



CURRICULUM COMMITTEE PROCEDURES

PARKLAND COLLEGE

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CURRICULUM COMMITTEE PROCEDURES MANUAL
Appendix H, Policies and Procedures Manual

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I. CURRICULUM COMMITTEE INFORMATION

Policy 5.01 Curriculum Development

The PCA Curriculum Committee is responsible for reviewing the development and revision of courses and instructional programs at the College. Procedures are established which assess and fulfill those community and educational needs which are within the scope of the community college. Recommendations for changes and additions to the College curriculum are reviewed by the Committee prior to presentation to the Vice President for Academic Services.

The policies and procedures for the PCA Curriculum Committee are located in Appendix H of this Manual.

- *Policies and Procedures Manual, 2016*

A. Committee Duties and Responsibilities

The Curriculum Committee, working with the Vice President for Academic Services, is a review and recommendation body concerned with the development and revision of all courses and programs in the Parkland College Curriculum. In particular, the Committee is the recommending body for all curriculum matters which affect the transfer, career and technical, general studies, and business training/continuing education areas.

When a new program or course is being considered, the Curriculum Committee shall be provided with all pertinent data, such as the need and interest for the new curriculum, projected enrollments, plan for assessment, and any special handling procedures, costs, etc. The sponsor of a proposal should become acquainted with the section entitled "Statement of Procedures" (page 5). This section provides the sponsor with an outline of the procedures for bringing a proposal to the Committee. The sponsor is expected to use Committee forms to provide needed information in a systematic way (see appropriate Appendices).

When the revision of program or course content is of such a major character as to change the nature of the program or course and its function within Parkland College, review and approval must be obtained from the Curriculum Committee. The sponsor of the requested change should complete the appropriate forms (see appropriate Appendices). The same procedure which applied to Committee consideration of new curriculum also applies to Committee consideration of revised curriculum (see section entitled "Statement of Procedures").

Subcommittees of the Curriculum Committee may be formed as the need arises. Areas of concern may originate in the Committee itself, in the Senate, in the administration, or in the general membership of the Parkland College Association. In the course of its review, the Curriculum Committee shall gather information, conduct all necessary meetings, and evaluate and make recommendations for action.

A copy of the minutes from each of the curriculum meetings shall be sent to the PCA Membership.

Assessment of General Education Courses and General Learning Outcomes

Parkland College is committed to equipping students with the knowledge, skills, and values essential for educated persons to realize their potential as learners, workers, and valuable participants in a global society. To this end, the College Curriculum offers a wide range of General Education courses. In addition, the College has also identified General Learning Outcomes that are integrated into courses across the curriculum (including transfer and career-oriented programs) and are systematically assessed.

General Education Assessment Subcommittee. The General Education Assessment Subcommittee is a subcommittee of the Academic Assessment Committee. It exists to assess the fulfillment of General Learning Outcomes (formerly known as the General Education Objectives) across the Parkland College curriculum. In addition, this subcommittee reviews the General Learning Outcomes every three years and brings its recommendations to the Curriculum Committee for discussion and approval.

General Education Review Subcommittee. In the spring semester, one of the five General Education areas – fine and applied arts, humanities, mathematics, natural sciences, and social and behavioral sciences – will be reviewed to coincide with the ICCB Program Review cycle. (The ICCB Program Review Manual can be found at https://www.iccb.org/academic_affairs/program-review/) This review is conducted by the General Education Review Subcommittee, which comprises the chairs of the following committees: Curriculum Committee, General Education Assessment Subcommittee, and Academic Assessment Committee. The Dean of Institutional Effectiveness provides the relevant course- and section-level data for the review. The academic departments provide a random sampling of syllabi. The work of the General Education Review Subcommittee is completed by May. In addition to fulfilling our responsibilities to ICCB, this review helps to prepare CIFs and syllabi for IAI review.

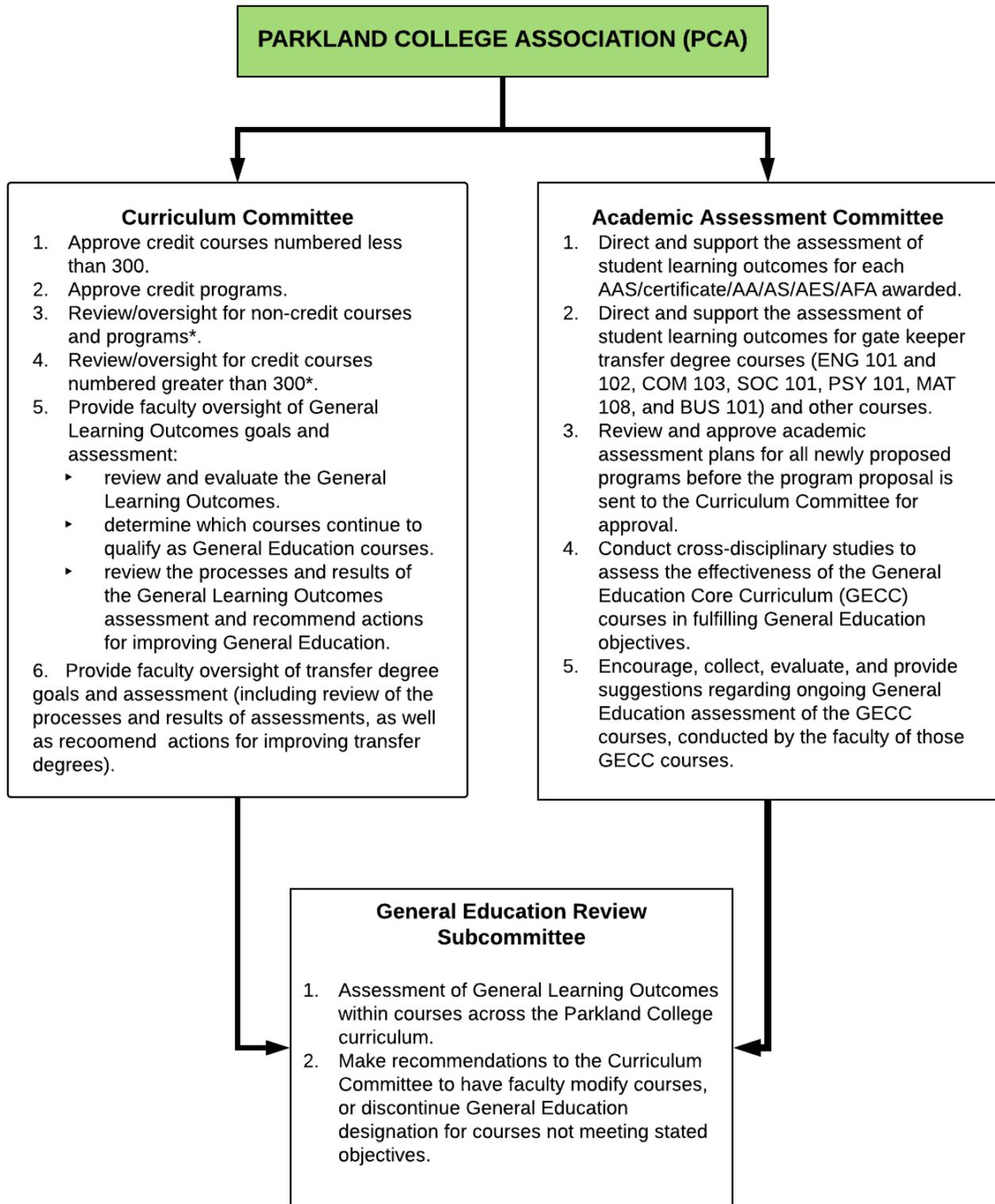
The components of the annual review are as follows:

1. **Enrollment data:** Is there sufficient enrollment?
Guideline: A minimum of 50 students or two sections per year based on census date enrollment.
2. **General Learning Outcomes (GLOs) and Student Learning Outcomes (SLOs):** Each course lists selected General Learning Outcomes on page one of the CIF. Is the current working of the GLOs being used? Do the selected General Learning Outcomes have matching student learning outcomes on page two of the CIF? Support with evidence.
3. **Evidence of Assessment of GLOs:** Is there evidence in course syllabi of at least one assignment and/or learning activity that assesses the General Learning Outcome(s) selected in the CIF? Specify evidence. Does the Annual Program Assessment report in the Academic Assessment Database include General Learning Outcome assessment information?
4. **Mapping of syllabi with CIFs:** Are the CIFs for the courses under review completed accurately? Do the syllabi match the corresponding CIFs (course segments, textbook, types and number of methods of evaluation)? Do the course description, IAI transfer code, and prerequisites match? Do the SLOs on

the CIF use assessable verbs (Bloom's Taxonomy)? Are there any typos or awkward wording on the CIF or syllabus?

Feedback. The General Education Review Subcommittee presents its findings to faculty through the following channels:

1. The Vice President for Academic Services, Dean of Institutional Effectiveness, Division Dean and the Department Chair(s) will receive a report of all findings and recommendations;
2. The faculty member that submitted the syllabus for review will receive a report for their particular course and a request for feedback; and
3. The Curriculum Committee will discuss the subcommittee's findings and recommendations at its first meeting in the fall semester.



* The Committee will coordinate review and oversight of credit courses greater than 300 with the Vice President for Communications and External Affairs whose purview includes Community Education where these courses are offered.

B. Composition of Committee

Number of Members	Membership Information	Term	Committee Responsibilities
1*	Chair: Full-time faculty member ^{1, 2}	2 years	Approve credit course numbered less than 300 Approve credit programs Review/oversight for non-credit courses and programs Review/oversight for credit (vocational) courses numbered greater than 300 Provide faculty oversight of general education goals and assessment Provide faculty oversight of transfer degree goals and assessment
1*	PCA member	Staggered: 2 years	
9*	One full-time faculty member selected from: Each academic department (8) Non-teaching faculty (1)	Staggered: 2 years	
1	Vice President for Academic Services		
1	Associate Director of Admissions and Records		
Total: 13			
* Voting members ** Faculty chairs may represent their departments *** PAE counselors or librarians ¹ Elected at large ² Votes only in case of a tie			

C. Responsibilities of the Curriculum Committee Chair

The Chair of the Curriculum Committee shall have appropriate release time to perform his/her duties. The responsibilities of the chair are as follows:

1. Be available to discuss details and/or answer questions on curriculum matters with the faculty and administration.
2. Set up scheduled Curriculum Committee meetings in coordination with the office of the Vice President for Academic Services:
 - Arrange dates, reserve meeting rooms, and prepare and distribute the agenda to the faculty.
 - Prepare and distribute curriculum materials to the Committee.
 - Inform each sponsor of a proposal of the presentation date and time and of the necessary preparations for such presentation.
4. Write the minutes and send reports to the PCA membership stating the actions of the Committee including the Committee vote, the effective date of the approved proposals and the course descriptions or the detailed program in catalog format.
5. Assist in maintaining, in the office of the Vice President for Academic Services, the master file of all Committee action. Each Department Chair will maintain an appropriate curriculum file.

6. Perform those duties in addition to the above which are specified in the "PCA Constitution and By-Laws" and those duties associated with the chair of a committee.
7. Orient new Committee members as to functions, responsibilities, etc.
8. Work with the Vice President for Academic Services in matters of total curriculum.
9. Assist in the preparation of the curricular content of the college catalog by proofing and checking the new catalog galley copy for changes approved by Curriculum Committee in the preceding academic year.

D. Responsibilities of the Curriculum Committee Members

1. The PCA Curriculum Committee is responsible for reviewing the development and revision of courses and instructional programs at the College. Procedures are established which assess and fulfill those community and educational needs which are within the scope of the community college. Recommendations for changes and additions to the College curriculum are reviewed by the Committee prior to presentation to the Vice President for Academic Services.
2. If a committee member is unable to attend one meeting, or a semester's meetings, the department chair or supervisor should designate a substitute (short-term proxy). The committee member is responsible for forwarding all pertinent materials to the substitute. Departments may elect to name a long-term or permanent substitute in the case where a member cannot attend for a semester or longer. In the case of a long-term or permanent substitution, the original term must be completed before a new two-year term begins.

E. Criteria for Reviewing New Courses or Revisions of Existing Courses

In preparation for the Curriculum Committee meeting, the committee member will use the following checklist of questions to review new or significantly revised existing courses. These same questions may be asked of the course sponsor(s) at the meeting.

General Questions – Course in relation to Parkland curriculum, program curriculum, and students

1. **Purpose and Place in Overall Curriculum:** What is the purpose or intent of the proposed course? How does the course enhance the quality of the existing career curriculum or new program? In the case of a transfer course, how does the course fit into the General Education curriculum? How will the course help achieve the goals of the overall program?
2. **Impact on Program Hours:** Is the course an elective or is it a required course? What impact will the addition of this course have on the total number of hours in the approved program?
3. **Impact on Other Programs:** Will the proposed changes in credit hours have an impact on any other program in the college? If so, has that program's dean, department chair, or faculty been advised or consulted?

4. **Duplication:** How does the new course compare with similar courses already offered within the College? If so, how will this course avoid unnecessary duplication? If so, has the dean, department chair or faculty of the similar course been advised or consulted?
5. **Impact on Existing Course Offerings:** Will the proposed course compete for enrollments with other existing courses?
6. **Target Population:** What sector of the student population will benefit from this course? What is the anticipated demand for the course?

Course Specific Questions

7. **Prerequisites:** What, if any, are the prerequisites for the course? Are the prerequisites stated appropriately? Are they feasible?
8. **Credit Hours:** How is the course structured in lecture/lab/clinic credit hours? Is this the best combination of instructional formats to meet desired learning outcomes bearing in mind cost to student and the institution?
9. **Course Offering:** When will the course be offered? How often will it be offered? What are the anticipated number of sections? What are the anticipated modes of delivery (on campus, online, hybrid)? Are there appropriately credentialed faculty ready to teach the course?
10. **Assessment of General Learning Outcomes (GLO):** Have specific GLOs (1 to 3 most important) been selected for the course? How will the selected GLOs for this course be assessed? Is there a learning outcome listed on page 2 of the CIF connected to each GLO selected? Does the syllabus align with the CIF?
11. **Assessment of Student Learning Outcomes:** What are the proposed methods of assessment of student learning outcomes (as listed on page 2 of the CIF)? How do the items listed in Method of Evaluation on pg. 1 of the CIF connect to the learning outcomes listed on page 2?
12. **Required Resources:** What is the cost of the proposed course for the student (that is, additional course fees) and the college (faculty, equipment, facilities, supplies)? What additional resources may be needed to ensure accessibility to learning for all students? What learning support resources would be helpful to increase course retention and student success in this course? What library resources will be required for this course?

F. Quorum

A quorum shall be two-thirds of the elected committee membership.

G. Voting

All decisions will require a majority vote of the voting members present to be official. The Chair will vote only in the case of a tie. Proxy votes will not be accepted. If a committee member is also acting as a sponsor/presenter they should abstain from voting on that particular item.

H. Schedule for Curriculum Approval

- The Curriculum Committee meets three times in the fall semester (September, October, and November) and two times in the spring semester (February and March).
- Pre-Curriculum meetings are scheduled no later than two weeks before Curriculum Committee meetings.
- Proposals for new courses or programs must be submitted no later than one week before Pre-Curriculum meetings for consideration at the next scheduled Curriculum Committee meeting.

Exception to Schedule

If a special need arises and requires the approval of a course during the summer, the Curriculum Committee Chair and Vice President for Academic Services will meet with the sponsor, Department Chair, and Division Dean. If the course is approved, that approval would be for only one semester. The course would need to be presented to the entire Curriculum Committee at the first scheduled meeting in the fall semester. This exception to the standard schedule requires the presentation of documented extenuating circumstances.

II. MINIMUM DEGREE REQUIREMENTS – GENERAL EDUCATION COURSE REQUIREMENTS AND CREDIT HOURS

A. Transfer Degree Requirements

Any new transfer area page added to the catalog must be in accordance with the ICCB model and/or the Illinois Articulation Initiative (IAI) guidelines, as well as the general degree requirements as stated in the current college catalog.

B. Associate in General Studies (A.G.S.) Degree

<u>Requirements</u>	<u>Credit Hours</u>
Communications (ENG 101-102 and COM 103)	9
Social Science ^{1,2} and Humanities ^{1,2}	15
Mathematics ^{1,3} and Science ^{1,3} <i>A student must successfully complete a minimum of two laboratory-based Science courses. A two-course sequence with the same prefix is recommended.</i>	11
Electives ⁴ <i>Students are encouraged to explore one or more fields in some depth. Electives may be taken in either baccalaureate-oriented courses or occupational field of study.</i>	25
Total Hours Required	60

¹General education elective courses are listed in the catalog.

²Social Science and Humanities must total 15 credit hours with a minimum of six hours in each area with one course in Third World or non-Western culture.

³Mathematics and science must total 11 hours with a minimum of three hours in a 100-level math course.

⁴General elective courses are listed in the catalog.

⁵Students must complete at least 60 credit hours of work in courses numbered 100-299 with a minimum cumulative grade point average of 2.0.

C. Associate in Applied Science (A.A.S.) Degree	Credit <u>Hours</u>
Communications (Writing or Public Speaking	6
General Education Electives should be selected from two or more of the following: communications, humanities and fine arts, mathematics, physical/life sciences, and social and behavioral sciences ¹	9
Technical/Program Specific Courses	45
Total Hours Required	<u>60²</u>

¹General education elective courses are listed in the catalog.

²The minimum number of hours for graduation is 60 semester hours. More may be required in specific areas of study.

D. Certificate of 30 hours or more hours	Credit <u>Hours</u>
Technical/Program Specific Courses	30 ³
General Education Courses are recommended but optional	0 – 6
Minimum Total Hours Required	<u>30³</u>

³ The total credit hours for technical/program specific courses vary with certificate program objectives and general education courses, as appropriate.

E. Other Certificates

See the current college catalog for information about other certificates.

II. PROCEDURES FOR NEW COURSE AND/OR PROGRAMS

A. Statement of Procedures

Step 1. The faculty proposer works in consultation with the Department Chair and/or Division Dean to complete the following:

To propose a new course:

- Conduct an analysis of curricular need for and student interest in the new course including the possible impact on enrollments in other Parkland courses.
- Consult with appropriate department chair, and/or faculty if new course impacts courses in another department or program.
- Create a working copy of the Course Information Form (CIF) on the CIF database.
- Consider appropriate academic assessment methods to measure attainment of student learning outcomes and general education objectives.
- Create a course syllabus for the new course based on the CIF.
- Revise the catalog page for each career program whose total hours are affected by this course.
- Obtain Financial Aid Office verification that the proposed course is financial aid eligible.

Faculty proposer is required to use the *New Course (Transfer or Career) Checklist* (see Appendix Two).

To propose new curriculum (AAS or certificate):

- Conduct a labor and market needs analysis.
- Analyze related program faculty needs and accreditation requirements, where applicable
- Consider resource allocation and costs estimates including equipment, supplies, Library collection materials, and facilities
- Address special scheduling needs, where applicable
- Develop an academic assessment plan. The New Program Form must be signed by the Department AAC representative and AAC Chair.
- Create new program page in catalog format.
- Complete Course Information Forms for any new courses affiliated with proposed curriculum.

Faculty proposer is required to use the *New Career Program Checklist and Approval Form* (see Appendix Three).

The *New Course Checklist* and *New Career Program Checklist and Approval Form* are available from the Department Office and online in the portal.

Step 2. The sponsor submits the new course or program (curriculum) checklist form and all required materials to the Division Dean for approval.

Step 3. The sponsor submits the new course or program checklist form with division dean signature and all required materials to the Vice President for Academic Services and the Curriculum Committee Chair no later than three weeks before the scheduled Curriculum Committee meeting. This deadline is typically 12 noon on Tuesday, one week before the scheduled Pre-Curriculum Committee meeting. (See curriculum schedule on following page.) The proposer submits nine (9) copies of the proposal.

Step 4. The office of the Vice President for Academic Services schedules a Pre-Curriculum meeting no later than two weeks before the scheduled Curriculum Committee meeting to discuss the proposal with the sponsor and other appropriate faculty representatives. The proposer edits the proposal in the light of recommendations and corrections that emerge at Pre-Curriculum. The final version of the proposal is submitted a week later to the office of the Vice President for Academic Services. This deadline is typically 12 noon on Tuesday, one week before the scheduled Curriculum Committee meeting. The proposer submits twenty (20) copies of the proposal.

Step 5. The Curriculum Committee Chair draws up the agenda for the Curriculum Committee meeting based on submitted (revised) proposals. The agenda and copies of proposals are distributed to Curriculum Committee members at least one week prior to the scheduled Curriculum Committee meeting. The agenda will also be forwarded to the general faculty body at the same time. The Curriculum Committee is empowered to consider the proposal even if it has not been approved by the Department Chair and Division Dean. Reasons for non-approval will be presented at the Curriculum Committee meeting.

Step 6. The sponsor presents the proposal at the Curriculum Committee meeting. The oral presentation is limited to ten (10) minutes; it is followed by up to twenty (20) minutes of discussion.

Step 7. Voting, in the presence of all concerned parties, on all items by the committee members takes place after each presentation is made.

B. Development of Programs and/or Courses by Non-Faculty

1. Recommendations for new programs and/or courses should be submitted to the Vice President for Academic Services.
2. The Vice President for Academic Services should then review same and discuss the proposal(s) with the appropriate Department Chair and faculty member with expertise in this area. If none is available, a resource person should be utilized.
3. If it is determined that the proposal represents a definite need that the College has the responsibility and resources to meet, the Department Chair should then identify an existing faculty member from his/her department to translate the recommendations into specific course and/or program proposals following the guidelines. If no such faculty member is available, a resource person should be used to work with the Department Chair. When outside individuals are used, they should, when possible, be available to present the material to the Committee.
4. At times, new program and/or course proposals must be presented to the Curriculum Committee when no person of expertise in that field is currently employed by the College. When this situation arises, the Committee will then review the program and/or course proposal(s) and vote for or against "approval in concept" of the program and/or course(s). This is necessary so that the program and/or course(s) may go

through the State approval steps and receive final approval before the College commits funds by employing faculty for the program and/or course(s).

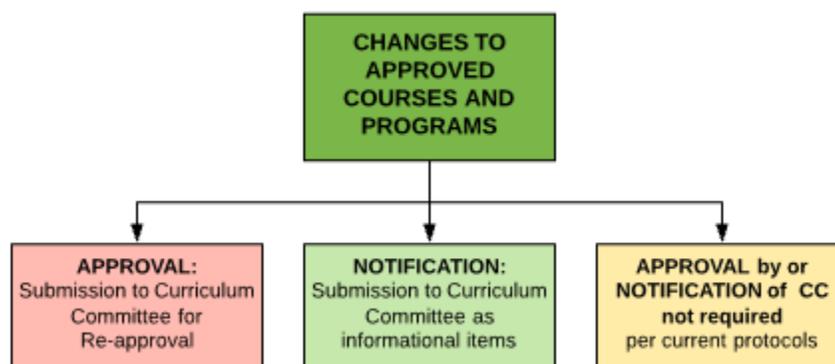
5. If the program and/or course(s) are approved by the State, then a more comprehensive review will be conducted by the Committee. This review will occur after a faculty member has been employed and prior to the beginning of the program or during the first semester so that the employed faculty member may review the program and propose any changes before the program receives final Committee approval. In the event that courses are prepared as the program develops, it is the responsibility of the Department Chair and/or Course Sponsor to see that each new course is reviewed by the Committee before it is offered.

IV. GUIDELINES AND PROCEDURES FOR REVISING OR WITHDRAWING APPROVED COURSES AND/OR PROGRAMS

A. Revision to Approved Courses and Programs

As part of the annual Parkland College curriculum review and catalog preparation process, department chairs and program directors each fall semester should review programs and courses for possible revisions in the next college catalog. Decisions concerning catalog changes are made in consultation with the division dean and with the approval of the Vice President for Academic Services.

Guidelines on what changes to existing courses and programs require Curriculum Committee approval or notifications are as follows (see *Appendix Eight for A Quick Guide*):



1. The following changes to existing courses and/or programs **require** Curriculum Committee approval:

Course level changes

- Any current course with an increase in credit hours
- Any current course that is significantly revised in terms of intent
- A request to make an existing course a general education course

Program level changes

- Any current program with an increase in the number of credit hours required for graduation
- Any change in a program that results in substantial changes in content
- Any change in program general education requirements outside of Parkland guidelines

2. The following changes to existing courses and programs require Curriculum Committee **notification**:

Course level changes

- Changes to the course prefix or course number.
- Changes to the course description or course title as long as the changes does not significantly change the intent of the course.
- Changes to course prerequisites or placement.
- Decrease in course credit hours.
- Changes to lecture, lab, and clinical hour distributions even though the overall credit hours do not change.
- Locally archiving or withdrawal of course at ICCB.

Program level changes

- Changes to program title.
- Changes to courses required in a program if the course changes affect courses from other departments or programs even though there is no change in total credit hours.
- Changes to courses required in a program or unit of curriculum that results in an overall decrease in credit hours required for graduation as long as the number of credit hours does not go below the minimum set by ICCB and HLC.
- Withdrawing or inactivating a career program (AAS or certificate) at ICCB on recommendation of the department and division dean. See *Guidelines on Archiving and Withdrawing Courses and Programs*.

3. The following changes to existing courses and programs **do not** require Curriculum Committee approval:

Course level changes

- Changes to course repeatability, semester offered; general learning outcomes (GLOs); textbooks; changes to distribution of hours among course components (page 2 of CIF) that do not result in credit hour change or substantively alter the nature of the course.

Program level changes

- Changes to courses required in a program or unit of curriculum if there is no increase in the number of credit hours required for graduation and if the course changes are from within the career program or department.
- Changes in general education course requirements that stay within state and Parkland guidelines.
- Changes to recommended course sequences

Changes at course and program level that do not require Curriculum Committee approval do necessitate the following:

- Changes to the CIF by the October 15 deadline and notification to the Curriculum Committee, where appropriate, by its November meeting
- Adherence to internal rules about archiving and withdrawing courses and curriculum
- Notification to the state through the submission of required forms (submitted by the division dean)
- Coordination with the catalog review process

4. The chair of the Curriculum Committee may call into question any item outside the guidelines above for further review.

B. Statement of Procedures For Revising Approved Courses and/or Programs

Step 1. After determining that the planned revisions to the course or program will substantially change the course or program the faculty member works in consultation with the Department Chair and/or Division Dean to complete the following:

To revise a course:

- Present the rationale for proposed revisions to department chair and/or division dean. The chair/dean review should include potential impact on program hours, accreditation requirements, course objectives, student learning outcomes, and assessment of outcomes.
- Create a working copy of the Course Information Form (CIF) on the CIF database. Bear in mind that presentation to the Curriculum Committee requires the presentation of a working copy that clearly indicates the difference between the current CIF and proposed revisions.
- Consider appropriate academic assessment methods to measure attainment of student learning outcomes and general education objectives.
- Create a course syllabus for the course based on the revised CIF.
- Revise the catalog page for each career or transfer program whose total hours are affected by this course revision.

Faculty proposer is required to use the *Revised Course (Transfer or Career) Checklist* (see Appendix Five).

To revise a program or curriculum (AAS or certificate):

- Present the rationale for proposed program revisions to department chair and/or division dean. The chair/dean review should include impact on total program hours, accreditation requirements, program objectives, and assessment of outcomes.
- Develop a written statement for the proposed revision to include the reasons for the revision (include data and advisory board recommendations, where appropriate), the specific changes to courses in the program, implications of credit hour changes, and possible impact on other programs.
- Revise the program page in catalog format.
- Complete Course Information Forms for any new courses affiliated with proposed curriculum revisions.
- Consult the Guidelines on Archiving and Withdrawing Existing Courses and Curriculum for any courses affiliated with the revised proposed curriculum that will no longer be needed.

Faculty proposer is required to use the *Revision to Approved Career Program Checklist and Approval Form* (see Appendix Six). The form is also available from the Department Office and online in the portal.

Step 2. The faculty sponsor submits the revised course or program (curriculum) checklist form and all required materials to the Division Dean for approval.

Step 3. The sponsor submits the revised course or program checklist form with division dean signature with a written rationale for the proposed revisions and all other required materials to the Vice President for Academic Services and the Curriculum Committee Chair no later than three weeks before the scheduled Curriculum Committee meeting. This deadline is typically 12 noon on Tuesday, one week before the scheduled Pre-Curriculum Committee meeting. (See curriculum schedule on following page.) The proposer submits nine (9) copies of the proposal.

Step 4. The office of the Vice President for Academic Services schedules a Pre-Curriculum meeting no later than two weeks before the scheduled Curriculum Committee meeting to discuss the proposal with the sponsor and other appropriate faculty representatives. The proposer edits the proposal in the light of recommendations and corrections that emerge at Pre-Curriculum. The final version of the proposal is submitted a week later to the office of the Vice President for Academic Services. This deadline is typically 12 noon on Tuesday, one week before the scheduled Curriculum Committee meeting. The proposer submits twenty (20) copies of the proposal.

Step 5. The Curriculum Committee Chair draws up the agenda for the Curriculum Committee meeting which will include submitted (revised) proposals. The agenda and copies of proposals are distributed to Curriculum Committee members at least one week prior to the scheduled Curriculum Committee meeting. The agenda will also be forwarded to the general faculty body at the same time. The Curriculum Committee is empowered to consider the proposal even if it has not been approved by the Department Chair and Division Dean. Reasons for non-approval will be presented at the Curriculum Committee meeting.

Step 6. The sponsor presents the proposal at the Curriculum Committee meeting. The oral presentation is limited to ten (10) minutes; it is followed by up to twenty (20) minutes of discussion.

Step 7. Voting, in the presence of all concerned parties, on all items by the committee members takes place after each presentation is made.

C. Guidelines On Archiving And Withdrawing Existing Courses And Curriculum (Programs)

1. When a course or curriculum (program/unit of instruction) is no longer offered, there are two possible sets of actions.
 - a. **Local/institutional action:** The course or curriculum is **ARCHIVED (or INACTIVATED*)**. Archiving a course or curriculum means that it is no longer offered to students and it is not published in the catalog. However, the course or curriculum remains officially active on ICCB's course and curriculum masters. Should it be deemed feasible to offer the course or curriculum again, it is taken out of the CIF archives and reappears in the catalog.
* *Archived* is the term commonly used at Parkland; *inactivated* is the term used in the Colleague system.

- b. **State-level/ICCB action:** The course is **WITHDRAWN**; the curriculum is **INACTIVATED or WITHDRAWN**.

Withdrawing a course at ICCB means that paperwork is submitted to ICCB to officially end the course. An end date is entered on the course. Subsequent college decisions to offer the course again requires re-submission of the course through internal Curriculum Committee as well as ICCB approval processes. Curriculum can be either withdrawn or inactivated at ICCB. Inactivation allows re-activation within three years with minimal approval processes; re-activation of curriculum after three years may require the re-submission of rationale, labor market justification, and other information. The college is permitted to graduate current students but it may not enroll new students in an inactivated program. Withdrawal officially ends the curriculum.

The decision to archive or withdraw a course or curriculum is initiated at the faculty/program director level in consultation with the department chair. Approval by the division dean is required before the request for archiving or withdrawal is submitted to the vice president for academic services.

The rationale for archiving or withdrawing a course or curriculum should include reasons why the original reasons for creating the course or curriculum are no longer valid or relevant to student learning or preparation for the workplace. Faculty are encouraged to take a long term view when deciding to remove courses or curriculum from the college academic offerings.

Decisions to archive or withdraw courses or curriculum follow the annual CIF review cycle. Revisions to CIFs as well as decisions to archive or withdraw courses or curriculum are to be made no later than October 15. Changes to course and curriculum offerings are made effective the following academic year and should drive decisions for the new catalog.

2. The procedure for archiving and/or withdrawing courses and curriculum is as follows:

Departmental Level

Faculty member and/or program director discuss with department chair reasons for considering the archiving or withdrawal of a course or curriculum. The impact of the action on other programs should be considered and, when appropriate, faculty leaders of affected programs should be consulted. The form *Archiving (Inactivation) or Withdrawal of Courses and Curriculum* (see Appendix Seven) should be completed and submitted to the division office for dean approval no later than October 15.

Division Level

Division dean reviews submissions for course/program archiving or withdrawal. If approved, the dean signs the *Archiving or Withdrawal of Courses and Curriculum* form and takes the following steps:

- Local archiving: Submit the form to the VPAS office
- State withdrawal: (i) Submit the form to the VPAS office; (ii) complete Form 11 for course withdrawal and/or Form 22 for curriculum withdrawal and submit to Dean of Institutional Effectiveness for submission to ICCB.
- Division office maintains a spreadsheet of active, archived or withdrawn courses and curriculum

Vice President Level

Upon receipt of *Archiving (Inactivation) or Withdrawal of Courses and Curriculum* form, the VPAS ensures that the following actions will take place:

- Archiving of Courses: The course(s) are archived in the CIF database (VPAS office) and inactivated in the Colleague system (IAR/Academic Scheduling).
- Withdrawal of Courses: The course is withdrawn in the Colleague system; the state is notified about the withdrawal of course (IAR/Academic Scheduling).
- Inactivation or withdrawal of Curriculum: The curriculum is withdrawn in the Colleague system; the state is notified about the inactivation or withdrawal of the program (IAR/Academic Scheduling).
- Revision of new catalog: The changes are noted in the catalog master for the following academic year (Division Dean/VPAS).
- Archiving or Withdrawal Form for courses is filed with CIF master (VPAS).

APPENDIX ONE: Course Information Form (CIF)

Parkland College Course Information Form

[Page One]

Course Prefix and Number _____ Title _____
Class Hours _____ Lab Hours _____ Clinic Hours _____ Credit Hours _____

Consult with Curriculum and Scheduling Coordinator, as needed, on translation of instructional format hours (lecture, lab, and clinic) into total credit hours.

1. Catalog course description including prerequisites. (Not more than 40 words).

The course description is a brief direct statement of the purpose and content of the course. The following considerations should guide the writing of course descriptions:

- 1. Prerequisite(s): State course prerequisites and required course placement, if any. A course has no prerequisite unless specified in the course description.*
- 2. Format: Adopt a non-sentence format using intelligible, non-technical language, understandable to students and staff; omit verbs, articles, trite expressions, and redundancies; rely on key words, phrases, clauses, and appropriate punctuation to communicate content and purpose; do not repeat the course title; and avoid use of phrases like: "a course is designed for"; "with emphasis on"; "a survey of."*
- 3. Word limit: Does not exceed 40 words.*
- 4. Limited specificity: Cite specific content only where necessary to convey the essential nature of the course.*
- 5. Stands alone: Does not make cross-references to other course descriptions.*

The course description created in the CIF system is reproduced in the college catalog.

2. The attached course outline must contain the following: general course objectives, textbook(s), and other required materials approximate cost, required reading lists -- when appropriate, required writing assignments (including length & type) -- when appropriate, and laboratory information (e.g., topics covered) -- when appropriate.

3. Method of evaluation [essay exams, objective exams, term papers, projects (give description), etc.].

- 1. The methods of evaluating learning should be specified. A range rather than a specific number of each evaluation method is recommended (ex. 3 to 5 objective exams, rather than 4 objective exams), allowing for faculty flexibility in planning.*
- 2. Provide a brief description of research and other projects.*
- 3. Ensure that evaluations listed are directly connected the expected student learning outcomes on page 2.*

4. Will additional and/or special equipment, library materials, supplies, and/or facilities be needed or required? Please list and estimate cost.

5. What is your rationale of evidence of need for this course?

6. Are there any other Parkland courses that are similar in content? If yes, which ones?

If the course is similar in content with other Parkland courses, an explanation developed in consultation with lead faculty of the similar course(s) of why this course is needed should be provided.

Parkland College Course Information Form

[Page Two]

General Objectives

State intended outcomes of instruction in general terms.

Textbook

Where possible, provide textbook author, title, publisher, and edition.

Major Course Segments

Class Lab

Clinic Learning Outcomes

Major Course Segments

- a. *Present a complete formal course outline. Specify each major topic covered in the course.*
- b. *Do not include tests, examinations, review sessions, and major assignments.*

Approximate times

- a. *Give approximate times to be used in each segment in class/lecture, laboratory, or clinical instruction, as applicable.*
- b. *Total hours must match the class/lab/clinical hour distribution on page one.*

Student Learning Outcomes

- a. *State intended outcomes of instruction in specific terms, that is, what the instructor expects the student to be able to do at the end of each course segment.*
- b. *Use active verbs and terminology that describe measurable learning outcomes. Career programs may where appropriate use verbs recommended by accreditation agencies. See Appendix Seven for list of suggested verbs.*

APPENDIX TWO: New Course (Transfer or Career) Checklist

NEW COURSE CHECKLIST & APPROVAL FORM PARKLAND COLLEGE Curriculum Committee

Proposer: _____

Department: _____

Division: _____

Developing a new course, transfer or career, requires the completion of the following prescribed checklist and approval steps before the course can be published in the catalog and offered. This form with Division Dean's signature (page 1) must be submitted with new course proposals to Curriculum Committee.

Before Curriculum Committee

The development of a new course should involve at least one faculty member who works in consultation with the Department Chair and Division Dean to complete the following essential elements:

- An analysis of curricular need for and student interest in this new course including the possible impact on enrollments in other Parkland courses.
- A working copy* of a Course Information Form (CIF) on the CIF database.
CIF informational requirements include the following:
 - Course prerequisite(s), course instructional methods, and credit hours
 - Whether course will be a program requirement
 - Whether this course is similar in content to any other Parkland course
 - Recommended course fee
 - General education objectives fulfilled through this course
 - Course learning outcomes described using action verbs.
 - Special equipment, Library collection materials, supplies, and/or facilities needed or required

** Replication of the CIF as a Word document may be used to develop the course but submission to Curriculum Committee requires a CIF database working copy.*

- Academic assessment methods to measure attainment of learning outcomes and general education objectives.
- Course syllabus for new course based on the CIF.
- New catalog page for each program whose hours are increased by this course.

The above requirements are complete. The course is ready to be placed on the Curriculum Committee agenda.

Division Dean (Signature)

Date

APPENDIX THREE: New Career Program Checklist and Approval Form

**NEW CAREER PROGRAM
CHECKLIST & APPROVAL FORM
PARKLAND COLLEGE
Curriculum Committee**

Proposer: _____

Department: _____

Division: _____

All new career program proposals must complete the prescribed sequential checklist and approval steps before the program can be published in the catalog and offered.

I. Department/Program (Health Professions) Approval Process

- Proposer meets with Department Chair/Program Director (Health Professions) to discuss the new program and curriculum and the informational requirements for setting up a new career program.
- Department Chair/Assistant Dean (Health Professions) reviews the completeness and accuracy of the Career Program Information Form which includes the following informational requirements (needed for ICCB and college approval processes):
 1. Labor and market needs analysis including
 - employment need and supply numbers, using the Illinois Department of Employment Services data; local employer survey data; economic and workforce development data
 - existence of similar programs in the Illinois community college system; their enrollment and employment placement data (if available)
 - survey of student populations and/or technical advisory committees to gauge student and local workforce interest
 2. Program faculty needs and accreditation requirements, where applicable
 3. Resource allocation and cost estimates including equipment, supplies, Library collection materials, and facilities
 4. Special scheduling needs
 5. Academic assessment plan
 - New Program Approval Form signed by Department AAC representative and AAC Chair
 6. Complete program page in catalog format
 7. Course Information Forms for any new courses affiliated with proposed program
 8. Financial Aid office verification regarding financial aid eligibility of new program

The above informational requirements have been reviewed for accuracy and completeness.

Department Chair/Assistant Dean

(Signature)

Date

APPENDIX FOUR: New Program Approval Form – Academic Assessment Committee

**NEW PROGRAM APPROVAL FORM
PARKLAND COLLEGE
Academic Assessment Committee**

Proposers of all new career programs must complete and submit this form to the Chair, Academic Assessment Committee along with the academic assessment plan for the proposed program. A signed copy of this approval form will be forwarded to the Chair, Curriculum Committee. The Curriculum Committee will not approve new programs without this form completed.

Date: _____

Proposers): _____

Department: _____

Division: _____

Program: _____

Curriculum Committee review date(s): _____

The attached plan meets the minimum requirements for an academic assessment plan established by the Academic Assessment Committee (AAC).

_____ (Signature) _____
Department AAC Representative Date

_____ (Signature) _____
AAC Chair Date

APPENDIX FIVE: Revisions to Approved Course Form

**REVISION OF APPROVED COURSE
CHECKLIST & APPROVAL FORM
PARKLAND COLLEGE
Curriculum Committee**

Proposer: _____

Department: _____

Division: _____

Substantial revision of an approved course requires the completion of the following prescribed checklist and approval steps before the course can be published in the catalog and offered in its revised form. This form with Division Dean’s signature (page 1) must be submitted with revised course proposals to Curriculum Committee.

Before Curriculum Committee

The revision of an approved course should involve at least one faculty member who works in consultation with the Department Chair and Division Dean to complete the following essential elements:

- Review the rationale for proposed revision to the existing course with the chair/dean. This review should include potential impact on program hours, accreditation requirements, course objectives, student learning outcomes, and assessment of outcomes
- Create a working copy* of a Course Information Form (CIF) on the CIF database. The working copy should contain the additions or modifications to current CIF. Bear in mind that the Curriculum Committee will require the presentation of a working copy that clearly differentiates between the current CIF and proposed revisions.
** Replication of the CIF as a Word document may be used to develop the course but submission to Curriculum Committee requires a CIF database working copy.*
- Review academic assessment methods to measure attainment of course-level learning outcomes and general learning outcomes.
- Create a course syllabus for course based on the revised CIF.
- Revise the catalog page for each program if total program hours are affected by revisions to this course.

The above requirements are complete. The course is ready to be placed on the Curriculum Committee agenda.

_____ (Signature)
Division Dean

Date

At Curriculum Committee

The proposer should be prepared to present CIF components as well as the following:

- How this revised course impacts existing or new programs of study and, if it is a transfer course, describe how it enhances the General Education curriculum.
- Why revisions to this course are needed in the curriculum.
- Changes, if any, to assessments of course-level learning outcomes and general learning outcomes.
- Changes, if any, to Learning Support resources to increase course retention and student success.
- Any additional resources needed to ensure course materials are ADA compliant.

Revisions to the approved course have been approved by the Curriculum Committee.

_____ (Signature) _____
Curriculum Committee Chair Date

After Curriculum Committee approval: action required at the Division Dean level

For transfer courses if credit hours or course prefix/number have changed:

- Division Dean submits Form 13 to all Illinois Public Universities to seek re-articulation of course
- Upon receipt of articulation affirmations from three (3) Illinois Public Universities (UIUC articulation is required), Division Dean processes course for ICCB approval using Form 12.
Note: ICCB requires syllabus with highlighted changes if there is an increase in credit hours.
- Dean of Institutional Effectiveness submits Form 12 to ICCB.
- Division Dean re-submits course, if appropriate, for IAI approval.

For career courses

- Division Dean processes course for ICCB approval using Form 12.
Note: ICCB requires syllabus with highlighted changes if there is an increase in credit hours.
- Dean of Institutional Effectiveness submits Form 12 to ICCB.

After ICCB approval

- IAR notifies Division Dean and Vice President for Academic Services
- Division Dean notifies department chair and faculty proposer of approval
- Paper copy of approval is filed in the Course Files (Institutional Accountability and Research office)
- VPAS offices publishes CIF in database
- Department chair submits revised program page for catalog review
- Academic Scheduling makes changes in Colleague

Catalog and Course Offering

The course will be published in the next scheduled catalog and offered to students only when all the steps in the

approval process are complete.

APPENDIX SIX: Revisions to Approved Career Program

**REVISION OF APPROVED CAREER PROGRAM
CHECKLIST & APPROVAL FORM
PARKLAND COLLEGE
Curriculum Committee**

Proposer: _____ Department: _____
 Division: _____ Program: _____

Proposals to revise approved career programs should follow the prescribed sequential checklist and approval steps **regardless** of whether or not the revisions are sufficiently substantive to require Curriculum Committee approval or notification.

I. Program/Department and Division Level Review Process

- Proposer meets with Department Chair/Program Director (Health Professions) to discuss proposed revisions and rationale for changes to an existing program. Changes may include:
 - Title
 - Total credit hours
 - Courses within the existing program
- Prepare written rationale for changes
- Create working copies of CIFs for courses (new and/or existing) affiliated to the proposed revised program
- Revise program page in catalog format
- Communicate across programs if revisions impact courses offered by other departments
- Financial Aid office verification regarding financial aid eligibility of revised program only when total number of credits is changed.

Timeline

Faculty are encouraged to consider revisions to existing programs in response to academic assessment, accreditation requirements, and/or input from advisory committees. Work on revisions can take place at any time. However, if the intent is to offer revised programs in the next academic year, the following deadlines must be strictly adhered to:

Action	Deadline – No later than....
1. Discussion at program and department level and CIF preparation	September 15
2. Review by division dean to include the following: <ul style="list-style-type: none"> ○ Written rationale for revision ○ Working copies of CIFs of existing courses needing modification for program revision ○ Working copies of CIFs for new courses associated with program revision ○ Revised catalog page in program format 	October 15 <i>if Curriculum Committee approval or notification is required</i> December 1 <i>if Curriculum Committee approval or notification is <u>not</u> required</i>
3. Submission of materials required for review and approval by Curriculum Committee, if needed	Three weeks before the scheduled November Curriculum Committee meeting

II. Department and Division Approval

- The requirements (page one) have been reviewed for accuracy, completeness, and timeliness.
- The proposed revisions to the program should be submitted to the Curriculum Committee for review and approval.

_____ (Signature) _____
Department Chair/Assistant Dean Date

_____ (Signature) _____
Division Dean Date

III. Curriculum Committee Approval

This proposed revisions to the existing career program has been approved by the Curriculum Committee.

_____ (Signature) _____
Curriculum Committee Chair Date

IV. Administrative Steps (regardless of whether the program revisions require Curriculum Committee review and approval)

- Division Dean completes ICCB forms (typically Form 11, 12, 22) for revisions to existing career programs. *(See ICCB Program Approval Manual for more information.)*
- Dean of Institutional Effectiveness submits forms to ICCB
- Upon notification of approval from ICCB, the following steps will be taken:
 - VPAS: Publish new and revised courses in CIF database; file master copies of CIFs in course files
 - Department/Division: Submit the modified catalog page for catalog editing/review (per catalog review timeline set by the VPAS office)

Vice President for Academic Services:

- Archived in CIF database
- Re-activated in CIF database
- Withdrawn at ICCB
- Revisions in catalog revision master

VPAS Initials

APPENDIX EIGHT: A QUICK GUIDE – APPROVALS NEEDED FOR CHANGES TO COURSES & PROGRAMS

<i>Required approvals at all levels must be completed per published deadlines prior to catalog revisions.</i>							
	COURSE AND PROGRAM CHANGES	CC approval <u>not</u> required	CC notification	CC approval	CIF revision	Dean and VPAS approval	ICCB notification and/or approval
COURSE LEVEL CHANGES	Changes to course repeatability	✓			✓	✓	✓
	Changes to major course segments on page 2 of CIF that do not substantively alter the nature of the course	✓			✓	✓	
	Changes to course prefix or course number		✓		✓	✓	✓
	Changes to course title		✓		✓	✓	✓
	Changes to course description that do not alter intent and purpose of course		✓		✓	✓	✓
	Changes to course prerequisites or placement requirements		✓		✓	✓	✓
	Decrease in course credit hours		✓		✓	✓	✓
	Changes to lecture/ lab/clinical hour distributions		✓		✓	✓	✓
	Archiving at Parkland or withdrawal at ICCB		✓		✓	✓	✓
	Increase in course credit hours			✓	✓	✓	✓
	Changes to major course segments on page 2 of CIF that substantively alter the intent/nature of the course			✓	✓	✓	✓
	Request to make a course a general education course			✓		✓	✓
	Changes from status as a career to a transfer course			✓		✓	✓
	PROGRAM LEVEL CHANGES	Changes to program code	✓				✓
Changes to required courses if there is not increase in total hours and if course changes are from within the program or department		✓				✓	
Changes in general education course requirements that stay within state and Parkland guidelines		✓				✓	
Changes to recommended course sequences		✓				✓	
Changes to program title			✓			✓	✓
Changes to required courses if the changes affect courses from other departments or programs even though there is no change in total credit hours.			✓			✓	
Changes to courses required in a program or unit of curriculum that results in an overall decrease in credit hours required for graduation			✓			✓	✓
Withdrawing or inactivating a program at Parkland or ICCB			✓			✓	✓
Changes to courses that result in a substantive change in content and/or intent and nature of the program				✓	✓	✓	
Changes to required courses that result in an overall increase in program credit hours				✓		✓	✓
Changes in general education degree requirements outside of Parkland guidelines				✓		✓	

**APPENDIX NINE:
GUIDE TO ACTION WORDS FOR MEASURING COGNITIVE STUDENT LEARNING OUTCOMES**

Action Words based on Bloom's Taxonomy for Measuring Attainment of Cognitive Student Learning Outcomes					
Knowledge	Comprehend	Apply	Analyze	Synthesize	Evaluate
Define	Classify	Act	Break down	Adapt	Appraise
Describe	Cite	Administer	Characterize	Anticipate	Argue
Draw	Conclude	Articulate	Classify	Categorize	Assess
Enumerate	Convert	Assess	Compare	Collaborate	Choose
Find	Describe	Change	Contrast	Combine	Compare &
Identify	Discuss	Chart	Correlate	Communicate	Contrast
Label	Estimate	Choose	Debate	Compare	Conclude
List	Explain	Collect	Deduce	Compile	Criticize
Match	Generalize	Compute	Diagram	Compose	Critique
Name	Give examples	Construct	Differentiate	Construct	Decide
Quote	Illustrate	Contribute	Discriminate	Contrast	Defend
Recall	Interpret	Control	Distinguish	Create	Evaluate
Recite	Locate	Demonstrate	Examine	Design	Interpret
Record	Make sense of	Determine	Focus	Develop	Judge
Reproduce	Paraphrase	Develop	Illustrate	Devise	Justify
Select	Predict	Discover	Infer	Express	Predict
Sequence	Report	Dramatize	Limit	Facilitate	Prioritize
State	Restate	Draw	Outline	Formulate	Prove
Tell	Review	Establish	Point out	Generate	Rank
View	Summarize	Extend	Prioritize	Incorporate	Rate
Write	Trace	Imitate	Recognize	Individualize	Reframe
		Implement	Research	Initiate	Select
		Interview	Relate	Integrate	Support
		Include	Separate	Intervene	
		Inform	Subdivide	Invent	
		Instruct		Model	
		Paint		Modify	
		Participate		Negotiate	
		Predict		Organize	
		Prepare		Perform	
		Produce		Plan	
		Provide		Produce	
		Relate		Progress	
		Report		Propose	
		Select		Rearrange	
		Show		Reconstruct	
		Solve		Reinforce	
		Transfer		Reorganize	
		Use		Revise	
		Utilize		Rewrite	
				Structure	
				Substitute	
				Validate	

APPENDIX TEN: STYLE GUIDE FOR CIF COURSE TITLES AND DESCRIPTIONS

This style guide establishes the standard style requirements for writing course titles and course descriptions.

Topic	Standard Style
Abbreviations	Do not use abbreviations (ex. “intro”, “applic” or “mech”) in course titles or course descriptions. Note: There are character limitations for titles on CurricUNET, the software used by ICCB. IAR will shorten course titles as needed. But course titles on the CIF form should not contain abbreviations.
Ampersand – the sign “&”	Do not use “&” in course titles or course descriptions. Spell out the word “and”.
Approvals	Approval of instructor or program director is always followed by “or department chair.” Standard format: “Approval of . . .” Do not use: “Consent of . . .” or “Permission of . . .”
Comma in sequences	Use the serial or Oxford comma before “and” in a series. Standard format: “. . . technical quality, standards, and accountability” Do not use: “. . . technical quality, standards and accountability”
Consistency	When writing text for a new course description, refer to current course descriptions in the discipline or program.
Course prefix and number	Add a word space between the course prefix and course number. Standard format: ACC 101 Do not use: ACC101
Include or including	Do not add a colon after include or including. Standard format: “Simulation... including customer relations, vehicle diagnosis, repairs, and flat-rate concept.” Do not use: “Simulation... including: customer relations, vehicle diagnosis, repairs, and flat-rate concept.”
Numbers	Spell out the numbers nine and below in the text. Use digits for the number 10 and higher.
Prerequisite(s)	<ol style="list-style-type: none"> 1. Any coursework requirement for the course is preceded by the word “Prerequisite” as in “Prerequisite: CIS 101.” 2. If there are no prerequisites, do not use “Prerequisite”.

Topic	Standard Style
	<p>3. If there is only one prerequisite, use the singular “prerequisite”; if there is more than one prerequisite, use the plural “prerequisites”. <i>This is obvious but nonetheless a recurrent error.</i></p> <p>4. “Prerequisite: PSY 101.” This phrase always ends with a period.</p> <p>5. The statement of prerequisite(s) is always the last sentence in the course description. Exception: (Also in Salzburg Program) is never followed by a period and is the last statement in the course description. <i>Legacy. Reason unknown.</i></p> <p>6. When minimum grade is specified Standard format: “. . . grade of C or higher” as in “Prerequisite: MAT 124 with grade of C or higher.” Do not use: “C or better” or “minimum grade of C”</p>
<p>Placement versus prerequisite terminology</p>	<p>Prerequisite and placement are two different notions. However, Colleague does not allow the distinction in the system and we tend to use the terms synonymously – and incorrectly.</p> <p>Prerequisite denotes a required prior completion.</p> <p>Placement denotes demonstrated skills for entry level into course.</p> <p>Given technical limitations, this is an example of our formatting compromise: “Prerequisite: ENG 101 placement” indicates that the student must have writing skills necessary to start ENG 101. “Prerequisite: ENG 101” indicates that the prior completion of ENG 101 is required.</p>
<p>Phrases to avoid in text</p>	<p>Do not use the following: “This course is about . . .” “ESC 101 covers . . .” “Student will gain skills in . . .” or “Student will learn about . . .” Keep language succinct. Course descriptions are factual listings of course content.</p>
<p>Repeatability</p>	<p>Standard format: “Repeatable for a maximum of X credit hours.”</p>
<p>Semester offered</p>	<p>Use check boxes in editing mode to indicate semester(s) course is offered. Do not include in the course description. This results in the semester(s) offered appearing twice.</p>
<p>Upper case for names in course description text</p>	<p>Only use upper case for formal complete names as in “Cisco Certified Network Association Exam.” Do not abbreviate to network association exam. When in doubt, use lower case.</p>

Approved by Curriculum Committee at its September 24, 2019 meeting.