FAQs CCCNS Course submission template – general education course

What is a new course?

A new course is one that has never been defined on the CCCNS. It should be vetted within the Discipline and the College curriculum committee. The rationale—general merits of a course (appropriate, distinguishing characteristics, contribute to the goals of the College. The curricular effects—how does the new course fit into a program—general elective or required, does it have pre-reqs, co-reqs, and is it part of a DwD or other articulation agreement. Will it affect other courses—will a course be archived or taken less frequently? Is there overlap with other departments?

What is a course revision?

✓ Any change in a course number or prefix REQUIRES a new course number to be generated.
✓ Any change to course credits REQUIRES a new course number to be generated. This is to ensure FA compliance within the student’s record. The prior course WILL BE archived. A discussion concerning the equivalency to the new course should occur (if the student took the old course, should they take the new course and received credit)
✓ Changing a course title—course titles may be updated—however a discussion should be had to determine if this update creates a new course. Title changes from specific to general (Introduction to Ergonomics (prior title: Ergonomics: Manage Task Stress) OR (CPT Coding (prior title: Introduction to CPT-4 Coding) are generally acceptable. However, if the course title represents a substantive change to the course learning outcomes, a new title/number should be considered.
✓ Changing classroom hours—the Affordable HealthCare Act (ACA) created the need to define contact hours of a course to aid in determining part time instructor eligibility for healthcare benefits. The original hours were confirmed by the CAOs. Disciplines, as part of the course review process, may request that a course classroom hours be changed. Generally this is due to the teaching method (was defined as 3 credits; 45 LEC, is now 3 credits; 67.5 LLB).
✓ Changing catalog descriptions. Updating the catalog description for a course may become necessary as part of a discipline review process.
✓ Changing course learning outcomes. Learning outcomes should be changed based on program advisory board recommendations, programmatic accreditor requirement or changing educational environments.
✓ Changing the topical outline. The topical outline should support the course learning outcomes and may need to be updated if the course learning outcomes are updated.
✓ Course archive—a course that is archived will no longer be available for scheduling. The course information will be maintained and is available for historical purposes only. Course archival occur on the academic year; but may be submitted throughout the year.

Course Information

1. Course prefix—a course prefix is a unique three letter designator for a major division within a discipline or subject matter area. These are managed via the System office.
2. Course Number – A course number is a unique designation that assists in defining the characteristics of the course. These are managed via the System office. Please see the course numbering guide for additional information about course numbering.

3. Course Title – The title of a course should give a brief, general description of the subject matter covered. Titles should be easily understood by the general public and not couched in departmental or university jargon. It is limited to 30 spaces. Course long title – this may be longer and more descriptive of the subject matter covered. It is limited to 50 spaces.

4. CIP code – The National Center for Education Statistics designed the Classification of Instructional Programs to “provide a taxonomic scheme to support the accurate tracking, assessment, and reporting of fields of study and programs completion activity.” CIP codes are REQUIRED for all courses and should be assigned by the discipline. Prior courses were assigned CIP codes as part of the course build process and may be updated or changed. CIP codes are used by the System to define CIP HIGH/MED/LOW costs as set by the State Board. The course CIP cost is automatically set at the System level when a NEW or revised course is submitted based on the CIP code requested by the discipline.

5. CIP cost – CIP cost HIGH/MED/LOW are approved by the State Board each Spring for the following academic year. A list of CIP cost (LOW/MED/HIGH) can be located on the CCCS Website. This cost is assigned based on the CIP code submitted by the discipline as part of the course template. The CIP cost is System wide.

6. Credit Hours – A credit hour is a unit of measurement in education credit. It may be based on the number of classroom hours per week throughout the term. If the course is static - a set number of credits enter the MIN. If a course is variable, enter the MIN and MAX.

7. Total Contact Hours – Classroom hours are used for ACA eligibility. For the total number, enter the contact hours X the credit hours. 3 credit hours X 15 LEC = 45. 3 credit hours X 22.5 LLB = 67.5. 3 credit hours X 30 LAB = 90. The breakdown must be included in the course template submission.

8. Schedule type – The schedule type is how the course is scheduled. The schedule type should drive the total contact hours. The most common schedule types have been listed, if the college requires additional types – please indicate in “other”.
   a. Common scheduling ratios
   b.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Banner Code</th>
<th>Scheduling guidelines</th>
<th>Contact Ratio guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Ed/Open Learning Online Continuing Education</td>
<td>CED/OCE</td>
<td>15 hours = 1 credit</td>
<td>(1:1) Contact Ratio</td>
</tr>
<tr>
<td>Clinical/Open Learning Clinical</td>
<td>CLI/OCL</td>
<td>30 hours = 1 credit 45 hours = 1 credit</td>
<td>(2:1) Contact Ratio (3:1) Contact Ratio</td>
</tr>
<tr>
<td>Co-op Education</td>
<td>COP</td>
<td>15 hours = 1 credit</td>
<td>(1:1) Contact Ratio</td>
</tr>
<tr>
<td>Field Instruction/Study</td>
<td>FLD</td>
<td>37.5 hours = 1 credit</td>
<td>(2.5:1) Contact Ratio</td>
</tr>
<tr>
<td>Internship/Open Learning Internship/On the Job Training/Open Learning Online On the Job Training/Lecture &amp; Internship Combo</td>
<td>INT/OIN/OJT/OOJ/LEI</td>
<td>45 hours = 1 credit</td>
<td>(3:1) Contact Ratio</td>
</tr>
<tr>
<td>Lab/Lab2/Open Learning Online Lab/Open Learning Online Lab 2/Open Learning Online Lab 3</td>
<td>LAB/LB2/OLA/OB2</td>
<td>30 hours = 1 credit</td>
<td>(2:1) Contact Ratio</td>
</tr>
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<tr>
<td>Open Learning Online Lab/Open Learning Online Lab 3</td>
<td>OLA/OL3/LL3</td>
<td>45 hours = 1 credit</td>
<td>(3:1) Contact Ratio</td>
</tr>
<tr>
<td>Lab - CTE</td>
<td>LLB</td>
<td>22.5 hours = 1 credit</td>
<td>(1.5:1) Contact Ratio</td>
</tr>
<tr>
<td>Lecture/Open Learning Online Lecture</td>
<td>LEC/OLE</td>
<td>15 hours = 1 credit</td>
<td>(1:1) Contact Ratio</td>
</tr>
<tr>
<td>Lab - Academic/Open Learning Online Lecture-Lab</td>
<td>LEL/OLL</td>
<td>1.5 hours = 1 credit</td>
<td>Contact Ratio</td>
</tr>
<tr>
<td>Physical Educ./Recreation/Open Learning Online Physical Education</td>
<td>PED/OPE</td>
<td>30 hours = 1 credit</td>
<td>(2:1) Contact Ratio</td>
</tr>
<tr>
<td>Practicum/Open Learning Practicum/Open Learning Lecture &amp; Practicum Combo</td>
<td>PRA/OPR/OPL</td>
<td>30 hours = 1 credit</td>
<td>(2:1) Contact Ratio</td>
</tr>
<tr>
<td>Private Music Instruction/Studio Music/Open Learning Private Instruction</td>
<td>PRI/SMU/OPI</td>
<td>3.75 hours = 1 credit</td>
<td>Contact Ratio</td>
</tr>
<tr>
<td>Seminar/Open Learning Seminar</td>
<td>SEM/OSE</td>
<td>15 Hours = 1 credit</td>
<td>(1:1) Contact Ratio</td>
</tr>
<tr>
<td>Studio (Studio Art)/Studio Music/Open Learning Studio Art/Open Learning Studio Music</td>
<td>STU/SMU/OSA/OSM</td>
<td>30 hours = 1 credit</td>
<td>(2:1) Contact Ratio</td>
</tr>
<tr>
<td>Directed Study/Independent Study/Online Independent Study/Study Abroad/Open Learning Online</td>
<td>IND/OIS/SAB/OLO</td>
<td>11.25 hours = 1 credit</td>
<td>(0.75:1) Contact Ratio</td>
</tr>
<tr>
<td>Online Delivery</td>
<td></td>
<td></td>
<td>Follows Same Guidelines as Traditional Delivery</td>
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<tr>
<td>Hybrid Delivery</td>
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<td></td>
<td>Follows Same Guidelines as Traditional Delivery</td>
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</table>

9. Course repeat limit – This is set at the System level and is based on ES 4-87 Repeat Course Limits. If unsure, contact the System office – or leave blank and the System will update
   a. A repeat indicator of 1 a course may be re-taken once before a registration hold is created requiring advisor intervention.
   b. A repeat indicator of 99 indicates that the course is exempt.
      i. Repeatable courses include Clinical, Special topics, seminars, internship, independent study, co-op, practicum, capstone, service learning, developmental, specific prefixes/course numbers - ART, DAN, PED are notable

   a. Standard A-F
   b. Pass/Fail may be requested – additional info may be required at the time of submission
   c. Satisfactory/Unsatisfactory – additional info may be required at the time of submission
   d. Developmental – used only for developmental education courses
11. Course attribute – A course attribute are System codes used to categorize courses for reporting and data purposes. If the attribute is NOT System wide (transfer elective, etc.) IT will not be assigned at the System level. General education courses (NON gt) are assigned GEN. If you need assistance, please contact the System.

12. Pre-requisites/Co-requisites

Course catalog description

1. The title of a course should give a brief, general description of the subject matter covered. Titles should be easily understood by the general public and not couched in departmental or university jargon.
2. The presumed subject is “This course.....”
3. It is limited to 75 words.
4. It should not contain prescriptive scheduling requirements.
5. It should discuss what the course does not the student.

Course Learning Outcomes (CLO)

1. In 2017, the prior “standard competencies” language was updated to reflect “course learning outcomes (CLO)”.
2. Required Course Learning Outcomes- ALL schools must teach 100% of these competencies. These are discipline agreed upon and reflect the achievement expected in the course.
3. A maximum of 20 CLOs
   a. If more than 20 CLOs are required, short justification should be included
      i. Programmatic requirements are the general exception
4. CLOs should be clear, measurable, use Blooms’ action verbs (e.g., identify, recall,)
5. CLOs should be broad and general enough to accommodate changes in course content over time.
6. CLOs must be formatted using Arabic numerals as the template (i.e. 1, 2, 3...).
7. CLO should clearly relate to topics, assignments, and exams that are covered in the present course.
8. Required Course Learning Outcomes in either [Course A] or [Course B] (this may be left blank).
   a. For courses with sequential numbering, an “either/or” required CLO may be indicated by two course numbers. This stipulates that the CLO are required in either course BUT MUST BE TAUGHT.
   b. If section is populated, must be used on ALL course syllabi.
9. Recommended Course Learning Outcomes (this may be left blank)
   a. Additional competencies may be added under the recommended CLOs.
   b. These CLOs are suggested and may be used in the course based time, demographic or faculty need.
   c. If this section is populated, the corresponding “topical outline” section must be populated.
   d. If section is populated, discipline discretion as to inclusion on syllabi.

Required Topical Outline

I. The required topical outline should support the required course learning outcomes and may be used by instructors as a guide for covering the course material.
II. The topical outline must be formatted using roman numerals as the template
III. If an “either/or” CLO is defined in the course learning outcomes, an either/or topical outline is required.
IV. If a recommended CLO is defined in the course learning outcomes, a recommended topical outline is required.