

Colorado Community College System Request for SAI authorization

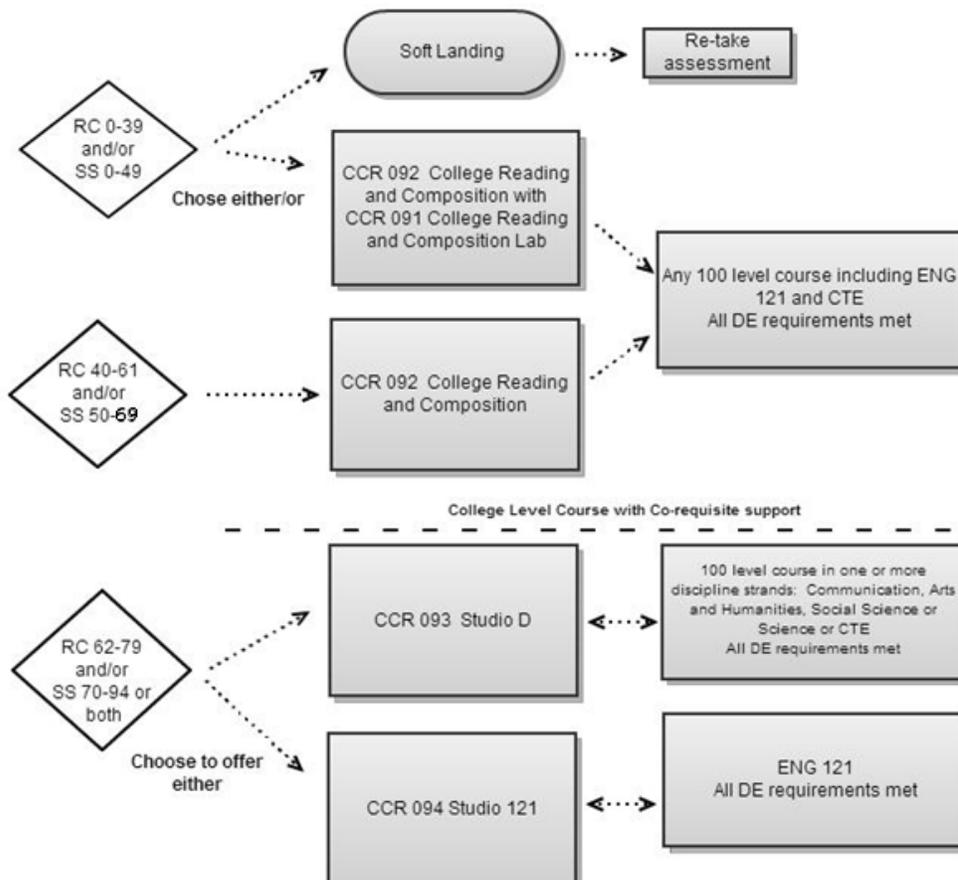
The Colorado Community College System (CCCS), by state statute, offers courses to students who enter at the remedial level which help to prepare them in reading, writing and/or math for college level work. The developmental education design for the state includes co-requisite courses that meet the criteria for SAI as outlined in the SAI policy.

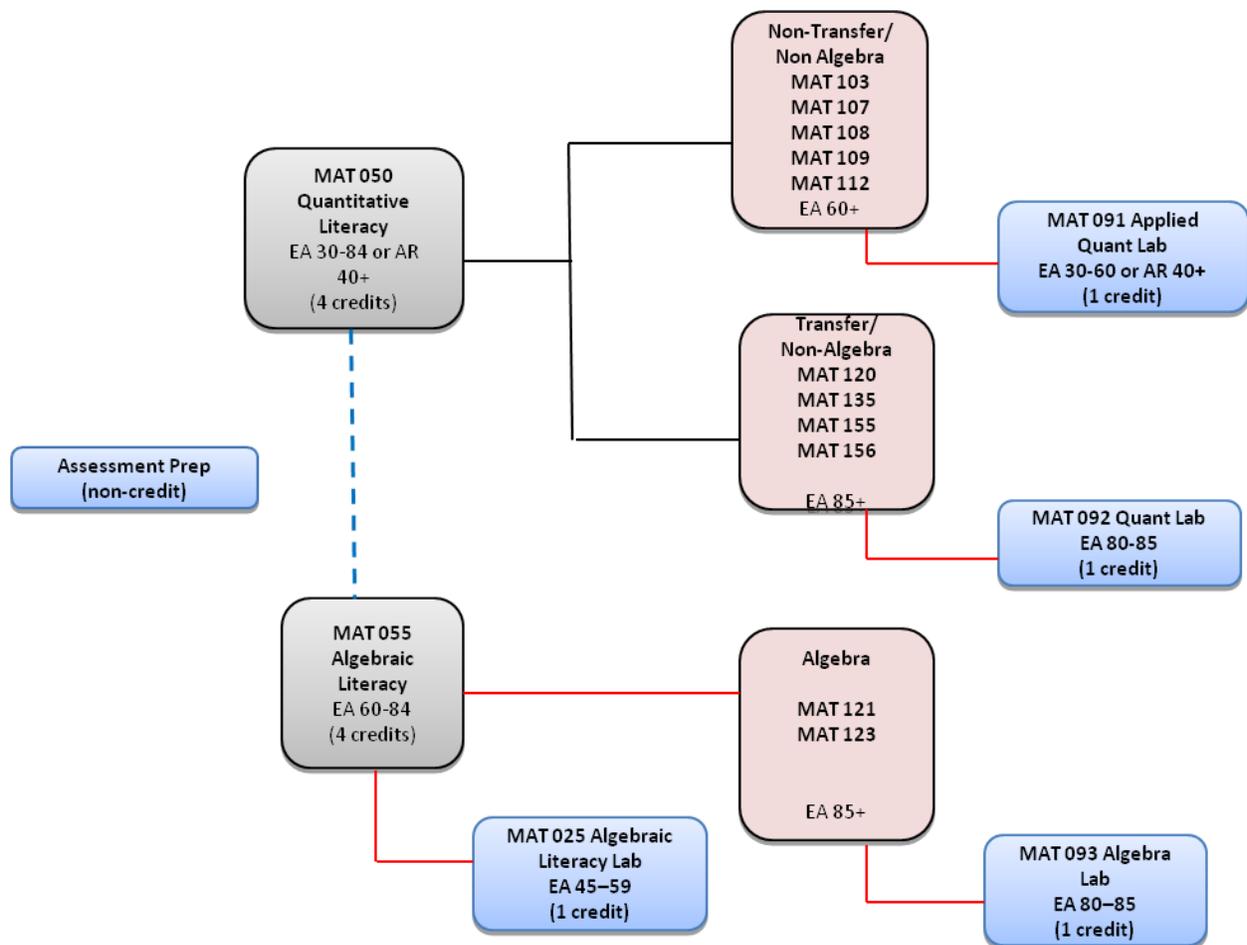
The following addresses the elements identified as required in the plan in section 5.01.6 of the policy.

A. SAI evaluation of basic skills assessment (as defined in section 2.08) and/or course placement reviews in reading, writing (English/Communications) and/or mathematics, including definition of limited academic deficiency, cut scores and other benchmarks/measurements of student preparation level;

CCCS Students who are determined to be remedial (see Remedial Education Policy), are assessed using the Accuplacer test and/or college developed secondary assessments to determine remedial placement. The CCCS remedial design designates Accuplacer score ranges for placement into system courses as shown in the charts below:

College Composition and Reading (CCR)





As seen on these charts, students are offered an opportunity to register in college level courses if their Accuplacer scores fall within a range that constitutes the CCCS definition of limited academic deficiency. NOTE: EA = Elementary algebra, AR = Arithmetic, RC = Reading comprehension, SS = Sentence skills.

CCR 093 and CCR 094 - RC 62-79 and/or SS 70-94 or both

MAT 091 – EA 30-60 or AR 40+

MAT 092 – EA 80-85

MAT 093 – EA 80-85

As illustrated, these courses are required to be offered as co-requisite to a 100 level course and are required by Colorado Common Course Numbering System (CCNS) standards to be contextualized to the co-requisite course.

B. Interventions and processes for SAI students:

Students who enter at the remedial level are advised to placement after assessment. SAI students will be advised within the same model and will be offered the opportunity to “place up” based on assessment criteria. Departments may decide to move students into college courses, with support, based on other skills assessments.

C. Communication between SAI faculty and entry level credit bearing course faculty:

The nature of the CCCS courses is such that SAI/developmental co-requisite courses cannot be developed without being contextualized to a particular course or discipline strand. The involvement of credit bearing course faculty is integral to effective course design and meeting CCCNS standard requirements.

D. SAI staffing and support, including institution SAI liaison to the department:

CCCS institutions have, by statute, offered developmental English, reading and math courses for many years. The design that allows SAI co-requisite courses is supported by the departments responsible for delivering the instruction (this can vary by college depending on their structures). Staffing of SAI courses is at the discretion of the institutions but colleges are not allowed to conduct the SAI labs as generalized tutorials. Rather they must be contextualized to the student’s college level course content and in collaboration with the credit bearing course instructor (s).

E. SAI content descriptions and co-requisite course description(s); and

Please see Appendix: CCCNS Course guides

F. SAI assessment plan with benchmarks/measurements of student success.

Students earn grades for the identified courses. Successful completion of the co-requisite college level course is considered the measurement of student success.

Appendix: CCNS Course Guides

Course: CCR 093

Title: Studio D

Long Title:

Course Description: Integrates and contextualizes reading and writing strategies tailored to a co-requisite 100-level course within one or more of the four discipline strands. The four discipline strands are defined as: Communications, Science, Social Science, and Arts and Humanities. Non-GT courses are not eligible for this consideration. Students will read and understand complex discipline-specific materials, and respond to ideas and information through writing informative and/or persuasive texts.

Min Credit: 3

Max Credit:

STANDARD COMPETENCIES:

1. Demonstrate knowledge of and ability to read for multiple levels of understanding, to read critically, and to apply the steps of the reading process, including pre-reading, annotating and analysis, using discipline-specific readings and materials.
2. Demonstrate knowledge of and ability to summarize course materials applying the steps of the reading and writing processes, using discipline-specific resources.
3. Demonstrate knowledge of and ability to use the writing process—including prewriting, drafting, revising, and editing— to write persuasively in multiple genres using discipline-specific course materials.
4. Demonstrate knowledge of and the ability to reflect on their own reading and writing processes and to apply strategies to cross-curricular reading and writing tasks.

TOPICAL OUTLINE:

- I. Demonstrate knowledge of and ability to read for multiple levels of understanding, to read critically, and to apply the steps of the reading process, including pre-reading, annotating and analysis, using discipline-specific readings and materials.
 - A. Engage in pre-reading to organize the reading task, to activate schema, and to determine the meaning of unfamiliar words and concepts.

B. Annotate texts to identify key points, organize relationships between information, exemplify, explain, infer, summarize, and paraphrase.

C. Analyze through post-reading activities such as outlining or graphically organizing from the text.

D. Analyze readings and course materials in discipline-specific ways.

1. Author's purpose and tone

2. Bias

3. Point of view

4. Author's credibility

5. Validity

6. Adequacy and relevancy of support.

7. Differentiating between fact and opinion

8. Identifying patterns of organization

II. Demonstrate knowledge of and ability to summarize course materials applying the reading and writing processes, using discipline-specific readings and resources.

A. Identify and communicate main points without bias.

B. Structure and organize information into a coherent format.

C. Differentiate between summarizing and paraphrasing.

D. Integrate source information, with judicious use of direct quotations and following discipline-specific citation formats.

III. Demonstrate knowledge of and ability to use the writing process—including prewriting, drafting, revising, and editing— to write persuasively in multiple genres using discipline-specific course materials.

A. Generate ideas through pre-writing activities.

B. Create multiple drafts and revise for clarity, purpose, audience, unity, and support, moving beyond formulaic five-paragraph essays.

C. Edit for punctuation, grammar, mechanics, and writing conventions within the discipline including formatting and citations.

IV. Demonstrate knowledge of and the ability to reflect on their own reading and writing processes and to apply strategies to cross-curricular reading and writing tasks.

A. Evaluate reading and writing processes in order to transfer them to new situations.

B. Identify and utilize academic support resources.

Course: CCR 094

Title: Studio 121

Long Title:

Course Description: Integrates and contextualizes reading and writing strategies tailored to co-requisite

ENG 121 coursework. Students will read and understand complex materials, and respond to ideas and information through writing informative and/or persuasive texts.

Min Credit: 3

Max Credit:

STANDARD COMPETENCIES:

- 1. Demonstrate knowledge of and ability to read for multiple levels of understanding, to read critically, and to apply the steps of the reading process, including pre-reading, annotating and analysis, using readings and materials specific to ENG 121.**
- 2. Demonstrate knowledge of and ability to summarize course materials applying the reading and writing processes, using ENG 121 discipline-specific readings and resources.**
- 3. Demonstrate knowledge of and ability to use the writing process—including prewriting, drafting, revising, and editing— to write persuasively in multiple genres using ENG 121 discipline-specific course materials.**
- 4. Demonstrate knowledge of and the ability to reflect on their own reading and writing processes and to apply those strategies to cross-curricular reading and writing tasks.**

TOPICAL OUTLINE:

I. Demonstrate knowledge of and ability to read for multiple levels of understanding, to read critically, and to apply the steps of the reading process, including pre-reading, annotating and analysis, specific to ENG 121.

A. Engage in pre-reading to organize the reading task, to activate schema, and to determine the meaning of unfamiliar words and concepts.

B. Annotate texts to identify key points, organize relationships between information, exemplify, explain, infer, summarize, and paraphrase.

C. Analyze through post reading activities such as outlining or graphically organizing from the text.

D. Analyze readings and course materials in ENG 121 discipline-specific ways.

- 1. Author's purpose and tone**
- 2. Bias**
- 3. Point of view**
- 4. Author's credibility**
- 5. Validity**
- 6. Adequacy and relevancy of support**
- 7. Differentiating between fact and opinion**
- 8. Identifying patterns of organization**

II. Demonstrate knowledge of and ability to summarize course materials applying the reading and writing processes, using ENG 121 discipline-specific readings and resources.

- A. Identify and communicate main points without bias.**
- B. Structure and organize information into a coherent format.**
- C. Differentiate between summarizing and paraphrasing.**

D. Integrate source information, with judicious use of direct quotations, following ENG 121 discipline-specific citation formats.

III. Demonstrate knowledge of and ability to use the writing process— including prewriting, drafting, revising, and editing— to write persuasively in multiple genres using ENG 121 discipline-specific readings and resources.

- A. Generate ideas through pre-writing activities.**
- B. Create multiple drafts and revise for clarity, purpose, audience, unity, and support, moving beyond formulaic five-paragraph essays.**
- C. Edit for punctuation, grammar, mechanics, and writing conventions within the ENG 121 discipline including formatting and citations.**

IV. Demonstrate knowledge of and the ability to reflect on their own reading and writing processes and to apply strategies to cross-curricular reading and writing tasks.

- A. Evaluate reading and writing processes in order to transfer them to new situations.**
- B. Identify and utilize academic support resources.**

Course: MAT 091

Title: Applied Quant Lab

Long Title: Applied Quantitative Lab

Course Description: Supports skill development for students registered in MAT 103, MAT 107, MAT 108, MAT 109, or MAT 112. Topics covered in the course include those defined in MAT 103/107/108/109/112 and/or any pre-requisite skills needed by the student. Students with Accuplacer scores EA 30-59 or AR 40+, who are advised into MAT 103/107/108/109/112, are required to co-enroll in this course.

Min Credit: 1

Max Credit:

STANDARD COMPETENCIES:

1. Demonstrate improvement in skills needed for success in MAT 103/107/108/109/112.
2. Demonstrate improvement of learning strategies that lead to persistence and success in mathematics.

TOPICAL OUTLINE:

- I. Demonstrate improvement in skills needed for success in MAT 103/107/108/109/112.
 - a. Review mathematical prerequisite skills as needed.
 - b. Support MAT 103/107/108/109/112 requisite skills.
- II. Demonstrate improvement in learning strategies that lead to persistence and success in mathematics.
 - a. Identify academic support resources.
 - b. Engage in appropriate math learning and testing strategies.
 - c. Effective use of calculators and other appropriate technology.

Course: MAT 092

Title: Quant Lab

Long Title:

Course Description: Supports skill development for students registered in MAT 120, MAT 135, MAT 155, or MAT 156. Topics covered in this course include those defined in MAT 120/135/155/156 and/or any pre-requisite skills needed by the student. Students with Accuplacer scores EA 80-84, who are advised into MAT 120, MAT 135, MAT 155, or MAT 156, are required to co-enroll in this course.

Min Credit: 1

Max Credit:

STANDARD COMPETENCIES:

1. Demonstrate improvement in skills needed for success in MAT 120/135/155/156.
2. Demonstrate improvement in learning strategies that lead to persistence and success in mathematics.

TOPICAL OUTLINE:

- I. Demonstrate improvement in skills needed for success in MAT 120/135/155/156.
 - a. Review mathematical prerequisite skills as needed.
 - b. Support MAT 120/135/155/156 requisite skills.
- II. Demonstrate improvement in learning strategies that lead to persistence and success in mathematics.
 - a. Identify academic support resources.
 - b. Engage in appropriate math learning and testing strategies.
 - c. Effective use of calculators and other appropriate technology.

Course: MAT 093

Title: Algebra Lab

Long Title:

Course Description: Supports skill development for students registered in MAT 121 or MAT 123. Topics covered in this course include those defined in MAT 121/123 and/or any pre-requisite skills needed by the student. Students with Accuplacer scores EA 80-84, who are advised into MAT 121/123, are required to co-enroll in this course.

Min Credit: 1

Max Credit:

STANDARD COMPETENCIES:

- 1. Demonstrate improvement in skills needed for success in MAT 121/123.**
- 2. Demonstrate improvement in learning strategies that lead to persistence and success in mathematics.**

TOPICAL OUTLINE:

- I. Demonstrate improvement in skills needed for success in MAT 121/123.**
 - a. Review mathematical prerequisite skills as needed.**
 - b. Support MAT 121/123 requisite skills.**
- II. Demonstrate improvement in learning strategies that lead to persistence and success in mathematics.**
 - a. Identify academic support resources.**
 - b. Engage in appropriate math learning and testing strategies.**
 - c. Effective use of calculators and other appropriate technology.**