

ILLINOIS VALLEY COMMUNITY COLLEGE  
**CURRICULUM**  
MANAGEMENT PLAN



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## MISSION

Illinois Valley Community College provides a high-quality, accessible, and affordable education that inspires individuals and our community to thrive.

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## VISION

Illinois Valley Community College is the preferred gateway to advance individual and community success.

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## CORE VALUES

**Responsibility:** We will follow through on our commitments and welcome constructive assessment and suggestions for improvement. We will meet performance expectations for personal and professional conduct.

**Caring:** We will nurture a culture of mutual appreciation; cultivate empathy and a compassionate response to others.

**Honesty:** We will speak and act truthfully, without hidden agendas—admitting when we make mistakes or do not know, avoiding silence when it may be misleading, identifying and working with each other to communicate and solve problems.

**Fairness:** We will treat students and colleagues equitably, without favoritism or prejudice, giving all the benefit of the doubt and providing opportunities for individual success.

**Respect:** We will consider the talents, feelings and contributions of everyone in our interactions and behaviors; practice active listening and collaborating in our daily work; base our relationships on the essential dignity of each individual; value diverse cultures, backgrounds, lifestyle and abilities; and understand that inclusion makes us stronger and able to perform at higher levels.

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## GOALS AND OBJECTIVES

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### GOAL 1

Raise community appreciation for post-secondary education and the opportunities it provides.

- Promote IVCC's educational opportunities so as to optimize enrollments.
- Solicit community feedback and participation in the development and enhancement of IVCC's programs.

- Create and coordinate opportunities for community engagement in order to highlight IVCC's contributions to the community.

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## GOAL 2

Provide resources and support systems that cultivate success for our students, employees, and community.

- Enhance the student experience by continuously improving teaching and learning both in and out of the classroom
- Develop interventions that address students' academic, social, emotional, and financial needs.
- Create and maintain a dynamic workplace that supports employees' personal and professional growth.
- Develop sustainable partnerships that contribute to the economic success of the individual and the community.

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## GOAL 3

Serve as responsible stewards of college, community, state, and donor resources.

- Leverage human resources to maximize student learning, satisfaction, and safety.
- Plan and manage fiscal resources proactively to balance revenue with expenses.
- Design, supply, and maintain an environment that is conducive to student learning and community well-being.

## CURRICULUM COMMITTEE CHARTER AND RESPONSIBILITIES

The Curriculum Committee reviews, evaluates, and takes action on all proposed curricula (new courses, certificates, and degrees) and curricular changes.

Responsibilities include:

1. Review and revise procedures associated with curriculum development.
2. Provide guidelines and criteria for the development of new courses and new certificate and degree programs.
3. Develop a yearly schedule for approvals to meet schedule and catalog timelines.
4. Provide input and feedback to faculty during the development of new proposals.
5. Review, evaluate, and approve proposed curricula and curricular changes.
6. Review program proposals for presentation to IVCC Board of Trustees and in terms of meeting ICCB requirements for approval.
7. Evaluate the impact of curricular proposals on resources and other curricula of the college.
8. Evaluate the effectiveness of related activities and recommend improvements.
9. Assure program and course assessment is appropriately addressed in the course and program proposal and revision process.

10. Assure course compliance with college, ICCB, and HLC protocols (e.g., credit hours, seat time, etc.)

## CURRICULUM COMMITTEE MEMBERS

### Institutional Curriculum Committee (ICC) Members include:

#### Administration Representatives

1. Dr. Gary Roberts, Vice President of Academic Affairs
2. Lirim Neziroski, Dean of Humanities, Fine Arts, Social Sciences, Co-Chair
3. Heather Seghi, Dean of Health Professions, Co-Chair
4. Mark Grzybowski, Vice President for Student Services
5. Patrice Hess, Director of Learning Resources
6. Ron Groleau, Dean of Natural Science and Business
7. Eric Johnson, Director of Financial Aid
8. Karen Gregorich, Degree Audit
9. Missy Killian, Counselor
10. Jayna Leipart-Guttilla, Librarian

#### Faculty Representatives

11. Tracey Antle, Nursing Faculty, Division of Health Professions
12. Lyndsey Beetz, Dental Hygiene Faculty, Division of Health Professions
13. Carmen Hartford, Anatomy Faculty, Division of Division of Natural Science and Business
14. Kevin Hermes, Criminal Justice Faculty, Division of Natural Science and Business
15. Kirk Lockwood, English Faculty, Division of Humanities, Fine Arts and Social Sciences
16. **Vacant Seat, Faculty, Division of Humanities, Fine Arts and Social Sciences**
17. Amber Fox, Accounting Faculty, Division of Workforce Development
18. Michelle Story, Faculty, Division of Workforce Development

## CURRICULUM MANAGEMENT PROCESS

The Curriculum Management Process (CMP) is fundamentally concerned with effective teaching and learning. The process consists of managing what students are expected to learn, evaluating whether or not it was learned, and seeking ways to improve student learning. An effective curriculum management process is evidenced by graduates who are well equipped to succeed after college their time at Illinois Valley Community College. To effectively prepare our students, curricula must be current, responsive and innovative. It must be delivered in an appropriate format and through an effective channel. Above all, students must gain the appropriate knowledge and skills necessary for success as they progress through coursework.

The CMP consists of two major areas, curriculum development and review and assessment of student learning (ASL). Curriculum development and review examines what students should learn. This process includes cultivating content in the curriculum that meets the needs of internal and external stakeholders, responds to new developments in practices and issues,



and coordinates with the mission and strategy of the college. Curriculum development can be innovative: proposing new courses or programs, using new tools, and using innovative approaches. The process also includes continuous improvement through revision and redesign of existing content, pedagogy, tools, and approaches as necessary. It is engaging with input from internal and external stakeholders, i.e. Advisory Board, Community interest/need, ect.

The second area of curriculum management is the assessment of student learning. Assessment refers to the processes by which course content can demonstrate that students achieve learning expectations for the programs in which they participate, as well as providing a basis for the improvement of student learning. IVCC uses assessment of student learning to demonstrate accountability and assure constituents such as potential students, parents, trustees, public officials, supporters, and accrediting organizations that the college meets its learning goals for its students. Assessment evaluates whether students are learning the content and achieving the goals that have been set. This involves instantiating the goals through learning objectives, assessing each learning objective, and comparing the results to agreed-upon benchmarks. But just as important, ASL provides the mechanism for making improvements to student learning by examining areas of weakness, as evidenced by the data collected and formally taking some type of corrective action(s).

To oversee the curriculum management process, Illinois Valley Community College has an Institutional Curriculum Committee (ICC) membership that includes the Vice President of Academic Affairs, Vice President for Student Services, the Director of Learning Resources, Director of Financial Aid, at least one Academic Dean, two faculty representatives from each of the four divisions, one counselor, and a representative from the library, degree audit, and assessment committees.

One member of administration and one faculty representative will be appointed co-chair of the curriculum committee. The co-chair oversees all activities included in the curriculum management plan in regards to curriculum development and review. The Director of Learning Resources is responsible for the assessment of student learning. This committee is tasked with overseeing the entire process of curriculum management, as detailed in this handbook. In addition to the Institutional Curriculum Committee, each of the four divisions has its own departmental or programmatic curriculum committee. The departmental or programmatic curriculum committee manages the curriculum process at the departmental level, prior to submitting for final approval to the Institutional Curriculum Committee.

As issues, requirements and needs change, so should this handbook. The entire curriculum management process, from defining curriculum to testing learning, should seek continuous improvement. As such, we expect this handbook to also undergo changes periodically. Handbook changes may be major or minor. Recommending changes to the handbook may come from any faculty or staff member, from any department or from the departmental,

programmatic or institutional curriculum committee. The process for handbook changes requires review by the Institutional Curriculum Committee. The committee's recommendation will then be reviewed by the Academic Administration and ultimately approved by the Vice President for Academic Affairs. Minor changes will be documented through a Change Log (Appendix B of this document). If change(s) are significant enough, it may warrant a complete revision.

## CURRICULUM DEVELOPMENT AND REVIEW

Curriculum development and review is the process of defining, monitoring and reviewing the skills and knowledge areas that we expect students to possess as they traverse and finish each of our courses or programs. At its core, this concerns the curricula that is in place in each course. Developing, maintaining, and improving curricula is an iterative effort, and employs a variety of inputs. These include the knowledge and expertise of faculty members, current and former students, assessment results, business trends, stakeholder interest (in particular employers who hire graduates), governmental agencies, curricula at other institutions, curricula standards/guidelines (if any), and accrediting agencies. Each department, program and course therein should continuously be examined for ways to improve or adjust curricula, with the goal of providing a current, responsive and innovative undergraduate or graduate education.

Learning outcomes and goals define the educational expectations for each of the course, certificate or degree. They specify the intellectual and behavioral competencies our courses are intended to instill and reflect both internal and external stakeholder expectations. While they are a critical element of curricula management, the learning goals and associated objectives are presented in the AOL section of this handbook.

Curricula management includes the processes of developing, maintaining, and improving curricula. This includes each program's content, structure, organization, assessment of learning, and pedagogy. While each of these are detailed throughout this document, the next two sections examine processes for revising and reviewing curricula.

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CHANGES THAT NEED TO BE APPROVED AND UPDATED BY ACADEMIC AFFAIRS, BUT THAT **DO NOT** NEED TO GO TO CURRICULUM COMMITTEE FOR APPROVAL.

1. Date change because of outline review
2. Updates to textbooks or resources
3. Typographical corrections
4. Minor course description changes
5. Minor content changes in the areas of Course Topics and Content Requirements, Instructional Methods, Evaluation of Student Achievement, Institutional Learning Outcomes, and Course Outcomes and Competencies.

*Updated course outlines must be submitted electronically to Academic Affairs for review. Please indicate if and/or where the outline was changed (i.e. course description, textbooks, outcomes, etc.)*

*The Academic Affairs review process will consist of comparing the updated outline to:*

- 1) Colleague
- 2) ICCB
- 3) Current outline

*Once reviewed, Academic Affairs will either:*

- 1) Contact the faculty/division with discrepancies found
- 2) Place the new outline on the web and notify the faculty/division
- 3) Submit any Colleague changes to the appropriate person.

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SEND TO CURRICULUM COMMITTEE AS AN “FYI ONLY”

Significant changes to the Course Topics and Content Requirements, Instructional Methods, Evaluation of Student Achievement, and Course Outcomes and Competencies.

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REQUIRES CURRICULUM COMMITTEE APPROVAL

1. New Course, Certificate, or Degree Programs
2. Courses that require articulation must request that the Transfer Coordinator send out the 4-year school articulation request. Three articulation agreements for transfer courses must be received before final approval of course, requiring a second-look.
  - a. Change in existing Course, Certificate, or Degree Programs
  - b. Change in pre-requisite or co-requisite
  - c. Title change
  - d. Course description change (other than minor wording changes)
  - e. Any credit hour change
    - i. *If the credit hour change affects the corresponding number of required credit hours in a certificate or degree, then the certificate or degree must come to the Curriculum Committee as a separate item.*
  - f. Change to the contact hours (lecture, seminar, lab, or clinical)

- g. Change in PCS/CIP code and transferability
- h. Significant changes in course content and course outcomes
- i. Change in assessment methods and methods of evaluation

**Required documentation needed before item will be added to the meeting agenda:**

- *Item 1 must include course outline (Appendix A), completed Proposal for Course Approval form (Appendix B), and a rationale (Appendix D).*
- *Item 2 must include an updated outline (Appendix A), completed Proposal for Change of an Existing Course form (Appendix C), and a rationale (Appendix D).*

**All course outlines must be submitted electronically to Academic Affairs in Word format on the most current outline format (January, 2023).**

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**REQUIRES ICCB APPROVAL, FOLLOWING CURRICULUM COMMITTEE APPROVAL\***

1. New Course
2. Title change
3. Any credit hour change
  - a. ***If the credit hour change affects the corresponding number of required credit hours in a certificate or degree, then the certificate or degree must come to the Curriculum Committee as a separate item.***
4. Change to the contact hours (lecture, seminar, lab, or clinical)

**NEW COURSE APPROVAL PROCESS**



**DOES THE NEW COURSE REQUIRE 4-YEAR ARTICULATION?**

**YES**

1. Request that the Transfer Coordinator send out the 4-year school articulation request.

**NO**

1. Dean and Faculty submit course approval form with syllabus and grid
2. Curriculum Committee approves course
3. Notify Dean, Faculty, Counseling, Administrative Assistant for VPAA that course may be offered
4. New course submitted to ICCB for approval
5. Add course to Colleague
6. Course approval received from ICCB
7. Verify course in Colleague

## CURRICULUM REVIEW

### PROPOSED ROTATION FOR UPDATING OUTLINES

Outlines updated in Fall 2022 & Spring 2023 must be reviewed and/or updated in 3 years (Fall 2025 & Spring 2026).

All outstanding outlines must to be updated and approved by ICC by March 4, 2024. These outlines will then be placed on the 3-year rotation. The next required review and/or update will be in Fall 2026 & Spring 2027.

Academic Affairs has sent the lists of remaining outlines to be updated (effective after the March 2024 curriculum meeting) to the Deans.

Academic Affairs will send a monthly reminder/status report to the Deans.

If an outline is updated prior to the normal update cycle, the course outline review and/or update will be 3 years from the time of that update.

A list of outlines up for review will be sent to the Deans each year by Academic Affairs.

Deans will contact program coordinators and faculty teaching these courses individually giving a due date to submit for Dean's approval and subsequent submission to ICC.

## HISTORICAL RECORDS

### ILLINOIS COMMUNITY COLLEGE BOARD (ICCB)

#### COURSE CREDIT HOUR DETERMINATION

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.

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

### LECTURE COURSES

Courses with students participating in lecture/discussion-oriented instruction shall be assigned one semester credit hour or equivalent for each 15 classroom contact hours, at a

minimum, of instruction per semester or equivalent. It is assumed that two hours of outside study will be invested for each classroom contact hour.

1 credit hour = 1 contact hour per week for 15 weeks (15 hours total)

i.e., 45 contact hours = 3 credit hours

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#### LABORATORY COURSES

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

1 credit hour = 2-3 contact hour per week for 15 weeks (30-45 hours total), to be decided by the institution, division or department

i.e., 112.5 contact hours = 3 credit hours

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#### CLINICAL PRACTICUM COURSES

Courses in which students participate in clinical practical experiences shall receive one semester credit hour or equivalent each 30-60 contact hours, at a minimum, per semester or equivalent. It is expected that one hour of outside study time will be invested for each two clinical practicum contact hours.

1 credit hour = 2-4 contact hour per week for 15 weeks (30-60 hours total)

i.e., 90 contact hours = 3 credit hours

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#### INTERNSHIP COURSES

Courses in which students participate in nonclinical internship practicum, or on-the-job supervised instruction shall receive one semester credit hour or equivalent for each 75-149 contact hours, at a minimum, per semester credit hour or equivalent.

1 credit hour = 5-10 contact hour per week for 15 weeks (75-149 hours total)

i.e., 225 contact hours = 3 credit hours

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#### INTENSIFIED OR ACCELERATED SCHEDULES

Students who participate in an approved program with an intensified or accelerated schedule shall be exempt from the contact hour requirements of this subsection.

## COURSE OUTLINE

An outline (also known as a syllabus, according to ICCB) shall be developed and maintained for each credit hour course and shall be available to the public and students upon request. An outline contains the description of the course, specific objectives of the course, a topical outline, and the method of evaluating student performance.

## FREQUENTLY ASKED QUESTIONS ABOUT COURSE & PROGRAM APPROVAL

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### HOW ARE COURSES CLASSIFIED AND FUNDED THROUGH ICCB?

Each course offered at Illinois community colleges is classified according to a PCS and CIP code. The first digit of the Program Classification System or PCS code refers to the **major programs (objectives)** of a postsecondary institution. The major programs have been defined as:

- 1.0 Instruction
- 2.0 Research
- 3.0 Public Service
- 4.0 Academic Support
- 5.0 Student Services
- 6.0 Institutional Support
- 7.0 Independent Operations
- 8.0 Scholarships and Fellowships

The second digit in the code is used to specify **subprograms**. The instruction program contains the following subprograms. The highlighted numbers are ones contained in the generic course list.

- 0 General Associate Degrees (AGE, ALS, AGS)
- 1 Baccalaureate/Transfer Instruction
- 2 Occupational/Technical Instruction
- 3 Community Education (noncredit)
- 4 Remedial Education
- 5 General Studies (nonfundable)
- 6 Vocational Skills
- 7 Adult Basic Education
- 8 Adult Secondary Education
- 9 English as a Second Language (ESL)

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## WHERE DO I FIND... IN THE PROGRAM APPROVAL MANUAL OR THE ADMINISTRATIVE RULES?

The **Program Approval Manual** is an instructional manual for completing requests for approval of programs and courses. The PAM contains valuable information including the required applications, timelines for staff review and Board approval, and notification of approval. The PAM can be found on the ICCB Website.

The **Administrative Rules** are the over-arching guidelines the ICCB uses to administer the Illinois Public Community College Act. The Rules contain valuable information on what guides our policies, such as requirements for approval outlined in the PAM. The System Rules of the ICCB includes all the rules that govern our institutions, including our Administrative Rules and those from other agencies. The Systems Rules Manual can be found on the ICCB Website.

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## WHERE CAN I FIND DEFINITIONS FOR VARIOUS PROGRAMS AND COURSE TYPES?

Associate Degrees, Certificates and Courses - Administrative Rules Section 1501.301 includes broad definitions for all baccalaureate/transfer degrees, AAS degrees and Certificates, and courses. Section 1501.302 includes definitions for degree credit hour ranges and general education credit hour requirements. Section 1501.309 includes definitions for courses and required contact to credit hour ratios.

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## WHAT ARE THE CREDIT HOUR LIMITS FOR PROGRAMS?

Credit hour ranges for all degree and certificate programs can be found in the ICCB Administrative Rules Section 1501.302 a)3)A).

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## WHERE CAN I FIND HOW MANY CREDIT HOURS OF GENERAL EDUCATION ARE REQUIRED FOR PROGRAMS?

General education hour requirements for all degree programs can be found in the ICCB Administrative Rules Section 1501.302 a)3)B).

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## WHAT IF THE COLLEGE HAS BEEN TOLD BY USDOE OR AN ACCREDITING BODY THAT THEY NEED TO PROVIDE EVIDENCE OF COURSE OR PROGRAM APPROVAL?

First, retrieve the course approval email from ICCIS or your official notification of program approval. If that does not suffice for your purposes, contact ICCB Staff with a request for evidence of approval. Please include information specific to the program(s) or course(s) for which you need an approval date, a timeline for providing this evidence, and any other pertinent information to the request. Staff will work with you to submit this information accordingly.



Occasionally, USDOE or an accrediting body will ask for proof that ICCB approval isn't required for the college to offer an existing program at a new location within the college's district. If this occurs, contact ICCB Staff and we will work with the college to provide this information.

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## WHAT ARE GOOD RESOURCES FOR INFORMATION ABOUT ICCB PROCESSES AND REQUIREMENTS?

- a. [ICCB Program Approval Manual](#)
- b. [ICCB System Rules Manual](#)
- c. [ICCB Adult Education Provider Manual](#)

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## WHO DO I CONTACT WITH QUESTIONS ABOUT COURSES, PROGRAMS, ICCIS OR ANYTHING RELATED?

Contact Tricia Broughton, Director for Curriculum & Instruction at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

## CURRICULUM-SPECIFIC QUESTIONS

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## WHAT IF REVISIONS TO A PROGRAM HAVE INCREASED THE CREDIT HOURS BEYOND WHAT IS ALLOWABLE ACCORDING TO ADMINISTRATIVE RULES?

Requests for exceptions to this Administrative Rule Section 1501.302 a)3)A) must be submitted in writing to the ICCB. Submit a cover letter requesting a waiver to the Administrative Rule Section and include documentation supporting your request for the waiver. This can be emailed to ICCB Staff.

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## WHAT TYPES OF CURRICULA REQUIRE ICCB APPROVAL?

ALL Credit-bearing programs offered by a community college are required to be approved by the Illinois Community College Board. This includes:

- All Baccalaureate/Transfer programs:
  - Associate in Science (A.S.)
  - Associate in Arts (A.A.)
  - Associate in Fine Arts (A.F.A.)
  - Associate in Engineering Science (A.E.S.)
  - Associate in General / Liberal Studies (A.G.S. / A.L.S.)
  - General Education Core Curriculum (GECC) Credential certificates
- All Career & Technical Education (CTE) programs:
  - Associate in Applied Science (A.A.S.)
  - CTE Certificates of any length/credit hours

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## WHAT TYPES OF CURRICULA REQUIRE IBHE (ILLINOIS BOARD OF HIGHER EDUCATION) APPROVAL?

All Associate degree programs, whether Baccalaureate/Transfer or CTE, must also be approved by the IBHE.

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## WHAT IS THE PROGRAM APPROVAL PROCESS?

1. The community college completes an application for approval and has it approved through campus processes to be forwarded to ICCB for review.
2. ICCB Staff review the application. Applications can be submitted to staff at any time throughout the year.
3. ICCB Staff will contact the appropriate college staff if there are questions related to the application. The college will provide a response to this request in timely manner.
4. ICCB Staff will review the college's response/additional information until satisfied with the information.
5. ICCB Staff will forward to additional members of the program approval review team for further questions/comments.
6. ICCB Staff will make a recommendation to the ICCB, and where appropriate to the IBHE, for approval of each program.
7. ICCB Staff will notify the appropriate college staff when the program has been approved and information required to update the curriculum master file has been processed.
8. How long does the program approval process take?
9. Approval time varies and depends on the type of program application, level of approval being requested, the thoroughness of the application, and date of the next ICCB/IBHE meetings.
10. Assuming a complete and quality application submission, ICCB staff cannot guarantee Board approval for programs by the Fall semester for applications submitted after March 31st of each year. ICCB staff cannot guarantee Board approval for programs by the Spring semester for applications submitted after October 31st of each year.
11. Board agenda item deadlines are between eight (8) and four (4) weeks ahead of each agency's meeting. All degree programs, which require the approval of both ICCB and IBHE, must be approved by ICCB before the deadline for the next IBHE agenda to be considered for approval by IBHE. If you are unsure about the timeline for approval of your institution's program, please contact the appropriate ICCB Staff.

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## WHAT ARE THE VARIOUS TYPES OF PROGRAM APPLICATIONS?

All applications for programs can be found in the [Program Approval Manual](#) on the ICCB Website.

- Application for Permanent Approval of a Career & Technical Education (CTE) Curriculum (Form 20) – This application is appropriate for all new CTE programs, degrees and certificates, the college has not offered previously.
- Application for Temporary Approval of a Career & Technical Education (CTE) Curriculum (Form 20T) – This application is appropriate for all new CTE programs, degrees and certificates, the college has not offered previously and for which the

college wishes to request a temporary approval status.

- Application for a Reasonable & Moderate Extension (RME) of an existing CTE program (Form 21/21S) – This application is appropriate for any program being created as a subset of an existing program. There are Administrative Rules that relate to the criteria for approval as an RME. Please refer to Section 1501.302 d) for more information.
- Application for Associate in Fine Arts, Engineering Science, or General Studies (Form 20B) – This application is appropriate for any new addition of these Baccalaureate/Transfer programs to an institution’s offerings. All institutions are currently approved to offer Associate in Science (A.S.) and Associate in Arts (A.A.) degrees
- Application for Reasonable and Moderate Extension: General Education Core Curriculum (GECC) Credential (Form 21GECC) – This application is appropriate for adding the GECC Credential to the institution’s offerings. This is a Baccalaureate/Transfer related curriculum.

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#### WHAT ARE THE VARIOUS LEVELS OF PROGRAM APPROVAL?

- Permanent Approval – This level of approval is the standard request and requires a full application and approval by all appropriate Boards.
- Temporary Approval – This level of approval is appropriate for programs the college may be offering to address an immediate labor market need or want to monitor for continued program need. This level of approval has an “abbreviated” application and only requires approval of ICCB initially. Temporary approval may be requested for a period up to three (3) years, after which time the college must choose to apply for Permanent approval or discontinue the program. Upon permanent approval, the program must complete an additional application and be approved by all appropriate Boards.

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#### WHAT CONSTITUTES A THOROUGH AND QUALITY APPLICATION?

- Confirm you are using the most current program application.
- Answer ALL questions as thoroughly as possible. Address each part of each question. “Not Applicable” is not acceptable as a response. Explain why your institution/program believes response to the question isn’t necessary.
- Use lay-person’s terms. Do not assume staff reading the application understand program- specific jargon. Spell out all acronyms.
- If including multiple programs in one application (i.e. an AAS degree and a related Certificate), be sure to address questions that ask for separate information with separate responses. This includes the programs’ purposes, catalog descriptions, curriculum charts, enrollment charts.
- Be sure the cover page includes all necessary information, such as signature/date by the institution’s CAO and the Board of Trustees approval date.
- Include the necessary Form 22 for each program. This form is how ICCB Staff update the college’s curriculum master file record once the program has been approved.

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#### HOW DO COLLEGES SUBMIT AN APPLICATION FOR PROGRAM APPROVAL?

Complete the application and save as an MS Word or pdf document. Email the application to ICCB Staff through the appropriate college contact. Requests to offer new curriculum of any kind cannot be submitted via the Illinois Community College Information System (ICCIS).

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#### WHO DETERMINES THE CURRICULUM PREFIX AND NUMBER?

The community college determines this information. You may access this information through your Institutional Research staff, by downloading a master file through ICCIS, or requesting a master file from ICCB at [dp@iccb.state.il.us](mailto:dp@iccb.state.il.us). ICCB Staff verify the requested course or curriculum prefix and number is not already in use or withdrawn/inactive.

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#### WHAT DOES ICCB CONSIDER A “MICRO-CREDENTIAL”?

- ICCB does not define a “micro-credential” as a separate program classification. Therefore, there is no determination on range of credit hours for such. This is an institutional decision.
  - Typically, these programs would prepare individuals for entry-level employment or an upgrade in skills for existing employment or advancement in the field.
  - A credit program offered as a micro-credential would typically be considered a CTE certificate and possibly (although not required to be) a subset of a larger program, certificate or degree. Such a program would be required to follow all appropriate processes for ICCB approval.
- 

#### WHAT IS THE DIFFERENCE BETWEEN INACTIVATION AND WITHDRAWAL OF A PROGRAM?

- Inactivating a program means no new students are being admitted into the program, but it allows you to leave courses attached to it until students can complete their course of study.
  - Withdrawal of a program means no new students are being admitted, all students have completed the program, and all courses are also being withdrawn or re-assigned to another active curriculum.
- 

#### HOW DO I KNOW WHETHER A PROGRAM MEETS THE CRITERIA FOR APPROVAL VIA REASONABLE & MODERATE EXTENSION (RME)?

- Please refer to ICCB’s System Rules Section 1501.302 d)2) for the credit hour differences allowed in the development of RME degrees and certificates.
  - Please refer to the [Program Approval Manual](#) for the Form 21 Application for Reasonable & Moderate Extension of an Existing Curriculum for submission instructions.
  - An RME is allowable based on the relationship the proposed extension has with the original parent program. This relationship is determined by commonality between the two programs including associations such as CIP code, program purpose, and credit hours. To summarize the criteria for an RME from System Rules, in a proposed RME the following criteria must be met:
  - In an A.A.S. degree, no more than 15 credit hours of different coursework is allowed;
-

- In a Certificate of 30 credit hours or more, no more than 9 credit hours of different coursework is allowed;
- In a Certificate between 9–29 credit hours, no more than 6 credit hours of different coursework is allowed.
- For Certificates less than 9 credit hours, refer to the Form 21S application instructions.
- No proposed RME degree or Certificate can be larger in credit hours than the original parent program.
- “Different” coursework is not limited to new coursework. Different refers to credit hours/coursework not specifically required in the general education, CTE component, or elective options within the parent program.

## COURSE - SPECIFIC QUESTIONS

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### WHERE CAN I FIND WHAT GENERAL EDUCATION COURSES ARE REQUIRED FOR DEGREE PROGRAMS?

General education credit hour requirements are found in Administrative Rules Section 1501.302 a)3)B). How many credit hours or courses are required in each of the academic discipline areas is specified by the Illinois Articulation Initiative. This is referred to as the General Education Common Core (GECC) Curriculum. Specific information for requirements in each academic discipline for baccalaureate/transfer degrees can be found on the i-Transfer Website at <http://itransfer.org/courses/gecc/geccpackage.php>.

General education must constitute a minimum of 15 credit hours in CTE degree programs. However, there are no specified credit hours or courses required in each of the academic disciplines for CTE programs (i.e. A.A.S. degrees). ICCB Staff recommend that general education coursework should support the CTE content of the curriculum, and if possible provide the benefit of transferability for the student.

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### WHAT IS THE COURSE APPROVAL PROCESS?

ALL courses offered by a community college are required to be submitted to the Illinois Community College Board for appropriate funding classification. This includes:

- Baccalaureate/Transfer courses (PCS 1.1)
- CTE courses (PCS 1.2)
- Developmental courses (PCS 1.4)
- Vocational Skills courses (PCS 1.6)
- Adult Education / ESL courses (PCS 1.7, 1.8, and 1.9)

Courses are developed at the college and once approved for submission to ICCB, course requests are submitted using ICCIS, the online web submission tool.

Courses are reviewed by ICCB Staff and either approved or denied. Denied courses will include an explanation for the denial. The course request must be revised before it can be resubmitted through ICCIS for further review.

Upon approval, ICCIS generates an approval email that serves as the college's documentation the course has been reviewed/approved by ICCB Staff. Keep this information for your records.

ICCIS Submissions change the immediate record on the master files, however, the data from each day saves each night. Therefore, changes expected to be reflected on a new master file download will not be there until after the changes have saved.

ICCB Staff has 30 days from receipt of the ICCIS request to review and/or approve.

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## WHAT IS ICCIS?

The Illinois Community College Information System (ICCIS) is an online web tool agency staff utilize for review of requests from colleges to offer new courses, to modify existing courses and programs, inactivate programs, withdraw courses and programs, and reuse of previously withdrawn courses.

ICCIS allows authorized users to make updates to their master files and submit those requests to ICCB Staff for review.

This system reflects current records on both the Course and Curriculum Master Files for each institution.

This system also allows authorized users to search the college's Master Files for various course and program information, and download entire Master Files.

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## WHO HAS ACCESS TO ICCIS?

Only individuals within the Illinois Community College System have the ability to access data in ICCIS. Access will not be granted to anyone who is not associated with ICCB or an Illinois community college.

Each college has a designated "Course & Curriculum Contact" who submits course and curriculum requests to ICCB. In addition, some institutions have a designated MIS/IR staff person who has access to ICCIS for the purposes of retrieving master files.

Colleges are allowed up to four (4) individuals access to ICCIS. All additions to ICCIS must be authorized by the existing Contact. Requests for additional authorized users should be sent to ICCB Staff.



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## WHERE CAN I FIND TRAINING ON ICCIS?

Periodically, ICCB Staff will hold online training sessions for ICCIS. There are screen shots of ICCIS and instructions for basic submissions available in the Program Approval Manual on the ICCB website.

If you feel the need for additional training, contact ICCB Staff with a request.

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## HOW DO I SUBMIT REQUESTS TO CHANGE EXISTING COURSES OR PROGRAMS?

Modifications to courses and programs; Inactivation of programs; Withdraw of programs; Withdraw of courses; and Reuse of courses can be submitted through ICCIS.

Reactivation of an inactive or withdrawn curriculum requires additional application to ICCB. Instructions on reactivation can be found in the Program Approval Manual on the ICCB website.

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## WHAT IS THE DIFFERENCE BETWEEN A CIP CODE, GENERIC COURSE CODE, AND PCS CODE?

The Classification of Instructional Programs (CIP) is a US Department of Education issued list of codes used for categorizing curriculum across States. A CIP code is a 6-digit identifier that labels a course within major educational program areas. A list of all CIP codes can be found in the ICCB MIS Manual and in the Appendix A of the ICCB Program Approval Manual, available on the ICCB website. These CIP codes are used for curricula.

The Generic Course List is a list of codes which mirrors CIP Codes of the curricular list, but is for use with courses. The Generic Course List also includes course codes specifically for use with topics courses, internship courses, seminar courses, and licensure review courses. A searchable Generic Course List is available on the ICCB's website.

The Program Classification System (PCS) Code is how ICCB categorizes the type of instruction. These are the PCS categories:

- 1.1 = Baccalaureate/Transfer Education
- 1.2 = Career and Technical Education
- 1.4 = Developmental Education
- 1.6 = Vocational Skills Education
- 1.7 = Adult Basic Education
- 1.8 = Adult Secondary Education
- 1.9 = English as a Second Language Education

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## WHY ISN'T A SPECIFIC GENERIC COURSE CODE AVAILABLE IN THE DROP-DOWN MENU IN ICCIS?

Most likely this is because the Code you want to select is not approved for the PCS you have selected. Each Code is individually approved for a specific PCS code/codes. Not all Codes are allowable under all PCS categories of instruction.

---

#### HOW DO I REQUEST A WAIVER TO THE ADMINISTRATIVE RULES FOR COURSES?

- Waivers to the Administrative Rules to offer a new or existing course in an accelerated format, or to be repeated beyond the allowed limit (3 times) can be requested by providing the following:
- Waivers to the Administrative Rules Section 1501.507 b)10) allowing for an accelerated format should be requested in writing with a letter from the college's CAO to the ICCB Executive Director. The letter should include a rationale for need to offer the course in such format, basic course information (course prefix/#, title, credit hours), a timeframe for the offering, an effective date, and any additional pertinent information helpful in supporting the request. The letter/request can be emailed to ICCB Staff.
- Waivers to the Administrative Rules Section 1501.309 h) allowing for repeatability beyond the current limit (3 times) for a specific course can be submitted for courses which prepare individuals for training which must be repeated on an annual basis to maintain employment. A request for additional repeatability can be submitted through ICCIS, however, supporting documentation for this request must be attached to the electronic submission. This shall include a letter requesting the additional repeatability, rationale for said request, documentation that students/local employees must complete an annual training through said course to maintain employment, basic course information (course prefix/#, title, credit hours), a timeframe for the offering, an effective date, and any additional pertinent information helpful in supporting the request.

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#### WHO DETERMINES THE COURSE PREFIX AND NUMBER?

The community college determines this information. You may access this information through your Institutional Research staff, by downloading a master file through ICCIS, or requesting a master file from ICCB at [dp@iccb.state.il.us](mailto:dp@iccb.state.il.us). ICCB Staff verify the requested course or curriculum prefix and number is not already in use or withdrawn/inactive.

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#### WHERE IS THE FUNDING CATEGORY/REIMBURSEMENT RATE FOR EACH COURSE LISTED?

Funding category for a course is determined by its PCS and Generic Course Code/CIP combination. A list of Funding Categories by PCS and CIP can be found on the ICCB Website.

Reimbursement rates are the dollar amount per credit hour the college is paid. The reimbursement rate is based on the funding category and change every fiscal year. Contact ICCB staff for the most current list of reimbursement rates.



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## WHEN MODIFYING A COURSE FROM PCS 1.2 TO 1.1, IS EVIDENCE OF ARTICULATION REQUIRED?

- Yes. You must either include the IAI-approved code for the course in the course description OR attach three (3) current and signed Form 13s (Articulation forms) to your submission through ICCIS. Current means signed and dated by the baccalaureate institution within the last five years. Form 13s can be found in the Program Approval Manual on the ICCB Website.
- Similarly, even if the course is classified as PCS 1.2 (CTE) but the college intends for students to use the course as an elective in a Baccalaureate/Transfer program, articulation is required. Current and signed Form 13s should be kept on these courses.

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## CAN COURSES OF ANY PCS BE ATTACHED TO PROGRAMS OF ANY PCS?

It depends. Courses are typically attached to related programs; therefore, the PCS is often the same. Generally speaking, PCS 1.1 (baccalaureate/transfer) and PCS 1.2 (CTE) courses can be attached to programs of either PCS. Most often, however, baccalaureate/transfer courses are attached to baccalaureate/transfer programs such as the A.S., A.A., A.F.A., and A.E.S degrees; and CTE courses are attached to CTE programs such as A.A.S degrees and Certificates.

Where these practices apply more strictly is with other PCS types. For example, vocational skills courses (PCS 1.6) can only be attached to PCS 1.6 curriculum; developmental ed courses (PCS 1.4) can only be attached to PCS 1.4 curriculum; and adult ed/ESL courses (PCS 1.7/1.8/1.9) can only be attached to those curricula.

## ASSESSMENT OF STUDENT LEARNING

IVCC has 4 Institutional Learning Goals: Communication, Inquiry, Social Consciousness, Responsibility, and 10 Institutional Learning Outcomes (ILOs).

By assessing the ILOs, we determine if students are proficient or not yet proficient in our institutional learning goals and outcomes.

IVCC's master course outlines indicate which of the 4 ILOs are assessed in a course. Learning may be assessed by one or more outcomes in a course.

IVCC faculty assess ILOs in assignments and evaluations (tests, quizzes) aligned to course objectives and competencies. The Assessment Plan indicates which course outcomes and competencies are aligned to the ILOs assessed in the course. When assessing, faculty should look for assessment evidence to determine if a student is proficient or not yet proficient in an outcome.

ILO assessment evidence provides examples of knowledge, skills, abilities, and behaviors demonstrated by students who are proficient in an ILO. Visit the ILO Assessment Evidence page.

Alignment and assessment are done in the learning management system, Brightspace. The results of assessment are collected and reported by subject, division, and other variables. IVCC uses assessment results for measuring student learning and for continuous improvement.

## INSTITUTIONAL LEARNING OUTCOMES (ILOS)

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### GOAL 1. COMMUNICATION: TO COMMUNICATE EFFECTIVELY

Is the student proficient in...

- communicating to or with a specific audience? (Outcome 1.1)
  - demonstrating purpose and organization? (Outcome 1.2)
  - synthesizing and supporting ideas? (Outcome 1.3)
- 

### GOAL 2. INQUIRY: TO APPLY CRITICAL, LOGICAL, CREATIVE, AESTHETIC, OR QUANTITATIVE ANALYTICAL REASONING TO FORMULATE A JUDGMENT OR CONCLUSION

Is the student proficient in...

- gathering and selecting information? (Outcome 2.1)
  - analyzing or investigating data? (Outcome 2.2)
  - articulating reasons for decisions or solutions? (Outcome 2.3)
- 

### GOAL 3. SOCIAL CONSCIOUSNESS: TO ARTICULATE WHAT IT MEANS TO BE A SOCIALLY CONSCIOUS PERSON, LOCALLY AND GLOBALLY

Is the student proficient in...

- describing a social system, theoretical framework, culture, or lifestyle? (Outcome 3.1)
  - appreciating diverse perspectives or differences within social, theoretical, or cultural systems? (Outcome 3.2)
- 

### GOAL 4. RESPONSIBILITY: TO RECOGNIZE HOW PERSONAL CHOICES AFFECT SELF AND SOCIETY

Is the student proficient in...

- articulating an assessment of self in relation to others? (Outcome 4.1)
  - demonstrating awareness of personal responsibility and positioning within a larger context, culture, community, or system of thought? (Outcome 4.2)
-

ILO assessment evidence provides examples of knowledge, skills, abilities, and behaviors demonstrated by students who have met an ILO.

**1.1 Is the student proficient in communicating to or with a specific audience?**

1. Attention: Is able to attract and retain the audience's attention
2. Language: Uses ideas and language consistently appropriate for the intended audience
3. Listening: Listens actively
4. Persuasion: Understands the rhetorical means of persuasion
5. Respect: Demonstrates a respect for others; Exhibits a respect for diversity of perspectives and is tolerant of dissent
6. Responding: Responding appropriately—considers context of and follows rules regarding contexts of the situation
7. Technology: Understands the repercussions of inadequate or unwise uses of technology: Uses technological tools correctly in presenting a message

**1.2 Is the student proficient in demonstrating purpose and organization?**

1. Language: Uses Standard English appropriately throughout or follows formal grammar of another language
2. Structure: Contains an introduction that captures the reader's attention, transitions to the topic by giving context or background information, and presents the thesis statement, while having a conclusion that reemphasizes the thesis and main ideas and provides a sense of closure: If written, there are few errors in sentence boundaries, spelling, punctuation, mechanics, or grammar. If spoken, there are no major errors in presentation, both verbally (i.e., grammar, vocalization, pacing, etc.) and non-verbally; speaker exhibits consistent control of self and thorough understanding of both assignment and audience expectations. If interpersonal, speaker stays focused on message, balancing audience/group response, appropriately and sensitively, with communicative task; Shows that the student has thought through the inventing process, providing student's own thoughts instead of merely repeating ideas and summarizing sources
3. Thesis: Has a thesis or introduction that is generally clear and logical, is appropriate for the assignment and the audience, and concisely expresses the main idea as well as previewing the supporting ideas; Supports its thesis or main point with an adequate development of ideas
4. Transitions: Demonstrates the student's ability to clearly, logically, and accurately organize information and to provide clear and smooth transitions among ideas

**1.3 Is the student proficient in synthesizing and supporting ideas?**

1. Citations: Cites and documents evidence correctly according to the standards of the discipline with minimal errors
2. Ethics: Uses evidence fairly—within context or explains context appropriately

3. Logical fallacies: Avoids logical fallacies
4. Negotiation: Negotiates with others, whether those others are viewpoints, people, or texts
5. Perspective: Demonstrates student's previous knowledge and addresses that student's viewpoint is not the only perspective
6. Sources: Evidence and sources are relevant and credible and documented with minimal errors

### **2.1 Is the student proficient in gathering and selecting information?**

1. Problem statement: States, describes, and clarifies the issue/problem to be considered critically so that understanding is not seriously impeded by omissions, with evidence of relevant contextual factors
2. Questions: Frames appropriate questions related to the issue/problem
3. Ethics: Defines criteria to assess the credibility, validity and accuracy of information, as well as relevance to information need
4. Sources: Explores general and specialized information sources in order to gain understanding of topic
5. Evidence: Gathers and organizes relevant information, integrating and acknowledging background knowledge, prior assumptions, observations, external sources, and collected data sets
6. Method: Matches research method appropriately to task
7. Technology: Uses appropriate data gathering, compiling, and analyzing tools and lists societal forces that influence perceptions, including cultural and political values and norms, historical and technological effects, and personal position in the world

### **2.2 Is the student proficient in analyzing or investigating data?**

1. Argument: Develops arguments, identifying premises and conclusions within the argument. Defuses invalid arguments and distinguishes between arguments leading to valid arguments
2. Ethics: Applies appropriate theoretical and/or moral decision-making strategies
3. Logic: Draws logical conclusions and inferences and logically discusses and debates benefits, limitations, and aspects of concern regarding various proposed solutions, eradicating most bias and irrelevant information
4. Synthesis: Relates classroom learning to real world and identifies theoretical concepts in daily activities
5. Trends: Identifies trends and patterns, making connections between problems and solutions
6. Wellness: Compares and contrasts theories and perspectives, explaining relationships, similarities and differences

### **2.3 Is the student proficient in articulating reasons for decisions or solutions?**

1. Conclusion: Adequately shows how conclusion was reached and explains which and why decision-making tools were used. Draws conclusions that are logically tied to and supported by a range of appropriate information (data sets, viewpoints, theories, etc.),

and while solution may be incorrect, methodology used shows validity of thought process

2. **Solution:** Discusses adequacy of solution and probable impact of decision, recognizing there may not be just one right answer. Recommends and defends potential solutions, even if somewhat obvious, for existing or newly encountered problems

### **3.1 Is the student proficient in describing a social system, theoretical framework, culture, or lifestyle?**

1. **Beliefs:** Recognizes variations in beliefs, traditions, and values across and within cultures
2. **Ethics:** Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. Indicates understanding of how diverse groups have been treated and perceived throughout history.
3. **Patterns:** Identifies patterns in cultural behavior, including stereotypes.
4. **Social System:** Describes a social system or culture in terms of dominant features, beliefs, practices, or traits—as well as some of the underlying, complicating, or subordinate features of that system or culture.
5. **Theory:** Accurately identifies the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain/explains the details of the theory or theories used.
6. **Wellness:** Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.

### **3.2 Is the student proficient at appreciating diverse perspectives or differences within social, theoretical, or cultural systems?**

1. **Anti-stereotype:** Makes a conscious effort to overcome/counteract stereotypes and bias.
2. **Choice:** Understands the power to make positive choices may be obstructed by mental, medical, cultural, economic, or identity factors that are not easily controlled.
3. **Diversity:** Exhibits tolerance. Demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families. Explains the value of diversity, equity, and inclusion. Recognizes and participates in cultural differences in verbal and nonverbal ways and begins to negotiate a shared understanding based on those differences.
4. **Ethics:** Articulates that individual prioritize choices differently leading to diverse outcomes for the whole culture.
5. **Perspective:** Engages in perspective taking or exhibit empathy, curiosity, or openness.
6. **Responsibility:** Acknowledges the rights, responsibilities, and contributions of others.
7. **Wellness:** Alters interactions to accommodate differences, resists automatic judgment, and/or considers possibility of multiple meanings. Communicates with others, showing the ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' experiences.

#### **4.1 Is the student proficient in articulating an assessment of self in relation to others?**

1. **Culture:** Explains ways in which one's own culture influences behaviors, choices, and values.
2. **Diversity:** Places own life within the context of the cultural diversity, history, or some other cultural or theoretical framework. Questions experience, while considering specific position in relation to others, when comparing others' cultures to own.
3. **Ethics:** Articulates own basic beliefs, values, morals, biases, and assumptions, or can provide examples of his or her own values and the source of those values. Provides evidence of having assessed values within a social, profession, disciplinary or theoretical context.
4. **Self-awareness:** Discusses in detail/analyze both core beliefs and the origins of the core beliefs. Expresses awareness of own background and how it affects one's world view, values, and assumptions. Expresses tension between previously held beliefs and contradictory beliefs from others. Recognizes that personal experiences and beliefs are starting points for understanding others.
5. **Sustainability:** Evaluates their environment and behavior (both positive and negative) and the relationship between the two.
6. **Synthesis:** Connects knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, government, or other social or cultural system. Demonstrates a link between own life and others—through career choice, assumptions about self or the world. Describes what they have learned about themselves as it relates to a growing sense of themselves within a larger community. Recognizes new perspectives about own cultural or social rules or biases—is becoming comfortable with the complexities that new perspectives offer.
7. **Wellness:** Acknowledges the individual is a holistic system with wellness extending beyond the physical aspects. Discusses how socio-emotional, socioeconomic, or other systemic factors affect personal decisions or actions Identifies constructive and/or destructive behaviors or relationships.

#### **4.2 Is the student proficient in demonstrating awareness of personal responsibility and positioning within a larger context, culture, community, or system of thought?**

1. **Choice:** Describes societal and individual impact of choices and actions.
2. **Community:** Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim. Describes societal and individual impact of choices and actions.
3. **Diversity:** Considers the impact of a dominant culture. Describes how knowledge from different cultural perspectives can or could affect interpretations of prominent problems in politics, society, the arts and/or global relations. Evaluates the global or systemic effect/s of own and others' specific local actions on the natural and human world. Recognizes intellectual and emotional dimensions of more than one worldview, theoretical framework, social system, or lifestyle—and sometimes uses more than one in interactions.

4. **Ethics:** Acts with academic integrity and considers the alignment of personal values and an accepted moral code of behavior within specific situations. Accepts responsibility for own actions and understands that others' failures to act morally or accept responsibility may be a product of many variables. Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility. Demonstrates that own position goes toward or hold with the greater good. Demonstrates understanding of ethical issues and the social responsibility manifest in one's own personal choices, including decisions of when and how to act. Does not blame others for the consequences of one's own decisions, actions, or inactions. Evaluates his or her own assumptions and implications reflecting the ethical perspectives of different stakeholders, while considering the ramifications of alternative actions. Recognizes that personal values impact ethical choices. Identifies ethical dilemmas, and can describe the conflict between competing values, in civic, social, and academic life. Is able to suggest appropriate approaches to or frameworks for ethical decision making and considers the limitations of those, as well.
5. **Sustainability:** Compels others to understand limits to the ability to make positive choices. Discusses how socio-emotional, socioeconomic, or other systemic factors that affect personal decisions or actions lead to systemic issues. Identify ethical dilemmas associated with environmental, social, or cultural issues. Recognizes the influence of culture on contemporary problems.
6. **Wellness:** Identifies less controllable factors and outside influences within a culture, social system, theoretical framework, or lifestyle—in addition to personal accountability. Understands and articulates societal and individual impact of individual and community choices and actions.

## ASSESSMENT OF STUDENT LEARNING SCHEDULE

### Program Review Schedule

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#### DEGREE PROGRAMS WITH DATE OF MOST CURRENT PROGRAM REVIEW

- Agronomy 2019-2020
- Agricultural Business Management 2019-2020
- Accounting 2018-2019; 2014-2015
- Automotive Technology 2020-2021; 2016-2017
- Business Administration 2013-2014
- Computer Aided Engineering & Design 2013-2014
- Computer Networking Administration 2017-2018
- Cybersecurity
- Criminal Justice 2017-2018
- Dental Assisting 2021-2022
- Dental Hygiene
- Early Childhood Education 2020-2021; 2016-2017
- Electronics & Electricians 2017-2018
- Engineering Technology 2020-2021
- Manufacturing Technology 2020-2021

- Marketing 2019-2020; 2015-2016
- Medical Lab Technology (Coop with KCC)
- Nursing (RN, LPN, CNA) 2019-2020 (RN, LPN, CNA) 2015-2016
- Office Professional (Formerly Business Technology) 2013-2014
- Paramedic
- Radiologic Technology (Coop with Sauk)
- Welding Construction 2018-2019; 2014-2015
- Welding Production 2018-2019; 2014-2015

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#### CERTIFICATE PROGRAMS WITH DATE OF MOST CURRENT PROGRAM REVIEW

- Accounting Technology 2014-2015
- Certified Production Technician 2018-2019
- Dental Assisting 2021-2022
- Electrical Construction Technology 2017-2018
- Heating, Ventilation, and Air Conditioning 2018-2019; 2014-2015
- Industrial Maintenance 2020-2021; 2016-2017
- Machinist and Tool & Die Making 2018-2019; 2014-2015
- Medical Assisting 2020-2021
- Numerical Control Operators (CNC) 2018-2019
- Paramedic 2013-2014
- Phlebotomy 2018-2019; 2014-2015
- Process Operations Technology 2016-2017
- Process Operations Technology 2020-2021
- Renewable Energy 2019-2020; 2015-2016
- Truck Driver Training 2020-2021; 2016-2017
- Warehouse and Distribution 2013-2014



The Higher Learning Commission (HLC) is a regional accreditation agency that accredits degree granting institutions of higher education. Accreditation assures quality by verifying that the institution meets standards and is engaged in continuous improvement.

Illinois Valley Community College has been accredited by the HLC since 1929, with reaffirmation of accreditation in 2016-2017. As of 2017, Illinois Valley Community College participates in the Open Pathway toward accreditation, focusing on quality assurance and institutional improvement.

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### STATEMENT OF ACCREDITATION STATUS

#### Illinois Valley Community College

815 N. Orlando Smith Road  
Oglesby, IL 61348-9692  
(815) 224-2720  
www.ivcc.edu

*\*Previous names: Institution name changed from LaSalle-Peru-Oglesby Junior College to Illinois Valley Community College. (1967)*

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### ACCREDITATION INFORMATION

Current status: Accredited

- [Action Letter - Reaffirmation of Accreditation](#)

Accreditation granted: 01/01/1929 - Present  
Most recent reaffirmation of accreditation: 2016 - 2017  
Next reaffirmation of accreditation: 2026 - 2027

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### UPCOMING OR IN-PROGRESS REVIEWS

11/15/2023: Interim Report (Assessment)  
2026 - 2027: Comprehensive Evaluation

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### MOST RECENT HISTORY WITH HLC

11/16/2021: Assurance Review : Review Completed with Monitoring  
01/18/2019: Interim Report: Accepted  
05/01/2017: Comprehensive Evaluation: Reaffirm Accreditation with Monitoring - Extending the interim report due date by one year will allow for implementation of team recommendations and to allow the institution adequate time to report progress in these areas.  
12/16/2009: Reaffirmation of Accreditation (AQIP)

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## GENERAL INSTITUTIONAL INFORMATION

*This section provides brief, general information about the institution's organization and scope as self-reported by the institution through its annual Institutional Update to HLC.*

*The U.S. Department of Education publishes a College Scorecard (available at <https://collegescorecard.ed.gov/>), which allows students to search and compare colleges: their fields of study, costs, admissions, results, and more. Additional information can also be found at [nces.ed.gov/collegenavigator/](https://nces.ed.gov/collegenavigator/).*

*Please note: All institutions are required to represent themselves accurately and consistently to multiple agencies. However, some information about institutions may appear differently among agencies depending on the timing of the institution's updates to those agencies or those agencies' definitions or standards. Such agencies should be consulted directly for further information. For example, an institution's "Control" (or "Type") may be categorized differently by the U.S. Department of Education for other purposes under its standards.*

Control: Public

Degree programs (number in each category): Associates (22)

Certificate programs (number offered): 56

Off-Campus Activities (This listing was last updated: 03/24/2023.) The institution's accreditation includes courses and programs at these approved sites. (This includes sites that are active and inactive (meaning approved but currently without students):

More information on the accreditation process and the HLC is available through their website.

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## CRITERIA FOR ACCREDITATION

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### CRITERION 1. MISSION

The institution's mission is clear and articulated publicly; it guides the institution's operations.

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### CORE COMPONENTS

**1.A.** The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

**1.B. The institution's mission demonstrates commitment to the public good.**

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

**1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.**

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

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**CRITERION 2. INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT**

The institution acts with integrity; its conduct is ethical and responsible.

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**CORE COMPONENTS**

**2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.**

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

**2.B. The institution presents itself clearly and completely to its students and to the public.**

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

**2.C.** The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

**2.D.** The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

**2.E.** The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

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### CRITERION 3. TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

The institution provides quality education, wherever and however its offerings are delivered.

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#### CORE COMPONENTS

**3.A.** The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

**3.B.** The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

**3.C.** The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

**3.D.** The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

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#### CRITERION 4. TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

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#### CORE COMPONENTS

**4.A.** The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

**4.B.** The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

**4.C.** The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

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## CRITERION 5. INSTITUTIONAL EFFECTIVENESS, RESOURCES AND PLANNING

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

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### CORE COMPONENTS

**5.A.** Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.



5.B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

5.C. The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

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## POLICY HISTORY

Last Revised: February 2019, effective September 1, 2020

First Adopted: August 1992

Revision History: Criterion 3 revised August 1998, revised February 2002, revised February 2007; New Criteria for Accreditation adopted February 2003, effective January 2005; New Criteria for Accreditation adopted February 2012, effective January 2013; revised June 2014; revised February 2019, effective September 1, 2020

*Notes: Former Policy Number: 1.1(a), 2013 – 1.1 Part A, 1.1 Part B. In February 2021, references to the Higher Learning Commission as “the Commission” were replaced with the term “HLC.”*



All forthcoming appendices are found in a fillable PDF format at [www.ivcc.edu/curriculum](http://www.ivcc.edu/curriculum)





PROPOSAL FOR COURSE APPROVAL

*(All information on this sheet should be taken from the information on the course outline. Please check that there are no discrepancies between the two.)*

1. Division:
2. Course prefix, number and title:
3. The following information provided by the originator(s) must be attached:
  - a) Rationale for adding the course (including appropriate documentation of student/employer need, advisory committee minutes, etc.)
  - b) Course outline including student learning objectives, performance expectations, assessment strategies, general education goals, and assessment grid.
  - c) Three articulation agreements for transfer courses as provided by the Transfer Coordinator
  - d) Budget implications, equipment, software, materials, space modifications (as appropriate)
  - e) Documentation of review by the Dean
  - f) Comments both from the division in which the course will be offered and any division that would be affected by offering the course.
4. This course is intended to be (check all that apply):
  - Transfer (AA or AS)
  - AAS (Program \_\_\_\_\_)
  - Certificate (Program \_\_\_\_\_)
  - Vocational Skills Course
  - Remedial/Developmental
  - Continuing Education (credit)
  - IAI Equivalent
5. This course has been articulated (Note Item #3c) \_\_\_ yes \_\_\_ no \_\_\_ pending
6. Anticipated term of the first offering is: \_\_\_ Fall \_\_\_ Spring \_\_\_ Summer
7. The course will be offered: \_\_\_ Fall \_\_\_ Spring \_\_\_ Summer

Submitted by:

Reviewed by Dean:

Approved by Committee:



**PROPOSAL FOR CHANGE OF AN EXISTING COURSE**

1. Division:
2. Current course prefix, number and title:
3. Type of Change – ONLY complete items to be changed.
  - a. *(If the only change is a course description, the change does not need to be approved by the Curriculum Committee, but if the course description is changing along with other items below, please include it.)*

Existing	Proposed
Course Prefix:	Course Prefix:
Number:	Number:
Title:	Title:
Pre/Co-requisite:	Pre/Co-requisite:
Credit Hours:	Credit Hours:
Lecture Hours per week:	Lecture Hours per week:
Lab Hours per week:	Lab Hours per week:
Other Hours:	Other Hours:
<b>Format</b> Lecture: Seminar: Lab: Clinical:	Format: Lecture: Seminar: Lab: Clinical:
Course Description:	Course Description:

4. This course intended to be (check all that apply):

- Transfer (AA or AS)
- AAS (Program \_\_\_\_\_)
- Certificate (Program \_\_\_\_\_)
- Remedial/Developmental
- Continuing Education (credit)
- IAI Equivalent

5. This course has been articulated (Note Item #7c) : \_\_\_\_\_ yes \_\_\_\_\_ no

6. Proposed effective date for change: \_\_\_ Fall \_\_\_ Spring \_\_\_ Summer

7. Thereafter, the proposed course will be offered: \_\_\_ Fall \_\_\_ Spring \_\_\_ Summer

8. The following information provided by the originator(s) should be attached:

- a. Rationale for changing the course (including appropriate documentation of student/employer need, advisory committee minutes, etc.)
- b. Course outline including student learning objectives, performance expectations, assessment strategies, and assessment grid.
- c. Three articulation agreements for transfer courses as provided by the Transfer Coordinator
- d. Budget implications, equipment, software, materials, and space modifications (as appropriate)
- e. Documentation of review by the Dean
- f. Comments both from the division in which the course will be offered and any division that would be affected by changing the course.

Submitted by:

Reviewed by Dean:

Approved by Committee:



**NEW OR REVISED  
CURRICULUM RATIONALE**

To: Institutional Curriculum Committee

From:

Date: [Date]

Re:

**Please provide a detailed rationale below to describe the changes made to your current curriculum, or justification of new curriculum to be reviewed.**