



# **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.

[-Policies and Procedures Manual](#)

### 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](#)". 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 [Appendix Two](#)).

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 [Appendix Two](#)). 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 [http://www2.iccb.org/academic\\_affairs/program-review/](http://www2.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 the CIF. Do the selected General Learning Outcomes have matching student learning outcomes on 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 working 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.

## **Committee Responsibilities**

Curriculum Committee and Academic Assessment Committee are part of the Parkland College Association (PCA).

### **Curriculum Committee**

1. Approve credit courses numbered less than 300.
2. Approve credit programs.
3. Review/oversight for non-credit courses and programs.
4. Review/oversight for credit courses numbered greater than 300 (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.)
5. Provide faculty oversight of General Learning Outcomes goals and assessment:
  - a. Review and evaluate the General Learning Outcomes.
  - b. Determine which courses continue to qualify as General Education courses.
  - c. Review the processes and results of the General Learning Outcomes assessment and recommend actions for improving General Education.
6. Provide faculty oversight of transfer degree goals and assessment (including review of the processes and results of assessments, as well as recommend actions for improving transfer degrees.)

## **Academic Assessment Committee**

1. Direct and support the assessment of student learning outcomes for each AAS/Certificate/AA/AS/AES/AFA awarded.
2. Direct and support the assessment of student learning outcomes for gatekeeper transfer degree courses (ENG 101 and 102, COM 103, SOC 101, PSY 101, MAT 108, and BUS 101) and other courses.
3. Review and approve academic assessment plans for all newly proposed programs before the program proposal is sent to the Curriculum Committee for approval.
4. Conduct cross-disciplinary studies to assess the effectiveness of the General Education Core Curriculum (GECC) courses in fulfilling General Education objectives.
5. Encourage, collect, evaluate, and provide suggestions regarding ongoing General Education assessment of the GECC courses, conducted by the faculty of those GECC courses.

## **General Education Review Subcommittee**

The General Education Review Subcommittee supports the work of Curriculum Committee and Academic Assessment Committee.

1. Assess General Learning Outcomes within courses across the Parkland College curriculum.
2. Make recommendations to the Curriculum Committee to have faculty modify courses or discontinue General Education designation for courses not meeting stated objectives.

## B. Composition of Committee

Number of Members	Membership Information	Term	Committee Responsibilities
1*	Chair: Full-time faculty member jointly selected by the Vice President for Academic Services and the PCA President <sup>1, 2</sup>	2 years	Approve credit course numbered less than 300
1*	PCA member	Staggered: 2 years	Approve credit programs
10*	One full-time faculty member selected from: Each academic department (9)** Non-teaching faculty (1)***	Staggered: 2 years	Review/oversight for non-credit courses and programs
1	Vice President for Academic Services		Review/oversight for credit (vocational) courses numbered greater than 300
1	Associate Director of Admissions and Records		Provide faculty oversight of general education goals and assessment
1	Dean, Institutional Effectiveness		Provide faculty oversight of transfer degree goals and assessment
Total: 15			
<p>* Voting members  ** Faculty chairs may represent their departments  *** PAE counselors or librarians  <sup>1</sup> New chair selected one year in advance to prepare and to participate in committee-related activities so that continuity is preserved.  <sup>2</sup> Votes only in case of a tie</p>			

## C. Responsibilities of the Curriculum Committee Chair

The Chair of the Curriculum Committee shall have appropriate release time to perform their 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:
  - a. Arrange dates, reserve meeting rooms, and prepare and distribute the agenda to the faculty.
  - b. Prepare and distribute curriculum materials to the Committee.
  - c. Inform each sponsor of a proposal of the presentation date and time and of the necessary preparations for such presentation.

3. 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.
4. Assist in maintaining, with the office of the vice president for academic services, records of all Committee action.
5. 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.
6. Orient new Committee members as to functions, responsibilities, etc.
7. Work with the vice president for academic services in matters of total curriculum.
8. 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

1. **Prerequisites:** What, if any, are the prerequisites for the course? Are the prerequisites stated appropriately? Are they feasible?
2. **Credit Hours:** How is the course structured in lecture/lab/clinical credit hours? Is this the best combination of instructional formats to meet desired learning outcomes bearing in mind cost to student and the institution? Do contact and credit hour ratios fall within ICCB guidelines? (See below):
  - a. **Lecture:** One semester credit hour is assigned for every 15 classroom contact hours per semester.
  - b. **Lab:** One semester credit hour is assigned for every 30 to 45 classroom contact hours per semester.

- c. **Work Experience (non-clinical internships, practicums, on-the-job supervised instruction):** One semester credit hour is assigned for every 150 contact hours per semester.
  - d. **Clinical Practicum:** One semester credit hour is assigned for every 30 to 60 contact hours per semester.
3. **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?
  4. **Assessment of General Learning Outcomes (GLOs):** 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 student learning outcome on the CIF connected to each GLO selected? Does the syllabus align with the CIF?
  5. **Assessment of Student Learning Outcomes:** What are the proposed methods of assessment of student learning outcomes as listed on the CIF? How do the items listed in Methods of Evaluation on the CIF connect to the student learning outcomes?
  6. **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 for AAS degrees and Certificates: General Education Course Requirements and Credit Hours

### A. Associate in Applied Science (A.A.S) Degree

Course Type	Credit Hours
Communications (Writing or Public Speaking)	6
General Education Electives, selected from two or more of the following: communications, humanities and fine arts, mathematics, physical/life sciences, social and behavioral sciences <sup>1</sup>	9
Technical/Program Specific Courses	45
Total Hours Required	60 <sup>2</sup>

<sup>1</sup> General education elective courses are listed in the [college catalog](#).

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

### B. Certificate of 30 hours or more

Course Type	Credit Hours
Technical/Program Specific Courses	30 <sup>3</sup>
General Education courses are recommended but optional	0-6
Minimum Total Hours Required	30 <sup>3</sup>

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

## C. Other Certificates

See the current [college catalog](#) for information about other certificates.

# III. Procedures for New Courses 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) in 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 the course will be added to.
- Obtain Financial Aid Office verification that the proposed course is financial aid eligible.

Faculty proposer is required to use the [New Course Proposal Form](#).

#### To propose a 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 Career Program AAC Approval 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 Proposal Form](#).

## **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 Curriculum Specialist in the office of the vice president for academic services, who shares the proposal with the Curriculum Chair, vice president for academic services, and all other appropriate parties. The deadline is no later than three weeks before the scheduled Curriculum Committee meeting, typically 12 noon on Tuesday, one week before the scheduled Pre-Curriculum Committee meeting. (See the [Curriculum Committee SharePoint page](#) for upcoming deadlines.) The proposer submits all materials electronically.

## **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 Curriculum Specialist in 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. (See the [Curriculum Committee SharePoint page](#) for upcoming deadlines.) The proposer submits all materials electronically.

## **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 be made available 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 the 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 their 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 displayed in the [chart on the following page](#).

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

- Changes to the CIF by the October deadline and notification to the Curriculum Committee, where appropriate, by its February meeting
- Adherence to internal rules about archiving and withdrawing courses and curriculum (see [Guidelines on Archiving and Withdrawing Courses and Curriculum](#))
- Notification to the state through the submission of required forms through the office of the vice president for academic services
- Coordination with the catalog review process

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

## Quick Guide to Changes Requiring Curriculum Committee Notification or Approval

<i>Required approvals at all levels must be completed per published deadlines prior to catalog revisions.</i>							
	<b>COURSE AND PROGRAM CHANGES</b>	<b>CC approval not required</b>	<b>CC notification</b>	<b>CC approval</b>	<b>CIF revision</b>	<b>Dean and VPAS approval</b>	<b>ICCB notification and/or approval</b>
<b>COURSE LEVEL CHANGES</b>	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		✓		✓	✓	✓
	Changes from status as a career to a transfer course		✓		✓	✓	✓
	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			✓		✓	✓
<b>PROGRAM LEVEL CHANGES</b>	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			✓		✓	

## 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) in 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 or course list are affected by this course revision.

Faculty proposer is required to use the [Revised Course Proposal Form](#).

#### 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 [Revised Career Program Proposal Form](#).

## **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 Curriculum Specialist in the office of the vice president for academic services, who shares the proposal with the Curriculum Chair, vice president for academic services, and all other appropriate parties. The deadline is no later than three weeks before the scheduled Curriculum Committee meeting, typically 12 noon on Tuesday, one week before the scheduled Pre-Curriculum Committee meeting. (See the [Curriculum Committee SharePoint page](#) for upcoming deadlines.) The proposer submits all materials electronically.

## **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 Curriculum Specialist in 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. (See the [Curriculum Committee SharePoint page](#) for upcoming deadlines.) The proposer submits all materials electronically.

## **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 be made available 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)

If a course or program will no longer be offered, departments must follow the outlined procedure for discontinuation. Course and program discontinuations both require notification to the Curriculum Committee (see the [Quick Guide to Changes Requiring Curriculum Committee Notification or Approval](#) chart).

### Courses

The decision to discontinue a course should coincide with the annual CIF review cycle (October deadline). A course that is no longer viable may be **Locally Archived** or **Withdrawn**:

#### Locally Archived:

- No longer appears in the college catalog.
- No longer offered to students.
- Remains active on the state (ICCB) course master file.
- May be reactivated during the next five (5) years without needing to go through Curriculum Committee or ICCB approval processes. At the end of that period, a final decision should be made about the course and it should either be reactivated or fully withdrawn.

#### Withdrawn:

- No longer appears in the college catalog.
- No longer offered to students.
- Is withdrawn from the state (ICCB) course master file. To bring back the course, it must go through the Curriculum Committee and ICCB approval processes.

### Procedure

Department chair completes the [Course Inactivation or Withdrawal Form](#) and obtains the division dean's signature. The form is submitted to the office of the vice president for academic services for approval. If approved, the office of the vice president for academic services will complete appropriate actions regarding the course's CIF, entries in the college catalog and Colleague, status at ICCB, and notification to Curriculum Committee.

## Programs

The decision to discontinue a program should coincide with the annual catalog review period (October-December). Typically, a program will be **Inactivated** for the duration of a teach-out period, with the intention to **Withdraw** it at the end of that period.

### Inactivated:

- No longer appears in the college catalog.
- New students may not enter the program.
- Existing students may graduate under the program during the teach-out period.
- Courses associated with the program may remain active.
- Is inactivated on the state (ICCB) curriculum master file.
- May be reactivated if program need returns, without needing to go through Curriculum Committee approval process. If less than one (1) year from inactivation date, a simple submission to ICCB will reactivate the program. If less than three (3) years from inactivation date, the program may be reactivated through a minimal ICCB approval process. Programs inactivated longer than three (3) years must go through the standard approval process including rationale, labor market justification, etc. to be reactivated.

### Withdrawn:

- Students may no longer be graduated under the program.
- Any associated courses must either be withdrawn or re-assigned to an active program.
- Is withdrawn from the state (ICCB) curriculum master file. To bring back the program, it must go through the Curriculum Committee and ICCB/IBHE/HLC approval process.

### Procedure

Department chair completes the [Program Discontinuation Form](#) and obtains the division dean's signature. The form is submitted to the office of the vice president for academic services for approval. If approved, the office of the vice president for academic services will complete appropriate actions regarding the college catalog and Colleague, status at ICCB, and notification to Curriculum Committee and Student Services so the program can be removed from the college application.

# V. Appendices: Forms and Guides

## Appendix One: Course Information Form (CIF)

The following is a sample Course Information Form for a mock course. For detailed information about the components of a CIF, see the [CIF Database and Style Guide](#).

Parkland College Course Information Form
<b>Prefix and Number:</b> CIF 101
<b>Course Name:</b> Introduction to Course Information Forms
<b>Department:</b> Instructional Support
<b>Class Hours:</b> 3.00
<b>Lab Hours:</b> 2.00
<b>Clinic Hours:</b> 0.00
<b>Credit Hours:</b> 4.00
<b>IAI Code:</b> X1 900
<b>PCS Code:</b> 1.1 - Baccalaureate / Transfer
<b>Times Repeatable:</b> 1
<b>Anticipated Offerings:</b>
<b>Catalog course description</b> Introduction to writing Course Information Forms. Credit hours, course descriptions, and use of the Course Information Form database. Repeatable for a maximum of 8 credit hours.
<b>Minimum Placement Requirements</b>
<b>English:</b> Placement out of ENG 098
<b>Reading:</b> Placement out of CCS 098
<b>Math:</b> None
<b>Prerequisites</b> Credit in ZZZ 101 and ZZZ 102 - Required Approval of department chair - Required
<b>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 &amp; type) -- when appropriate, and laboratory information (e.g., topics covered) -- when appropriate. This information applies to all sections of this course regardless of delivery mode.</b>
<b>Method of evaluation</b> 3-4 CIF projects, 2 essays of at least 500 words, and 1 final exam.
<b>Will additional and/or special equipment, library materials, supplies, and/or facilities be needed or required?</b> N/A
<b>What is your rationale of evidence of need for this course?</b> Students require a general foundation in CIF writing in preparation for revising or creating courses.
<b>Are there any other Parkland courses that are similar in content? If yes, which ones?</b> No
<b>List the general learning outcomes this course meets:</b> <ul style="list-style-type: none"><li>• <b>Communication</b> - Students will demonstrate their ability to read, write, listen, and speak effectively.</li></ul>
<b>General Objectives</b> Develop a foundational knowledge in the principles of CIF writing, and gain practical experience constructing a CIF from start to finish.
<b>Instructional Material</b> <a href="#">Barlowe's Guide to CIF Writing</a> , Access to online material included in bundle. 999999999999 - Print Text

## Major Course Segments

### Segment 1

**Segment Title:**

Credit Hours

**Class Hours:** 10.00

**Learning Domain:** Cognitive  
Domain

**Learning Level:** Application

**Lab Hours:** 0.00

**Learning Domain:** --

**Learning Level:** --

**Clinic Hours:** 0.00

**Learning Domain:** --

**Learning Level:** --

**Learning Objective 1:**

Identify the four major instructional types: lecture, laboratory, clinical practicum, and internship.

**Learning Objective 2:**

Compute the appropriate contact hours for a course based on its credit hours.

**Learning Objective 3:**

Locate a course's official credit hours on the ICCB Course Master File.

### Segment 2

**Segment Title:**

Course Description

**Class Hours:** 35.00

**Learning Domain:** Cognitive  
Domain

**Learning Level:** Synthesis

**Lab Hours:** 0.00

**Learning Domain:** --

**Learning Level:** --

**Clinic Hours:** 0.00

**Learning Domain:** --

**Learning Level:** --

**Learning Objective 1:**

Identify standardized phrases for use in course descriptions.

**Learning Objective 2:**

Integrate sample language into course descriptions for a specific content area.

**Learning Objective 3:**

Produce course descriptions that follow all applicable style rules.

### Segment 3

**Segment Title:**

CIF Database

**Class Hours:** 0.00

**Learning Domain:** --

**Learning Level:** --

**Lab Hours:** 30.00

**Learning Domain:** Cognitive  
Domain

**Learning Level:** Application

**Clinic Hours:** 0.00

**Learning Domain:** --

**Learning Level:** --

**Learning Objective 1:**

Develop an electronic Course Information Form including all necessary data fields.

**Learning Objective 2:**

Use database tools to revise, approve, and request revision of a Course Information Form.

**Total Hours:**

**Class Hours:** 45.00

**Lab Hours:** 30.00

**Clinic Hours:** 0.00

## Appendix Two: Curriculum Committee Forms

Fillable versions of all of the following forms are available at the [Curriculum Committee SharePoint site](#).

- New Course Proposal Form
- New Career Program Proposal Form
- New Career Program Academic Assessment Committee Approval Form
- Revised Course Proposal Form
- Revised Career Program Proposal Form
- Course Inactivation or Withdraw Form
- Program Discontinuation Form

These forms are reproduced on the following pages for reference.

**NEW COURSE PROPOSAL FORM**  
**PARKLAND COLLEGE**  
Curriculum Committee

Proposer: \_\_\_\_\_  
Department: \_\_\_\_\_ Course Prefix/Number: \_\_\_\_\_  
Division: \_\_\_\_\_ Course Name: \_\_\_\_\_

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 each new course proposal 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) in 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 existing program the course will be added to.

*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 course will fit into existing or new programs of study and, if it is a transfer course, describe how this course would fit into the General Education curriculum.
- Target student population that will likely be taking this course and why this course is needed in the curriculum.
- Proposed assessments of student learning outcomes and general education objectives.
- Learning support resources to increase course retention and student success.
- Any additional resources needed to ensure course materials are ADA compliant.

*This new course has been approved by the Curriculum Committee.*

Finalized course prefix/number and course name: \_\_\_\_\_

\_\_\_\_\_  
Curriculum Committee Chair (Signature)

\_\_\_\_\_  
Date

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

### For transfer courses

- Curriculum Specialist submits Form 13 to all Illinois Public Universities to seek articulation of course
- Upon receipt of articulation affirmations from three (3) Illinois Public Universities (UIUC articulation is required), office of the vice president for academic services prepares course for ICCB submission using Form 11. Dean of Institutional Effectiveness submits course to ICCB for approval.
- Dean of Arts and Sciences submits course, if appropriate, for IAI approval.

### For career courses

- Office of the vice president for academic services prepares course for ICCB submission using Form 11. Dean of Institutional Effectiveness submits course to ICCB for approval.

## After ICCB approval

- 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)
- Dean of Institutional Effectiveness notifies Academic Scheduling and appropriate college offices

## 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.



**II. Division Approval Process**

- Division Dean reviews completeness and accuracy of all the informational requirements listed above.
- Division Dean completes ICCB forms for new career programs.
  - If proposed curriculum is similar to existing programs, complete the ICCB form 21 (Reasonable & Moderate Extension)
  - If proposed curriculum is not similar to existing programs, complete the ICCB form 20 or 20T (temporary programs)

*The required informational requirements are complete and accurate. The ICCB forms are complete. The program is ready to be placed on the Curriculum Committee agenda.*

\_\_\_\_\_ (Signature) \_\_\_\_\_  
Division Dean Date

**III. Curriculum Committee Approval**

*This new career program has been approved by the Curriculum Committee.*

Finalized program code and name: \_\_\_\_\_

\_\_\_\_\_ (Signature) \_\_\_\_\_  
Curriculum Committee Chair Date

**IV. Board of Trustees Approval**

The internally approved new program is placed on the Board of Trustees agenda. Upon receiving board approval, the forms are submitted by the Dean of Institutional Effectiveness to the Illinois Community College Board and the Higher Learning Commission.

**V. Illinois Community College Board (ICCB) and Other Agency Approvals**

- ICCB approval has been received*
- IBHE approval has been received (AAS degrees only)*
- HLC approval has been received*

*The new program may be published in the next catalog and offered to students.*

\_\_\_\_\_ (Signature) \_\_\_\_\_  
Vice President for Academic Services Date

**NEW CAREER 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: \_\_\_\_\_

Proposer: \_\_\_\_\_

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



### 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 & VPAS level

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

- Curriculum Specialist 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), office of the vice president for academic services prepares course for ICCB submission 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.
- Dean of Arts and Sciences re-submits course, if appropriate, for IAI approval.

For career courses

- Office of the vice president for academic services prepares course for ICCB submission 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 office 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.

**REVISION OF APPROVED CAREER PROGRAM - PROPOSAL FORM**  
**PARKLAND COLLEGE**  
 Curriculum Committee

Proposer: \_\_\_\_\_

Department: \_\_\_\_\_

Program Code: \_\_\_\_\_

Division: \_\_\_\_\_

Program Name: \_\_\_\_\_

Proposals to revise approved career programs should follow the prescribed sequential checklist and approval steps **regardless** of whether the revisions are sufficiently substantive to require Curriculum Committee review.

**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
- Complete 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 30
2. Review by division dean to include the following: <ul style="list-style-type: none"> <li><input type="radio"/> Written rationale for revision</li> <li><input type="radio"/> Working copies of CIFs of existing courses needing modification for program revision</li> <li><input type="radio"/> Working copies of CIFs for new courses associated with program revision</li> <li><input type="radio"/> Modified catalog page in program format</li> </ul>	November Curriculum meeting <i>if Curriculum Committee approval is required</i>  Follow CIF deadline (Oct. 1) and catalog review deadline (December) <i>if Curriculum Committee approval 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 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)**

- Office of vice president for academic services 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 program catalog changes for catalog editing/ review (per catalog review timeline set by the VPAS office)

## COURSE ARCHIVING/REACTIVATION/WITHDRAWAL

A course that is no longer needed may be locally archived or withdrawn at ICCB.

Locally archived courses remain inactive for up to five years, at which time they should be withdrawn. A locally archived course may be reactivated without re-submitting it to Curriculum Committee or ICCB.

Select the desired action for each course and include an explanation for the change.

If a PCS 1.2 (Career) course is being archived/withdrawn, also submit a revised catalog page for all programs that contain the course.

Course Name	Locally Archive	Reactivate	Withdraw	Rationale
<input style="width: 100%;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 100%;" type="text"/>
<input style="width: 100%;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 100%;" type="text"/>
<input style="width: 100%;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 100%;" type="text"/>
<input style="width: 100%;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 100%;" type="text"/>
<input style="width: 100%;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 100%;" type="text"/>
<input style="width: 100%;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 100%;" type="text"/>
<input style="width: 100%;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 100%;" type="text"/>
<input style="width: 100%;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 100%;" type="text"/>
<input style="width: 100%;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 100%;" type="text"/>
<input style="width: 100%;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 100%;" type="text"/>
<input style="width: 100%;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 100%;" type="text"/>

**Effective for Catalog Year: 20\_\_ - 20\_\_**

Proposer: \_\_\_\_\_  
Signature Date

Department Chair: \_\_\_\_\_  
Signature Date

Division Dean: \_\_\_\_\_  
Signature Date

Vice President for Academic Services:

- CIF database changes completed
- ICCB forms completed/submitted
- Revisions in catalog revision master

\_\_\_\_\_

VPAS Initials

## DISCONTINUING A CURRICULUM (PROGRAM)

Title of Program:

Program Code:

**Inactivate** (Transition to Permanent Closure)

**Withdraw** (Permanent Closure)

**Locally Archive** (Temporary Closure; indicate special circumstances in rationale)

Rationale for discontinuation:

When the college decides to close an academic program, it must fulfill its responsibility to teach-out and graduate current in-program students either by

- 1) continuing to offer courses associated with the inactivated program for no less than three semesters (not including summers) after program inactivation; and/or
- 2) if affected students are interested in transferring to nearby community colleges that offer similar programs, working with these colleges to facilitate transfer in accordance with their institutional transfer procedures and the provisions of the ICCB Career Agreement

Indicate teach-out plans for this program, including all program courses that must be retained during the teach-out period. If applicable, also indicate alternate program(s) incoming students may choose instead:

Program will be inactivated for catalog year: 20\_\_\_\_ – 20\_\_\_\_

Program is planned for withdrawal in catalog year: 20\_\_\_\_ – 20\_\_\_\_

Proposer: \_\_\_\_\_  
Signature Date

Department Chair: \_\_\_\_\_  
Signature Date

Division Dean: \_\_\_\_\_  
Signature Date

Vice President for Academic Services:

- Inactivated/Withdrawn at ICCB
- Revisions in catalog revision master

\_\_\_\_\_  
VPAS Initials

## Appendix Three: Reading Skills Rubric

The rubric on the following page was completed after review of both CCS 098 and CCS 099 curriculum and Common Core State Standards for English Language Arts and Literacy.

Students entering Parkland College will have received rigorous Common Core language-arts preparation within the K- 12 system. Students who are able to independently utilize those skills are likely to be successful in their career and college studies. Thus, these skills are represented in the column labeled “Admitted as College and Career Ready.”

This rubric represents a general picture of the CCS 098 and CCS 099 student. Students’ range of abilities and performance of tasks do vary, however, with the greatest variance typically seen within students assessing into the CCS 098 level. If it is determined that students concurrently enrolled in CCS 098 may enroll in a course, the course curriculum should include frequent and substantial integration of reading instruction, assistance with the course material, and clear task-specific directions.

Students who are concurrently enrolled in CCS 099 are actively learning the tasks listed on the rubric and therefore will benefit from both frequent reminders to use those skills, as well as contextualization of those skills to the discipline’s particular reading requirements and reading assessment standards.

Students with College and Career Ready status should be able to demonstrate adequate reading skills with occasional reminders and/or discipline-specific directions and assistance.

Task/Skill	A student enrolled in CCS 098 will be <b>actively learning</b> the following skills and often <b>requires on-going and repetitive instruction to complete tasks</b>	A student who <b>assesses and enrolls</b> in CCS 099 will be <b>reviewing and practicing</b> the following skills; however will require periodic <b>focused contextualized re-enforcement of these skills to complete non-CCS assignments</b>	Admitted as College and Career Ready - should be able to complete the following tasks with <b>specific discipline directions provided</b>
<b>Read Closely</b>	<ul style="list-style-type: none"> <li>▪ Extract finite information from a single text</li> <li>▪ Order sequences of events</li> <li>▪ Sustain independent reading</li> <li>▪ Efficient notetaking</li> <li>▪ Summarize author’s main idea</li> <li>▪ Creating study materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand main ideas or development of ideas</li> <li>▪ Recognize and state implied ideas</li> <li>▪ Understand author point of view</li> <li>▪ Develop useful annotation of text</li> <li>▪ Write accurate summaries</li> <li>▪ Connect text to lecture and notes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify major ideas, thoughts or conclusions and extend or reconstruct these ideas.</li> <li>▪ Interpret subtly stated information and correctly determine and state the implied concept.</li> <li>▪ Identify author’s purpose and biases.</li> <li>▪ Mark (annotate) text as needed.</li> <li>▪ Develop appropriate study materials.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ Recognize unknown vocabulary</li> <li>▪ Determine correct dictionary definitions of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>▪ Build “personalized” vocabulary lists</li> <li>▪ Build confidence and skills to rely on context clues to define unknown vocabulary</li> <li>▪ Determine author’s word choice</li> <li>▪ Apply newly learned vocabulary in responses and summaries</li> </ul>	<ul style="list-style-type: none"> <li>▪ Determine the meaning of a common high-utility academic word or phrase from context.</li> <li>▪ Define and correctly apply newly learned discipline specific language.</li> <li>▪ Identify figurative, connotative and technical language.</li> </ul>
<b>Analysis/ Use</b>	<ul style="list-style-type: none"> <li>▪ List main ideas found in text</li> <li>▪ Illustrate and link supporting details to appropriate idea</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write summaries conveying main ideas and eliminates personal opinions</li> <li>▪ Highlight major supporting details to ideas</li> <li>▪ Support responses with personal connections to ideas</li> <li>▪ Accurately represent author’s main idea, purpose for writing and audience</li> <li>▪ Recognize writing patterns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a succinct summary that accurately conveys main ideas and generalizes supporting details. Recognize the integration of ideas and their relationship to whole text.</li> <li>▪ Evaluate word choice and its effect on argument, meaning, and tone.</li> <li>▪ Analysis of text structure and the role it plays in development of thesis.</li> <li>▪ Accurately search for specific information and related ideas as needed to support new ideas or present facts rather than opinion.</li> <li>▪ Appraise, defend or produce counter argument of the author’s point of view in light of other text, data or historical content.</li> <li>▪ Recognize a complex central claim or counter claim.</li> <li>▪ Trace the specific steps of an author’s argument</li> </ul>
<b>Multiple Texts</b>	<ul style="list-style-type: none"> <li>▪ Recognize similar topics, facts, and ideas between two texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognize similar topics, facts, and ideas between two or more texts</li> <li>▪ Contrast the author’s point of views in two or more texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apply the above skills to multiple texts.</li> <li>▪ Analyze text connections.</li> <li>▪ Draw specific comparisons between multiple texts of similar themes, topics or information</li> </ul>
<b>Information Literacy</b>	<ul style="list-style-type: none"> <li>▪ Recognize the idea of bias</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognize the need to evaluate information, media and digital sites to determine authenticity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluate information, media and digital sites to determine if they are reliable, authentic, academic and relevant</li> </ul>

## **Appendix Four: Writing Skills Rubric**

The rubric on the following page was completed after review of the ENG 098, ENG 099, and ENG 101 curricula and Common Core State Standards for English Language Arts and Literacy.

Students entering Parkland College will have received rigorous Common Core language-arts preparation within the K- 12 system. Students who are able to independently utilize those skills are likely to be successful in their career and college studies. Thus, these skills are represented in the right-hand column of the rubric, describing students who have assessed into ENG 101.

This rubric represents a general picture of ENG 098, 099, and 101 students. Students' range of abilities and performance of tasks do vary, however, with the greatest variance typically seen among students assessing into the ENG 098 level. If it is determined that students concurrently enrolled in ENG 098 can enroll in a course, the curriculum should integrate instruction and task specific directions for writing assignments in the course.

Students who are concurrently enrolled in ENG 099 are actively learning the tasks listed on the rubric; the course should include both a reminder to use those skills, as well as contextualization of those skills to the discipline's particular writing requirements.

Students with College and Career Ready status should be able to demonstrate adequate writing skills with reminders or specific discipline directions given.

Task/Skill	A student enrolled in ENG 098 will be <b>actively learning</b> the following skills and often <b>requires on-going and repetitive instruction to complete these tasks</b>	A student who <b>assesses and enrolls</b> in ENG 099 will be <b>reviewing and practicing</b> the following skills and will likely require periodic <b>contextualized re-enforcement of these skills to complete non-ENG assignments</b>	A student who assesses into and is enrolled in ENG 101 will be reviewing and practicing the following skills and may require <b>some contextualized guidance</b> to complete non-ENG assignments:
<b>Writing Assignments</b>	Write paragraphs, working up toward short essays that <ul style="list-style-type: none"> <li>▪ Demonstrate comprehension of basic course information</li> <li>▪ Relate concrete information</li> <li>▪ Narrate personal experiences</li> <li>▪ Offer definitions, explanations, and instructions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write summaries that convey sources' main points</li> <li>▪ Write short- to moderate-length essays (up to 1000 words) examining basic cultural issues</li> <li>▪ Explain differing basic perspectives</li> <li>▪ Analyze cause and effect</li> <li>▪ Offer comparison and contrast</li> </ul>	Write essays of at least 1600 words that <ul style="list-style-type: none"> <li>▪ Convey and examine complex ideas, drawing information and synthesizing ideas from multiple texts</li> <li>▪ Properly incorporate source references and quotes</li> <li>▪ Develop counterclaims in view of alternate perspectives</li> <li>▪ Contain appropriate, relevant, and compelling content, with a controlled main idea</li> <li>▪ Are logically organized, cohesively and consistently developed</li> </ul>
<b>Grammar/Punctuation</b>	Write with sentence-level errors that may occasionally impede meaning	Write with some sentence-level errors, but with relatively clear meaning	Write with minimal sentence-level errors
<b>Vocabulary/Sentence Precision</b>	Write with common vocabulary, occasionally struggling to state their points clearly	<ul style="list-style-type: none"> <li>▪ Exhibit an emerging ability to use vocabulary pertinent to different fields</li> <li>▪ Use language that generally conveys meaning</li> </ul>	Utilize discipline-appropriate vocabulary and revise sentences for precise wording
<b>Knowledge Base/Information Literacy</b>	Handle writing tasks that do not require significant historical, literary, socio-economic, and other academically-oriented knowledge	Handle writing tasks that require an emerging historical, literary, socio-economic, and other academically-oriented knowledge-base and that might require an emerging ability to weigh the validity of various perspectives	Handle writing tasks that assume a moderate level of historical, literary, socio-economic, and other academically-oriented knowledge, as well as the ability to evaluate the credibility of sources and critically examine all claims and counterclaims, exhibiting awareness of the potential of some validity to competing claims

## Appendix Five: Guide to Action Words for Measuring Student Learning Outcomes

The following pages contain standard action verbs associated with each level of Bloom's Taxonomy in the Cognitive, Affective, and Psychomotor domains. These should be referenced when writing student learning outcomes and determining the highest learning level associated with a given course segment on the Course Information Form.

The **Cognitive** domain includes learning outcomes that involve thinking about facts, terms, concepts, patterns, conclusions, etc. Examples might include applying a math formula, understanding a blueprint, or explaining the causes of a historical event.

The **Affective** domain includes learning outcomes that involve attitudes, values, motivations, and emotional understanding. Examples might include appreciating the diversity of one's peers, developing a good rapport with clients, or prioritizing ongoing professional development.

The **Psychomotor** domain includes learning outcomes that involve physical movements, physical coordination, and gross or fine motor skills. Examples might include throwing a clay pot, disassembling an engine, or performing CPR.

Information adapted from the following references:

- [Action Verbs. Institutional Effectiveness and Assessment, Syracuse University.](#)
- [Bloom's Taxonomy: Psychomotor Domain. Centre for Teaching Excellence, University of Waterloo.](#)
- [Domains of Learning & Bloom's Taxonomy. Teaching & Learning Center, Northshore Technical Community College.](#)
- [Revised Bloom's Taxonomy – All Domains. Office of Assessment, Arkansas State University.](#)

## Cognitive Domain

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
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	Express	Justify
Select	Predict	Discover	Infer	Facilitate	Predict
Sequence	Report	Dramatize	Limit	Formulate	Prioritize
State	Restate	Draw	Outline	Generate	Prove
Tell	Review	Establish	Point out	Incorporate	Rank
View	Summarize	Extend	Prioritize	Individualize	Rate
Write	Trace	Imitate	Recognize	Initiate	Reframe
		Implement	Research	Integrate	Select
		Interview	Relate	Invent	Support
		Include	Separate	Model	
		Inform	Subdivide	Modify	
		Instruct		Negotiate	
		Paint		Organize	
		Participate		Perform	
		Predict		Plan	
		Prepare		Produce	
		Produce		Progress	
		Provide		Propose	
		Relate		Rearrange	
		Report		Reconstruct	
		Select		Reinforce	
		Show		Reorganize	
		Solve		Revise	
		Transfer		Rewrite	
		Use		Structure	
		Utilize		Substitute	
				Validate	

## Affective Domain

Receiving Phenomena	Responding to Phenomena	Valuing	Organization	Characterization
Ask Choose Describe Follow Give Hold Identify Locate Name Point to Select Sit Reply Use	Answer Assist Aid Comply Conform Discuss Greet Help Label Perform Practice Present Read Recite Report Select Tell Write	Complete Demonstrate Differentiate Explain Form Initiate Invite Join Justify Propose Share Study Work	Adhere Alter Arrange Combine Compare Defend Formulate Generalize Identify Integrate Modify Order Organize Prepare Relate Synthesize	Act Discriminate Display Influence Qualify Question Revise Serve Solve Verify

## Psychomotor Domain

Perception	Set	Guided Response	Mechanism	Complex Overt Response	Adaptation	Origination
Choose Describe Detect Differentiate Distinguish Identify Isolate Relate Select	Begin Demonstrate Display Explain Move Proceed React Show State Volunteer	Copy Follow Imitate React Reproduce Respond Trace Try	Assemble Calibrate Construct Dismantle Fasten Fix Grind Manipulate Measure Mend Mix Organize Sketch	<i>Same as Mechanism, but will include language indicating that the performance is quicker, better, more accurate etc.</i>	Adapt Alter Change Modify Rearrange Reorganize Revise Vary	Arrange Build Combine Compose Construct Create Design Formulate Initiate Make Originate

## Appendix Six: Course Information Form Database and Style Guide

The Course Information Form (CIF) Database and Style Guide is designed to assist in the CIF creation and review process. This document contains guidance in using the CIF database, information about the items that appear on the CIF, and standardized language conventions.

Please contact the college's Curriculum Specialist ([articulation@parkland.edu](mailto:articulation@parkland.edu)) for questions and assistance with the CIF database.

### Getting Started in the CIF Database

The current CIF database is located at <https://go.parkland.edu/CIF/>. This database has been in use since Fall 2020 and is where all CIF reviews are completed and new courses are created. CIFs created prior to Fall 2020 (including all previous archived versions) are available at <https://online.parkland.edu/CIF/LoginSubmit.cfm?u=namelessUser>.

All CIFs may be viewed by anyone, whether or not they are signed in. However, editing or creating CIFs requires logging in and having an editing role set up.

Roles are managed by the college's Curriculum Specialist; email [articulation@parkland.edu](mailto:articulation@parkland.edu) for assistance setting up a role.

### Creating and Editing a CIF

If creating a CIF for an **entirely new course**:

1. Log into the database.
2. Click the "My Courses" tab in the page header.
3. Click "Create New Course" at the top of the screen.
4. Enter the course prefix and course number into the boxes, then click the Create Course button.

Once created, the course prefix/number cannot be edited. Make certain to enter the correct information, since the only way to change it is to discard the working copy and start over.

If creating a **new version of an existing CIF**:

1. Log into the database.
2. Locate the course using the "Search" tab in the page header, or find it on the "My Courses" tab.
3. While viewing the CIF, look in the "Actions" box in the upper left of the screen. Click the "Copy" button.

The CIF editing screen for the new working copy will now appear.

At the bottom of the CIF editing screen are three buttons:

Cancel All Changes

Save Course Changes

Submit Course for Approval

- “Cancel All Changes” will discard any changes to the working copy made during the current editing session.
- “Save Course Changes” will save any changes made during the current editing session. The working copy will still be available for further editing later. To continue editing, view the CIF and choose “Edit” from the “Actions” box. Make sure to save often.
- “Submit Course for Approval” should only be used when all work on the CIF has been completed. This sends the CIF to be approved by the next person in the approval chain (Department Chair or Curriculum Specialist, depending on the course submitter). Once the working copy is submitted, further edits cannot be made by the submitter unless the CIF is returned for revision.

## General Style Conventions

This section contains general guidance that can be applied across many areas of the CIF. Reference this information to ensure that style standards are consistent across all departments and CIFs.

Topic	Rule	Correct	Incorrect
Abbreviations	<p>Do not use abbreviations in course titles or course descriptions.</p> <p>The ICCB Course Master File may use abbreviations in course titles due to character limits in the ICCB system, but the CIF should always contain the full title of the course.</p>	<p>Introduction to Mass Communication</p> <p>“General introduction to theories and methods...”</p>	<p>Intro to Mass Comm.</p> <p>“General intro to theories and methods...”</p>
Ampersands	Do not use “&” in course titles or course descriptions. Spell out the word “and”.	Heredity and Society	Heredity & Society
Capitalization	<p>Within course descriptions, only use upper case for formal proper names. When in doubt, use lower case.</p> <p>Generally, capitalize the first letter of all text entries, including Learning Outcomes. Capitalize course segment titles as if they were book titles.</p>	<p>“Cisco Certified Network Association Exam”</p> <p>“English as a second language”</p>	<p>“Cisco certified network association exam”</p> <p>“English as a Second Language”</p>
Colons	Do not add a colon after “include” or “including” at the beginning of a list.	“Presents major features of culture including subsistence patterns...”	“Presents major features of culture including: subsistence patterns...”
Commas	Use the serial or Oxford comma before “and” in a series.	“...technical quality, standards, and accountability”	“technical quality, standards and accountability”

Topic	Rule	Correct	Incorrect
Course Prefix/Course Number Formatting	Always capitalize the letters in a course prefix and include a space between the prefix and course number.	CCS 099	ccs 099, CCS099
Gendered Language/ Pronouns	Use inclusive or gender-neutral language wherever possible. In particular, use gender-neutral language in reference to students. Use 3 <sup>rd</sup> -person pronouns if needed; do not use 2nd-person pronouns.	“Explain a nurse’s duty of care to their patients...”	“Explain a nurse’s duty of care to her patients...”
Numbers	<p>Within course description and course segments, spell out the numbers one through nine. Use digits for the number 10 and higher.</p> <p>Note: It is acceptable to use digits for numbers less than 10 in a Repeatability statement or in the Methods of Evaluation (i.e. “Repeatable for a maximum of 4 credit hours”; “3-5 quizzes”)</p>	<p>“Name ionic compounds that have only one type of ion.”</p> <p>“Placement in agricultural business for 150 hours of work...”</p>	<p>“Name ionic compounds that have only 1 type of ion.”</p> <p>“Placement in agricultural business for one hundred fifty hours of work...”</p>

## Specific Style Conventions

This section contains in-depth best practices for specific areas of the CIF. Guidance is also given for using the data entry tools. All screenshots are from the CIF editing view.

<b>Course Name</b> Introduction to Course Information Forms	<b>Department</b> Instructional Support
<b>Anticipated Offerings</b> <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> Su <input type="checkbox"/> FE <input type="checkbox"/> SE <input type="checkbox"/> SuE <input type="checkbox"/> FO <input type="checkbox"/> SO <input type="checkbox"/> SuO	<b>Times Repeatable</b> ? 1
<b>IAI Code</b> X1 900	<b>PCS Code</b> 1.1 - Baccalaureate / Transfer

### Course Name

Enter the course title as it will appear in the catalog. Do not abbreviate words or use ampersands (&).

### Department

Select the home department for the course. If you have multiple departments, ensure that the correct department for this course is entered here. Contact the Curriculum Specialist for assistance if a CIF appears to be in the wrong department.

### Times Repeatable

This number indicates how many times a student may repeat the course to receive *additional* transcribed credit. This number also indicates how many times a student may repeat the course before they incur a repeat fee. Most courses are repeatable zero (0) times—this does not prevent a student from retaking the course if they are willing to pay the repeat fee.

If the course is repeatable 1 or more times, make sure to include the repeatability statement in the course description. The repeatability number should match the ICCB Course Master File; refer to the most recent copy of that document [here](#).

### IAI Code

If the course has a current IAI number, enter that code here. If the course has no IAI number, leave blank. Do not include parentheses or the word “IAI” when you enter the information; only include the code itself. Put a space between the two sections of the code, as above.

### PCS Code

The PCS code indicates whether a course is transfer, career, developmental, etc. This number must match the ICCB Course Master File; refer to the most recent copy of that document [here](#).

### Catalog course description (not more than 40 words).

Introduction to writing Course Information Forms. Credit hours, course descriptions, and use of the Course Information Form database. Repeatable for a maximum of 8 credit hours.

## Catalog Course Description

Enter the course description as it will appear in the catalog and course syllabi; do not exceed 40 words. Use a non-sentence format with 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. Cite specific content only where necessary to convey the essential nature of the course. Do not repeat the course title or make cross-references to other courses.

### Phrases to avoid

- “This course is about...”
- “CIF 101 covers...”
- “Students will gain skills in...”
- “Students will learn about...”

### Special phrases to include

- **Repeatability:**  
If the course is repeatable, end the course description with the phrase “Repeatable for a maximum of X credit hours.” See previous page for an explanation of repeatability.
- **Study Abroad:**  
If a course is offered *both* at Parkland College and through a Study Abroad program, end the course description with the phrase “(Also in X Program)”, naming the specific Study Abroad program.  
If a course is *only* offered through a Study Abroad program, end the course description with the phrase “(X Program only)”.

### Enter Placements / Prerequisites For This Course

---

**Minimum placement requirements**

**English** Placement out of ENG 098 ▼

**Reading** Placement out of CCS 098 ▼

**Math** None ▼

  

Add a coursework prerequisite

Credit in

ZZZ 101 and ZZZ 102

Required
  Recommended

Delete

Add a non-coursework prerequisite

Approval of department chair

Required
  Recommended

Delete

Placement levels and prerequisites will appear in the catalog and are entered into Colleague to govern student enrollment into the course. Please review them carefully.

### Minimum Placement Requirements

Select the minimum placement levels students must attain in order to enroll in the class. English, Reading, and Math levels are selected separately. Refer to the [Reading Skills Rubric](#) and [Writing Skills Rubric](#) for assistance choosing an appropriate placement level.

### Coursework Prerequisites

If there is a coursework prerequisite that is not covered by the Minimum Placement Requirements, click the green “Add a coursework prerequisite” button.

Select the timing of the prerequisite from the dropdown:

<b>Credit in</b>	Students must have completed the listed prerequisite before enrolling in this course.
<b>Concurrent enrollment in</b>	Students must be enrolled in the listed prerequisite during the same term they enroll in this course
<b>Credit or concurrent enrollment in</b>	Students must have <i>either</i> completed the listed prerequisite or be enrolled in it during the same term they enroll in this course

In the text entry box, write the prerequisite course(s) that have this timing. Use the serial comma in a list of courses. If using “or” to define options for meeting the prerequisite, use punctuation to clearly separate the options. These are some examples of punctuation and formatting:

- “X, Y, and Z”
- “X and Y, or Z”
- “X and Y, or P and Q”
- “X, Y, and Z; and P or Q”

**Minimum grade for prerequisite:** If a minimum grade must be specified in the text of a prerequisite, use the format “XXX with a grade of C or higher”, or for multiple courses, “XXX and YYY with grades of C or higher”.

Finally, select whether this prerequisite is *required* or *recommended*:

<b>Required</b>	Students will be blocked from registering if they do not meet the prerequisite
<b>Recommended</b>	Students will see the recommendation when registering, but it will not block their registration if they do not meet it

Additional coursework prerequisites can be added by clicking the green “Add” button again; do this if you need a different type of timing or required/recommended category for some of the courses. The red “Delete” button will delete a coursework prerequisite block.

### **Non-Coursework Prerequisites**

If this course has a prerequisite that is *not* another course, click the green “Add a non-coursework prerequisite” button. This creates a new prerequisite line in this section.

Select the appropriate non-coursework prerequisite from the dropdown list. If you require an option that does not exist in the list, contact the Curriculum Specialist ([articulation@parkland.edu](mailto:articulation@parkland.edu)) to have a new option added.

Select whether this prerequisite is required or recommended.

If additional non-coursework prerequisites are needed, click the green “Add” button again to create another prerequisite line. The red “Delete” button will delete a line.

**Method of evaluation [Specify the minimum number of exams, essays, quizzes and projects (give description), etc.]**

3-4 CIF projects, 2 essays of at least 500 words, and 1 final exam.

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

N/A

**What is your rationale of evidence of need for this course?**

Students require a general foundation in CIF writing in preparation for revising or creating courses.

**Are there any other Parkland courses that are similar in content?**

No

**If yes, which ones?**

### Method of Evaluation

Specify the methods used to evaluate student learning (quizzes, exams, essays, projects, etc.). When possible, a numerical range is recommended to allow for faculty flexibility, i.e., “3-5 objective exams”, rather than “4 objective exams”. Provide a brief description of research and other projects. Ensure that the methods of evaluation are directly connected to the student learning outcomes for the course.

It is acceptable to use digits for numbers less than 10 in this section of the CIF.

### Additional Equipment

Describe any special equipment or facility needs for this class. Examples might include specialized software, lab equipment, vehicles, etc. Estimate cost on an annual basis.

If no such needs exist, write “N/A” or “None”.

### Rationale of Need

Describe the educational need for the course. This might include purposes of program accreditation, IAI articulation, or career training, if applicable.

### Courses Similar in Content

Determine whether any other Parkland courses are similar in content. Select “No” or “Yes” from the dropdown as appropriate.

If the answer is “Yes”, write an explanation of the similar course(s) in the text box under the dropdown. If developing a new course, consult with lead faculty of the existing course to create an explanation of why the new course is also needed.

List the general learning outcomes this course assesses. Check 1 to 3.

**Communication**

- Students will demonstrate their ability to read, write, listen, and speak effectively.

**Creativity**

- Students will demonstrate their ability to develop and design, perform, and/or interpret images, materials, and/or ideas in innovative ways.

**Critical Thinking and Information Literacy**

- Students will demonstrate their ability to evaluate perspectives, evidence, and implications, and to locate, assess, and use information effectively.

**Reasoning and Inquiry**

- Students will demonstrate their ability to solve problems using deductive reasoning and logic, quantitative reasoning, or the scientific method.

**Technology**

- Students will demonstrate their ability to evaluate, select, and appropriately use current and emerging tools.

**Global Awareness and Ethical Reasoning**

- Students will demonstrate their understanding of global issues, gender and sexual orientation, multicultural perspectives, and/or the role of ethical core values in making personal, social, academic and professional decisions.

**General Course Objectives**

Develop a foundational knowledge in the principles of CIF writing, and gain practical experience constructing a CIF from start to finish.

**General Learning Outcomes**

Regardless of whether the course is a general education course, it should meet some of the college’s General Learning Outcomes (GLOs). Select one to three GLOs that the course will *actively assess* through the student learning outcomes.

**General Course Objectives**

State the intended outcome of instruction in general terms. This text will be included on course syllabi, so use language that is appropriate to a student audience. Do not directly copy the catalog description.

### Instructional Materials

Item 1

**Type:**

Print Text ▼

**Title:**

Barlowe's Guide to CIF Writing

**ISBN:**

999999999999

**Additional Info:**

Access to online material included in bundle.

[Add Instruction Material](#)

### Instructional Materials

Enter information for instructional materials that are used in this course (textbooks, OER materials, etc.). Depending on the course, these items may be strictly required, or they may be required at the instructor’s discretion.

If additional items are needed, click “Add Instruction Material” to create another entry.

If the course does not have any instructional materials, leave this item blank or write “None” in the Additional Info box.

**Type:**

Select the best category for this item from the categories “Print Text”, “Online Content”, or “Other”.

**Title:**

Type the title of the item. Specify edition if appropriate.

**ISBN:**

Provide the ISBN-10 or ISBN-13 of the item, if applicable. Ensure that the ISBN is updated if the item enters a new edition.

**Additional Info:**

Enter any other useful information here. For example, information about bundled online content, a note that students may use the same material in the next course in the sequence, etc.

<b>How should the Class Hours be computed?</b>		<b>Is this course available for variable credits?</b>	
Automatic - Using ICCB rules		No	
<b>Class Hours</b>	<b>Lab Hours</b>	<b>Clinic Hours</b>	<b>Credit Hours</b>
3.00	2.00	0.00	4.00

## Computation of Credit Hours

The database can calculate the credit hours automatically based on [ICCB guidelines](#). First, make sure all contact hours are entered in the Major Course Segments below. See the very bottom of the CIF for a sum of all contact hours entered.

There are some limitations to the automatic calculation, due to the fact that ICCB allows a *range* of contact hours to credit hours for many of the instructional methods. Therefore, there are multiple valid credit hour results for a course that contains lab and/or clinical hours. The calculator is programmed with the most frequently used contact/credit hour ratios across the college.

The formula will not calculate the credits correctly for courses that include work experience hours (recorded as lab hours).

If the automatic formula does not produce the correct result for your course, use the dropdown to select “Manual” computation instead of “Automatic”. Then, enter the correct number for each instructional method.

The above example shows a course that is 3-2-4 in catalog notation. The breakdown of that notation is **[class hours] / [lab + clinic hours] / [total credit hours]**

## Variable Credits

A variable credit course is one which may be offered for different numbers of total credits, often to meet the needs of a particular student cohort. Variability must be specifically approved by ICCB and is designated on the Course Master File.

If the course is variable, select this dropdown and change it from “No” to “Yes”. The CIF will now display a box called “Alternate Credit Text” where you can type how the credits should be displayed in the college catalog; i.e. “3-0-3; 4-0-4” for a course that is offered as either three or four credits.

Setting variability to “Yes” also allows you to build separate Credit Hour Groups on the CIF to represent the different credit hour offerings. It is recommended to build one group for the learning outcomes shared by all versions of the course, and add additional group(s) to represent just the *extra* material for the longer version(s) of the course.

Contact the Curriculum Specialist ([articulation@parkland.edu](mailto:articulation@parkland.edu)) for any questions about credit hour calculation or how to build variable credit courses.

## Major Course Segments

Segment 1 [Remove Segment](#) Segment Sort Order: 1 ▾

**Segment Title:**

Credit Hours

<b>Class Hours:</b>	<b>Primary Learning Domain - Class:</b>	<b>Highest Learning Level - Class:</b>
10.00	Cognitive Domain ▾	Application ▾
<b>Lab Hours:</b>	<b>Primary Learning Domain - Lab:</b>	<b>Highest Learning Level - Lab:</b>
0.00	-- ▾	-- ▾
<b>Clinic Hours:</b>	<b>Primary Learning Domain - Clinic:</b>	<b>Highest Learning Level - Clinic:</b>
0.00	-- ▾	-- ▾

**Learning Outcome 1:** [Remove Outcome](#)

Identify the four major instructional types: lecture, laboratory, clinical practicum, and internship.

**Learning Outcome 2:** [Remove Outcome](#)

Compute the appropriate contact hours for a course based on its credit hours.

**Learning Outcome 3:** [Remove Outcome](#)

Locate a course's official credit hours on the ICCB Course Master File.

[Add Outcome](#)

## Major Course Segments

The major course segments represent the major content areas of the course, how many instructional hours are spent on each area, and the student learning outcomes. The title of each segment and the learning outcomes will appear on all syllabi for the course, so they should be written with this in mind. It is not advisable to list exams or highly specific projects as course segments, as this removes flexibility from instructors and may confuse students when the information appears on their syllabi. Exceptions should be coordinated within a program/discipline and will involve a mandatory component of the course (e.g., Health Professions accreditation requirements for skills testing).

Course segments can be re-ordered on the CIF using the “Segment Sort Order” dropdown list. Select the position number this segment should be moved to.

### Segment Title:

The course segment title should be a short, descriptive title akin to a chapter heading. Avoid extremely long ordered lists as a segment title e.g., 1), 2), 3)... or A., B., C... . The segment title should be a topic, not a learning outcome.

## Contact Hours

Each course segment will have a certain number of instructional (contact) hours devoted to it. One or more instructional methods may be used in the segment. For example, a chemistry course segment about chemical reactions could include both lecture (class) hours as well as laboratory hours since faculty will instruct students about the topic using both modalities.

If a course has work experience (internship) hours, enter them in the Lab Hours area.

The CIF will automatically total all contact hours and display them at the bottom of the page. These totals are used if calculating the course's credit hours using the [Automatic method](#). Refer to the [contact/credit hour ratio guidelines](#) to confirm the validity of the contact hours across the whole course.

## Bloom's Taxonomy

For each instructional method present within the course segment, record the Bloom's Taxonomy information appropriate to the students' level of learning. First, choose the Primary Learning Domain (Cognitive, Affective, or Psychomotor). Then, select the Highest Learning Level expected of students in this course segment. These should generally correspond to the action verbs used in the learning outcomes for the segment.

Refer to the [guide to Bloom's Taxonomy](#) for descriptions of the different domains and lists of action verbs associated with each level.

If the segment uses multiple instructional methods, enter Bloom's Taxonomy information for all of the methods used, but they need not be the same. For example, the Cognitive domain may be appropriate to the lecture (class) hours for a segment, but students may be working on Psychomotor tasks for the laboratory portion of the segment.

## Learning Outcomes

Student Learning Outcomes are descriptions of the skills, capabilities, or accomplishments expected of students through completing the coursework. These learning outcomes are assessed through the methods of evaluation.

Learning outcomes should begin with an action verb; see the [guide to Bloom's Taxonomy](#) for examples of frequently used verbs. Begin the learning outcome with a capital letter and end with a period.

Learning outcomes will appear on each syllabus for the course, so write them with this context in mind. Separate outcomes should be added individually to the course segment as in the example above. This will allow them to display as a bulleted list on the syllabus. Click "Add Outcome" to add additional lines for more learning outcomes.

Each course segment must have at least one learning outcome. A segment may have a large number of learning outcomes, especially if many instructional hours are included in the segment.