COLLEGE CURRICULUM COMMITTEE HANDBOOK

REVISED (2005, 2007, 2011, 2013, 2014, 2015), 2017

CURRICULUM HANDBOOK
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Revised (2/13, 7/14, 7/15), 6/17

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ROLE, MEMBERSHIP AND RESPONSIBILITIES

ROLE AND RESPONSIBILITIES

The College Curriculum Committee (CCC) is a standing committee of the Academic Senate specifically responsible for course/program review. These responsibilities include:

1. Evaluation of credit course offerings and curricula to insure that they:
   a. meet the College's vision, mission, mission core values and objectives; and
   b. conform to state, accrediting, and licensing body mandates.

2. Evaluation of proposals for new/revised/withdrawn courses or new/revised/inactive/reactivated/ withdrawn curricula.

3. Planning, developing, and projecting degree and certificate programs on a long-term basis.

MEMBERSHIP

Voting Membership	The committee will consist of 17 voting members representing the following areas:
Chair	(1) member of the Academic Senate
Faculty (12)	(10) other full-time faculty representatives from the following areas:
	(4) School of Arts and Sciences (4) Career Education representing the diverse constituencies (2) non-teaching faculty- 1 Librarian and 1 Counselor
	(1) representative from the Adjunct Faculty
Administrators (5)	(3) academic deans (1) Dean of Enrollment Services (1) Vice President for Academic Affairs
Resources (2)	(1) representative from Curriculum/Assessment (1) Recording Secretary
Meeting Schedule of the Committee	Time to be established by the Chair, in consultation with the members of the Committee.

SECTION A: POLICIES & RESPONSIBILITIES

2. General Procedures

Revised (2/13, 7/14, 7/15), 6/17

The internal operation of the College Curriculum Committee will be conducted within the framework of the following procedural statements:

1. **Meetings**

   A. The Committee will establish regular meeting days and times, during the Fall and Spring semesters. The meetings will not occur during TCFA meetings or on holidays published in the college calendar.

   B. CCC meetings will be coordinated with the Academic Senate and Board of Trustees' deadline dates to ensure that the college approval process is efficient.

   C. The Technical Review Committee (TRC) serves as the first read for submissions. All CCC members are expected to review the submissions in the BlackBoard shell by the posted deadline(s).

   D. The agenda and packet will be electronically distributed to all members approximately one week in advance of the meeting.

   E. All meetings will begin promptly, as soon as a quorum exists.
       A quorum must exist for any voting to take place.

   F. Committee members are expected to attend all scheduled meetings.

   G. If any member of the Committee is unable to attend, a proxy could be designated and he/she will notify the chair's office in advance of the meeting or the item(s) will be tabled.

   H. All meetings are open to the College community at large.

II. **Action by the Committee**

   A. A quorum will consist of a majority of the voting members, or proxy(ies) of Committee and must exist for action to take place. Resource members are non-voting members. (CCC minutes 5/5/88)

   B. An affirmative vote of three-fifths of the members voting is required to recommend approval of any curriculum Committee business. Abstentions do not count. Member(s), or their proxy(ies), must be present to vote.

   C. Only items on the published agenda will be formally acted on by the Committee.

   D. Action terminology used by CCC:
       1. Discussed
       2. Approved
       3. Disapproved
       4. Withdrawn (see clarification #5)

5. Tabled – items remain on future agendas until they are approved, disapproved or officially pulled by the dean who submitted them.
6. Pulled – items are officially rescinded by the dean who submitted them.

E.   If a proposed curricular/course initiation or change is not approved by the CCC, the faculty initiator may discuss the merits of the proposal at the Academic Senate meeting.

F.   Conflict Resolution
   1.   Conflict resolution of curricular/course issues should be resolved through the academic disciplines before the proposals are placed on the CCC agenda.
   2.   If serious questions arise among CCC members, the item should be tabled or pulled from the agenda and returned to the initiating department with a charge for appropriate action.
   (see clarification #13)
   3.   Issues not resolved during the CCC approval process should be discussed at the Academic Senate.
   (see clarification #6)

III.   <u>Action Item</u>

An item requires action by the CCC, i.e. approved, disapproved, tabled or pulled. The initiator must sign in to BlackBoard and address the issues made by the Technical Review Committee (TRC), which is used as the first reading. **All** course/curriculum changes are submitted to the CCC as action items, e.g.:
   1. Change in topics, objectives/outcomes, including changes in software (not upgrades)
   2. Change in overall credit value or lecture/lab credit
   3. Addition, revision or deletion of variable or repeatable credit
   4. Addition, revision or deletion of courses from a curriculum
   5. New, revised, inactivated, deleted, re-activated, temporary to permanent, temporary to delete or withdrawn curriculum
   6. Title or course description change
   7. Prerequisite change
   8. Lab fee (any addition, removal revision of a lab fee)

NOTE: **ALTERNATIVE PROCESS FOR LAB FEE CHANGES, REVISIONS, ADDITIONS OR REMOVAL IF NO OTHER CHANGES ARE BEING MADE THROUGH THE CURRICULUM PROCESS:**
Lab fee <u>changes</u> must be presented to the Board of Trustees for approval via the dean after collaboration with the coordinator/chairperson.

Revised: (3/00, 3/03, 9/07, 9/11, 2/13, 7/14, 7/15), 6/17

SECTION A: POLICIES & RESPONSIBILITIES

3. Deadlines & Distribution

Revised (2/13, 7/14, 7/15), 6/17

<u>**Deadlines and Distribution**</u>

<u>**Agenda**</u>

A.   <u>**Deadlines**</u>

<u>**In order to ensure an efficient movement of curriculum submissions through required approval steps, all deadlines will be strongly followed and upheld.**</u>

1.   Agenda deadlines are determined by the CCC Chair in cooperation with the Curriculum and Assessment Assistant, Administrators and the Senate Chair. Deadlines will be distributed via email and at the Faculty Workshop by the beginning of the Fall and Spring semesters. The schedule will also be posted at the CCC's Internet (www.triton.edu/curriculum), MyTriton (http://mytriton.triton.edu/faculty-resources/curriculum/Pages/default.aspx sites) and a link is available on Triton Today.

2.   Each dean independently sets her/his own deadlines for receiving department submissions.

3.   Deans will electronically forward submission from their areas by posted CCC deadline to the Curriculum and Assessment Assistant.

NOTE: If submission is not complete or on an outdated form, it will be returned to the dean with recommendations for revision.

4.   Submissions will be uploaded to the Curriculum Committee's Blackboard Learn shell for the College Curriculum Committee (CCC) and Technical Review Committee (TRC) to review and provide their recommendations.   **Faculty are responsible for logging into the TRC and for submitting their revisions to the Curriculum and Assessment Assistant by the stated deadline listed in the CCC Dates & Deadlines.**

B.   <u>**Distribution**</u>

1.   CCC packet (agenda, minutes and items) will be electronically distributed to CCC members, chairpersons, coordinators and the President approximately one week prior to the meeting. Lap top computers are available for CCC members' use during meetings.

NOTE: Due to ICCB approval processes and to the limitations of scheduling course sections in Colleague, <u>Effective Dates must be set one full year from the semester in which a course or curriculum proposal is submitted.</u> It is possible that course *revisions* approved by the CCC at the end of a semester can be initiated for the following semester, but the CCC can offer no guarantees.

Revised (**8/98**, **9/99, 3/00, 4/03, 9/05, 9/07, 9/11, 2/13, 7/14, 7/15), 6/17**

SECTION B: PROCEDURES AND FORMS

1. Steps for Course and Curriculum Initiation and Change

      a. General Overview
      b. Explanation of Steps

Revised (7/14, 7/15), 6/17

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STEPS FOR COURSE AND CURRICULUM INITIATION AND CHANGE
GENERAL OVERVIEW

Step #1 Formulate Concept. Initiator presents as an 'Other' item at the CCC meeting (optional).

Step #2 Initial Planning. The faculty initiator confers with appropriate dean (required), and with the members of the Curriculum Agenda Planning Committee, including Curriculum & Assessment Assistant and CCC Chairperson (optional but highly recommended).

Step #3 Departmental Review. The faculty initiator confers with her/his department faculty members who are content experts.

Step #4 Submit forms/proposals. Initiator electronically submits completed form(s) to chairperson(s)/coordinator(s) and dean(s) for electronic approval(s)/disapproval(s). (Submitters who are chairpersons/coordinators electronically submit items directly to their dean.)

Step #5 Electronic Submission to Curriculum. Deans electronically forward related items **in one email** with his/her approval/disapproval to the Curriculum and Assessment Assistant at **suzimaratto@triton.edu.**

Step #6 Technical Review Committee The Curriculum & Assessment Assistant uploads the dean(s) submission(s) to the appropriate Technical Review Committee (TRC) group for their review. The TRC reviews the submissions and make suggestions for revisions.

Step #7 CCC Agenda Planning and Review. Agenda Planning Committee reviews submission(s) and if complete, places items on the CCC agenda. NOTE: At the discretion of the Agenda Planning Committee, the submitter and dean may be asked to attend the Agenda Planning meeting.

Step #8 College Curriculum Committee
          Review and Recommend

Step #9 Academic Senate
          Review and Recommend

Step #10 Triton College President and the Board of Trustees
          Review and Approve

Step #11 Illinois Community College Board/Illinois Board of Higher Education
          Review and Approve

Step #12 Higher Learning Commission (for new certificates if warranted)
          Review and Approve

NOTE: Temporary Approved Programs must go through the Curriculum process prior to requesting Permanent Approval or Discontinuation by ICCB, after active for three years. (motion approved at the October 30, 2013 CCC meeting)

Revised (4/95, 7/96, 4/03, 9/05, 9/07, 9/11, 2/13, 7/13, 10/13, 7/14, 7/15), 6/17

STEPS FOR COURSE AND CURRICULUM INITIATION & CHANGE
Explanation of Steps

STEP ONE (Formulate Concept)

The first step is to develop an idea for a new course/curriculum or for a revision to a course/curriculum currently being offered. The idea may arise from a number of sources, e.g. other colleges may be offering courses that have been successful, the IAI may have added new course offerings or require revisions of current courses, accreditation requirements may have changed, results of assessment data may suggest changes, or employment trends may drive a curricular revision or the development of a new curriculum. The faculty, deans, TRC, CCC and administrators are all involved in the curriculum process and may propose ideas for additions or revisions. Faculty are directly involved in the support and development of the courses and curriculum, formulate development and initiate the proposal.

STEP TWO (Initial Planning)

The faculty member may want to contact the CCC Chairperson and/or bring the idea to curriculum as an 'Other' item for additional input. The Office of Research and Institutional Effectiveness can provide needed data, and the Curriculum & Assessment Assistant can assist with form completion.

The CCC's web site and portal page contain all required forms, deadlines, meeting dates and other information. Most current Course Outlines are available in electronic form at MyTriton portal at http://mytriton.triton.edu/faculty-resources/curriculum/Pages/default.aspx sites. A Course Proposal form and Course Outline are required for any course changes (new, revised, deleted). A Curriculum Proposal form is required if the course change(s) affect any aspect of the curriculum/major emphasis/degree to which the course is attached or if a new curriculum is developed. (See specific steps on previous page).

NOTE: New curricula also require the completion of an ICCB Form 20 or Form 21. These forms are complex and time-consuming to complete and must include research data, employment projections, budgets and other support documentation.
- *Form 21S, Short-Term* curriculum form is used for programs of **less than seven hours**,
- *Form 21T, Temporary Approval form* is used **to test if a program is viable** (up to three years), and if the program proves to be viable
- *Form 20P (add) for permanent approval* or *Form 20P (discontinue) to discontinue program,* must be submitted for approval through the curriculum process.

(NOTE: Temporary Approved programs must go through the Curriculum process for either Permanent Approval (Form 20P, add) or (Form 20P, discontinue). (Motion was approved at the October 30, 2013 CCC meeting.)

It is often just as complex and time consuming process to complete the Temporary Approval process (Form 21T) as it is to complete the permanent approval process (Form 20). **Therefore, faculty are highly encouraged to seek Temporary Approval only for those programs that they do not foresee continuing beyond 3 years.** Faculty must allow for a significant amount of time to plan for and complete these forms. All forms can be accessed at: http://mytriton.triton.edu/employee or by contacting the Office of Curriculum & Assessment at x3823 or x3821.

STEP THREE (Departmental Review)

The submitter must discuss the proposed changes with all faculty, the chairperson/coordinator and dean directly responsible for the course/curriculum. If aspects of the proposal require the support of other departments, incorporate content offered by another department, or affect another department's curriculum, the chairperson/coordinator and dean responsible of those departments also need to be included in the review and approval process. The purpose for this step is to ensure that those who are responsible for or affected by the course or program change are informed and involved in the decision-making process. The proposal should be reviewed with consideration to as many aspects as possible. This review may include impact on the current curricula and students, advisory committee recommendation, workplace skills standards, assessment results, IAI requirements, IAI panel recommendations, licensure and accreditation requirements and input from all involved.

STEP FOUR (Submit Proposal/Forms to Chairperson/Coordinator and Dean(s))

After the department has provided a thorough review of the proposal, the faculty/initiator must complete the required forms. The faculty/initiator is encouraged to meet with the Curriculum and Assessment Assistant to review the forms and assure they are completed appropriately. The faculty/initiator then forwards the electronic documents to the chairperson/coordinator and dean(s) for electronic approval. Revisions, if needed, are made at this time. The faculty/initiator then sends an electronic version with the coordinator's/chairperson's approval to the dean directly responsible for the curriculum.

STEP FIVE (Electronic Submission to the Curriculum and Assessment Assistant)

The dean responsible for the curriculum must electronically forward the complete proposal, including his/her email recommendation(s) to the Curriculum and Assessment Assistant at suzimaratto@triton.edu.

STEP SIX (Technical Review Committee (TRC)

The Curriculum & Assessment Assistant electronically uploads the proposals through Blackboard Learn to the TRC, who review the submissions for completeness and content (e.g. correct current information, all fields contain content that meets current CCC standards, topical contact hours coincide with the lecture/lab credits, learning objectives expressed correctly, ramifications for other curricula/departments are addressed etc.) for all proposals submitted by the deadline. The submitter(s) will access the TRC's comments through Blackboard Learn and revise the attached documents in BlackBoard Learn and forward to the Curriculum and Assessment Assistant, suzimaratto@triton.edu by the stated deadline. If the proposal(s) need additional revisions, the changes must be made prior to placing those item(s) on the agenda.

STEP SEVEN (CCC Agenda Planning and Review)

In order to create the agenda for the next CCC meeting the Agenda Planning Committee (CCC Chairperson, Curriculum and Assessment Assistant and the Associate Vice President of Academic Affairs) review all submissions to ensure that the TRC's suggested revisions have been addressed, that the forms are complete, and that all ICCB, IAI and college standards have been met. Only submissions that meet those standards and are substantially error-free are placed on the agenda. Those submissions that do not meet those standards are returned to the submitter with recommendations for revisions.
NOTE: At the discretion of the Agenda Planning Committee, the submitter and dean may be invited to attend the Agenda Planning meeting. If the proposal(s) require additional revisions, the changes must be made prior to placing those item(s) on the agenda.

STEP EIGHT (College Curriculum Committee Review and Recommendations)

The submitter (or designated proxy) is required to attend the CCC meeting to present his/her proposal and answer any questions. *Course and curriculum proposals require attendance at one meeting/reading. If the Committee has concerns or if major changes are needed, a second meeting/reading may be required.* Once the CCC has made their recommendations, the CCC Summary will be placed on the Academic Senate agenda.

STEP NINE (Academic Senate Review and Recommendation)

Action taken by the CCC on proposals is presented to the Academic Senate during Committee Reports. Should the CCC not recommend passage of a proposal, it is within the rights of the initiator to appear at the Academic Senate to present his/her case.

STEP TEN (Triton College President and Board of Trustees Approval)

Proposals receiving the support of Academic Senate are presented by the Vice-President for Academic Affairs to the Triton College Board of Trustees for approval prior to requesting ICCB approval.

STEP ELEVEN (ICCB/IBHE Approvals)

Remaining ICCB forms are prepared for approved new programs by the Curriculum and Assessment Assistant, placed on the Triton College database as pending and forwarded to the ICCB/IBHE for approval. All other revisions to programs, courses and new courses are submitted to the ICCB/IBHE through internet-based CurricuNET. The ICCB may approve or disapprove all submissions. Upon approval by ICCB/IBHE, the database is updated, the initiator, dean and Scheduling are informed, and the changes are incorporated in the Triton College catalog.

NOTE: It is important that the initiator review ICCB/IBHE, IAI Gen-Ed Panel and Triton College deadlines to ensure their proposal(s) can become effective as proposed and included in the catalog.

STEP TWELVE (Higher Learning Commission (HLC) Approval/notification)
The Higher Learning Commission (HLC) will review and either approve or disapprove any new certificates that bear more than 50% new courses. In the case that the program(s) is (are) not approved, depending on the reason, the program(s) would need to be revised and resubmitted through the curriculum process.

Revised (8/98, 9/99, 3/00, 4/03, 9/05, 9/07, 9/11, 2/13, 7/14, 7/15), 6/17

SECTION B: PROCEDURES & FORMS

2. **Course Proposals**

SPECIFIC STEPS FOR COMPLETION OF NEW, REVISED
OR DELETED COURSE PROPOSALS

The Course Proposal form can also be found at: http://www.triton.edu/curriculum/   or
http://mytriton.triton.edu/faculty-resources/curriculum/Pages/default.aspx must be used for all
new/revised/deleted courses. (Check the appropriate box in the upper left-hand corner of the form). A
Course Outline must be submitted along with a Course Proposal form and **for all changes** that affect the
course content that, in turn, would be reflected in the Catalog. e.g.

1) course title/description
2) prefix/number
3) lecture/lab hours
4) prerequisites
5) topical outline
6) learning objectives

**NOTE: Changes made to a textbook citation or notification of a Next Annual Review Date with no
other changes made to the Course Outline require only notification via email to the Curriculum
and Assessment Assistant at: suzimaratto@triton.edu.**

A. The first section includes boxes for the prefix, number, credit value, number of lecture, lab and
clinical hours, course fee, course prerequisite and whether variable credit and/or can be repeated.
Fill in all the *current* information on the *left* side. On the ***right*** side, only fill in the boxes if
changes are being made. **The form must be completed with all required information. (Font
should be 'Arial' at 10 pts.)**

1. Course Prefix: fill in course prefix (e.g. PSY, NUR)

2. Course Number: fill in course number (e.g. 100, 210)

3. Course Title: enter the official title that will appear in the catalog. (Try not to exceed 30 characters.)

4. Credit: enter total number of credits being assigned to the course (e.g. 1.0, 2.0, 3.0, etc.)

Course Contact hour to Credit Hour calculations
Information on determining the amount of credit hours for which a given course should be offered can be
found in the ICCB Administrative Rules Section 1501.309 Course Classification and Applicability. This
Section defines the required number of instructional contact hours per credit hour awarded. Contact hour
to credit hour calculations are based on minimum requirements, using a 50-60 minute contact hour, over
a 15-16 week semester.

Contact hour to credit hour requirements are as follows.
Lecture-oriented courses: 15 instructional contact hours per 1 credit hour. (i.e. 45 contact hours =
3 credit hours)
Laboratory, Clinical Laboratory or Clinical Practicum (supervised) courses: 30-60 contact hours
per 1 credit hour. (i.e. 90 contact hours = 3 credit hours). Non-Clinical Laboratory courses: 75-149
contact hours per 1 credit hour.
Internship or On-the-Job Training courses: 75-149 contact hours per 1 credit hour. (i.e. 225
contact hours = 3 credit hours)

When completing Course Proposals, be sure to indicate the credit hour equivalent (not the amount of
contact hours) in each of the fields for Lecture and Lab. Instructional contact hour information is often
included in the Course Outline, which should be attached to the appropriate Course Proposals, upon
submission to ICCB.

5. Lecture: list the number of lecture hours per week (15 total contact hours = 1 credit hour)

6. Lab: list the number of lab credits (if applicable) (see formula on previous page)

7. Clinical: list the number of clinical hours (if applicable, see formula on previous page)

8. Prerequisite: list course(s) required prior to signing up for this course (Attachment 5-guidelines for Writing Prerequisites)

9. Variable (*see Section C-3 for definition*): state "Yes" if variable credit (e.g. BUS 290 - student could take class for 1, 2, 3, or more credits). Options available: 0.5 - 3 credits, and Technology area 0.5 - 4 credits. Or state "No" if not variable.

10. Repeatable (*see Section C-3 for definition*): state "Yes and the number of times" if repeatable, meaning the course may be taken several times for credit. Include in the course description how many times the course may be repeated and how many credits are accepted towards the program certificate/degree in the new/revised course description. A course can be repeatable up to three times to attain skill/knowledge base or when topics are different, e.g. 296-level courses after approved for repeatability by the ICCB. (E.g. for a 296-level course: "Repeatable up to three times when topics are different for a maximum of # credits that may be used towards graduation.") Or state "No" if not repeatable.

11. Course Fee: **enter Current Course Fee amount** *and if needed, the NEW/REVISED COURSE FEE amount*. Course fees should be based upon the total dollar amount each student will pay to cover costs for lab equipment, instructional supplies, licenses or other fees necessary to participate in the course. All course fee additions/revisions/deletions will be submitted to the Board of Trustees as included in the Academic Senate Summary of CCC approved items.

12. Effective Term: enter semester and calendar year for the anticipated effective date. **NOTE: Due to ICCB approval processes and to the limitations of scheduling course sections in Colleague, Effective Dates must be set** *one full year* **from the semester in which a Course Proposal is submitted. Course Proposals and their associated Curriculum Proposals must share the same effective date.** (See Section A-3 for requirements.)

13. Curriculum: in the appropriate columns enter which curriculum(a) this course is currently attached to (on the left) and which curriculum(a) the course will be attached to (on the right). (E.g. C407D or U224A.) This information can be obtained from the Curriculum and Assessment Assistant.

1. Course Description: enter the Current Course Description as it appears in the Catalog.

   a. New: enter the revised or new course description that will be listed in the catalog. In writing the course description, follow Guidelines for Writing Course Descriptions in Section C: #4. Please remember that this is the course description that the students will be reading and listed in the Catalog and on the web site. If seeking IAI approval, reflect language used in the appropriate course description at https://www.itransfer.org/faculty.aspx.)

   b. Generic Course: refer to the ICCB Generic Course List at http://iccbdbsrv.iccb.org/generic/genericlookup.cfm or contact the Curriculum and Assessment Assistant, x3823 for assistance, then state the PCS/CIPS code.

2. Rationale: thoroughly explain why this course has been developed, revised or deleted. The rationale needs to include objective reasons for the development, revision or deletion, such as Advisory Committee recommendations, assessment results, skill standard changes, license or accreditation requirements and IAI standards. Please be specific. This is the justification for the course and will help the CCC members/Academic Senate and Board of Trustees understand why you are making the revision, addition or deletion. **NOTE: for reimbursement purposes an evidence-based, detailed explanation is required by the ICCB for courses that are**

repeatable. Per the ICCB courses may be repeatable only up to 3 times.

3. List name(s) of all approving contacts: enter names of all who are submitting and approving proposal. **NOTE: all three fields must contain content.** *None may be left blank.*

    1. Requestor-Discipline/Program Area: enter name and department of submitter.
    2. Coordinator(s)/Chairperson(s): enter name of coordinator/chairperson of department.
    3. Dean(s): enter name of dean of areas affected by the proposal.

4. Electronic Signatures and IAI Panel Evaluation. Include email(s) from coordinator(s)/chairperson(s) and dean(s) stating whether they do/do not approve of the proposal.

Once the proposal is electronically submitted to the dean, he/she will electronically forward one single e-mail with all necessary attachments, including e-approvals/disapprovals in the body of the e-mail, to the Curriculum and Assessment Assistant at suzimaratto@triton.edu.

> **NOTE: Changes made to a textbook citation or notification of a Next Annual Review Date with no other changes made to the Course Outline require only notification via email to the Curriculum and Assessment Assistant at suzimaratto@triton.edu.**

Triton College

COLLEGE
CURRICULUM
COMMITTEE

Attachment #4

COURSE PROPOSAL

	Current Course Information:	**_Proposed_ or _New_ Course Information: (_only fill in proposed changes for revised course_)**
___New ___Revised ___Deleted ___ Reuse		
Course Prefix:		
Course Number:		
Course Title:		
Credits:		
Lecture:		
Lab:		
Clinical Lab:		
Prerequisite:		
Variable (Y or N):		
Repeatable:(#of times for reimbursement)		
Course Lab Fee _Status_	**CURRENT FEE**: $_____	**NEW/REVISED COURSE FEE**: $_____
EFFECTIVE: _Term_ _Year_ **Fall** _____ **Spring** _____ **Summer** _____	**Curriculum/Curricula affected by this proposal** (list all programs in which course _currently_ appears & submit curriculum form(s) to show revised requirements):	**Curriculum/Curricula affected by this proposal** (list all programs in which course _will_ appear & submit curriculum form(s) to show revised requirements):

CURRENT COURSE DESCRIPTION: (as _currently listed in the catalog_ & should be identical to the description on the _current_ course outline).

PROPOSED NEW COURSE DESCRIPTION (as it _will_ appear in catalog & should be identical to the _new_ description on the course outline).

State rationale and provide support (Advisory Committee and other supporting evidence must be attached to the proposal).

	List name(s) of all contact faculty/administrators
Requestor-Discipline/Program Area:	
Coordinator(s)/Chairperson(s): (including areas effected by change)	
Dean:	

4/2017

SECTION B: PROCEDURES AND FORMS

3. CURRICULAR PROPOSALS

(8/98, 9/99, 4/03, 9/05, 9/07, 9/11, 2/13, 7/14, 7/15), 6/17

STEPS FOR NEW, REVISED, INACTIVE OR DELETED CURRICULA

I. **ICCB requirements**

    A. Curricular changes can be more complex than individual course changes. The ICCB may require additional documentation beyond the requirements of Triton College.

    B. Developing a new curriculum requires the completion of all the steps required by the ICCB for the submission of a Form 20, Form 21, Form 21S or Form 20T. These forms are available at: http://www.triton.edu/curriculum/, the CCC's Internet and http://mytriton.triton.edu/faculty-resources/curriculum/Pages/default.aspx, MyTriton portal pages.

    C. A new curriculum may be a Reasonable and Moderate Extension of an existing curriculum, requiring submission of a Form 21 instead of a Form 20. Refer to Appendix C, 2.-a, ICCB resources in this Handbook to determine if your proposal meets the requirements of a Form 21. A Form 20T can be used to obtain temporary approval for a new program, e.g. a program that is being tested for viability. A Form 21S can be used for a Short-Term certificate of less than 7 semester credit hours. These forms are available at: http://www.triton.edu/curriculum/, the CCC's Internet and http://mytriton.triton.edu/faculty-resources/curriculum/Pages/default.aspx, MyTriton portal pages.

    D. Check with the Curriculum and Assessment Assistant at x3823 or suzimaratto@triton.edu to determine what ICCB forms are required and assistance to complete the forms properly, if needed.

    E. A Curriculum Proposal form must be submitted along with the associated Course Proposal form(s) and Course Outline(s) **for all changes** that affect the course content and/or curricula that, in turn, would be reflected in the Catalog. e.g.
          1) credit/lecture/lab hours
          2) prefix/number
          3) title of program and/or course(s)
          4) course sequencing
          5) course deletion

NOTE: Certificates of less than 16 total credit hours, students are not eligible for Financial Aid.

II. **Steps for completion and submission of curriculum forms**
     The form must be completed with all required information. Include a curriculum outline listing the program as it is to appear in the College catalog. (font should be 'Arial at 10 pts.)

   A. **Curriculum Proposal (see attachment #5)**
       Check appropriate box in upper left hand corner. Curricula cannot be deleted unless the Orderly Withdrawal process has been followed (per negotiated agreement).

       1. Curriculum Title - fill in title of curriculum

       2. Curriculum Number – fill in curriculum number (if a new curriculum, contact the Curriculum and Assessment Assistant to obtain a number.)

       3. Program Specific hours – specific program major course hours

       4. Elective hours – general, non-specified elective hours; student can select any course

       5. General Education hours – hours designated by an Illinois Articulation Initiative (IAI) code for general education courses

       6. Program Elective hours – specific elective hours; student must select courses from those listed.

       7. Effective (Term/Year) - state the calendar year and semester the program is to become effective.
          NOTE: Due to ICCB approval processes and to the limitations of scheduling course sections in Colleague, Effective Dates must be set one full year from the semester in which a Curriculum Proposal is submitted. Course Proposals and their associated Course Outlines must share the same effective date. (See Section A-3 for requirements.)

       8. Curriculum Description – enter "Yes" or "No" to indicate if the curriculum description has changed. If yes, provide the updated program description, along with an updated catalog page listing program requirements, narrative curriculum description with program objectives, as it will appear in the college catalog, and list the courses in proper sequence. (If there is not enough room in the box for this information, attach page(s) with the information and state "See attached" in the box.)

       9. Rationale - thoroughly explain and provide evidence for development or revision of the curriculum. For new curricula, you should refer to data collected from the Form 20 document. Rationale and supporting documentation includes, but not limited to Advisory Committee Minutes, Assessment Reports, skill standards, license or accreditation requirements and IAI panel support. Thoroughly explain all changes made in curriculum with supporting evidence and documentation.

       10. List name(s) of all approving contacts: enter names of all who are submitting and approving proposal. **NOTE: all three fields must contain content.** *None may be left blank.*

           a) Requestor-Discipline/Program Area: enter name and department of submitter.
           b) Coordinator(s)/Chairperson(s): enter name of coordinator/chairperson of department.
           c) Dean(s): enter name of dean of areas affected by the proposal.

III. **Sequence of Approval(s)/Disapproval(s)** - all applicable individuals must electronically forward the packet:
1. Faculty member requesting change, electronically forwards approval(s) to:
2. Lead Instructor, if applicable, who approves and forwards electronic copy to:
3. Chairperson or Coordinator responsible for curricular changes, who approves and forwards electronic copy to:
4. Other Chairperson/Coordinator - If the changes to the curriculum have an impact on any other curriculum, the Chairperson/Coordinator from that curriculum must approve and electronically forward packet to:
5. Academic Dean (e.g. Arts and Sciences, Health Careers & Public Service Programs and Business & Technology) - If the changes made to this curriculum have an impact on any other curriculum, the Dean of that area must also approve and electronically forward to the dean of the submitting area.

When the above is completed, the appropriate Dean of the submitting area will electronically forward **one e-mail** with all necessary attachments, including approval(s)/disapproval(s) in the body of the e-mail to the Curriculum and Assessment Assistant at: suzimaratto@triton.edu.

NOTES:
- **An active program cannot be deleted until the entire orderly withdrawal process, as stated in the faculty-negotiated agreement, has been followed and completed.**
- **Programs that are on inactive status will be reviewed each fall. Programs that have been on inactive status for 3 years must be re-activated or go through the Orderly Withdrawal process to be withdrawn.**
- **Agenda items approved at or before the December meeting will be incorporated into the subsequent year's annual printed college catalog at: http://www.triton.edu/collegecatalog/index.htm**

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REVISED: (8/98, 9/99, 4/03, 9/05, 9/07, 9/11, 2/13, 7/13, 7/14, 7/15), 6/17

</div>

COLLEGE
CURRICULUM
COMMITTEE

Triton College

CURRICULUM PROPOSAL

____New* ____Revised* ____Inactive ____Reactivate ____Delete	*Current* Information	*Proposed* or *New* Curriculum information (only fill in proposed changes for revised curriculum)
Curriculum **Title**:		
Curriculum **Number**:		
	CURRENT CREDIT HOURS	**PROPOSED/NEW CREDIT HOURS**
Program Specific Courses :		
Electives:		
General Education:		
Program Electives:		
Total Program Credits:		
EFFECTIVE: Term Year **Fall** _____ **Spring** _____ **Summer** _____		

Curriculum Description Changed: ____ **Yes** ____ **No (If 'Yes', list description as it *will* appear in the catalog)**

Indicate changes to program requirements. Attach a revised *catalog page* of the curriculum, as it *will be reflected* in the Triton College Catalog. (*College general education requirements must be maintained.*)

	List changes made to the revised curriculum below:
Course(s)/Concentration(s) added:	
Course(s)/Concentration(s) deleted:	
Course(s) revised:	

State rationale and provide evidence of support (Advisory Committee and other supporting evidence *must*
be attached to the proposal).

	List name(s) of all contact faculty/administrators
Requestor-Discipline/Program Area:	
Coordinator(s)/Chairperson(s): (including areas effected by change)	
Dean:	

4/2017

SECTION C: GUIDELINES

1. Guidelines for Changing General Education Course List

GUIDELINES FOR CHANGING THE GENERAL EDUCATION COURSE LIST

General Procedure

All proposals for General Education Core Curriculum change must follow existing CCC procedures for curriculum and course change.

Adding New Courses

Course approved by an Illinois Articulation Initiative's (IAI) General Education (GECC) Panel will be added to the existing General Education Core Curriculum and to the AA, AS and AAS Degree catalog pages. Courses should be:

- at a freshman/sophomore level and introductory/survey in nature.

- consistent with the guidelines and recommendations of the Illinois Community College Board (ICCB), meet the general education requirements of the Illinois Articulation Initiative (IAI) and identified through the IAI general education panels approved list.

- consistent with the overall philosophy and goals of the General Education Curriculum at Triton College.

- approved by an IAI GECC panel.

  A committee of the dean and chairpersons of Arts and Sciences and other affected chairpersons/coordinators and deans must be convened to make recommendation to the Curriculum Committee for any additional graduation requirements.

Reviewing Existing Courses

The College Curriculum Committee may recommend review of a course for appropriateness in the General Education Core Curriculum if:

1. the course has not been successfully offered at least once within any consecutive 24 month period, or

2. the course does not meet one or more of the criteria listed above.

The review will be conducted by a committee of the dean and chairpersons of Arts and Sciences and other affected chairpersons/coordinators and deans who will recommend what change, if any, is required.

Revised ('90, 4/92, 8/98, 4/03, 11/05 9/11, 2/13), 7/14, 7/15), 6/17

College Curriculum Committee
AA/AS General Education Category Committee Membership

Committee membership will vary with changes in the composition of general education categories as determined by the CCC's response to changes in the ICCB Model AA/AS Degrees. The Committee will convene only when changes are deemed necessary.

Communications
Dean of Arts and Sciences and chair or designee from:
    English Department (RHT)
    Fine Arts Department (SPE)

Social and Behavioral Sciences
Dean of Arts and Sciences and chair or designee from:
    Behavioral Science Department
    Social Science Department

Humanities and Fine Arts
Dean of Arts and Sciences and chair or designee from:
    English Department
    Behavioral Science Department
    Social Science Department
    Fine Arts Department

Mathematics
Dean of Arts and Sciences and chair or designee from:
    Science Department
    Mathematics Department

General Education
Dean of Arts and Sciences, Dean of Business and Technology, Dean of Health Services and chair or designee from:
    English Department
    Fine Arts Department
    Social Science Department
    Behavioral Science Department
    Science Department

Revised (8/98, 3/00, 8/01, 4/03, 11/05, 9/07, 9/11, 7/14), 6/17

<u>SECTION C: GUIDELINES</u>

2. Articulation

MODEL TRANSFER COURSE DEVELOPMENT

1.   Respective deans can assist faculty in identifying similar or parallel courses at selected four-year institutions.

2.   Faculty member and/or chairperson/coordinator develop(s) prospective content and drafts course outline (e.g. The development of a World Literature course).

3.   Curriculum and Assessment Assistant pursues formal articulation agreements with respective four-year institutions after approval of CCC (*1.1 PCS courses must be articulated prior to requesting ICCB approval*) and implementation of changes to course outline.

4.   Faculty member obtains Course Proposal forms from the Triton College Portal, http://mytriton.triton.edu/faculty-resources/curriculum/Pages/default.aspx or the Internet at http://www.triton.edu/College-Curriculum-Committee-Resources/ and follows the College Curriculum Committee procedures for course approval.

5.   Curriculum and Assessment Assistant electronically prepares and expedites required forms and outlines to four-year institutions and/or IAI panel to establish formal articulation agreements.

6.   Four-year schools respond on formal articulation request Form 13s or IAI Website listing panel's acceptance. (see attachment #11)

7.   Curriculum and Assessment Assistant evaluates articulation responses in terms of Triton and ICCB requirements and shares outcomes with faculty.

      The primary interest of the ICCB in approving courses in the transfer classification is whether Baccalaureate degree granting institutions will accept a course as:
      a)   equivalent to or substitutable for a specific course or
      b)   applicable towards meeting requirements in a specific Baccalaureate major as a major elective
            or
      c)   meeting a general education requirement or
      d)   accepted as a general elective.

      In addition, it is expected that courses are:
      e)   considered lower division (courses evaluated as upper division must be available for enrollment by freshmen and/or sophomore level students)

8. Articulation is required from at least 3 Illinois public institutions accepted as, in the least, an elective and/or approval from either an IAI Major Panel, for courses approved as Major Electives or by a General Education Core Committee (GECC) Panel, for courses approved for general education.
See: www.iTransfer.org or Transferology at https://www.transferology.com/ for more information.

<div align="right">**REVISED (7/13, 7/14), 6/17**</div>

SECTION C: GUIDELINES

3. Course Outline and Syllabus

GUIDELINES FOR COURSE OUTLINES

I. **Course Outline (see attachment #12)**

A. Definition
1. The topical course outline form is required by the ICCB (referred to as a course syllabus in ICCB Program Approval Manual).

2. The course outline provides specific information about the course, as detailed below. It is expected that all instructors utilize the course outline as a guide for teaching the course. This course outline is not the entire course syllabus (see below for definition of course syllabus as defined by the Board of Trustees).

B. Components - the course outline form is available at the CCC's Internet and portal pages. Most current course outlines can be accessed online at MyTriton portal at http://mytriton.triton.edu/employee, under Faculty Resources. The course outline form includes:

1. **School, department preparer (initiator)** of form, **IAI Code #** (if appropriate)**, date prepared for CCC and Next Annual Review Date**

2. **Major Curriculum or Market served** by course

3. **Course prefix, number, title, course credits, lecture, lab and/or clinical lab hours, course fee (List amount of current or revised lab fee. Course fee changes for revised courses need to be submitted by the dean to the Board of Trustees as an Action Exhibit.)** Lecture, lab and clinical hours should be specified (see following guide)

4. **Prerequisite -** refer to Handbook Section C -#5

5. **Catalog Course Description -** refer to Handbook Section C -#4

6. **Overall Learning Goals -** only for "global/terminal goals". Specific learning objectives for the course topics must be included on the last page, under "Learning Objectives".
e.g. *"Upon successful completion of this course, the student will be able to describe agricultural systems and why a sustainable global model is superior, including methods and practices that result in ecologically sustainable food production. Students will also be able to discuss the components of a globally sustainable food network, including the benefits of sustainably managing agro Eco systems that preserve the world's biodiversity in an increasingly urban setting."*

7. **Resources Utilized** - includes required textbooks, supplementary texts/materials, websites, software and any other resources, all listed in a single, standard professional or academic citation format. (For examples of APA or MLA citation format see the course outline or visit https://owl.english.purdue.edu/owl/.)

8.   **Recommended Instructional Strategies -** provides a checklist for suggested strategies and an area for other strategies the faculty member may want to include. Be sure that the strategies selected match the various modalities in which the course may be offered, e.g. lecture, lab and/or clinical, online or face-to-face, etc.

9.   **Recommended Formative Assessment -** provides a checklist and portion of the final grade for recommended formative assessment tools utilized. Be sure that the assessment tools are appropriate for the various modalities in which the course may be offered, e.g. lecture, lab and/or clinical, online or face-to-face, etc.

NOTE: THE TOTAL PERCENTAGE FOR SUMMATIVE AND FORMATIVE ASSESSMENT SHOULD EQUAL 100% TOGETHER.

10.   **Recommended Summative Assessment Tools** – provides a checklist and portion of the final grade for recommended for summative assessment tools for the course. Be sure that the assessment tools are appropriate for the various modalities in which the course may be offered, e.g. lecture, lab and/or clinical.

11.   **Indirect Assessment Tools** – provides a checklist for indirect assessment tools for the course. Indirect Assessment is not part of the course grade. Instead, they assess students' or others' perceptions of their learning.

12.   **General Education Outcomes** – provides a means of tracking relationships between course content and the college's General Education Outcomes and aids in both the assessment of student learning and curriculum revisions.

13.   **Topical Outline -** the topical outline should include all the major **Topics** to be discussed in the course, the number of contact hours devoted to each topic using a standard 15-week model and the **Learning Objectives** associated with **each** topic. Objectives should be stated using observable, measurable, demonstrable and active verbs (see Attachment #16) relating to lab or lecture activities listed as Overall Learning Goals or topics. Where appropriate, indicate the Formative or Summative Assessment Tool(s) in which each learning objective will be demonstrated. The contact hours must be delineated as lecture, lab and/or clinical. The final exam may be listed, but *not included in the topical hour totals.*

Due to the nature of **Special Topics** courses, it may not be possible to provide a detailed 15-week outline. In lieu of the topical outline, broad categories of potential topics will suffice however, *a course syllabus must be kept on file in the deans' office indefinitely,* per the ICCB. For courses offering variable credit, the percent of time devoted to each topic should be specified instead of the number of hours. *A Learning Objective is needed for each topic*.

NOTE: The maximum number of lecture hours per topic should not exceed 6 hours and the maximum number of lab hours per topic should not exceed 8 hours.

C.   **Specifics for completing topical outline include:**
1.   The course outline should be based on a 15-week semester with the number of contact hours (50 minute sessions) indicated on the form for each major topic in the course. The total number of contact hours for the course should be 15 times the number of weekly contact hours. (Express and summer courses may be scheduled for periods other than 15 weeks, but topical outlines must reflect a standard 15 week term).
2.   Topics should be as specific as possible, including categories and sub-categories.
3.   Amount of time being spent on these topics should be shown.
4.   For each one hour there should be shown 15 hours of contact per semester (e.g. 3 contact hours/week X 15 weeks = 45 hours total.)
5.   **The final exam should not be included in the total hours.** Final exam hours are scheduled separately (2 hours for final exam) and are **not to be included** in the Topical Outline. A midterm exam' is optional but should be indicated on the outline if it is to be part of the course.
6.   The number of lecture contact hours is computed the same as the number of credit hours.
7.   The number of lab contact hours is double or triple the number of credit hours devoted to lab (see below). If a course includes a lab more than double the number of credit hours, the students will be charged for the un-reimbursed hour (50% of the credit fee for each hour). *Unreimbursed hours will not be approved are to be avoided.*
8.   To determine the number of clinical contact hours for each hour of credit, refer to the following guidelines from the ICCB. Contact the CCC Chairperson for clarification.

a. Students who participate in non-clinical internship, practicum, or on-the-job supervised instruction shall receive one semester credit hour or equivalent for each 75-149 contact hours per semester or equivalent and students who participate in clinical practicum shall receive one semester credit hour or equivalent for each 30-60 contact hours per semester or equivalent. It is assumed that one hour of outside study time will be invested from each two clinical practicum contact hours.

b.   Non-Clinical Internship, practicum, on-the-job supervised instruction (e.g. Allied Health, Education and Automotive)

Contact Hours	Semester Hour Credits
75-149	1 hour credit
150-224	2 hours credit
225-299	3 hours credit
300-374	4 hours credit
375-449	5 hours credit
450-524	6 hours credit

Clinical Practicum (e.g. Nursing, Nursing Assistants)

Contact Hours	Semester Hour Credits
30-60	1 hour credit
61-91	2 hours credit
92-122	3 hours credit
123-153	4 hours credit
154-184	5 hours credit

185-215   6 hours credit

aa. Courses in which students participate in <u>laboratory/clinical-laboratory-oriented instruction</u> will be assigned one semester credit hour or equivalent for each <u>30-45</u> classroom contact hours of instruction per semester or equivalent. It is assumed that one hour of outside study will be invested for each two laboratory contact hours.

Laboratory/Clinical-laboratory-oriented instruction (on-campus lab setting)

bb.	<u>Contact Hours</u>	<u>Semester Hour Credits</u>
	30-45	1 hour credit
	46-61	2 hours credit
	62-75	3 hours credit
	76-91	4 hours credit
	92-107	5 hours credit
	108-123	6 hours credit

NOTE: The number of contact hours listed on the first page of the topical outline should be the *contact hours* per week, not the total for the semester.

When calculating the course credit, which is calculated by the total number of lab (clinical and lab) and divided by the number of lecture hours. No half-credits are allowed for a course credit.

9. A standard formal outline format is required with topics and subtopics indicated for each major area of the course. A minimum of one page and a maximum of two pages are suggested.

Section 1501.309 Course Classification and Applicability

a) **Course Classification**. Information on courses for which credit is to be awarded shall be submitted to ICCB on forms provided by ICCB in order for the courses to be classified into appropriate instructional and funding categories and added to the college's Management Information System (MIS) Course Master File.

b) **Course Credit Hour Determination**.

1) Credit hours for courses for which ICCB credit hour grants are to be claimed shall be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester hour or 30 hours of such time for each quarter credit hour.

2) Courses with students participating in lecture/discussion-oriented instruction will be assigned one semester credit hour or equivalent for each 15 classroom contact hours of instruction per semester or equivalent. It is assumed that two hours of outside study will be invested for each classroom contact hour.

3) Courses in which students participate in laboratory/ clinical-laboratory-oriented instruction will be assigned one semester credit hour or equivalent for each 30-45 classroom contact hours of instruction per semester or equivalent. It is assumed that one hour of outside study will be invested for each two laboratory contact hours.

4) Students who participate in non-clinical internship, practicum, or on-the-job supervised instruction shall receive one semester credit hour or equivalent for each 75-149 contact hours per semester or equivalent and students who participate in clinical practicums shall receive one semester credit hour or equivalent for each 30-60 contact hours per semester or equivalent. It is assumed that one hour of outside study time will be invested from each two clinical practicum contact hours.

c) **Course Syllabus**. A syllabus shall be developed and maintained for each credit course and shall be available to the public and students upon request. A syllabus contains the description of the course, specific objectives of the course, a topical outline, and the method for evaluating student performance.

d) **Course Applicability**. All credit courses must be part of an approved unit of instruction (pursuant to Section 1501.302), and the approved unit of instruction for each course shall be indicated on the college's ICCB MIS Course Master File.

(1) **Lower-Division Baccalaureate Courses**. Courses designed to meet lower-division baccalaureate degree requirements shall be applicable to associate transfer degrees. For each baccalaureate course offered, the college shall either obtain approval for the course to be listed as a statewide articulated transfer course by a general education or baccalaureate major panel of the **Illinois Articulation Initiative** or maintain current written articulation agreements or transfer equivalency documents with:

A) at least three (3) Illinois public universities, or

B) at least three baccalaureate degree-granting institutions to which a majority (51%) of the college's students transfer, or

C) one or more baccalaureate degree-granting institutions to which a majority (51%) of the college's students, majoring in the field for which the course is required, transfer.

2) **Remedial Course Credit**. No remedial course credit shall be applicable to associate degrees designed for transfer to institutions granting baccalaureate degrees.

3) **Adult Basic Education Course Credit**. No adult basic education course credit is applicable to degrees or to certificates, except the Adult Basic Education Certificate.

4) **Adult Secondary Education Course Credit**. No adult secondary or college preparatory education course credit is applicable to degrees or certificates, except the Adult Secondary Education Certificate.

5) **General Studies Course Credit**. General studies course credit is applicable only to the Personal Development; Homemaking; Improving Family Circumstances; Intellectual and Cultural Studies; Community and Civic Development; and Health, Safety and Environment Certificates.

e) **Special Upper-Division Courses**.

1)   A college may offer any course that is offered by a university, regardless of numbering system, if the university normally permits its own students to take the course as lower-division students. Such courses will be eligible for ICCB grants, if they meet all other criteria.

2)   If at least three public universities in Illinois agree, or if a public university which is the principal recipient of transfers from the community college agrees, certain special courses taught at the upper-division level may be offered by a college and be eligible for ICCB grants, provided they meet all other criteria.

f) **Independent Study**. Independent Study course credit shall not exceed 25 percent of the credit hour requirements for a student to earn an associate degree. The topic of an independent study course shall be listed on the student's permanent academic record.

g) **Internships**. An internship experience for credit that is designed to provide the student an opportunity to put into practice the theories and techniques learned in the classroom/laboratory shall be applicable to an associate degree or certificate, provided at least 12 semester credit hours or equivalent in the corresponding curriculum are completed by the student prior to, or are taken by the student concurrently with, such experience.

h) Courses Approved as **Repeatable**.

1) Courses in which the content varies from term to term or from student to student (e.g., independent study, special topics, and internship courses) or in which a student is expected to gain increased depth of knowledge and skill through repetition (e.g., music, speech, theatre, and journalism performance or production courses) shall, at the request of the college, be approved for repeatability under the following conditions:

A) The number of times the course may be taken for credit does not exceed four semesters (or six quarters);

B) The method of determining the amount of credit to be awarded for each section of the course, for each term, or for each student is specified in the college's catalog, on the course syllabus, and on the course classification form, and the subject matter and number of credits for which the student enrolled is specified on the student's permanent academic record;

C) The college's catalog, the course syllabus, and the course classification form requesting approval of repeatability by the ICCB indicate the number of such credits that

will apply to degree or certificate completion for a single course or a combination of related courses; and

D) The total number of credit hours for a single course or for a combination of related courses that are applicable to degree or certificate completion does not exceed the maximums established in subsection (e) governing independent study, subsection (b) governing credit hour determination, or Section 1501.507(b)(10) governing the maximum rate of credit hour production.

2) A vocational skill course that persons employed in an occupation or vocation must retake periodically by law in order to maintain employment shall, at the request of the college, be approved for repeatability under the following conditions:

A) The content of the course is determined by law and does not change from one year to the next, and

B) A copy of the law (or regulation administering it) and a course syllabus accompanies the course classification form requesting repeatability.

3) An adult basic, or adult secondary, or a remedial education course that is organized into discrete modules and offered for variable credit shall, at the request of the college, be approved for repeatability under the following conditions:

A) No discrete module is repeated more than three times,

B) The title of each module completed and the grade received is permanently recorded on the student's academic record, and

C) The content and number of credit hours for each discrete module is shown on the course syllabus and on the course classification form requesting approval of repeatability by the ICCB.

4) An adult basic, adult secondary, or a remedial education course that is not organized into discrete modules shall, at the request of the college, be approved for repeatability under the following conditions:

A) The number of times the course may be taken for credit does not exceed four times, i.e., repeatable three times.

B) The variety of skill levels included in the course and the methods used to accommodate individual differences based on an assessment of student skills is specified in the course syllabus.

C) The course title and the grade received is permanently recorded on the student's academic record each time that the course is taken.

II.   Course Syllabus

A.   **Definition**

1.   A course syllabus is required by the Higher Learning Commission (HLC), Board of Trustees and Triton College Faculty Association (TCFA) contract, and now required by the IAI and four-year schools for transfer evaluation.

2.   The course syllabus is developed by each instructor teaching the course and is an

individual endeavor. **The syllabus must match the course outline approved by the ICCB and include the components of the Board policy #6080. Departments may develop master syllabi as examples as references for their faculty. (See Attachment #12b for CCC Approved Master Syllabus Template. The template is also available at the CCC's Internet and portal pages.)**

B. **Components – Triton College Board of Trustees policy #6080 delineates the specific components that must be included (see below). The items in parenthesis assist in clarification of the areas, based on the course outline form.**

1. Course, semester, and instructor identification
2. Conference availability
3. Required text and supplemental texts
4. Course objectives
5. Course structure (may include course goals)
6. Course requirements (may include course objectives)
7. Grading policy
8. Attendance policy
9. Automatic withdrawals and penalties
10. Course content covered each week (topical outline)
11. A statement of academic honesty

Instructors must distribute a copy of the course syllabus to each student enrolled in the class and an electronic copy to their appropriate supervisor, as determined by the Vice President of Academic Affairs.

NOTE: Syllabi should be reviewed every semester and revised as needed. If courses have not been offered in more than 5 years, they should be withdrawn. If syllabus revisions deviate from the Course Outline on file, both should be revised through the Curriculum process.

For C&A Office Use Only		For C&A Office Use Only
Effective Date: **PCS/CIPS:** **CURRICULUM:** **New Course:** **Revised course:** **Reuse:**	**Triton College** **COURSE OUTLINE**	**CCC:** **AS:** **BOT:** **ICCB:** **CAT:** **Database Updated:**

School of: _____

Department: _____

Major Curriculum or Market served: _____
applicable.)

Next Annual Review (TERM/YEAR): _____ (1 year from anticipated effective date.)

(TERM/YEAR) prepared for CCC: _____

Prepared by: _____

IAI Code: _____ (Enter "N/A" if not

Prefix No.	Course Title	*Total Credit(s)	Lecture Credit(s)	Laboratory Credit(s)	Clinical Laboratory Credit(s)	**Fee

Course Credit Hour Formula: Lecture hour(s) + ½ (.5) of the total laboratory (clinical + regular laboratory) hours = Total Credit(s)

**List current, new or revised course fee amount*

Prerequisite(s):

37

Catalog Course Description:

   I. Overall Learning Goal(s):

Overall Learning Goal(s) should reflect broad categories, skills and/or competencies related to content of Topical Outline. Complete the following statement in *1 or 2 sentences*. Refer to the CCC Handbook for examples.

  Upon successful completion of this course, the student will be able to

  II. Resources utilized:

List using any single, standard citation format
(EXAMPLES: APA: Brown, Walter C. & Dorfmueller, Daniel P. (2012). *Print reading for construction: Residential and commercial* (6th ed.). Tinley Park, IL: Goodheart-Wilcox Publisher)
        MLA: Spacks, Patricia Meyer. *Privacy: Concealing the Eighteenth Century Self.* Chicago: U of Chicago P, 2003. Print.
Refer to the CCC Handbook or visit https://owl.english.purdue.edu/owl/section/2/ for other examples.

A. Required textbook(s)/workbook(s):

B. Supplementary texts/and material(s):

C. Other resource(s) utilized:

III. **Recommended Instructional Strategies:**

Check and comment as needed on the instructional methods utilized to attain the course's Learning Objectives. To check a box, double-click on it and select "Checked."

☐ Lecture   ☐ Discussion   ☐ Podcasting   ☐ Problem Solving/Case Study
☐ Lecture/Demonstration   ☐ Laboratory   ☐ Social media   ☐ Power Point
☐ Clinical Laboratory   ☐ Independent Study   ☐ Internet resources   ☐ Coop
Experience/Internship/Practicum
☐ Simulation
Other:

Comment on instructional strategies (optional):

IV. **Recommended Formative Assessment Tools:**

Check the Formative Assessment Tools that may be utilized to monitor progress toward attainment of course Learning Objectives.

☐ Quiz   ☐ Presentation   ☐ Pre-test/paper   ☐ Clinical Progress Report
☐ Examination   ☐ Oral Participation   ☐ Project   ☐ Online Discussion Forum
☐ Journal/Blog   ☐ Written Assignment   ☐ Portfolio   ☐ Student Peer Review

☐ Laboratory Skills Demonstration   ☐ Coop Experience/Internship/Practicum Progress Report   ☐ Adaptive Learning Technology
☐ Simulation
Other:

Provide recommended weighted percentages for grading for the categories checked above.

____% _____   ____% _____

____% _____   ____% _____

____% _____   ____% _____

____% _____   ____% _____

V. **Recommended Summative Assessment Tools:**

Check the Summative Assessment Tools that may be utilized to determine whether or not course Learning Objectives have been attained.

☐ Mid-term Examination   ☐ Final Skills Demonstration   ☐ Portfolio
☐ Final Written Examination   ☐ Course/Capstone Project   ☐ Term Paper
☐ Final Oral Examination   ☐ License/Certification Exam Results   ☐ Common Writing Assignment
☐ Final Clinical Laboratory Examination ☐ Final Experience/Internship/Practicum Evaluation ☐ Post-test/paper
☐ Simulation   ☐ Apprenticeships
Other:

Provide recommended weighted percentages for grading for the categories checked above.

____% _____   ____% _____

____% _____   ____% _____

____% _____   ____% _____

____% _____   ____% _____

**Instructors may use a combination of recommended assessment tools and their weighted percentages to equal 100%.

VI. **Indirect Assessment Tools:**

Check the Indirect Assessment Tools that may be utilized to monitor progress toward attainment and/or to determine whether or not course Learning Objectives have been attained.

☐ One-minute Paper   ☐ Student Survey   ☐ Student Peer Review
☐ Journal/Blog   ☐ Graduate Exit Interview   ☐ Coop Experience/Internship/Practicum Employer Survey

Other:

VII. **General Education Outcomes:**

Check the General Education Outcomes that apply to this course. The outcomes checked should readily correspond to Topics and Learning Objectives listed in the Topical Outline below.

☐ Demonstrate critical thinking   ☐ Learn information literacy   ☐ Practice analytical inquiry

☐ Demonstrate communication fluency practices
☐ Practice technological fluency reasoning

☐ Acquire/apply knowledge specific to field of study
☐ Engage with diverse perspectives and civic issues

☐ Encounter sustainable
☐ Practice quantitative

VIII. **Topical Outline:**

For courses approved by ICCB, it is presumed that students will spend additional study time in order to meet the following learning objectives.

- *A minimum of 2 hours outside study for each 1 hour of lecture in class.*

- *A minimum of 1 hour of outside study for each 2 hours of laboratory or clinical in class.*

Topics	Contact Hours						Learning Objectives
Indicate the distribution of contact hours by topic. • *Lecture hours should not exceed 6 hours per topic.* • *Lab hours should not exceed 8 hours per topic.* *Final exam time is above and beyond the course contact hours and should not be included as a topic.* Add lines if necessary by left-clicking in a row and selecting "Insert Row."	1. Enter number of hours for each topic under the appropriate column. 2. Enter "X" for each learning objective under the appropriate column.						Indicate the learning objective(s) of each topic. Every topic *must* have at least one corresponding learning objective. Learning objectives must be stated in *demonstrable, observable* and *measurable* terms using *active verbs*. See CCC Handbook or visit http://www.clemson.edu/ces/research/graduate-studies/gta-training/pdfs/blooms-taxonomy.pdf for examples.
	Lecture		**Laboratory**		**Clinical Laboratory**		
	#	**X**	**#**	**X**	**#**	**X**	

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TOTAL CONTACT HOURS***								

***Lecture contact hours = 1 credit for every 15 contact hours

Laboratory contact hours = 1 credit for every 15 contact hours

       a.   clinical laboratory (30-45 contact hours = 1 credit)

       b.   non-clinical practicum, internship or on-the-job supervised instruction (75-149 contact hours = 1 credit)

       c.   clinical practicums (30-60 contact hours = 1 credit)

Course Credit Hour Formula: Lecture hour(s) + ½ (.5) of the total laboratory (clinical + regular laboratory) hours = Total Credit Hour(s)

See Page 41 of the ICCB Administrative Rule, under Policy Guidelines for laboratory descriptions at: http://www.iccb.org/ .

PLEASE NOTE: An <u>updated</u> course syllabus is required if this course is a current IAI course or an intended IAI course.

Course Title* – Course Number*
Department Name

COURSE SYLLABUS

Instructor:	*Instructor Name**	Term:	*e.g., Fall 2014**
Office:	*Office Number**	Class Meeting Days:	*Days*
Phone:	*Phone for Office (if applicable) or preferred number**	Class Meeting Hours:	*e.g., 8:00 – 8:50 am*
E-Mail:	*Instructor Email**	Class Location:	*Building and room*
Website:	*Instructor's personal website (if applicable)*	Lab Location:	*Building and room (if applicable)*
Office Hours:	*Date(s) and time(s)**	Office Hours Location:	*Room number**

1. **Course Description (as it appears in the Catalog)***

   Paste the description from the online catalog

2. **Course Overview**

   Short description of the course. In addition, you can include the departmental description, and your personal description of the course.

3. **Overall Learning Goals (from Course Outline)***

   Copy/Paste directly from the Course Outline.

4. **Prerequisites (from Course Outline)***

   Any courses required prior to taking this course.

5. **Course Credits (from Course Outline)***

   Total Credits, Lecture Credits, Laboratory Credits, Clinical Laboratory Credits.

6. **Course Requirements***

Minimum passing grade, minimum number or types of assignments, maximum missed classes, etc.

7. **Resources Utilized (from Course Outline)**

    A. Required textbook(s)/workbook(s)*
    B. Supplemental text and materials (if applicable)*
    C. Other resource(s) utilized (if applicable)

8. **Formative Assessment Tools (See Course Outline for recommendations)**

    Below are some examples of formative assessment tools. Select all that apply to your course and specify how you will use these tools.

Quizzes	Presentation	Pre-Test/paper	Clinical Progress Report
Examination	Oral Participation	Project	Online Discussion Forum
Journal/Blog	Written Assignment	Portfolio	Student Peer Review
Laboratory Skills Demonstration	Coop/Experience/Internship/Practicum Progress Report		

9. **Summative Assessment Tools (See Course Outline for recommendations)**

    Below are some examples of formative assessment tools. Select all that apply to your course and specify how you will use these tools.

Mid-Term Examination	Final Skills Demonstration	Portfolio Clinical Progress Report
Final Written Examination	Course/Capstone Project	Term Paper Online Discussion Forum
Final Oral Examination	License/Certification Exam Results	Common Writing Assignment Student Peer Review
Final Clinical Laboratory Examination	Final Experience/Internship/Practicum Evaluation	Post-Test/paper

10. **Grading System***

    Provide a listing of assessments and their weighting in the grade's total. Percentages of final grade are provided as examples only. Refer to Course Outline for recommendations.

Assessment	Percent of Final Grade
e.g. ,Formative Assessment (all formative assessment tools used in the course that amount for the percentage on the right)	20%
e.g., Midterm (if applicable)	15%
e.g., Group Project	15%
e.g., Laboratory Work	30%
e.g., Final Exam	20%
Total	100%

Insert the grading scale here. We have provided templates for your grading scale, including acceptable grades used in specifically approved courses based on individual academic department policy:

Grading Scale (%)		
90-100		A
80 - 89		B
70 - 79		C
60 - 69		D
0 - 59		F
Incomplete		I
Withdrawn		W
Pass**		P
Reschedule**		R

**Grades of "P" or "R"; "P" or "F" are assigned in specific approved courses based on individual academic department policy.

11. **Grade Dissemination (optional)**

Explain how students will learn of their grades from assignments and assessments.

Example:

You can access your scores and grades at any time through Blackboard (unofficial). Only the final grade is posted in the student portal.

12. **Course Policies (Include all that apply to your course):**

Late Work Policy: Offer specifics about your policy on late work.

Extra Credit Policy: Offer specifics about your policy on extra credit.

Grades of "Incomplete": Offer specifics about your policy on incomplete grades. See Board Policy 5202.

Rewrite Policy: Offer specifics about your policy on rewrites.

Essay Commentary Policy: Offer specifics about your policy on essays.

Group Work Policy: Offer specifics about your policy on group work.

10. **Technology Policies (examples)**

Email: how it will be used, who will communicate with whom, who answers technology questions, expected response time, will you check it on weekends, etc.

External Websites (e.g. , Blackboard Learn, SafeAssign, MyMathLab): If your course includes external websites, describe how you will use it in the course, how often students should expect to login, how team activities will be organized, due dates, policies on late participation, and how will it be evaluated.

Personal Device Usage: Describe your policies for using cell phones, smart devices, laptops, etc. throughout your course. Whether you dislike the use of laptops during your lecture, or whether you encourage using a laptop during discussion state it here.

Classroom Devices: Describe your policies for using calculators, tape recorders, other audio & technology devices for your course.

Course Blog (if applicable): If your course includes a blog, provide specifics about its location and usage.

Course Wiki (if applicable): If your course includes a student-created wiki, provide specifics about its location and usage.

11.   **Student Expectations (examples)**

Disability Access: Offer specifics about the college policy on disability access if available.

Attendance Policy*: Offer specifics about your expectations for attendance. How many absences are acceptable/expected? Will students get points for attendance? You may also describe expectation of courtesy here.

Automatic Withdrawal Policy*: State departmental or your policy for how and when students will be withdrawn from the course.

Professionalism Policy: Offer specifics about your policy on professionalism or tardiness.

Academic Conduct Policy (including plagiarism) *: Offer specifics about your policy on cheating or plagiarism. You may wish to refer to student handbook, which governs all student behavior even when specifics are not mentioned in a syllabus. An alternative is to call specific attention to plagiarism, perhaps even defining it for your students. See Board Policy 5208 for specifics.

Academic Success Center (ASC): Offer information about the ACS resources available to students, including tutoring resources, writing labs, etc.

Educational Technology Resource Center (ETRC): Offer information about the ETRC resources available to students, including free computer lab and Blackboard Learn assistance.

Center for Access and Accommodative Services (CAAS): Offer specifics about the center.

Counseling: Offer information about the services available through the Counseling Department, including help with personal issues, career pathways and learning skills.

Important Dates to Remember

Add a short statement that describes that all the dates and assignments are tentative, and can be changed at the discretion of the professor.

Example:
    Add/Drop Period:
    Drop deadline with 100% refund
    Drop deadline with 50% refund
    Mid-term
    Etc.

12.   **Weekly Schedule of Course Content** (listed, table, etc.)*

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ATTACHMENT #16
Measurable, Observable and Demonstrable Student Learning Objectives (SLO)
Action Verb List
Based on Bloom's Taxonomy of Learning Domains

Knowledge		Comprehension		Application	
Remember learned information		Demonstrate understanding of the facts		Apply knowledge to actual situations	
Count	Quote	Compute	Extrapolate	Add	Measure
Define	Recite	Convert	Give examples	Apply	Modify
Describe	Record	Discuss	Indicate	Calculate	Operate
Draw	Repeat	Estimate	Locate	Classify	Prepare
Identify	Reproduce	Explain	Paraphrase	Complete	Produce
Label	Select	Extend	Predict	Compute	Schedule
List	State		Specify	Create	Sketch
Name	Write		Summarize	Demonstrate	Solve
Outline				Divide	Subtract
				Examine	Translate
				Graph	Use
				Interpolate	Utilize
				Manipulate	
Analysis		Synthesis		Evaluation	
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	
Analyze	Illustrate	Assemble	Integrate	Argue	Justify
Arrange	Outline	Collect	Modify	Choose	Predict
Categorize	Point out	Combine	Order	Compare	Rank
Classify	Select	Compile	Organize	Contrast	Rate
Design	Separate	Compose	Plan	Critique	Summarize
Develop	Subdivide	Construct	Propose	Defend	Support
Diagram		Create	Rearrange	Evaluate	
		Design	Reconstruct		
		Devise	Reorganize		
		Explain	Revise		
		Formulate	Rewrite		
		Generate	Summarize		
		Group	Synthesize		

SECTION C: GUIDELINES

4. Course Descriptions

GUIDELINES FOR WRITING COURSE DESCRIPTIONS

Descriptions should not be written in complete sentences. See following examples from the ICCB Generic Course List at http://iccbdbsrv.iccb.org/generic/genericlookup.cfm

Descriptions should describe what is taught in general terms and not include specific behavioral outcomes.

Descriptions should **eliminate** extraneous words such as "this is an introductory course in the study of..." and "the student will."

Descriptions should identify any courses that may duplicate content such that credit for this course would not be awarded if the other courses were taken, e.g., "Students may repeat only one 100-level course."

Example:

Catalog Course Description:

Examines death and dying within a cultural context and addresses questions central to life and living, including the collective crises and cultural responses, and cross-cultural perspectives on terminal illness, funeral and burial rituals, euthanasia, suicide, and cultural and ethical values and problems related to death and dying. (formerly Death and Dying)

CCC approved 4/89
Revised: (9/99 4/03, 11/05, 9/07, 9/11), 7/14

SECTION C: GUIDELINES

5. Prerequisite/Co-Requisite

Guidelines for Writing Prerequisites

1.   **Course has no prerequisite,**
      If the course has no prerequisite, write "None" on the form. Do not leave the space on the form blank.

             Good example: "None"
             Bad example:

2.   **Limited to a special population**
      If enrollment in the course is restricted to students formally admitted to a particular program, use the following format:

             Good: "Admission to the Ophthalmic Technician program"
             Bad: "OPH majors only"

      If departmental consent or program coordinator approval is the only prerequisite for the course and therefore the only way a student is allowed to gain admission to the course, use the following format:

             Good: "English Chairperson consent"
                                "Nuclear Medicine Coordinator consent"

             Bad: "Departmental consent"

3.   **Experience or maturity**

      Specific course numbers should be listed as the prerequisite in alpha numeric order to specify the level of maturity attained. It is not necessary to list all the previous courses as the prerequisite, list only the course(s) immediately preceding the higher level course, e.g., if CHM 100 and 110 are prerequisites to CHM 123 and CHM 123 is prerequisite to CHM 212, it is only necessary to list CHM 123 as the prerequisite for CHM 212; CHM 100 & CHM 110 are not needed.

             Good: "CHM 102, 103, and 170"
             Bad: "Sophomore standing required"

NOTE: If prior experience is an acceptable alternate to a prerequisite course where no proficiency exam or certification is available, a precise yet brief description of the required knowledge or demonstrated skills from that experience *should be identified in the course description.*
Also, keep in mind the prerequisites when developing your program(s). They may be listed as 'program prerequisites'.

5.   **Course grade prerequisite**
      *If a specific minimum grade earned in the prerequisite course is required in order to enroll, use the following format:

             Good: "RHT 101 (minimum grade "C")"
             Bad: "At least a "C" or better in HIS 121"

7. **Required concurrent enrollments**
   *When a course is required to be taken concurrently with another, use the following format:
   > Good: "Concurrent enrollment with ENT 110"
   > Bad: "ENT 110 concurrently"

   *List all required concurrent enrollments second in alpha-numeric order, after the prerequisite courses have been listed.

8. **Optional prerequisite/concurrent enrollments**
   *If the prerequisite may be taken concurrently with the course in question, use the following format:
   > Good: "BUS 141 or concurrent enrollment"
   > Bad: "BUS 141 or BUS 141 concurrently"

   *List all course prerequisites in alpha-numeric order.
   > Good: "MAT 131, 170 and PHY 106"
   > Bad: "PHY 106, MAT 131, and 170"

Separation of prerequisites, required concurrent, and optional prerequisite/concurrent enrollments

*Separate the different elements with a *semicolon*.

*When a combination of the elements are present, use the following format:

> Good: "ENT 115, ARC 101, BUS 103; concurrent enrollment with ENT 110; ARC 110 or concurrent enrollment"
> Bad: "ENT 115, ARC 101, BUS 103, ENT 110 concurrently and ARC 110 or concurrent enrollment'

In the above Good example, suppose ENT 123 is the course in question, ENT 115, ARC 101, and BUS 103 must be completed before enrollment in TEC 100. ENT 110 must be taken concurrently with ARC 110. ARC 110 may be taken either as a prerequisite to ENT 123 or concurrently with ENT 123.

Revised (9/11, 7/14), 7/15

SECTION C: GUIDELINES

6. Variable Credit and Repeatable Course

GUIDELINES FOR VARIABLE CREDIT AND REPEATABLE COURSES

1.   Course revisions requesting straight credit courses to be changed to **variable credit** courses are required to follow traditional course revision procedures that include one reading at the CCC meeting. Credit options available are:

        a.   0.5 - 4 credits for all courses

Definition:
Variable Courses. A variable course, such as independent study, internship, or special topics is a course whose subject matter and number of credit hours may vary from section-to-section, term-to-term, or student-to-student. The method of determining the amount of credit for each section, term, or student must be specified in the catalog and on the syllabus. ***Justification for variable credit must be attached to the Course Proposal form.*** The syllabus must show the increments of credit for which the course can be taken. For courses other than internship, independent study, and special topics, it is often easier to offer each increment or module as a separate course. The ICCB Course Master File will list the maximum hours for the course.

2.   Course revisions requesting straight credit courses are changed to repeatable credit courses if the revisions meet ICCB criteria and the following Triton College and ICCB's criteria for **repeatable** courses:

Definition:
Repeatable Courses. Courses will be approved for repeatable status only if the course meets the requirements established in ICCB Rule 1501.309h. ***Justification for repeatable status for a specific course must be attached to the course form sent to the ICCB***. The college's catalog, the course syllabus, and the course classification form requesting approval of repeatability by the ICCB must indicate the number of such credits that will apply to degree or certificate completion for a single course or a combination of related courses. Courses that may be repeatable are those in which the content varies from term-to-term or from student-to-student (e.g., independent study, special topics, internships, courses needed to maintain certification and licensure, adult basic and secondary education, and remedial/developmental courses).

        a.   If in the course "sustained practice is required to acquire, maintain and/or build proficiency in ... the skill..."

        b.   If in the course, "repetition of the course is necessary if students are to be permitted the opportunity to continue developing the skills."

        c.   If the course incorporates different software each time it is repeated.

        d.   Special Topics courses can be repeatable and offered for variable credit when topics are different. ***A course topic can only be offered twice in a three-year period for Special Topics courses.*** If course is successful, the course should be proposed for a new stand-alone course through the Curriculum process. (per ICCB)

        e.   ICCB requires a rationale, e.g. 'The course is repeatable to allow the student the opportunity to gain the knowledge and/or skills to successfully move to the next

level.' The number credits accepted towards a program with only one course grade allowed. Repeatability is for state reimbursement, which is a maximum of 3 times repeated (for a total of 4 times) if there is a need.

**See some examples in following Page 59.

(8/98, 4/03, 11/05, 9/11, 7/14, 7/15), 6/17

APPENDIX A: DEFINITIONS

1. General
2. Certificate
3. Degree

SPECIAL TOPICS

Course Data:

Prefix No.	Course Title	Credit	Lecture	Lab	Clinical Lab	*Fee
SPE 296	Special Topics in Speech and Theatre	1-4	1-4	0.0	0.0	$0

Catalog Course Description:
Current topics in speech and/or theatre selected by students in consultation with the instructor. Course may be repeated up to three times, but no more than six hours may be used by a student to complete the degree requirement of a program.

CJA 296: "Course may be repeated if topics are different; however, only three credits may be applied toward graduation requirements."

PED 296: "Course may be repeated up to three times, for a maximum of nine credits, when content is different. A maximum of 6 hours of lab activity courses can apply to graduation."

HIS 296: "Course may be repeated an additional three times, but no more than eight hours may be used for a student to complete the degree requirement of a program."

SPE 296: "Course may be repeated up to three times, but no more than six hours may be used for a student to complete the degree requirement of a program."

General Definitions*

The following are definitions for general terms relating to curriculum that have been established by the ICCB.

1. A "course" is a sequential presentation, through one or more instructional modes, of subject matter in a particular field to meet specific objectives within a designated time period, such as a semester or a quarter. *There are two classifications for credit courses:*
    i.   *1.1 Courses: Typically transferable to 4-year colleges, .e.g. MAT 124, ACC 101. The courses need to be articulated before receiving approval by the ICCB.*
    ii. *1.2 Courses: These courses are typically career or vocationally orientated, .e.g. BUS 146, AUT 101. The courses do not need to be articulated but may be if the faculty member desires. (all new and revised courses are now sent out for articulation)*

2. A "curriculum" is an approved unit of instruction consisting of a series of courses designed to lead to an associate degree or a certificate. A "district curriculum" is a curriculum approved for offering within a district, on the basis of student interest, employment demand, and available resources within a district. A "regional curriculum" is a curriculum approved for offering within a particular region of the state, on the basis of student interest and employment demand within the region. A "statewide curriculum" is a curriculum approved for offering on the basis of student interest and employment demand statewide.

2. "Remedial Education" consists of courses in computation, communication (e.g., writing and speaking), and reading, designed to improve the competency of high school graduates, or those persons achieving high school equivalency through standardized testing, to the level necessary for placement into communication and mathematics courses required of first-year college students. Remedial courses reiterate basic skills that students were expected to have mastered prior to entry into postsecondary education.

3. An "internship/practicum" is a course of planned and supervised training, which allows the application of theory to actual practice and prepares a student for working independently in a specific career. The internship/practicum generally occurs after the student has completed 12 credit hours. It takes place at a regular worksite and instruction/supervision is shared by a college instructor/supervisor and a qualified employee at the worksite. Clinical practicums take place in a hospital or other medical/health facility and require close supervision/instruction/monitoring by a qualified college instructor.

5. A "laboratory" is a course of planned and supervised training in which students learn new methods or principles through experimentation, observation, and/or practice. A lab class can occur at the beginning, middle, or end of a particular course of study and may be a specially equipped room designed for experimentation, observation, and/or practice on the college campus or at the worksite.

6. A "unit of instruction" is any one of the following:
    -   An organized program of study consisting of a sequence of courses that result in the award to a student of a certificate or an associate degree.
    -   Any existing organized program of study offered at a new geographical location outside of the college district.
    -   Any organized administrative entity that would have a continuing instructional mission, including but not limited to a college, campus, or branch.

*NOTE: Taken from the Administration Rules of the Illinois Community College Board, subpart C; Programs; section 1501.301 found at: http://www.iccb.org/. Any notes or comment not part of the ICCB rules are in *Italic.*

The following are other general definitions based on ICCB documents and manuals.

*Course Syllabus - *The Triton College Board of Trustees and the College President require that an up-to-date instructor-developed syllabus based on the college-approved course outline.*

> *The syllabus is to include:*
> - *a. Course, semester, and instructor identification*
> - *b. Conference availability*
> - *c. Required text and supplemental texts*
> - *d. Course objectives*
> - *e. Course structure*
> - *f. Course requirements*
> - *g. Grading policy*
> - *h. Attendance policy*
> - *i. Automatic withdrawals and penalties*
> - *j. Course content covered each week*
> - *k. A statement of academic honesty*

*Instructors must give a copy of the course syllabus to each student enrolled in the class and an electronic copy to their appropriate supervisor as determined by the Vice President of Academic Affairs (*Board of Trustees Academic Affairs Policy #6080.)*

1. *CIP – CIP codes, have been developed by the U.S. Department of Education (USDOE)-National Center for Education Statistics (NCES) to help states identify the content of a wide range of academic and career and technical instructional programs offered at the secondary and postsecondary levels. Every approved credit program (e.g. A.A.S. degree or Career Certificate) offered by a community college has a 6-digit CIP code assigned to it, i.e. 48.0508 Welding Technology. Programs are assigned CIP codes by community college staff and are approved by ICCB staff. These codes help us to:*
   - *categorize instructional offerings consistently statewide;*
   - *track student enrollments and completions at the program level, and;*
   - *connect secondary offerings with postsecondary offerings.*
2. *Generic Course List - The composite listing of all categories of courses offered by community colleges in Illinois. Each generic course is assigned a unique PCS/CIP number (Generic Course Code), which determines the funding category for an institution's specific course.*
1. *ICCB Course Master File - The computerized listing of credit courses classified for each college. The college's credit hour claim is processed against the Course Master File.*
2. *ICCB Curriculum Master File - The computerized listing of curricula approved by the ICCB for offering at each community college in Illinois, designated by **college-selected** prefix and number. Student data are submitted by curriculum prefix and number and matched to the Curriculum Master File.*
3. *PCS - Program Classification System, or PCS code, a two-digit number used for identifying both instructional programs and other functions of the college. For example, PCS 1.1 refers to Baccalaureate/Transfer programming and courses, PCS 1.2 refers to CTE and PCS 1.4 refers to Developmental or Remedial Education.*
4. *Withdraw - To "withdraw" (drop) a course/curriculum means to discontinue it officially. On the Course/Curriculum Master File received from the ICCB, the course/curriculum will have a withdrawal date entered under the column entitled "End Date".*

*ICCB Definition of Certificates

A "certificate" (fifty or less semester credits) is an award for satisfactory completion of a series of courses or curriculum of 50 semester credit hours or less. A "general certificate" is an award for satisfactory completion of a series of courses of 30 semester credit hours or less in adult basic education, adult secondary education, remedial education, vocational skills, or
general studies. An "occupational certificate" is an award for satisfactory completion of a prescribed curriculum intended to prepare an individual for employment in a specific field. *There are three types of occupational certificates:*

1. *Short-term certificates (**Form 21S**) A college may create a new Short-term Certificates of less than seven semester credit hours of new courses in a two-digit CIP category in which the college has previous approval to offer one or more programs. This requires completion and acceptance of the Form 21S "Reasonable and Moderate Extension: Short-Term Certificate". In this approval scenario, the existing/parent program to be cited on the Form 21S is an active program (AAS degree or certificate) from the same two-digit CIP code in which the reasonable and moderate extension is being created. For example, if the proposed R&M is a Phlebotomy Certificate (CIP **51**.1009), the parent program could be the Nursing AAS degree (CIP **51**.3801).*

2. *A Certificate is defined as a package of 50 or less semester hours providing job specific career preparation that <u>does not expect or presume a prior set of skills or knowledge base</u> (beyond those addressed by the Triton College Institutional Assessment Policy) to complete the program.*

3. *An Advanced Certificate or Post-AAS certificate is defined as a package of 50 or less semester hours providing further career ladder opportunities for students. (Components include technical core and specialty coursework, work-based learning opportunities, general education coursework, total credit hours, and advanced/post-AAS certificates.)*

*NOTE: Taken from the Administration Rules of the Illinois Community College Board, subpart C; Programs; section 1501.301 found at: http://iccb.org/ .

Appendix: A-3

ICCB Definition of Associate Degrees

An "Associate Degree" is an award for satisfactory completion of a curriculum of 60 semester credit hours or more.

Associate in Applied Science Degree *** (sixty semester credit minimum). An "Associate in Applied Science Degree" is an award for the satisfactory completion of a prescribed curriculum intended to prepare individuals for employment in a specific field.

Associate in Arts Degree *** (sixty four semester credit minimum). An "Associate in Arts Degree" is an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the arts, humanities, or social or behavioral sciences or one of the professional fields with these disciplines as a base.

Associate in Arts in Teaching Degree *(sixty three point 5 – 64.5 semester credits).
Based upon changes made by the Illinois Board of Education to the Illinois Professional Teaching Standards, the Illinois Community College Board and the AAT Steering Committee is currently reviewing this degree. The ICCB, in partnership with the IBHE, will NOT be accepting AAT applications at this time.

Associate in Fine Arts Degree *** (sixty two semester credit minimum-Art; sixty four semester credit minimum-Music). An "Associate in Fine Arts Degree" is an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the fine arts: art, music, or theater.

Associate in Engineering Science Degree *** (NA-do not offer). An "Associate in Engineering Science Degree" is an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in engineering.

Associate in General Studies Degree *** (sixty four semester credit minimum). An "Associate in General Studies Degree" is an award for the satisfactory completion of a curriculum that has been individually designed by mutual agreement between the student and his/her college-appointed advisor to meet the student's educational intent.

Associate in Science Degree *** (sixty four semester credit minimum). An "Associate in Science Degree" is an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the mathematical, biological, or physical sciences or one of the professional fields with these disciplines as a base.

*NOTE: Taken from Definition of Terms, Section 1501.301 from the Administrative Rules of the ICCB found at:
**NOTE: Taken from the ICCB's Program Approval Manual, found at: http://www.iccb.org/
*** Triton's program requirements.

Revised (9/11), 7/14

APPENDIX B:

1. ICCB Rules and Guidelines for Associate Degrees
2. Model Associate Degrees in:
   a. Arts
   b. General Studies
   c. Sciences
   d. Fine Arts
   e. Applied Science
      (includes new approved Associate in Applied Science Degree
      Requirements)

Agenda Item #14

September 2007

Illinois Community College Board

**ICCB GUIDELINES FOR ASSOCIATE DEGREES
DESIGNED FOR TRANSFER**

*Definition of an Associate Degree: An "Associate Degree" is an award for satisfactory completion of a curriculum of 60 semester credit hours or more.

The proposed ICCB Guidelines for Associate Degrees Designed for Transfer programs at Illinois community colleges are needed so that the transfer programs meet the requirements of the Illinois Articulation Initiative, which was implemented in 1998. These new guidelines replaced the ICCB model AA and AS degree guidelines which were last revised in 1991.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Administrative Rules of the Illinois Community College Board — *October 2008*

Section 1501.302 Units of Instruction, Research, and Public Service
3) Curriculum. The content of the curriculum ensures that the objectives of the unit of instruction will be achieved.
    A) The range of total number of credit hours required for completion of an associate degree curriculum shall be within the following parameters:
        i) For the Associate in Arts degree and the Associate in Science degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent;

        ii) For the Associate in Fine Arts and the Associate in Engineering Science degree, a total requirement of not less than 60 semester credit hours nor more than 68 semester credit hours or the quarter credit hour equivalent;

        iii) For the Associate in Applied Science degree, a total requirement of not less than 60 credit hours nor more than 72 semester credit hours or the quarter credit hour equivalent, except in such occupational fields in which accreditation or licensure by a state or national organization requires additional coursework; and

        iv) For the Associate in General Studies degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent.
    B) Each associate degree curriculum shall include a specific general education component consisting of coursework in communication, arts and humanities, social and behavioral sciences, and mathematics and science within the following parameters:
        i) For the Associate in Arts degree and the Associate in Science degree, the general education component required will represent at least 37 semester credit hours or the quarter hour equivalent for completion;

        ii) For the Associate in Fine Arts degree, the general education component required will represent at least 25 semester credit hours or the quarter hour equivalent for completion;

iii) For the Associate in Engineering Science degree, the general education component required will represent at least 19 semester credit hours 9or the quarter hour equivalent for completion;

iii) For the Associate in Applied Science degree, the general education component required will represent at least 15 semester credit hour or the quarter hour equivalent for completion; and

iv) For the Associate in General Studies degree, the general education component required will represent no less than 20 semester credit hours or the quarter hour equivalent for completion.

*NOTE: Taken from Definition of Terms, Section 1501.301 from the Administrative Rules of the ICCB found at: http://iccb.org/.

Appendix B
*GUIDELINES FOR ASSOCIATE DEGREES
DESIGNED FOR TRANSFER
Approved by the Illinois Community College Board
March 21, 1997
(Revised June 1997)
(Revised July 2001)
(Revised January 2008)
(Revised September 2013)

Illinois Community College Board
GUIDELINES FOR ASSOCIATE DEGREES
DESIGNED FOR TRANSFER

The model transfer degrees are intended to serve as guides for community colleges to ensure that their Associate in Arts (AA), Associate in Science (AS), Associate in Arts and Science (AA&S), Associate in Fine Arts (AFA), Associate in Engineering Science (AES), and Associate of Arts in Teaching (AAT) degree requirements are comparable to lower-division baccalaureate degree requirements at colleges and universities in Illinois. Models are based on the recommendations developed by the statewide panels of faculty working on the Illinois Articulation Initiative. The AA, AS and most AAT degrees contain the General Education Core Curriculum. The AFA, AES and the AAT in Secondary Science degrees contain that portion of the General Education Core Curriculum and the specific major field courses recommended by the respective major field panels in music, art, engineering, and teacher preparation. As a result, the model degrees are designed to transfer to all colleges and universities that are participating in IAI majors and the AAT initiative.

Guidelines were developed in cooperation with the ICCB Program Advisory Committee, the Community College Chief Academic Officers, and the Transfer Coordinators of Illinois Colleges and Universities. These groups have endorsed the described degrees as being "models" for transferability and articulation.

Guidelines That Are Common for All Associate Degrees
Designed for Transfer

A.   Admission Requirements
       Public Act 86-0954, which establishes high school course requirements for admission to public universities in Illinois also applies to community colleges because the Illinois Public Community College Act requires that "Students allowed entry in college transfer programs must have ability and competence similar to that possessed by students admitted to state universities for similar program" (Ill. Rev. Stat. 1987, ch. 122, par. 103-17). Therefore, community colleges are required to develop high school course requirements for admission to baccalaureate/transfer programs that are similar to those adopted by public universities in Illinois.

B.   Residency Requirements
       Complete 15 semester credit hours at the college.

C.   Grade Point Average Required for Graduation
       2.0 on a 4.0 scale
       2.5 on a 4.0 scale for teacher preparation programs

D.   Specific Degree Guidelines
       The specific degree guidelines are shown on the following pages.

*NOTE: taken from the ICCB Program Manual found at: http://www.iccb.org/

*ASSOCIATE IN ARTS DEGREE

The Associate in Arts (AA) Degree is designed to complete the lower-division (freshman and sophomore) portion of a Bachelor of Arts (BA) Degree. The Associate in Arts Degree includes the transferable General Education Core and the lower-division major field core courses recommended by the Illinois Articulation Initiative. The Associate in Arts Degree is ideally suited for students desiring a Bachelor of Arts Degree in areas such as liberal arts and sciences, English, psychology, and many other fields.

General Education Core   **37-41 semester credit hours**

Communications:
3 courses (9 semester credits),
including a two-course sequence in
writing (6 semester credits) with a grad of "C" or better,
and one course (3 semester credits) in
oral communication

Mathematics:
1 to 2 courses (3 to 6 semester credits)

Physical and Life Sciences:
2 courses (7 to 8 semester credits), with one
course selected from the life sciences and one
course from the physical sciences or interdisciplinary courses
and including at least one laboratory course

Humanities and Fine Arts:
3 courses (9 semester credits), with at
least one course selected from humanities
and at least one course from the fine arts

Social and Behavioral Sciences:
3 courses (9 semester credits), with courses
selected from at least two disciplines

Additional College AA Degree Requirements   0-9 semester credit hours

Major Field & Elective Courses   10-27 semester credit hours

     TOTAL   60-64 semester credit hours

*NOTE: taken from the ICCB Program Manual, Page 187 at: http://iccb.org/

Appendix: B-2d

**ASSOCIATE IN GENERAL STUDIES DEGREE

*<u>Definition for an Associate in General Studies Degree</u>: An "Associate in General Studies Degree" is an award for the satisfactory completion of a curriculum that has been individually designed by mutual agreement between the student and his/her college-appointed advisor to meet the student's educational intent.

The Associate in General Studies degree (sometimes called the Associate in Liberal Studies) is a degree that is customized to meet the unique needs of students with objectives that are different than those of the transfer degrees or the occupational degrees. This degree is designed with a college counselor to meet a student's objectives such as obtaining a two-year liberal education, obtaining a degree to meet employment needs not possible through other programs and enhancing opportunities for individuals who have completed a certificate program. While the degree is very flexible, the college must have appropriate structures and procedures in place to ensure that the degree meets the objectives for which it is designed and ensure that the appropriate courses are selected to complete the degree.

<u>General Education Core</u>   24 semester credit hours

       Communications:
            6 semester credit hours
       Social Science:
            3 semester credit hours
       Humanities:
            3 semester credit hours
       Mathematics/Science:
            3 semester credit hours

<u>General Education Electives</u>   9 semester credit hours
(To be selected from a combination of SPE 101; social science; humanities; mathematics; and/or science course offerings)

              TOTAL   64 semester credit hours

*NOTE: Taken from Definition of Terms, Section 1501.301 from the Administrative Rules of the ICCB
         found at: http://www.iccb.org.

*ASSOCIATE IN SCIENCE DEGREE

The Associate in Science (AS) Degree is designed to complete the lower-division (freshman and sophomore) portion of a Bachelor of Science (BS) Degree. The Associate in Science Degree includes the transferable General Education Core Curriculum and the lower–division major field core courses recommended by the Illinois Articulation Initiative. The Associate in Science Degree is ideally suited for students seeking a Bachelor of Science Degree in areas such as biology, business, criminal justice, and many other fields.

General Education Core   **37-41 semester credit hours**

Communications:
        3 courses (9 semester credits),
        including a two-course sequence in
        writing (6 semester credits) with a grade of "C" or better
        and one course (3 semester credits) in
        oral communication

Mathematics: 1 to 2 courses (3 to 6 semester credits)

Physical and Life Sciences:
        2 courses (7 to 8 semester credits),
        with one course selected from the life
        sciences and one course from the physical
        sciences or two interdisciplinary courses
        and including at least one laboratory course

Humanities and Fine Arts:
        3 courses (9 semester credits), with at
        least one course selected from humanities
        and at least one course from the fine arts

Social and Behavioral Sciences:
        3 courses (9 semester credits), with courses
        selected from at least two disciplines

Additional College AS Degree Requirements   **0-9 semester credit hours**

Major Field & Elective Courses   **10-27 semester credit hours**

TOTAL   **60-64 semester credit hours**

*NOTE: taken from the ICCB Program Manual at: http://www.iccb.org

*ASSOCIATE IN FINE ARTS DEGREE

The Associate in Fine Arts (AFA) degree is designed to complete the lower-division (freshman and sophomore) portion of a Bachelor's of Fine Arts degree. Baccalaureate degree programs in the fine arts are highly structured and require many sequential courses in the major field at the lower division. In order to take courses similar to those of freshman and sophomore students at a university, some general education courses are postponed to the junior and senior years. Even though the AFA degree does not contain the entire IAI General Education Core Curriculum (GECC), students who transfer, having earned a minimum of 30 semester credit hours of college level coursework, have the option of completing the IAI GECC requirements or the receiving institution's lower-division general education requirements.

There are four approved options or areas of concentration for the AFA degree. Faculty from senior institutions, independent colleges and community colleges developed the AFA as part of the Illinois Articulation Initiative (IAI). The four options are art, art education, music, and music education. Once a college has an approved AFA, other options may be added as Reasonable and Moderate extensions.

The requirements for the Associate in Fine Arts degree are as follows:

General Education Core   **27 to 39 semester credit hours**

Communications (a two-course, 6 semester credit hour sequence in writing with a grade of "C" or better, and a 3 semester credit hour course in speech)

Mathematics (3-4 semester credit hours)

Physical and Life Science (7-8 semester credit hours with one course in physical science, one course in life science, or two interdisciplinary science courses. At least one course must contain a lab experience.)

Humanities and Fine Arts (6 semester credit hours for art, music, and music education options. The art education option requires 9 semester credit hours. Courses should be taken from both areas.)

Social and Behavioral Sciences (6 semester credits for the art option; 9 semester credits for the art education option, and 3-9 semester credits for options in music and music education. If taking six or more credits, at least one course should be from social science and one course from behavioral science.)

Major Field Courses   **24--35 semester credit hours**

      The music core requires 31 to 35 semester credits.
      The art core requires 24 to 30 semester credits.

Additional College AFA Requirements
and Electives   **6-19 semester credit hours**

TOTAL   **60-68 semester credit hours**

Courses recommended for each option can be found on www.iTransfer.org. Choose "Majors" and any of the four options mentioned above.

*NOTE: taken from the ICCB Program Approval Manual, Page 189 at: http://www.iccb.org/

Illinois Community College Board

*GUIDELINES FOR ASSOCIATE IN APPLIED SCIENCE DEGREES

**The *Administrative Rules of the Illinois Community College Board*, Section 1501.302, identifies criteria for new
units of instruction. In addition to criteria for all new units of instruction, the following requirements are
identified specifically for Associate in Applied Science Degrees:**
A total requirement of not less than 60 semester credit hours nor more than 72 semester credit hours or the quarter
credit hour equivalent, except in such occupational fields in which accreditation or licensure by a state or national
organization requires additional coursework.
The general education component required will represent at least 15 semester credit hours or the quarter credit hour
equivalent.
The following Summary of Preliminary Model Criteria and Guidelines for AAS Degrees, developed by a joint
ICCB and Illinois Council for Occupational Education Task Force, is also a resource colleges can consult as they
develop new AAS degrees and review and revitalize existing degrees.

Summary of Preliminary Model Criteria and Guidelines for AAS Degrees

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Foundational Principle I
OUTCOME ORIENTATION: *AAS degrees should be outcome oriented to meet their primary purpose of
preparing people for employment.*

     Criterion 1.   **Employment Needs:** AAS degree programs should meet education and training needs of
individuals to enter and/or advance in the workforce, providing skills needed by
employers. (Components include outcome orientation, labor market alignment,
occupational/ professional skills standards, validation of students' skills, and lifelong
learning.)

     Criterion 2.   **Degree Designation:** Associate degree programs designed primarily for career
preparation and immediate employment or upgrading should be designated as an
Associate in Applied Science (AAS) Degree program. The AAS degree also should be
identified with a career major. (Components include degree designation and specialty
designation.)

Foundational Principle II
CURRICULAR COMPONENTS: *To achieve the needed AAS degree outcomes, the "input" should consist of
well- constructed curriculum components meeting criteria for excellence.*

     Criterion 3:   **Collaborative Program Development and Delivery:** Programs should be developed
collaboratively with business and labor to meet their workforce needs. Programs should
be developed collaboratively with other educational partners to provide a seamless
educational program and career ladder for students and to afford consistency of programs
across the state. (Components include business and labor partners, educational partners,
and consortia.)

     Criterion 4.   **Curriculum Content and Credit Hour Distribution:** The AAS degree should range
from 60 to 72 semester credit hours. It should comprise 50 to 75 percent technical core
and specialty coursework and the equivalent of at least 15 semester credit hours of
general education instruction to provide the skills needed for the occupation. Post-AAS

or advanced certificates can provide further career ladder opportunities for students. (Components include technical core and specialty coursework, work-based learning opportunities, general education coursework, total credit hours, and advanced/post-AAS certificates.)

Criterion 5. **Curriculum Structural Concepts:** AAS degrees should be structured to enable students to meet immediate employment needs while opening other options such as continuing education and upward mobility. (Components include career ladders, integrated instruction, and articulation.)

Criterion 6: **Articulation:** All AAS degree curricula should maximize articulation with secondary and baccalaureate degree programs. (Components include collaborative curriculum development, articulation options, secondary articulation, and baccalaureate articulation.)

Criterion 7: **Curriculum Structure and Scheduling:** As appropriate to institutional resources and specific curriculum requirements, community colleges should structure AAS degrees to provide flexible options for student completion. (Components include course scheduling, course sequencing, open entry/open exit courses, concurrent enrollment, timely program completion, and telecommunications delivery.)

Foundational Principle III
SUPPORTING RESOURCES AND POLICIES: *In addition to above curricular components meeting criteria for excellence, an array of supporting college resources and policies are needed to support quality outcomes, addressing student admission requirements, student services, credit for prior learning, instructor qualifications and professional development, and student information.*

Criterion 8: **Student Admission Requirements:** Appropriate admission criteria for each AAS degree should be identified by the college, to delineate the prerequisite education and skill levels students need to succeed in the program and successfully enter the occupation. For programs for which formal admission is needed or enrollment must be limited, admission criteria should likewise match prerequisite education and skill levels needed for students to succeed and establish equitable processes for student selection. Corresponding assessment and placement procedures should be utilized.

Criterion 9: **Student Services:** Student services should be provided that are geared to assist students in succeeding in college and completing AAS degrees. (Components include core services and linking students to instruction.)

Criterion 10: **Credit for Prior Learning:** Credit toward the AAS degree should be awarded for knowledge and skills acquired through prior experiences. (Components include credit for prior learning policies and credit for prior learning options.)

Criterion 11: **Instructor Qualifications and Professional Development:** Instructors should have the necessary experience and education to effectively instruct students in the career field of study and enable them to attain program competencies and objectives. (Components include qualifications, professional development, and non-teaching responsibilities.)

Criterion 12: **Student Information:** Information for students on AAS degrees should be clear, comprehensive user-friendly, and readily accessible through a variety of media to enable them to make informed educational and career choices.

Foundational Principle IV ACCOUNTABILITY: *In keeping with the axiom "you get what you measure", for AAS degrees to meet their outcome expectations, in addition to the appropriate components/input and supporting resources and policies, a comprehensive accountability system is needed to assure the outcomes are achieved and to make any needed adjustments.*

Criterion 13: **Accountability:** College accountability systems, policies, and procedures should assure that an appropriate collaborative process is used in the development of AAS degrees, that AAS degrees contain the needed components and meet criteria for excellence, and that AAS degrees are indeed effective in meeting the needs of employers and the current and future workforce.

*NOTE: taken from, the ICCB Program Approval Manual, Pages 195, 196, 197 at: http://www.iccb.org/

THE ASSOCIATE IN APPLIED SCIENCE (AAS) DEGREE

As approved by the CCC, item number 14-73, on April 3, 2014 and will become effective Fall 2015 the AAS degree will change from the current 17 general education credit requirement to a 15 general education credit requirement, which follows the ICCB standards.

Communication: 6 credits
  3 credits of Rhetoric required, 3 other credits dependent on specific AAS degree
  (ie.: RHT102 or SPE101)

Mathematics OR Physical OR Life Science: 3 credits
  Each specific AAS degree chooses appropriate course requirement

Social OR Behavioral Sciences OR Humanities OR Fine Arts: 6 credits
  Each specific AAS degree chooses appropriate requirement – credits can be from each area or all from one area

An overview of Triton College's approved AAS Degree, EFFECTIVE FALL 2015, in comparison to other local community colleges follows.

APPENDIX C

INTERNET & MyTRITON RESOURCES

The MyTriton portal or the Internet can be used to access curriculum information, including all of the forms. Forms and course outlines can be sent as attachments to e-mail for review and feedback by the Curriculum and Articulation Specialist prior to formal submission of the forms.

College Curriculum Committee Resources:

> MyTriton portal at: http://mytriton.triton.edu/employee
> Internet at: http://www.triton.edu/Departments/ (scroll down to Curriculum Resources)
>
> > a.   CCC & ICCB forms - required forms can be obtained here, including course outline.
> >   MyTriton at: http://mytriton.triton.edu/faculty-resources/curriculum
> >   (Document Type: Forms or Request)
> > b.   meetings and deadline dates - a listing for the current semester
> >   MyTriton at: http://mytriton.triton.edu/faculty-resources/curriculum
> >   Internet at: http://www.triton.edu/College-Curriculum-Committee-Resources/
> > c.   Curriculum Handbook - a copy of the entire curriculum handbook
> >   MyTriton at: http://mytriton.triton.edu/faculty-resources/curriculum (Document Type: Policy and Procedures)
> >   Internet at: http://www.triton.edu/College-Curriculum-Committee-Resources/
> > d.   CCC feedback - Julianne Murphy, ext. 3087, can be reached by e-mail juliannemurphy@triton.edu or Susan Maratto, ext. 3823 can be reached by email at suzimaratto@triton.edu .
> >   Contact above persons with any questions or concerns.

2.   Other curriculum information can be accessed at

> > a.   ICCB Resources:
> >   Internet at: http://www.iccb.org/ (Publications and Reports or Administrative Rules)
> >   MyTriton at: http://mytriton.triton.edu/faculty-resources/curriculum (Document Type-Policy or Procedures)
> > b.   Transfer and I.A.I. Information:
> >   http://www.itransfer.org/IAI

Revised (8/98, 9/99, 3/00 4/03 9/05) 9/07, 9/11, 2/13, 7/13, 7/14, 7/15), 7/17