WAUBONSEE
COMMUNITY COLLEGE

CURRICULUM COUNCIL PROCEDURES MANUAL 2026-2027

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About This Manual

INTRODUCTION

This Curriculum Council Procedures Manual was developed by a working group of faculty and administration in 2016, not only to guide the work of the Curriculum Council but also to assist all faculty with the curriculum process at Waubonsee. The manual includes guidelines and assistance for the development of new courses and programs along with making revisions to existing courses and programs. In addition, the manual includes information related to the Illinois Community College Board (ICCB), Federal, and accreditation guidelines that inform our curriculum work.

The Faculty Council appoints faculty members to collaborate with the Dean for Teaching and Learning and the Senior Curriculum Coordinator to maintain this manual. The Curriculum Council will review any proposed changes and discuss the manual each year at one of the final meetings in the spring semester. To take effect, any changes must be approved by the Curriculum Council membership. The changes will be effective for the next academic year.

Curriculum Administration

Waubonsee Community College is committed to providing current and relevant curriculum that meets the academic, professional, and personal needs of the diverse and multicultural community served by the college. In support of the College Mission, Vision, Values, and the Strategic Plan, Waubonsee Community College promotes continuous improvement of curriculum and transfer articulation.

Curriculum policies and procedures foster the development of courses and programs that:

- provide educational experiences designed to facilitate the individual's progress towards academic, career/employment and personal goals;
- offer experiences, both inside and outside of the classroom, that allow students to acquire, develop and demonstrate growth in the core competencies of Critical Thinking, Communication, Quantitative Literacy, Global Awareness, and Information Literacy (Institutional Learning Outcomes);
- encourage the development of ideas and insights, and the acquisition of knowledge and skills that together result in an appreciation of cultural and global diversity and the ongoing pursuit of discovery and innovation; and
- respond to the changing educational, societal, and technological needs of current and prospective students and community employers.

Curriculum Council Membership

Voting members on the Council include:

Faculty Representation: Sixteen faculty representatives from the following academic divisions:

- two from Academic Support
- one from Counseling
- one from the Library
- two from Industry and Technology

- two from Health Professions and Public Service
- eight from Teaching and Learning
    - three from Arts and Humanities
    - three from Mathematics and Science
    - two from Business and Social Science

Administrative Representation: Twelve administrative representatives:

- Provost
- Assistant Provost of Teaching and Learning
- Assistant Provost of Workforce Development
- Assistant Provost of Academic and Student Success
- Dean for Teaching and Learning
- Dean for Academic Support
- Dean for Arts and Humanities
- Dean for Business and Social Science
- Dean for Industry and Technology
- Dean for Mathematics and Science
- Dean for Health Professions and Public Service
- Director of Nursing

Student Representation:
One student senator shall be appointed by the Student Senate President to the Council for each term.

Non-voting ex-officio members on the Council include:

Ex-Officio members attend meetings to contribute related expertise helpful to the Council. Ex-Officio members also are responsible for communicating related updates to applicable offices or staff.

- Director of Student Financial Aid Services
- Registrar
- Graduation and Transfer Coordinator
- Senior Curriculum Coordinator
- Registration and Records Manager
- Executive Dean for Student Success and Retention
- Executive Dean for Institutional Effectiveness and Title V Project Director
- Director of School District Partnerships
- Testing/Learning Assessment Services representative

Curriculum Council Meetings and Voting Procedures

Curriculum Council typically meets on Thursdays at 2:30 p.m. on various dates throughout the academic year. Specific meeting dates are distributed at the start of the academic year and posted in Curricunet.

Agendas

In order to be considered for the agenda, proposals must be entered in Curricunet and approved through the Academic Dean step of the approval queue. Academic Deans will verify the completion of the Curriculum Development Checklist prior to approval in Curricunet.
(See A, B, and C of Appendix L on pages 48-50: Overview of Curricunet.)

CURRICULUM COUNCIL PROCEDURES

Agendas will be posted by 4:30 p.m. on the Wednesday during the week before each meeting. (See Appendix O on page 55.)

Meeting Procedures and Guidelines:

- Council members must review each proposal in detail prior to each meeting and work through any questions prior to the meeting by reaching out to the originator.
- Comments in Curricunet are intended for suggestions to be resolved at least a day before the meeting. (see Appendix M).
- The faculty originator (or proxy) presents curriculum proposals for consideration at the Curriculum Council meeting. If the faculty originator or proxy are not in attendance at the meeting, the item(s) will be tabled for the next meeting.
- The Provost is the chair of the Curriculum Council but may designate a designee chair for meetings when absent. The designee chair will perform all the duties of the chair as proxy.
- All new course and/or program proposals require a second reading prior to vote by the Council. A voting member may make a motion to waive the second reading if all clarifying questions have been answered and there are no major corrections needed to the proposal.
- The Curriculum Council conducts its meeting based on Robert's Rules of Order Guidelines. (See Appendix N)
- A quorum of voting members is required to take any action. A quorum consists of a simple majority of voting members.
- A majority vote is required for approval.
- Notify Senior Curriculum Coordinator via email in the event you must be absent and the name of faculty member filling in to vote on your behalf.

Voting

The following actions require a vote:

- new course proposal
- major and minor course revision
- course withdrawal
- new program proposal
- major and minor program revision
- program inactivation and withdrawal

Board Policies on Curriculum Development

The curriculum process is guided by the following Board Policies concerning curriculum development.

Board Policy 4.050.01 College Programs
It shall be the policy of the board to provide a comprehensive community college program that aligns with the college's strategic initiatives and that is pursuant to the Illinois Compiled Statutes.

Board Policy 4.050.02 Curriculum Council
The Curriculum Council is the college organization charged with the responsibility for reviewing, evaluating, and refining new courses and curricula and recommending programs that merit adoption. Members representative of the college community will be appointed by the president or president's designee to the Curriculum Council.

Board Policy 4.050.03 Advisory Committees
It shall be the policy of the board to utilize advisory groups to help define educational needs with the community and to advise on formulating college programs to meet these needs.

Board Policy 4.050.04 Courses Concerning Religion
Since religion is an important part of our culture, no complete or balanced picture of human experience can be learned if all reference to it is omitted from the curriculum. However, it is imperative that the subject be presented in an objective fashion which respects the divergent viewpoints to be expected in our pluralistic society.

The courses should be informative rather than persuasive, objective rather than subjective, secular rather than sectarian, and reflect the universal religious experience rather than a narrow parochial point of view.

It shall be the policy of the board to offer courses concerning religious beliefs in the curriculum, but the content of these courses shall be presented in an objective fashion and free of all proselytizing in keeping with the principle of separation of church and state and within the guidelines enumerated above.

Board Policy 4.100.03 Credit Hour
Waubonsee Community College credit bearing courses, including online courses and hybrid courses, requiring both in-person and online participation, and all lab and clinical experiences, are scheduled and conducted in compliance with federal regulations defining the credit hour. A credit hour is an amount of work, represented by course-specific learning outcomes and evidence of student achievement, corresponding to one hour of classroom or direct faculty instruction requiring a minimum of two hours of out-of-class student work each week or approximately sixteen weeks for one semester.

CURRICULUM PROCESS OVERVIEW

Proposed curriculum actions for courses and programs can begin as a concept, typically by the faculty through an originator who develops the proposal and prepares it for the approval process. A faculty champion or an outside subject matter expert are a part of the process when the originator is not a faculty member.

The three process phases described below are Initiation, Development, and Approval.

Initiation

The originator, typically a full-time discipline or program faculty member, can initiate course development, revision, or withdrawal, and program development, revision, inactivation or withdrawal in consultation with the appropriate dean and other division members. In the absence of a full-time faculty member, administrators may initiate curriculum with faculty input. It is recommended that a full-time faculty be a co-initiator. For new program development, the originator consults with the Senior Program Development Coordinator to complete an Initial Review Form to view economic modeling data prior to dean consultation.

Ideas are shared and input is sought from both internal and external sources to the college. Faculty has a prominent and key role throughout the process.

Development

In the development phase, the faculty member works with the division dean to produce the necessary documents and to communicate the proposed curriculum action to discipline area stakeholders, other divisions, advisory committees, other departments such as Information Technology and Operations, Counseling, Registration and Records, and/or universities as appropriate.

Approval

It is important to note that the steps for the approval process vary according to the type of course or program being processed, but the approval phase for curriculum proposals starts when the originator, Academic Dean, and the appropriate Assistant Provost agree that the curriculum is warranted and the college has the infrastructure to support the desired curriculum.

Once warranted, the originator can begin the process of entering the draft of the curriculum into Curricunet in order to be included on the Curriculum Council Agenda for approval. Division Administrative Specialists are available to support data entry.

See a detailed curriculum timeline (Appendix K, page 47).

Curriculum Development Checklists

Course Development or Revision Checklist	
1. Originator and the dean discuss proposed curricular action. Discussion will include: need for the development or revision, target start date, facility, instructional support, and equipment needed if applicable.	☐
2. Originator follows Course Guidelines and Elements in the *Curriculum Council Procedures Manual* to create a new course using the Course Outline Form or revise current Course Outline located in Curricunet. Notify the Sr. Curriculum Coordinator via email kcesarioprice@waubonsee.edu of the proposed changes to support the curriculum council process.	☐
3. Originator prints a **proposal impact** report in Curricunet to discuss the proposal with discipline faculty and faculty from other impacted academic programs.	☐
4. **Outcome changes only:** Originator emails Course Outline Forms with new course outcomes to the AI Initiatives and Outcomes Assessment Manager for an outcome review.	☐
5. Once the dean reviews the final outline, originator enters course details into Curricunet for the course(s) to be included on the next curriculum council agenda. **Division Administrative Specialists can support Curricunet entry.**	☐

Program Development and Revision Checklist	
Curricular Action: **Develop a New Program** ☐ **Revise an Existing Program** ☐	
1. Originator discusses new program idea or revision with the dean. Discussion includes: need for the program or revision, target start date, facility, instructional support, equipment, and potential industry partners.	☐
2. Originator follows the Guidelines for Program Development or Revision in the *Curriculum Council Procedures Manual*. Then follow the course development or revision checklist above.	☐
3. For new programs only: Program idea is included on the Workforce Solutions Council agenda, discussed with the program development core team and presented at Deans Council with the originator, dean or faculty champion, prior to a proposal being sent to the Executive Leadership Team (ELT) for a decision.	☐
4. For new programs only: Upon approval from ELT: originator, faculty champion and/or Sr. Program Development Coordinator works with program development core team to complete a timeline. Course Outline Forms are completed for each course in the program.	☐
5. For new programs only: Originator emails Completed Course Outline Forms with the course descriptions and outcomes to the Sr. Curriculum Coordinator in the Office of Teaching and Learning for review: kcesarioprice@waubonsee.edu .	☐
6. For new programs only: Originator enters curriculum in Curricunet or contacts the Sr. Curriculum Coordinator for support: kcesarioprice@waubonsee.edu .	☐
7. For new programs only: Upon Curriculum Council approval, Sr. Program Development Coordinator prepares documents for the approvals needed prior to offering a program: Waubonsee Board, ICCB, IBHE and HLC.	☐

Checklist for Reviewing Course Outcomes

Checklist for Reviewing Course Outcomes

- ☐ 1. Does the outcome state what students can do based on successful completion of the course?
- ☐ 2. Is the outcome measurable? Can evidence be gathered through an activity, group project, assignment, test, presentation, or paper that indicates to what degree the student can perform the outcome?
- ☐ 3. Does the outcome need to be broken into more than one outcome? For best practice, each outcome should describe one ability the student can demonstrate. For example: interpret the basic elements of a piece of work and formulate an opinion on that work. This is two outcomes.
- ☐ 4. Does the outcome have two or more verbs? For best practice, consider the progression of the verbs in the outcome. Can the progression of verbs used be aggregated and raised to a higher order verb on Bloom's taxonomy? (Example: Identify and evaluate a plan of care. Select the highest level verb, as in the example, if you can "evaluate", you can "identify," so the revision would be "Evaluate a plan of care.")
- ☐ 5. Can "and" be changed to "or?" When using "and," all items in a list of actions, abilities, or results are expected to be assessed. When using "or" in a list of verbs or skills, there is more flexibility for the faculty in assessing types of activities and is considered a best practice.
- ☐ 6. Is the outcome specifically tied to the course description focusing on the central aspects that are the most meaningful and important?
- ☐ 7. Is the outcome appropriate to the level of expertise the student should be at for a career or the associate's level of the discipline?
- ☐ 8. Is the outcome or set of outcomes differentiated from outcomes for other courses, even if it is a companion course in a sequence like, for example, ENG 101/102, A & P I/II, or a course and its accompanying lab or supplemental instruction?

REMEMBER: Course outcomes are reviewed by the Outcomes Innovation Council and the AI Initiatives and Outcomes Assessment Manager for soundness, measurability and quality. They are reviewed by the Curriculum Council for linkage to course descriptions, course content, and with a view to the full curriculum offered by the department and the college (to avoid redundancies, uneven academic rigor, etc.) They are viewed by students as to what they can expect to achieve through the course. They are viewed by articulation bodies and outside institutions for transfer of credit. They are viewed by accrediting bodies as evidence of the quality and integrity of student learning. And, they are used by part-time and full-time faculty to measure the student learning in courses.

Action Words for Bloom's Taxonomy

Action Words for Bloom's Taxonomy						
Definitions	**Remembering**	**Understanding**	**Applying**	**Analyzing**	**Evaluating**	**Creating**
Bloom's Definition	**Can the student recall or remember information?**	**Can the student explain concepts or ideas?**	**Can the student use the information in a new way?**	**Can the student distinguish between the different parts?**	**Can the student justify a stand or a decision?**	**Can the student create a new product or point of view?**
Verbs						
	Copy Define Discover Duplicate Enumerate Examine Find Identify List Listen Locate Match Memorize Name Observe Recall Repeat Recognize Record Reproduce Retrieve State Tabulate Visualize	Associate Classify Compare Describe Distinguish Discuss Estimate Explain Extend Give-examples Identify Interpret Locate Paraphrase Predict Relate Rephrase Report Restate Review Rewrite Select Summarize	Apply Articulate Choose Change Chart Collect Complete Demonstrate Dramatize Employ Experiment Illustrate Interpret Manipulate Modify Operate Paint Produce Report Schedule Show Sketch Solve Teach Use Write	Advertise Appraise Break down Calculate Compare Conclude Contrast Criticize Differentiate Discriminate Dissect Distinguish Estimate Examine Experiment Illustrate Plan Point out Prioritize Question Subdivide Survey Test	Appraise Argue Assess Conclude Convince Defend Estimate Evaluate Find errors Grade Judge Justify Measure Persuade Predict Rank Recommend Reframe Select Score Summarize Support Weigh	Assemble Combine Compile Construct Create Design Develop Facilitate Formulate Hypothesize Invent Integrate Modify Plan Prepare Produce Reorganize Report Rewrite Role-play Schematize Simulate Solve Structure

Guidelines for Curriculum Development

The reference information in this section is designed to assist the originator and the division dean in the creation or revision of courses and programs in accordance with the ICCB and Waubonsee Community College curriculum standards.

For a better understanding of curriculum design, Waubonsee has a website of resources to assist with instructional design practices: https://facultydae.waubonsee.edu/ .

Course Curricular Actions

Major types of curriculum actions include new course development, existing course revision, or withdrawal. For new development or existing revision, the originator of the proposed action should complete the Course Outline Form. (See Appendix A on pages 28 and 29.) Details regarding the Course Outline Form can be found on page 13 of this manual. All curriculum actions require a rationale.

Rationale for New Course Development

Some of the most common reasons for new course development include:

- New content in the discipline area
- Necessary skill development not currently taught
- Identified unmet student needs, skills, career preparation
- Course needed for a new program
- Recommendations of advisory committee
- Request from employers
- Faculty interest aligned with Impact (See page 20.)

Rationale for Course Revision

The following list provides examples of common reasons for proposed revisions:

- A title change reflects modified course description and content.
- A title and/or description change reflects current terminology.
- A course number change indicates proper position in course or program sequence.
- A course number change reflects level of content (050-099, developmental; 100-199, freshman; 200-299, sophomore).
- A change in course classification (career and technical education, transfer, special interest, or developmental) reflects current focus of course and facilitates hiring of qualified instructors.
- A proposed change in course prefix, number, title, description, and/or prerequisites to align with a similar course offered at an articulating university.

Rationale for Course Withdrawal

The following list provides examples of common reasons for proposed course withdrawals:

- The course has not been offered consistently because of insufficient student enrollment. (See Cyclical Course Review below on Page 11.)
- The course is being withdrawn because of major changes in the field.

Rationale for Course Reactivation

Some of the most common reasons for course reactivation include:

- Recommendation of advisory committee
- Request from employees
- Course needed for a new program

Cyclical Course Review

An additional originator of course revision or withdrawal is the Senior Curriculum Coordinator in the Office of Teaching and Learning. The following lists are distributed to the Deans, Assistant Provost of Teaching and Learning, and Assistant Provost of Workforce Development at the beginning of each semester:

- Courses not offered in the past academic year
- Courses that have not been offered or taught in the past three years (for review and revision, or withdrawal within the next two years)

ICCB Course Proposal Guidelines

All of the major course curricular actions above require proposal submissions to the ICCB. These include:

- New course addition
- Major course revisions
- Course withdrawal
- Reactivate a course

ICCB classifies revisions as either a minor course revision or a major course revision. The type of revision has different ICCB submission requirements.

Distinguishing Between Major and Minor Course Revisions:

A **Major Course Revision** is a change in one or more of the following. ICCB submission is required.

- Prefix
- Course Number
- Title
- Credit Hours
- Lecture Hours
- Lab Hours
- Repeatable Credit
- Variable Credit

A **Minor Course Revision** is performed on a three-year schedule and is a change in one or more of the following. ICCB submission is not required.

- Course Description
- Prereq/Coreq or Recommended Prereq/Coreq
- IAI Code
- Institutional Learning Outcomes
- Course Outcomes
- Course Topics
- Assessment of Student Learning
- Textbooks and Supplementary Material

Considerations for Course Development, Revision, or Withdrawal

Course Classification

Course classification is based on the intent of the course at the time of its development. ICCB categorized courses through a Program Classification System or PCS code to refer to the objectives of the course. The college recognizes the following types of courses and PCS codes:

Transfer: Courses which are developed to transfer to universities, typically to be direct equivalents or departmental electives and apply toward a baccalaureate degree. These courses must be submitted for articulation to Illinois universities and, in order to have the transfer classification, the course must transfer to at least three of the Illinois public universities. PCS 1.1

Career & Technical Education: Work-related courses usually found in occupational programs for direct employment. These courses are typically submitted for articulation to Illinois universities. PCS 1.2

Developmental: Courses designed to improve academic skills for college students who do not yet meet post-secondary skill level. PCS 1.4

Effective Terms

Curriculum changes require early preparation to allow time for approvals. Prior to completing a proposal, and to determine adequate lead time for approval, consider the following:

Guidelines for Proposal Submission: **Fall Semester**

- Any proposal type can be submitted for Curriculum Council review during the fall semester including:
    - course additions, major and minor revisions, and withdrawals
    - program additions, major and minor revisions, inactivations, and withdrawals
- Items approved at a fall Curriculum Council meeting will be reflected in the next academic year's catalog.
- NOTE: It is preferable that program revisions and inactivations be submitted for Curriculum Council review during the fall semester due to catalog scheduling deadlines and ICCB submission rules.
- Multiple revisions within a program should be submitted together.
- Revisions impacting multiple divisions should be submitted together.
- Revisions impacting placement and prerequisite set-up in English or Math pathways are required to be submitted in fall.
- Items are generally effective for the fall semester of the next academic year. Exceptions can be made when necessary.

Guidelines for Proposal Submission: **Spring Semester**

- Schedule entry and registration for fall begins in spring. Therefore, effective dates for proposals submitted in spring should be for spring the following academic year or later. (Exceptions can be considered for curriculum changes required for accreditation.)
- Proposal types that can be submitted for Curriculum Council review during the spring semester are:
    - course outline reviews

  - course additions, revisions, or withdrawals for individual disciplines or programs that do ***not directly impact other disciplines, degrees or certificate programs***
  - simple prerequisite changes only impacting the single discipline or program
  - new degree or certificate programs
- Effort is made for inclusion in the next academic catalog, but not guaranteed.
- New programs and substantive revisions over 25% are subject to ICCB, IBHE and HLC approval prior to catalog inclusion.

Course Guidelines and Elements

Course Outline Form

The Course Outline Form documents the course performance objectives, outline and learning outcomes, as well as the course title, semester hours, description, prerequisite, corequisite, information and recommendation lines. It serves as the official college guide regarding the course content. The Course Outline should be reviewed whenever course revisions are proposed. Course Outlines are also reviewed annually according to the five-year Assessment Cycle on the Plan/Report for Learning Improvement.

Course Prefix and Number

Courses are identified by a prefix and a number. The following components together identify each individual course:

Course Prefix: The course prefix consists of three letters which represent the discipline area of the course. The following guidelines should be considered when selecting a prefix for a course:

1. Identify the discipline area under which the course content would be categorized.
2. Refer to the course catalog for the current list of course prefixes. Determine the "best-fit" prefix.
3. If existing prefixes do not sufficiently represent the course, and if additional courses will be created with similar subject matter, the creation of a new prefix may be necessary.
    a. The selection of a new prefix should be a coordinated decision between the originator, Assistant Provost, Dean, and Senior Curriculum Coordinator.
    b. The best practice in forming a new prefix is to use three letters that most easily identify the discipline name.

Course Number: The course number consists of three numerical characters. The following guidelines should be considered when selecting a course number:

1. Identify a number that is neither presently in use nor has been previously in use with the same prefix and consult with the Senior Curriculum Coordinator.
2. Check to see that the proposed number is appropriate for course level and sequence.
3. Target a number for the course that is higher than the prerequisites with the same prefix.
4. Target a number which corresponds to an equivalent course offered at a transfer university.

Course Number System

Waubonsee Community College courses are numbered as follows:

050 – 099	Developmental
100 – 199	Numbers reserved for collegiate first-year level courses
200 – 299	Numbers reserved for collegiate second-year level courses

Course Title

The title clearly Identifies the course and should be no longer than 30 characters. It also differentiates the course from other similar courses and identifies the content unique to that course. Follow these guidelines when developing a course title:

1. Indicate level of course where appropriate.

   Example: SPN 101 Elementary Spanish I
   SPN 102 Elementary Spanish II
   SPN 201 Intermediate Spanish I
   SPN 202 Intermediate Spanish II

   OR

   MTH 071 Intermediate Algebra I
   MTH 072 Intermediate Algebra II

2. Use Roman numerals to indicate a sequence of courses.

   Example: (prerequisite) MTH 201 Mathematics for Elementary Teachers I
   MTH 202 Mathematics for Elementary Teachers II

   Example: (no prerequisite) HSV 220 Addictions Counseling I
   HSV 225 Addictions Counseling II

3. Describe the activity of the course, if appropriate.

   Example: HIT 290 Professional Practicum Experience
   ABR 120 Auto Painting and Refinishing

4. Avoid using acronyms in the course title. However, when acronyms are used, spell out the entire phrase first, followed by the acronym in parentheses. In cases where spelling out the acronym would make the title exceed characters, ensure that it is spelled out at its first inclusion in the description.

5. For variable title courses, the title of the “umbrella” course is always followed by a colon. The title for each topic under the umbrella contains the entire title of the umbrella followed by a phrase that describes the specific topic.

   Umbrella Example: ENG 296
   Topic Example: Literature

Course Credit

Course credit hour determinations follow Board Policy (4.100.03) and ICCB guidelines (Section 1501.309): 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.

Laboratory/Clinical-Laboratory Oriented Instruction	
Total Contact Hours	Semester Hours
30-45	1 hour
46-61	2 hours
62-75	3 hours
76-91	4 hours
92-107	5 hours
108-123	6 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 for each two clinical practicum contact hours.

Non-Clinical Internship, Practicum, or On-The-Job Supervised Instruction	
Total Contact Hours	Semester Hours
75-149	1 hour
150-224	2 hours
225-299	3 hours
300-374	4 hours
375-449	5 hours
450-524	6 hours

Clinical Practicum	
Total Contact Hours	Semester Hours
30-60	1 hour
61-91	2 hours
92-122	3 hours
123-153	4 hours
154-184	5 hours
185-215	6 hours

Course Descriptions

Course descriptions are broad, summary statements that communicate course content. Descriptions can be written in complete sentences or phrases; they clearly identify the course focus and the key content areas. Information about teaching methods and procedures are not included in a description.

Employ the following guidelines when creating course descriptions:

1. Write the description with the following criteria in mind: relevant content, accuracy, clarity, and proper emphasis of main topics to be addressed.
2. Make the description student oriented by using plain language (i.e., help the student understand clearly what the course is really about).
3. Avoid acronyms, technical jargon, and other technical terms when possible unless industry or Illinois Articulation Initiative (IAI) required.
4. Avoid the use of ampersand (&) in the course description as well as the course title and prerequisites.
5. Use plurals when referring to students or others instead of “his/her.”
6. Only use brand names if required course software or equipment is an essential component of the course.
7. Course descriptions and learning outcomes should align.

Technical Terms

When using acronyms or abbreviations in the course description, spell out the entire phrase first, followed by the acronym in parenthesis. Acronyms or abbreviations that have become common language may be allowed at the discretion of the Senior Curriculum Coordinator.

> Example from CIS 174 Wireless Local Area Networking… *This course provides a hands-on introduction to Wireless Local Area Networking (WLANs).*

Format for Writing a Course Description (includes aligned outcomes)

In general, all course descriptions should contain the following components:

1. Introductory Statement
    - The opening phrase describes the basic premise of the course.
2. “Includes” Statement
    - The second required phrase describes the essential subject matter of the course. It is recommended that the subject matter included in this phrase come from the key points in the course outline but need not be a comprehensive list. The phrase begins with an inclusive word such as: Includes, Contains, Involves, Encompasses, or Comprised of. “Includes” is most commonly used.
      Note that commas are used after each item including the next to last one. If the phrases have commas in a grouped topic in string, use semicolons.
3. “Also Includes” Statement(s) [optional]
    - The third phrase is optional but may be helpful to break up a long second phrase, to delineate content that complements the key points, or to set off a different type of list from that of the second phrase. It should begin with the word “Also” followed by the same inclusive word used in the second sentence.

Examples:

PLG 220 Real Estate Law

This course reviews the role of the paralegal in the practice of real estate law. Topics include property interests, title-holding alternatives, and relevant legal terms. The residential transaction process including contract and disclosure documents are also included. Title insurance surveys, leases, loan transactions, note and mortgage documents will be analyzed. Preparing deeds, closing documents and title clearances for closings are also covered.

Outcomes

1. Describe Real Estate Law, interests, title-holding alternatives, and relevant legal terms;

2. Articulate the residential transaction process including contract, disclosure, and commercial transaction documents;
3. Analyze title insurance, surveys, and leases;
4. Apply core concepts of real estate loan transactions related to note and mortgage documents;
5. Prepare deeds, closing documents and title clearances.

MKT 265 Marketing Strategies
This course provides students with a solid foundation in Integrated Marketing Communications (IMC) concepts and strategies, with a special focus on the intersection of law and Artificial Intelligence (AI). Through interactive learning activities and case studies, students will gain a deep understanding of IMC principles, terminology, and its role in successful marketing campaigns, while also exploring the legal implications of AI-driven marketing practices. This includes how to analyze and evaluate IMC campaigns and public relations strategies, considering factors such as media strategy, target market selection, message content, and evaluation criteria, taking into account legal and ethical considerations.

Outcomes
1. Define IMC concepts, principles, and terminology;
2. Analyze a specific IMC campaign, including media strategy, target market selection, message content and evaluation criteria;
3. Examine various ethical perspectives on advertising and promotion;
4. Evaluate public relations strategies that impact social media campaigns with a special focus on the intersection of law and AI.

Note: MKT 265 is an example of using industry required technical terms.

Prerequisites
Prerequisites identify the requirements which students must meet prior to enrollment in the intended course. These may include successful completion of certain courses, competency levels as measured by assessment tests, a specific number of years of work experience in a certain field, or consent of instructor.

1. Prerequisite information enforceable by Banner should be written in the Prerequisite line of the description/Course Outline Form.
    a. If no prerequisite is required for a student to take the course, write “none” next to the word “Prerequisite:” on the Course Outline Form.
    b. Assessment information should be written: placement into <insert course> on the English assessment. Concurrent enrollment as an alternative to prerequisite completion should be expressed: MTT 102 Prereq: MTT 100 and MTT 101 or concurrent enrollment.
    c. Assessment information with a grade requirement should be written: With a grade of C or better: ENG 102 Prereq: C or better in ENG 101 Prereq: C or better in ENG 085 or placement by assessment.
2. The following prerequisite information should be written as an information line since it is not systematically enforceable.
    a. Consent of instructor: If enrollment in a course is dependent upon permission by the teaching faculty member, the phrase “Consent of instructor is required before enrolling in this course” must be written as an information line.
3. The phrase “or equivalent” is not used since this is true for all prerequisites. When there is more than one prerequisite:
    a. List the prerequisites alphabetically in increasing numeric order, and include “and” or “or:”
        I. GRD 135 and GRD 160

II. MTH 062 or MTH 067

b. Do not use ampersands (&).

4. Place a period after the prerequisite, even for one course: Prereq(s): MCM 130.
5. Do not list prerequisites of the prerequisite course.

Corequisites

Corequisites are courses that must be taken together in the same term. A course corequisite is listed below the prerequisite and the course description.

Example: EMT 131 – Coreq: EMT 125; EMT 126; EMT 130

Note: A course that may be a prerequisite **or** a corequisite is listed in the catalog as a prerequisite.

Example: MTT 101 Introduction to Machine Tool
Prereq: MTT 100 or concurrent enrollment

Repeat Option

The Repeat Option indicates the number of times a course may be taken for and be applied toward a degree or certificate. The Senior Curriculum Coordinator enters a repeat limit on the required curriculum form in two places. In the Repeat Info field, the number of times the course may be repeated (after the first time) and the total credits (max hours) awarded (including the credits earned for the original enrollment) are listed. The repeat limit is also provided to the student in an information line after the course description.

Example for a 3-semester hour course:
Information: May be taken 2 times for a maximum of 6 semester hours

Recommendations

Recommendations are course suggestions that provide students with guidance to succeed in class.

Example: Recommended Prereq: MTT 125 or MTH 126
Recommended Prereq: HIT 100 or concurrent enrollment

Course/Scheduling Notes

These are displayed as registration notes.

Illinois Articulation Initiative (IAI Code)

The Illinois Articulation Initiative (IAI) is a statewide transfer agreement, which is transferable among more than 100 participating colleges and universities in Illinois. There are IAI codes for general education and for major courses. New courses requesting IAI approval processing are required to include the IAI code on the Course Outline Form.

ICCB approval is required prior to submission to the IAI panel for approval. Courses approved by Curriculum Council and ICCB must be submitted to IAI prior to October 1st and March 1st each semester to be included on the IAI panel agenda. The Senior Curriculum Coordinator supports faculty with IAI questions and submissions.

Course Objectives (optional)

Course objectives state the purpose and goals of the course. Objectives are the content-specific knowledge and/or skills that enable a student to engage in a subject. They include knowledge-based content such as definitions, concepts, themes, and facts. Objectives help create focus for the instructor and learners. Objectives are not required to be included on the Course Outline or course syllabi. Inclusion is at the originator's discretion. Examples of course objectives:

- Students will gain familiarity with learning approaches connected to persuasive writing.

- Students will be acquainted with various types of business environments and current theories about what constitutes effective management in those environments.
- Students will explore moral, ethical, and professional issues that are encountered in the criminal justice profession.

Course Outcomes

Course outcomes are an observable, measurable skill or body of knowledge, which a student should be able to demonstrate upon successful completion of a course. Each outcome should be specific, measurable, and written using behavioral verbs. Outcomes require higher level thinking which can be observed as a skill or a behavior. Outcomes are assessed to show what the student can do upon completion of the course. Outcomes guide teaching, learning, and assessment. Course outcomes are required on both outline and syllabi. Examples of course outcomes:

Upon successful completion of the course, students will be able to:

- Summarize reasons to write persuasively.
- Explain what constitutes effective management in a business environment.
- Analyze an issue or trend that helped to shape the criminal justice profession.

Note from HLC: Goals, objectives, and outcomes are used inconsistently across higher education in the context of assessment of student learning to the extent that one institution's goal may be another's outcome and vice versa. Criteria is indicated through context as to whether the term refers to the learning intended or how much students learn. At Waubonsee, we use outcomes to describe the assessment of student learning. The IAI uses the term objective which in this context is equivalent to our outcomes.

Institutional Learning Outcomes

Institutional learning outcomes are intellectual skills important to the success in education, careers, and in lifelong learning. The following five outcomes are the basis for learning assessment activities: critical thinking, communication, quantitative literacy, information literacy, and global awareness.

Required Text

Textbooks must meet the course objectives (if applicable), course outcomes, and course content defined in the course outlines. Individual faculty choose the same textbooks and supplementary materials for the courses and all sections they teach. If multiple faculty teach the same course, there can be textbook differences between different sections of the same course. The textbook description in the outline should serve all sections. If one textbook has not been identified for all sections, include the following statement. Note: Full-time instructors have the option to choose comparable, alternate texts that meet the outcomes of the course, keeping in mind affordability and accessibility for students.

Course Topics

Course topics provide faculty a conceptual structure or sequence of course content. Including topics on the course outline can improve overall learning as well as motivation for learning. Course topics should always align and support the learning outcomes of each course. Use standard outline format. (See example below.)

I. Sample
   A. Sample
   B. Sample
II. Sample

Resource Requirements

Some curriculum actions may require additional resources. This may include staffing, materials and equipment, facilities, library materials, and other resources. Resource requirements should be researched by the originator and communicated to the campus administration prior to starting the curriculum approval process.

Criteria for Evaluation of Course Development

- Content is part of the discipline indicated by the prefix.
- Semester hours are appropriate for the content covered. (See Credit Hour Policy on page 5.)
- Course title and description accurately reflect course content.
- Prerequisites and/or corequisites are appropriate for the content covered.
- Course number is appropriate for the level of the course (developmental, freshman, sophomore, relationship to the other numbers already assigned, and numbering system).
- Course outline meets required guidelines.
- Course outline identifies the key content headings necessary to address the subject matter and objectives adequately.
- Proposal adequately documents the need for the new or modified course and addresses all appropriate concerns.
- Course outcomes are measurable and reflect appropriate student skills related to the content covered and are aligned with the course description and outline.
- Course objectives are clearly aligned with the course outline.
- Institutional level outcomes.

Impact

- Course is educationally sound and appropriate to be offered for community college students.
- Course does not unnecessarily duplicate existing courses or course content in other disciplines offered by the college.
- Course is compatible with Waubonsee's Mission Statement and the College Strategic Plan.
- Implications for the facilities and equipment, qualified staff, budget, and other necessary resources have been considered.
- Development or modification of course does not adversely impact other existing areas of the college.

Programs

Programs at Waubonsee Community College lead to associate degrees, a CTE degree, or a certificate. The following types of degrees and certificates are offered at Waubonsee Community College.

Degrees

Transfer Degrees

ICCB provides guidelines for the following associate degrees designed for transfer.

- Associate of Arts (AA)
- Associate of Science (AS)
- Associate of Engineering Science (AES)
- Associate of Fine Arts (AFA)

Career and Technical Education Degree

Career and Technical Education (CTE) programs prepare students for a job in a career area. Program development and revision is applicable to the following CTE degrees and certificates.

- Associate of Applied Science (AAS)

Career and Technical Education Certificates

- Basic Certificate
- Advanced Certificate
- Post-degree Certificate

General Studies Degree

Designed primarily for students who have chosen to pursue a broad general program rather than a specific occupational-oriented or transfer-oriented program.

- Associate of General Studies (AGS)

Program Curricular Actions – Development or Revision

Major types of program actions include new program development, existing program revision, program inactivation and withdrawal. This section includes the rationale for creating new or revising existing programs and details elements and standards required for both actions. For information regarding inactivation and withdrawal, see page 25.

Guidelines for Program Development or Revision

1. Only courses at the 100 level or higher may satisfy program requirements.
2. All degrees must require at least 60 credits for completion.
3. In general, degree programs consist of core courses, support or elective courses and general education courses.
4. Programs may offer concentrations so that students may focus on specific areas. These programs should be designed so that there is a set of common courses and a set of courses specific to each concentration to allow for specialization.
5. The program title appears on the diploma for degrees or certificate of achievement awarded. Whenever possible, titles of programs should indicate the occupational field (not job title) in which the program provides competency development and preparation.
6. Program Learning Outcomes (PLOs) are required for curriculum development and ICCB submission.

7. All proposed programs need to be developed with a labor market needs analysis and district employer input.
8. Programs are designed to prepare students for direct employment.
9. Certificates and associate degrees within a program area should be developed as stackable credentials. Certificate requirements must satisfy a portion of the degree requirements.
10. In general, certificates should not exceed 45 total credit hours. Certificates 16 credit hours or more can qualify for financial aid.
11. Degrees should not exceed 60 total credits unless required by industry, certifications, or accreditation.
12. A.A.S. degrees require:
    a. 15 credits of general education. The list of applicable courses is displayed in the General Education section of the current college catalog.
    b. 45 credit hours of core, support and elective courses.
13. Internships can be included, provided at least 12 semester credit hours or equivalent in the corresponding curriculum are completed by the student before, or are taken by the student concurrently with the experience (ICCB System Rules, Section 1501.309).
14. HLC approval may be required for programs with substantive changes to clock/credit hours, program content or length of term affecting allocation of credit.

New Educational Programs

Offering a new degree or certificate program.

New: Reduced-credit bachelor's degree program application and guidelines

Changes to Existing Programs

Changing clock or credit hours, term length, program content, method of delivery, customized pathways or suspension of a program.

New Program Development

Rationale for Developing New Program Curriculum

Reasons for a new program may stem from one or more of the following:

- The program addresses an emerging industry trend
- Identified unmet need in the workforce
- Recommendations of advisory committee
- Recommendation from Accreditor
- Request from employers
- Result of Program Review

New Program Development Process

Illinois Community Colleges are required to submit new degree and certificate program requests to ICCB for review and approval. The assessment of labor market needs and industry input supporting needs is part of this process. Specifically, programs will need to address how the program meets priority needs and describe steps taken to plan and deliver the curriculum in collaboration with others such as advisory committees, secondary institutions, baccalaureate institutions, workforce boards, labor councils and other appropriate partners.

CURRICULUM COUNCIL PROCEDURES

Please note: ICCB approval, and IBHE approval where appropriate, ***is required*** before you submit to HLC for approval. Please be aware of Board approval timelines, including the college's Board of Trustees, the ICCB, and the IBHE, as well as HLC approval when planning programs and establishing goals for implementation.

To meet the requirements of ICCB and the needs of our district, Waubonsee practices the following process:

Initial Review
The Program Initial Review, Part A of the Program Proposal Form, is completed to determine labor market demand, district interest, and includes information regarding competition. Ideas should be discussed with Academic Deans. The Program Initial Review is completed by the Senior Program Development Coordinator. (See Appendix B on pages 30-32.)

Core Team
Provost team members with program development responsibilities

Deans Council
All Academic Deans within Teaching and Learning

Executive Leadership Team (ELT)
President and Vice Presidents

Program Proposal
The Program Proposal, Part B of the Program Proposal Form, is completed by the Senior Program Development Coordinator and originator when an Initial Review demonstrates high demand, rapid growth and high wages. The Program Proposal is presented with the originator, dean, or faculty champion at Deans Council prior to being sent to executive leadership for a decision. (See Program Development Checklist on page 7. See Appendix B on pages 30-32.)

New Program Implementation
Once approved, curriculum is developed following the Curriculum Process Overview section of this manual on page 6 (Initiation, Development and Approval) and the checklist on page 7 (Curriculum Development Checklists).

Rationale for Revising Existing Program Curriculum
The following list provides examples of common reasons for proposed revisions:

- Course credit changes need to be reflected in the program outline.
- The program title needs to be changed to reflect current terminology.
- Courses are being added, deleted or replaced.
- Changes in the industry require adjustments to the program design.
- The program description needs to be updated to reflect current information, marketing strategy, and/or industry terminology.
- The program prerequisites are being added or modified.
- Concentrations are being added or modified
- Program Review identified changes to be made to the program.

Process for Program Revision
Existing programs may need to revise curriculum according to accreditation requirements or updated industry standards. To begin the program revision process, the originator contacts the division dean to discuss changes. Since most revisions occur through courses, see Considerations for Course Development, Revision, or Withdrawal on page 12. Also see the Program Development and Revision Checklist on page 7.

Considerations for Program Development or Revision

Financial Aid
Specific counsel on Financial Aid policy and procedure should be obtained from the Financial Aid Office. However, it is important to consider the following when developing or modifying a program or selecting an effective term:

- Certificates of less than 16 credit hours or 600 clock hours are not eligible for financial aid.
- Workforce programs are not financial aid eligible.
- Certificates are NOT automatically eligible for financial aid. They must be submitted by the Financial Aid Office for approval by the U.S. Department of Education.
- Modifications to existing certificates involving a change in total credit or clock hours may require approval to remain financial aid eligible.
- Approval from the U.S. Department of Education may take 6 months or longer.

Resource Requirements

Some curriculum actions may require additional resources to be implemented. For programs, this may include staffing, materials and equipment, facilities, and other resources. Resource requirements should be researched by the originator, discussed with campus administrators, and communicated to Senior Curriculum Coordinator for inclusion on required curriculum forms.
Criteria for a Program Proposal:

- Rationale statement and supporting documentation adequately documents the need for the new or revised program and addresses all appropriate concerns.
- Program description adequately describes the focus, the purposes of the program and the transfer opportunities or the kinds of employment for which students will be prepared.
- Program outline specifies all graduation requirements for the degree or certificate in accordance with Waubonsee Community College policies.
- Measurable program learning outcomes align with the program description.
- Program outlines meet required standards.

Program Description

The program description provides information specific to a particular certificate or degree, such as program prerequisites, program concentrations, and employment or transfer information. Include the following, at a minimum, in the program description:

- **Introductory Paragraph** explaining the focus and purpose of the degree/certificate.
- **Program Outcomes** can be updated without ICCB submission. Substantial changes require completion of a Form 21.
- **Career Options**.
- **Academic Options**.
- **Program Codes** – These codes are assigned by the Senior Curriculum Coordinator after the program is approved, so it is not required in the submitted draft.

Program Approval Process

The approval process depends upon the type of curriculum and action being proposed. In all instances, approvals occur at Curriculum Council.

Activation of Curriculum

Curriculum proposals approved through Curriculum Council are returned to the Office of Teaching and Learning. Once approved at the state level through ICCB, they are entered into Banner, and subsequently made available for the Web and catalog display; the degree audit; the integration into the schedule of classes; the Illinois Transfer Course Equivalency Guide; and other systems as appropriate.

Program Curricular Actions – Inactivation and Withdrawal

Rationale for Inactivating or Withdrawing Programs

- Student enrollment is insufficient.
- Program review identified reasons the program is no longer needed.
- Industry changes (example: Industry begins requiring a bachelor’s degree for employment).
- Accreditation changes (example: Accredited program is moving to the bachelor’s level for certification).

Inactivating and Withdrawing Programs

At Waubonsee, programs are inactivated prior to officially being withdrawn in order to suspend new enrollment and create plans to provide declared students a pathway to degree completion. Degrees can be awarded for inactive programs. Typically, five years after inactivation, programs are officially withdrawn through ICCB and degrees can no longer be awarded. Program inactivation may impact courses offered in other disciplines. Program faculty should discuss potential ramifications with the associated division faculty before submitting requests.

Considerations for Inactivating and Withdrawing Programs

Program revision or inactivation may impact courses offered in other disciplines. Program faculty should discuss potential ramifications with the associated division faculty before submitting requests.

Process for Inactivating and Withdrawing Programs

When instructional programs are inactivated and related courses are withdrawn, the appropriate dean office, in collaboration with discipline faculty, is responsible for communicating the action taken in Curriculum Council to students, the internal college community, and the external college community, if appropriate, using the following mechanisms:

- The dean identifies the students that have (1) been enrolled in the past two years, and (2) declared the major being withdrawn or inactivated.
    - These students receive a personalized letter from the dean and a survey where they can indicate their desire (or lack thereof) for completing the program (samples available upon request).
    - The number of students affected, their academic record, and the number of program requirements remaining should all be factors used to determine appropriate deadline dates for completion of the program by students and to establish effective dates for curricular actions. (Students can still be awarded inactive certificates and degrees. So, courses that are program requirements, but are not being withdrawn (e.g., ENG), do not need to be considered in decisions regarding deadlines and effectives dates.)
    - These dates and the order of these activities vary depending on the scope of the program. Contact the Senior Curriculum Coordinator in the Office of Teaching and Learning, Assistant Provost of Teaching and Learning, or Assistant Provost of Workforce Development with questions.
    - The dean schedules the required courses and then follows up with students to make sure they are enrolling. This may be accomplished in cooperation with Student Success and Retention.
- The dean makes sure that the withdrawal/inactivation is communicated to internal/external stakeholders. Good mechanisms include:
    - Global distribution of Curriculum Council minutes with a cover memo
    - Presentation at Counseling and Advising Coordinating Council (CACC)
    - If CACC is not timely, request the Administrative Coordinator for Student Success and Retention to distribute memo to all C&A staff
    - Announcement at administrative in-service or board review
    - Presentation at relevant Valley Education to Employment System (VALEES) program committee meetings
    - Letters to employers, advisory committee members, and other valued external partners (samples available upon request); also consult the Workforce Development database of employers
    - Letters to high school counselors and principals
    - Letters to area Chambers of Commerce and Economic Development Corporations
    - Other reasonable/appropriate mechanisms

APPENDICES

APPENDIX A:..... Course Outline Form

APPENDIX B:..... Program Proposal

APPENDIX C: .....ICCB Administrative Rule Section 1501.309

APPENDIX D: .....
Assignment of Credit – HLC Policy Title: Assignment of Credits, Program Length, and Tuition

APPENDIX E:..... Guidelines for Associate Degrees for Transfer

APPENDIX F:..... Associate in Arts Degree

APPENDIX G: .....Associate in Science Degree

APPENDIX H: ..... Associate in Fine Arts Degree

APPENDIX I:.....Associate in Engineering Science Degree

APPENDIX J: ..... Guidelines for Associate in Applied Science Degree

APPENDIX K:..... New Program Certificate Development Timeline

APPENDIX L:..... Overview of Curricunet

APPENDIX M:.....Adding Comments in Curricunet

APPENDIX N: ..... Robert's Rules of Order Guidelines

APPENDIX O: .....Curriculum Council Meeting and Deadline Dates

APPENDIX A

COURSE OUTLINE FORM

Submitted by:

Date:
Effective Term:
Division:
Department:

Course Data:

Prefix/#: /
Title:
Credit Hours: .
Lecture Hours: .
Lab/Clinical/Studio Hours: .

Course Description:

Prerequisite/Corequisite:

Enforced Prereq:
Enforced Coreq:
Recommended Prereq:
Recommended Coreq:

Repeat:

Course/Scheduling Notes:

Illinois Articulation Initiative (IAI Code):

Gen Ed Code:
Major Code:

Course Objectives:

Throughout this course, the student will learn to:

Course Outcomes:

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

Institutional Learning Outcomes:

This course will contribute to meeting the following institutional learning outcomes:

☐ Outcomes: Critical Thinking

- ☐ Communication *(check one or both)*
  - ☐ Oral
  - ☐ Written
- ☐ Quantitative Reasoning
- ☐ Information Literacy
- ☐ Global Awareness

Required Text(s): *(include Author(s), Title, Publisher, Year)*

Supplementary Text(s) *(include Author(s), Title, Publisher, Year)* **and Related Materials:**

Assessment of Student Learning:

Assessment Methods:

- ☐ Assignments/Projects
- ☐ Case Studies
- ☐ Class Discussions/Participation
- ☐ Clinical/Studio/Lab Performance
- ☐ Collaborative Work
- ☐ Examinations/Quizzes/Tests
- ☐ Portfolios
- ☐ Presentations
- ☐ Self-Evaluation
- ☐ Standardized/Certification Tests
- ☐ Technology Tools
- ☐ Writing Component:
  - ☐ Essay
  - ☐ Essay Exam
  - ☐ Journal/Reflection
  - ☐ Lab Report
  - ☐ Research Paper
  - ☐ Other/Comments (if checked, include additional writing information below):

- ☐ Other/Comments (if checked, include additional assessment information below):

Course Topics:

Use standard outline format (see example below); to indent, use **CONTROL/TAB** inside form field.

I. Sample
   A. Sample
   B. Sample
II. Sample

APPENDIX B

Program Proposal or Modification Form

☐ **New Program**

☐ **Modification** *Complete Part A and B.*

Part A: Program Initial Review

Name of Degree/Certificate	List the entire name of the degree and/or certificate.
Program Description	Provide a detailed description of the proposed program. Include all certificates.
Admissions/Web Inquiries/ Cooperative Agreements	How many requests have we had for this program? How many in district students have gone outside of the district for the proposed program? Refer to the Co-op/chargeback report.
Labor Market Demand	Provide the demand for the occupation(s) related to the proposed degree/certificate. This information can include job openings, expected growth and/or employer letters stating the needs of their company. This should be retrieved from EMSI, Illinois Department of Employment Security and/or ONET Online.
Competition	Identify other programs in our region. Provide the number of completions. Completion information can be retrieved from IPEDS or EMSI.
Salary	Describe how the salary of the occupation(s) related to the proposed program compare to the region living wage. Salary information can be retrieved from the Illinois Department of Employment Security and EMSI.

New Programs: If Part A demonstrates high demand, rapid growth and high wage, continue to Part B.

Part B: Program Proposal

Proposed CIP Code	Provide the six-digit Classification of Program (CIP) code.
Industry Feedback	Provide information from the industry (if available) that supports program need. Ex. Related program advisory, Workforce Solutions Council

Department/Division	Identify the Division for which this program will reside.
Degree Type	Identify the credential that will be earned at the end of the proposed program.
Learning Outcomes	Provide the learning outcomes of the proposed program. Include the outcomes for the certificate if applicable.
Curriculum Development	Is there industry curriculum available? Is there curriculum available on Skills Commons (TAACCCT Grant)? Do we have to hire a Subject Matter Expert (SME)?
Proposed Start Date	Provide the proposed semester that this program will start.
Accreditation	List any specialized accreditation required and/or available for the proposed program.
Program Credits	Describe the number of credits required for the proposed program.
Program Delivery Method	Describe the delivery method (online, face to face, or hybrid).
Faculty and Staff Requirements	Describe faculty and staff needed to start and run the proposed program.
Available Grant Funding	Describe any potential grant funding that is available for the proposed program.
Enrollment Projections	Describe the enrollment plan. What are the five-year enrollment projections? Describe the recruiting plan. Where will the students come from? How will you reach the students?
Collaborations/Partnerships (Employers, Secondary Schools and four-year Schools)	Describe the proposed program's curriculum integration/articulation plan with secondary schools. Include dual credit information. Include articulation information regarding partnerships with four-year universities.
Technology Requirements	Describe any hardware or software required for the proposed program.

Capital Requirements	Describe the physical space and equipment required for the proposed program. Describe the plan to acquire the space and/or equipment or the plan for utilization of existing space and equipment.

APPENDIX C

Administrative Rules of the Illinois Community College Board
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 through an electronic exchange system 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.

2) 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.

3) 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.

4) 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.

5) 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.

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

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 (see 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 Illinois public universities;

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) GECC Credential. Upon a student's completion of the GECC, a college is authorized to award a GECC credential, which shall, at a minimum, consist of a notation on a transcript for the student achieving the credential.

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

4) Adult Basic Education Course Credit. No adult basic education course credit applies to degrees or to certificates, except the Adult Basic Education Certificate.

5) Adult Secondary Education Course Credit. No adult secondary or college preparatory education course credit applies to degrees or certificates, except the Adult Secondary Education Certificate.

6) Career and Technical Education Course Credit. Courses designed to prepare individuals with a technical skill shall be applicable towards the requirements or electives for completion of an associate's degree (applied or transfer) or a career and technical education certificate.

7) General Studies Course Credit. General studies course credit applies 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. These 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 that 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 before, or are taken by the student concurrently with, the 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 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, or the semester equivalent, e.g., a single course can be taken one time and repeated no more than three times per student;

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 (b) governing credit hour determination, subsection (f) governing independent study, or Section 1501.507(b)(10) governing the maximum rate of credit hour production.

2) Vocational skill courses that must be retaken periodically by law for persons employed in an occupation or vocation to maintain employment shall, at the request of the college, be approved for repeatability beyond the limits described in subsection (h)(1)(A) 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 accompany the course classification form requesting repeatability.

3) An adult basic, 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 a module completed and the grade received is permanently recorded on the student's permanent academic record; and

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

4) An adult basic, adult secondary or 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, or the semester or equivalent; e.g., a single course can be taken one time and repeated no more than three times per student.

   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; and

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

(Source: SYSTEM RULES MANUAL OF THE ICCB, effective July 2024)

APPENDIX D

Assignment of Credit

HLC Policy Title: Assignment of Credits, Program Length, and Tuition

Number: FDCR.A.10.020

An institution shall be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives. Institutions shall notify HLC of any significant changes in the relationships among credits, program length, and tuition.

Assignment of Credit Hours. The institution's assignment and award of credit hours shall conform to commonly accepted practices in higher education. Those institutions seeking, or participating in, Title IV federal financial aid, shall demonstrate that they have policies determining the credit hours awarded to courses and programs in keeping with commonly accepted practices in higher education and with any federal definition of the credit hour, as may appear in federal regulations and that institutions also have procedures that result in an appropriate awarding of institutional credit in conformity with the policies established by the institution.

Federal Credit Hour Definition: *A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:*

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

APPENDIX E

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.

APPENDIX F

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 credit hours), including a two-course sequence in writing (6 semester credit hours) with a grade of "C" or better, and one course (3 semester credit hours) in oral communication

Mathematics:
1 to 2 courses (3 - 6 semester credit hours)

Physical and Life Sciences:
2 courses (7 - 8 semester credit hours), 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 credit hours), 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 credit hours), 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**

APPENDIX G

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 credit hours), including a two-course sequence in writing (6 semester credit hours) with a grade of "C" or better and one course (3 semester credit hours) in oral communication
Mathematics:	2 to 3 courses (6 - 9 semester credit hours)
Physical and Life Sciences:	3 courses (10 - 11 semester credit hours), with one course selected from the life sciences and one course from the physical sciences and including at least one laboratory course
Humanities and Fine Arts:	2 courses (6 semester credit hours), with at least one course selected from humanities and at least one course from the fine arts
Social and Behavioral Sciences:	2 courses (6 semester credit hours), 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**

APPENDIX H

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 offreshman 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 **27-39 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 credit hours for the art option; 9 semester credit hours for the art education option, and 3 - 9 semester credit hours for options in music and music education. If taking six or more credit hours, 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 - 35 semester credithours. The art core requires 24 - 30 semester credit hours.

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

TOTAL **60-68 semester credit hours**

APPENDIX I

ASSOCIATE IN ENGINEERING SCIENCE DEGREE

The Associate in Engineering Science (AES) degree is designed to complete the lower-division (freshman and sophomore) portion of a baccalaureate degree in engineering. Baccalaureate engineering programs are highly structured and require extensive, sequential mathematics and science courses at the lower division level. In order to take courses in a similar pattern to those of freshman and sophomore students in the field of engineering at a university, some general education courses are postponed to the junior and senior years. Even though the AES 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.

The guidelines for the Associate in Engineering Science degree are as follows:

General Education

Communications (a two-course, 6 semester credit hour sequence in writing with a grade of "C" or better)
Mathematics (11 - 13 semester credit hours) Calculus I, II, III
Physical and Life Science (4 - 5 semester credit hours) Chemistry I (with lab)
Humanities and Fine Arts (0 - 9 semester credit hours)
Social and Behavioral Sciences (0 - 9 semester credit hours)

Major Field Courses **19-38 semester credit hours**

Differential Equations (3 - 4 semester credit hours)
Calculus-based Physics for Engineers I, II with lab (8 - 10 semester credit hours)
Optional: Calculus-based Physics for Engineers III (3 - 4 semester credit hours)
Computer Programming (2 - 4 semester credit hours in a structured modern language)

Engineering Specialty Courses (6-16 semester credit hours)

Engineering Graphics
Statics
Dynamics
Electrical Circuits

Additional courses recommended for various fields of engineering can be found at itransfer.org/IAI/majors/egr/.

TOTAL **60-68 semester credit hours**

APPENDIX J

Illinois Community College Board

GUIDELINES FOR ASSOCIATE IN APPLIED SCIENCE DEGREE

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 Degree:

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 credithour 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 developnew AAS degrees and review and revitalize existing degrees.

Summary of Preliminary Model Criteria and Guidelines for AAS Degrees

Foundational Principle I

OUTCOME ORIENTATION: *AAS degrees should be outcome oriented to meet their primary purpose ofpreparing people for employment*.

Criterion 1. **Employment Needs:** AAS degree programs should meet education and training needsof 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 specialtydesignation.)

Foundational Principle II

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

(*Criterion 3:* **Collaborative Program Development and Delivery:** Programs should be developedcollaboratively 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 - 72 semester credit hours. It should comprise 50 - 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.

APPENDIX K

New Program and Certificate Development Timeline		
Initial Review to Program Proposal	*Review of Lightcast data.*	1 Week
Workforce Solutions/ Core Team/ Deans Council	*Confirm programs meet district need.*	2 Months
Executive Leadership Team (ELT)	*Waubonsee Recommendation form sent to stakeholders for departmental considerations and to ELT for approval to offer.*	1 Month
Curriculum Council, Waubonsee Board, ICCB and IBHE Approval	*Curriculum Development and approvals.*	6-18 Months
ICCB program approval board meetings are held periodically through the year (see page 55). Waubonsee Curriculum Council meetings are scheduled to meet Waubonsee and ICCB Board deadlines. In order for new programs and certificates to be on the ICCB board agenda, originators will need to present curriculum proposals for a first read at the first curriculum council meeting each semester.		
Note: This timeline is tentative due to varied approval requirements and external board meeting dates for certificates and programs by Curriculum Council, Waubonsee Board, ICCB, IBHE and HLC.		

New Course Development Timeline		
Meet with Dean	Discuss the need for the course, target start date, facility, instructional support and equipment needed.	1 Week
Discuss with faculty from other impacted areas	Introduce course to faculty from other impacted areas to ensure course doesn't unnecessarily duplicate existing courses or course content in other disciplines and that the development doesn't adversely impact other existing areas of the college.	2 Weeks
Curriculum Council	Present course proposal for a first and second read at curriculum council.	1-2 Months
ICCB Approval	New courses require ICCB approval and timing depends on the type of course being submitted: 1.1 Transfer Course or 1.2 CTE course.	1-2 Months
Note: Timeline is tentative due to varied approval requirements.		

APPENDIX L

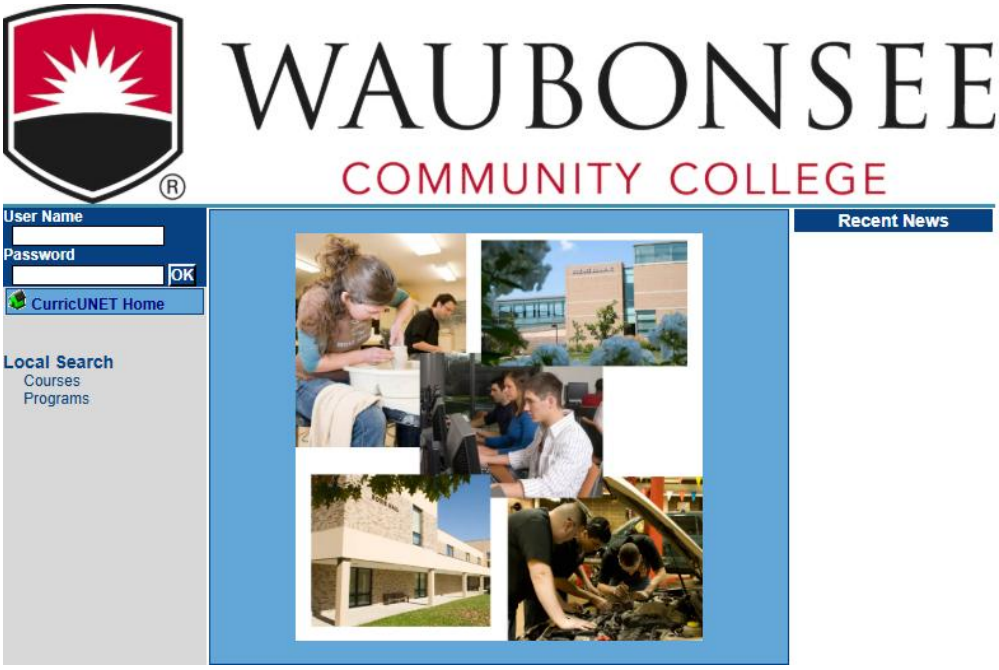
Overview of Curricunet

Curricunet Instructions

Curricunet is the college's curriculum management system. Course and program proposals are entered into Curricunet by an initiator, usually the faculty member who created the proposal or a staff member from the appropriate division office. Proposals move through a review process with approvals at the dean level, the Office of Teaching and Learning, Assistant Provost of Teaching and Learning, Assistant Provost of Workforce Development, the curriculum council membership, and if approved by the Curriculum Council Chair, the proposal moves on to the Provost.

A. Curricunet Access Procedures

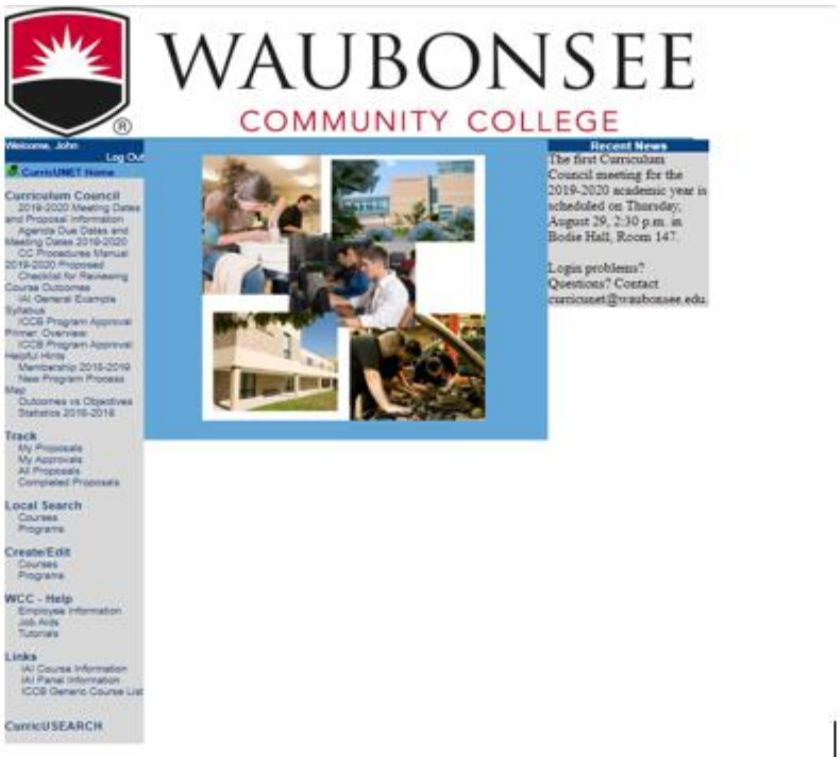
Go to the Curricunet website at http://www.Curricunet.com/Waubonsee/



Log in:

- User Name: is first letter of first name and last name (all lowercase)
- Password: changeme (all lowercase, no italics) unless you've changed it
- If you have problems logging in, email: kcesarioprice@waubonsee.edu

Once you login, there are many resources including Curriculum Council Resources, Course Proposals, and the ability to edit courses.



B. <u>To access course outlines,</u> click on “Course” under Create/Edit. All the courses for your discipline/program will appear. The course outline can be found under CO.

My Courses

Actions	Prefix	Number	Title	Effective Term	Status	Proposal Type
CO CS CI AF CM	MKT	101	Fashion Merchandising	Fall 2010	Withdrawn	Course-New
CO CS CI AF CC CM AD	MKT	200	Principles of Marketing	Fall 2021	Active	Course-Minor Revision

COURSE OUTLINE

Course Data:
Prefix/Number: MKT 200
Title: Principles of Marketing
Credit Hours: 3
Lecture Hours: 3
Lab/Clinical/Studio Hours: 0

Course Description:
Business free market activities related to the distribution of goods and services are studied with an emphasis on marketing strategy, the marketing mix, pricing, distribution channels, promotion, product development, consumer behavior and global marketing. Students will develop a marketing plan based on research that employs an effective marketing strategy.

Prerequisite/Corequisite:
Enforced Prereq: None
Enforced Coreq: None
Recommended Prereq: BUS100
Recommended Coreq: None

Repeat:
Not applicable.

Course/Scheduling Notes:

C. Proposal Impact

To see changes made and compare to the previous outline, click the course impact report icon.

My Courses						
Actions	Prefix	Number	Title	Effective Term	Status	Proposal Type
	MKT	101	Fashion Merchandising	Fall 2010	Withdrawn	Course-New
	MKT	200	Principles of Marketing	Fall 2021	Active	Course-Minor Revision

(CI)

Proposal Impact

MKT 200 Principles of Marketing
Course-Minor Revision
Derek Schreiner

Courses

Programs

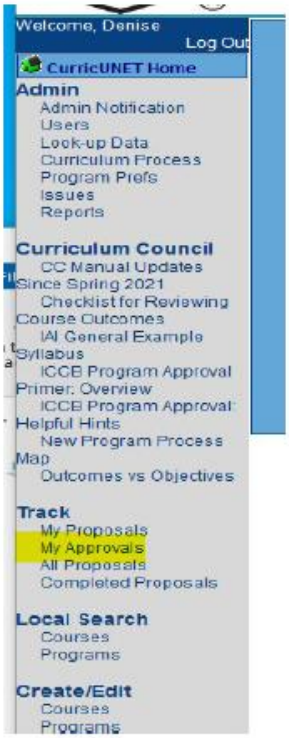
1. MGT 130C Business Administration Associate in Applied Science A.A.S. *Program-Minor Revision* **Active**
2. MKT 153A MARKETING Occupational Certificate of less than 30 semester hours 1.2 *Program-Inactivation* **Active**
3. MKT 153A Marketing Occupational Certificate of less than 30 semester hours 1.2 *Program-Minor Revision* **Active**

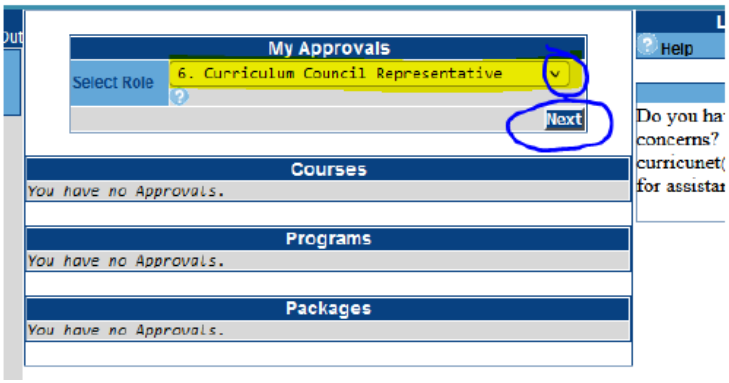
APPENDIX M

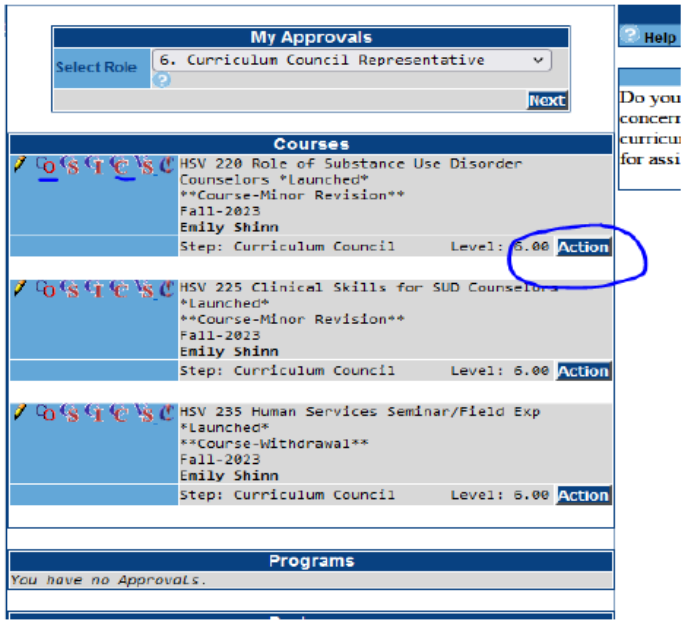
Adding Comments in Curricunet

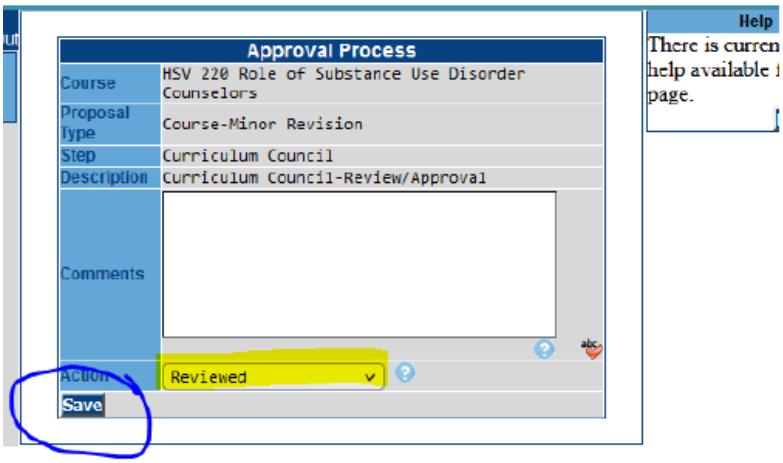
To review proposals on the Curriculum Council Agenda:

- Log into Curricunet using your user name and password.
- Under Track in the left-hand column, select My Approvals.
- In the drop-down menu select 7. Curriculum Council Representative and select Next.
- Review each proposal by selecting the CC icon which will show the changes. Items in this document often don't align as this is a change document.
- To see how the outline looks, select CO icon. If there are alignment issues in this document, these can be corrected.
- To make comments, select Action.
- Enter your comments or questions in the box, select Reviewed from the drop-down menu and select Save.



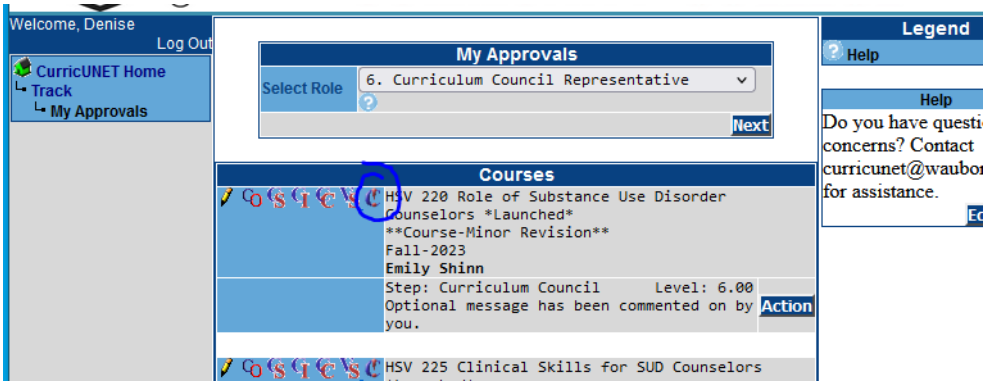

My Approvals
Select Role
6. Curriculum Council Representative
Next
Help
Courses
You have no Approvals.
Programs
You have no Approvals.
Packages
You have no Approvals.

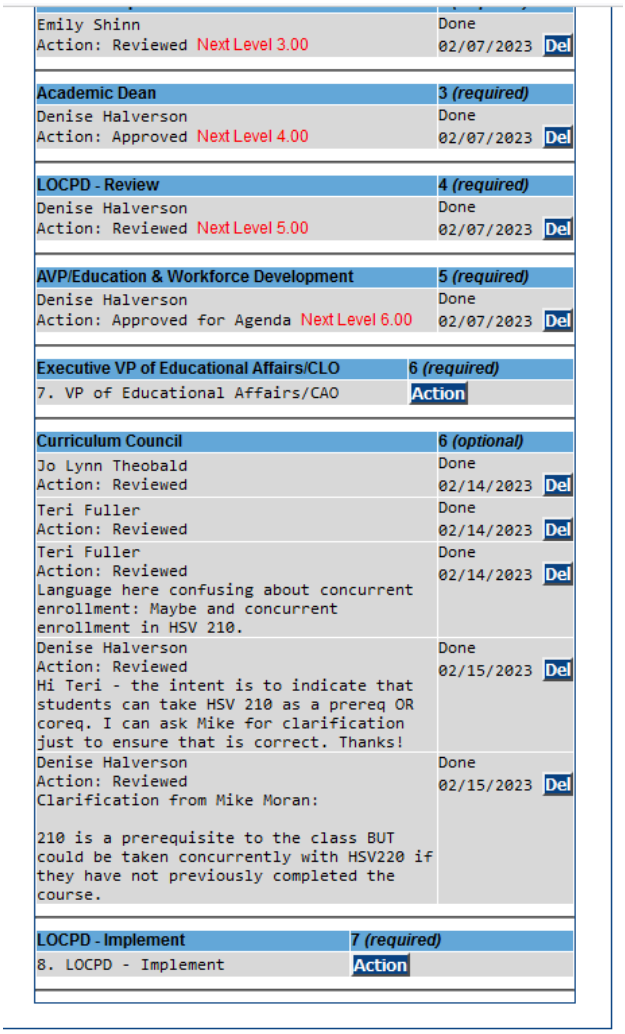

My Approvals
Select Role
6. Curriculum Council Representative
Next
Help
Courses
HSV 220 Role of Substance Use Disorder Counselors *Launched* **Course-Minor Revision** Fall-2023 Emily Shinn
Step: Curriculum Council Level: 6.00 Action
HSV 225 Clinical Skills for SUD Counselors *Launched* **Course-Minor Revision** Fall-2023 Emily Shinn
Step: Curriculum Council Level: 6.00 Action
HSV 235 Human Services Seminar/Field Exp *Launched* **Course-Withdrawal** Fall-2023 Emily Shinn
Step: Curriculum Council Level: 6.00 Action
Programs
You have no Approvals.


Approval Process
Course
HSV 220 Role of Substance Use Disorder Counselors
Proposal Type
Course-Minor Revision
Step
Curriculum Council
Description
Curriculum Council-Review/Approval
Comments
Action
Reviewed
Save
Help

To Review comments in Curricunet:

Under my approvals, select the last icon to the right, and you will be taken to the page with the comments.





If you would like to respond again, return to the My approvals page and selection action.

Questions: Contact the Senior Curriculum Coordinator.

APPENDIX N

Robert's Rules Guidelines Cheat Sheet & Making Motions

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Adjourn	"I move that we adjourn"	No	Yes	No	No	Majority
Recess	"I move that we recess until..."	No	Yes	No	Yes	Majority
Complain about noise, room temp., etc.	"Point of privilege"	Yes	No	No	No	Chair Decides
Suspend further consideration of something	"I move that we table it"	No	Yes	No	No	Majority
End debate	"I move the previous question"	No	Yes	No	No	2/3
Postpone consideration of something	"I move we postpone this matter until..."	No	Yes	Yes	Yes	Majority
Amend a motion	"I move that this motion be amended by..."	No	Yes	Yes	Yes	Majority
Introduce business (a primary motion)	"I move that..."	No	Yes	Yes	Yes	Majority

The above listed motions and points are listed in established order of precedence. When any one of them is pending, you may not introduce another that is listed below, but you may introduce another that is listed above it.

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Object to procedure or personal affront	"Point of order"	Yes	No	No	No	Chair decides
Request information	"Point of information"	Yes	No	No	No	None
Ask for vote by actual count to verify voice vote	"I call for a division of the house"	Must be done before new motion	No	No	No	None unless someone objects
Object to considering some undiplomatic or improper matter	"I object to consideration of this question"	Yes	No	No	No	2/3
Take up matter previously tabled	"I move we take from the table..."	Yes	Yes	No	No	Majority
Reconsider something already disposed of	"I move we now (or later) reconsider our action relative to..."	Yes	Yes	Only if original motion was debatable	No	Majority
Consider something out of its scheduled order	"I move we suspend the rules and consider..."	No	Yes	No	No	2/3
Vote on a ruling by the Chair	"I appeal the Chair's decision"	Yes	Yes	Yes	No	Majority

The motions, points and proposals listed above have no established order of preference; any of them may be introduced at any time except when meeting is considering one of the top three matters listed from the first chart (Motion to Adjourn, Recess or Point of Privilege).

APPENDIX O

CURRICULUM COUNCIL
MEETING AND DEADLINE DATES

All meetings are held at 2:30pm
Via Zoom https://waubonsee.zoom.us/j/8099211706

Types of Proposals:

A.	New program and course proposals.
B.	Second reads for new programs or courses.
C.	Major and minor revisions, and withdrawals to existing programs and courses.
D.	Revisions impacting multiple programs or disciplines including placement and prerequisites in English or Math pathways.
E.	Revisions, withdrawals or simple prerequisite changes to existing individual courses, or programs that do not directly impact other courses, disciplines, degrees, or certificate programs.

PLEASE CONSIDER INFORMATION BELOW WHEN SELECTING EFFECTIVE DATES:

2026-2027 ICCB Board Meetings:
September 25, 2026
November 6, 2026
January 15, 2027
March 19, 2027
June 4, 2027

IBHE Board Meetings:
2026–27 Academic Year
November 18, 2026
January 20, 2027
March 17, 2027
June 16, 2027

2027-2028 WCC Catalog Deadline: April 2, 2027

FALL 2026

Proposal Type	Proposal Entry Due in CurricUNET	Agenda Posted	Curriculum Council Meeting
A, C, D, E	September 2	September 16	September 24
B, C, D, E	September 30	October 14	October 22
C, D, E	October 21	November 4	November 12
C, D, E	November 11	November 20	December 3

SPRING 2027

Proposal Type	Proposal Entry Due in CurricUNET	Agenda Posted	Curriculum Council Meeting
A, C, D, E	January 6	January 20	January 28
B, C, D, E	January 27	February 10	February 18
C, D, E	March 3	March 17	March 25
C, D, E	March 31	April 14	April 22