



Information Packet for Department Chairs and Coordinators

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For complete packet, go to

<http://www.oakton.edu/resource/oir/chairinfo.pdf>

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Indicates especially important section

New

Indicates new section or information

Revised

Indicates information substantially revised from prior year.



Educational Policies and Procedures Task Force

In August, 2004, a number of activities and future events prompted President Lee to convene an Educational Policy and Procedures Task Force (EPP-TF). The Task Force included a Steering Group and five Working Groups, with each Working Group assigned a range of issues under a broad thematic area. Groups included faculty, staff and administrators. The President's Council adopted nearly all the recommendations, and the College began implementing them in Summer 2006. The final report and decisions are available on the Oakton website under Faculty and Staff.

An Update of the EPP-TF recommendations is under preparation and will be available this year. The Update gives a status report on the implementation of each recommendation approved by the President's Council.

Historical note: The photo of "Aunt EPPie" is actually a photo of Gary Newhouse's grandmother. He inserted it as a placeholder for an EPP-TF logo when early EPP-TF documents were created, and the Steering Group became so attached to the picture that she became the EPP-TF symbol.

New

Program Review

All Oakton programs and departments, including instructional, instructional support, administrative and ICCB-defined cross-disciplinary instructional programs perform a program review, typically on a five-year cycle. Complete information about program reviews can be found in the Program Review Manual, <http://www.oakton.edu/resource/oir/progreview.pdf>, and a complete calendar is included on pp. 45-46 in this packet.

The Program Review Manual for 2009-10 incorporates significant changes in expectations for the program review report. The Manual states:

Beginning in 2009-2010, Oakton is dramatically redesigning the program review reports, putting emphasis on brief analyses of programs and thoughtful plans for the future. Long narratives describing the program, numerous exhibits, and presentation of materials readily available elsewhere (e.g., course descriptions and screen images of websites) will be memories of the past. Instead, **program reviews will focus on the core work of a department with an emphasis on evidence demonstrating quality and the identification of 3-4 activities, projects or strategies the department itself will undertake to address identified challenges and to sustain and improve quality into the future. We expect that reports will be a maximum of 10 pages. This page limitation will require departments to condense their comments and focus on key data and information.**

Do check the Manual for more details.

Information re: Courses and Curricula

Please take a few moments to review the information on this and the following pages. While we do have some flexibility regarding the manner and timing for developing and obtaining approval for new and revised curricula and courses, this flexibility is constrained by Oakton, Illinois Community College (ICCB) and Illinois Board of Higher Education (IBHE) policies and practices. These pages present brief answers to the most frequently asked or key questions regarding course and curriculum approvals, along with sample forms for Oakton's Curriculum Committee.

For further information or if you have any questions, please call Trudy Bers, x1894.

New

Where can I get information about program and course enrollments?

Program enrollment data are in the Fall Enrollment Report, available on the Office of Research web site at <http://www.oakton.edu/resource/oir/enrollmentrep2004-08.pdf>. The web site is updated each fall with a new report so the years may change. Click on Research to find the most recent report. These data depict program majors identified by students on their applications. Note students rarely update their application information.

Course enrollment data, including the percent of students who pass and who succeed (grades of A, B, C and P) in courses and disciplines is posted in an Excel workbook in S:\OCCSHARE\Office of Research Enrollment & Course Success. The folder contains older workbooks plus the most recent one. Data at the discipline and course levels are included. Workbooks are read-only, but you can save them onto your own drive with a different name and then work with the data directly.

What's happening with course and program descriptions for the catalog and syllabi?

The Educational Policies and Procedures Task Force recommended, and the President's Council approved, a project to revise course and program descriptions in order to improve the utility, clarity, and consistency of course and program descriptions in the catalog and on generic syllabi while not changing the meaning or content of information. Toni Rowitz led the effort. The new information first appeared in the 2006-07 catalog. Note these additional provisos:

- Additional detail about courses and programs can be on department websites, faculty members' websites, in program brochures, and other appropriate places.
- Generic syllabus format might be revised for all courses to include optional longer description in addition to shorter catalog description.

Who must approve new and revised courses?

1. Faculty in program/department (each program/department has its own process and internal expectations regarding the role of all faculty members in that program/department).
2. Oakton Career Program Advisory Committees (for career program courses).
3. Oakton Curriculum Committee
4. Oakton Academic Council (previously Council of Deans)
5. Oakton Vice President for Academic Affairs
6. Illinois Community College Board, if the course is new for Oakton or is a change in an existing course that involves the course prefix, number, title, credit:lecture:lab ratio, or substantial modification in course description.

Revised

How can I find out if a course that's new for Oakton is offered at other Illinois community colleges?

Check the **ICCB Generic Course Directory**, online at <http://iccbdsrv.iccb.org/generic/genericlookup.cfm>.

This directory won't tell you which colleges offer the course; there's no easy way to find that out short of going through college catalogs or calling/writing other institutions. It is easier for us to obtain ICCB approval for courses already included in the Directory. If we're the first college to offer a course, we need additional documentation (e.g., articulation information for transfer courses, advisory committee and other supporting evidence of need/relevance for vocational courses) and perhaps additional time to obtain ICCB approval.

What's the difference between a transfer and a career program (vocational-technical) course?

In theory, transfer courses emphasize theory and are comparable to lower division courses offered at Illinois public universities and most private institutions as well. A career program course focuses more on application. What's confusing is that in some of our programs, e.g., marketing and accounting, we offer career program courses that are remarkably similar to upper division marketing and accounting courses. These courses are approved by the state as vocational-technical courses, but would not be approved as transfer courses.

How do I determine the credit:lecture:lab ratio for courses?

The state has specific rules governing the minimum credit:lecture:lab ratios for courses. Section 1501.309 of the ICCB Administrative Rules contains the rules at <http://www.iccb.org/pdf/manuals/systemrules10-08.pdf>. Each semester credit hour is based on an expectation of 45 hours of combined classroom/laboratory and study time for each semester hour. **Always calculate credit:lecture:lab ratios based on a standard semester. The credit:lecture:lab ratio is for a single week within that semester.**

More specifically:

Type of instruction	Contact hours for the semester	Assumed outside hours of study for the semester	Semester credits
Lecture-discussion	15	30 outside hours	1 semester credit
Laboratory/clinical-lab oriented	30-45	15 outside hours for each 30 lab contact hours	1 semester credit
Clinical practicum	30-60		1 semester credit
Non-clinical internships, practicum, or on-the-job supervised instruction	75-149	37.5 outside hours for each 75 lab contact hours	1 semester credit

For example, a 3-credit lecture-discussion course would be 3:3:0 even if the course were to be scheduled over a 5-week period (3 semester hours of credit for 3 hours of lecture-discussion per week). Practicum courses must be a minimum of 5 hours per week for each semester credit; for example, a 3 credit practicum would be 3:0:15 (0 hours of lecture-discussion and 5 hours of practicum per week for the full semester).

What does it mean to say a course is repeatable?

As with credit:lecture:lab ratios, the ICCB has rules governing the number of times 1) a student may take the same course and continue to earn college credits for the course, and 2) the College can be reimbursed by the state for the course. As standard practice, we should probably have all Independent Study courses and Special Topics courses be repeatable.

At most, a student can take the same course up to four times (1 original attempt and 3 repeats) and accrue credits. Courses approved as repeatable are those in which the content varies from term to term or student to student (e.g., independent study, special topics, and internships) OR in which students are expected to gain increased knowledge and skill through repetition (e.g., music, speech, theatre and journalism). There's a bit more to it than this, but for now it's important to remember that you must provide a rationale on the green course form to make a course repeatable.

What does it mean to say a course is variable credit?

Again, the ICCB requires a rationale and must approve a course for variable credit. Variable credit means that different sections of the course might be offered for different amounts of semester credit hours. The credit:lecture:lab ratios described above must be used for the amount of semester credit hours to be awarded. As standard practice we should probably have all Independent Study courses and Special Topics courses be for variable credit. For example, PSY 290, Topics in Psychology, is depicted in the catalog with a credit:lecture:lab ratio of 1-4:0-4:0-4. This means the course can be taken for from 1 to 4 credit hours, with 1-4 lecture-discussion contact hours. A one-credit PSY 290 would meet for one hour per week over the regular semester, a two-credit PSY 290 would meet for two hours per week over the regular semester, etc.

What is "articulation" and how do we articulate?

Articulation in the context of *course articulation* means that a course is accepted in transfer by some or all four-year colleges and universities. This gets very sticky, but here are a few simple principles regarding course articulation.

- * Under the Illinois Articulation Initiative (IAI) Oakton's courses that have been approved by the IAI General Education Panels (Communications, Math, Social and Behavioral Science, Humanities and Fine Arts, and Physical and Life Science) can be used to comprise our general education core curriculum--a package of courses that will transfer to an IAI participating institution in place of that institution's lower-division general education courses. Courses that have been approved by these panels are typically foundational, introductory, and common. Therefore, many of these will successfully transfer to a senior institution. General education courses may be articulated directly (course-to-course) with a similar course from another institution. Or, they may be accepted ("articulated") as meeting the receiving institution's requirements for any of the general education disciplines listed above. An IAI code is assigned to each articulated Oakton course; these IAI codes are included in the Oakton catalog (see pp. 74-76 and the course description for each course).

In April 2006 the Illinois Board of Higher Education and the Illinois Community College Board accepted recommendations for revising and streamlining the process for reviewing general education core curriculum courses. The IAI panels identify objective criteria for reviewing the content and expectations for courses, and individual institutions will, through an appropriate college committee, ensure the content and expectations are satisfied. At Oakton, the Curriculum Committee will be expected to perform this new task, which is consistent with the existing charge to the Committee.

ICCB and IBHE staff members oversee the process at the state level. The last step of the review is for the IAI general education panels to agree that the courses match the courses in the panels' recommendation so the courses can be posted to the iTransfer website. Once posted to the website, information is publicly available.

- * The Illinois Articulation Initiative included developing model curricula in various undergraduate majors. As part of this, IAI panels of faculty created recommendations that identified courses in these majors that were common for freshmen or sophomores. Recommendations were for students who think they wish to pursue a major but are unsure of where they might transfer to complete a baccalaureate degree.

Through the middle of 2006, the appropriate IAI panel (the panel for the undergraduate major) reviewed the Oakton course syllabi and determined whether the course was a match to the statewide course model. If so, our course was "articulated" with other participating colleges and universities for that major. An IAI code was assigned to each Oakton course articulated under an IAI major. We do not include IAI course codes for majors in our catalog because it is unclear which universities are participating in each major.

In April 2006 the Illinois Board of Higher Education and the Illinois Community College Board accepted a report recommending changes to the Illinois Articulation Initiative. The two agencies decided that major panels should revise their recommendations to include four or fewer courses that are most likely to transfer. Then, panelists added student outcomes to further clarify course content. Colleges that have matches to courses in the revised recommendations will not have to resubmit them unless requested to as part of an on-going review. Courses that no longer match became inactive, and were moved to the IAI historical file.

Revised!

Panels are now resuming reviewing courses that are submitted as matches to the courses in their revised recommendations. For information on Oakton courses considered equivalent to IAI major courses, see <http://www.itransfer.org/iai/faculty/search/byCourseMj.aspx?section=faculty&subsection=course>

- * The ICCB requires each community college to show evidence of articulation for courses that are assigned to baccalaureate/transfer curricula. We automatically send to about 15 colleges and universities (see p. 15 for list) requests to articulate all new or substantially revised transfer and career program courses (see Form 13 below). We do not seek to articulate any remedial/developmental courses. We are continuing, at least for now, to send these articulation requests regardless of a course's status under the Illinois Articulation Initiative. We use an ICCB-developed course articulation form for this: Form 13. You will receive a copy of the completed Form 13 when it is returned from a college or university (note that some schools don't respond on the Form 13 but send their own articulation form). Note that the use of a Form 13 for course articulations is unrelated to the IAI.
- * We also send special articulation requests to any institution where we've detected transfer problems, idiosyncrasies, inconsistent information, etc.
- * All articulation requests should go through the Office of Research so they will be "officially" recorded both by Oakton and the articulating institution. Unfortunately, sometimes faculty members at two institutions reach agreement but that information is not transmitted to college officials who are responsible for awarding transfer credit or maintaining lists of articulated courses.

- * What are common terms used in talking about college-to-college articulation? See a list of definitions on page 13.

Who must approve new and revised curricula?

1. Faculty in program/department (each program/department has its own process and internal expectations regarding the role of all faculty members in that program/department).
2. Oakton Career Program Advisory Committees (for career program curricula).
3. Oakton Curriculum Committee
4. Oakton Academic Council (previously Council of Deans)
5. Oakton Vice President for Academic Affairs
- 5a. Oakton Board of Trustees (if this is a "new unit of instruction")
6. Illinois Community College Board
7. Illinois Board of Higher Education (if this is a "new unit of instruction")

What's a "new unit of instruction?"



Important – look closely at the next sections!

A "new unit of instruction" is a brand new associate degree or certificate that does not fall within the "reasonable and moderate" definition explained below. New units require substantial documentation -- the Form 20 -- and approval is governed by a long timetable. Form 19 alerts the ICCB and other colleges about our plans to request approval for a new unit and gives other institutions the chance to support or oppose our proposal. Form 20 provides, among other things, course and curriculum outlines, evidence of available jobs for program completers (if this is a career program), cost data, supporting letters from potential employers or agencies that will offer students' practicum placements or might hire graduates, and information about the College.

The timetable governing new unit approvals is:

Form 20 Due at <u>ICCB</u>	For Consideration at <u>ICCB Meeting in:</u>	For Possible Consideration at <u>IBHE meeting in:</u>	For Program Start in:
July 15	September	November	Winter/Spring
Nov. 1	January	March	Summer/Fall
March 15	May	July	Fall/Winter

Note that for a new unit to begin in the fall semester and to be included in the College's catalog for that academic year, the Form 20 must be at ICCB by November 1, which means the **October Curriculum Committee** meeting is the last meeting where we can consider a proposed new unit for the next academic year.

What's a "reasonable and moderate extension?"

A reasonable and moderate extension of an already-approved curriculum is an associate degree or certificate that is related to a program we currently offer. It must meet certain constraints. For example,

- No more than 15 credit hours are new (different) in an A.A.S. extension than exist in the already-approved A.A.S.

- No more than 9 credit hours are new (different) in a certificate of 30 semester hours or more than exist in the already-approved A.A.S. or certificate.
- No more than 6 credit hours are new (different) in a certificate of fewer than 30 semester hours than exist in the already-approved A.A.S. or certificate.

Certificates of fewer than seven semester credit hours may be approved through the reasonable and moderate extension process provided we have at least one approved curriculum in the same two-digit CIP classification (CIP is a standard program classification system).

New

The ICCB also approves new certificates and AAS degrees on an accelerated timetable if they are in emerging occupations or respond to immediate needs. Approval is temporary, usually for about three years, after which the College must provide evidence there is sufficient demand to warrant receiving permanent approval. Temporary approval requests go to ICCB on a Form 20T, which is slightly less daunting to prepare than a Form 20.

This all gets very complicated, and can often be worked out through early conversations with appropriate ICCB staff members. It is usually much easier and less work to obtain approval through the reasonable and moderate extension route, rather than preparing the Form 20. Therefore, it is very important for you to talk with Trudy Bers early on in your thinking about new certificates or degrees to assess whether we can submit this to ICCB as a reasonable and moderate extension.



What information about general education objectives (competencies) is required on syllabi?

Syllabi for courses that satisfy IAI and Oakton general education requirements must have explicit references to one or more Oakton general education objectives. We expect that a student completing Oakton's general education core curriculum will have taken courses that cover all of the general education objectives. The general education objective(s) included in the course must be reflected in the generic syllabus learning objectives, readings, and required student assignments. An outsider reader should be able to see direct and clear connections between the generic syllabus for a course and the general education competency or competencies covered in that course.

New

The Oakton Program for the Assessment of Learning (OPAL) General Education Committee recommended revised general education learning objectives in 2008-09, and these were approved by the Curriculum Committee. There will need to be a formal determination of when the new learning objectives become operative; at that time, syllabi should be revised to reflect the new objectives. Stay tuned for more information.



Do new general education courses require any special treatment?

Yes. In April 2006, the Illinois Board of Higher Education adopted new processes for reviewing and certifying new courses to determine equivalency with Illinois Articulation Initiative (IAI) general education courses. Oakton syllabi for general education courses must continue to be consistent with the IAI course description for the equivalent course. In addition, Oakton's Curriculum Committee must examine and verify that the Oakton course is consistent with this IAI description.



If Oakton and the ICCB approve a new course, and it meets an IAI course description, is it automatically an IAI course?

No. The IAI has a separate process for certifying courses. See below for more information.



What information about learning objectives is expected on syllabi?

The IAI, Oakton, and other colleges and universities are becoming more insistent that course syllabi clearly identify learning objectives for students taking the course. As you develop generic syllabi for new courses and revise generic syllabi for existing courses, please be sure to indicate learning objectives that all students successfully completing the course will have achieved. Information about specifying learning objectives is provided in the section Guidelines: Updating Generic Course Syllabi, p. 18.

How does a course get designated to fulfill Oakton's Global Studies general education requirement?

A department proposing that a course meet this requirement submits the syllabus to the Global Studies Advisory Committee through the coordinator of International Programs, currently Katherine Schuster. The committee reviews the syllabus to determine if it meets the criteria. Their decision is communicated to the Curriculum Committee chair (and should be copied to Marilyn Davis).

Special Academic Programs and Concentrations

The Illinois Community College Board authorizes community colleges to offer a number of associate degrees. Most of these degrees are general in nature and do not reach the level of specialization associated with a major in the liberal arts and sciences at a four-year college or university. Oakton offers students the opportunity to tailor their educational experience through participation in special academic programs and concentrations. A special academic program or concentration supports students interested in selecting courses in the liberal arts and sciences that focus on a specific subject. They benefit students by making interdisciplinary connections among various general education courses, by creating a community of learners with similar interests who take classes together, and by permitting students to engage in more in-depth study in their area of interest, while completing general education requirements.

A student who successfully completes work in an Oakton special academic program or concentration will have an annotation on his or her official Oakton transcript noting this achievement. Upon request, the College will also provide a letter to transfer institutions affirming completion of the program or concentration. These programs and concentrations comply with Oakton prerequisite and degree requirements, including general education, course placements, and admission requirements for the Associate of Arts or Associate of Science degree. For more information and guidance in how to have a course become part of a special academic program or concentration, see the coordinator. At present, they are:

- Global Studies - Katherine Schuster
- Great Books – Lyn Ward Page
- Honors Program – Tom Bowen and George Lungu
- Israel Studies – Wendi Sarti
- Peace and Social Justice Studies - Madhuri Deshmukh
- Science, Technology, Mathematics and Education – STEM – see p. 67 in catalog
- Women and Gender Studies – Kathleen Carot

Are there principles, rules or guidelines regarding independent study, topics and practica/internship courses?

Yes. Some of these come from ICCB requirements, and some come from Oakton's internal decisions. As you develop or revise these courses, please keep these principles, rules and guidelines in mind.

- *Independent study courses:* These courses are intended to provide students with the opportunity to focus on a specific topic that is not taught through a regular Oakton course. The discipline must be one that Oakton already offers. The student works individually with the faculty member. No more than four credits in independent study courses, regardless of discipline, may be applied toward an Oakton degree. It is sometimes difficult for a student to transfer credits earned through independent study, so students should be strongly encouraged to get approval, in writing, from their transfer institution before taking any Oakton independent study course they may want to transfer.

Independent study courses are not included in the Oakton course schedule or intended for open recruitment and registration by students. They serve the needs of individual students on a case-by-case basis. Exceptions exist in specific disciplines such as ART, in which students work in a studio environment on individually developed projects, but in regularly scheduled class times.

- *Topics courses:* These courses are offered by a department as a way to test out the viability of the subject before creating a stand-alone course. Ordinarily courses are scheduled in the same way that regular courses in the department are scheduled, with a course subtitle indicating the specific topic to be examined in that section of the course. The College may not offer the same topic in a Topics Course more than twice in a three year period.
- *Practica/internship courses:* Ordinarily these courses are intended to provide capstone experiences to students nearing the end of their program at Oakton, enabling the student to obtain supervised work experience in an employment setting. This means that students enrolled in these courses should successfully completed Oakton a substantial amount of Oakton coursework in the program before taking the practicum or internship course. Exceptions exist in curricula such as Education, where the Illinois Articulation Initiative and baccalaureate education degree requirements mandate practicum or clinical experiences early in the student's college career.

When a department includes a prerequisite of instructor or chair consent, that individual may not waive the prerequisite credits needed for the course.

Departments may title courses as practica or internships, using whatever term best meets the needs of the students and the curriculum.

RECAP....What's the process for adding a new course? *This is a short version. The rest of the Information re: Courses and Curricula section contains additional information.*

1. Idea for new course: discuss with Dean.
Check to see if it's on the ICCB Generic Course list at <http://iccbdsrv.iccb.org/generic/genericlookup.cfm>.
2. Decide if it's a transfer or career course.
3. Develop generic course syllabus, including credit:lecture:lab ratio and whether or not course will be repeatable and/or offered for variable credit.
4. Discuss course fees, if any, with Dean.
- New** 5. Discuss learning objectives with Elizabeth Owolabi.
6. Get approval for syllabus from Dean.
7. If the proposal is for a career course, have it approved by the program Advisory Committee. Provide a copy of the Advisory Committee minutes documenting the approval.

8. If you want the course to satisfy the Contemporary Global Studies requirement, follow process described above.
9. Work with your Division Office staff to complete a green course form and submit for Curriculum Committee approval according to calendar of Curriculum Committee meetings and deadlines.
10. Check with Marilyn Davis about six to eight weeks after Curriculum Committee approval if you have not received a copy of the ICCB approval form for the course.
11. Ask the Academic Scheduler to put course on the schedule. If the ICCB approval form hasn't been received, "ICCB Pending" can be indicated on the schedule. You may not have a course put on the schedule until it has received all internal approvals at Oakton and has been submitted to ICCB.



Program Descriptions, including Learning Objectives

All career and technical education programs must have program descriptions, including student learning objectives at the program level for each associate degree and certificate. Departments were asked to complete a template outlining these during the Spring 2007 semester. In addition, transfer associate degrees in education, fine arts and engineering must identify student learning objectives at the program level as well.

Template
Title of overall program
Chair, including phone and email
General description of program (as we now have in catalog)
More specific description of AAS and certificates, with main purpose of each identified – (some catalog descriptions include this already)
Learning objectives – most important ones (3-5 maximum)
For AAS
For each certificate
Other key information, such as external accreditation, licensing or other legal or professional requirements for working in the field, admission requirements if limited admission program, etc.



Course Fees

To minimize confusion, establish greater consistency in fees among similar courses, and ensure that fees are published on a timely basis, a new process and criteria for recommending and approving course fees has been established.

Process

- All courses which currently have a course fee (based on the Guidelines below) will be reviewed annually for consistency with the Guidelines below by the Division Dean in collaboration with the Department Chair to which the course is assigned.
- New or changed fees become effective with each new catalog (as do credit hour tuition and other charges which would affect student/course fees).
- Deans will bring a listing of the proposed revised lab fees in their division to a November meeting of the Academic Council (previously Council of Deans) each year.
- The Academic Council (previously Council of Deans) will review the entire list and submit its recommendation to the President's Council for review / approval.
- New or revised fees will be discussed at the regularly scheduled Academic Council meetings and brought to the President's Council quarterly as needed.
- Approved fees with effective dates will be communicated to the Senior Executive Assistant to the Vice President for Academic Affairs for print and web information updating and to Senior Assistant for Registration and Scheduling for Student Information System update. This update will only be done at the request of the appropriate dean (not chairs or coordinators). Normally all course fees will be effective summer term (as are new tuition charges) and be determined in time to meet standard publication schedules.

Guidelines

Course fees should be reviewed and brought into consistency with the Guidelines listed below. Course fees should be in multiples of \$5.00.

<u>Course attributes</u>	<u>Fee guideline</u>
Courses having Class and/or Laboratory Time Scheduled in a Room with student computers	\$10 per hour a week of instruction (on 16 week basis) scheduled in the computer laboratory]
Courses Using High-end Specialty Software	\$10-\$75 per course which requires top end software (e.g. Adobe, Autocad etc.). This list will regularly be updated by Information technology (the Manager of Microcomputer Operations)
Courses Using Other Dedicated Space and/or Dedicated Staff	\$5-\$10 per hour a week (on 16 week basis) scheduled in the dedicated space and/or with the dedicated staff
Courses Using Consumable Supplies	\$5-\$50 per course
Courses with Externally Assigned Additional Costs	An amount equal to the externally assigned additional cost per student
Applied Music Courses	\$200 per course

Course attributes

Distance Learning Courses

Media Based courses

Fee guideline

Online courses are assessed \$50.00 per course for administrative IT support.

\$15.00 fee and videotape rentals for the duration of a term are assessed a \$40.00 fee (20.00 is refundable if tapes returned in proper condition).

Any changes in this will be recommended by the Manager of Distance/Alternative Education and brought to the Academic Council (previously Council of Deans) by the Dean of Library & Media Services.

Individual courses may meet more than one guideline in which case the course fees are added together.

Common Terms & Definitions re: Articulation, Concurrent Enrollment, & Dual Credit

2+2 agreement (with four-year college or university)	An agreement with a four-year college or university that spells out courses a student should take during the first two years at Oakton and during the junior-senior years at the four-year college or university. Usually these agreements are specific for a given major. It is assumed a student will take the first two years (about 60 credits) of coursework at Oakton and then transfer. Some four-year colleges and universities will accept more than two years (60 semester credit hours) of Oakton work. The exact course requirements for each 2+2 agreement are specified in that agreement. Basically the same as an articulation agreement.
Articulated course (with high school)	A high school course, usually in a vocational area, which has been evaluated by Oakton faculty as being equivalent to an Oakton course. Upon meeting specific criteria, the student receives Oakton proficiency credit in the Oakton-equivalent course. Articulation agreements with the North Suburban Education Region for Vocational Education (NSERVE) or private high schools stipulate criteria and courses.
Articulation	Process of equating courses of one institution to courses of another institution, and the way the classes will be used at the receiving institution; e.g., as general education, to satisfy a major requirement, as elective credit. This may be done by course articulation requests or through an internal process implemented by the institution to evaluate credit.
Articulation agreement (with four-year college or university)	A general, non-specific term indicating all agreements that show equivalent courses or other academic configurations between two schools (generally 2-year with 4-year institutions). This umbrella term is synonymous with transfer agreements and encompasses the following more specific agreements: <ul style="list-style-type: none">• 2+2• Dual admissions• Program guides• Transfer guides
Concurrent enrollment	A student is enrolled in an Oakton course while still concurrently enrolled in high school. The student may or may not be receiving high school credit for the course.
Cooperative agreement (with other community colleges)	Same as joint agreement. See joint agreement.

Course articulation request	Written request from a two-year college to determine the transferability of an existing or revised course into the receiving four-year institution. Usually the two-year college's Transfer Coordinator sends the request to his/her counterpart at the four-year school, who then compiles the information and returns it to the two-year institution.
Course equivalency list	Lists of how courses from one college transfer into another college.
Dual admission agreement (with four-year college or university)	An agreement through which a student applies to and is accepted simultaneously by Oakton and a four-year college or university. It is expected that a student will take the first two years at Oakton and the last two years at the senior institution. Dual admission agreements do not guarantee admission to a particular major at the university.
Dual credit course (with high school)	A college course offered for high school students, often taught at the high school during regular high school hours. The student receives Oakton credit, and may, at the discretion of the high school, also receive high school credit.
Joint agreement (with other community colleges)	Agreement with an Illinois community college that a student can take a program or specified courses at the partner college, paying in-district tuition at that institution. Usually covers career programs or interactive TV courses, but not transfer programs/courses or specific career program courses in isolation from the program. Career programs covered by joint agreements are those not offered by the student's "home" community college. Boards of Trustees of both colleges approve each joint agreement and amendments to it. The ICCB must approve new joint agreements and be notified of changes in existing joint agreements. Joint agreements are sometimes referred to as "cooperative" agreements.
Transfer guide	A guide for the two-year college student that provides general information regarding course work at the two-year college that matches the transfer requirements of the four-year institution; guides may be general or related to specific majors.

Course Articulation Form (Form 13)

Form 13 is an Illinois Community College form used to send course syllabi to selected colleges and universities to ask them to tell us whether and how a course articulates with that institution. We do this for all new courses and when an institution asks us to submit a course syllabus. Oakton sends articulation requests for all transfer and career program courses (not remedial courses) to the following institutions:

Benedictine University
Bradley University
Columbia College
DePaul University
Eastern Illinois University
Elmhurst College
Illinois Institute of Technology
Illinois State University
Lewis University
Loyola University
National Louis University
Northeastern Illinois University
Northern Illinois University
Roosevelt University
Southern Illinois University Carbondale
Southern Illinois University-Edwardsville
University of Illinois - Chicago
University of Illinois - Urbana
Western Illinois University

Chairs receive completed forms as they are returned by other institutions.

Note that the Illinois Articulation Initiative certification of courses follows a different process entirely. For the IAI we submit course syllabi to the Illinois Articulation Initiative. Staff members will review Oakton general education courses to ensure consistency with the IAI general education course descriptions. They may send courses to the appropriate IAI panel.



ARTICULATION REQUEST

between

and

College: _____

OAKTON COMMUNITY COLLEGE
COMMUNITY COLLEGE SECTION

COURSE TITLE _____

COURSE PREFIX _____ **COURSE NUMBER** _____ **PCS #** _____

CREDIT HOURS _____ **LECTURE** _____ **LAB** _____

Check one: This is

_____ **a proposed** course. Effective date of first class _____

_____ **an established** course

_____ **a revised** course. Effective date of change _____

Comments or questions: _____

SENIOR INSTITUTION SECTION

Please answer **all** of the following:

1. This course applies to **requirements in a major are (s)**

_____ **Yes.** List major(s) and in lieu of what course:

_____ **No.** Check: () We do not offer a major in this area.
() Other (please explain)

2. This course will apply toward **general education requirements.**

_____ **Yes.** Indicate area(s) and in lieu of what course:

_____ **No.** Please explain:

3. This course is considered **elective credit.**

_____ **Yes.** Indicate area(s) and in lieu of what course:

_____ **No.** Please explain:

4. This course is appropriately classified as a **lower division offering.**

_____ **Yes.**

_____ **No.**

5. Comments or questions:

SIGNED _____ **DATE** _____

Official Transfer Coordinator, Senior Institution

Title _____

RETURN TO: Pat Miller for Trudy Bers
pmiller@oakton.edu



Course and Curriculum Forms

Important – look closely at this section!

Course and Curriculum forms can be found in your division offices, in the office of academic affairs and on the network as well. Look in S:\currcomm\forms. This is a read-only Word document that includes templates for course and curriculum additions or changes and the generic course syllabus format. If you use the network versions be sure to photocopy your completed form on green (course) or yellow (curriculum) paper, as appropriate, before you submit it to the Curriculum Committee. Be sure to add the back (signature) page as well, which is also located on S:\currcomm\forms.

The Curriculum Committee now requires you to submit course syllabi electronically as well as hard copy. This will make it easier for us to revise syllabi based on Curriculum Committee recommendations.

On the curriculum (yellow) form, the easiest way to present your recommendation is for you to list the courses you want to have included in the new/amended program.

Be sure to obtain necessary signatures (back of green and yellow forms).

Be sure to indicate the semester you want the new or revised curriculum or course to become effective. **All changes should become effective in a fall semester unless there are very substantial reasons for using a different effective semester.**

Just submit one copy of your Career Program Advisory Committee minutes, even if you are proposing changes in several of your courses/curricula or submitting several new courses.

Recall that the generic course syllabus provides basic information about the minimum expectations for all sections of the course. Every instructor teaching the course is expected to follow the generic course syllabus; this includes covering material and meeting learning objectives, requiring the assignments/examinations, and adhering to the course practices noted on the generic syllabus. All generic syllabi should give a list of instructional materials, including required and recommended readings. If you're not sure or leave this to the instructor's discretion, say something like "for example," or "such as," or "or comparable" if you've listed sample readings. A generic syllabus can also use language like "such as..." to indicate the general nature of assignments if the department wishes to give each instructor more latitude to organize the course. Please be sure to note the minimum pages of required writing for a course; more and more universities are asking for this specificity, especially the University of Illinois-Urbana. An instructor can require additional work or tailor the course within the framework of the generic course syllabus.

On the generic course syllabus, just use word processing to note who prepared the syllabus, the department/program chair's name, the approving dean's name, and the dates. We need this information so we can track back effective dates and involved people if there are questions later, but this is not an official signature form.

Guideline: Updating Generic Course Syllabi

While updates to generic syllabi may be prepared whenever revisions are warranted, at minimum, all departments are expected to review and then revise as needed all generic syllabi in their program during the year prior to the year they will be engaging in Program Review. Deans will remind their chairs during the fall semester of that prior year to begin the process.

Examination of the syllabus should focus on these components, in particular:

- ♦ Updated course (catalog) description and/or outline of topics to address: new resources, Internet components, new lab equipment, new faculty expertise, etc.
- ♦ Updated prerequisites or recommended course preparation for the class, especially in those cases where the prerequisite/recommendation may involve another department.
- ♦ Approved changes in course fees.
- ♦ Measurable learning objectives for assessment (Chairs may wish to use material found on the Faculty Handbook website, which provides guidance on writing assessable learning objectives. This handout provides three separate sections for the cognitive, affective, and psychomotor domains, with lists of appropriate verbs to simplify the task of wording objectives correctly.)
- ♦ Specific information in the Course Practices Required section that will identify the activities students will engage in to achieve the learning objectives.
- ♦ When required, grading components that specify the minimum weight given to key activities of the course.
- ♦ Updated textbook/course materials list. The generic syllabus should provide either the specific texts, if they are the only ones to be used, or a list of representative texts from which the individual instructor will normally make a selection.

Depending on the extent of the revisions, a revised generic syllabus may or may not need to go to the Curriculum Committee. Here are the general principles:

It must go to the Curriculum Committee if

- ♦ The course (catalog) description is changed
- ♦ The prerequisites are changed
- ♦ The learning objectives and/or Outline of Topics are SUBSTANTIALLY changed so that the course is very different from what was originally approved by Curriculum Committee

It need not go to the Curriculum Committee if

- ♦ The learning objectives have been reworded for clarity but not changed in substance
- ♦ The outline of topics has been updated to a minor degree
- ♦ The textbooks are updated
- ♦ The assignments are updated
- ♦ Additional information is provided about course practices, access to lab facilities, etc.

In all cases, revised generic syllabi in electronic format must be submitted to the division office and to the Office of Research/Academic Affairs, so that the latest and most correct version of generic syllabi are available for external, as well as internal purposes. When changes are made, be sure to update the informational piece at the end that indicates who wrote the revision, if this was done, and the month/year it was reviewed and approved by department chair and dean.

OAKTON COMMUNITY COLLEGE
GENERIC COURSE SYLLABUS

I. COURSE COURSE
 PREFIX NUMBER COURSE NAME CREDIT LECTURE LAB

II. PREREQUISITE:

III. COURSE (CATALOG) DESCRIPTION:

IV. LEARNING OBJECTIVES:

V. ACADEMIC INTEGRITY:

Students and employees at Oakton Community College are required to demonstrate academic integrity and follow Oakton's Code of Academic Conduct. This code prohibits:

- cheating,
- plagiarism (turning in work not written by you, or lacking proper citation),
- falsification and fabrication (lying or distorting the truth),
- helping others to cheat,
- unauthorized changes on official documents,
- pretending to be someone else or having someone else pretend to be you,
- making or accepting bribes, special favors, or threats, and
- any other behavior that violates academic integrity.

There are serious consequences to violations of the academic integrity policy. Oakton's policies and procedures provide students a fair hearing if a complaint is made against you. If you are found to have violated the policy, the minimum penalty is failure on the assignment and, a disciplinary record will be established and kept on file in the office of the Vice President for Student Affairs for a period of 3 years.

Details of the Code of Academic Conduct can be found in the Student Handbook.

VI. OUTLINE OF TOPICS:



VII. METHODS OF INSTRUCTION:

Note: the IAI panels are looking very closely at course practices such as minimum writing required. Panels expect to see the writing assignments explicitly incorporated into the calculation of grades.

VIII. COURSE PRACTICES REQUIRED:

IX. INSTRUCTIONAL MATERIALS:

X. METHODS OF EVALUATING STUDENT PROGRESS:

XI. OTHER COURSE INFORMATION:

If you have a documented learning, psychological, or physical disability you may be entitled to reasonable academic accommodations or services. To request accommodations or services, contact the ASSIST office in the Learning Center. All students are expected to fulfill essential course requirements. The College will not waive any essential skill or requirement of a course or degree program.

Other Information:

Effective beginning term: _____
(term) (year)

Syllabus prepared by: _____

Reviewed by Dept/program chair: _____

Approved by Dean: _____

end term _____
(term) (year)

Date _____

Date _____

Date

Generic syllabus format revised 3/03
S:\curcomm\forms\GENCRSYL rev.03-03

Enter names directly on syllabus
(word process); do not hand sign.

Oakton Community College
Course Form - Green

Check one: This course is new revision withdrawal

PART I: Department/Program _____ Chair _____

Current Prefix & Number _____ Current Title _____

Course classification: Developmental Transfer Career

Year and term to become effective: Year _____ Term Fall Spring Summer

PART II: Complete all relevant sections; if an existing course, complete only those sections that relate to revisions.

	Current (existing courses)	Proposed or revised
Course prefix/number		
Credit:lecture:lab		
Title (must match generic syllabus)		
Prerequisite and/or recommendation; Specify which		
Variable credit (if yes, minimum & maximum credits)		
Repeatability (courses can be repeated once; for more repeats, provide rationale)		
LHE's (if different from credits; provide rationale if different)		
IAI code(s), if any		
Course fee recommended, if any		
Estimated needs (start-up & continuing, including upgrades) Software Equipment Lab space Other special space Consumable supplies Other		

Catalog description -- Must be copied below for new courses or revised course descriptions, and must match what is written in the generic course syllabus.

Rationale for new course or revisions:

- ATTACH:
1. Generic course syllabus if new or substantially revised - generic syllabus must contain learning objectives and include term effective and names/dates typed in Section XI, Other Course Information
 2. Career Program Advisory Committee minutes if new or substantially revised course

Curriculum Committee - Sign-off Form (Course and Curriculum forms)

Signature of Approval / Review

Department/program chairperson review

Signature: _____ Date: _____

Comments:

Division dean review

Signature: _____ Date: _____

Comments:

Curriculum Committee review

Signature: _____ Date: _____

Comments:

Revised!

Academic Council (previously Council of Deans) approval

Signature: _____ Date: _____

Comments:

Vice president for academic affairs approval

Signature: _____ Date: _____

Comments:

S:\CURRFORM

Form affirmed 9/98

Revised



**Oakton Community College
Curriculum Form – Yellow
(Pending Academic Council Review/Approval)
Information Required by ICCB for Approval of New Degrees/Certificates**

Check one: This curriculum is <input type="checkbox"/> new <input type="checkbox"/> revision <input type="checkbox"/> withdrawal
--

PART I: Department/Program _____ Chair _____

Current Curriculum Title _____ Number _____

Check one: associate degree certificate

Year and term to become effective: Year _____ Term Fall Spring Summer

PART II: Complete all relevant information under Section 1 or 2:

1. For new degree or certificate

- A. Description (one to three sentences) of program, including purpose and general employment objectives.
- B. Labor market information, including employment projections (if known), to support the need for the proposed new program.
- C. List total amount of credits for the degree/certificate, along with course requirements as they would appear in the catalog, indicating any proposed new courses (attach green forms and generic syllabi as applicable)
- D. For occupational/career/vocational programs only: Date and method by which the career advisory committee gave its approval (i.e., at a meeting, via e-mail, etc.) AND attach Advisory Committee minutes.

OR

2. For a change of one or several courses within an existing degree or certificate

- A. Describe the change (for example, “eliminate these two courses and add the following courses).
- B. Indicate if credit hours will remain the same or new proposed total credit hours.
- C. For occupational/career/vocational programs only: Date and method by which the career advisory committee gave its approval (i.e., at a meeting, via e-mail, etc.) AND attach Advisory Committee minutes.

Curriculum Committee Membership and Charge
(Note: the Curriculum Committee is a Faculty Senate Committee)
(Revised August 2006)

Membership.

The membership of the Curriculum Committee will consist of one full-time faculty member, who is a full member of OCCFA, chosen by the discipline faculty from each of the following areas:

1. Humanities and Arts (Philosophy, Art, Music, Performing Arts, Modern Languages, and Speech).
2. Technologies including Fire Science, Engineering, Facilities Management and Building Technologies, Architecture, Electronics, Construction Management, Automotive Technology, Machine Technology, Mechanical Design/CAD.
3. Science (Biology, Chemistry, Earth Science, Natural Science, Physics).
4. Mathematics, and Computer Science.
5. Health Careers and Physical Education.
6. Student Development.
7. Library and TV Services.
8. Computer Technologies and Information Systems.
9. Business including Accounting, Business, Real Estate, Marketing, Management, International Trade, Financial Services, and Hospitality Management.
10. English and Communications.
11. Social Sciences, Education, and related vocational programs: Early Childhood Education, Law Enforcement, Human Services, and Substance Abuse Counseling.

Membership will be maintained at 11 members. The Senate will periodically examine and modify the list to reflect department/division realignments.

Members will have two-year terms; 1-5 terms will be elected in even-numbered years. 6 through 11 will be elected in odd-numbered years.

The Administration may have a representative on the Curriculum Committee to serve in liaison and advisory capacities.

A Chair will be elected each year from the members.

Duties.

Review and make recommendations to the College Administration regarding approval of new or revised courses and curricula.

Consider and make recommendations regarding general education objectives and other college-wide curricular requirements.

Review proposed new and revised general education courses to ensure conformity with Illinois Articulation Initiative course descriptions and guidelines.

Review courses from other colleges and universities to be offered on the Oakton campus as extension courses and make recommendations to the administration.

Examine existing and proposed courses and curricula to ensure they are in compliance with the Illinois Articulation Initiative.

Monitor existing and proposed courses and curricula to minimize duplication of subject matter, and encourage sharing and cross-listing of courses among degree and certificate programs.

**Calendar of Curriculum Committee Deadlines and Meetings
2009-2010**



Fall 2009	
September 1	Last date to submit materials for Sept. 14 CC meeting – <u>any items for spring 2010 must be submitted for September 14 meeting</u>
September 14	Curriculum Committee Meeting – 3:30 in Business Conference Center B
September 17	Last date to submit materials for Oct. 5 CC meeting
October 5	Curriculum Committee Meeting – 3:30 in Business Conference Center B <u>Last meeting to submit materials for “new units of instruction” (Form 20)</u>
October 13	Last date to submit materials for Nov. 2 CC meeting – <u>November 2 is last meeting to consider new or revised curriculum or courses for inclusion in 2010 – 2011 catalog; all new or substantially revised curricula and courses for 2010-11 should be dealt with by this meeting.</u>
November 2	Curriculum Committee Meeting – 3:30 in Business Conference Center B
November 23	Last date to submit materials for Dec. 7 CC meeting
December 7	Curriculum Committee Meeting – 3:30 in Business Conference Center B
Spring 2010	
January 20	Last date to submit materials for Feb 2 CC meeting - <u>any items for summer 2010 must be submitted for February 1 meeting</u>
February 1	Curriculum Committee Meeting – 3:30 in Business Conference Center B
March 4	Last date to submit materials for March 22 CC meeting - <u>any items for fall 2010 must be submitted for March 22 meeting</u>
March 22	Curriculum Committee Meeting – 3:30 in Business Conference Center B
March 29	Last date to submit materials for Apr. 12 CC meeting
April 12	Curriculum Committee Meeting – 3:30 in Business Conference Center B Last CC meeting of the year

Dual Credit A Brief Summary

Dual credit courses carry both Oakton and high school credit. They must meet Illinois Community College Board guidelines for community college courses offered in secondary schools as well as Oakton requirements and guidelines for student admission and course content and configurations. Faculty teaching dual credit courses must meet Oakton's titles and qualifications requirements and follow Oakton's course syllabi.

Oakton recognizes there are many variations for dual credit courses. Consequently the College has worked with area high schools to create Principles and Guidelines and operating procedures. In brief:

- Oakton faculty review and approve high school courses as equivalent to Oakton courses.
- High school faculty wishing to teach dual credit courses must apply to Oakton as adjunct faculty and meet all requirements for hire within the discipline.
- Each high school has one designated contact person as the information link regarding dual credit; we are making every effort to communicate through the contact person so as to minimize redundant or inconsistent messages.
- Financial arrangements for dual credit courses vary. Oakton has made a commitment to in-district public high schools to offer dual credit courses at no tuition and fee charge to students through the 2012-2013 academic year provided the high school pays the instructor's salary.
- In 2008-09 we heard some universities were beginning to question the acceptability of dual credit courses if the courses were used to meet high school graduation requirements. However, little has been heard lately about this.
- The Illinois Board of Higher Education convened a statewide Dual Credit Task Force to study and make recommendations regarding dual credit, including criteria to ensure quality and issues associated with transfer of dual credit courses. The report is available at <http://www.ibhe.state.il.us/DualCredit/materials/DCTFReport.pdf>.

For chairs, key points are:

- Work through your dean and Trudy Bers in the Office of Research if you are approached by a high school representative about offering dual credit or if you are interested in exploring dual credit opportunities for your department.
- More information is available in S: OCCSHARE. See Dual Credit Information July 2009.pdf.

The Illinois Articulation Initiative

A Brief Summary

(Also see section Information re: Courses and Curricula)

Prepared by: Trudy Bers, Office of Research

- ➔ Note: The Illinois Articulation Initiative is relevant to many of our career programs as well as to our transfer disciplines. So, please read this, complicated as it may be.

What is the Illinois Articulation Initiative?

The IAI is a statewide, cooperative effort by two and four year colleges from both the public and independent sectors to a) create and agree upon a lower division general education core curriculum that will be accepted by all participating institutions, and b) create and agree upon model curricula in selected majors, at the lower division level, so that students will have clear information about what courses to take in their freshman and sophomore years in these majors.

In April 2006, the Illinois Board of Higher Education received a consultant report evaluating the IAI. The consultants recommended, and the Board accepted, a modification in the majors. Courses in majors will no longer be reviewed by IAI major panels. Instead, the panels will focus on recommendations for undecided students.

Do students have to earn an associate degree for the IAI general education component to work?

No. The so-called "compact" ends. Students who take the IAI general education component can transfer this bundle of courses as a whole, to any participating institution. That receiving school must, then, treat the student as having met all freshman-sophomore general education requirements, even if the receiving school demands additional or other courses from its native students - those who begin as freshmen at that school.

When does the IAI take effect?

Officially, the general education component took effect for students entering participating institutions in summer 1998.

The model curricula in undergraduate majors took effect over time. In April 2006 the IBHE approved a change in the IAI. Rather than having model curricula in majors, the IAI faculty panels for majors will be revised to be advisory groups focused on recommendations for undecided students who may be interested in a major but unsure about to which institution they might transfer.

Who is participating in the IAI?

All public community colleges and universities have agreed to participate in the IAI general education core curriculum. Many independent institutions, including key ones to which

Oakton students transfer in large numbers, have also agreed to participate. The IAI majors are being phased out, with IAI faculty panels to focus on recommendations for undecided students.

Let's focus on the general education component. What's included?

For the A.A. and A.S., students will take courses these courses:

Communications	3 courses (9 semester credits), including a two-course sequence in writing and one course in oral communications. This translates into Oakton's EGL 101, EGL 102, and SPE 103.
Mathematics	1 course of at least 3 semester credits from a list of approved mathematics courses.
Physical & Life Sciences	2 courses (7-8 semester credits); one course must be from a life science and one from a physical science, and at least one of these courses must be a lab course. Courses must be from a list of approved science courses.
Humanities & Fine Arts	3 courses (9 semester credits) with at least one course selected from humanities and at least one from the fine arts. Courses must be from a list of approved humanities and fine arts courses; no studio or applied courses are permitted.
Social & Behavioral Sciences	3 courses (9 semester credits) with courses selected from at least two disciplines. Courses must be from a list of approved social and behavioral science courses.

What do you mean by "a list of approved....courses?"

Oakton, along with all other participating colleges and universities, has submitted what we believe to be appropriate general education courses to the faculty panels. We continue to submit syllabi for new courses that we believe meet IAI general education course descriptions. In addition, the IAI general education panels have begun a rolling review of already-approved general education courses, and we submit syllabi upon request.

In Summer 2008 the IAI moved from a paper to a web-based course submission process. You can access the submission form at <http://www.itransfer.org/iai/WrittenCorrespondance.aspx?section=faculty&subsection=course>. Note that the institution's official IAI contact person must submit the web or paper form. Oakton's contact is Trudy Bers. We always submit the generic course syllabus, but some evidence required – e.g., weekly or daily outline of topics – might have to come from an

instructor's syllabus from a specific course sections. Some IAI panels insist on reviewing an instructor's syllabus in addition to a generic syllabus.

Where can you find a list of approved courses?

The easiest way to find this list is to access the IAI homepage, at <http://www.itransfer.org>. The homepage, called iTransfer, is really quite good. Or go to <http://www.itransfer.org/iai/faculty/Course/CourseDesc.aspx?section=faculty&subsection=course&topic=desc> for course descriptions for all IAI courses. To see which Oakton courses have been approved, go to <http://www.itransfer.org/iai/faculty/search/default.aspx?section=faculty&subsection=course>. You can click on **Two-Year** or **Four-Year** schools under the IAI GECC Courses and select Oakton to see a list of Oakton's approved general education courses. You can click on **IAI Major courses at a school** under IAI Major Courses and select Oakton to see a list of Oakton's approved courses in majors.

If you don't find what you're looking for, or are stymied or confused, see Trudy Bers. (Incidentally, chairs of all departments and programs in which IAI course articulations are taking place have been involved in identifying appropriate Oakton courses.)

What happened to Contemporary Global Studies?

Contemporary Global Studies (CGS) is an Oakton requirement, not a state requirement. We can still require native students - those who begin at Oakton - take a CGS course. However, a student who transfers to Oakton with the complement of general education courses outlined above cannot be required to take a CGS course to satisfy our general education requirements. (See p. 8 for how to designate a course as CGS.)

What about the model curricula in selected majors?

The IAI website, iTransfer.org, provides this statement about majors:

Illinois Articulation Initiative Baccalaureate Majors' Recommendations (IAI Majors)

These IAI Baccalaureate Majors' Recommendations (IAI Majors) describe courses typically taken by freshmen and sophomores for a specific major. These course recommendations are meant for students who are undecided about a transfer school. **If you already know where you will transfer, see that school's catalog and an admissions counselor for specific advice.**

The Illinois Articulation Initiative (IAI) is continuing to develop transfer course recommendations for baccalaureate majors, in addition to those listed below. Information on more majors will be added to the iTransfer website as it becomes available. **Always seek the advice of an academic advisor or admissions counselor when making transfer plans.**

Revised

The website contains information on model curricula in these areas:



[Agriculture \(AG\)](#)



[Biological Sciences \(BIO\)](#)



[Business \(BUS\)](#)



[Chemistry \(CHM\)](#)



[Criminal Justice \(CRJ\)](#)



[Computer Science \(CS\)](#)



[English \(EGL\)](#)



[Engineering \(EGR\)](#)



[History \(HST\)](#)



[Industrial Technology \(IND\)](#)



[Mass Communication \(MC\)](#)



[Mathematics \(MTH\)](#)



[Physics \(PHY\)](#)



[Political Science \(PLS\)](#)



[Psychology \(PSY\)](#)



[Sociology \(SOC\)](#)



[Theatre Arts \(TA\)](#)

What happened to art and to music?

Oakton offers an associate in fine arts (A.F.A.) degree in music and an A.F.A. in art.

What about business?

Oakton does not offer a separate associate of arts degree in business. We offer one associate of arts (A.A.) degree in liberal arts. In our catalog we provide a “suggested recommendation” of courses for students who wish to transfer to a baccalaureate program in business. We also keep a separate curriculum code within our records for these students so we can identify them for advising purposes. Officially, however, they are liberal arts students who will earn liberal arts associate degree.

What about engineering?

Oakton offers an associate of science in engineering (A.S.E.) that fits the state's model curriculum for engineering. Like the A.F.A., the A.S.E. includes fewer general education credits than the A.A. or A.S. so that students can take essential engineering and science courses in their freshman and sophomore years.

What about education?

The ICCB and IBHE are now approving several Associate of Arts in Teaching (AAT) degrees in education: Secondary Mathematics, Secondary Science, Special Education and Early Childhood Education. Oakton is approved for AATs in Secondary Mathematics, Special Education, and Early Childhood Education. The College decided not to apply for an AAT in Secondary Science primarily because of continuing confusion about the acceptability of this degree at baccalaureate institutions. In addition, Oakton offers an Associate of Applied Science (AAS) degree and a certificate for Paraprofessional Educators; these curricula are targeted to teacher aides and other paraprofessionals, not for students planning to earn a bachelor's degree in education. We also allow students to specify elementary education as their Oakton major though we do not offer a degree. As with business, we keep a separate curriculum code within our records for these students so we can identify them for advising purposes. Officially, however, they are liberal arts students who will earn liberal arts associate degree.

Has anyone from Oakton been involved with the IAI?

Yes. These Oakton faculty members and administrators have been on various IAI panels (we are retaining in this list the names of Oakton faculty members no longer at the College to depict the full range of Oakton's involvement): Trudy Bers (Communications and PT/PTA panels), Kathleen Carot (Humanities and Fine Arts), John Carzoli (Physics), Connie Churchill (PT/PTA), Hollace Graff (Humanities and Fine Arts), Joe Kotowski (Engineering), Sheila Kerwin Maloney (Early Childhood Education), Danielle Holden (Humanities and Fine Arts), Rene Kovala (Special Education), Gwen Nyden (Sociology), Toni Rowitz (Speech), Nora Rucker (Special Education), Glenna Sprague (Music), and Carol Ward (Biological Sciences). In addition, as noted above, we send relevant information to chairpersons, deans and others.

Where can you get more information?

See Trudy Bers, Paul Johnson or Cliff Casey.

**ILLINOIS ARTICULATION INITIATIVE
GECC COURSE SUBMISSION FORM**

Note: Requests to review courses must be submitted to the relevant panel by the institution's official institutional contact person. Although course submissions are accepted on a continuing basis, complete materials should be received no later than October 1st for Fall review and March 1st for Spring review.

- This course is being submitted for the first time or as the result of substantial changes.
- This course is being re-submitted for clarification at the panel's request.
- This course is being submitted as part of the 5-year review process.

Institution Name:	
IAI Course Number:	
Institution's Course Prefix and Number:	
Institution's Course Title:	
Number of Credit Hours: <i>Indicate semester or quarter credit.</i>	
Prerequisite: <i>Institutional title, prefix and number (IAI # if applicable)</i>	

- Panel-specific criteria have been consulted and any panel-specific checklists have been completed and attached (see [Panel-Specific Criteria](#)). Pane-Specific Criteria are at <http://www.itransfer.org/IAI/FACT/PanelRelatedDocs.taf>

ATTACH COMPLETE CURRENT COURSE INFORMATION

Please verify (Check ✓) that the course submission materials provide evidence of the following:

- Course prefix/number and title, number of credit hours and contact hours, and studio or laboratory hours if applicable, must be included on syllabi and course outlines.
- Catalog description including any prerequisites
- Course goals and expected student learning outcomes
- Weekly or Daily topical outline
- Method(s) of evaluating student performance (including the number, length and type of assignments)
- Text(s) used and required reading lists, if applicable
- Date the syllabus and any supportive materials were prepared
- All delivery modes are identified (traditional and non-traditional)

Transfer Coordinator/IAI Contact _____

Person compiling submission if not IAI Contact _____

Contact Number (____) ____ - ____ ext. ____ Date ____/____/____

Contact Email _____

**For Communication Panel and Humanities and Fine Arts Panel,
send to: ibhe_iai@ibhe.org**

**For Mathematics Panel, Physical and Life Science Panel, and Social and Behavioral Sciences Panel, send to barbara.risse@illinois.gov
Preferred submission format is as PDF or Word Document**

**Illinois Articulation Initiative
Oakton General Education Courses
August, 2009**

The following Oakton courses satisfy IAI general education core curriculum requirements (note the IAI designation of discipline may be different from Oakton's discipline designation):

Area	IAI Discipline	Oakton Courses
Communications		EGL 101, EGL 102, SPE 103
Mathematics		MAT 125, MAT 131, MAT 143, MAT 144, MAT 180, MAT 250, MAT 251, MAT 252; also MAT 129 for students majoring in education
Science	Life Sciences:	BIO 101, BIO 104, BIO 106, BIO 121
	Physical Sciences:	CHM 101, CHM 105, CHM 121, EAS 100, EAS 101, EAS 102, EAS 105, EAS 121, EAS 125, PHY 115, PHY 131, PHY 221
Social & Behavioral Sciences	Anthropology:	ANT 202, ANT 203, ANT 204
	Economics:	ECO 110, ECO 201, ECO 202
	History:	HIS 111, HIS 112, HIS 131, HIS 132, HIS 139, HIS 140, HIS 208, HIS 211, HIS 216; HIS 225, HIS 226, HIS 233
	Human Geography:	GEG 120, GEG 122, GEG 130
	Political Science:	PSC 101, PSC 102, PSC 103, PSC 201, PSC 202
	Psychology:	PSY 101, PSY 120, PSY 202, PSY 205, PSY 211
	Sociology:	SOC 101, SOC 103, SOC 104, SOC 232, SSC 101, SSC 105
Humanities/Fine Arts	Humanities:	EGL 113, EGL 115, EGL 117, EGL 129, EGL 221, EGL 222, EGL 224, EGL 225, EGL 226, EGL 227, EGL 228, EGL 230, EGL 231, EGL 232, EGL 234, EGL 241, EGL 242, Foreign Language courses 202 or higher, HUM 120, HUM 121, HUM 122, HUM 127, HUM 140, HUM 142, HUM 210, HUM 220, PHL 105, PHL 106, PHL 205, PHL 215, PHL 230, PHL 231, PHL 240, PHL 245
	Fine Arts:	ART 110, ART 111, ART 112, ART 113, ART 114, HUM 120, HUM 121, HUM 122, HUM 123, HUM 125, HUM 131, HUM 142, HUM 160, HUM 165, HUM 220, HUM 242, HUM 260, MUS 145, MUS 236

Articulation, 2+2 and Dual Admission Agreements

Oakton has a number of articulation, 2+2 and dual admission agreements with four-year colleges and universities. Please remember that most students who transfer do so without using a formal articulation or dual admission agreement.

Articulation and 2+2 Agreements: The terms “articulation agreement” and “2+2 agreement” are used more or less interchangeably. Both imply a student will take the first two years of coursework at Oakton and then transfer, although a few institutions will accept more than two years of Oakton work.

Dual Admission Agreements A dual admission agreement is for students who apply and are accepted simultaneously by Oakton and the university, typically at the beginning of the student’s freshman year. A student is expected, then, to take the first two years of work at Oakton and is guaranteed admission to the university so long as certain minimum requirements are met, for example, a minimum Oakton GPA. Though dual admission agreements can guarantee admission to the university, they don’t guarantee admission to a specific major.

These agreements should make it easier for students to transfer to the participating institution because the agreements specify in more or less detail what is expected. Ordinarily we don’t list required courses in order to avoid being locked into requirements that become rapidly outdated. We do sometimes develop advising guides for courses within an agreement; these can be more easily modified than the formal agreements themselves.

The Illinois Articulation Initiative operates independently of articulation or dual admission agreements. The IAI encompasses many schools, whereas articulation or dual admission agreements are between Oakton and one other institution. Also, articulation or dual admission agreements may be more generous than the IAI in accepting Oakton courses for transfer to a specific major.

Articulation and dual admission agreements can be confusing. Sometimes the same school has both articulation and dual admission agreements. Sometimes an agreement is for a specific major, or a specific college within a university.

Students seeking information about either articulation or dual admission agreements should be directed to the Advising and Counseling (formerly Student Services) Center. Agreements themselves are on file in the Office of Research. A list of recent agreements follows. We have a few others on file, but they are so old that it would be unwise to rely on them.

**Articulation, 2+2 and Dual Admission Agreements
Oakton and Four-Year Colleges/Universities
July 2009**

Institution	Program	Description (Articulation, 2+2, Dual Admission) & Date
Argosy	Accounting, Busines, Management, Marketing	January 2009
Benedictine University	International Business & Economics	Articulation - March 1999
Benedictine University	International Studies	Articulation - March 1999
Columbia College	Management	Articulation - December 1996
Columbia College	Theater	Articulation - December 1996
Columbia College	Bachelor's Degree	Articulation - No date (probably 1996)
Concordia University Chicago	Bachelor's Degree in Business	Articulation – October 2008
DePaul University	Early Childhood Education	Articulation – March 2008
DePaul University	Elementary Education	Articulation - July 2005
DePaul University	Secondary Education	Articulation - July 2005
DeVry Institute of Tech.	Bachelor of Science in Technical Management Program	Articulation - September 1995
Dominican University	A.A. – Fast Track & Dominican Bachelor of Science in Organizational Leadership	Degree completion agreement – May 2004 ?? (Should Fast Track be removed)
Ferris State University, Michigan	Air Conditioning, Heating and Refrigeration	Articulation - February 1998
The Illinois Institute of Art: Schaumburg	Foundation Art Courses for Graphic Design	Articulation – February 2009
The Illinois Institute of Art: Schaumburg	Foundation Art Courses for Digital Photography	Articulation – February 2009
Illinois Institute of Technology	A.A. and A.S.	Articulation – April 2008
Illinois Institute of Technology	Industrial Technology and Management	Articulation – August 2008
Illinois State University	Automotive Technology and Industrial Technology	Articulation - November 1997
Illinois State University	Manufacturing Technology and Industrial Technology	Articulation - October 1997
Indiana University	Bachelor of General Studies	Articulation – September 2005 – phased out by IU as of September 2008
Kaplan University	Bachelor's in Business	August 2008
Kendall College	Early Childhood Education	Articulation - December 1998
Kendall College	Bachelor's Degree – Human Services	Articulation – March 2000
Loyola University – School of Education	Bachelor of Science Elementary Education	Articulation – May 2000 Dual Admission – May 2000
National Louis University	Bachelor's Degree	Dual Admission – April 1999
National Louis University	Elementary Education	Dual Admission – July 2002
National Louis University	Early Childhood Education	Dual Admission – February 2003
National Louis University	Oakton Associate of Arts & NLU Bachelor of Arts in Elementary Education	Articulation – September 2004
National Louis University	Oakton Associate of Applied Science in Early Childhood Education & NLU Bachelor of Arts in Early Childhood Education	Articulation – September 2004

Institution	Program	Description (Articulation, 2+2, Dual Admission) & Date
National Louis University	A.A.S. (geared, but not limited to, CIS) & B.S. in Management Information Systems	Articulation – September 2004
National Louis University	A.A. and A.S. & NLU B.S. in Management Information Systems	Articulation - September 2004
National Louis University	A.A. Adult Fast Track & NLU B.A. in Applied Behavioral Sciences	Articulation – September 2004
National Louis University	A.A. and A.S. & NLU B.A. in Applied Behavioral Sciences	Articulation - September 2004
National Louis University	A.A.S. & NLU B.S. in Health Care Leadership	Articulation - September 2004
National Louis University	A.A.S. & N.L.U. B.S. in Management	Articulation – September 2004
Northeastern Illinois University		Dual Admission – May 1999
Northern Illinois University		Bachelors in Industrial Technology
Northern Illinois University		Dual Admission – January 1999
Palmer College of Chiropractic		Articulation Agreement – January 2006
Regis University, Colorado	A.A. and A.S.	Memorandum of Understanding – July 2006
Robert Morris College		Transfer Agreement – September 1995
Roosevelt University		Dual Admission - March 1998
Roosevelt University	Bachelor’s degrees in Education (Early Childhood Education, Elementary Education, Special Education, Bachelor’s degree with minor in Secondary Education)	Articulation agreement in process, spring 2004
Rosalind Franklin University of Medicine and Science	Medical Laboratory Technology	Memorandum of Understanding – June 2005
Sofia Medical University, Bulgaria	Medical School	Articulation Agreement – May 2006
University of Phoenix		Articulation Agreement – January 2006
University of Wisconsin-LaCrosse		Articulation Agreement – May 2006
Univ. Of Wisconsin-Parkside	Business Programs	Articulation - December 1994
University of Wisconsin-Stout		Articulation – March 2008
West Suburban College of Nursing	Bachelor’s degree in Nursing	Agreement - March 2008
Western Illinois University		Dual Admission - February 1999
Western Illinois University	Bachelor in Arts degree	Academic Transfer Partnership – May 2008

Proficiency Credit Approval
Oakton Community College
DANTES / Advanced Placement / CLEP

Course(s) for which proficiency credit is to be awarded and description of criteria to be met in order for proficiency credit to be awarded:

Course: _____
Number of Semester-Credits: _____
Name of DANTES, AP or CLEP test: _____
Minimum test score required to grant proficiency credit: _____
Other relevant information:

Course: _____
Number of Semester-Credits: _____
Name of DANTES, AP or CLEP test: _____
Minimum test score required to grant proficiency credit: _____
Other relevant information:

Signatures:

Department/Program Chairperson	Date
--------------------------------	------

Dean	Date
------	------

Vice President, Academic Affairs	Date
----------------------------------	------

When signatures are completed, return to Office of Research. Copies will be distributed:

Department/Program Chairperson
Registration & Records
Alternative Education File (Office of Research)
Course file

Dean
Advising & Counseling
Testing Center



Internship / Practicum Learning Agreement
(not required for Health Career Program Practica)
To be completed by student, faculty/advisor, and company representative

Student Name: _____ Oakton ID: _____

Course & section (if applicable): _____ Credit hours: _____

Oakton faculty / advisor _____ Term: _____

Name of Company where internship / practicum will take place: _____

Company Address (street, city, zip): _____

Supervisor at company (name, title, phone, email): _____

Description of internship / practicum activities:

Learning goals and objectives (expected learning ourcomes)

Evaluation (how will intern’s learning be evaluated and documented):

Student Signature Date Faculty / advisor Signature Date

Company supervisor Date

Signed copies to be sent to Division Office
Department/Program Chair
Oakton Internship Coordinator (fax 1-847-635-1997)

Assessment of Student Learning

Revised

OPAL – Oakton Program for Assessment and Learning

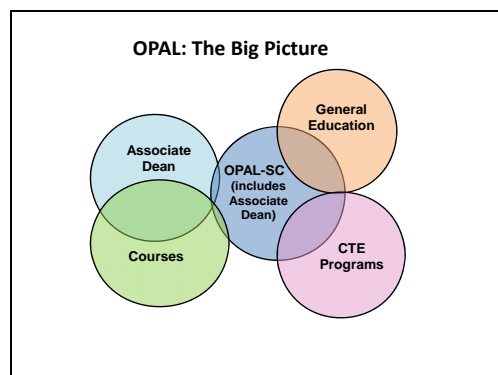
In Spring 2008, Oakton took two important steps to strengthen the assessment of student learning outcomes: hiring Elizabeth Owolabi as Associate Dean for Student Learning and joining the Higher Learning Commission's Assessment Academy. The Associate Dean has primary responsibility for coordinating and working with faculty, deans and other administrators and staff to plan, implement and use learning outcomes assessments to improve teaching and learning. The Academy is a four-year commitment that is expected to help the College revise and strengthen assessment in a variety of ways, including developing a more effective organizational structure and processes for assessment and connecting with peer institutions to share good practices.

The Oakton Program for Assessment and Learning (OPAL), is led by a Steering Team of faculty and administrators (OPAL-SC). Members for 2009-10 include Trudy Bers-Director of Research, Amy Blumenthal-English, Will Crawford- English, Tom Hamel-VP of Academic Affairs, George Lungu (co-chair)-Historical & Policy Studies, Luanne Olson- Physical Therapist Assistant, Elizabeth Owolabi (co-chair)- Associate Dean for Student Learning, Julie Shotsberger- Mathematics, and Sid Siddharth (adjunct)-Marketing & Management. Donna Talty, faculty member in Nursing, was on OPAL-SC in 2008-09.

The assessment focus over the next several years will be in three areas: general education, career and technical education (CTE) programs-level objectives, and transfer discipline courses. Two sub-teams were formed in 2008-09, one to concentrate on general education and one to concentrate on CTE program-level assessments. OPAL-GE members are John Carzoli, Will Crawford, George Lungu, Julie Shotsberger, and Donna Younger. OPAL-CTE members are Amy Blumenthal, Luanne Olson, Michele Reznick, Sid Siddharth, and a new full-time CTE faculty member to be selected in Fall 2009.

Transfer course assessments will be handled through departments and deans working with the Associate Dean. Other assessment activities will be supported as appropriate, including ongoing assessments of learning through student support offices such as the Learning Center.

The schematic below depicts the OPAL structure and foci.



Institutional Review Board (IRB)

In 2002-03 Oakton created an Institutional Review Board (IRB) and a formal process through which both Oakton employees and external researchers must seek approval from the College for conducting research projects that involve Oakton students or employees. The procedures are simple, recognizing that most research that takes place here either occurs within a single class, is conducted by the instructor of that class (e.g., classroom assessment), or falls within generally accepted institutional research to improve our programs and services. These forms of research will not generally require IRB approval.

If you or a faculty member in your departments plans to conduct research involving Oakton students or employees, please read about Oakton's Institutional Review Board and submit necessary paperwork to the Office of Research, Room 2508 Des Plaines. If you receive a request from someone outside of Oakton to conduct such research, refer the person to the website.

You will find all necessary information and forms on our website at <http://www.oakton.edu/resource/oir/resmenu.html>. Contact Trudy Bers, x1894 or tbbers@oakton.edu if you have questions.

The Institutional Review Board at Oakton constitutes both recognition that we are doing more research at the College and demonstrates our commitment to responsible, ethical, professional compliance with standard academic practices and federal research requirements.

Career Program Advisory Committees

Every career program at Oakton is required to have an advisory committee whose members come from businesses and industries, other education agencies, and not-for-profit organizations germane to the program. The role of the Committee is to advise the College, and the value of member contributions to the high quality of Oakton's programs and services is vital to maintaining excellence. A *Career Program Advisory Committee Handbook* was prepared and distributed in 2003; copies are available upon request to the Office of Research for new committee members. The Handbook contains information about the advisory committee's purpose and role, membership, and responsibilities within the College's decision-making processes. At the suggestion of several program chairs, sample letters of invitation to serve on a committee and to thank members leaving a committee are provided below. These can and should be modified to fit the particular program.

Sample letter of invitation

Dear :

Oakton Community College offers associate degrees in the arts, science, fine arts, and engineering and some 85 career program degrees and certificates that prepare students for employment in diverse industries and occupations, and enable current employees to upgrade their knowledge and skills. As members of Career Program Advisory Committees play a vital role in helping Oakton develop courses to meet our community's needs, I am pleased to invite you to serve as a member of the [NAME OF PROGRAM] Advisory Committee.

Specific roles of the Committee are to:

- Assist in preparing broad guidelines and philosophies for career and technical education within the area of responsibility of the Advisory Committee.
- Recommend standards for instructional facilities, equipment, software, and other instructional aids.
- Aid in establishing, reviewing, and updating the content and organization of Oakton courses and curricula in keeping with the occupational needs of the community and the industry at large.
- Assist in planning for job placement of graduates, including providing information about labor market needs and employment trends.
- Assist in locating specific industry or business sites where internships, mentoring, and other work-based experiences for students can occur.
- Provide information on long-term trends in the program's occupational area.
- Support state and national legislation affecting career and technical education.
- Assist in identifying and developing potential new sources of revenue in support of the program.
- Obtain letters of support required by the Illinois Community College Board for establishing of new career programs.

- Serve as a liaison between the College and business, industry, government, social service providers, and the community at large.

The Advisory Committee generally meets twice per year at the Des Plaines or Skokie campus. We accomplish much of our work through telephone conversations, email, and the electronic exchange of information, at times convenient to Committee members. We do not have fixed terms of service, though we would hope a member would make at least a two-year commitment.

For your convenience, I am enclosing a [PROGRAM BROCHURE, OAKTON CATALOG, OTHER?] to give you additional information about the program. I will follow this letter with a telephone call next week. In the meantime, should you have questions, please feel free to call me at [PHONE] or email me at [EMAIL].

On behalf of the Oakton students in our program, and employers in the area, thank you for considering membership on the Advisory Committee and for the significant contributions you will make to ensure that Oakton's program remains outstanding.

Sincerely yours,

NAME

Sample letter of thank you

Dear :

Please accept my thanks on behalf of Oakton students and faculty in the [NAME OF PROGRAM] for being a member of our Advisory Committee. Oakton enthusiastically acknowledges and applauds the support and wisdom our many volunteers contribute to the College. Your ideas, knowledge, and business/industry connections represent a critical element for our continued success. The information, energy, and insights you contributed to our deliberations helped enabled the program to remain vibrant, current, and responsive to employer, student and labor market needs.

Gratefully,

NAME

Program Review Schedule 2009-10 through 2014-15

Year	Instructional Programs	Academic Support Services	Student Services	Other	ICCB Cross-Disc
2009-2010	Art Basic Nurse Assistant Engineering Global Business Humanities / Philosophy Marketing Modern Languages Music Nursing Theater	Koehnline Art Gallery Men's Program Performing Arts Center Women and Gender Studies	Financial Assistance	Human Resources Accounting Services Budget and Finance	Vocational Skills
2010-2011	Automotive Programs Early Childhood Education Global Studies Human Services (includes Substance Abuse) Pharmacy Technician Physical Education Physical Therapist Assistant & Massage Therapy Real Estate Social & Behavioral Sciences (Anthropology, Psychology, Sociology, Social Science) Historical & Policy Studies (Economics, Geography, History, Political Science) Teacher Education Programs Women and Gender Studies concentration	Alternative & Distance Education Library TV Production IMS	Career Services	Facilities	Transfer functions & programs (AA, AS, AAT, AFA, ASE)
2011-12	Computer Information Systems Electronics English, Journalism & Communications (developmental and college-level) Business Health Information Technology Law Enforcement Computer Applications for Business Computer Network Systems programs (include Cisco) Manufacturing Technology/Machine Technology Radio Frequency Identification (RFID) Speech World Wide Web Alliance for Lifelong Learning	Business Institute	Athletics (Intercollegiate & Intramural) Enrollment Management Financial Aid Registration & Records Student Activities		General Education

Year	Instructional Programs	Academic Support Services	Student Services	Other	ICCB Cross-Disc
2012-2013	Architectural Technology / Construction Mgt Computer Science Facilities Management & Engineering / Air Condition, Heating & Refrigeration Fire Science Management & Supervision Mathematics		Enrollment Management Registration & Records	Grants & Alternative Funding College Advancement Research, Curriculum & Planning Information Technology Business Services (Administration, Bookstore, Copy Center)	Adult Ed & ESL
2013-2014	Accounting Financial Services Graphic Design/Animation & Multimedia Great Books Program Honors Program Mechanical Design Medical Laboratory Technology/Phlebotomy/Aseptic Pharmaceutical Preparation Science	ASSIST The Learning Center		Business Services (Purchasing and Food Service) Public Safety	Remedial / Dev
20014-15	Art Basic Nurse Assistant Engineering Global Business Humanities / Philosophy Marketing Modern Languages Music Nursing Theater	Koehnline Art Gallery Men's Program Performing Arts Center Women and Gender Studies	Financial Assistance	Human Resources Accounting Services Budget and Finance	Vocational Skills

Higher Learning Commission (North Central Association)

Criteria for Accreditation

Oakton's Self-Study and the Higher Learning Commission reaccreditation visit occurred October 15-17, 2007. The College was awarded a ten year reaccreditation. Criteria for reaccreditation are listed below. For additional information see the Higher Learning Commission website, <http://www.ncahigherlearningcommission.org/>.

The Criteria Headings Defined

The Criteria for Accreditation are organized under five major headings. Each criterion has three elements: Criterion Statement, Core Components, and Examples of Evidence. These elements are defined as follows.

Criteria Statements	These statements, adopted by the Commission, define necessary attributes of an organization accredited by the Commission. An organization must be judged to have met each of the Criteria to merit accreditation. Sanctions may be applied if an affiliated organization is in jeopardy of not meeting one or more of the Criteria.
Core Components	The Commission identifies Core Components of each Criterion. An organization addresses each Core Component as it presents reasonable and representative evidence of meeting a Criterion. The review of each Core Component is necessary for a thorough evaluation of how an organization meets a Criterion.
Examples of Evidence	The Commission provides in the Examples of Evidence illustrative examples of the specific types of evidence that an organization might present in addressing a Core Component. Organizations may provide other evidence they find relevant to their mission and activities. Some types of evidence suggested by the Commission may not be appropriate for all organizations; therefore, the absence of a specific type of evidence does not in and of itself mean that the organization fails to meet a Core Component.

The Criteria for Accreditation

Criterion One: Mission and Integrity

- Core Component – 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.
- Core Component – 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- Core Component – 1c: Understanding of and support for the mission pervade the organization.
- Core Component – 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.
- Core Component – 1e: The organization upholds and protects its integrity.

Criterion Two: Preparing for the Future

- Core Component – 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.
- Core Component – 2b: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- Core Component – 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
- Core Component – 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Criterion Three: Student Learning and Effective Teaching

- Core Component – 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- Core Component – 3b: The organization values and supports effective teaching.
- Core Component – 3c: The organization creates effective learning environments.
- Core Component – 3d: The organization’s learning resources support student learning and effective teaching.

Criterion Four: Acquisition, Discovery, and Application of Knowledge

- Core Component – 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- Core Component – 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- Core Component – 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
- Core Component – 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Criterion Five: Engagement and Service

- Core Component – 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- Core Component – 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- Core Component – 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- Core Component – 5d: Internal and external constituencies value the services the organization provides.

Change Matters
Change Matters: 2008-2012 - Oakton Strategic Goals and Objectives

*We are an institution of academic excellence that acts boldly,
with courage, creativity, and agility, to shape our future in a changing global society.*

Academic excellence. We will uphold the preeminence of academic excellence as the engine that drives College decision-making.

- Advance the culture of assessment as integral to improving teaching, learning and student success.
- Increase student engagement and connections with faculty, particularly as measured by the Community College Survey of Student Engagement (CCSSE).
- Improve the success and persistence of all students, especially underprepared students.

Innovative learning for local and global citizenship. We will evaluate and change our academic programs and learning opportunities to foster local and global citizenship and to meet clearly identified student and community needs.

- Create innovative interdisciplinary concentrations, especially within the baccalaureate areas, and create new career programs through collaborating with outside partners and employers.
- Increase opportunities to earn Oakton credit by invigorating credit for prior learning and service learning opportunities and expanding enrollments in dual credit courses by 25 percent by 2009-2010.
- Reinvent our use of time and space by revamping our class schedules and course offerings to be responsive to student needs and interests, optimize use of community resources, and foster high quality learning.
- Broaden connections with our external constituencies to ensure our programs and services are responsive to community needs.

WISE student services. We will involve all employee groups in developing, enhancing and delivering services that **W**elcome, **I**nform, **S**upport, and **E**ngage our students.

- Plan and construct one-stop student services centers at the Des Plaines and Skokie campuses by fall 2010.
- Implement required orientation for new students, including an online option, by fall 2009.
- Redesign student advising to improve effectiveness and student satisfaction by fall 2009.

Anti-bias college. We will continue to transform our College's practices, curricula and ways of engaging with one another in order to overcome racism and other forms of bias.

- Review and revise curricula to address issues of bias and cultural competence.
- Involve at least 80 percent of full and part-time faculty, staff, administrators and student leaders in anti-bias training by 2012.
- Expand outreach to underserved populations, and strengthen networking and support systems for Oakton students and employees.

Green college. We will respect, conserve, and improve the environment through our academic offerings, learning opportunities and ecologically sound practices.

- Develop baccalaureate concentrations, career programs, courses and community activities related to environmental issues.
- Demonstrate stewardship of the environment by reducing energy consumption, increasing recycling efforts, and adopting environmentally sound practices in infrastructure improvements and purchasing decisions.
- Continue to transform and restore our grounds and natural habitat so they are a model for environmental responsibility and an educational resource for students and the community.

One college: Four campuses (Des Plaines, Skokie, electronic, neighborhood). We will provide a consistently high quality learning experience at multiple locations and via multiple delivery systems.

- Increase course enrollments by 20 percent at the Skokie campus by 2010-2011.
- Update and enhance our plan for distance education and hybrid classes, ensuring that student success is comparable to students in classroom-based courses.
- Reassign curricula to best location(s) to optimize use of space, enrollments and high quality learning opportunities.
- Improve Oakton's website and other forms of technology for student, employee and community use.

Model work environment. We will develop a model work environment to attract and retain a diverse work force that is best able to serve students and the community.

- Initiate practices to increase collaborative decision making, improve communication, better engage part-time faculty, and encourage respect among employees.
- Institute programs to improve employee health and welfare, and facilitate work/life balance.
- Require and support professional development for all employees.

Reinvented physical space and infrastructure. We will reinvent and maintain the College's physical space and infrastructure in ways that build an environment conducive to learning and creating community.

- Reconfigure our classroom environments to better support teaching and learning and to improve comfort.
- Enhance study, meeting and lounge space to foster community and meet the needs of our students.
- Invest in infrastructure maintenance and improvements.

Financial stewardship. We will use our resources to advance our mission and goals while maintaining adequate reserves for the future.

- Implement innovations, practices and procedures to contain costs of tuition, textbooks and instructional materials.
- Explore new external funding sources to supplement existing revenue.
- Commit funds each year to support strategic goals and objectives.

Degrees and Certificates 1998-99 through 2008-09
(As of July 28, 2009 – after review of student transcripts by Registration & Records,
more graduates may be identified and data will be updated)

Program	Code	Title	Honor	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
<i>Baccalaureate Transfer</i>														
ART	801	Fine Arts - Art	AFA				1	2	2				1	1
BUS	500	General Business - LAS AA	AA	1	1									
ENG	850	Engineering	ASE	4	6	2	4	9	5	9	7	4	3	4
						21								
LAS	700	Liberal Arts	AA	247	195	3	237	263	284	269	272	285	279	238
LAS	700	Liberal Arts	AS										1	
MUS	802	Fine Arts - Music	AFA		3							1	1	
SCI	650	Science or Mathematics	AS	8	1	1	4	6	9	7	8	7	9	5
						21								
Subtotal				260	206	6	246	280	300	285	287	297	294	248
<i>Career and Technical Education</i>														
ABU	251	Customer Service Cert	CERT											1
ABU	252	Applied Business Cert	CERT											3
ACC	003	Accounting Associate Cert	CERT	4	1	2	8	3	5	7	7	1	3	3
ACC	004	Bookkeeping Cert	CERT	5	5	6	12	13	16	11	10	15	12	7
ACC	005	Accounting Associate AAS	AAS	6		1	4	3	4	8	4	2	7	4
ACC	006	Professional Accounting - CPA Prep Cert	CERT			2	7	6	8	14	12	4	8	3
ACC	007	Income Tax Preparation Cert	CERT	5	1	5	8	13	6	14	6	5	3	3
AHR	060	Air Conditioning, Heating & Refrig AAS	AAS	3	2	1	1	1	2			1		2
AHR	063	Residential Comfort Control Cert	CERT	2	1	5	4	4	6	2	3	3	4	2
AHR	066	Residential Comfort Systems Installer Cert	CERT			8	4	5	4	12	10	11	9	10
AHR	067	Stationary Engineer License Prep Cert	CERT				2	4	4	3			12	8
ARC	023	Architectural Technology Cert	CERT	6	4	1	5	4	3	4	4	2	3	3
ARC	024	Architectural Technology AAS	AAS	6	2	4	2	6	3	4	4	4	5	4
ARC	027	Architectural CAD Cert	CERT	16	9	2	8	8	2	10	6	4	3	4
AUT	030	Automotive Technology (Apprenticeship) Cert	CERT	5	6	9	10	6	6	9	10	12	5	6
AUT	031	Automotive Technology (Apprenticeship), AAS	AAS	1	1	2	1	1	3	5	4	3	5	2
AUT	033	Automotive Service Excellence Cert	CERT				4		1	1		1	1	2
BNA	037	Basic Nurse Assistant Training Cert	CERT	53	54	64	101	103	130	132	161	148	151	130
CAB	008	Adm and Office Mgt Cert	CERT	1										
CAB	133	Microsoft Office Specialist Core (MOS) Cert	CERT			1	39	20	9	3	3	5	3	4
CAB	233	Executive Support Specialist Cert	CERT					1	1					
CAB	301	Computer Office Technology AAS	AAS	7	5	1	5	3	4	5	4	4	3	2
CAB	304	Microsoft Office Specialist Excel Expert Cert	CERT								1			

Program	Code	Title	Honor	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
CAB	305	Microsoft Office Specialist Word Expert Cert	CERT					1						
CAB	307	Administrative Assistant Cert	CERT	3	5	6	7	7	5	9	2	3	2	
CAB	308	Office Information Processing Specialist Cert	CERT	10	10	10	8	11	3	5	2	1		1
CAB	310	Desktop Publishing Cert	CERT	9	7	8	4	2		2	4	2		
CAB	311	Desktop Design Cert	CERT	6	6	6	4	3	1		2	1		
CAD	270	Mechanical Design/CAD AAS	AAS	6	2	6	4	1	4	1	4	2	2	1
CAD	272	Mechanical Design/CAD Cert	CERT	2	2	4	5	3	4	2	1	2	3	1
CAD	273	Computer-Aided Design Cert	CERT	16	12	25	24	21	29	10	6	16	7	24
CAD	278	Industrial Design Engineering Cert	CERT							3		3	3	2
CIS	120	Computer Programmer AAS	AAS	6	6	8	7	7	12	7	8	3	4	1
CIS	121	Computers and Information Systems AAS	AAS	14	7	10	9	10	10	8	5	6	3	4
CIS	124	Computer Info Systems Cert - Computer Programmer	CERT	4	13	15	14	14	10	4	1			
CIS	125	Computer User Cert	CERT	10	10	5	16	5	7	3	3		1	1
CIS	126	Microcomputing Program Specialist Cert	CERT	9	6	6	2							
CIS	127	PC Support Specialist Cert	CERT	9	6	4	7	9	7	4	1	1	2	1
CIS	132	Computer Technology Cert	CERT				1		38	27	13	16	22	57
CIS	134	Visual Basic Programmer Cert	CERT					2	1	1				
CIS	137	Internet and Computer Core (IC3) Cert	CERT							1	2			1
CIS	139	Oracle Database Administrator (DBA) Cert	CERT								2	1	1	
CIS	147	Microsoft Project Mgt Prep Cert	CERT											6
CIS	154	UNIX Cert	CERT								2			2
CMG	453	Construction Management AAS	AAS	3	2		1	2	3	2	7	6	3	2
CMG	454	Construction Management Cert	CERT	3	1		4	3	3	8	10	4	5	4
CNS	128	Network Administration Cert	CERT	9	8	5	3			1	2	1	3	
CNS	128	Windows Server Administration Cert	CERT											1
CNS	129	Certified Novell Engineer (CNE) Cert	CERT	2	5	1								
CNS	131	Microsoft Certified Sys Engineer (MCSE) Cert	CERT			3	2	3	1	5				
CNS	144	Local Area Network Engineering (MCSE) Cert	CERT		1	1	3							
CNS	153	Windows Support Technician Cert	CERT										1	
CNS	168	LAN Engineering (CNE) Cert	CERT		1	1								
CNS	170	Cisco Certified Network Associate (CCNA) Cert	CERT				10	21	18	11		4	8	5
CNS	171	Cisco Certificatied Network Professional Cert	CERT									1		
ECE	068	Early Childhood Ed: Preschool Ages 3-5 Cert	CERT	14	21	15	18	25	30	48	36	45	27	14
ECE	069	Early Childhood Education Cert	CERT	9	10	8	6	10	12	22	10	11	13	5
ECE	070	Early Childhood Education AAS	AAS	4	5	6	8	2	6	10	6	12	6	8
ECE	074	Early Childhood Ed: Infants & Toddlers Cert	CERT	6	9	3	6	8	12	28	21	26	10	5
ECE	075	Early Childhood Education: Administration Cert	CERT	4	7	6	3	3	5	7	6	5	7	
EDN	083	Paraprofessional Educators Cert	CERT											1

Program	Code	Title	Honor	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
ELT	161	Home/Office Technology Integrator Cert	CERT							2	1			
ELT	165	Electronics and Computer Technology AAS	AAS	9	5	6	5	7	3	1		2	1	
ELT	166	Electronics Technology Cert	CERT	2		4		5	3					2
ELT	167	Electronics Computer Technician Cert	CERT	1	1			1						
ELT	169	A+ Computer Diagnostic Specialist Cert	CERT	1	9	23	16	13	6	7	3	1	5	14
FIR	180	Fire Science Technology AAS	AAS	3	6	6	7	5	5	6	4	5	4	6
FIR	181	Fire Science Technology Cert	CERT		5	7	8	1	9	2	4	4	4	6
FIR	182	Emergency Medical Technician - Paramedic Cert	CERT			16	4	13		3	11	7	6	5
FIR	183	Basics of Fire Fighting Cert	CERT			1			2	2	6	6	4	6
FIS	013	Financial Services/Banking Cert	CERT	1	3	1	1	7	1	4	1	5	2	3
FIS	014	Financial Services/Investment Analysis Cert	CERT	2	4	7	6	3	3	3	1	3	1	4
FIS	015	Financial Services/Investment Management Cert	CERT			1	5	2			1		1	1
FIS	041	Financial Services AAS	AAS			2	1		3	4	1	3	2	5
FME	364	Facilities Operation & Engineering Cert	CERT	1	1									
FME	365	Facilities Management and Engineering AAS	AAS	3	1	1	1	1	2		1			
FME	366	Commercial Facilities Management Cert	CERT	2	1	1	2	1		1				
FME	367	Industrial Facilities Mgt Cert	CERT				3		1					
FME	369	Facilities Engineer Cert	CERT											1
GRD	370	Graphic Design AAS	AAS	1	2	3	9	12	8	11	8	2	8	6
GRD	371	Animation and Multimedia Cert	CERT			1	1		4	2	2			
GRD	372	Web Graphic Page Design Cert	CERT			2	1	6	8	4	1			1
GRD	373	Photography Cert	CERT					1	1	1	1	1	4	3
HIT	285	Health Information Tech AAS	AAS	10	7	11	6	10	14	10	13	21	15	20
HIT	286	Medical Transcription Cert	CERT	5	1	1	2	4	6	1	6	3	2	
HIT	287	Coding Cert	CERT	9	9	15	8	14	22	15	17	15	12	12
HIT	288	Medical Billing Cert	CERT	11	13	14	13	18	26	24	34	19	18	15
HIT	289	Medical Office Mgt Cert	CERT	4	2	3	2	1	3		1	1	1	
HMM	215	Hotel Mgt AAS	AAS	2	8	5	2	2	5	2			1	
HMM	216	Hotel Mgt Cert	CERT	2	3	9		2	4	1				
HMM	217	Food & Beverage Mgt AAS	AAS	2	7	5	1	1	2	1				
HMM	219	Food & Beverage Mgt Cert	CERT	3	6	2	1	1		2				
HMM	220	Bed & Breakfast Operations Mgt Cert	CERT		1	1		2	3					
HMM	221	Meeting Planning Cert	CERT					2	5					
HSV	204	Substance Abuse Counseling AAS	AAS									4	4	3
HSV	207	Human Services AAS	AAS					4	6	7	4	11	1	1
HSV	209	Human Services Cert	CERT	5	6	3	5	2	8	5		1		1
HSV	211	Preparatory Substance Abuse Counseling Cert	CERT	21	5	5	6	12	10	11	8	11	3	3
HSV	212	Advanced Substance Abuse Counseling Cert	CERT					7	6	12	7	7	1	1
ITR	201	International Trade AAS	AAS	2		3	1			2	1	1		1

Program	Code	Title	Honor	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
ITR	202	International Trade Cert	CERT	3		1	2	1	3	2	4		1	3
LAE	240	Law Enforcement AAS	AAS	11	8	7	11	10	13	22	11	20	16	22
LAE	241	Law Enforcement Cert	CERT	3	8	18	14	17	23	23	20	31	8	21
MFG	271	Manufacturing Technology Cert	CERT	1	1	1	2		2					
MFG	274	Manufacturing Technology AAS	AAS	2	1		3	2	5		1	1	3	
MFG	276	Automation and Controls Cert	CERT	1	2		5	7	6			1	2	
MFG	277	CNC/CAM Programming Cert	CERT	1	13	9	15	16	15	6	5	7	7	7
MGT	223	Leadership Excellence Cert	CERT		2	1		1	1	5	1	5		
MGT	225	Management and Supervision Cert	CERT	1	2		4	1	1	4	2	1	1	2
MGT	226	Management and Supervision AAS	AAS	3	1	1	4	3	2	4	8	8	6	7
MGT	227	Purchasing Management Cert	CERT	1	1					4	1		1	
MGT	232	Personal Management Cert	CERT					1						
MGT	234	Professional Consulting Cert	CERT										2	
MGT	235	Human Resource Specialist Cert	CERT					5	4	5	4	9	7	4
MKT	260	Green Marketing Prep Cert	CERT											7
MKT	263	Professional Selling Skills Cert	CERT	2	2	1	2		5	2	5	2	1	
MKT	265	Marketing Management AAS	AAS	4	5	3	3	1	5	2	6	6		2
MKT	438	Pharmaceutical Sales Cert	CERT					1	3		1			1
MKT	439	Direct Marketing Cert	CERT						1	1	1			
MKT	444	Marketing Management Cert	CERT		1			1			2			
MKT	445	Business Marketing Cert	CERT	1	1		1		1	1	1	2		1
MKT	446	Marketing Communications Cert	CERT		1	1		1			3			
MKT	447	Sales Management Cert	CERT	2	1						1			1
MKT	448	Small Business Marketing Cert	CERT	2	1	1		1		3				2
MKT	449	Global Marketing Cert	CERT	1			1		2	1		1	1	
MKT	451	Retail Merchandise Management Cert	CERT		1	2								
MKT	455	Nonprofit Advancement Cert	CERT								1	3	1	
MKT	456	e-Business Cert	CERT			1	1		2					1
MKT	457	Advertising Cert	CERT						1		2	1		1
MKT	458	Public Relations Cert	CERT			2		3			2	1		
MLT	280	Medical Laboratory Technology AAS	AAS	6	4	8	2	4	6	9	12	9	6	9
MLT	281	Phlebotomy Cert	CERT	7	4	2	12	17	25	22	13	14	13	10
MLT	282	Pharmacy Technician Cert	AAS											1
MLT	282	Pharmacy Technician Cert	CERT						46	105	126	107	102	134
MLT	283	Aseptic Pharmaceutical Prep	CERT										6	10
MTA	255	Machine Technology (Apprenticeship) Cert	CERT	5	7	2	8	4	1	1				
MTA	256	Machine Technology (Apprenticeship) AAS	AAS	3	3	1	2	3	1	2	2		2	1
MTA	257	Tool and Die Design and Engineering Cert	CERT	1	4	5	6	3	2	1	2			1
MTA	258	Tooling Machinist Cert	CERT					2	1	1				
NUR	320	Nursing AAS	AAS	41	43	44	57	51	71	72	98	89	94	88
NUR	323	Practical Nursing Cert	CERT	1										

Program	Code	Title	Honor	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
NUR	324	NCLEX Review Remedial Cert	CERT										7	
NUR	325	Nursing Practice Review Cert	CERT				28	36	41	60	25	10	10	38
NUR	326	Intro Community Health for Registered Nurse Cert	CERT					7	10					
PTA	360	Physical Therapist Assistant AAS	AAS	25	20	19	16	14	6	11	12	24	25	19
RES	389	Real Estate Cert	CERT	2	2	2	1	5	4	2	2	3	1	
RES	390	Real Estate AAS	AAS	1	1		1		2			2		
WWW	460	Web Site Support and Maintenance Cert	CERT	1	11	25	18	12	7	8	3		2	1
WWW	461	Advanced Web Site Development Cert	CERT	2	7	15	20	5	5	3	5	3		
WWW	463	Web Site Developer Cert	CERT								3	3	3	1
Subtotal				514	517	607	757	772	940	1001	927	893	798	865
Grand Total				774	723	823	1003	1052	1240	1286	1214	1190	1092	1113