and the human condition, master multiple modes of

inquiry, analyze and communicate information, and recognize the importance of creativity fundamental to lifelong intellectual growth.

- F. *Higher Order Thinking* – Complex skills such as analysis, synthesis, and evaluation.
- G. *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.
- H. *Lower Order Thinking* – Basic skills such as knowledge, comprehension, and application.
- I. *MCOR* – Master Course Outline of Record required for all credit courses and which contains a student-centered catalog description, measurable competencies, 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 and include a common course assessment. The goal of the MCOR is to ensure that all sections of a course, across all modalities and at all locations, maintain a consistent level of quality, teach to the competencies and outcomes established for the course, and evaluate student proficiency on those competencies in a fair, consistent manner.
- J. *Originator*- A faculty member, dean, the VPAA, the president, or his or her designee who develops the NOI and sees the proposal through the course development process.
- K. *Trait* – A characteristic or element of performance that helps to define and measure a program-level or course-level competency; one of the elements a rubric measures for assessment.
- L. *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 and inclusive process that involves the participation of many individuals and groups. Therefore, all credit-bearing courses that are part of a program where a degree or credential is awarded will follow the outlined process.

1) Stage One: Identifying the Need, Competencies, and Course Numbering

The originator begins developing a new course by demonstrating that there is a legitimate need for a new course and identifying the new course's number, name, description, and objectives. The following steps are required:

- a. Originator(s) first consult with their academic dean for approval of the course's concept. The academic dean should consider curriculum need, student demand, and adequacy and appropriateness of staffing.
- b. If the academic dean approves the course's concept, the originator will submit a Notice of Intent (NOI) to the Course NOI Committee. The course NOI will include the following:

- i. Proposed Course Description;
- ii. Proposed Course Competencies;
- iii. Proposed Course Prefix, Number, and Title;
- iv. Proposed Minimum Faculty Qualifications;
- v. Proposed Credit Hours and Workload;
- vi. Proposed Course Resource Requirements;
- vii. Proposed Course Fee
- viii. Rationale of curriculum need includes the following:
 - 1. A recommendation from an advisory committee or relevant stakeholder feedback, which may include faculty from other programs that would be impacted, students, the gen ed subcommittee, employers, accreditors, articulating institutions, etc.;
 - 2. A demonstration that this need is not satisfied by an existing course at LCCC; and
 - 3. An explanation of the curricular need for the course if it is not directly tied to an academic program sequence or applying for general education.
- c. The Course NOI committee will approve, deny, or request changes to the proposal.
- d. If approved, the Course Coordinator will verify that the course prefix, number, and title align with the statewide common course numbering system or work with the originator if changes to the course prefix, number, and title are required.

2) Stage Two: Developing Course Competencies and Content

The second stage in the course development process is to research and develop course competencies. This stage will also include the development of a course outline.

- a. The originator will develop measurable course competencies appropriate for the level of instruction.
- b. The originator will develop course competencies that align with program competencies when applicable.
- c. The originator will develop course competencies that align with general education competencies and requirements when applicable and in alignment with General Education Procedure 2.2P.
- d. A typical course will have one to three competencies per credit hour. An exception may include courses that must meet specific outside requirements.
- e. Upper-division courses shall have meaningful prerequisites to entry and demonstrate advancement of previous coursework.
- f. Lower-division course competencies are 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.
- g. Upper-division course competencies are 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.
- h. The originator will develop a course content outline aligned to the proposed course competencies.

3) Stage Three: ASC Review Process

- a. The ASC reviews the proposal and follows existing procedures 2.12P for approval, requesting revisions, or rejection.

- 4) Stage Four: Implementation: If approved through ASC approval process 2.12P.
 - a. The course is eligible to be offered beginning with the academic year indicated during the curriculum approval process.
 - b. All courses are subject to all assessment requirements as set forth by other LCCC procedures.

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) The dean of outreach and workforce development oversees the development of content by:
 - a. Hosting a focus group with businesses, industries; and/or
 - b. Meeting one-on-one with business and industry partner(s); and/or
 - c. Surveying relevant businesses and industries.
- 2) Identifying a qualified instructor from current staff or hiring a new subject matter expert.
- 3) Collaborating with businesses and/or industries 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; and
 - e. Identify and apply for funding sources.
- 4) Scheduling rooms for training.
- 5) Delivering the training.
- 6) Evaluating the training through
 - a. Program or course evaluations;
 - b. Employer evaluations; or
 - c. Follow-up focus groups or one-on-one meetings with the employers.
- 7) Analyzing program or course evaluations for continuous improvement.
- 8) Implementing 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