Nashua Community College

Curriculum Changes to Approved Program or Courses

Program _____**Course**_____

Date_____

Contact Person_____

Department Chairperson_____

Action to be taken:

    ___   Addition or Deletion of course prerequisites or co-requisites

    ___   Addition or Deletion of program prerequisites or co-requisites

    ___   Change in course numbers and/or titles

    ___   Inactivate a course last time course was offered _____

    ___   Reactivate a course last time course was offered _____

    ___   Change in award of credit for courses, internships, labs or clinical/fieldwork

    ___   Change in sequencing of courses including prerequisites and co-requisites

    ___   Change in Catalog Description

    ___   Course Addition/Deletion

    ___   Changes to the GE Core (must be presented at DC meetings)

    ___   Other (Please clearly describe requested changes in space below)

Description and/or Rationale for Action:

When will the changes take effect? _____

Will this change affect other programs or departments (including Financial Aid)?

Yes___   No__

If yes, please explain.

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Does this change affect accreditation or licensing requirements?   Yes___ No___

If yes, please explain.

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Approved   Yes___   No___ (see explanation below)

_____
VPAA   **Date**

Changes will take effect _____

Explanation /Comments:

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After approval from the VPAA this form and a copy of the approved curriculum will be forwarded to the Registrar's Office for entry into Banner and for record keeping. A copy will be kept in the Academic Affairs Office.

Date entered into Banner :_____By:_____

Date entered into Catalog_____By:_____

Revised November 19, 2015

Associate Degree / Certificate Profile and/or Catalog Change

Name of Program_____

Department Chairperson_____

Date_____ **Effective Date**_____

Attach the original program profile and an updated program profile with this form.

A. **Proposed Changes in Program Profile:** List the courses that are being taken out or added to the program. Also include the credits and lab hours of each course

B. **Will these changes affect the number of credits in the program?**

       Yes_____ No_____ If yes, please explain.

C. **How will the proposed changes affect students?**

D. **How will the proposed changes affect the program outcomes?**

NASHUA COMMUNITY COLLEGE

COURSE OUTLINE FORM

Course Title:			
Course Prefix & No.:	**Lecture Hours:**	**Lab Hours**:	**Credit Hours**:
Department:			
Program:			

Prerequisites/ Co-requisites: (Explain the need for a prerequisite or a co-requisite) See Appendix 2.

Required Accuplacer Score:

Entrance Skills: "Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed" Include reading, writing and computational skills as well as computer skills. Prior discipline knowledge should also be considered.

Catalog Description: Describe the course in a clear and succinct manner. Include the overall purpose of the course as well as the requirements. Explain how the course does or does not contribute to degree requirements. Developmental and ESL courses do not count towards degree requirements.

Course Competencies: Instructors will identify what is expected of students by developing learning competencies. Performance competencies focus on outcomes, results and learning. Competencies are preceded by the statement: "Students will be able to:"

There are not a set number of competencies that are required. It is **strongly suggested** that instructors use Bloom's Taxonomy to structure a sequential approach to learning outcomes ranging from knowledge to evaluation. (See Appendix 1) After creating the competency, identify the critical thinking skill that the competency addresses. For example, if the competency reads "Student will apply comma usage rules correctly when writing a paragraph." The critical thinking level that this competency would correlate to is Bloom's Application level.

Competency (Knowledge and Skills) Students will be able to:	Critical Thinking Level

Course Outline: The course outline will provide a general overview of the content that will be included in the course as they relate to the competencies. The first column lists the general content and the second column will allow for subtopics that will be covered.

Content Topic	Subtopics (a., b., etc.)

Performance Evaluation: In this section please explain the different Assessment Tools that will be used to demonstrate student learning. The assessment ideally should include quantitative measures such as standardized tests, essays, locally-developed tests and if applicable, licensure exams. Qualitative measures such as portfolios of student work, written reports, oral presentations and interviews should be included as well.

Formative Assessments	Summative Assessments

Method of Instruction: Examples include lecture, group discussion field trip, guest speakers, individual instruction, field observation, etc.

Instructional Facilities: List the type of classroom and any special facilities which may be required such as audiovisual, maps, lab facilities, etc.

Revision History: Please include the dates of past revisions and if possible person(s) responsible for the revision.

Will this course be taught online?   Yes_____No____

If yes, please complete the Online Course Outline Form.

Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Verbs	Arrange Define Describe Duplicate Identify Label List Match Memorize Name Order Outline Recognize Relate Recall Repeat Reproduce Select State	Classify Convert Defend Describe Discuss Distinguish Estimate Explain Express Extend Generalized Give example(s) Identify Indicate Infer Locate Paraphrase Predict Recognize Rewrite Review Select Summarize Translate	Apply Change Choose Compute Demonstrate Discover Dramatize Employ Illustrate Interpret Manipulate Modify Operate Practice Predict Prepare Produce Relate Schedule Show Sketch Solve Use Write	Analyze Appraise Breakdown Calculate Categorize Compare Contrast Criticize Diagram Differentiate Discriminate Distinguish Examine Experiment Identify Illustrate Infer Model Outline Point out Question Relate Select Separate Subdivide	Arrange Assemble Categorize Collect Combine Comply Compose Construct Create Design Develop Devise Explain Formulate Generate Plan Prepare Rearrange Reconstruct Relate Reorganize Revise Rewrite Set up Summarize Synthesize Tell Write	Appraise Argue Assess Attach Choose Compare Conclude Contrast Defend Describe Discriminate Estimate Evaluate Explain Judge Justify Interpret Relate Predict Rate Select Summarize Support Value

APPENDIX 2

Establishing Prerequisites and Corequisites*

A prequisite or a corequisite must be carefully considered when added to a course. Some things to take into consideration when deciding on whether to add a prequisite or corequisite are whether students have a history of requiring outside services such as tutoring, Accuplacer scores, previous success rates of students and course completion rates. Prior discipline knowledge should also be considered. These conditions can be used to explain the need for a prequisite or corequisite.

Prerequisites or corequisites may be established for any of the following purposes:

a. An outside accrediting body expressly requires the prerequisite. This will be more likely in CTE programs.
b. The prerequisite course will assure that the student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which is it being established. A student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course for which the perquisite is being established.
c. The corequisite course will assure that a student acquires the necessary skills, concepts and/or information. A student who does not take the corequisite is highly unlikely to receive a satisfactory grade in the class.