

# FAQs CCCNS Course submission template – gt Pathway

---

## What is a new gt 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 gt 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)
- ✓ Any change to a gt category REQUIRES a new course number. The prior course WILL BE archived. Courses that change gt categories are generally NOT considered equivalent.
- ✓ 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 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 the LEAP standard prescribed by the CDHE.
- ✓ Changing the topical outline. The topical outline should support the course learning outcomes.
- ✓ 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 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 – these are managed via the System office. The course number is a unique designation that assists in defining the characteristics of the course. 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 which must include the 3 digit gt pathway code (CO3, etc.).
4. Course long title – this may be longer and more descriptive of the subject matter covered. It is limited to 50 spaces.
5. 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 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.
6. CIP cost - CIP HIGH/MED/LOW costs are approved by the State Board each Spring for the following academic year. A list of course fees (LOW/MED/HIGH) can be located on the CCCS Website. This CIP cost is assigned based on the CIP code submitted by the discipline as part of the course template. The CIP cost are System wide.
7. 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.
8. Total Contact Hours – Contact 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.
  - a. Common scheduling ratios

Course Type	Banner Code – schedule type	Scheduling guidelines	Contact Ratio guidelines
Continuing Ed/Open Learning Online Continuing Education	CED/OCE	15 hours = 1 credit	(1:1) Contact Ratio
Clinical/Open Learning Clinical	CLI/OCL	30 hours = 1 credit 45 hours = 1 credit	(2:1) Contact Ratio (3:1) Contact Ratio
Co-op Education	COP	15 hours = 1 credit	(1:1) Contact Ratio
Field Instruction/Study	FLD	37.5 hours = 1 credit	(2.5:1) Contact Ratio
Internship/Open Learning Internship/On the Job Training/Open Learning Online On the Job Training/Lecture & Internship Combo	INT/OIN/OJT/OOJ/LEI	45 hours = 1 credit	(3:1) Contact Ratio
Lab/Lab2/Open Learning Online Lab/Open Learning Online Lab 2/Open Learning Online Lab 3	LAB/LB2/OLA/OB2	30 hours = 1 credit	(2:1) Contact Ratio

Course Type	Banner Code – schedule type	Scheduling guidelines	Contact Ratio guidelines
Open Learning Online Lab/Open Learning Online Lab 3	OLA/OL3/LL3	45 hours = 1 credit	(3:1) Contact Ratio
Lab -CTE	LLB	22.5 hours = 1 credit	(1.5:1) Contact Ratio
Lecture/Open Learning Online Lecture	LEC/OLE	15 hours = 1 credit	(1:1) Contact Ratio
Lab - Academic/Open Learning Online Lecture-Lab	LEL/OLL	1.5 hours = 1 credit	Contact Ratio
Physical Educ./Recreation/Open Learning Online Physical Education	PED/OPE	30 hours = 1 credit	(2:1) Contact Ratio
Practicum/Open Learning Practicum/Open Learning Lecture & Practicum Combo	PRA/OPR/OPL	30 hours = 1 credit	(2:1) Contact Ratio
Private Music Instruction/Studio Music/Open Learning Private Instruction	PRI/SMU/OPI	3.75 hours = 1 credit 7.5 hours = 1 credit 30 hours = 1 credit	(0.25:1) Contact ratio (0.5:1) Contact ratio (2:1) Contact ratio
Seminar/Open Learning Seminar	SEM/OSE	15 Hours = 1 credit	(1:1) Contact Ratio
Studio (Studio Art)/Studio Music/Open Learning Studio Art/Open Learning Studio Music	STU/SMU/OSA/OSM	30 hours = 1 credit	(2:1) Contact Ratio
Directed Study/Independent Study/Online Independent Study/Study Abroad/Open Learning Online	IND/OIS/SAB/OLO	11.25 hours = 1 credit	(0.75:1) Contact Ratio
Online Delivery		Follows Same Guidelines as Traditional Delivery	
Hybrid Delivery		Follows Same Guidelines as Traditional Delivery	

9. 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”.
10. Course repeat limit – This is set at the System level and is based on ES 4-87 Repeat Course Limits. For all gt courses the limit is 1. This means a student may fail the course and re-take it once before a registration hold is created requiring the student to visit with an advisor.
11. Grading method – The standard grading method is A-F and is automatically assigned to gt Courses
12. Course attribute – A course attribute are System codes used to categorize courses for reporting and data purposes. The GTP attribute is set at the System level based on all gt courses. The secondary attribute should be indicated based on the gt category of the course.

## 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. It is limited to 30 spaces which must include the 3 digit gt pathway code (CO3, etc.) College Algebra: MA1

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 are allowed in a gt Pathway course and must be based on the CDHE LEAP requirements. This information is located [Colorado Department of Higher Education](#)
4. CLOs should be clear, measurable, use Blooms' action verbs (e.g., identify, recall,)
5. CLOs must be formatted using Arabic numerals as the template (i.e. 1, 2, 3...).
6. CLO should clearly relate to topics, assignments, and exams that are covered in the present course.
7. 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 this section is populated, the corresponding "topical outline" section must be populated.
8. 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.

## Required Topical Outline

- I. The topical outline should support the 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.