

COLLEGE CURRICULUM COMMITTEE HANDBOOK



REVISED October 2023

**CURRICULUM HANDBOOK
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SECTION A: POLICIES & RESPONSIBILITIES

1. Role, Membership and Responsibilities

Section: A-1

ROLE, MEMBERSHIP AND RESPONSIBILITIES

ROLE AND RESPONSIBILITIES

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

1. Evaluation of credit course offerings and curricula to ensure that they:
 - a. meet the College's vision, mission and core values.
 - b. conform to state, accrediting, and licensing body mandates.
2. Evaluation of proposals for new/revised/withdrawn/reactivated courses or new/revised/inactive/withdrawn/reactivated/ curricula.
3. Planning, developing, assessing and projecting degree and certificate programs on a long-term basis.

MEMBERSHIP

Voting Membership

The committee will consist of 17 voting members representing the following areas:

Chair

(1) member of the Academic Senate

Faculty (12)

(10) other full-time faculty representatives from the following areas:

- (4) School of Arts and Sciences
- (4) Career Education representing the diverse constituencies
- (2) non-teaching faculty- 1 Librarian and 1 Counselor

(1) representative from the Adjunct Faculty

Administrators (5)

- (3) academic deans
- (1) Dean of Enrollment Services
- (1) Vice President of Academic Affairs

Resources (2)

- (1) representative from Curriculum/Assessment
- (1) Recording Secretary

Meeting Schedule of the Committee

Time to be established by the Chair, in consultation with the members of the Committee.

SECTION A: POLICIES & RESPONSIBILITIES

2. General Procedures

Section: A-2

GENERAL PROCEDURES

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

1. Meetings

- A. The Agenda Planning Committee will establish regular meeting days and times, during the Fall and Spring semesters. The meetings will not occur during TCFA meetings or on holidays published in the college calendar.
- B. CCC meetings will be coordinated with the Academic Senate and Board of Trustees' submission deadline dates to ensure that the college approval process is efficient.
- C. The Technical Review Committee (TRC) serves as the first read for submissions. All CCC members are expected to review the submissions in the Watermark platform by the posted deadline(s).
- D. The agenda and packet will be electronically distributed to all members approximately one week in advance of the meeting.
- E. All meetings will begin promptly, as soon as a quorum exists.
A quorum must exist for any voting to take place.
- F. Committee members are expected to attend all scheduled meetings.
- G. If any member of the Committee is unable to attend, a proxy could be designated and he/she will notify the chair's office in advance of the meeting or the item(s) will be tabled.
- H. All meetings are open to the College community at large.

II. Action by the Committee

- A. A quorum will consist of a majority of the voting members, or proxy(ies) of Committee and must exist for action to take place. Resource members are non-voting members. (CCC minutes 5/5/88)
- B. An affirmative vote of three-fifths of the members voting is required to recommend approval of any curriculum Committee business. Abstentions do not count. Member(s), or their proxy(ies), must be present to vote.
- C. Only items on the published agenda will be formally acted on by the Committee.
- D. Action terminology used by CCC:
 - 1. Discussed
 - 2. Approved
 - 3. Disapproved

4. Withdrawn
 5. Tabled – items remain on future agendas until they are approved, disapproved or officially pulled by the dean who submitted them.
 6. Pulled – items are officially rescinded by the dean who submitted them.
- E. If a proposed curricular/course initiation or change is not approved by the CCC, the faculty initiator may discuss the merits of the proposal at the Academic Senate meeting.
- F. Conflict Resolution
1. Conflict resolution of curricular/course issues should be resolved through the academic disciplines before the proposals are placed on the CCC agenda.
 2. If serious questions arise among CCC members, the item should be tabled or pulled from the agenda and returned to the initiating department with a charge for appropriate action.
 3. Issues not resolved during the CCC approval process should be discussed at the Academic Senate.

III. Action Item

An item requires action by the CCC, i.e. approved, disapproved, tabled or pulled. The initiator must sign in to Watermark and address the issues made by the Technical Review Committee (TRC), which is used as the first reading. **All** course/curriculum changes are submitted to the CCC as action items, e.g.:

1. Change in topics, Course Learning Outcomes (CLOs), including changes in software (not upgrades)
2. Change in overall credit value or lecture/lab credit
3. Addition, revision or deletion of variable or repeatable credit
4. Addition, revision or deletion of courses from a curriculum
5. New, revised, inactivated, deleted, re-activated, temporary to permanent, temporary to delete or withdrawn curriculum
6. Title or course description change
7. Prerequisite change
8. Lab fee (any addition, removal or revision of a lab fee)
9. Repeatability of course for State reimbursement

NOTE: ALTERNATIVE PROCESS FOR LAB FEE CHANGES, REVISIONS, ADDITIONS OR REMOVAL IF NO OTHER CHANGES ARE BEING MADE THROUGH THE CURRICULUM PROCESS:

Lab fee additions/changes/removal must be presented to the Board of Trustees for approval via the Dean after collaboration with the Chairperson or Instructional Area Coordinator.

SECTION A: POLICIES & RESPONSIBILITIES

3. Deadlines & Distribution

Deadlines and Distribution

Agenda

A. Deadlines

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

1. Agenda deadlines are determined by the CCC Chair in cooperation with the Curriculum and Assessment Assistant, Administrators and the Senate Chair. Deadlines will be distributed via email and at the Faculty Workshop by the beginning of the Fall and Spring semesters. The schedule will also be posted at the CCC's website (<https://tritonedu.sharepoint.com/sites/CurriculumandAssessment>),
2. Each dean independently sets her/his own deadlines for submitting items in Watermark.
3. Deans will review and approve/disapprove (send back to submitter) in the Watermark workflow by the CCC deadline, to the Curriculum and Assessment Assistant.

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

4. Submissions approved by the dean, who will 'Approve' and will be forwarded to Curriculum and Assessment Assistant, who will 'Approve' to the Technical Review Committee (TRC) workflow stage for their review and recommendations made in the 'Comments' section. **Faculty are responsible for logging into Watermark and enter their revisions recommended by TRC by the stated deadline listed in the CCC Dates & Deadlines.**

B. Distribution

1. CCC packet (agenda, minutes and items) will be electronically distributed to CCC members, chairpersons, instructional coordinators and the President approximately one week prior to the meeting.

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

SECTION B: PROCEDURES AND FORMS

1. Steps for Master Syllabus and Curriculum Initiation and Change

- a. General Overview**
- b. Explanation of Steps**

STEPS FOR COURSE AND CURRICULUM INITIATION AND CHANGE
GENERAL OVERVIEW

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

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

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

Step #4 Submit forms/proposals in Watermark platform. Initiator completes the proper Curriculum Form in Watermark. Submitters needs to ‘Save’ and ‘Approve’ submissions one time. Chairpersons/instructional area coordinators will approve the Watermark submission.

Note: if submitter and chairperson are the same person, they must approve twice (2Xs) to bring the item(s) to the dean level for his/her review and approval.)

Step #5 Deans’ approval for Curriculum. Deans will review the submission(s) in Watermark and if all needed fields and information is correct, will ‘Approve’ the items(s) to forward to the Curriculum and Assessment Assistant. **If the dean has additional questions or recommendations for revisions, he/she will send ‘Back to Submitter’, who will ‘Save’ any changes made and ‘Approve’ to send back to the ‘Dean’.**

Step #6 Technical Review Committee (TRC) The Curriculum & Assessment Assistant ‘Approves’ the submission(s) to move item(s) into the ‘TRC’ workflow stage for their review and recommendations The TRC and CCC members will review the submissions and make a ‘Comment’ in the audit trail, with any recommendations or comments to show they have reviewed the submission(s).

Step #7 College Curriculum Committee (CCC) Agenda Planning and Review. The Curriculum and Assessment Assistant will ‘Approve’ item(s) to forward to the Agenda Planning Committee workflow, for review and if item(s) are complete will be forwarded to the CCC workflow stage and placed on the CCC Agenda.

NOTE: At the discretion of the Agenda Planning Committee, the submitter and dean may be asked additional questions for clarification.

Step #8 CCC. The CCC will review the Watermark submissions in the Curriculum Committee workflow stage and those items will be voted at the next CCC meeting.

Step #9 Academic Senate. The Curriculum and Assessment Assistant will forward the CCC approved items to the ‘Academic Senate’ workflow stage. These items are presented and voted on by the Curriculum Chairperson at the Academic Senate meeting.

Step #10 Triton College President and the Board of Trustees. Academic Senate recommendations are forwarded by the Curriculum and Assessment Assistant to the Board of Trustees workflow stage. A Summary of the CCC approved items and the Board Action Exhibit in WORD are submitted to the Vice President of Academic Affairs’ Administrative Assistant (ccing the Vice President of Academic Affairs), for inclusion in the Board packet for review and approval.)

Step #11 Illinois Community College Board (ICCB)/Illinois Board of Higher Education (IBHE). The Curriculum and Assessment Assistant will move the Board approved items to the ICCB workflow and submit through the ICCB's ICCIS platform for review and approval. All new degrees and substantially changed programs will also require review and approval by the IBHE.

Step #12 Higher Learning Commission (HLC). (for new certificates if warranted) The Associate Vice President of Institutional Advancement will electronically submit to the HLC for new certificates for their review and approval, if warranted.

NOTE: Temporary Approved Programs must go through the Curriculum process prior to requesting Permanent Approval or Discontinuation by ICCB, after being active for three years.

STEPS FOR COURSE AND CURRICULUM INITIATION & CHANGE**Explanation of Steps****STEP ONE (Formulate Concept)**

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

STEP TWO (Initial Planning)

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

STEP THREE (Departmental Review)

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

STEP FOUR (Submit Proposal/Forms in Watermark for Chairperson/Instructional Coordinator and Dean(s) approval(s))

After the department has provided a thorough review of the proposal, the faculty/initiator must complete the required forms in Watermark. The CCC's web site and portal page lists the CCC Dates & Deadlines, CCC Meeting Dates, Watermark sign-in link, and other information. Most current Master Syllabus in Watermark are available in Syllabus Management > Approved Master Syllabus at: https://iq2.smartcatalogiq.com/SyllMgmt?scitemid=%7BD4B8B7C9-0B19-4DDF-A50E-9FA19D6075BE%7D&type=base&sc_site=website

2 WAYS TO ACCESS WATERMARK

- 1) Log into Portal
 - Go to Faculty Resources -> Curriculum.
 - Look for a Table on right side of page with a link titled "Watermark Connect"
 - If you are signed into your email it will be a single sign on and you do not need to log-in

Note: when you need to update your triton password, you must do it in the portal, and then you need to

clear all cache in order for it to open Watermark.

- 2) There is a direct link from the Blackboard CCC page, in left hand column titled “Watermark Log-in For Curriculum”.

WATERMARK FORMS (access to Curriculum Forms, Master Syllabus and Syllabus Management:
https://iq2.smartcatalogiq.com/CurrMgmt?scitemid={557D72DD-7098-41D6-9BF2-26D9BC740ED1}&type=base&sc_site=website

- **Curriculum work will be completed on 4 different Forms:**
 - **Curriculum Form** (formerly Curriculum Proposal Forms, with program information)
 - **Course Form** (Portion of the former Course Outline that is in catalog)
 - **Master Syllabus** ((Portion of the former Course Outline that is NOT in catalog)
 - **Sectional Syllabus** (syllabus given to students)
- **Once in Watermark Select** – “Curriculum Strategy” tab (the “Planning and Self-Study” tab is for Assessment work)
- There are 2 tabs in left hand column on the Curriculum Strategy page
 - **Curriculum Management** is for “Course Forms” and Curriculum Forms”
 - **Syllabus Management** is for “Master Syllabus” and “Sectional Syllabus”
- Determine which type of update you need to submit, whether it is New, Delete, Revised or Reactivate; and which of the 4 Forms: Curriculum, Course Form, Master Syllabus, or Sectional Syllabus to use.
 - The different fields for the 4 forms are listed below
 - Once you determine which form to open, use the links to the forms are on the top portion of the Watermark Pages* either the Curriculum Management or Syllabus Management pages both have the links at the top for new submissions to CCC
 - Select the link to the form you need to use, be patient as it may take a few seconds to load – from there it the software will load various fields.
 - Locate the field(s) you need to update. Any field with a **red** asterisk is mandatory to fill out, if it is not filled out with all required fields completed your form will not save
 - Each submission must include:
 - Rationale –
 1. what you changed
 2. Why you changed it
 3. Supporting evidence (i.e. Supporting evidence, accreditation bodies, Advisory Boards, department meeting minutes, etc.)

YOU MUST LIST YOUR RATIONALE. You also have the option to upload files for additional support.

Items without rationale may NOT be saved and will not be reviewed.

Make sure to ‘SAVE’ and then ‘Submit’ when form is completed.

Once you submit a form, it will appear in the “Syllabus Dashboard” mid-portion of the page for you to review and for approvals from Dean, TRC, CCC, etc. If you need to revise any info on a form that you just submitted, load it from this mid-page dashboard which has your work in progress then ‘SAVE’ again (do not open a new/revise form and start all over again. You do have an option to delete if you no longer want the revisions in the Dashboard.

Curriculum Management Forms:

- New/Reactivate Curriculum Proposal
- Revise Curriculum Form
- Inactivate/Delete Curriculum Form

Curriculum Form Fields:

1. Area of study
2. Pathway
3. Degree or Certificate type (AA/AS/AAS/GECC/GS/certificate)
4. Curriculum Code
5. Stackable Degrees/Certificates
6. Curriculum Description
7. Program Credits
8. Program Learning Outcomes (See Appendix C.)
9. List of Courses by Semester/Program Map

NOTE: The Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) MUST be kept current in both Watermark, College Catalog and Assessment Platforms.

Course Form Fields:

- New/Reactivate Course Form
 - Revise Course Form
 - Delete Course Form
1. Subject Code (HTH)
 2. Course Number
 3. Course Name
 4. Subject Name
 5. Course Description
 6. IAI
 7. Category
 8. Credits
 9. Prerequisites/Co-Requisites
 10. Variable
 11. Repeatable
 12. Course Learning Outcomes (See Appendix B.)
 13. General Education Learning Outcomes
 14. Program Dependencies (what curriculum the course is in)
 15. Course Dependencies (prerequisites or courses potentially impacted by a revision)
 16. Curriculum Effected by

NOTE: The Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) MUST be kept current in both Watermark, College Catalog and Assessment Platforms.

SYLLABUS MANAGEMENT FORMS:

- **Master Syllabus are formerly our Course Outline that** includes information auto-populated from the Course Form and is not editable on the Master Syllabus. Master Syllabus are turned into the State for approval.
- **New Master Syllabus** (if no course outline existed, for new courses)
- **Modify Master Syllabus** (use to revise course outlines/masters that already exist)
 - New Master Syllabus Form
 - Modify Master Syllabus Form

Master Syllabus Form Fields:

1. School Of (A&S, Business/Technology, CE, Health Careers/Public Service)
2. Curriculum or Market Served
3. Recommended Instructional Strategies (**see Appendix A**)
4. Formative & Summative Assessment
5. Technical Skills
6. Indirect Assessment
7. Resources Utilized (text info, other, etc)
8. Topic
9. Topical Learning Outcome
10. Hours for each topic
11. Total Contact Hours for entire course (lecture, lab, clinical lab)

Sectional Syllabus are the Syllabus that are given to students which includes information auto-populated from the Master Syllabus and is not editable on the Sectional Syllabus forms

- New Sectional Syllabus Form
- Modify Sectional Syllabus Form

Sectional Syllabus Form Fields:

1. Section
2. Semester/Year
3. Delivery method
4. Meeting location
5. Start/end date
6. Meeting days times
7. Instructor information
8. Additional Materials
9. Additional/supplementary textbooks & resources
10. Last day to withdrawal
11. Graduation petition deadline

12. Grading Criteria & Scale
13. Grading Feedback
14. Final exam date
15. Rubrics
16. Class assignments and activities for each Topic
17. Due date
18. Classroom behavior policy, Attendance policy, Late work/missed assignment policy
19. Other options (for additional instructor notes)
20. Policies that will be placed on all sectional: CAAS, Academic Honestly
21. Policies that are optional on sectional: academic success center, counseling, advising

A Course Form and Master Syllabus are required for any course changes (new, revised, deleted and reactivated). A Revise Curriculum Form is required if the course change(s) affect any aspect of the curriculum/major emphasis/degree to which the course is attached or if a new curriculum is developed. (See specific steps on previous page).

NOTE: New curricula also require the completion of an ICCB Form 20 or Form 21. These forms are complex and time-consuming to complete and must include research data, employment projections, budgets and other support documentation.

- **Form 21S**, *Short-Term* curriculum form is used for programs of **less than seven hours**,
- **Form 21T**, *Temporary Approval* form is used **to test if a program is viable** (up to three years), and if the program proves to be viable then you will need to submit a
- **Form 20P (add)** for **permanent approval** or **Form 20P (discontinue)** to **discontinue program**, for approval through the curriculum process.

The above forms can be found in the Portal > Curriculum > Curriculum Documents > Forms or Request at:

<https://tritonedu.sharepoint.com/sites/CurriculumandAssessment/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FCurriculumandAssessment%2FShared%20Documents%2FForms%20or%20Requests&p=true&ga=1>

(NOTE: Temporary Approved programs must go through the Curriculum process for either Permanent Approval (Form 20P, add) or (Form 20P, discontinue).

It is often just as complex and time-consuming process to complete the Temporary Approval process (Form 21T) as it is to complete the permanent approval process (Form 20). **Therefore, faculty are highly encouraged to seek Temporary Approval only for those programs that they do not foresee continuing beyond 3 years.** Faculty must allow for a significant amount of time to plan for and complete these forms. All forms can be accessed at:

<https://tritonedu.sharepoint.com/sites/CurriculumandAssessment/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FCurriculumandAssessment%2FShared%20Documents%2FForms%20or%20Requests&p=true&ga=1> or by contacting the Office of Curriculum & Assessment at x3455.

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

The dean responsible for the curriculum must review and approve item(s) in Watermark to bring to the Curriculum and Assessment Assistant 1 workflow.

STEP SIX (Technical Review Committee (TRC))

TRC and CCC must review and make 'Comments' in the Audit Trail in Watermark.

DO NOT CLICK APPROVE.

The submitter, chairperson/instructional coordinator and dean should review audit trail comments periodically and make changes as deemed necessary.

STEP SEVEN (CCC Agenda Planning and Review)

In order to create the agenda for the next CCC meeting the Agenda Planning Committee (CCC Chairperson, Curriculum and Assessment Assistant and the Associate Vice President of Academic Affairs) review all submissions to ensure that the TRC's suggested revisions have been addressed, that the forms are complete, and that all ICCB, IAI and college standards have been met. Only submissions that meet those standards and are substantially error-free are placed on the agenda. Those submissions that do not meet those standards are returned to the submitter with recommendations for revisions.

NOTE: If the proposal(s) require additional revisions, the changes must be made prior to placing those item(s) on the agenda.

STEP EIGHT (College Curriculum Committee Review and Recommendations)

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

STEP NINE (Academic Senate Review and Recommendation)

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

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

Academic Senate recommendations are forwarded by the Curriculum and Assessment Assistant to the Board of Trustees workflow stage. A Summary of the CCC approved items and the Board Action Exhibit in WORD are submitted to the Vice President of Academic Affairs' Administrative Assistant (ccing the Vice President of Academic Affairs), for inclusion in the Board packet for review and approval.)

STEP ELEVEN (ICCB/IBHE Approvals)

The Curriculum and Assessment Assistant submits the Board-approved items to the ICCB, via their ICCIS platform, update the Triton College Colleague database as pending. In some cases, i.e. new degree

programs, items are also submitted to the IBHE for review and approval. The ICCB may approve or disapprove all submissions. Upon approval by ICCB/IBHE, the Colleague database is updated, the initiator, chairperson/instructional coordinator, dean and Scheduling Office are informed, and the changes are incorporated into the Triton College catalog.

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

STEP TWELVE (Higher Learning Commission (HLC) Approval/notification)

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

SECTION B: PROCEDURES & FORMS

2. Course Forms

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

The Course submission form can also be found in Watermark at the Curriculum Management tab. Course forms must be completed for all new/revised/deleted/reactivated courses.

- 1) **Rationale:** thoroughly explain why this course has been developed, revised, deleted or reactivated. The rationale needs to include objective reasons for the development, revision, deletion or reactivation, such as Advisory Committee recommendations, assessment results, skill standard changes, license or accreditation requirements and IAI standards. Please be specific. This is the justification for the course and will help the CCC members/Academic Senate and Board of Trustees understand why you are making the revision, addition, deletion or reactivation.

NOTE: for reimbursement purposes an evidence-based, detailed explanation is required by the ICCB for courses that are repeatable. Per the ICCB courses may be repeatable up to 3 times.

- 2) Subject Code (fill in course prefix (e.g. PSY, NUR)
- 3) Course Number (fill in course number (e.g. 100, 210)
- 4) Course Name (enter the official title that will appear in the catalog. (Try not to exceed 26 characters.)
- 5) Subject Name (i.e. Mathematics, Biology, etc.)
- 6) Course Description (enter the Current Course Description as to appear in the Catalog.
 - i. **New:** enter the revised or new course description that will be listed in the catalog. In writing the course description, follow Guidelines for Writing Course Descriptions in **Section C: #4**. Please remember that this is the course description that the students will be reading and listed in the Catalog and on the web site. If seeking IAI approval, reflect language used in the appropriate course description at <https://itransfer.org/courses/descriptors.php>.)
 - ii. **Generic Course:** refer to the ICCB Generic Course List at <http://iccbdsrv.iccb.org/generic/genericlookup.cfm> or contact the Curriculum and Assessment Assistant, x3455 for assistance, then state the PCS/CIPS code.
- 7) **Effective Term:** enter semester and calendar year for the anticipated effective date.
NOTE: Due to ICCB approval processes and to the limitations of scheduling course sections in Colleague, Effective Dates must be set *one full semester or full year* based on the type of submission from when the submission is submitted. Course forms and their associated Curriculum forms must share the same effective date.
- 8) IAI (enter IAI Major or GECC number if approved or seeking approval by the IAI)
- 9) Category (GECC, Core, Program Elective, General Elective, etc.)
- 10) Credits (enter total number of credits being assigned to the course (e.g. 1.0, 2.0, 3.0, etc.)

Course Contact hour to Credit Hour calculations

Information on determining the amount of credit hours for which a given course should be offered can be found in the [ICCB Administrative Rules](#) Section 1501.309 ???Course Classification and Applicability. This Section defines the required number of instructional contact hours per credit hour awarded. Contact

hour to credit hour calculations are based on minimum requirements, using a 50-60-minute contact hours, over a 15-16-week semester.

Contact hour to credit hour requirements are as follows.

Lecture-oriented courses: 15 instructional contact hours per 1 credit hour. (i.e. 45 contact hours = 3 credit hours)

Laboratory, Clinical Laboratory or Clinical Practicum (supervised) courses: 30-60 contact hours per 1 credit hour. (i.e. 90 contact hours = 3 credit hours). Non-Clinical Laboratory courses: 75-149 contact hours per 1 credit hour.

Internship or On-the-Job Training courses: 75-149 contact hours per 1 credit hour. (i.e. 225 contact hours = 3 credit hours)

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

- 11) Prerequisites/Co-Requisites (Prerequisite: list course(s) required prior to signing up for this course) (See Appendix #4)
- 12) Variable (mark “Yes” if variable credit (e.g. BUS 290 - student could take class for 1, 2, 3, or more credits) Options available: 0.5 - 3 credits, and Technology area 0.5 - 4 credits. Or state “No” if not variable.
- 13) Repeatable (state “Yes and the number of times” if repeatable, meaning the course may be taken several times for credit and reimbursement. Include in the course description how many times the course may be repeated and how many credits are accepted towards the program certificate/degree in the new/revised course description. A course can be repeatable up to three times to attain skill/knowledge base or when topics are different, e.g. 296-level courses after approved for repeatability by the ICCB. (E.g. for a 296-level course: “Repeatable up to three times when topics are different for a maximum of # credits that may be used towards graduation.”) Or state “No” if not repeatable.
- 14) Course Fee: enter Current Course Fee amount *and if needed, the NEW/REVISED COURSE FEE amount*. Course fees should be based upon the total dollar amount each student will pay to cover costs for lab equipment, instructional supplies, licenses or other fees necessary to participate in the course. All course fee additions/revisions/deletions will be submitted to the Board of Trustees as included in the Academic Senate Summary of CCC approved items.
- 15) Course Learning Outcomes (CLOs) should be numbered, not more than six outcomes. These will be assessed every three years.
- 16) General Education Learning Outcomes Check which general education category the course falls under.
- 17) Program Dependencies/ Curriculum Effected by (what curriculum the course is in) (Curriculum: in the appropriate columns enter which curriculum(a) this course is currently attached to (on the left) and which curriculum(a) the course will be attached to (on the right). (E.g. C407D or U224A.) This information can be obtained from the Curriculum and Assessment Assistant.
- 18) Course Dependencies (prerequisites or courses potentially impacted by a revision)

List name(s) of all approving contacts; enter names of all who are submitting and approving proposal.

NOTE: all three fields must contain content. None may be left blank.

- Chairperson(s)/Instructional Coordinator(s): enter name of chairperson/instructional coordinator/of department.
- Dean(s): enter name of dean of areas affected by the proposal.

SECTION B: PROCEDURES AND FORMS

3. CURRICULAR FORMS

STEPS FOR NEW, REVISED, INACTIVE OR DELETED CURRICULA

I. ICCB requirements

- A. Curricular changes can be more complex than individual course changes. The ICCB may require additional documentation beyond the requirements of Triton College.
- B. Developing a new curriculum requires the completion of all the steps required by the ICCB for the submission of a [Form 20](#), [Form 21](#), [Form 21S](#) or [Form 20T](#). These forms are available on the MyTriton Portal
- C. A new curriculum may be a Reasonable and Moderate Extension of an existing curriculum, requiring submission of a [Form 21](#) instead of a [Form 20](#). Refer to Appendix C, 2.-a, ICCB resources in this Handbook to determine if your proposal meets the requirements of a [Form 21](#). A [Form 20T](#) can be used to obtain temporary approval for a new program, e.g. a program that is being tested for viability. A [Form 21S](#) can be used for a Short-Term certificate of less than 7 semester credit hours.
- D. Check with the Curriculum and Assessment Assistant at x3455 or suzimaratto@triton.edu to determine what ICCB forms are required and assistance to complete the forms properly, if needed.
- E. A Curriculum Form must be submitted along with the associated Course Form(s) Master Syllabus **for all changes** that affect the course content and/or curricula that, in turn, would be reflected in the Catalog. e.g.
 - 1)credit/lecture/lab hours
 - 2)prefix/number
 - 3)title of program and/or course(s)
 - 4)course sequencing
 - 5)course deletion

II. **Steps for completion and submission of curriculum forms**
The form must be completed with all required information. Include a curriculum outline listing the program as it is to appear in the College catalog.

A. **Curriculum Form** Curricula cannot be deleted unless the Orderly Withdrawal process has been followed (per negotiated agreement).

1. **Rationale:** thoroughly explain why this curriculum has been developed, revised, deleted or reactivated. The rationale needs to include objective reasons for the development, revision, deletion or reactivation, such as Advisory Committee recommendations, assessment results, skill standard changes, license or accreditation requirements and IAI standards. Please be specific. This is the justification for the course and will help the CCC members/Academic Senate and Board of Trustees understand why you are making the revision, addition, deletion or reactivation.
2. Area of study (checkmark the appropriate Area of Study)
3. Pathway (Program title)
4. Degree or Certificate type (AA/AS/AAS/GECC/AGS/certificate)
5. Curriculum Code (pulled in if revising or if new, i.e. AS.AS.AS)
6. Stackable Degrees/Certificates (click if stackable to or with another program and list which program)
7. Curriculum Description (enter “Yes” or “No” to indicate if the curriculum description has changed. If yes, provide the updated program description in the textbox, if no, leave the text as is.
8. Program Credits
 - a. **Program Specific Course Credits Minimum** – specific program major course hours
 - b. **Program Specific Course Credits Maximum** – specific program major course hours
 - c. **Elective Credits Minimum Credits Hours** – general, non-specified elective hours; student can select any course
 - d. **Elective Credits Maximum Credits Hours** general, non-specified elective hours; student can select any course
 - e. **General Education Minimum Credit Hours** – hours designated by an Illinois Articulation Initiative (IAI) code for general education courses
 - f. **General Education Maximum Credit Hours** – hours designated by an Illinois Articulation Initiative (IAI) code for general education courses
 - g. **Program Elective Minimum Hours** – specific elective hours; student must select courses from those listed.
 - h. **Program Elective Maximum Hours** – specific elective hours; student must select courses from those listed.
 - i. Total Program Credits

9. Program Learning Outcomes (PLOs) (PLOs, numbered in sequential order, as it will appear in the college catalog (no more than 6 outcomes are allowed)
10. List of Courses by Semester/Program Map (list the courses in proper sequence by semester. Include any Program Elective table if needed.)
11. Effective (Date/Term/Year) -. **NOTE: Due to ICCB approval processes and to the limitations of scheduling course sections in Colleague, Effective Dates must be set one full year from the semester in which a Curriculum form is submitted. Course form and their associated Master Syllabus must share the same effective date.**
12. List name(s) of all approving contacts; enter names of all who are submitting and approving proposal.
 - Chairperson(s)/Instructional Coordinator(s): enter name of chairperson/instructional coordinator/of department.
 - Dean(s): enter name of dean of areas affected by the proposal.

III. **Sequence of Approval(s)/Disapproval(s)** - all applicable individuals must approve in Watermark workflow:

1. Faculty member/submitter requesting change, enters information in Watermark, 'Save' and 'Approve' to the Chairperson or Instructional Coordinator workflow
2. Chairperson or Instructional Coordinator responsible for curricular changes, will review and approve or 'Return to Submitter' if data is missing. If approved the item will be 'Approved' to the 'Academic Dean' workflow
3. Other Chairperson/Coordinator - If the changes to the curriculum have an impact on any other curriculum, the Chairperson/Instructional Coordinator from that curriculum must approve
4. Academic Dean (e.g. Arts and Sciences, Health Careers & Public Service Programs and Business & Technology) – will review and 'Approve'. If data is missing the dean will 'Return to Submitter' for revisions. If the changes made to this curriculum have an impact on any other curriculum, the Dean of that area must also approve to the dean of the submitting area.
5. Once the Dean 'Approves' the item will move to the Curriculum and Assessment Assistant 1 workflow.

NOTES:

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

SECTION C: GUIDELINES

1. Guidelines for Changing General Education Course List

GUIDELINES FOR CHANGING THE GENERAL EDUCATION COURSE LIST

General Procedure

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

Adding New Courses

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

- at a freshman/sophomore level and introductory/survey in nature.
- consistent with the guidelines and recommendations of the Illinois Community College Board (ICCB), meet the general education requirements of the Illinois Articulation Initiative (IAI) and identified through the IAI general education panels approved list.
- consistent with the overall philosophy and goals of the General Education Curriculum at Triton College.
- approved by an IAI GECC panel.

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

Reviewing Existing Courses

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

1. the course has not been successfully offered at least once within any consecutive 24-month period, or
2. the course does not meet one or more of the criteria listed above.

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

College Curriculum Committee
AA/AS General Education Category Committee Membership

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

Communications

Dean of Arts and Sciences and chair or designee from:

English Department (RHT)
Fine Arts Department (SPE)

Social and Behavioral Sciences

Dean of Arts and Sciences and chair or designee from:

Behavioral Science Department
Social Science Department

Humanities and Fine Arts

Dean of Arts and Sciences and chair or designee from:

English Department
Behavioral Science Department
Social Science Department
Fine Arts Department

Mathematics

Dean of Arts and Sciences and chair or designee from:

Science Department
Mathematics Department

General Education

Dean of Arts and Sciences, Dean of Business and Technology, Dean of Health Services and chair or designee from:

English Department
Fine Arts Department
Social Science Department
Behavioral Science Department
Science Department

SECTION C: GUIDELINES

2. Articulation

MODEL TRANSFER COURSE DEVELOPMENT

1. Respective deans can assist faculty in identifying similar or parallel courses at selected four-year institutions.
2. Faculty member and/or chairperson/instructional coordinator develop(s) prospective content and drafts Master Syllabus (e.g. The development of a World Literature course).
3. Curriculum and Assessment Assistant pursues formal articulation agreements with respective four-year institutions after approval of CCC (*1.1 PCS courses must be articulated prior to requesting ICCB approval*) and implementation of changes to Master Syllabus.
4. Faculty member accesses Master Syllabus in the Watermark platform accessible through the Triton College Portal, <https://tritonedu.sharepoint.com/sites/CurriculumandAssessment>
5. Curriculum and Assessment Assistant electronically prepares and expedites required forms and outlines to four-year institutions and/or IAI panel to establish formal articulation agreements.
6. Four-year schools respond on formal articulation request [Form 13s](#) or IAI Website listing panel's acceptance. (see attachment #11)
7. Curriculum and Assessment Assistant evaluates articulation responses in terms of Triton and ICCB requirements and shares outcomes with faculty.

The primary interest of the ICCB in approving courses in the transfer classification is whether Baccalaureate degree granting institutions will accept a course as:

- a) equivalent to or substitutable for a specific course or
- b) applicable towards meeting requirements in a specific Baccalaureate major as a major elective
- or
- c) meeting a general education requirement or
- d) accepted as a general elective.

In addition, it is expected that courses are:

- e) considered lower division (courses evaluated as upper division must be available for enrollment by freshmen and/or sophomore level students)

8. Articulation is required from at least 3 Illinois public institutions accepted as, in the least, an elective and/or approval from either an IAI Major Panel, for courses approved as Major Electives or by a General Education Core Committee (GECC) Panel, for courses approved for general education.

See: www.iTransfer.org or Transferology at <https://www.transferology.com/> for more information.

SECTION C: GUIDELINES

3. Master Syllabus

GUIDELINES FOR MASTER SYLLABUS

I. Master Syllabus

A. Definition

1. The Master Syllabus form is required by the ICCB (referred to as a course syllabus in [ICCB Program Approval Manual](#)).
2. The Master Syllabus provides specific information about the course, as detailed below. It is expected that all instructors utilize the Master Syllabus as a guide for teaching the course. (see below for definition of course syllabus as defined by the Board of Trustees).

B. Components - the Master Syllabus is available in the Watermark platform.

The Master Syllabus form includes:

- i. School Of (A&S, Business/Technology, CE, Health Careers/Public Service)
- ii. Curriculum or Market Served
- iii. Recommended Instructional Strategies
- iv. Formative & Summative Assessment
- v. Technical Skills
- vi. Indirect Assessment
- vii. Resources Utilized (text info, other, etc)
- viii. Topic
- ix. Topical learning Outcome
- x. Hours for each topic
- xi. Total Contact Hours for entire course (lecture, lab, clinical lab)

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

8. **Recommended Instructional Strategies** - provides a checklist for suggested strategies and an area for other strategies the faculty member may want to include. Be sure that the strategies selected match the various modalities in which the course may be offered, e.g. lecture, lab and/or clinical, online or face-to-face, etc.
9. **Recommended Formative Assessment** - provides a checklist and portion of the final grade for recommended formative assessment tools utilized. Be sure that the assessment tools are appropriate for the various modalities in which the course may be offered, e.g. lecture, lab and/or clinical, online or face-to-face, etc.

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

10. **Recommended Summative Assessment Tools** – provides a checklist and portion of the final grade for recommended for summative assessment tools for the course. Be sure that the assessment tools are appropriate for the various modalities in which the course may be offered, e.g. lecture, lab and/or clinical.
10. **Indirect Assessment Tools** – provides a checklist for indirect assessment tools for the course. Indirect Assessment is not part of the course grade. Instead, they assess students' or others' perceptions of their learning.
11. **Topics/Topical Learning Outcome/Hours for each Topic/Total Contact Hours** - the topical outline should include all the major **Topics** to be discussed in the course, the number of contact hours devoted to each topic using a standard 15-week model and the **Topical Learning Outcomes (TLO)** associated with **each** topic. TLOs should be stated using observable, measurable, demonstrable and active verbs relating to lab or lecture activities listed as Course Learning Outcomes and topics. The contact hours must be delineated as lecture, lab and/or clinical lab. The final exam may be listed, but ***not included in the topical hour totals.***

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

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

- C. **Specifics for completing topical outline include:**
1. The Master Syllabus should be based on a 15-week semester with the number of contact hours (50-minute sessions) indicated on the form for each major topic in the course.
 2. Topics should be as specific as possible, including categories and sub-categories.
 3. Amount of time being spent on these topics must be listed.
 4. For each one credit hour there should be 15 hours of contact per semester (e.g. 3 contact hours/week X 15 weeks = 45 hours total.)
 5. **The final exam should not be included in the total hours.** Final exam hours are scheduled separately (2 hours for final exam) and are **not to be included** in the Master Syllabus. A midterm exam is optional but should be indicated on the outline if it is to be part of the course.
 6. The number of lecture contact hours is computed the same as the number of credit hours.
 7. The number of lab contact hours is double or triple the number of credit hours devoted to lab (see below).
 8. To determine the number of clinical contact hours for each hour of credit, refer to the following guidelines from the ICCB. Contact the CCC Chairperson for clarification.

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

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

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

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

<u>Contact Hours</u>	<u>Semester Hour Credits</u>
30-60	1 hour credit
61-91	2 hours credit
92-122	3 hours credit
123-153	4 hours credit
154-184	5 hours credit
185-215	6 hours credit

aa. Courses in which students participate in 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 (on-campus lab setting)

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

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

When calculating the course credit, which is calculated by the lecture hours plus ½ of the total number of lab (both clinical and lab if course has both). No half-credits are allowed for a course credit, but are allowed for lecture or lab.

(Formula: Course credit = lecture + ½ of total lab (both lab and clinical combined))

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

https://www.iccb.org/wp-content/pdfs/manuals/ICCB_SystemRules_Manual.pdf

II. Sectional Syllabus

A. Definition

1. A Sectional Syllabus is required by the Higher Learning Commission (HLC), Board of Trustees and Triton College Faculty Association (TCFA) contract, and also required by the IAI and four-year schools for transfer evaluation.
2. The Sectional Syllabus is developed by each instructor teaching the course and is an individual endeavor. **The Sectional Syllabus must match the Master Syllabus approved by the ICCB and include the components of the Board policy #6080.**

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

- a. Name
- b. Contact information: phone, email, preferred method of communication
- c. Office location
- d. Conference availability: hours and location
3. Course Description
 - a. Course description from catalog
 - b. IAI designation (as indicated)
 - c. Course learning outcomes
4. Instructional and Technological Information
 - a. Required materials
 - b. Prerequisites
5. Course Assignments and Assessments
 - a. Grading policy
 - b. Missing/Late assignment Policy
 - c. Assessments, and the final exam date
 - d. A weekly schedule with assignments, activities, and/or readings

Course Expectations

- a. Attendance requirements

Since topics below are subject to change, all Sectional Syllabi should be updated each semester with the most current information, which can be found here:

www.triton.edu/CourseExpectations

- b. Academic Honesty statement:
- c. Disability and Academic Accommodations Statement
- d. Graduation Petition Deadline

- e. Academic Support Services
- f. Graduation Petition Deadline

Instructors must provide the Sectional Syllabus to each student enrolled in the class and an electronic copy to their appropriate supervisor as determined by the Vice President of Academic Affairs.

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



Triton College

XXX000-000

Section C-6

Course Name

Semester YYYY Course Syllabus

General Course Information

Credit Hours: (total, plus breakdown of lecture/lab/clinical hours) [REQUIRED]

Class Dates: [REQUIRED]

Meeting Times: [REQUIRED]

Meeting Location(s): [REQUIRED]

Modality: [RECOMMENDED]

Last Day to Withdraw With a “W”: [REQUIRED]

Graduation Petition Deadline: [REQUIRED]

Instructor Information

Name: [REQUIRED]

Triton Email: [REQUIRED]

Office Phone Number: [REQUIRED]

Office Location: [REQUIRED]

Conference Availability: (hours and location) [REQUIRED]

Course Description

Course Description from catalog: [REQUIRED]

IAI Designation: (if applicable) [REQUIRED]

Prerequisites: (if applicable) [REQUIRED]

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

1. [REQUIRED, must be from course outline.]
2. [XXX]
3. [XXX]
4. [XXX]

Triton's General Education Outcomes [RECOMMENDED]

The general education learning outcomes are achieved as a result of successful completion of the general education requirements for any degree program. The outcomes state that upon completion of a degree program, the student should be able to effectively:

1. **Critical Thinking:** Explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
2. **Communication:** Develop and express ideas in written or oral form.
3. **Information Literacy:** Identify, locate, evaluate, and responsibly use and share information.
4. **Quantitative Literacy:** Analyze and solve quantitative problems from a wide array of contexts.
5. **Global Learning:** Analyze and explore complex global challenges from diverse perspectives.

Instructional and Technological Information

Required Materials

Readings:

Title: [REQUIRED, IF APPLICABLE]

Author: [XXX]

ISBN: [XXX]

Publisher: [XXX]

Publish Date/Edition: [XXX]

Textbook Website: [XXX]

Instructor Note: [XXX]

Technology:

- [REQUIRED, IF APPLICABLE]
- [XXX]
- [XXX]

Other Materials:

- [REQUIRED, IF APPLICABLE]
- [XXX]
- [XXX]

Course Assignments and Assessments

Grading Criteria: [REQUIRED]

Grading Categories	Points/Percentage
1. [Grading Category]	[XXX]
2. [Grading Category]	[XXX]
3. [Grading Category]	[XXX]
4. [Grading Category]	[XXX]
5. [Grading Category]	[XXX]
6. [Grading Category]	[XXX]
7. [FINAL EXAM DATE REQUIRED]	[XXX]
Total Points	[XXX]

Grading Scale: [REQUIRED]

Final Grade	Points	Percentage
A	[XX] – [XX]	[XX] – 100%
B	[XX] – [XX]	[XX] – [XX]%
C	[XX] – [XX]	[XX] – [XX]%
D	[XX] – [XX]	[XX] – [XX]%
F	[XX] – [XX]	0 – [XX]%

Category Descriptions: [REQUIRED]

1. [Grading Category]: [XXX]
2. [Grading Category]: [XXX]
3. [Grading Category]: [XXX]
4. [Grading Category]: [XXX]

Missing/Late Assignment Policy: [REQUIRED]

Course Expectations

What to Expect from Your Instructor: [RECOMMENDED]

Attendance Requirements: [REQUIRED]

Academic Honesty Policy (BOT Policy #5208): [REQUIRED]

Triton College closely adheres to principles of academic honesty and integrity. The Academic Honesty Policy is designed to inform students and faculty of the expectations and procedures associated with the honest pursuit of a Triton

College education. Overall, academic achievement is a product of personal commitment, the investigation of knowledge, and a pursuit of independent and honest work, both in and out of the classroom. All forms of cheating deprive the student of achieving true academic success and are therefore considered serious violations. Furthermore, all incidents of cheating will result in a disciplinary response from college officials. The policy is outlined in the student handbook.

Student Support Resources

Students with Disability and Academic Accommodations [REQUIRED]

Students needing academic accommodations due to a medical condition/disability must make their request at the Center for Access and Accommodative Services (CAAS), Room A-125. Instructors are not required to provide accommodations until the student presents their CAAS card to them. Students will be given a CAAS card that lists the accommodations for which they have been approved. Students are required to show every instructor their CAAS card each semester within the first week of classes. Students taking online classes must scan both sides of their CAAS card and email it to the instructor informing them of their accommodations.

Academic Support: [RECOMMENDED]

Academic Success Center (ASC)

The ASC provides free in-person and online tutoring services for all Triton College students in most courses offered at the college.

Visit the Academic Success Center for more information:

Learning Resource Center, Building A
Room A-106
(708) 456-0300 Ext. 3341
academicsuccesscenter@triton.edu

Advising and Counseling at Triton: [RECOMMENDED]

Advisors provide academic and career advising to students enrolled in their first year through completion of 24 credit hours. Visit <https://www.triton.edu/admissions-aid/advising/> for more information or to schedule an appointment.

Counselors are professionals that are trained to help with educational, personal, and career exploration and counseling for students beyond their first year (24+ credit hours). Visit <https://www.triton.edu/admissions-aid/counseling/> for more information or to schedule an appointment.

Counseling Office Location and Contact Information:

Student Center, B-140
(708)456-0300 Ext. 3588



Triton College

XXX-000-000 Course Name Semester YYYY Course Schedule

Detailed Topical Weekly Outline: [REQUIRED]

Week	Topics/Outcomes	Class Activities	Due Dates/Assignments
Week 1 [M/DD- M/DD]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]
Week 2 [M/DD- M/DD]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]
Week 3 [M/DD- M/DD]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]
Week 4 [M/DD- M/DD]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]
Week 5 [M/DD- M/DD]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]
Week 6 [M/DD- M/DD]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]
Week 7 [M/DD- M/DD]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]
Week 8 [M/DD- M/DD]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]
Week 9 [M/DD- M/DD]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]
Week 10 [M/DD- M/DD]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]
Week 11 [M/DD- M/DD]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• [XXX]• [XXX]• [XXX]	<ul style="list-style-type: none">• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]• Due [M/DD]: [XXX]
Week 12	<ul style="list-style-type: none">• [XXX]	<ul style="list-style-type: none">• [XXX]	<ul style="list-style-type: none">• Due [M/DD]: [XXX]

Week	Topics/Outcomes	Class Activities	Due Dates/Assignments
[M/DD- M/DD]	<ul style="list-style-type: none"> • [XXX] • [XXX] 	<ul style="list-style-type: none"> • [XXX] • [XXX] 	<ul style="list-style-type: none"> • Due [M/DD]: [XXX] • Due [M/DD]: [XXX]
Week 13 [M/DD- M/DD]	<ul style="list-style-type: none"> • [XXX] • [XXX] • [XXX] 	<ul style="list-style-type: none"> • [XXX] • [XXX] • [XXX] 	<ul style="list-style-type: none"> • Due [M/DD]: [XXX] • Due [M/DD]: [XXX] • Due [M/DD]: [XXX]
Week 14 [M/DD- M/DD]	<ul style="list-style-type: none"> • [XXX] • [XXX] • [XXX] 	<ul style="list-style-type: none"> • [XXX] • [XXX] • [XXX] 	<ul style="list-style-type: none"> • Due [M/DD]: [XXX] • Due [M/DD]: [XXX] • Due [M/DD]: [XXX]
Week 15 [M/DD- M/DD]	<ul style="list-style-type: none"> • [XXX] • [XXX] • [XXX] 	<ul style="list-style-type: none"> • [XXX] • [XXX] • [XXX] 	<ul style="list-style-type: none"> • Due [M/DD]: [XXX] • Due [M/DD]: [XXX] • Due [M/DD]: [XXX]
Finals Week [M/DD- M/DD]	<ul style="list-style-type: none"> • [XXX] • [XXX] • [XXX] 	<ul style="list-style-type: none"> • [XXX] • [XXX] • [XXX] 	<ul style="list-style-type: none"> • Due [M/DD]: [XXX] • Due [M/DD]: [XXX] • Due [M/DD]: [XXX]

All topics and learning outcomes from the course outline must be included in the course.



Triton College

XXX000-000

Course Name

Semester YYYY Statement of Understanding

Syllabus Receipt [RECOMMENDED]

_____ I acknowledge that I have received and reviewed the course syllabus for
_____ (course ID and name), _____ (semester and year).

My course meets on _____ (days) at _____ (time) in room _____.

or

My course is online, and can be accessed at [LINK to Blackboard or other LMS]

Syllabus Acknowledgement

_____ I have read the syllabus (either in print or online), and I understand the classroom policies, instructor’s expectations, and rules as stated in the syllabus for this course.

_____ I understand that I am responsible to complete all homework assignments, in-class activities, and class assessments by the due dates as outlined in the syllabus.

_____ I understand that attendance and participation in all course activities are essential for my success in this course.

_____ If I have any questions or concerns, I will contact the instructor for further explanation.

Student Signature

Print/Type Name: _____

Signed: _____ **Date:** _____

(If submitted electronically, the typed name plus submission of this statement in Blackboard or to the instructor via email constitutes student signature).

ATTACHMENT
Measurable, Observable and Demonstrable Course Learning Outcomes (CLO)
Action Verb List
Based on Bloom's Taxonomy of Learning Domains

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

SECTION C: GUIDELINES

4. Course Descriptions

GUIDELINES FOR WRITING COURSE DESCRIPTIONS

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

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

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

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

Example:

Catalog Course Description:

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

SECTION C: GUIDELINES

8. Prerequisite/Corequisite

Guidelines for Writing Prerequisites

1. Course has no prerequisite,

If the course has no prerequisite, write “None” on the form. Do not leave the space on the form blank.

Good example: “None”

Bad example:

2. Limited to a special population

If enrollment in the course is restricted to students formally admitted to a particular program, use the following format:

Good: "Admission to the Ophthalmic Technician program”

Bad: "OPH majors only”

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

Good: "English Chairperson consent“

"Nuclear Medicine Chairperson/Instructional Coordinator consent”

Bad: "Departmental consent”

3. Experience or maturity

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

Good: "CHM 102, 103, and 170”

Bad: "Sophomore standing required”

NOTE: If prior experience is an acceptable alternate to a prerequisite course where no proficiency exam or certification is available, a precise yet brief description of the required knowledge or demonstrated skills from that experience *should be identified in the course description.*

Also, keep in mind the prerequisites when developing your program(s). They may be listed as ‘program prerequisites.

5. Course grade prerequisite

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

Good: "RHT 101 (minimum grade "C")”

Bad: "At least a "C" or better in HIS 121”

7. **Required concurrent enrollments**

*When a course is required to be taken concurrently with another, use the following format:

Good: "Concurrent enrollment with ENT 110"

Bad: "ENT 110 concurrently"

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

8. **Optional prerequisite/concurrent enrollments**

*If the prerequisite may be taken concurrently with the course in question, use the following format:

Good: "BUS 141 or concurrent enrollment"

Bad: "BUS 141 or BUS 141 concurrently"

*List all course prerequisites in alpha-numeric order.

Good: "MAT 131, 170 and PHY 106"

Bad: "PHY 106, MAT 131, and 170"

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

*Separate the different elements with a *semicolon*.

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

Good: "ENT 115, ARC 101, BUS 103; concurrent enrollment with ENT 110; ARC 110 or concurrent enrollment"

Bad: "ENT 115, ARC 101, BUS 103, ENT 110 concurrently and ARC 110 or concurrent enrollment"

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

SECTION C: GUIDELINES

9. Variable Credit and Repeatable Course

Section: C-9

GUIDELINES FOR VARIABLE CREDIT AND REPEATABLE COURSES

1. Course revisions requesting straight credit courses to be changed to **variable credit** courses are required to follow traditional course revision procedures of the CCC. Credit options available are:
 - a. 0.5 - 4 credits for all courses

Definition:

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

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

Definition:

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

- a. If in the course "sustained practice is required to acquire, maintain and/or build proficiency in ... the skill..."
- b. If in the course, "repetition of the course is necessary if students are to be permitted the opportunity to continue developing the skills."
- c. If the course incorporates different software each time it is repeated.
- d. Special Topics courses can be repeatable and offered for variable credit when topics are different. *A course topic can only be offered twice in a three-year period for Special Topics courses.* If course is successful, the course should be proposed for a new stand-alone course through the Curriculum process. (per ICCB)
- e. ICCB requires a rationale, e.g. 'The course is repeatable to allow the student the opportunity to gain the knowledge and/or skills to successfully move to the next level.' The number credits accepted towards a program with only one course grade allowed. Repeatability is for state reimbursement, which is a maximum of 3 times repeated (for a total of 4 times) if there is a need.

APPENDIX A: DEFINITIONS

1. General
2. Certificate
3. Degree

SPECIAL TOPICS

Course Data:

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

Catalog Course Description:

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

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

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

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

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

General Definitions*

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

1. A "course" is a sequential presentation, through one or more instructional modes, of subject matter in a particular field to meet specific outcomes within a designated time period, such as a semester or a quarter. *There are two classifications for credit courses:*
 - i. 1.1 Courses: Typically transferable to 4-year colleges, .e.g. MAT 124, ACC 101. *The courses need to be articulated before receiving approval by the ICCB.*
 - ii. 1.2 Courses: These courses are typically career or vocationally orientated, .e.g. BUS 146, AUT 101. *The courses do not need to be articulated but may be if the faculty member desires. (all new and revised courses are now sent out for articulation)*
2. A "curriculum" is an approved unit of instruction consisting of a series of courses designed to lead to an associate degree or a certificate. A "district curriculum" is a curriculum approved for offering within a district, on the basis of student interest, employment demand, and available resources within a district. A "regional curriculum" is a curriculum approved for offering within a particular region of the state, on the basis of student interest and employment demand within the region. A "statewide curriculum" is a curriculum approved for offering on the basis of student interest and employment demand statewide.
2. "Remedial Education" consists of courses in computation, communication (e.g., writing and speaking), and reading, designed to improve the competency of high school graduates, or those persons achieving high school equivalency through standardized testing, to the level necessary for placement into communication and mathematics courses required of first-year college students. Remedial courses reiterate basic skills that students were expected to have mastered prior to entry into postsecondary education.
3. An "internship/practicum" is a course of planned and supervised training, which allows the application of theory to actual practice and prepares a student for working independently in a specific career. The internship/practicum generally occurs after the student has completed 12 credit hours. It takes place at a regular worksite and instruction/supervision is shared by a college instructor/supervisor and a qualified employee at the worksite. Clinical practicums take place in a hospital or other medical/health facility and require close supervision/instruction/monitoring by a qualified college instructor.
5. A "laboratory" is a course of planned and supervised training in which students learn new methods or principles through experimentation, observation, and/or practice. A lab class can occur at the beginning, middle, or end of a particular course of study and may be a specially equipped room designed for experimentation, observation, and/or practice on the college campus or at the worksite.
6. A "unit of instruction" is any one of the following:
 - An organized program of study consisting of a sequence of courses that result in the award to a student of a certificate or an associate degree.
 - Any existing organized program of study offered at a new geographical location outside of the college district.
 - Any organized administrative entity that would have a continuing instructional mission, including but not limited to a college, campus, or branch.

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

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

1. CIP – CIP codes, have been developed by the U.S. Department of Education (USDOE)-National Center for

Education Statistics (NCES) to help states identify the content of a wide range of academic and career and technical instructional programs offered at the secondary and postsecondary levels. Every approved credit program (e.g. A.A.S. degree or Career Certificate) offered by a community college has a 6-digit CIP code assigned to it, i.e. 48.0508 Welding Technology. Programs are assigned CIP codes by community college staff and are approved by ICCB staff. These codes help us to:

- *categorize instructional offerings consistently statewide;*
 - *track student enrollments and completions at the program level, and;*
 - *connect secondary offerings with postsecondary offerings.*
2. *Generic Course List - The composite listing of all categories of courses offered by community colleges in Illinois. Each generic course is assigned a unique PCS/CIP number (Generic Course Code), which determines the funding category for an institution's specific course.*
 1. *ICCB Course Master File - The computerized listing of credit courses classified for each college. The college's credit hour claim is processed against the Course Master File.*
 2. *ICCB Curriculum Master File - The computerized listing of curricula approved by the ICCB for offering at each community college in Illinois, designated by **college-selected** prefix and number. Student data are submitted by curriculum prefix and number and matched to the Curriculum Master File.*
 3. *PCS - Program Classification System, or PCS code, a two-digit number used for identifying both instructional programs and other functions of the college. For example, PCS 1.1 refers to Baccalaureate/Transfer programming and courses, PCS 1.2 refers to CTE and PCS 1.4 refers to Developmental or Remedial Education.*
 4. *Withdraw - To "withdraw" (drop) a course/curriculum means to discontinue it officially. On the Course/Curriculum Master File received from the ICCB, the course/curriculum will have a withdrawal date entered under the column entitled "End Date".*

***ICCB Definition of Certificates**

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

1. *Short-term certificates (**Form 21S**) A college may create a new Short-term Certificates of less than seven semester credit hours of new courses in a two-digit CIP category in which the college has previous approval to offer one or more programs. This requires completion and acceptance of the Form 21S "Reasonable and Moderate Extension: Short-Term Certificate". In this approval scenario, the existing/parent program to be cited on the Form 21S is an active program (AAS degree or certificate) from the same two-digit CIP code in which the reasonable and moderate extension is being created. For example, if the proposed R&M is a Phlebotomy Certificate (CIP 51.1009), the parent program could be the Nursing AAS degree (CIP 51.3801).*
2. *A Certificate is defined as a package of 50 or less semester hours providing job specific career preparation that does not expect or presume a prior set of skills or knowledge base (beyond those addressed by the Triton College Institutional Assessment Policy) to complete the program.*
3. *An Advanced Certificate or Post-AAS certificate is defined as a package of 50 or less semester hours providing further career ladder opportunities for students. (Components include technical core and specialty coursework, work-based learning opportunities, general education coursework, total credit hours, and advanced/post-AAS certificates.)*

***NOTE:** Taken from the Administration Rules of the Illinois Community College Board section 1501.301 found at: <http://iccb.org/>

Appendix: A-3

*ICCB Definition of Associate Degrees

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

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

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

General Education Core Curriculum Credential or "GECC Credential" (37 to 41 semester credits) is a credential provided by the college to satisfy the GECC.

****Associate in Arts in Teaching Degree *****(NA-do not offer.)

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

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

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

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

APPENDIX B:

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

Illinois Community College Board

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

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

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Administrative Rules of the Illinois Community College Board — *October 2023*

Section 1501.302 Units of Instruction, Research, and Public Service

3) Curriculum. The content of the curriculum ensures that the objectives of the unit of instruction will be achieved.

A) The range of total number of credit hours required for completion of an associate degree curriculum shall be within the following parameters:

i) For the Associate in Arts degree and the Associate in Science degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or equivalent;

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

iii) For the 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; and

iv) For the Associate in General Studies degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or equivalent.

B) An associate degree curriculum shall include a specific general education component consisting of coursework in communication, arts and humanities, social and behavioral sciences, and mathematics and science within the following parameters:

i) For the Associate in Arts degree and the Associate in Science degree, the general education component required will represent at least 37 semester credit hours or equivalent for completion;

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

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

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

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

*NOTE: Taken from Definition of Terms, Section 1501.301 from the Administrative Rules of the ICCB found at:

<http://iccb.org/>.

ASSOCIATE IN ARTS DEGREE

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

General Education Core

37-41 semester credit hours

Communications:

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

Mathematics:

1 to 2 courses (3 to 6 semester credits)

Physical and Life Sciences:

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

Humanities and Fine Arts:

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

Social and Behavioral Sciences:

3 courses (9 semester credits), with courses
selected from at least two disciplines

Additional College AA Degree Requirements

0-9 semester credit hours

Major Field & Elective Courses

10-27 semester credit hours

TOTAL

60-64 semester credit hours

ASSOCIATE IN GENERAL STUDIES DEGREE

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

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

<u>General Education Core</u>	24 semester credit hours
Communications:	
6 semester credit hours	
Social Science:	
3 semester credit hours	
Humanities/Fine Arts:	
3 semester credit hours	
Mathematics/Science:	
3 semester credit hours	
<u>General Education Electives</u>	9 semester credit hours
(To be selected from a combination of SPE 101; social science; humanities; mathematics; and/or science course offerings)	
<u>Elective Courses</u>	36 semester credit hours
TOTAL	60 semester credit hours

ASSOCIATE IN SCIENCE DEGREE

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

General Education Core

37-41 semester credit hours

Communications:

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

Mathematics:

2 courses (6 to 9 semester credits)

Physical and Life Sciences:

3 courses (10 to 11 semester credits),
with one course selected from the life
sciences and one course from the physical
sciences, including at least one laboratory course

Humanities and Fine Arts:

2 courses (6 semester credits), 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 credits), with courses
selected from at least two disciplines

Additional College AS Degree Requirements

0-9 semester credit hours

Major Field & Elective Courses

10-27 semester credit hours

TOTAL

60-64 semester credit hours

ASSOCIATE IN FINE ARTS DEGREE

Courses recommended for each option can be found on <https://itransfer.org/courses/majors/>
Choose “Majors” you wish to pursue.

Illinois Community College Board

***GUIDELINES FOR ASSOCIATE IN APPLIED SCIENCE DEGREES**

The *System Rules of the Illinois Community College Board*, the following requirements are identified specifically for Associate in Applied Science Degrees:

"Associate in Applied Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to prepare individuals for employment in a specific field.

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

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

THE ASSOCIATE IN APPLIED SCIENCE (AAS) DEGREE

Communication: 6 credits

Two courses (**six semester hours total are required for graduation**; department choice of RHT 101◇ and RHT 102◇ OR RHT 101◇ and SPE 101◇ option).

- RHT 101◇ and RHT 102◇ OR RHT 101◇ and SPE 101◇

Mathematics OR Physical OR Life Science: 3 credits

One course (three semester hours total are required for graduation; review specific program requirements for the curriculum selected)

Social OR Behavioral Sciences OR Humanities OR Fine Arts: 6 credits

Two courses (**six semester hours are required for graduation**; department choice whether courses are taken from each discipline or two courses from the same discipline).

APPENDIX C

INTERNET & MyTRITON PORTAL RESOURCES

The MyTriton portal or the Internet can be used to access curriculum information, including all of the forms.

College Curriculum Committee Resources:

MyTriton portal at: <https://experience.elluciancloud.com/tc460>

Internet Login at: <https://www.triton.edu/pages/mytriton-portal/> (scroll down to Faculty Resources > Curriculum)

- a. [CCC & ICCB forms - required forms can be obtained here.](#)
MyTriton at:
<https://triton.edu.sharepoint.com/sites/CurriculumandAssessment>

(Document Type: Forms or Request)
- b. [meetings and deadline dates](#) - a listing for the current semester
MyTriton and Internet at:
<https://triton.edu.sharepoint.com/sites/CurriculumandAssessment>
- c. [Curriculum Handbook](#) - a copy of the entire curriculum handbook
MyTriton and Internet at:
<https://triton.edu.sharepoint.com/sites/CurriculumandAssessment>
Announcements
- d. [CCC feedback](#) - Julianne Murphy, ext. 3087, can be reached by email juliannemurphy@triton.edu or Susan Maratto, ext. 3455 can be reached by email at suzimaratto@triton.edu .
Contact above persons with any questions or concerns.

2. Other curriculum information can be accessed at

- a. ICCB Resources:
Internet at: <https://www.iccb.org/>
(Data and Reports > Reports and Publications or System Rules Manager)
MyTriton at:
<https://triton.edu.sharepoint.com/sites/CurriculumandAssessment>
(Resource Links > Policy or Procedures)
- b. Transfer and I.A.I. Information:
<http://www.itransfer.org/IAI>