

State Faculty Discipline Chair Manual

2016-2017

(This manual will soon be updated.)

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**State Faculty Curriculum
Committee
(SFCC)**

State Faculty Curriculum Council (SFCC) Charge

EFFECTIVE: January 29, 2003

Reference:

CRS 23-1-125

CRS 23-1-108.5

SP 9-71

APPROVED: Joe D. May, System President

Representation

Each college will be represented at the State Faculty Curriculum Committee by one representative from the Academic Faculty and one representative from the Career and Technical Education (CTE) department.

Selection Criteria

Selection of the council members will be at the discretion of each college with selection procedure incorporating faculty input and collaboration with the vice president of instruction's representative. All representatives attend each meeting.

Organization

The Colorado Community College System VP of Academic Affairs/Provost will be the liaison between the SFCC and CCCS and will be a non-voting member.

The SFCC will meet on a monthly basis, excluding the summer semester.

At the last regularly scheduled meeting of the year, the SFCC will select a chair, co-chair and secretary. Agenda items will be sent to the Academic Course and Program Specialist at least 15 days before the meeting and the Academic Course and Program Specialist will prepare and circulate to the SFCC membership agenda at least three days before the meeting date.

All issues brought before the SFCC will be resolved by a vote of the membership present at the time of the vote. Each college present will have two votes. If only one member is present, the member present will cast both votes. Members unable to attend may send a designee. Colleges not represented by a member will not have a vote. A majority of the votes cast will indicate approval.

Scope of Work

1. The SFCC will advise and make recommendations to the Education Services Curriculum Committee on curriculum including:
 - a. Common Course Numbering System
 - b. State Guaranteed Courses (GT Pathways)

- c. Affordable Care Act (ACA) faculty contact hours
2. Assist with planning and hosting the 2:2 Conference
3. Act as liaison between the System and individual college curriculum committees on issues of curriculum procedure
4. Gather information and share curriculum issues from the member's individual college for discussion at SFCC meetings
5. Monitor Special Topics courses to ensure compliance with one-year teaching rule
6. Monitor CCCNS courses on an annual basis to ensure compliance with SP 9-71
7. Other duties assigned

State Discipline Chair Roles and Responsibilities

State Discipline Chair Roles and Responsibilities

Each discipline within the Colorado Community College System is designated as either Academic or Career and Technical Education. The state discipline chair will hold the roles and responsibilities listed below for the corresponding role.

Each chair may be responsible for more than one related discipline, and large disciplines may have co-chairs.

I. Election of State Discipline Chair

1. The election of the State Discipline Chair or co-chair will occur on an annual basis at the Statewide Faculty 2:2 Conference by a majority vote of the attending discipline members.
2. The System office will be notified in writing of the discipline chair's name and email address within 30 days of the vote.
3. If the discipline does not meet at the 2:2, but has a meeting elsewhere, it is the responsibility of the discipline to notify the System office of the discipline chair's name and email address within 30 days of the meeting.
4. If the System office DOES NOT receive updated information, the prior year's discipline chair will be maintained in the database.

II. Replacing a State Discipline Chair

1. If an elected State Discipline Chair steps down, or is no longer available, an interim chair will need to be elected
2. The Vice President of Instruction will be polled to ensure that there is no existing discipline chair.
 - a. If an existing discipline chair is recognized, the name will be entered into the record and the discipline will be notified.
3. If NO existing discipline chair is recognized, the System office will poll the existing discipline members via email for interested candidates.
4. The interested candidates will be combined with a brief biography and an email vote will be distributed to the discipline.
5. The vote will be tallied by the System office and the discipline will be notified.
6. At the next Statewide Faculty 2:2 Conference, a new election will occur.
 - a. If the discipline would like to elect a Discipline Chair earlier than the annual 2:2, a meeting may be scheduled by the CCCS VP of Academic Affairs/Provost. Members in attendance may elect an interim Discipline Chair.
 - b. The next 2:2 Faculty Conference, the standard election process will take place with attending discipline members

III. Discharging a State Discipline Chair

If a State Discipline Chair is no longer fulfilling the duties of the position, concerned parties may contact a SFCC representative, Dean or the System VP of Academic Affairs/Provost.

Complaint and removal process is currently being formalized, but at a minimum will include opportunity for redress, monitoring and SFCC involvement.

IV. Academic Chair

1. Represents faculty across the state and is their main faculty voice.
2. Conducts Discipline Meeting at 2:2 Conference or other appropriate venues.
 - a. Creates agenda
 - b. Facilitates discussion about which courses to nominate/revise/delete as GT Pathways
 - c. Discusses issues, new courses and writing teams
 - d. Addresses problems and concerns with current courses
 - e. Informs faculty of professional development opportunities
 - f. Submits 2:2 meeting minutes (or other discipline meeting) to System office within two weeks of meeting via electronic means
3. Coordinates curriculum
 - a. Coordinates and creates writing teams for new courses, competency changes and GT Pathways syllabi
 - b. New programs
 - c. Program articulation
 - d. New Courses
 - i. Informs faculty of proposed courses and solicits feedback
 1. Maintains copies of votes or discussions concerning the course review in case of questions by the SFCC
 - ii. Prerequisites and placement of students
 - e. Coordinates maintenance of CCCNS courses
 - i. Informs faculty of proposed courses changes and solicits feedback
 1. Maintains copies of votes or discussions concerning the course review in case of questions by the SFCC
 - ii. Fix errors in description, competencies or outline
 - iii. Check/fix GT Pathways designation
 - iv. Prerequisites and placement of students
 - v. Number of semester credit hours
 - vi. Changes in competencies
 - vii. Number of Affordable Care Act (ACA) faculty contact hours
 - f. Remove obsolete courses or programs from CCCNS database on an annual basis
 - i. Annual review of "Special Topics" courses with recommendations to SFCC for permanent courses

- ii. Annual review of discipline courses
- 4. Point of contact with designated faculty (chairs) at other colleges in the System and with CMC/Aims/Western, Emily Griffith Technical College
 - a. Maintains distribution list of full-time faculty by submitting changes/updates to the VPI
 - b. Delegates responsibilities to other faculty
 - c. Facilitates faculty discussion through email, meetings, etc.
 - d. Works with other discipline chairs
 - e. Final approval of new courses for SFCC. Contacts SFCC to give them information about program changes or information about changes or new courses
 - f. Communicates with the local VPI and maintain ties with Ed Services Curriculum Committee

V. Career and Technical Education Chair

- 1. Represents faculty across the state and is their main faculty voice
- 2. Conducts Discipline Meeting at 2:2 Conference or other appropriate venues
 - a. Creates agenda
 - b. Facilitates discussion about which courses to nominate/revise/delete as GT Pathways
 - c. Coordinates/initiates curriculum
 - d. Deals with program issues/development
 - e. Addresses problems and concerns with current courses
 - f. Informs faculty of professional development opportunities
 - g. Facilitates discussion about Carl Perkins
 - h. Submits 2:2 Conference meeting minutes (or other discipline meeting) to the System office within two weeks of meeting via electronic means
- 3. Coordinates curriculum
 - a. Coordinates and creates writing teams for new courses, or competency changes
 - b. New Courses
 - i. Informs faculty of proposed courses and solicits feedback
 - 1. Maintains copies of votes or discussions concerning the course review in case of questions by the SFCC
 - c. Coordinates maintenance of CCCNS courses
 - ii. Informs faculty of proposed courses and solicits feedback
 - 1. Maintains copies of votes or discussions concerning the course review in case of questions by the SFCC
 - iii. Discusses prerequisites and placement of students
 - iv. Number of semester credit hours
 - v. Changes in competencies
 - vi. Number of Affordable Care Act (ACA) faculty contact hours
 - d. Remove obsolete courses or programs from CCCNS database on annual basis

- i. Annual review of “Special Topics” courses with recommendations to SFCC for permanent course
 - ii. Annual review of discipline courses
- 4. Coordinates or initiates articulation agreements with in-state colleges and out-of-state colleges
 - a. Coordinates or initiates new program development
 - b. Knowledge about ESCROW (Advanced Credit Pathways)
- 5. Knowledge about credentialing for their program
- 6. Point-of-contact with designated faculty (chairs) at other colleges in the system and with CMC/Aims/Western/EGTC/Warren Tech/Pickens/Delta-Montrose Technical School
 - a. Maintains distribution list of full-time faculty by submitting changes/updates to the VPI. The VPI submits to CCCS via Jennie Gross at jennie.gross@cccs.edu.
 - b. Delegates responsibilities to other faculty
 - c. Facilitates faculty discussion through emails, meetings, etc.
 - d. Works with other discipline chairs
 - e. Final approval of new courses for SFCC. Contacts SFCC to give them information about program changes or information about changes or new courses
 - f. Communicates with the local VPI, CCCS Program Director and maintains ties with Ed. Services Curriculum Committee

VI. Navigating the Electronic World of CCCS

- 1. System Distribution Lists
 - a. To find your discipline’s distribution list
 - i. Open Outlook
 - ii. Click on the “To” button
 - iii. In the Search field, type: Faculty Statewide, CCCS, “discipline name”
 - 1. i.e. “Faculty Statewide, CCCS, Biology
 - iv. Double click the address; it will be copied to the “To” field
 - v. Click “OK”
 - vi. Return to your email
 - vii. To see who is in the distribution list, click the “+” to expand
- 2. Discipline Chair List
 - i. Open Outlook
 - ii. Click on the “To” button
 - iii. In the search field, type, CCCS, Discipline Chairs
 - iv. Double click the address; it will be copied to the “To” field
 - v. Click “OK”
 - vi. Return to your email
 - vii. To see who is in the distribution list, click the “+” to expand
- 3. Updating the Distribution List
 - a. Send the additions to your campus Vice President of Instruction

- b. The Vice President of Instruction will send the email to jennie.gross@cccs.edu
- 4. The CCCNS Website
 - a. Common Course Numbering System
 - i. Used to verify changes made to the course
 - ii. No password is required
 - iii. Log into the CCCNS website
 - iv. Toggle between the course choices
 - 1. Propose to review submitted changes
 - 2. Current to review active, approved courses
 - 3. Archived to review prior courses
 - v. Click the correct term
 - vi. Click Submit Search
 - vii. Click on the beginning letter of the course prefix you want to review
 - viii. Click on the prefix
 - ix. Click on the desired course
 - b. Bulletin Board
 - i. Posted monthly, on or around the fifth of the month
 - ii. Includes all courses that are set to be reviewed the following month's SFCC meeting
 - iii. Go to the CCCS website
 - 1. Hover over "Educators"
 - 2. Click on "Common Course Numbering System"
 - 3. On the right hand side of the page, click on "Bulletin Board"
 - c. Additional Resources
 - i. Go to "Resources" on the CCCS website
 - ii. Faculty and Advisor Resources
 - 1. Documents that assist with tracking courses
 - 2. Documents for tracking CCPT scores
 - iii. Course Guide Development
 - 1. Locate all the electronic versions of the attached Appendices
 - iv. List of Faculty Committees
 - v. Manuals
 - 1. Discipline Chair Manuals
 - 2. SFCC Processes and Procedures

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Colorado Common Course Numbering System (CCCNS)

Colorado Community College Common Course Numbering System

Overview

The Colorado Community College Common Course Numbering System (CCCCNS) was developed to facilitate ease of transfer for students from one community college to the other, and from community colleges to four-year schools. It was also created to improve program planning, increase communication among all of the colleges, and facilitate articulation arrangements from high schools to the community colleges. The Common Course Numbering System applies to all courses offered for credit at the community colleges and the structure is specific to course content rather than to program, department or discipline. The goal of the CCCCNS is to establish consistency in course offerings across the system and to ensure there is no duplication in offerings.

By its design, the Colorado Community College Common Courses will:

- Ensure that students who transfer from one public community college to another can successfully complete their degree or program without duplicating course work, causing extended time commitments and increased time.
- Provide a framework for faculty in each subject area to collaborate on course quality and consistency.
- Establish a system-wide inventory of all credit courses offered at Colorado community colleges.
- Facilitate transferability to four-year institutions.
- Facilitate a system for state-wide articulation agreements.

For every course listed in the system, the following information is included:

- Prefix and Number
- Credit Hours/Contact Hours
- Course Description
- Competencies
- Outline
- Colleges Offering the Course

CCCNS History

1986 – CCHE awards a one-year Quality Incentive Grant to CCCOES to develop and implement a “Core Transfer Program” to fulfill the terms of H.B. 1237.

1987—Articulation Agreement signed between Colorado’s Community/Junior Colleges and Colorado’s four-year colleges and universities on the General Education Core Transfer Program.

1991 – Common Course Descriptor Project started – a matrix of all courses offered by Colorado’s community colleges was developed. Where two or more colleges offered a course, faculty was asked to identify a common course ID (prefix and number), a common title, and a common description. Credits, contact hours, and course competencies could vary.

1995 – Colorado Common Course Numbering System Project began as a way to organize courses with common credits, competencies and outline. Faculty, in conjunction with the community college instructional leaders, once again identified the many courses (more than 12,000) in the system database. Faculty formed writing teams to develop topical outlines and competencies for the courses that were commonly described. Over a five-year period, these teams worked at combining courses, and deleting duplicates within each discipline.

2001 – Instructional officers started the process of approving the courses submitted by faculty and eliminating duplication among disciplines. This process was completed during the summer of 2002. Full implementation of the CCNS was fall of 2003.

Additional Legislation that Impacted the Process

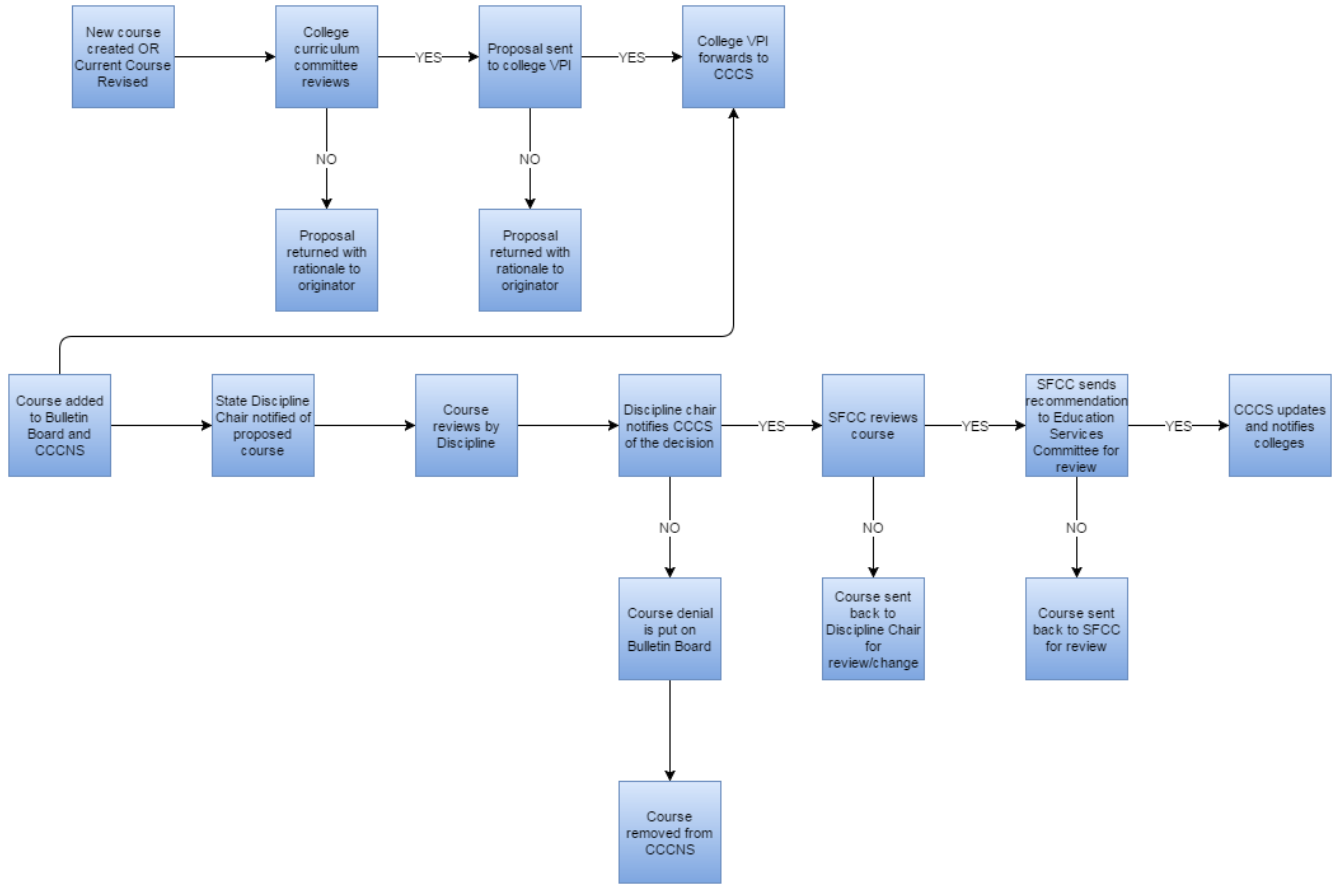
Legislation in two areas impacted the work being done to commonly describe the community college curriculum. The first was the Basic Skills Legislation that dictated assessment and remediation before students could enter college-transfer courses in Mathematics and English. The second was the King Bill, also known as the Students Bill of Rights. This piece of legislation required the development of a common core of General Education that would be transferable among all of Colorado Higher Education. This set of courses was fully implementable by fall of 2003. As a result of the latter legislation, the original Transfer Core Agreement terminated at the end of the spring semester in 2003.

Challenges – Changing leadership for the project, along with the implementation of the Basic Skills legislation, required that some guidelines be revamped. While work with academic courses progressed at a fairly steady pace, work among career and technical courses was spottier. Some of the CTE faculty groups were not convened until quite late in the process.

Project Continuation – After the bulk of the development, review and approval of the curriculum was completed, a faculty task force developed guidelines for submitting new courses to the database. This process is now in place. Availability of a more user-friendly

database and website has been developed so that information on courses available in the system to students, parents and faculty throughout Colorado and beyond.

CCCNS New/Revised Course Flow Chart



Courses Developed at an Individual College

1. Faculty member completes the approved course guide/template and submits it to the curriculum committee at the individual college for approval
2. As part of the approval process, the college's curriculum committee reviews other courses currently in the database, both within and without the discipline, to assure that no other like course exists.
3. Upon approval, the chair of the curriculum committee forwards the course guide/template to the institution's Chief Academic Officer or Vice President of Instruction (VPI) for approval. Once approved, the course guide/template is forwarded to the CCCS Office of Academic Affairs/Provost via the Academic Curriculum and Program Specialist (jennie.gross@cccs.edu), where it is checked for number availability and appropriateness, and entered into the Proposed Database. Only course guide/template by the college's Chief Academic Officer (VPI) will be accepted for entry into the Proposed Database.
4. At the same time that the course is entered into the Proposed Database, the CCCS staff member will notify the current State Discipline Chair of the addition.
5. The Discipline Chair then forwards the notification to the Discipline Committee for review of the proposed course and in a timely manner notifies the Academic Curriculum and Program Specialist with approval or denial, who will update the Bulletin Board with the decision.
 - a. The Discipline Chair will poll the members of the discipline team. Majority rule will be in effect on approval or disapproval. No response is considered a vote for approval.
 - b. If no objections are heard from either the discipline group, or other faculty, within that period, the Discipline Chair will notify the system office of the discipline's decision.
 - c. Approved courses will be reviewed by the Statewide Faculty Curriculum Committee, and then sent to the Education Services Curriculum Committee for review, for either final approval or disapproval.
 - d. Denied courses will be removed from the Bulletin Board and from registration.
6. If there is no identified Chair, the course information will be forwarded to the Chief Academic Officers/VPI at each community college to have the information reviewed by the appropriate faculty.
7. On or around the fifth of each month, a CCCS staff member posts the Bulletin Board on the CCCS website indicating the status of proposed/revised/deleted courses to the Proposed Database so that it can be reviewed by the faculty for possible duplication or other objections. It will stay in the Proposed Database for 30 days.
8. The SFCC will review proposed/revised/deleted courses at their monthly meeting
 - a. Discipline Chair approved courses submitted between June 1 and July 31 will be reviewed in August.
 - b. Any faculty objections will be considered by the Statewide Faculty Curriculum Committee, for resolution. If the SFCC is unable to resolve the issue, the Education Services Curriculum Committee will make a final recommendation to the Education Services Council for approval or disapproval.

- c. Courses that ARE NOT approved by the SFCC within one year, plus month of the original submission, will be inactivated within the CCCNS database. They will no longer be available for registration.
9. After action is taken by the SFCC, the Bulletin Board will be forwarded to the Education Services Curriculum Committee; the Committee will make recommendation to the Educational Services Council to have the course moved from the Proposed Database to the Official Database.
 - a. If disapproved, it is returned to the SFCC with a reason for disapproval and a suggested course of action for changes and resubmission.

Courses Developed by a Discipline Group

1. A Discipline group could decide to add a course to the community college offerings based on a request from an individual college, an industry partner, or another community entity.
2. After the course guide/template and CCNS template are developed by the Discipline group, one college representative acts as the “course champion” and submits the course to the curriculum committee at his or her home college.
3. The CCNS Procedure then picks up at the above Step 2, and continues to final approval or disapproval.

Special Topic Course

1. Special Topic courses are developed by a college to cover emerging issues or specialized content not represented in the main curriculum. Faculty may wish to develop a special topic course as a response to a current issue, technique or discourse.
2. The approved numbers for a Special Topic course are: 175, 176, 177, 275, 276, 277, 375, 376, 377, 475, 476, and 477. The course numbers may be used more than once within the same prefix.
3. Each college will assign a course section and title to the course during scheduling.
4. Special Topic courses may only be offered for one academic year before they must be converted into an approved CCNS course.
5. Monitoring of Special Topic courses is the responsibility of the Discipline Chair.
 - a. Converted Special Topic courses approval picks up with CCNS process Step 1.
6. If the course is repeatedly offered, if the intent is to keep offering the course, regardless of the time frame (one a year, every other fall semester, only in the summer) it should be converted to a regular course.
7. The Discipline Chair, college curriculum and instruction committees and VPI should review and manage the Special Topics courses.

Bachelor of Applied Science Course (300-400 level)

On February 27, 2014, the Colorado Senate approved SB 14-004 (23-60-211 C.R.S.), which allows Colorado community colleges the ability to grant four year applied science degrees in career and technical fields. The System office, along with representatives from the community colleges, the Office of the Provost and the General Education Council have drafted guidelines for 300-400 level curriculum based on the Degree Qualifications Profile presented by the Lumina Foundation.

General Education Philosophy – BAS

Pursuant to the role and mission of CCCS (23-60-201, C.R.S.), CCCS may offer technical, career and workforce development Bachelor of Applied Science (BAS) degree programs. Authority for the CCCS to offer BAS degrees was made possible by SB 14-004 (Community College Four Year Programs), which was signed by the Governor on February 27, 2014. The Bachelor of Applied Science degree is the designated degree for flexible baccalaureate programs that are designed to accommodate the unique demands for entry and advancement within specific workforce sectors. BAS programs provide degree completion opportunities for students from a variety of educational backgrounds, but primarily those with Associate of Applied Science (AAS) degrees or the equivalent. BAS degrees typically build on the curriculum requirements for an AAS degree. As such, BAS degrees are often considered to be stackable degrees, meaning that all of the requirements for the AAS degree are either included in, or receive full recognition and credit within the BAS program requirements. Consequently, both the technical and general education courses completed in an AAS degree count fully toward BAS degree requirements. Because the general education requirements often vary considerably for AAS degrees due to the targeted focus of their career and technical fields, CCCS provides great flexibility to faculty structuring AAS degree general education requirements. It is the intent of the general education philosophy for BAS degrees that all general education courses successfully completed by students in their AAS degrees count fully toward the overall BAS general education requirements.

We acknowledge the degree work of the received degree. To prepare for the 21st century citizen and workforce, the completion of a BAS degree should include the following criteria for general education:

General education requirements will be 30 lower division credits that will meet competencies of our philosophy and include at least 15 credits of GT Pathways courses based on existing courses that will satisfy the following philosophy that subscribes to the educational purposes and values articulated in the AAC&U's "Statement on Liberal Learning" and is committed to providing students a comprehensive learning experience that addresses critical competencies of students' personal, professional and intellectual growth (Bellevue College, Bellevue, WA).

The total BAS general education requirements will include development of skills/competencies fulfilled with the following categories:

Quantitative Literacy

Competency in quantitative literacy represents a student's ability to use data and the mathematical analysis of data to make connections and draw conclusions. Students with strong quantitative literacy skills understand and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc.)

Civic Engagement

Competency in civic engagement refers to actions wherein students participate in activities of personal and public concern that are both meaningful to the student and socially beneficial to the community. Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes" (excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi).

Critical Thinking

Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an opinion or conclusion based on their analysis.

Information Literacy

Information literacy refers to the set of skills needed to find, retrieve, analyze, and use information. Competency in information literacy represents a student's ability to know when there is a need for information, to be able to identify, locate, evaluate and effectively and responsibly use that information for the task or problem at hand.

Creative Thinking

Competency in creative thinking represents both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting and working in an imaginative way characterized by a high degree of innovation, divergent thinking and risk taking.

Global Learning

Competency in global learning refers to a student's ability to critically analyze and engage with complex, interdependent global systems and legacies (natural, physical, social, cultural, economic and political) and their implications for people's lives and the earth's sustainability.

Through global learning, students should (1) become informed, open-minded and responsible people who are attentive to diversity across the spectrum of differences; (2) seek to understand how their actions affect both local and global communities and (3) address the world's most pressing and enduring issues collaboratively and equitably.

Oral Communication

Competency in oral communication represents a student's ability to deliver a well-prepared and purposeful presentation grounded in credible information and organized effectivity.

The final rubric is being approved. Please contact jennie.gross@cccs.edu for additional information.

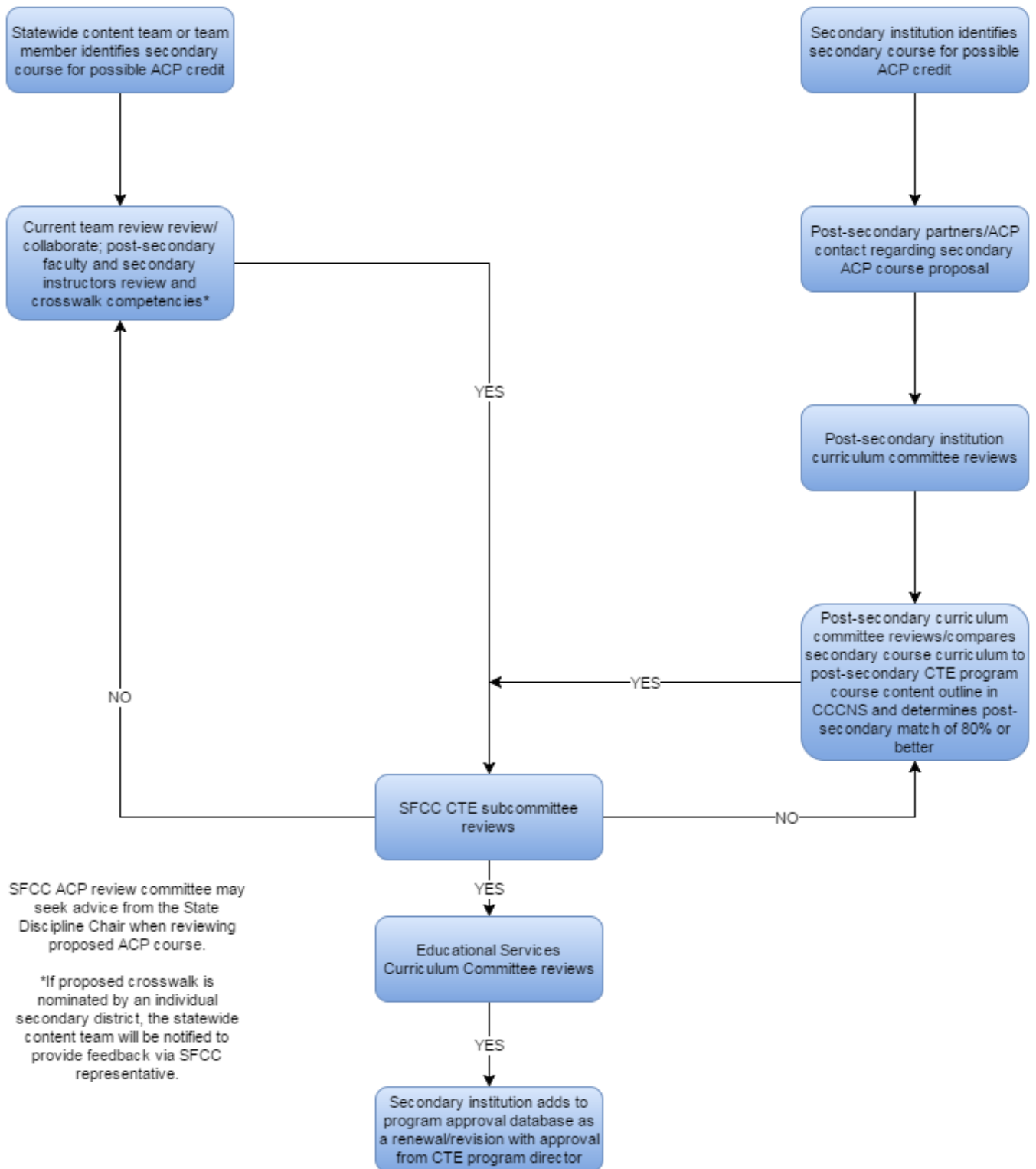
New Prefix Development

1. A new prefix may be developed at the request of faculty or a college. Faculty should consult with other departments if there are cross-curriculum concerns.
2. The New Prefix template should be completed along with any documentation required by the individual college.
3. Rationale for the new prefix will need to be discussed with the local college curriculum committee and should include at a minimum:
 - a. Reason for new prefix
 - b. Any prior prefixes that have been used
 - c. Prefix being proposed
 - i. Check with System office for availability
 - d. Title of new prefix
4. CIP code
5. Proposed effective term date
6. Discipline Chair name and email address
7. Faculty names to be added to the system distribution list
8. After approval by the college curriculum committee, the New Prefix template should be forwarded to the VPI for approval
9. The VPI will submit to the System office Academic Course and Program Specialist (jennie.gross@cccs.edu) for an addition to the Bulletin Board
10. The prefix will be added to the Bulletin Board and approval process will pick up at CCCNS process Step 3.

Note: *If at all possible, the prefix should be approved BEFORE new curriculum is submitted.*

Advanced Credit Pathway (ACP)

Advanced Credit Pathways (ACP) Credit Course Selection Process



Advanced Credit Pathway (ACP) Formerly Escrow Credit

Summary

The Advanced Credit Pathway (ACP) gives post-secondary institutions a tool for providing college credit for equivalent learning at the secondary level in career and technical education.

Requirements

- Based on community college common course numbering system (CCCNS)
- High school curriculum aligned with post-secondary course(s) 80 percent
- Discipline content teams review curriculum
- Completion with “B” grade or better

Approval Process

If the secondary program is using a crosswalk already considered by the content team:

- They secure the support of a post-secondary institution*
- They include the crosswalk on their program approval
- Approval is granted by the program director
- Approval is secured SFCC ACP committee
 - Newly proposed crosswalks are sent monthly via blackboard

Using an Unapproved Crosswalk

If the secondary program is using a crosswalk that has not yet been approved by the content team:

- They secure the support of a post-secondary institution*
- They take the crosswalk to the content team for review and approval
- They include the crosswalk on their program approval
- Approval is granted by the program director
- Approval is secured by the SFCC ACP committee
 - SFCC ACP committee may consult with the State Discipline Chair
 - Newly proposed crosswalks are sent monthly via blackboard

Note: Credit will be accepted at all CCCS institutions offering the appropriate program.

***If no post-secondary partner is available or you don't know where to go, contact the CCCS program director.**

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Colorado GT Pathways

Update: July 2015

The GT Pathway course review process is on hold pending the completion or revisions currently being done by faculty to the criteria for the content and competencies sections.

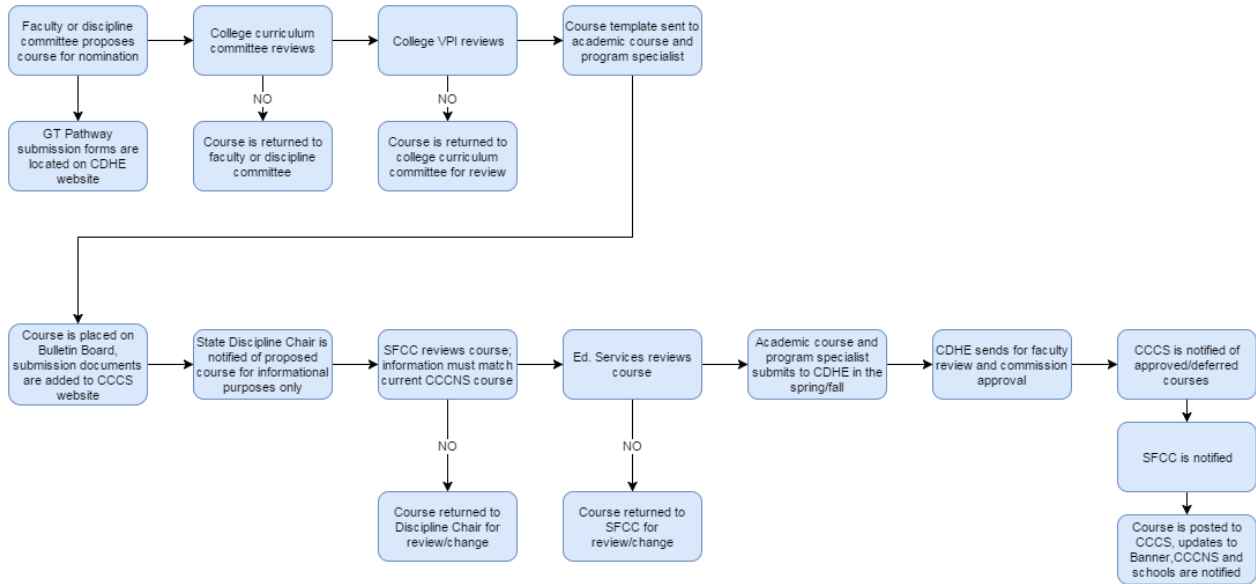
An abbreviated fall/spring review will be allowed for courses that are resubmissions ONLY. No new submissions will be reviewed by the SFCC or CDHE.

Update July 2016

The General Education Council is finalizing the review and submission process for gtPathway courses. The latest information may be found on the CDHE website:

<http://higherred.colorado.gov/academics/transfers/>

GT Pathways (guaranteed transfer) New Course Nomination Flow Chart



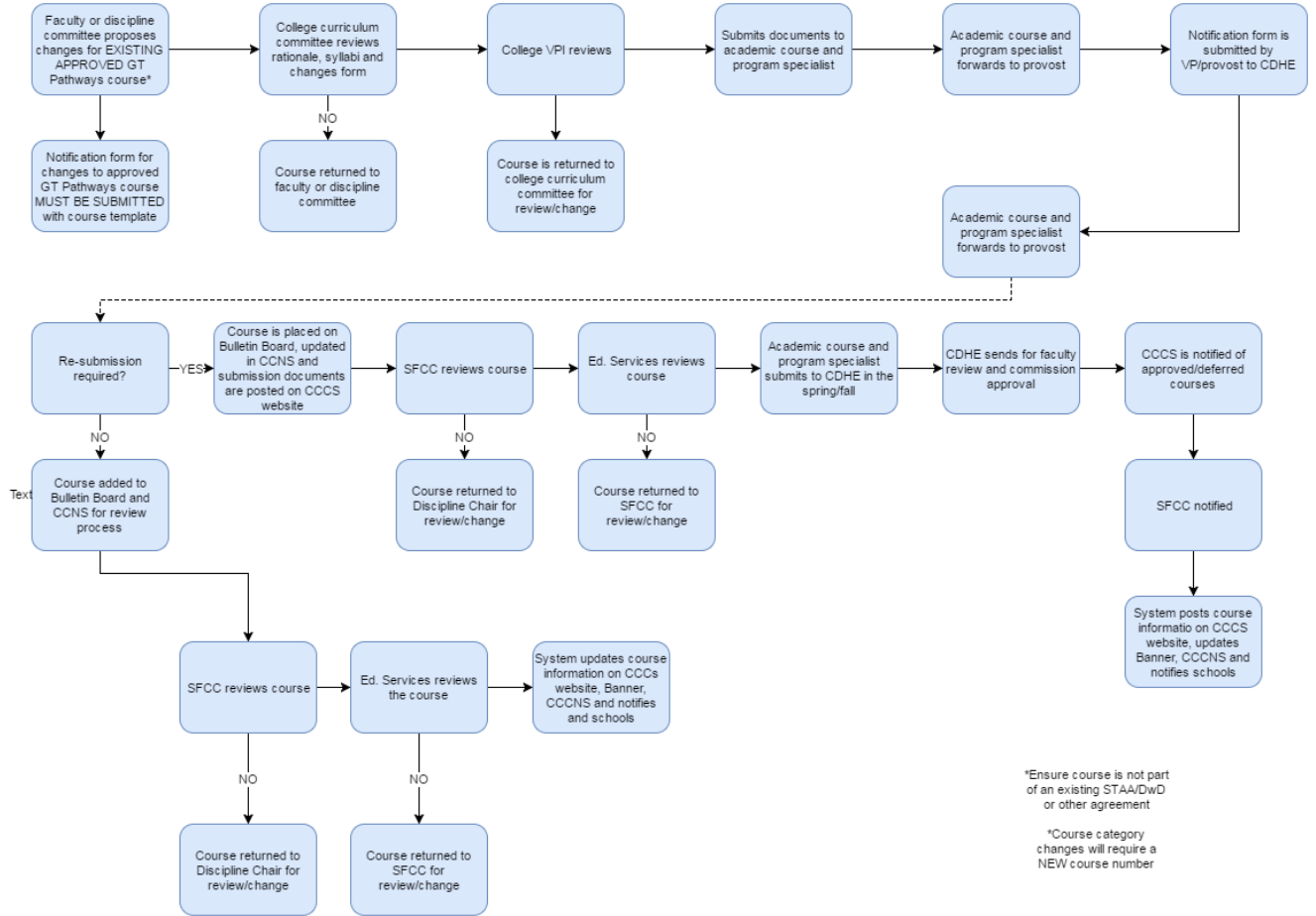
GT Pathways Nomination Procedure – New Course

1. All GT Pathway courses must be approved for the CCNS and course descriptions, outlines and competencies must match the GT Pathway submission documents
 - a. Courses are presented for review and approval by either an individual or by the discipline group to the State Faculty Curriculum Committee.
 - i. The application packet for GT Pathway courses can be located on the CDHE website.
 - ii. If an individual initiates the course nomination, the individual college curriculum committee and the chief academic officer or VPI of the college must first approve it for submission. If approved by the curriculum committee and the chief academic officer/VPI, the chief academic officer will submit the GT Pathway forms (nomination packet) and course template to the academic course and program specialist.
 - iii. The academic course and program specialist will post the information to the bulletin board and notify the discipline chair.

2. Review and Approval by the State Faculty Curriculum Committee
 1. During its regularly scheduled meetings, the State Faculty Curriculum Committee will review the nomination packet and if approved, will forward the packet to the Education Services Curriculum Committee for review.
 2. If disapproved, the SFCC will return the packet to the VPI of the college that submitted the request with a rationale and course of action.

3. Review and Approval by the Education Services Curriculum Committee
 - a. The Education Services Curriculum Committee will review the nomination and the recommendation of the SFCC.
 - b. If approved by the Education Services Curriculum Committee, the packet will be sent to the CCHE for review and approval based on the CCHE submission deadlines.
 - c. If denied by the Education Services Curriculum Committee, the packet will be returned to the SFCC with a rationale and course of action.

GT Pathways (guaranteed transfer) Existing/Approved Course Nomination Flow Chart



*Ensure course is not part of an existing STAA/DwD or other agreement

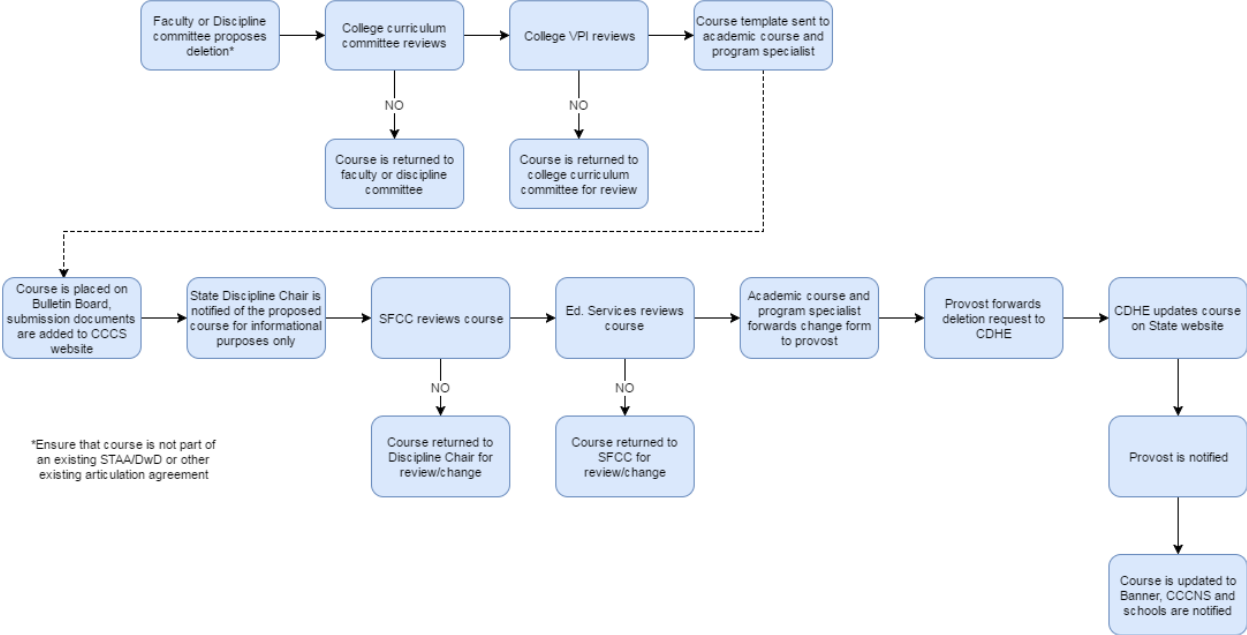
*Course category changes will require a NEW course number

GT Pathways Nomination Procedure – Revision to Existing/Approved Courses

If a current CCNS approved GT Pathway course needs revision, the following steps should be followed:

1. Faculty members must ensure that the course is not part of an existing STAA/DwD or other existing articulation agreement.
2. Faculty member completes the approved course guide/template and submits it to the curriculum committee at the individual college for approval.
3. Faculty member will complete the “Notification of Changes to Approved GT Pathways Course” form located on the CDHE website and submits it along with the course guide template to the curriculum committee.
4. Upon approval, the chair of curriculum committee forwards the course guide/template and notification of change form to the institution’s chief academic officer or vice president of instruction (VPI) for approval. Once approved, the course guide/template and notification of change form is forwarded to the CCCS Office of the Provost via the academic curriculum and program specialist (jennie.gross@cccs.edu). Only course guide/templates and notification of change forms submitted by the college’s chief academic officer (VPI) will be accepted for entry into the Proposed Database.
5. The notification of change form will be submitted to the CDHE for review
 - a. If the course requires re-submission to the CDHE:
 - i. Review process will pick up at GT Pathways NEW course process
 - b. If the course DOES NOT require re-submission to the CDHE:
 - i. Review process will pick up at Courses Developed at an Individual College, #4

GT Pathways (guaranteed transfer) Deleting an Existing Course Flow Chart



GT Pathways Nomination Procedure – Deleted Course

If a current CCNS approved GT Pathway course needs to be DELETED, the following steps should be followed:

1. The faculty must ensure that the course is not part of an existing STAA/DwD other existing articulation agreement.
2. Faculty member completes the approved course guide/template and submits it to the curriculum committee at the individual college for approval.
3. Faculty member will complete the “Notification of Changes to Approved GT Pathways Course” form located on the CDHE website and submits it along with the course guide template to the curriculum committee.
4. Upon approval, the chair of the curriculum committee forwards the course guide/template and notification of change form to the institution’s chief academic officer or vice president of instruction (VPI) for approval. Once approved, the course guide/template and notification of change form is forwarded to the CCCS Office of the Provost via the academic curriculum and program specialist (jennie.gross@cccs.edu). Only course guide/templates and notification of change forms submitted by the college’s VPI will be accepted for entry into the Proposed Database.
5. Review process will pick up at Course Developed at Individual College #4.