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Western Wyoming Community College

Curriculum Committee Process and Procedure Manual

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What is Curriculum Committee and What does it do?

Revised & Approved 10/27/04

Purpose

The Curriculum Committee is a faculty-based committee that approves all modifications to current courses and programs, or the addition of new courses and programs, as well as curriculum requirements for the A.A., A.S., A.A.S., A.D.N., and A.F.A. degrees, and Certificates. The purpose of the Curriculum Committee is to safeguard the integrity and quality of the courses and programs that Western offers.

- The Committee owns these purposes through formal review of new Course Outlines to ensure they are clear, consistent, and contain the minimum requirements, since course outlines are essential for potential transferability and understanding of course content.
- The Committee carefully reviews course descriptions regularly, since they fulfill a responsibility to set clear expectations and understanding of course content in our catalog, and facilitate transferability.
- The Curriculum Committee reviews new Programs for graduation requirements, effects on other existing programs, and for viability.
- The Curriculum Committee oversees any proposed change to general education or graduation requirements.

Committee Composition

Curriculum Committee has 12 members representing all facets of the college to ensure quality courses and programs in all disciplines.

Voting Members:

- < Faculty member with a fulltime teaching assignment elected by the fulltime faculty from each of the six divisions to serve a two-year term
- < Division Chair elected by the Division Chairs to serve a two-year term
- < Faculty member with a fulltime teaching assignment elected by the fulltime faculty as an at-large faculty representative to serve a two-year term
- < Vice President for Student Learning, who will be the permanent Chair of the Curriculum Committee and shall vote only in the event of a tie

Ex-Officio Non-Voting Members:

- < Professional employee from Student Success Services (Registrar)
 - < Associate Vice President for Student Learning
 - < Professional employee from Outreach appointed by the Vice President for Student Learning (Director of Distance Education)
- All non-voting members will have unexpired terms.

Notes:

- < Faculty members on initial contracts may not serve on the Curriculum Committee during their first year at WWCC.
- < The Vice President for Student Learning will preside at and facilitate all committee meetings. In the event of the absence of the Vice President of Student Learning, the Registrar will serve as standby meeting facilitator.

How do I Revise, Add, Deactivate or Reactivate a Course?

Revise an existing course: Revisions to an existing course include changing credit hours, prerequisite, course description, course number, course name, or cross-listing a course.

- 1) To process a proposal to revise an existing course, follow the STEPS TO PROCESS A PROPOSAL as outlined on page 3; the proposal will appear on the Regular Agenda.

Add a course: There are two situations when a new course would be added – Topics to permanent or add a new permanent course.

- 1) To process a proposal to add a new course, follow the STEPS TO PROCESS A PROPOSAL as outlined on page 3; the proposal will appear on the Regular Agenda.
- 2) In the event a new course is also proposed for **cross-listing**, three signatures (minimum) must be obtained on the Course Changes Form from both divisions involved.

Deactivate a course rarely offered/taught: There are two situations when a course would be proposed for deactivation:

- 1) An Instructor or Division Chair determines a course should be proposed for deactivation.
 - Follow the STEPS TO PROCESS A PROPOSAL as outlined on page 3.
 - The proposal will appear on the Consent Agenda.
 - Following Curriculum Committee approval, the course will be deleted from the next catalog, and can be reactivated at any time by going through the designated Curriculum Committee process as outlined in the STEPS TO PROCESS A PROPOSAL as outlined on page 3.
- 2) Any course appearing in the catalog which has not been offered and/or taught for four years (including the current term) will be reviewed for change to inactive status.
 - Each October the Registrar will generate a list of courses rarely offered/taught appearing in the catalog, proposing deletion of inactive courses from the catalog to the appropriate Division Chairs.
 - Following review of the list by the appropriate Division Chair, and after obtaining Division Chair approval, the Curriculum Committee Assistant will follow the STEPS TO PROCESS A PROPOSAL as outlined on page 3, including obtaining the appropriate departmental signatures.
 - The proposal will appear on the Consent Agenda.
 - Following Curriculum Committee approval, the course will be deleted from the next catalog, and can be reactivated at any time by going through the designated Curriculum Committee process as outlined in the STEPS TO PROCESS A PROPOSAL as outlined on page 3.

Reactivate a deactivated course: A course that has been deactivated can be reactivated at any time. There are two potential procedures when a course is proposed for reactivation:

- 1) If a course is proposed for reactivation and no changes are proposed to the name, course number, course description, number of credit hours, prerequisite, or course description, follow the STEPS TO PROCESS A PROPOSAL as outlined on page 3. The proposal will appear on the Consent Agenda.
- 2) If a course is proposed for reactivation, and the proposal includes any change from the original course taught, follow the STEPS TO PROCESS A PROPOSAL as outlined on page 3. The proposal will appear on the Regular Agenda.

STEPS TO PROCESS A PROPOSAL:

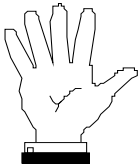
Before the Meeting

A Originator

1. Obtain Course Changes Form on the Intranet under Divisions\Student Learning Home\Curriculum Committee\Course–New/Changes Form
2. Fill out the Course Changes Form (see page 4 for specific instructions) and attach course syllabus/outline
3. Return form and hard copy of any course outline or supporting material to the Curriculum Committee Assistant at least one week prior to the meeting; also email course outline as an attachment to the Curriculum Committee Assistant

< See the Course Changes Form on page 13 of this manual, or on the Intranet >

Caution!



- * If proposing a new course, consult the *Instructional Methods Used in Courses* guide on page 26 of this manual, and the *Minimum Hours Assigned to Course Types* guide on page 28 of this manual.
- * In the event a course is proposed for cross-listing, obtain full signatures from both divisions affected.
- * Be sure your syllabus is complete. See *Course Outline/Syllabus template* on page 30 of this manual, or on the Intranet.

N Curriculum
Committee Assistant

1. List proposal on the Agenda of the next meeting
 2. Include the proposal in Committee Meeting Packet prior to meeting
 3. Send an email reminder to Originator indicating meeting date and time so he/she can plan to attend to answer any questions the committee may have
-

During the Meeting

A Originator

1. Attend meeting to answer any questions Curriculum Committee members may have

N Curriculum
Committee Assistant

1. Record all changes, actions, etc.
-

After the Meeting

N Curriculum
Committee Assistant

1. Make any necessary revisions
2. Obtain signature from Curriculum Committee Chair/Vice President for Student Learning indicating approval of the proposal
3. Make copies for files and send originals to Registrar for master file and implementation

(schedule/catalog)

How do I fill out the Course Changes Form?

If your proposed change pertains to a specific course, fill out the Course Changes Form and return it to the Curriculum Committee Assistant with a hard copy of the course syllabus/outline attached, as well as a copy sent as an email attachment.

Follow the steps below to accurately fill out a Course Changes Form:

- A** Originator
1. Type course name and number (if known)
 2. Check (T) all changes that apply
 3. Explain the purpose and benefits of the change
 4. If the course is new and you are requesting general education course status, follow the instructions on page 5 of this manual for that separate process
 5. Sign and date the form
 6. Have appropriate peers review, approve, and sign the form
 - 3 Department Faculty Members (minimum)
 - Division Chair
 7. Return form and syllabus to the Curriculum Committee Assistant at least one week prior to the next scheduled meeting; also email the syllabus as an attachment to the Curriculum Committee Assistant

< See the Course Changes Form on page 13 of this manual, or on the Intranet >

Which Proposals go on the Consent Agenda?

Agenda items considered minor course changes are listed on the Consent Agenda after consulting with the Registrar. The Consent Agenda was developed for approval of changes or acknowledgements requiring little to no discussion.

These items include:

- Deactivating a course
- Reactivating a course previously deactivated (if no change from original course is proposed)
- Changing a Prerequisite
- Changing a Course Number (only within department)
- Changing a Course Name
- Changing a Course Description
- Acknowledging a Topics Course

If an item listed on the Consent Agenda requires discussion, any member can request to move it to the Regular Agenda for discussion.

IF:	THEN:
a proposal is listed on the Consent Agenda;	the originator does not need to attend the meeting.

How do I propose a Course for General Education Classification Status?

Philosophy/Purpose Statement for WWCC General Education Requirements -

Western has developed a curriculum that integrates the College's 5 Goals for Student Success. These goals focus on strengthening student skills to solve problems both critically and creatively, to consider multiple perspectives, to retrieve relevant information, to communicate clearly, and to develop life skills that promote health and well-being. These skills are embedded in most WWCC courses, but the general education courses required in every Associate degree are designed to emphasize these skills.

Procedure for Approving a Course for General Education Status -

Each course that is proposed to fulfill a general education category classification must be submitted to the Curriculum Committee. Proposals must include the following documentation:

1. A Course Outline containing all minimum requirement elements; and
2. A Course Changes Form with all required signatures; and
3. A General Education Checklist completed and signed for each reviewing Faculty member.

< Gen Ed Checklists and the Course Changes Form can be found in the Forms section of this manual, or on the Intranet >

Key curriculum deadlines for consideration when proposing a course for general education status follow:

- < September is the deadline for Spring Schedule changes
- < November is the deadline for Summer Schedule changes
- < December is the deadline for catalog changes
- < February is the deadline for Fall Schedule changes

Originator:

1. Obtain the appropriate General Education Course Faculty Review Checklist.
< Gen Ed Checklists by department are included in the Forms section of this manual, or on the Intranet >
2. Using the Checklist form, check off each criterion which the syllabus demonstrates the course fulfills. Include a brief explanation or documentation regarding how the course fulfills each criterion.
3. Complete a Course Changes Form; attach the completed Checklist and Syllabus.
4. Obtain peer faculty signatures.
5. Submit the entire proposal packet for approval and signature to appropriate Division Chair responsible for that general education category as follows:

<u>General Education Category</u>	<u>Division Chair</u>
English Composition	Humanities
U.S. Government	Social Science/Fine Arts
Social Science	Social Science/Fine Arts
Humanities	Humanities
Applied Arts	Social Science/Fine Arts
Health & Human Activity	Business
Laboratory Science	Math & Science
Mathematics	Math & Science
Computer Course	Business

6. Submit the complete proposal packet to the Curriculum Committee Assistant for processing.

Division Chair Responsibilities:

1. Review and sign the Course Changes Form prepared by the Originator proposing a course for General Education status. The completed proposal packet should be turned in to the Curriculum Committee Assistant to begin processing.
2. After the Curriculum Committee Assistant establishes email contact, the Division Chair will appoint a peer faculty committee to review the proposal (see Faculty Review Committee Guidelines below),

and communicate this information to the Curriculum Committee Assistant to implement the process.

Faculty Review Committee Guidelines:

Reviewing faculty, where possible, are fulltime instructors whose primary teaching load is within the general education category.

< Consult the Fulltime Faculty By Gen Ed Classification table on page 45 of this manual for the names of eligible reviewing faculty >

A minimum of three faculty members will review each new general education course proposal. If the reviewing department has three or fewer fulltime faculty who teach in the specific field as part of their teaching load, then the faculty members teaching in that field are appointed to the Review Group.

If there are not three fulltime faculty teaching in the field, then the appropriate Division Chair should appoint potential reviewers from the following group:

1. Fulltime faculty teaching in the field as part of their teaching load (fulltime instructors may be from any division if they teach a course in the field within the appropriate general education category)
2. Enough from the following categories to have at least three reviewers
 - a) lecturer teaching in the field
 - b) fulltime faculty from closely related fields

Review Committee Responsibilities:

1. Each reviewer will evaluate the proposal, review the syllabus, and complete the appropriate Review Checklist received by email from the Curriculum Committee Assistant.
2. Each reviewer will indicate agreement or disagreement with the proposal, sign the checklist, and return the materials to the Curriculum Committee Assistant within 10 working days of email receipt. Each reviewer is encouraged to write a brief explanation on the checklist form for agreeing or disagreeing with the proposal. Such explanations may expedite decision-making if conflicting viewpoints arise.
3. A non-response will not be counted as agreement or disagreement. Majority vote will prevail for approval/disapproval of the proposal.

Curriculum Committee Assistant Responsibilities:

1. After the Review Committee has been appointed by the appropriate Division Chair, the Curriculum Committee Assistant will email each Review Committee member individually, attaching the appropriate Review Checklist and the course syllabus. Reviewers have 10 working days to respond.
2. After Reviewing Committee members have returned their completed checklists, the Curriculum Committee Assistant will prepare a non-partisan summary of responses received.
3. The Curriculum Committee Assistant will put the proposal on the Agenda of the next Curriculum Committee meeting, where the proposal and summary will be presented to Curriculum Committee and the originating faculty member for official action.

Curriculum Committee Responsibilities:

- The Curriculum Committee will review the proposal for General Education Status, and the Review Committee summary when presented on a meeting agenda.
- If the majority of the Faculty Review Committee approves the inclusion of the proposed course under the general education category, the Curriculum Committee may approve the course or return it, with appropriate questions or comments, to the Faculty Review Committee and the Originator of the proposal.
- If the majority of the reviewing faculty rejects inclusion of the proposed course in the general education category, the Curriculum Committee must either reject the course or return it, with appropriate question or comments, to the Faculty Review Committee and the Originator of the proposal.

What is a Topics Course and How do I get one Approved?

A Topics Course is a new course that is taught on a trial basis to see if there is any interest or need for such a course. A Topics Course must be presented and approved at, or prior to, the first Curriculum meeting of the term in which the Topics Course is offered. A Topics Course may be taught up to **two** times before it is required to become a permanent course offering. However, a Topics Course only requires a single approval to run twice.

The procedure for gaining approval to teach a topics course is as follows:

- A** Originator
1. Write a course outline/syllabus
 2. Obtain a Topics Course Form from the Intranet site under Divisions\Student Learning Home\ Curriculum Committee\Topics and Workshop Courses Form
 3. Fill out the form, attach your syllabus, and have your Division Chair sign it
 4. Return the form and syllabus to the Curriculum Committee Assistant
 5. Email your syllabus to the Curriculum Committee Assistant
 6. Your course will be presented on the Consent Agenda at the next Curriculum Committee meeting for acknowledgement

< See the Topics/Workshop Course Form on page 14 of this manual >

IF:	THEN:
after a topics course has been taught once or twice on a trial basis and you feel that it should become a permanent course offering;	follow the procedure "How do I Revise, Add, Deactivate, or Reactivate a Course" on page 2.

How do I Revise, Add, or Deactivate a Degree or Certificate Program ?

To revise an existing degree or certificate program, or add a new one, the proposal must go before the Curriculum Committee for approval. To submit a program to Curriculum Committee, follow these steps:

Before the Meeting

A Originator

1. Obtain a Program Changes Form from the Curriculum Committee Assistant or on the Intranet under Divisions\Student Learning Home\Curriculum Committee\Program–New/Changes Form
2. Fill out the form and attach supporting documentation
3. Have appropriate department people review, approve and sign the form
 - 3 Faculty Members (minimum)
 - Division Chair
4. Return the paperwork to the Curriculum Committee Assistant at least one week prior to the meeting; program layout and supporting material to should also be emailed to the Curriculum Committee Assistant.

< See the Program Changes Form on page 15 of this manual >

N Curriculum
Committee Assistant

1. Put the proposal on the Committee's Agenda
2. Include the proposal in Committee Meeting Packet prior to meeting
3. Send a reminder to the Originator indicating date and time of the meeting so he/she can attend

During the Meeting

A Originator

1. Attend meeting to answer any questions the Curriculum Committee may have

N Curriculum
Committee Assistant

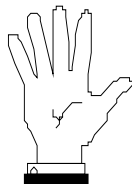
1. Record all changes, actions, etc.
-

After the Meeting

N Curriculum
Committee Assistant

1. Make any necessary revisions
2. Has Curriculum Committee Chair/Vice President for Student Learning sign indicating approval of the proposal
3. Make copies for files and send originals to Registrar for master file and implementation (schedule/catalog)

Attention!



If you are proposing a new program:

- * All proposed new degree and certificate programs go through a three-step process for state-wide approval, as outlined on page 10.
- * Refer to Asterisk use in Programs in Program Outlines policy on page 29 of this manual.
- * Consult the Program Classifications reference sheet on page 35.

How do I fill out the Program Changes Form?

If your proposed change pertains to a program, fill out the Program Changes Form and return it to the Curriculum Committee Assistant along with hard copies of all Course Outlines. Course outlines should also be emailed as an attachment to the Curriculum Committee Assistant.

Follow the steps below to fill out a Program Changes Form:

A Originator

1. Type in program name and total hours
2. Check (T) which degree your program qualifies for
3. Check (T) the appropriate action you are proposing
4. Explain the purpose and benefits of proposed action
5. List additional costs if any
6. Sign and date the form
7. Have appropriate people review, approve, and sign the form
 - 3 Department Faculty Members
 - Division Chair
8. Return form and hard copy of course outline to the Curriculum Committee Assistant at least one week prior to the meeting. Course outlines should also be emailed as an attachment to the Curriculum Committee Assistant.

When should I submit Paperwork for Proposals to the Curriculum Committee?

Curriculum Committee has certain deadlines to adhere to for the printing of the spring, summer and fall schedules, as well as the catalog. All changes approved after the deadline dates listed below will go into effect with the next schedule or catalog. Typically, the first Curriculum Committee meeting of the academic year is in September, and the final meeting of the academic year is in April. In order to have a proposal for change, addition, or deletion put on an Agenda, proposals must be received by the Curriculum Committee Assistant one week prior to a scheduled meeting.

September Meeting	Deadline for spring schedule changes
November Meeting	Deadline for summer schedule changes
December Meeting	Deadline for catalog changes
February Meeting	Deadline for fall schedule changes

What is the Complete Process for New, Pilot or Revised Degree or Certificate Program Approval?

There is a five-step process for new program approval:

1. WWCC Curriculum Committee
2. WWCC Board of Trustees
3. Wyoming Academic Vice Presidents' Council (of all Wyoming Community Colleges)
4. Wyoming Program Review Committee
5. Wyoming Community College Commission

During the course of the approval process, proposals will be held to the following criteria:

Academic Programs

- ❖ All the courses listed in a proposed program must be approved prior to or along with the program being approved; only courses with permanent numbers can be listed (no 2490 or 2990).
- ❖ If UW has a similar program initial discussions should have taken place with the department at the University of Wyoming.
- ❖ If the program does not transfer to UW, the application must list schools where the program will potentially transfer.

Occupational-Technical Programs

- ❖ For A.A.S. or certificates, the curriculum must be developed with input from an advisory council.
- ❖ The proposal must show documentation that the program leads to employment and that there will be demand for graduates for the next five years regionally and statewide.

Western Wyoming Community College Approvals

Faculty will submit all academic and occupational-technical programs approved by their respective divisions to the WWCC Curriculum Committee for approval; the proposed program will then be presented to the WWCC Board of Trustees for approval.

Wyoming Review Council Approvals

After receiving approval within WWCC, all Wyoming colleges requesting new program approval will submit an official request (Request for New, Pilot or Revised Degree Program/Certificates form) addressing all required criteria. The request will first be presented to the statewide Academic Vice Presidents' Council, then to the Wyoming Program Review Committee, and then to the Wyoming College Commission for final approval.

< The Wyoming College Commission Approval Functions for New, Pilot or Revised New, Pilot or Revised Degree/Certificate Form is available on the Intranet, or on page 36 in the Reference section of this manual >

< The Wyoming College Commission Request for New, Pilot or Revised Degree/Certificate Form is available on the Intranet, or on page 40 in the Reference section of this manual >

< A sample Action Table listing course and program WWCC Curriculum Committee approvals by semester to the Wyoming Deans' Council exists on page 47 in the Reference section of this manual >

What is the Complete Degree or Certificate Program Deletion Process?

To permanently delete a program, the process below shall be followed:

Academic and Occupational-Technical Programs

1. Action by WWCC Executive Council
2. Action by WWCC Board of Trustees
3. Submit proposed deletion to WWCC Curriculum Committee for review & recommendation (as outlined on page 8)
4. Submit to the State Academic Vice Presidents' Council
5. Submit to the Community College Commission

Conclusion

The Curriculum Committee process provides the ability to offer quality courses and programs to its students. The process also allows faculty members to play an active role in course and program offerings. The minimum requirements placed on course outlines ensure continuity among all courses, while still allowing the instructor autonomy to teach his/her course.

In summary, the procedure for course and program changes is as follows:

1. Originator complete appropriate forms and attaches appropriate documents, obtains signatures, and submits the entire proposal to the Curriculum Committee Assistant.
2. Curriculum Committee Assistant puts proposal on committee's Agenda and organizes proposals into packets for the Curriculum Committee members.
3. Committee approves, tables, or rejects proposals at scheduled meetings.
4. Curriculum Committee Assistant follows up on proposals needing editing or which were tabled.
5. Vice President for Student Learning signs approved proposals.
6. Curriculum Committee Assistant processes signed proposals, including provides appropriate paperwork, and forwards originals to the Registrar for implementation to schedules and catalog, and to archive in the Registrar's files.

If you have questions, please contact the Curriculum Committee Assistant at extension 1712, or in the Student Learning Office, room 1349.

COURSE CHANGES

Western Wyoming Community College Curriculum Form

Fill out this form to propose changes to individual courses:

1. Complete the form, including obtaining the appropriate signatures.
2. Return the signed form to the Curriculum Assistant and attach a syllabus or other appropriate documents.
3. Email a copy of the syllabus or other appropriate documents to the Curriculum Assistant.
4. Plan to attend the next Curriculum Meeting (if required).

Course Name _____ Course Number _____

_____ Course Outline is attached and is in the appropriate form (see the Course Outline/Syllabus template available on the Intranet).

Type of Course:

_____ Lecture	_____ Lab	_____ Open Entry/Exit	_____ Other (explain)
_____ Hrs/Wk	_____ Hrs/Wk	_____ Hrs/wk	_____

Check the change(s) you are proposing:

_____ add a new course	_____ change the prerequisite
_____ change a topics course to a permanent course	_____ change the credit hours
_____ change the name for a course unique to WWCC	_____ revise catalog/course description
_____ deactivate a course/delete from catalog	_____ other

_____ request gen ed course status. See criteria link on the Intranet under Divisions > *Student Learning Home* > *Curriculum Committee* > *Gen Ed Checklists*, or see the Curriculum Committee Assistant for procedure, forms, and criteria information.

When would you like the change to go into effect?

_____ Fall 20____ _____ Summer 20____ _____ Spring 20_____

Briefly Explain the Purpose for this Change:

Signatures: (to be obtained by Originator)

Originator _____ Date _____

The following Department Members have reviewed the purpose and content of these changes and approved them as appropriate for a college course at WWCC:

Division Chair, _____ has reviewed and approved the proposal. The course outline has been reviewed and is in the appropriate form.

For Curriculum Committee processing:

Proposal reviewed by -

Curriculum representative _____

Curriculum reader _____
Registrar _____

Revised 05/08

Western Wyoming Community College Curriculum Form

Topics/Workshop Course

Procedure

1. Fill out the form and attach a Syllabus/Course Outline.
2. Obtain Division Chair approval and signature.
3. Return completed form with attached Course Outline to Curriculum Committee Assistant prior to the first class meeting.
4. Your course will be presented on the Consent Agenda at the next Curriculum Committee Business Meeting for acknowledgement.

Proposed Outline/Syllabus

Instructor: _____ Semester/Year: _____

Credits: _____ Lecture _____ Lab _____

Course Number: _____ Hrs/wk _____ Hrs/wk _____

Course Title: _____

Course Description: _____

Proposed Units of Study: _____

Division Chair

Date

PROGRAM CHANGES

Western Wyoming Community College Curriculum Form

Fill out this form to propose changes related to programs:

1. Obtain the appropriate signatures.
2. Return the signed form to the Curriculum Committee Assistant and attach the appropriate supporting materials.
3. Plan on attending the next Curriculum Meeting.

Program _____ Total Hours _____
___ A.A. ___ A.S. ___ A.A.S. ___ A.F.A ___ Nursing ___ Certificate
Fulfills Requirements for ___ WWCC Graduation and/or ___ UW Block Transfer

Check the change(s) you are proposing:

- ___ proposing a new program/certificate ___ deleting course(s)
___ revising a program ___ revising the catalog description
___ adding course(s)

Briefly Explain the Purpose & Benefits for this Change:

Cost: List the additional costs and the source of funding:

Instructor Costs (*if part-time*) _____ Source of Funding _____
Current Expenses _____
Equipment Costs _____

Signatures: (to be obtained by Originator)

Originator _____ Date _____

The following Department Members have reviewed the purpose and content of these changes and approved them as appropriate for a college course at WWCC:

Division Chair, _____, has reviewed and approved the proposal.
The course outline has been reviewed and is in the appropriate form.

For Curriculum Committee Assistant processing:

- Curriculum representative _____
 Curriculum reader _____
 Registrar _____

(syllabus must be attached)

ADDITIONAL SCIENCE FOR ASSOCIATE OF SCIENCE General Education Course Faculty Review
--

Name of Course: _____

Number: _____

(check all criteria below that apply)

Approved science courses must do **all** of the following:

- _____ Cover topics considered essential to a discipline(s) from within the natural, physical or engineering sciences (chemistry, biology, physics, engineering or geology);
- _____ Emphasize that empirical questions are answered using the scientific method, which relies on the collection, analysis and interpretation of data; **and**
- _____ Address how the discipline influences and is influenced by contemporary society.

Students who successfully complete science courses will be expected to:

- _____ Understand the core concepts and language of the discipline and be able to communicate them competently;
- _____ Use and interpret scientific data, including data in tabular and graphical form, to formulate sound, valid scientific arguments;
- _____ Demonstrate an understanding of the how the scientific method is applied to discipline-specific problems; **and**
- _____ Use the tools and methods of the discipline appropriately.

(list comments for approval or rejection on back side)

Reviewing Faculty Signature _____

Accept _____ Reject _____

(return to the Division Chair)

(syllabus must be attached)

APPLIED ART General Education Course Faculty Review
--

Name of Course: _____

Number: _____

(check all criteria below that apply)

Definition:

Applied Art is the study of creative activity that produces an expressive arrangement of elements within a particular medium. Students are directly involved with art-making and utilize the universal principles of the creative process. Applied Art is a means of expressing ideas and images, providing another perspective to learn about the world in which we live.

Approved courses must meet **all** of the following:

- _____ Provide the basic tools and capabilities needed for individuals to proficiently perform within an art-making environment.
- _____ Provide creative problem solving activities that utilize the development of creative process.
- _____ Provide development of technique and skill within the art form.
- _____ Provide a consideration of content, form, and expression through the study of aesthetics.
- _____ Provide experience with presentation through performance or exhibition.

Students who successfully complete any applied art courses will be expected to:

- _____ Competently communicate, through an art making process, a work that expresses ideas and images. The work must demonstrate a command of technique and skill within the art form as well as a consideration of content, form, and expression.
- _____ See Issues from Multiple Perspectives by assessing opposing points of view concerning presentation and creative intent.
- _____ Identify and solve problems utilizing the creative process.
- _____ Develop life skills by recognizing the impact of art when creating art and responding to the artistic work of others

(list comments for approval or rejection on back side)

Reviewing Faculty Signature _____

Date _____

Accept _____ Reject _____

(return to the Division Chair)

(syllabus must be attached)

COMPUTER COURSE General Education Course Review
--

Name of Course: _____

Number: _____

(check all criteria below that apply)

Definition:

Students will complete a three-credit (or more) course that utilizes the computer as a tool in academic and occupational disciplines and emphasizes "hands-on" work by students in one of the following areas:

_____ Computer theory and operations

_____ Widely used, cross-disciplinary computer programming language

_____ Widely used software applications such as word processing, spreadsheets, and database management

Students who successfully complete a computer class will be able to:

_____ **Communicate Competently** using the terminology specific to the application or programming language.

_____ **Develop Life Skills** by gaining familiarity and facility with software currently used in business and industry.

_____ Use computers to **Solve Problems** that are typical to academic and occupational disciplines.

_____ **Retrieve Information** from resources and be able to evaluate the information for reliability, significance, and content.

(list comments for approval or rejection on back side)

Reviewing Faculty Signature _____

Accept _____ Reject _____

(return to the Division Chair)

(syllabus must be attached)

ENGLISH COMPOSITION General Education Course Faculty Review
--

Name of Course: _____

Number: _____

(check all criteria below that apply)

Definition:

English Composition is the study of writing as a mode of learning and as a means of communicating. Writing courses will emphasize the following four areas: 1) rhetorical knowledge; 2) critical thinking, reading, and writing; 3) the composing processes; and 4) conventions of Standard English.

All approved writing courses **must**:

- _____ Cover rhetorical knowledge essential to composition, such as a specific purpose, different types of writing, the needs of audiences, and the format and organization of writing.
- _____ Introduce critical thinking, reading, and writing by examining effective texts that achieve their purpose and address audience.
- _____ Include finding, evaluating, analyzing and synthesizing appropriate primary and secondary sources for different kinds of writing situations and types of writing.
- _____ Require the composing processes of multiple drafts, revisions, and editing.
- _____ Address the knowledge of conventions of spelling, grammar, structure, transition, and punctuation expected in standard written English, including the appropriate documentation of primary and secondary sources.

Students who successfully complete the writing courses will be able to:

- _____ Understand the essential rhetorical strategies in composition and communicate competently through writing.
- _____ Incorporate critical analysis in reading and writing.
- _____ Recognize and analyze multiple perspectives in diverse issues through reading, class discussions, research, and presentation.
- _____ Make effective use of drafts, of revision and editing, of peer and instructor comments in writing.
- _____ Observe the accepted conventions of spelling, grammar, structure and punctuation for Standard English.

(list comments for approval or rejection on back side)

Reviewing Faculty Signature _____

Date _____

Accept _____ Reject _____

(return to Division Chair)

(syllabus must be attached)

HEALTH AND HUMAN ACTIVITY General Education Course Faculty Review
--

Name of Course: _____

Number: _____

(check all criteria below that apply)

Criteria for Health and Human Activity:

This general education requirement meets **one** of the following two areas related to health and human activity. Both areas actively engage students in improving health behaviors.

HEALTH

Definition: Health courses cover health topics that help promote change or improvement in health behaviors. The emphasis is to develop knowledge and skill to promote healthy lifestyles by demonstrating how this knowledge applies to changing personal health behaviors.

Approved courses must meet the following criteria:

- _____ Demonstrate the application of this knowledge through specific assignments.
- _____ Clearly communicate application of this knowledge to individual lifestyle behaviors.
- _____ Measure the ability to apply this knowledge to personal behavior.

-OR-

HUMAN ACTIVITY

Definition: Human activity is the study of human movement and how it benefits the mind and body. The emphasis is to develop knowledge and skill to promote healthy lifestyles by performing a physical or movement activity.

Approved courses must meet **both**:

- _____ Provide movement skill mechanics, procedures, rules, and/or strategies for performing selected physical activities.
- _____ Teach principles of aerobic and/or anaerobic conditioning which promote a physically active lifestyle and general fitness.

-PLUS-

Students who successfully complete physical activity courses will be expected to meet the following life skill goals:

- _____ Gain movement skills needed to participate in the specific physical activity.
- _____ Perform a physical or movement activity to enhance physical or mental well-being.

(list comments for approval or rejection on back side)

Reviewing Faculty Signature _____ Date _____

Accept _____ Reject _____

(return to the Division Chair)

3-2005

(syllabus must be attached)

HUMANITIES General Education Course Faculty Review

Name of Course: _____

Number: _____

(check all criteria below that apply)

Definition:

Humanities is the qualitative study of human experience that analyzes the ways in which human beings seek to understand themselves. The humanities address questions of cultural and historical traditions. The humanities include, but are not limited to, the study of languages and literature, the arts, communication, and philosophy.

Approved Humanities courses must meet **3 of the 4** criteria:

- _____ Explore and debate open-ended questions concerning human experience.
- _____ Explore and debate questions of qualitative and philosophical meaning and values.
- _____ Develop students' abilities to solve problems of human experience through critical analysis and assessment.
- _____ Introduce and develop appropriate skills, terminology, and basic concepts of the discipline.

Students who successfully complete the humanities course should be able to:

- _____ Communicate competently their analysis and assessment of issues of human experience in both written and oral form.
- _____ Articulate different points of view on these issues in discussion and writing.
- _____ Solve problems unique to humanistic disciplines through discussion, research, and writing.
- _____ Retrieve, analyze, and apply information from multiple sources.
- _____ Appreciate different perspectives on human experience.
- _____ Develop life skills as writers by taking responsibility and ownership for their writing.

(list comments for approval or rejection on back side)

Reviewing Faculty Signature _____ Date _____

Accept _____ Reject _____

(return to the Division Chair)

3-2005

(syllabus must be attached)

LABORATORY SCIENCE General Education Course Faculty Review

Name of Course: _____

Number: _____

(check all criteria below that apply)

Approved lab science courses must do **all** of the following:

- _____ Cover topics considered essential to a discipline(s) from within the natural or physical sciences (chemistry, biology, physics or geology);
- _____ Introduce students to the formulation and testing of ideas about empirical questions through the systematic collection, analysis and interpretation of data;
- _____ Address how the discipline influences and is influenced by contemporary society; **and**
- _____ Require students to have a hands-on experience in the lab or field, learn new lab techniques and essential concepts in the discipline.

Students who successfully complete laboratory science courses will be expected to:

- _____ Understand the core concepts and language of the discipline and be able to communicate them competently;
- _____ Collect, use, and interpret scientific data, including data in tabular and graphical form, to formulate sound, valid scientific arguments;
- _____ Apply the scientific method to solve discipline-specific problems; **and**
- _____ Use the tools and methods of the discipline appropriately.

(list comments for approval or rejection on back side)

Reviewing Faculty Signature _____

Accept _____ Reject _____

(return to the Division Chair)

3-2005

(syllabus must be attached)

MATHEMATICS General Education Course Faculty Review

Name of Course: _____

Number: _____

(check all criteria below that apply)

Definition:

Mathematics is the science of quantity, magnitude, and space. In the contemporary world, mathematics has become indispensable in a wide variety of disciplines, including the physical, biological, social, and managerial sciences;

Approved mathematics course will be expected to:

- _____ Teach abstract concepts appropriate to the specific course, such as: set theory, algebraic manipulation, methods of proof, number theory and the concept of limit.
- _____ Provide students with the arithmetic, algorithmic, and graphical skills needed to solve mathematical and/or quantitative problems.
- _____ Provide students with the experience of doing mathematics in a meaningful context.
- _____ Establish clear relationships between mathematical theory and applications when appropriate.

Students who successfully complete mathematics course will be expected to:

- _____ Demonstrate understanding of the abstract concepts of mathematics by displaying such abilities as the proper use of algebraic methods; proof constructions; graphing of functions and relations; finding solutions sets of equations and inequalities; etc;
- _____ Use sound logical reasoning to organize data, critically analyze quantitative arguments, and make valid decisions in problem solving;
- _____ Use arithmetic, algorithmic, and graphical skills as appropriate, to solve problems;
- _____ Present work in a complete, well organized and mathematically rigorous manner;
- _____ Analyze and interpret results;
- _____ Understand how real life problems can be modeled using mathematical methods; and develop a general appreciation of the broad range of applicability and beauty embodied in the study of mathematics.

(list comments for approval or rejection on back side)

Reviewing Faculty Signature _____

Accept _____ Reject _____

(return to the Division Chair)

(syllabus must be attached)

SOCIAL SCIENCE General Education Course Faculty Review

Name of Course: _____

Number: _____

(check all criteria below that apply)

Definition:

Social Science is the study of the human world, both past and present, and provides a perspective for understanding human beings, their origins, and group activities. Social Scientists use scientific methods to examine cultures throughout the world, the nature of political and economic organizations, social structures, and how humans function through examining the biological, cognitive, and intrapersonal aspects of behavior.

Approved courses must meet criteria **1 and 2** plus at least **one from 3, 4, and 5**:

- _____ 1. Introduce the student to how they can understand the human world, past and present including: social groups; the evolution of human societies; the evolution of humans; the way people think and respond to various stimuli; human culture and human thought; social institutions; such as the economy, government, the educational system, and the family; how societies respond to social deviance; and the relationship between humans and their physical environment.
- _____ 2. Introduce students to scientific methods and research used to analyze the human condition. Introduce the principles of effective research, such that they can discern legitimate research from incomplete research studies.

PLUS AT LEAST ONE OF THE FOLLOWING

- _____ 3. Provide the basic tools and capabilities needed for individuals to proficiently perform within their chosen field in the social sciences.
- _____ 4. Examine cultures in or out of the United States, the nature of political and economic organizations, social structures, and how humans function through examining the biological, cognitive, and intra-personal aspects of behavior.
- _____ 5. Introduce students to the current trends and practices in Sociology, Anthropology, Psychology, History, Archaeology, Political Science, Criminal Justice, Education, Economics, Social Work or Geography.

Students who successfully complete social science courses will be expected to:

- _____ Define and solve problems using the methods specific to each discipline.
- _____ Communicate proficiently in a style consistent with generally accepted written and verbal social science standards. The students should be able to understand and express clearly the terms and concepts used in each of the disciplines they are studying.
- _____ Retrieve information and effectively articulate a point of view to people of diverse backgrounds.
- _____ Present their findings in both oral and written presentations.
- _____ Gain certain skills that aid them in developing their critical thinking skills.
- _____ Improve their reading skills and gain access to information in their field of studying through critical reading of their discipline's literature.
- _____ Have an understanding of human diversity.
- _____ Understand how people function on an individual basis and within groups.

(list comments for approval or rejection on back side)

Reviewing Faculty Signature _____

Accept _____ Reject _____

(return to the Division Chair)

3-2005

(syllabus must be attached)

UNITED STATES GOVERNMENT
General Education Course Faculty Review

Name of Course: _____

Number: _____

(check all criteria below that apply)

Approved government courses must do **all** of the following:

- _____ 1. Students will demonstrate the ability to analyze and evaluate the formal and informal principles, processes, and structures of the U.S. and Wyoming constitutions and political systems;
- _____ 2. Students will demonstrate an understanding of the historical development and cultural context of these constitutions and political systems; **and**
- _____ 3. Students will demonstrate knowledge of the relationship between understanding of the institutions by which they are governed and their roles as responsible citizens in a democratic system.

All courses designed and approved to satisfy the requirements of W.S. 21-9-102 will broadly address each of the following principles:

- _____ 1. Historical foundations of the U.S. and Wyoming constitutions and government;
- _____ 2. Awareness of the impact of political processes on individuals and the impact of individuals on political processes;
- _____ 3. Ability to interpret politics and history through the U.S. and Wyoming constitutional lenses;
- _____ 4. Awareness of the institutions of government;
- _____ 5. Importance of political cultures to a democratic society;
- _____ 6. Importance of civil societies to a democratic society;
- _____ 7. Importance of civil liberties to a democratic society;
- _____ 8. Importance of:
 - a. majority rule and minority rights,
 - b. rule of law and minority rights,
 - c. various external interest groups,
 - d. electoral process,
 - e. public opinion and interest groups,
 - f. evolution of constitutional interpretations,
 - g. balance of power,
 - h. relationship between the U.S. and Wyoming constitutions
 - i. role of government in development of economies;
- _____ 9. Understanding of intergovernmental relations;
- _____ 10. Considerations of philosophical foundations of representative governments;
- _____ 11. Awareness of other political philosophies and points of view;
- _____ 12. Awareness of the distinctions of the U.S. and Wyoming constitutions, especially suffrage.

(list comments for approval or rejection on back side)

Reviewing Faculty Signature _____

Accept _____ Reject _____

(return to the Division Chair)

04-2007

INSTRUCTIONAL METHODS USED IN COURSES

Approved October 23, 1995

Revised & Approved April 24, 2006

Revised January, 2009

Discussion/Dialogue Based Learning

LECTURE: A course in which the primary method of instruction is lecture, discussion or group interaction. (Minimum 750 minutes per credit hour.)

SEMINAR: A seminar is a small group of students studying under an instructor using a variety of instructional and learning methods ranging from lecture to discussion of student research. Students may also attend a seminar given by an expert in the field followed by discussion and interaction. (Minimum 750 minutes per credit hour.)

PROBLEM BASED LEARNING: A course in which the primary method of learning is interactive group work using realistic case studies. Faculty members serve as facilitators of learning. Through Problem Based Learning, students develop skills to become life-long learners, learn to work in a group, and develop the ability to self evaluate.

“Hands On” or “Learn by Doing” Learning

LABORATORY or STUDIO: A course in which the primary method of instruction is application-oriented “learning by doing.” The discussion/group interaction format may also be utilized. (Minimum 1500 minutes per credit hour.)

FLEXIBLE ENTRY: A competency based course in which the primary method of instruction is application-oriented “learning by doing,” as well as self-paced, mastery-learning under an instructor’s supervision. Students may start or enter the course up until the last date to drop the course (generally 2 weeks past midterm).

OPEN LAB: A course in which the primary method of instruction is application-oriented “learning by doing.” Open Labs differ from laboratory courses in that they are self-paced, mastery-learning courses where students work under an instructor’s supervision to complete the course’s objectives and sequenced learning activities. In addition, open labs are flexible entry such that students may start or enter the course until the last date to drop the course (generally 2 weeks past midterm).

“Hands On” Out-of-the-Classroom Learning

INTERNSHIP: This method of instruction places the student in the workplace in a position that is related to their major. Position may be paid or unpaid. The supervising instructor must submit a complete course outline to the Registrar that covers all of the guidelines established in the WWCC catalog. In most cases a position must be available and agreed upon between the student and the instructor of record before the student registers for the class. (Minimum 3750 minutes per credit hour.)

CLINICAL or PRACTICUM: A course in which supervised students apply previously studied theory in the field. (Minimum 2250 minutes per credit hour.)

FIELD SCHOOL or FIELD STUDY: A field school/study is a classroom without walls where lectures are in the field where the learning is directly applied to the appropriate environment. (Minimum 1500 minutes per credit hour.)

Distance Education Delivery Methods

INTERNET: An Internet course is taught via the Internet without a “seat time” requirement. Some courses do require proctored tests at specific times and locations. Instruction, discussion, assessment and feedback are conducted electronically. Class assessment is based on course outcomes. The course will follow a prescribed semester schedule with deadlines for assignments, papers, and exams.

COMPRESSED VIDEO: These courses are live courses delivered via compressed video. Students sit in a class with a television and camera. The student can see, speak, and interact with the instructor and other students at other compressed video sites. Classes meet on a regular schedule and are conducted similar to a traditional classroom setting. Most compressed video courses have required online components. Note: Students in compressed video classes may be videotaped.

PARTIAL INTERNET: A partial internet course is any course that combines regularly scheduled face-to-face class time with online instruction using a course management system, such that the total seat time (face-to-face class time) is reduced and online discussion, assignments, and/or exams are part of the course.

Special or One-on-One Learning

STUDIES IN: These courses are special topics courses. This category should be used for testing a class to determine if the demand is there and whether the format is appropriate before making it a permanent course offering within a WWCC program. They may be a lecture, laboratory, or a combination lecture/lab.

Procedure - Studies courses (Topics) may be offered in the same topical area only two times. A complete course syllabus will be approved by the Division Chair and submitted to the Registrar before the class may be taught. >

WORKSHOP: A Workshop is a lab-type course. It is a brief and intensive course that focuses on techniques and skills in a particular field. Only 6 hours of Workshop credit may be counted toward graduation. (Minimum 1500 minutes per credit hour.)

Procedure - The Workshop category should be used for areas where the topics vary and the course is not offered on a regular basis. Each time the course is offered, the instructor submits a complete course description to the Registrar, with the course syllabus to follow as soon as possible.

DIRECTED STUDY: This individualized method of instruction involves the student working on his/her own to carry out objectives established by the instructor in an area where there is a specific need and no WWCC course offered to address the student's requirements. Students pay a per credit fee in addition to tuition. Competency based.

Procedure - Before the Directed Study can be started, the instructor will develop a complete course syllabus, have it approved by the Division Chair, and submit it to the Registrar.

APPLIED MUSIC LESSON: One private half-hour or hour lesson per week in a specified music area with a required minimum preparation time. Each lesson is one-on-one instruction with a faculty member and includes working with an accompanist. (Minimum 375 minutes per credit hour.)

MINIMUM HOURS ASSIGNED TO COURSE TYPES

The following list of hours are minimums assigned to a particular type of course. Keep in mind that these are minimums only, and an instructor may choose to go above these minimums.

Type of Course	Minimum Hours Attached to That Type of Course
Lecture	750 min/cr
Lab	1500 min/cr
Lecture/Lab (1 credit) ^{1/2} & ^{1/2}	375 min/cr lecture; 750 min/cr lab
Studio	1500 min/cr
Clinical (Health)	2250 min/cr
Practicum	2250 min/cr
Open/Lab	*Competency Based
Internship	3750 min/cr
Independent Directed Study	Competency Based
Applied Music Lesson	**375 min/cr
Field School/Field Study	1500 min/cr
Workshop	1500 min/cr
Seminar	750 min/cr
Internet Course	Competency Based

* Lab must be open and staffed a minimum of 10 hours per week per credit for a full semester class. Credit hour calculations are based upon an average of 1500 min/cr or 50 minute hours.

** 1 cr = 1/2 hour instruction = 375 minutes

Translation:

Lecture:
 1 cr. hr = 12.5 hrs.
 2 cr. hrs. = 25 hrs
 3 cr. hrs. = 37.5 hrs
 4 cr. hrs. = 50 hrs
 5 cr. hrs. = 62.5 hr

Lab: 1 cr. hr. = 25 hrs
 2 cr. hrs. = 50 hrs Clock hours
 3 cr. hrs. = 75 hrs

ASTERISK USE IN PROGRAM OUTLINES

Established October 24, 2006

USE:

1. The number one goal of asterisks is to make program requirements clear to students.
2. Asterisks will be applied and used consistently in programs throughout the catalog.
3. The footnote system will use a symbol other than asterisks, reserving asterisks exclusively for program course requirements; this is a matter of symbolism and layout to be put in order by the Registrar and Publications Specialist.

RULES:

1. Asterisks will be used to make obvious which courses are required to complete major coursework requirements in A.A.S. degrees, and A.A. or A.S. degrees with specific majors (at least 24 credits of major coursework and 12 credits of directly related coursework are required for an A.A.S., as outlined in the catalog).
2. Asterisks will denote absolutes - courses that must be taken before a degree will be awarded.
3. If less than 24 hours of major coursework in the major area is not available then clarification will be provided with asterisks on the required courses.
4. General education requirements do not require an asterisk because they are already required and are not major coursework.
5. Asterisks will not be used in Suggested Programs since a Suggested Program cannot "require" specific courses; Suggested Programs list "recommended" courses.
6. A course typically cannot satisfy both a gen ed and a major coursework requirement; rare exceptions do exist.
7. If a course is marked with an asterisk as a required course the student is limited; special permission is needed from the Vice President for Student Learning to substitute a different course for a program course requirement.

COURSE OUTLINE/SYLLABUS TEMPLATE

Approved 04/2008

(This is a template - Statements on this template shown in color and parenthesis are intended as hints or examples, and should be deleted before printing the final document)

WESTERN WYOMING COMMUNITY COLLEGE

(COURSE NAME)

COURSE OUTLINE/SYLLABUS

(SEMESTER/YEAR)

INSTRUCTOR NAME:

CONTACT INFORMATION: (State how students can get in touch with you: email, phone, and times available for meeting. All faculty including adjunct instructors have WWCC email assigned to them.)

COURSE NUMBER:

CREDITS: (Type in credits as listed for this course in the WWCC Catalog)

PREREQUISITE: (Type as listed for this course in the WWCC Catalog)

TRANSFERABILITY:

<Example for Academic courses>

Keep this course outline for future transferability issues with other schools. Students planning to attend another school should check with that institution concerning transferability, since transferability is up to the discretion of each institution.

<Example for Technical courses>

This Technical course is intended to provide entry-level training for employment. It is suggested that you keep this course outline for potential transferability issues with other schools.

<Example for Developmental Study courses>

Courses with a course number less than 1000 are considered pre-college courses and are intended to provide skill preparation for college-level coursework, and typically will not transfer to other institutions. It is suggested that you keep this course outline for questions with other schools.

REQUIRED TEXTBOOKS AND/OR MATERIALS:

COURSE DESCRIPTION: (Type in description exactly as listed for this course in the WWCC Catalog)

COURSE OBJECTIVES AND COLLEGE-WIDE GOALS FOR STUDENT SUCCESS:

Below are this course's primary goals and the measure of successful completion of these goals. Some of these reinforce WWCC's learning goals for all students, our Goals for Student Success:

WWCC GOALS FOR STUDENT SUCCESS:

Five major goals - WWCC has identified the following as goals for student success -

- Communicate Competently
- Retrieve Information
- See Issues from Multiple Perspectives
- Solve Problems
- Develop Life Skills

(Type the Course Goals, WWCC goals that are supported by the specific course goals, Course Competencies, and the Assessments, as they apply to your course directly into the model table provided below. All five WWCC Goals for Student Success do not need to be listed in the table; list only those WWCC Goals that

directly pertain to Course Goals. Instructors need to verify any standard Course Goals within their department. Other department-specific examples can be obtained from your Division Chair, or on the Intranet by going to Divisions/Academic Affairs Home/Course Goals-Objectives samples.

<Example> Taken from the Nurse Assistant course outline

Course Primary Learning Goals and integration of the Goals for Student Success

What students will learn in this class (Course Goals):	Which WWCC Goals will be addressed:	What skills will be measured (Course Competencies):	How the skills will be measured (Assessment):
Demonstrate effective and appropriate communication techniques with residents, family, and staff.	Communicate Competently Solve Problems Develop Life Skills	<ul style="list-style-type: none"> • Discuss important information regarding resident to appropriate audience • Describe the role of the nurse assistant • Apply test taking strategies for both written and manual tests 	<ul style="list-style-type: none"> • Each student will participate in and be scored based on: <ul style="list-style-type: none"> ▪ Laboratory skills ▪ Clinical performance ▪ Classroom discussions ▪ Examinations ▪ Problem solving activities ▪ Attendance ▪ State Certification Exam
Identify the concepts and principles of ethics and confidentiality	See Issues from Multiple Perspectives Retrieve Information Develop Life Skills	<ul style="list-style-type: none"> • Identify all aspects of Residents' Rights • Describe the ethical-legal considerations of the nurse assistant's role • Identify and find updates and changes in Residents' Rights 	<ul style="list-style-type: none"> • Each student will participate in and be scored based on competency in : <ul style="list-style-type: none"> ▪ Laboratory skills ▪ Clinical performance ▪ Group discussions ▪ Examinations ▪ Attendance ▪ State Certification Exam
Recognize the resident as a unique individual with biological, psychological, sociological, cultural, and spiritual needs.	See Issues from Multiple Perspectives	<ul style="list-style-type: none"> • Identify and discuss the stages of human lifespan • Identify and discuss the special needs of the elderly • Identify and discuss the stages of the aging process and age specific issues 	<ul style="list-style-type: none"> • Each student will participate in and be scored based on competency in : <ul style="list-style-type: none"> ▪ Laboratory skills ▪ Clinical performance ▪ Group discussions ▪ State Certification Exam

Demonstrate satisfactory competency in the performance of basic resident care skills	Content specific goal	<ul style="list-style-type: none"> Recognize abnormal changes in functioning in all physiological systems Demonstrate principles of infection control, safety and emergency procedures. 	<ul style="list-style-type: none"> Each student will participate in and be scored based on competency in : <ul style="list-style-type: none"> Laboratory skills Clinical performance Examinations Problem solving activities State Certification Exam
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METHODS OF INSTRUCTION: (Type in the instructional method(s) as listed for this course in the WWCC Catalog. Include any other additional method(s) used in your course.)

METHODS OF EVALUATION:

Attendance Policy - (This is optional, however if you have an attendance policy, it should be clearly stated here)

Grading Policy - (Weights/values for assignments and grading scale must be clearly stated in this section—Instructors need to verify any standard practices within the department.)

<Example> There are 300 possible points for this course divided as follows:

3 quizzes - 5 points each	15 points
3 reports	<u>285</u> points
Total	300 points

Grading Scale -

<Example for courses with assigned grades>

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

<Example for S/U courses>

This course is approved for S/U grading. S/U grades are assigned as follows:

S = 70% or higher	U = 69% and below
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Rounding Policy - (Include a “rounding statement” – for example, do you round up, down, etc.? State the procedure you use here—Instructors need to verify any standard practices within the department.)

<Example 1> Grade averages will be rounded up, ie. 89.9% is rounded to 90%.

<Example 2> Grades will not be rounded.

MAJOR UNITS OF STUDY OR SCHEDULE: (What will be taught in the class? Include a partial or complete listing, or a table. Instructors need to verify the course content with the department. Each semester, adjunct instructors need to verify an updates or changes.)

INCOMPLETE POLICY: (The following standard paragraph is recommended)

The grade of “I” (Incomplete) may be given after the mid-point of the course when unexpected circumstances, such as illness or military

service, make it impossible for a student who is passing the course with a "C" or better at the mid-point of the course to complete the remaining work by the end of the semester. The purpose of an incomplete, therefore, is not to repeat the entire course but to complete no more than 50% of the work. It is the student's responsibility to initiate this process, but an Incomplete is assigned solely at the instructor's discretion. Check the College Catalog for the entire policy.

APPROPRIATE STUDENT BEHAVIOR: (The following standard paragraph is recommended)

One of the College's goals is to See Issues from Multiple Perspectives. Therefore, part of this class will involve hearing and reading perspectives different from your own. Everyone in class has a right to learn and express their views in a comfortable environment, so please be considerate of others' rights to hear, take notes or exams, express their ideas and participate in the class. College policy 5420A states that "the College can immediately suspend or dismiss a student for disciplinary reasons if the college considers the student's actions detrimental to its educational purposes."

STUDENTS WITH SPECIAL NEEDS: (The following standard paragraph should be included as written, without changes)

It is the responsibility of the student who qualifies for specific accommodations under the Americans with Disabilities Act (ADA) who wishes to seek services, to contact Disability Support Services (DSS) each semester to apply for accommodations. The DSS Specialist can be reached at (307) 382-1806, or via e-mail at kflaim@wwcc.wy.edu The DSS office is in Room 2015 within the Student Development Center. The DSS office will provide information regarding appropriate accommodations to the instructor of this course.

CHANGES TO THE SYLLABUS: (Because the syllabus is considered a contract, students must be notified of changes. The following standard paragraph is recommended.)

The above schedule and procedures in this syllabus/outline are subject to change in the event of extenuating circumstances. Students will be notified of any changes.

(The statements shown below are for use exclusively with distance learning courses. Include the statement as shown below only if applicable, otherwise delete.)

TECHNICAL DIFFICULTIES: Students enrolled in courses taught via compressed video, Internet, videotape, or courses taught in computer labs can expect technical difficulties to arise from time to time. Students are asked to be understanding and flexible as technical difficulties are resolved.

TAPING OF COURSES: Students enrolled in compressed video courses should be advised that for various reasons, class sessions may be videotaped. Students give their permission to be videotaped when they enroll in a compressed video course.

RESPONSE TIME: Students can generally expect a response from the

instructor within (fill in the appropriate number of days) days.

(The statements shown below are optional. Include them in your syllabus if applicable to your course, or if you feel your students will find it helpful to know the different resources available for their use.)

STUDENT RESOURCES: A variety of resources are available for students, including both on-line or face-to-face methods.

Library—The library is accessible either on-campus in Rock Springs or via on-line through MustangCruiser. All students whether on-campus or at a distance need to obtain library access by acquiring either a WWCC student ID card or a WWCC Hay Library card which can be obtained by either coming on campus or through the link on the Hay Library homepage. The library offers access to thousands of database journals, e-books, and other library resources as well as inter-library loan capabilities.

Smarthinking—Online Tutoring: Western Wyoming Community College is now offering each student 15 free hours of online tutoring. To log on to this service click on the Smarthinking tab within your MustangCruiser account. The first time you enter, you will be asked to set up your profile so that time and usage can be monitored. You will be able to ask questions and get help in all academic areas such as math, accounting, biology, chemistry, economics, and writing. If you are writing an essay for a class, you can submit an electronic copy of the essay and receive feedback from tutors outlining ways that you can improve your writing. Take advantage of this service; it is a useful tool for students at Western. *Smarthinking services are free of charge to students.*

Peer Tutor Center—All tutors in the center have been referred to tutor in specific classes by instructors in those areas. They have taken the class, passed with at least a B, and have a cumulative GPA of at least 3.0. We do check each semester to make sure they meet and maintain these requirements. They can set up individual tutor appointments or they can work with a group. *Tutoring services are free of charge to students.*

Learning Center— Learning Centers are located on both the Rock Springs and Green River campuses, and offer a wide variety of college-prep and college level courses in an atmosphere of individualized instruction. ABE, GED, and ESL courses and services are also available through the Learning Center.

Writing Lab—From 1:00 to 3:00 p.m. M-TH the Learning Center (Rock Springs) is available to help any student from any discipline with writing issues. This can be grammar, documentation, etc. They do not edit papers but help students with specific issues related to writing papers. Additionally, they can work with students on isolated skills they might be struggling with (without registering them for a credit).

Math Lab—From 9:00 a.m. to 12:00 p.m. M-Th in Rock Springs and on T&TH evenings in our Green River Lab from 6:00 to 8:00 p.m

Approved 04/2008

WYOMING COMMUNITY COLLEGE

PROGRAM CLASSIFICATIONS

June 9, 2005

Academic/transfer (A) programs are for students who anticipate transferring to a four-year educational institution. These generally lead to Associate of Arts (AA) or Associate of Science (AS) degrees. The AA degree is usually the preferable option for those majoring in humanities, social sciences and educational areas; the AS degree is the preferable option for the sciences, agriculture, engineering, business and mathematics.

Occupational/technical (O) programs (also called vocational or career programs) are designed to prepare students for immediate employment in a skilled or paraprofessional occupation or to upgrade and stabilize current employment. These programs generally lead to Associates of Applied Science (AAS) degrees or Certificates of Completion. Although some courses in these programs may be accepted at a four-year college or university, they are not designed specifically to facilitate transfer.

Undeclared (U) programs are for students who do not intend to earn a degree or certificate or have not yet committed to an educational goal. Undeclared students include those who enroll for personal growth or to gain or upgrade job skills, as well as currently enrolled high school students.

APPROVAL FUNCTIONS FOR NEW, PILOT OR REVISED DEGREE PROGRAMS / CERTIFICATES

Established by Wyoming Legislature Joint Education Committee
Approved by the Wyoming Community College Commission 2010

CHAPTER 6

APPROVAL FUNCTIONS

Section 1. Authority.

Wyoming Statute (21-18-202(d))

Section 2. Applicability.

The chapter defines the Commission's approval functions.

Section 3. Approving New Credit Certificate and Degree Programs.

(a) The Commission reviews and approves or disapproves programs based on the statewide college system strategic plan. Approval of allied health programs by the appropriate agency may also be required.

(b) Community colleges shall submit all proposed new, long-term programs to the Commission for approval.

(c) Community colleges requesting approval for new, long-term programs shall submit an application addressing:

(i) the alignment of the program with the statewide college system strategic plan objectives at the time of implementation and in future years.

(ii) the projected demand for graduates in the state and region for the five (5) year period from the proposed implementation date;

(iii) the documented citizen, business and industry input in program design and assessment (AAS or certificate);

(iv) the means by which the proposed program shall coordinate internally and externally with other programs, colleges, and agencies;

(v) the means for assessing student learning and completer follow-up per core indicators;
and

(vi) the program layout including course descriptions and where applicable, the program accreditation process;

(vii) the breakdown of course teaching pedagogy, identifying the number of classes in a semester that shall be presented as a lecture, in a lab or other;

(viii) the credit hours required for a program's degree or certificate attainment; and

(ix) the proposed level of instruction code for new courses;

(d) As defined in the *WCCC Policy on Consultation*, the appropriate committee shall render final approval or denial of a new pilot program request.

(i) Within 5 business days of receipt of a pilot program application, the Commission and applicable community college shall be informed, in writing of the final decision.

(ii) Pilot programs shall have a 3 semester or 18 month developmental stage prior to requesting multi-level approval and "long-term" program designation.

e) Community colleges requesting approval for pilot programs shall submit a condensed application addressing:

(i) the documented citizen, business and industry request for the program and course design;

(ii) the means by which the proposed program shall or shall not coordinate internally and externally with other programs, colleges, and agencies;

(iii) the means for assessing student learning and completer follow-up per core indicators;

(iv) a breakdown of course pedagogy, identifying the number of classes in a semester that shall be presented as a lecture, in a lab or other;

(v) the credit hours required for a program's degree or certificate attainment; and

(vi) the proposed level of instruction code for new courses and any other information as may be deemed relevant to assist in the program approval process.

(f) The Commission have final authority to approve, conditionally approve or deny requests for new long-term programs.

(i) The Commission shall have final authority for any pilot program denied by the committee approval process.

(g) The implementation of a long-term and/or pilot program may begin immediately after the approval. Should conditional approval be granted, implementation shall not start until all identified conditions have been acceptably met and approved by the designated authority.

(h) A community college district may request to change a program at any time. Any changes to a program that alters the program's original approval information shall require Commission approval. For programs to move from pilot to long-term status, the requesting community college shall resubmit the program using the long-term application.

Section 4. Approving Enlargement and Formation of Community College Districts.

(a) The Commission shall approve enlargement of community college districts that annex non-contiguous counties and formation of new community college districts pursuant to (W.S. 21-18-310 and 21-18-312).

(b) The Commission shall utilize the appropriate council or committee, as defined in the *WCCC Policy on Consultation* to develop, administer and report the survey requirements outlined in (W.S. 21-18-312 (d)).

Section 5 Approving Capital Construction Projects.

(a) Community colleges shall submit new capital construction project proposals pursuant to (W.S. 21-18-202(d)(iv)(v)(A)(B)(C)) and (W.S. 21-18-225 (b)(ii)(f)) to the Commission prior to April 1 of each year.

(b) Under special circumstances, a capital construction project proposal may be submitted for Commission consideration on a date after the April 1 deadline. Such proposals shall include a substantive rationale for not meeting the standard submission date. Proposals advanced under this provision shall be submitted 90 days prior to the Commission meeting at which approval is to be requested. Such proposals may not meet the timelines of the State Building Commission and may not be proposed to the legislature in the desired session.

(c) Capital construction project proposals shall be approved prior to securing construction funding, accepting title, or accepting grant awards. Reasonable expenses for planning, preliminary drawings, or legal work are permitted prior to approval. The Commission shall be advised of facility project applications submitted to external fund granting entities prior to submission of the application.

(d) Each community college shall maintain a master plan for its campus and other facilities, submitted to the Commission only in conjunction with a request for approval of a capital construction project.

(e) Submission of a capital construction project proposal shall be in a format approved by the Commission and shall include:

(i) A current space utilization study.

(A) Space utilization standards for academic and administrative office and support space, instructional space, library space, special-purpose spaces and non-assignable areas, research space, auxiliary space, and hybrid spaces shall conform to the methodology of the *Wyoming Community College Commission Facilities Handbook*.6-4

(B) Project proposals shall conform to the space utilization standards for the type of space under consideration. New space that exceeds utilization standards as demonstrated by the space utilization report shall not be considered for approval unless justified and documented for a unique purpose.

(ii) Assurance that the proposed project conforms to the community college's master plan and the statewide college system strategic plan.

(iii) Assurance that the square footage of proposed new capital construction conforms to the statewide college system statewide strategic plan.

(f) Community colleges shall provide assurance that the cost of meeting standards for all environmental, health or safety code liabilities associated with the acquisition of previously owned buildings or renovation of acquired facilities would be the responsibility of the community college involved.

(g) The Contingency Reserve Account shall be used to supplement community college budgets for emergency repairs and preventative maintenance as provided in the funding allocation model (Chapter 5, *Commission Rules*). Contingency Reserve Account funds shall be allocated as approved by the Commission and as they become available.

Wyoming Community College Commission
Request for
New, Pilot or Revised Degree or Certificate Program

A. College:

B. Date submitted to WCCC:

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. Program Title:

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other
 Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care Other

5. Total number of credit hours:

6. Suggested CIP (Classification of Instructional Program) code (6-digit):

7. Planned semester/year new program will begin:

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

3. Will all or part of this program be available to students via online or other distance education technologies?

___ At the start of the program? ___ Within three years of the start of the program?

E. New courses:

1. Recommended Level of Instruction if a new course prefix is used:

_____ Suggested new prefix _____ No new prefixes

_____ Suggested level of instruction. (1, 2, or 3)

2. New Course prefixes, numbers and titles have been coordinated:

with UW (transfer) ___ Yes ___ No ___ Not Applicable

or WCCC (career technical) ___ Yes ___ No ___ Not Applicable

3. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours and description):

F. Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?

G. Summary of input from and coordination with citizens, business and industry or K-12 education:

H. Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

I. Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs)

1. State and National Trends

United States (Occupation)	2006	2016		
	Employment		Percent Change	Job Openings
Wyoming (Occupation)	2002	2012		

¹Job Openings refers to the average annual job openings due to growth and net replacement.

Source: Occupational Information Network (O*NET OnLine), <http://online.onetcenter.org>
 Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections;
 Wyoming Employment Projections.

Other trend information that would assist the Commission:

2. State and National Wages

Location	Pay Period	(Current Year)				
		10%	25%	Median	75%	90%
United States	Hourly					
	Yearly					
Wyoming	Hourly					
	Yearly					

Source: Occupational Information Network (O*NET OnLine), <http://online.onetcenter.org>
 Bureau of Labor Statistics, Occupational Employment Statistics Survey; Wyoming Wage Information

Information on this chart was from Wyoming Employment Projections
http://doe.state.wy.us/lmi/proj2005/long_occ2014.htm

Other wage information or comments that would assist the Commission:

3. Primary student audience identified for this program:

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:

_____ Year One _____ Year Two _____ Year Three

J. Student recruitment and program marketing strategies to attract the broadest range of individuals for this particular program:

K. Identification of similar programs at Wyoming Community Colleges and an overview of results of discussions with faculty and administrators at the relevant colleges regarding curriculum and possible joint projects:

Wyoming Community College Programs (Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College

L. Note available program and course articulations with other likely transfer institutions in the region, particularly for transfer AA and AS programs. **Note regional Bachelor of Applied Science transfer options in addition to UW.**

M. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

N. Assessment of student learning and complete follow-up per core indicators.

How will the assessment outcomes be used to assure student learning and improve the program?

Students will be able to:

O. Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the WCCC Statewide Strategic Plan:

This program addresses Wyoming and regional interests in the following ways:

EDUCATED CITIZENRY –

DIVERSIFIED ECONOMY –

WORKFORCE DEVELOPMENT –

EFFICIENT SYSTEMS –

ACCOUNTABILITY and IMPROVEMENT –

OTHER CRITERIA-

- **Labor Needs –**

- **Curriculum Development –**

- **Pathways –**

- **Faculty Support –**

- **Recruitment Strategies –**

- **Resource Needs –**

SIGNATURE PAGE

Approved by Curriculum Committee

Signature

Date

Printed Name

Title

Approved by the Board of Trustees

Signature

Date

Printed Name

Title

Approved by the WCC Academic
Affairs Council

Signature

Date

Printed Name

Title

Submitted by V. P. of
Academic Affairs

Signature

Date

Printed Name

Title

Approved by Program
Review Committee

Signature

Date

Printed Name

Title

**SAMPLE -
PARTIAL ACTION TABLE**

**WESTERN WYOMING COMMUNITY COLLEGE
CURRICULUM COMMITTEE ACTION
September 11 - December 11 2006**

Date	Action	Course Number & Title	Cr Hrs	Course Description & Related Elements
09/11/2006	Topics acknowledgement	CRMJ 2490 Fundamentals of Search and Rescue	3	This course provides knowledge concerning the general responsibilities, skills, abilities, and the equipment needed by persons who are assigned to field operations during a Search and Rescue mission. The course content includes topics in three major areas: survival and support, search, and rescue. This course is based around the rural and wilderness environments but the material is recommended as a basis for all SAR environments.
09/11/2006	Topics acknowledgement	CRMJ 2490 Homeland Security:	3	This course will examine some of the methods of responding to emergencies, whether they are natural or manmade, as well as why we need to discuss these issues today. Topics will vary from semester to semester and may include critical infrastructure, terrorist groups, suicide bombers, and natural disasters.
09/25/2006	Change prerequisite	BADM 2800 Business Portfolio	2	Prerequisite: BADM 1000 with a "C" or better as the prerequisite for this course.
09/25/2006	Change course name	COMM 2300 Graphic Design for Desktop Publishing	3	Change course name from "Graphic Design for Desktop Publishing" to "Graphic Design I". <i>*Note: This course is cross-listed with ART 2120</i>
09/25/2006	Change prerequisite	MATH 0930 Intermediate Algebra	4	Prerequisite: MATH 0920, or appropriate COMPASS scores, or ACT Math score of 21 or higher
09/25/2006	Change prerequisite	MATH 1000 Problem Solving		Prerequisite: MATH 0920, or appropriate COMPASS scores, or ACT Math score of 21 or higher
09/25/2006	Topics to permanent	BAS 0990 ESL Life Skills	4	Change course from topics to permanent developmental study course.
09/25/2006	Change course number	DVST XXXX Non Native Conversation	3	Change DVST 0140 course number to 1000 level course number.
09/25/2006	Change course content Change course description Deactivate concurrent requirement	ENGL 0950 Basic English I	3	<ul style="list-style-type: none"> ▪ Deactivate co-requisite ▪ Add grammar component ▪ This beginning writing course helps students create complete and interesting paragraphs with topic sentences, supporting details, correct grammar, punctuation, and usage. Students will also study grammar and sentence skills.
09/25/2006	Change course content Change course description Deactivate concurrent requirement	ENGL 0955 Basic English II	3	<ul style="list-style-type: none"> ▪ Deactivate co-requisite ▪ Add grammar component ▪ This course prepares students for writing in college level courses. The course emphasizes the writing of clearly organized, well-developed five paragraph essays with as few grammar, spelling, or punctuation errors as possible.

SUMMARY OF CURRENT/APPROVED **GEN ED DEFINITIONS**

Additional Science for Associate of Science (approved February 14, 2005)

Approved science courses must do all of the following:

1. Cover topics considered essential to a discipline(s) from within the natural, physical or engineering sciences (chemistry, biology, physics, engineering or geology);
2. Emphasize that empirical questions are answered using the scientific method, which relies on the collection, analysis and interpretation of data; and
3. Address how the discipline influences and is influenced by contemporary society.

Students who successfully complete science courses will be expected to:

1. Understand the core concepts and language of the discipline and be able to communicate them competently;
2. Use and interpret scientific data, including data in tabular and graphical form, to formulate sound, valid scientific arguments;
3. Demonstrate an understanding of the how the scientific method is applied to discipline-specific problems;
4. Use the tools and methods of the discipline appropriately.

Applied Art (approved February 25, 2002)

Applied Art is the study of creative activity that produces an expressive arrangement of elements within a particular medium. Students are directly involved with art-making and utilize the universal principles of the creative process. Applied Art is a means of expressing ideas and images, providing another perspective to learn about the world in which we live.

Approved courses must meet all of the following:

1. Provide the basic tools and capabilities needed for individuals to proficiently perform within an art-making environment.
2. Provide creative problem solving activities that utilize the development of creative process.
3. Provide development of technique and skill within the art form.
4. Provide a consideration of content, form, and expression through the study of aesthetics.
5. Provide experience with presentation through performance or exhibition.

Students who successfully complete any applied art courses will be expected to:

1. Competently communicate, through an art making process, a work that expresses ideas and images. The work must demonstrate a command of technique and skill within the art form as well as a consideration of content, form, and expression.
2. See Issues from Multiple Perspectives by assessing opposing points of view concerning presentation and creative intent.
3. Identify and solve problems utilizing the creative process.
4. Develop life skills by recognizing the impact of art when creating art and responding to the artistic work of others.

Computer Course (approved November 22, 2004)

Students will complete a three-credit (or more) course that utilizes the computer as a tool in academic and occupational disciplines and emphasizes "hands-on" work by students in one of the following areas:

- Computer theory and operations
- Widely used, cross-disciplinary computer programming language
- Widely used software applications such as word processing, spreadsheets, and database management

Students who successfully complete a computer class will be able to:

1. **Communicate Competently** using the terminology specific to the application or programming language.
2. **Develop Life Skills** by gaining familiarity and facility with software currently used in business and industry.
3. Use computers to **Solve Problems** that are typical to academic and occupational disciplines.
4. **Retrieve Information** from resources and be able to evaluate the information for reliability, significance, and content.

English Composition (approved February 28, 2005)

English Composition is the study of writing as a mode of learning and as a means of communicating. Writing courses will emphasize the following four areas: 1) rhetorical knowledge; 2) critical thinking, reading, and writing; 3) the composing processes; and 4) conventions of Standard English.

All approved writing courses must:

- 1) Cover rhetorical knowledge essential to composition, such as a specific purpose, different types of writing, the needs of audiences, and the format and organization of writing.
- 2) Introduce critical thinking, reading, and writing by examining effective texts that achieve their purpose and address audience.
- 3) Include finding, evaluating, analyzing and synthesizing appropriate primary and secondary sources for different kinds of writing situations and types of writing.
- 4) Require the composing processes of multiple drafts, revisions, and editing.
- 5) Address the knowledge of conventions of spelling, grammar, structure, transition, and punctuation expected in standard written English, including the appropriate documentation of primary and secondary sources.

Students who successfully complete the writing courses will be able to:

- 1) Understand the essential rhetorical strategies in composition and communicate competently through writing.
- 2) Incorporate critical analysis in reading and writing.
- 3) Recognize and analyze multiple perspectives in diverse issues through reading, class discussions, research, and presentation.
- 4) Make effective use of drafts, of revision and editing, of peer and instructor comments in writing.
- 5) Observe the accepted conventions of spelling, grammar, structure and punctuation for Standard English.

Health and Human Activity (approved December 8, 2003)

This general education requirement meets **one** of the following two areas related to health and human activity. Both areas actively engage students in improving health behaviors.

Health:

Health courses cover health topics that help promote change or improvement in health behaviors. The emphasis is to develop knowledge and skill to promote healthy lifestyles by demonstrating how this knowledge applies to changing personal health behaviors.

Approved courses must meet the following criteria:

Demonstrate the application of this knowledge through specific assignments.

Clearly communicate application of this knowledge to individual lifestyle behaviors.

Measure the ability to apply this knowledge to personal behavior.

-OR-

Human Activity:

Human activity is the study of human movement and how it benefits the mind and body. The emphasis is to develop knowledge and skill to promote healthy lifestyles by performing a physical or movement activity.

Approved courses must meet **both**:

Provide movement skill mechanics, procedures, rules, and/or strategies for performing selected physical activities.

Teach principles of aerobic and/or anaerobic conditioning which promote a physically active lifestyle and general fitness.

Students who successfully complete physical activity courses will be expected to meet the following life skill goals:

Gain movement skills needed to participate in the specific physical activity.

2. Perform a physical or movement activity to enhance physical or mental well-being.

Humanities (approved April 8, 2002)

Humanities is the qualitative study of human experience that analyzes the ways in which human beings seek to understand themselves. The humanities address questions of cultural and historical traditions. The humanities include, but are not limited to, the study of languages and literature, the arts, communication, and philosophy.

Approved humanities courses must meet 3 of the 4 criteria:

- 1) explore and debate open-ended questions concerning human experience.
- 2) explore and debate questions of qualitative and philosophical meaning and values.
- 3) develop students' abilities to solve problems of human experience through critical analysis and assessment.
- 4) introduce and develop appropriate skills, terminology, and basic concepts of the discipline.

Students who successfully complete the humanities course should be able to:

- 1) communicate competently their analysis and assessment of issues of human experience in both written and oral form.
- 2) articulate different points of view on these issues in discussion and writing.
- 3) solve problems unique to humanistic disciplines through discussion, research, and writing.
- 4) retrieve, analyze, and apply information from multiple sources.
- 5) appreciate different perspectives on human experience.
- 6) develop life skills as writers by taking responsibility and ownership for their writing.

Mathematics (approved April 8, 2002)

Mathematics is the science of quantity, magnitude, and space. In the contemporary world, mathematics has become indispensable in a wide variety of disciplines, including the physical, biological, social, and managerial sciences.

Approved mathematics course will be expected to:

Teach abstract concepts appropriate to the specific course, such as: set theory, algebraic manipulation, methods of proof, number theory and the concept of limit.

Provide students with the arithmetic, algorithmic, and graphical skills needed to solve mathematical and/or quantitative problems.

Provide students with the experience of doing mathematics in a meaningful context.

Establish clear relationships between mathematical theory and applications when appropriate.

Students who successfully complete mathematics course will be expected to:

Demonstrate understanding of the abstract concepts of mathematics by displaying such abilities as the proper use of algebraic methods; proof constructions; graphing of functions and relations; finding solutions sets of equations and inequalities; etc;

Use sound logical reasoning to organize data, critically analyze quantitative arguments, and make valid decisions in problem solving;

Use arithmetic, algorithmic, and graphical skills as appropriate, to solve problems;

Present work in a complete, well organized and mathematically rigorous manner;

Analyze and interpret results;

Understand how real life problems can be modeled using mathematical methods; and develop a general appreciation of the broad range of applicability and beauty embodied in the study of mathematics.

Laboratory Science (approved October 25, 2004)

Approved lab science courses must do all of the following:

Cover topics considered essential to a discipline(s) from within the natural or physical sciences (chemistry, biology, physics or geology);

Introduce students to the formulation and testing of ideas about empirical questions through the systematic collection, analysis and interpretation of data;

Address how the discipline influences and is influenced by contemporary society;

Require students to have a hands-on experience in the lab or field, learn new lab techniques and essential concepts in the discipline.

Students who successfully complete laboratory science courses will be expected to:

Understand the core concepts and language of the discipline and be able to communicate them competently;

Collect, use, and interpret scientific data, including data in tabular and graphical form, to formulate sound, valid scientific arguments;

Apply the scientific method to solve discipline-specific problems;

Use the tools and methods of the discipline appropriately.

Social Science (approved 4/08/02, updated December 6, 2004)

Social Science is the study of the human world, both past and present, and provides a perspective for understanding human beings, their origins, and group activities. Social Scientists use scientific methods to examine cultures throughout the world, the nature of political and economic organizations, social structures, and how humans function through examining the biological, cognitive, and intrapersonal aspects of behavior.

Approved courses must meet criteria 1 and 2 plus at least one from 3, 4, and 5:

1. Introduce the student to how they can understand the human world, past and present including: social groups; the evolution of human societies; the evolution of humans; the way people think and respond to various stimuli; human culture and human thought; social institutions; such as the economy, government, the educational system, and the family; how societies respond to social deviance; and the relationship between humans and their physical environment.
2. Introduce students to scientific methods and research used to analyze the human condition. Introduce the principles of effective research, such that they can discern legitimate research from incomplete research studies.

PLUS AT LEAST ONE OF THE FOLLOWING:

3. Provide the basic tools and capabilities needed for individuals to proficiently perform within their chosen field in the social sciences.
4. Examine cultures in or out of the United States, the nature of political and economic organizations, social structures, and how humans function through examining the biological, cognitive, and intra-personal aspects of behavior.
5. Introduce students to the current trends and practices in Sociology, Anthropology, Psychology, History, Archaeology, Political Science, Criminal Justice, Education, Economics, Social Work or Geography.

Students who successfully complete social science courses will be expected to:

1. Define and solve problems using the methods specific to each discipline.
2. Communicate proficiently in a style consistent with generally accepted written and verbal social science standards. The students should be able to understand and express clearly the terms and concepts used in each of the disciplines they are studying.
3. Retrieve information and effectively articulate a point of view to people of diverse backgrounds.
4. Present their findings in both oral and written presentations.
5. Gain certain skills that aid them in developing their critical thinking skills.
6. Improve their reading skills and gain access to information in their field of studying through critical reading of their discipline's literature.
7. Have an understanding of human diversity.
8. Understand how people function on an individual basis and within groups.

United States Government (approved April 23, 2007)

Approved government courses must do **all** of the following:

1. Students will demonstrate the ability to analyze and evaluate the formal and informal principles, processes, and structures of the U.S. and Wyoming constitutions and political systems;
2. Students will demonstrate an understanding of the historical development and cultural context of these constitutions and political systems; **and**
3. Students will demonstrate knowledge of the relationship between understanding of the institutions by which they are governed and their roles as responsible citizens in a democratic system.

All courses designed and approved to satisfy the requirements of W.S. 21-9-102 will broadly address each of the following principles:

1. Historical foundations of the U.S. and Wyoming constitutions and government;
2. Awareness of the impact of political processes on individuals and the impact of individuals on political processes;
3. Ability to interpret politics and history through the U.S. and Wyoming constitutional lenses;
4. Awareness of the institutions of government;
5. Importance of political cultures to a democratic society;
6. Importance of civil societies to a democratic society;
7. Importance of civil liberties to a democratic society;
8. Importance of:
 - a. majority rule and minority rights,
 - b. rule of law and minority rights,
 - c. various external interest groups,
 - d. electoral process,
 - e. public opinion and interest groups,
 - f. evolution of constitutional interpretations,
 - g. balance of power,
 - h. relationship between the U.S. and Wyoming constitutions
 - i. role of government in development of economies;
9. Understanding of intergovernmental relations;
10. Considerations of philosophical foundations of representative governments;
11. Awareness of other political philosophies and points of view;
12. Awareness of the distinctions of the U.S. and Wyoming constitutions, especially suffrage.

FULLTIME FACULTY BY GEN ED CLASSIFICATION

August 31, 2010

Gen Ed Category	Department	Fulltime Faculty Member
Applied Art <i>Division Chair:</i> <i>Dudley Gardner</i>	Communications	Chris Kennedy Ann Rudoff
	English/Creative Writing	Rick Kempa Chris Kennedy Heather Pristash Jennifer Sorensen
	Music/Theatre/Art	Nathan Balsler Amy Critchfield Bart Fetz Martha Holloway Florence McEwin Jamie Young
Computer Course <i>Division Chair:</i> <i>Brandi Moore</i>	Computer Science	Carla Hester-Croff
	Engineering	Craig Thompson
	Computer Applications	Jennifer Allen Carla Hester-Croff Leesa Lee Lisa McClure Sara Narramore
English Composition <i>Division Chair:</i> <i>Ann Rudoff</i>		Cecily Brunelli Chris Kennedy Heather Pristash Chris Propst Jennifer Sorensen Sharon Taylor
Health & Human Activity <i>Division Chair:</i> <i>Brandi Moore</i>		Dorothy Harton John Liccardo
Humanities <i>Division Chair:</i> <i>Ann Rudoff</i>	Art	Florence McEwin
	Communications	Chris Kennedy
	English/Humanities/ Library Science	Rick Kempa Chris Kennedy Heather Pristash Jennifer Sorenson
	Foreign Language	Nish Goicolea
	History	Dudley Gardner
	Music	Martha Holloway
	Philosophy	Rick Kempa
	Theatre	Jamie Young

(continued)

Gen Ed Category	Department	Fulltime Faculty Member
Lab Science <i>Division Chair:</i> <i>Bud Chew</i>	Biology	Emma Chaput Will Clark Dee Forrest Sandy Mitchell
	Chemistry	Rocky Barney Craig Thompson
	Engineering	Dave Metz Craig Thompson
	Geology	Charlie Love
	Physics	Dave Metz Stephen Schutten
	Field Science	Sandra Mitchell
Additional Science <i>Division Chair:</i> <i>Dudley Gardner</i>	Anthropology	Charlie Love
	Geology	Charlie Love
	G & R	Craig Thompson
Mathematics <i>Division Chair:</i> <i>Bud Chew</i>		Chuck Newberg Dave Metz Sarah Pauley Dragan Skropanic Jerry Thomas Stephen Schutten Susan Heyborne
Social Science <i>Division Chair:</i> <i>Dudley Gardner</i>	Anthropology	Dudley Gardner Charlie Love
	Criminal Justice	Traci Ciepiela
	Education	Joan Barker Ellen Ventura
	G&R	Craig Thompson
	History	Dudley Gardner
	Psychology	Susan Bates Jan Torres
	Sociology	Bruce Anderson Dudley Gardner Stephen Miraglia
U.S. Government <i>Division Chair:</i> <i>Dudley Gardner</i>		Bruce Anderson Dudley Gardner Melinda Hickman (ECON 1200 only)