



Educational Policies and Procedures Task Force

Final Report *

May, 2005

* The photograph that has come to symbolize the Educational Policies and Procedures Task Force initiative at Oakton is actually a picture of Gary Newhouse's grandmother, "Eppie." Gary shared the photo in an early EPP-TF document to illustrate how a graphic could be used, and the EPP-TF Steering Group informally adopted "Aunt Eppie" as the logo for the project.



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Introduction

In August, 2004, a number of activities and future events prompted Oakton Community College President Margaret B. Lee to convene an Educational Policy and Procedures Task Force (EPP-TF) (see Appendix 1 for her memorandum announcing the initiative).

The EPP-TF initiative was designed to examine and recommend appropriate changes in educational policies and procedures affecting courses and curricula, student placement testing, the mandatory or advisory attributes of course prerequisites, course scheduling, late registration, processes and schedules for the payment of tuition and fees, grading practices, and the Standards of Academic Progress (SOAP).

Three significant factors influenced the creation of the EPP-TF initiative:

- The need to revisit and revise educational policies and procedures, many of which had been in place for years and had not been examined, to better serve students;
- Preparation to launch Oakton's Higher Learning Commission re-accreditation self-study; and
- Implementation of SCT-Banner, a new student information system.

Organization of the EPP-TF Initiative

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. The Steering Group was charged to

- Coordinate the efforts of the individual EPP-TF Working Groups and provide a “global view” to the work being done.
- Ensure that the EPP-TF Working Groups are not duplicating the work of, nor forwarding proposals that would, adversely affect or contradict the work of other EPP groups or college committees.

- Review proposals to change Oakton policies and/or procedures to ensure they fit within the College’s vision, mission and values and meet the needs of the students and the college community.

The five Working Groups and the themes they addressed were:

- Courses and Curricula
- Tuition and Fees
- Grading and Standards of Academic Progress (SOAP)
- Scheduling
- Testing and Prerequisites.

Appendix 2 provides a list of Steering and Working Group members, and Appendix 3 lists the issues assigned to each group.

Process

Working Groups worked independently, coordinating their efforts through the Steering Group. Each Working Group conducted in-depth examinations of the issues assigned to it. Groups researched policies and procedures at other institutions, elicited ideas and perceptions about their issues from across Oakton, studied data about the impact of current policies and procedures and the impacts revisions might have on areas such as student progress, institutional finances, and staffing requirements. A number of open meetings were held to gather input from faculty and staff:

<u>Date</u>	<u>Meeting</u>
October 7, 2004	Open meeting to discuss issues assigned to Grading & SOAP Working Group
October 8, 2004	Open meeting to discuss issues assigned to Grading & SOAP Working Group
October 11, 2004	Joint division meeting for faculty
October 13, 2004	Open meeting at RHC to discuss issues assigned to Grading & SOAP Working Group
November 2, 2004	Open meeting for staff, Des Plaines campus
November 4, 2004	Open meeting for staff, Ray Hartstein campus
March 9, 2005	Discussions on Curriculum, Scheduling and Testing/Prerequisites at Council of Chairs and Coordinators (COCAC)
April 19, 2005	Discussions on Curriculum, Scheduling and Testing/Prerequisites at Council of Chairs and Coordinators (COCAC)

Working Groups submitted status reports of their progress to the Steering Group on December 1, 2004. The Steering Group provided written feedback to each group. In addition, each Working Group met with the Steering Group in February to talk informally about the progress of the Working Group, questions and concerns of either the Steering or Working Group members, and other issues that may arise regarding the EPP project.

Working Groups presented their reports and recommendations to the Steering Group on March 1, 2005. Recommendations were presented using a common template that included not just the recommendation itself, but information about the current policy or procedure, data and information used in reaching the recommendation, the rationale, suggested timetable, possible impacts on other areas of the college, and more. Appendix 4 presents the template.

The Steering Group considered the various Working Group recommendations and discussed them with the Council of Deans, because deans have direct experience working with faculty, staff and students in implementing many of the current policies and procedures. The Steering Group then prepared a draft report for consideration by the broad Oakton community of faculty, staff and administrators. The report was made available on the web, and in hard copy in division offices, the library and the faculty support office in Skokie. An email to “Everyone” alerted the community and requested input about the draft. Views could be expressed through a variety of vehicles:

- Posting a comment on the Education Policies and Procedures Task Force website at www.oakton.edu/~garyn/epp.
- Communicating in person or via phone or email with any member of the Steering Group.
- Putting comments in writing and sending it to the Steering Group, c/o Nancy Prendergast or Trudy Bers.

The Steering Group reviewed input and made appropriate revisions for this final report. Steering Group recommendations are based on not only the Working Group recommendations, but also subsequent feedback from the Council of Chairs and Coordinators, Council of Deans, and the community as a whole. The report fulfills a charge to the Steering Group to align and coordinate recommendations into a cohesive whole.

Meetings with students to inform them about the EPP-TF recommendations were held on May 12 and 17, with a follow-up meeting to hear student concerns and ideas about how best to inform students of forthcoming changes to be scheduled as needed.

The report is now being presented to the President’s Council for their consideration and action. The Council will determine the College’s next steps. These may include, but are not limited to:

- Accepting and guiding implementation of a recommendation;
- Seeking additional information about the impact and value of revising existing policies and procedures;
- Determining what policies require Board of Trustee approval and moving forward to obtain that approval;
- Charging existing or newly created committees with tasks associated with the project;
- Other, to be determined.

The EPP-TF Steering Group is aware that some policy and procedure changes will need to be communicated soon, frequently and through multiple channels. A FY2005-06 budget request has been made to support these communications.

Conclusion and Next Steps

Oakton's Educational Policies and Procedures Task Force initiative is the first of its kind at the College. It is a broad-based, inclusive examination of numerous educational policies and procedures resulting in a set of recommendations. The recommendations are intended to bring disparate policies and procedures into alignment with one another. They are intended to simplify what had evolved into an incredibly complex array of policies and procedures to explain, monitor and implement. And they are intended to recognize and, insofar as possible, accommodate the diverse educational backgrounds and objectives of Oakton students.

Members of the EPP Steering Group and the five Working Groups are aware that not all recommendations will elicit complete agreement among Oakton faculty, staff, administrators and students. In evaluating recommendations, the Steering Group did not seek 100 percent agreement, recognizing that committed, fair-minded, student-oriented individuals may continue to disagree about what option best meets the needs and interests of students and the College. The recommendations are premised on sustaining Oakton's commitment to academic rigor, fairness, access, and equity to students, and financial responsibility.

Among the many questions raised during the EPP-TF process was a question about whether the Steering Group, Working Groups, or some variation thereof should continue in existence to examine other policies and procedures not included in the 2004-05 EPP-TF agenda and/or to assess the impact and continuing validity of changes resulting from this year's work. Though not based on a formal analysis, there appears to be support for periodic reviews of educational policies and procedures and, especially, of changes implemented over the next several years. The President's Council may wish to discuss formalizing the EPP-TF in some way and/or committing to an assessment of the impact of EPP-TF recommendations after implementation. A three-year timeframe seems appropriate, which would be the 2009-10 academic year since most EPP-TF changes will take effect in the 2006-07 year.

The Steering Group looks forward to President's Council actions and the implementation of EPP-TF recommendations.

Recommendations – May, 2005

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
C & C	<p>290 Topics courses. Develop principles and guidelines, which can be clearly understood and practiced throughout the College.</p>	<ul style="list-style-type: none"> • Chairs submit a list of topics courses and syllabi for proposed courses to their deans on or before a scheduled deadline date. Topics courses from each division will be discussed and approved at the Council of Deans meeting following the deadline date. Deans will be responsible for checking possible duplication and compliance with the ICCB rule that the same topic cannot be offered more than twice in a three-year period. • Subtitles for topics courses appear on the official student transcript. • Copy of the Topics course syllabus will be kept on file in the division office. 	<ul style="list-style-type: none"> • Creates Topics course calendar for proposing & scheduling Topics courses; • Avoids situations in which Topics course duplicates existing Oakton course; • Provides permanent student record about Topics course(s) the student has taken; • Complies with ICCB rule 	Begin in fall 2005 for spring 2006 implementation	<ul style="list-style-type: none"> • Chairpeople • Council of Deans • Registration
C & C	<p>Independent Studies courses. Develop principles and guidelines, which can be clearly understood and practiced throughout the College.</p>	<ul style="list-style-type: none"> • Add the following to Chairs Packet: “Independent study courses are not on the regular class schedule or intended for open recruitment and registration of 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.” • Add subtitles for INS courses on the official student transcript. • Keep copy of the INS contract and course syllabus on file in the division office. 	<ul style="list-style-type: none"> • Provides permanent student record about Independent Study course(s) the student has taken; • Complies with ICCB rule 	Fall 2005	<ul style="list-style-type: none"> • Bers – revise chairs packet • Registration • Deans

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
C & C	<p>Internship & practicum courses. Develop principles and guidelines, which can be clearly understood and practiced throughout the College.</p>	<ul style="list-style-type: none"> • Internship / practicum courses should have prerequisite of 12 semester credit hours completed or concurrent (can have credits as completed only, without option for concurrent). Can have 9 semester credit hours completed or concurrent if make a strong case as to why this number of credits is sufficient. Chair of the Curriculum Committee will inform chairs whose internship/practicum courses are out of compliance with ICCB and assist chairs in necessary course revisions. • A new Internship /practicum agreement template will be available in the Chairs Packet. • Internship /Practicum agreement forms need to be on file in the division offices. • The use of the term internship or practicum will be at the discretion of the department. 	<ul style="list-style-type: none"> • Complies with ICCB Guidelines that practicum/internship courses have 12 semester credit hours completed or concurrent in major as a prerequisite. • Maintains required record of student's Internship / practicum experience. • Permits department flexibility in calling course "internship" or "practicum" because terms are used differently in different disciplines & programs. 	Revise courses fall 2005 for fall 2006 implementation at the latest.	<ul style="list-style-type: none"> • Chair of Curriculum Committee • Chairpeople • Bers – revise Chairs packet

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
C & C	<p>Review and revise program & course descriptions. Bring more consistent voice, style, length and level of detail to course descriptions; update program descriptions.</p>	<ul style="list-style-type: none"> • Hire a writer(s) (can be qualified Oakton faculty) to rewrite existing catalog course descriptions and program descriptions so they can be consistent, in active voice (for course descriptions), current and of reasonable length (approximately 60 words for course descriptions). • Create ad hoc committee of Bob Sompolski, Sue Cisco-Laga, Paul Johnson (student development and member of C & C working group), and Carlee Drummer to create guidelines for course descriptions. • EPP- Steering Group will issue a call for Oakton faculty/staff who might wish to undertake this project to submit letter of interest, including how person will meet timeline and writing sample. • Ad hoc committee of Bob Sompolski (chair of Council of Chairs and Coordinators), Sue Cisco-Laga (chair of Curriculum Committee), and Carlee Drummer (Exec. Director of Institutional Advancement) select writer(s).Course descriptions for IAI- approved courses (both general education and majors) to be the same as the IAI course description, adjusted to fit new Oakton style. • The rewritten materials would serve as examples for future descriptions. • Appropriate dean, working with Council of Deans, will make final decision on course/program description in case of disagreement among faculty and writer. • As new course and program descriptions are written in the future, the Office of College Relations helps to do the final writing to ensure consistency, clarity, etc. 	<ul style="list-style-type: none"> • Improves 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. Currently we have many styles, lengths, etc. • 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. 	<p>Project to be completed in early fall 2005 so that chairs/deans can review drafts during the fall, and then have the new descriptions available for the 2006-07 catalog. Timetable is ambitious but can be achieved. Much work will occur over summer 2005. A call for faculty interested in the project went out April 2005. President's Council approved this recommendation in May in order to proceed in a timely manner. A faculty member has tentatively been selected to undertake this project.</p>	<ul style="list-style-type: none"> • Bob Sompolski • Sue Cisco-Laga • Paul Johnson • Carlee Drummer • EPP Steering Group • Council of Deans • College Relations

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
C & C	<p>Course syllabi on Web and/or OCCShare. Examine policy and practice regarding generic course syllabi on the Web and/or in OCCShare.</p>	<ul style="list-style-type: none"> • Continue practice of keeping official repository of Generic Syllabi on paper in Academic Affairs office. • Create electronic repository of generic course syllabi on OCCShare (accessible from on campus locations). Select personnel (e.g., Bers, Davis, etc.) would have <i>write access</i> to the repository; anyone on campus would have <i>read-only access</i>. • Put all generic syllabi on Oakton website. [Recall there is one generic syllabus for each course, not section.] If a department is worried about “giving away” too much detail, have department create more general generic syllabus for web. Encourage faculty to make their section specific syllabi available on the web for Oakton access (e.g., by advisors) and to all students in their sections. Faculty may wish to make their specific syllabi available for broader access on the web as well. • Include language in either generic syllabi or on website that within the generic syllabus structure/content, instructors will add information specific to their sections. • Appoint a technical committee to work out details of creating, storing, revising and permitting access to electronic repository. Members include Gary Newhouse (Director of Library & Media Services), Dann Foster (Mgr., User Support Services/IT), Marilyn Davis (Sr. Exec. Asst to VP of Academic Affairs), and others to be determined. 	<ul style="list-style-type: none"> • Maintains one official copy of a generic syllabus (paper copy in Academic Affairs) and at the same time enhances faculty, staff and student access to generic syllabi. • Banner has capability to house generic and section-specific syllabi. These are available in the Banner Interface. With implementation of Banner web services and Luminous Campus Pipeline, this can become part of a student’s personal Oakton web site. 	<p>Technical committee convene summer 2005; implementation as soon as feasible</p>	<ul style="list-style-type: none"> • VP Academic Affairs • IT staff • Trudy Bers and Nancy Prendergast – convene committee • Marilyn Davis • Faculty

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
C & C	<p>New curricula Research & Development Committee. Examine how the College can foster development of new curricula, especially in areas where we don't currently have faculty.</p>	<ul style="list-style-type: none"> • Establish a new Research and Development (R&D) College committee charged with the task of researching trends in education and in industry; new areas of employment growth; and community needs. • President appoint R&D committee. • Committee shares information with chairs, deans, and the Chair of the Curriculum Committee to inform curriculum development. • Committee reviews interdisciplinary approaches to curriculum. • The committee will include representation from the Curriculum Committee, the library, Program Review Committee, College Advancement, student development faculty, Office of Research, the Alliance and one representative from each academic division. Additional members may be appointed as appropriate. • Keep membership flexible to permit changes as need arises. 	<ul style="list-style-type: none"> • College should more aggressively foster development of new curricula and interdisciplinary approaches to curricula. 	Organize and charge committee in fall 2005.	<ul style="list-style-type: none"> • Peg Lee – appoints committee
Fees	<p>Course fees. Examine what guidelines should govern the process and criteria for setting course fees</p>	<ul style="list-style-type: none"> • Keep current Council of Deans (COD) procedure. 	<ul style="list-style-type: none"> • Course fees are best evaluated and controlled at chair, department and deans' level; current COD procedure, which also provides for vice president review, maintains consistency across departments and divisions. 	No timetable needed; continue current practices.	<ul style="list-style-type: none"> • Council of Deans

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Fees	Audit fee. Examine Oakton's audit fee policy and procedure.	<ul style="list-style-type: none"> Retain current Oakton Board Policy 5116 with the following modification in the policy language: "Students electing to audit will pay an audit fee which must be paid at the time of the change." We recommend the fee be \$10 per credit hour, the amount itself should not be included in the policy. The policy caveat exempting employees and their dependents would be continued. Board Policy 5110 would also need a similar modification in language. 	<ul style="list-style-type: none"> Current practice of not charging audit fee contradicts existing Board <u>Policy 5116</u>. Make practice consistent with policy. ICCB does not pay apportionment for audit students, yet cost to the College for delivering the course remains virtually the same (instructor salary, supplies and equipment used in the course, etc.). Working group estimated Oakton did not receive \$26,100 from ICCB (apportionment received if students had not been auditing). New fee will partially offset this "loss." 	Begin charging the audit fee summer 2006, the first term the Banner system will be used for student registration and billing.	<ul style="list-style-type: none"> Registration IT Accounting Services Maurice Archer
Fees	Graduation petition fee. Examine if the current fee of \$25 per degree or certificate discourages or prevents students from applying for the award	<ul style="list-style-type: none"> Charge \$25 for a student's first graduation petition, then a lesser fee of \$15 for each petition thereafter within the college year for the fall, spring and summer semesters. 	<ul style="list-style-type: none"> This will reduce the amount of money a student must pay if s/he petitions for more than one degree/certificate in the academic year. Decline in revenue due to lower fees for 2nd and subsequent petitions may be offset by larger number of petitions. 	Working group recommends this be put into effect fall 2005 if possible.	<ul style="list-style-type: none"> Accounting Services IT Maurice Archer Registration and Records

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Fees	<p>Transcript fee. Examine if College should charge a fee for providing an official transcript to a student</p>	<ul style="list-style-type: none"> • Charge a fee for each official Oakton transcript. • Recommended fee is \$3 per transcript. • Explore third party vendor for transcripts. 	<ul style="list-style-type: none"> • Fee will partially offset the cost of transcript production, including paper, envelopes, postage and staff time. • Imposition of fee may discourage students from ordering multiple transcripts they do not actually need, thereby limiting College expenses in producing these transcripts. • Banner services provided online will enable students to obtain an unofficial transcript at no cost to them. 	<p>No implementation timetable suggested by working group. Perhaps begin requiring payment of transcript fee in summer 2006, the first term the Banner system will be used for student registration and billing.</p>	<ul style="list-style-type: none"> • Accounting Services • IT • Maurice Archer • Registration and Records
Fees	<p>Application fee collection. Examine if Oakton should require students to pay their application fees before registering.</p>	<ul style="list-style-type: none"> • Current Board Policy 5 110 states “Payment of this [application] fee is to accompany the application.” Recommend changing current <u>practice</u> of not requiring the fee at time of application and permitting students to register (application fee amount is added to their tuition and fee bill). • New <u>practice</u> would require payment of fee with application and can be done online when Banner is operational. 	<ul style="list-style-type: none"> • Make practice consistent with policy. • Currently more than 1000 individuals apply to Oakton each year but do not pay the application fee and never register. Time and money (staff salaries) are spent processing applications for these individuals. 	<p>Begin requiring payment of application fee for summer 2006, the first term the Banner system will be used for student registration and billing.</p>	<ul style="list-style-type: none"> • Accounting Services • IT • Maurice Archer • Admission Office

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
Fees	<p>Application fee amount. Examine application fee; i.e., should application fee be increased to offset reduction or elimination of other fees such as graduation petition fee?</p>	<ul style="list-style-type: none"> • Keep current application fee of \$25. 	<ul style="list-style-type: none"> • Oakton currently has a relatively high application fee compared to other community colleges (though we require no technology fee). • Current fee has been in place several years and does not appear to be an impediment to students. 	No timetable needed; continue current practices.	<ul style="list-style-type: none"> • Continue current practice • Admission Office
Testing & Prereq	<p>Mandatory testing for students registering for their 13th credit. Should the “13-hour rule” be revised?</p>	<ul style="list-style-type: none"> • All students who wish to enroll in a math or composition course or other courses with math or composition prerequisites must take English or math placement tests (or present appropriate ACT/high school or college transcript data) to meet course prerequisite. • All full-time students take English and math placement tests (or present appropriate ACT/high school or college transcript data) to assist in educational planning and advising. • Enforce this policy after a student has registered for 11-12 hours in one semester but has not tested. • Part-time students take English and math placement tests (or present appropriate ACT/high school or college transcript data) if GPA falls below 2.0. 	<ul style="list-style-type: none"> • Facilitate registration for part-time, adult and/or career program students, especially those seeking just one or a few courses. 		<ul style="list-style-type: none"> • IT • Registration and Records • Betty Schaffel • Lynn Woodbury

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
Testing & Prereq	<p>Course prerequisites. Should Oakton block registration for students who do not have course prerequisites?</p>	<ul style="list-style-type: none"> • Every department/program review its course prerequisites to determine if, for each course, these are really recommendations or prerequisites. Revisions should be submitted through the Curriculum Committee, using the simplified process for submitting minor changes. 	<ul style="list-style-type: none"> ▪ Departments are in the best position to determine whether a course should have prerequisites, recommendations or neither. ▪ At the same time, Oakton needs to be consistent with Illinois Articulation Initiative (IAI) course descriptions, including prerequisites, for all IAI courses including those in general education and in majors. ▪ All sections of an Oakton course should be comparable with respect to content, rigor, and expectations for students. We do not want to be in a position where transfer institutions, for example, perceive our summer courses to be “less than” courses offered during the fall or spring semesters. ▪ We want to minimize the “hoops” a student must go through to register and remain in a course. ▪ Course prerequisites should ordinarily be enforced by blocking registration for students who do not meet the prerequisite. 		<ul style="list-style-type: none"> • Faculty • Chair of curriculum committee • Council of Deans

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
Testing & Prereq	Course prerequisites. Should Oakton block registration for students who do not have course prerequisites?	<ul style="list-style-type: none"> For courses with recommendations (not prerequisites), registration is open to all students who do not have other restrictions (such as need to obtain advisor approval for any registrations because student is English as a second language). 	<ul style="list-style-type: none"> Same as in course prerequisites recommendation above. 		<ul style="list-style-type: none"> Registration

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
Testing & Prereq	<p>Course prerequisites. Should Oakton block registration for students who do not have course prerequisites?</p>	<ul style="list-style-type: none"> For each course with a prerequisite (not recommendation), the department should decide which of these two registration patterns should be applied: <p>Pattern A: Registration is blocked for a student who has not demonstrated through a prior Oakton course, credit transferred from another institution, or appropriate waiver (such as used by the mathematics department) that she has met the prerequisite. <u>This block is in place for all semesters and sessions. A student cannot register for the course until the prerequisite is demonstrated.</u></p> <p>Pattern B: Registration is blocked for a student who has not demonstrated through a prior Oakton course, credit transferred from another institution, or appropriate waiver (such as used by the mathematics department), that she has met the prerequisite. <u>This block is in place for the fall and spring semesters. For summer session courses, a student who has provided evidence the prerequisite has been met, as in Pattern A, can register. A student who has not provided this evidence is asked to provide her instructor with acceptable documentation she has met the prerequisite. A student can register for the course, and remain in the course without provision of the documentation at the discretion of the instructor.</u></p>	<ul style="list-style-type: none"> Same as in course prerequisites rationale above. 		<ul style="list-style-type: none"> Faculty Registration Council of Deans

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Grading & SOAP	<p>GPA calculation & SOAP status changes during a term. With the advent of many courses that are scheduled in compressed timeframes (e.g., 4 weeks, 8 weeks) examine if students' GPA and/or SOAP status should be recalculated each time a course concludes.</p>	<ul style="list-style-type: none"> • Continue current process of posting grades to students' transcripts when courses are completed, but calculate GPAs at end of term. • If a student is completing a course or receiving a grade change for a course taken in a previous term, then recalculate corrected GPA when new grade is posted. 	<ul style="list-style-type: none"> • Recalculating GPAs throughout a term leads to confusion, ongoing changes to a student's SOAP status within the term, and confusion regarding financial aid eligibility. • Standard practice in higher education is to calculate GPA at end of the term. 	No timetable needed; continue current practices.	<ul style="list-style-type: none"> • Continue current practice

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
Grading & SOAP	<p>Standards of Academic Progress (SOAP) criteria. Examine the current Standards of Academic Policy</p>	<ul style="list-style-type: none"> The fundamental standard of academic progress will continue to be the attainment of a 2.0. The standard will apply once a student has attempted 9 credit hours (including developmental courses). Currently SOAP doesn't apply until a student has attempted 12 credit hours. Eliminate Warning Stage in SOAP and reduce from 4 to 3 SOAP stages. Probation will begin when a student's term GPA falls below a 2.0. Suspension and Dismissal will remain unchanged (they will just begin earlier given the removal of the Warning stage). F's in developmental coursework will not be included in calculation of term GPA for SOAP status. Currently, Fs earned in courses below 100 are calculated for SOAP progress, but are not calculated in the official GPA. To be consistent, we propose that Summer term will count toward SOAP status. It is currently confusing for students when the summer term does not count. After change is put into effect, research the incidence of students who would have been below SOAP if Fs in developmental courses had been included in the GPA and determine whether the numbers are large enough to warrant some type of intervention or even change in the policy. 	<ul style="list-style-type: none"> We are proposing that SOAP kick in earlier and therefore believe that 9 attempted credit hours allows students an opportunity to attempt coursework but doesn't permit them to get too deeply into academic difficulty before we intervene. Eliminating Warning Stage permits earlier intervention. Excluding F's in developmental coursework for SOAP status will minimize current confusion about where F's count and don't count. Including summer term in SOAP calculations will minimize current confusion about where summer counts and doesn't count. Recent research by Clifford Adelman demonstrates that community college students use the summer term as a regular, standard part of their enrollments, and that summer matters. 	Recommend beginning Fall 2006, the first term in which new catalog is in effect.	<ul style="list-style-type: none"> Registration and Records Counselors & advisors IT

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
Grading & SOAP	Examine financial aid implications of changes in GPA calculations and/or SOAP.	<ul style="list-style-type: none"> Proposed changes do not have direct implications for financial aid eligibility or awards. Beginning in 2005-06, a member of Advising and Counseling Center will meet with each financial aid recipient who does not earn a 2.0 GPA after first term at Oakton, an estimated 100 students after fall semester. 	<ul style="list-style-type: none"> Meeting with students will permit College to convey information about academic support services and other resources to help students succeed. 	Meetings begin 2005-06.	<ul style="list-style-type: none"> Counseling and advising
Grading & SOAP	In-progress grade. Examine if the student's transcript should identify courses still in progress; that is, courses scheduled to end later than the semester.	<ul style="list-style-type: none"> Create a new indicator, "IP" in progress, for courses scheduled to end later than the semester. This is different from an I, which indicates the course has ended but the student has an Incomplete—has not completed the work for the course. IP will be used in financial aid progress calculations. 	<ul style="list-style-type: none"> Provide greater clarity on transcripts for students enrolled in courses that are not scheduled to end until well after the regular term concludes. Greater clarification for determining student's financial aid eligibility and requirement to successfully complete 2/3 of all attempted credits. 	Working group suggested this begin as soon as possible. Probably it should begin with summer 2006, the first term the Banner system will be used for student registration and billing.	<ul style="list-style-type: none"> Registration and Records IT
Grading & SOAP	Forgiveness policy. Examine if there should be changes in the Forgiveness policy.	<ul style="list-style-type: none"> Add an indicator on students' transcripts to show F-grades removed through the Forgiveness Policy. Do not allow F grades assigned because of academic dishonesty to be forgiven. Continue rest of Forgiveness Policy as is. 	<ul style="list-style-type: none"> Expunging (completely removing) forgiven F-grades from student transcripts violates professional standards for reporting grades to other schools and may call into question the ethics/integrity of Oakton's transcripts. 	Recommend beginning Fall 2006, the first term in which new catalog is in effect.	<ul style="list-style-type: none"> Registration and Records IT

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
Grading & SOAP	Course withdrawal dates. Examine if the date students can withdraw from a course without academic penalty should be changed.	<ul style="list-style-type: none"> • Retain current policy permitting students to withdraw up to the midterm date (8th week of a 16-week term) of a course without academic penalty. • Deans send reminders to faculty of the importance of providing withdrawal date information to students; first reminder should be sent just before the term begins and a second reminder should be sent the first few weeks of the term. • Provide course withdrawal date on each course syllabus (class list gives actual withdrawal date, which is different for courses scheduled over shorter durations than 16 weeks or that begin later in the term). 	<ul style="list-style-type: none"> • Discussions across the College showed little support for changing the withdrawal dates. • Policies of other colleges do not show consistent pattern among other institutions. 	Initiate more communication about midterm withdrawal dates in fall 2005 semester, or in summer 2005 if possible.	<ul style="list-style-type: none"> • Deans – send reminders • Faculty – update syllabi with withdrawal dates

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
Grading & SOAP	<p>Course repeats. Examine if the number of times a student is permitted to repeat a course should be limited.</p>	<ul style="list-style-type: none"> • Students should be allowed to repeat a course an unlimited number of times. • All grades will be reflected on the student's official transcript and the highest grade will count in the GPA calculation. • If a program limits course repeats (e.g., in health career programs), the program course repeat restriction would take priority. 	<ul style="list-style-type: none"> • Current practice states that students cannot repeat more than once (3rd enrollment) without written consent of a Student Development faculty member; in practice, consent is always given and this requirement creates an additional burden on students, faculty and staff. • Oakton data show relatively few students repeat high-demand courses (working group was concerned that permitting repeats would deny opportunities to other students) • Recent national survey of college registrars and admission officers revealed slightly more than half of institutions represented allowed students to repeat courses an unlimited number of times. 	As soon as possible.	<ul style="list-style-type: none"> • Bruce Oates to provide catalog information
Grading & SOAP	<p>Acceptance of D grades for transfer. Examine if Oakton should accept grades of D from other institutions for credit at Oakton.</p>	<ul style="list-style-type: none"> • Continue current policy of accepting D grades for credit. Also continue current policy that if a particular program or course prerequisite required a grade of C or higher in a course, the credit transferred to Oakton with a D grade will not satisfy this requirement. 	<ul style="list-style-type: none"> • Consistent with how some other colleges accept transfer credit. 		<ul style="list-style-type: none"> • Registrar

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
Scheduling	<p>“Rules” governing course and section scheduling. Examine who should determine the number of sessions or class meeting minutes, room assignments, and related issues when classes are scheduled.</p> <p>Principles for allocated space for classes. Examine what principles should be in place regarding the allocation of spaces for classes and who should develop them</p>	<ul style="list-style-type: none"> • Retain “standard” timetable of class start/end times for 3 credit classes with minor modifications; deans work with departments to fit scheduling patterns for classes with fewer or more credit hours. • Registration & Records consults with and obtains approval from appropriate department chairs and deans to move/switch classroom assignments based on enrollment or other factors. • Prepare comprehensive database documenting classroom furnishings, equipment, capacity, etc. • Deans develop a set of criteria to determine priorities when there are competing demands for limited classroom space on particular days/times, paying specific attention to the addition of new courses. 	<ul style="list-style-type: none"> • Make best use of space and meet students’ scheduling needs; limit “holes” in the schedule where a room is not available for a class because of odd start-end times or dates. • Ensure appropriate consultation with chairs and deans, and respect for departmental or faculty room needs (e.g., type of furniture, adjacencies to other spaces, maps or other instructional materials) • New database is underway as part of implementation of Ad Astra (room scheduling software); database will provide better information for scheduling classes and other activities into appropriate spaces. • Criteria for room assignment priorities will reduce confusion/conflict and maximize appropriate use of space. 		<ul style="list-style-type: none"> • Council of Deans • Chairpeople • Manisha Shah

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
Scheduling	Department priority classrooms. Examine if departments should have priority to schedule classes into specific spaces	<ul style="list-style-type: none"> Assign to each department “department priority classroom space” according to articulated principles regarding sections lost in shambles; scheduling classes across mornings, afternoons and evenings; accommodating classes that meet in odd patterns, etc. 	<ul style="list-style-type: none"> Department priority space and related principles should help to maximize use of space, reduce departmental uncertainty about space, and provide in an orderly way for allocating space to new courses not on the “rollover” schedule from prior semesters. 		<ul style="list-style-type: none"> Chairpeople Council of Deans Manisha Shah
Scheduling	Scheduling courses.	<ul style="list-style-type: none"> Construct some 20-seat classrooms in space vacated after opening of the RHC Pavilion to accommodate small classes and free up larger spaces. 	<ul style="list-style-type: none"> New small classrooms will help to maximize use of other space and provide for better teaching environment for these small classes. 		<ul style="list-style-type: none"> Carl Costanza Council of Deans President’s Council
Scheduling	Blocking rooms for a class or event that meets irregularly. Examine if rooms should be blocked for classes or activities that occur only occasionally during the term	<ul style="list-style-type: none"> Use Ad Astra to deal with irregular class meetings and special events. Schedule courses that use both labs and standard classrooms in configuration so that one section meets in lab while other meets in classroom, then switch on alternate days. 	<ul style="list-style-type: none"> This will maximize use of instructional space and eliminate one course being assigned to two spaces simultaneously, thus preventing another course from using the space. 		<ul style="list-style-type: none"> Chairpeople Council of Deans Manisha Shah

Working Group	Topic	Recommendation	Rationale	Timetable	Responsibility
Scheduling	<p>Late registration. Examine if Oakton should revise the registration schedule to limit or eliminate late registration</p>	<ul style="list-style-type: none"> • Eliminate late registration as it is currently established for all classes, whether on campus or offered through distance learning. • Introduce the phrase “registration after classes begin” rather than “regular registration through the date of the first class meeting.” • Permit registration after classes begin through the date of the first class meeting, after which instructor’s consent will be needed. Beginning with 2nd week of course, dean’s signature would also be required. • Retain ability to manually intervene and permit late registration on a case-by-case (and very unusual) circumstance. • Encourage faculty to access course rosters available on Banner to determine whether students have dropped and there is space in the class for the very exceptional late registrant. • Implement internal and external communication campaign to inform current and prospective students about the change. • Some media -based courses could be scheduled as 12-week classes beginning 4 weeks into the term. • Communicate that students should not assume faculty/deans will approve late registrations. 	<ul style="list-style-type: none"> • Reduce the need for faculty to repeat introductory material multiple times and move quickly to substance of course. • Improve learning and teaching for students and faculty because virtually all will be present “from the beginning.” • Experience of other community colleges that have eliminated late registration showed little or no impact on enrollments. 	<p>Implement in spring 2006 because of greater opportunity to communicate with continuing students present in the fall (compared to communicating with students here in the spring and away for the summer).</p>	<ul style="list-style-type: none"> • College Relations • Registration • Council of Deans • Faculty

Appendices

- Appendix 1 Margaret B. Lee memorandum to Oakton community about the Educational Policies and Procedures Initiative
- Appendix 2 EPP-TF Steering and Working Group Members
- Appendix 3 Topics assigned to each Working Group
- Appendix 4 Template for Working Group recommendations to Steering Group
- Appendix 5 Call for Expression of Interest – Course and Program Descriptions

Appendix 1

Margaret B. Lee memorandum to Oakton community about the Educational Policies and Procedures Initiative



INTEROFFICE MEMO

Office of the President

DATE: August 25, 2004

COPIES TO:

TO: Everyone

FROM: Peg Lee

SUBJECT: Education Policies and Procedures Task Force and Working Groups

As Oakton enters its 35th year, we look forward to several critical activities:

- Revisiting and revising educational policies and procedures to better serve our students;
- Preparing for and launching the Higher Learning Commission reaccreditation self-study;
- Implementing SCT-Banner, our new student information system.

To address them in a coordinated, comprehensive manner, I am charging an Education Policies and Procedures Task Force (EPP-TF) to act as a steering group, receiving recommendations from working groups and evaluating these recommendations in light of broader issues and concerns. Five working groups will conduct the in-depth examination of issues assigned to them and make recommendations to the EPP-TF for subsequent actions.

I have asked the following faculty, staff and administrators to serve on the Task Force Steering Group and Working Groups:

Maurice Archer, Trudy Bers, Amy Blumenthal, Paul Boisvert, Michele Brown, Marilyn Davis, Barbara Dayton, Carlee Drummer, Majid Ghadiri, Dennis Graham, Paul Grassman, Laurie Gunning, Julie Hassett, Michelle James, MaryAnn Janosik, Mary Johannesen-Schmidt, Paul Johnson, Donna Keene, Sheila Kerwin Maloney, Linda Korbel, Joe Kotowski, Gary Newhouse, Bruce Oates, Nancy Prendergast, Laura Saret, Cary Schawel, Manisha Shah, Joianne Smith, Bob Sompolski, Jillian Verstrate, Tingxiu Wang, Cheryl Warmann, Lynn Woodbury and Donna Younger.

Members will be seeking information and ideas from the entire Oakton community.

Through these efforts, we are preparing Oakton to strengthen service to students, capitalize on technology, and align policies and procedures.

MBL:tb

Appendix 2

EPP-TF Steering and Working Group Members

		Steering Group	Working Groups				
		EPP-TF	Scheduling	Grading & SOAP	Fees	Courses & Curricula	Testing & Prerequisites
Chairpeople		Prendergast & Bers	Korbel	Warmann	Brown	Davis	Schaffel
Archer	Maurice				x		
Bers	Trudy	x				x	
Blumental	Amy		x				
Boisvert	Paul	x					
Brown	Michele				x		
Cisco	Sue	x				x	
Cohen	Jo			x			
Davis	Marilyn					x	
Dayton	Barbara	x					
Drummer	Carlee					x	
Ghadiri	Majid						x
Graham	Dennis				x		
Grassman	Paul			x			
Green	Valerie		x				
Gunning	Laurie	x					
Hassett	Julia			x			
James	Michelle						x
Janosik	MaryAnn			x			
Johannesen-Schmidt	Mary						x
Johnson	Paul					x	
Keene	Donna		x				
Kerwin-Maloney	Sheila	x					
Korbel	Linda		x				
Kotowski	Joe						x
Migut	Ila			x			
Newhouse	Gary	x				x	
Oates	Bruce	x	x				x
Pols	Donna					x	
Prendergast	Nancy	x	x				
Saret	Laura						x
Sayeed	Hassan				x		
Schaffel	Betty						x
Schawel	Cary			x			
Shah	Manisha		x				
Smith	Joianne	x		x			
Sompolski	Bob	x					
Verstrate	Jillian				x		
Wang	Tingxiu						x
Ward	Carol		x				
Warmann	Cheryl			x			
Woodbury	Lynn						x

Younger	Donna						x
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Appendix 3

Topics Assigned to Each Working Group

Working Groups

- C = Courses and Curricula
- F = Fees
- G = Grading and SOAP
- S = Scheduling
- T = Testing and Prerequisites

C-1. Course and curriculum principles and guidelines. At present there do not seem to be clearly articulated understood, or applied principles and guidelines regarding course and curriculum issues involving 290 (Topics) courses, Practicum courses, Independent Study courses, creating certificate curricula in contrast to expanding the number of courses within an existing curriculum, and credits awarded to students repeating a course. Our ICCB recognition visit uncovered the fact that we were out of compliance with respect to offering 290 topics, for example. It's clear we need to develop principles and guidelines, which can be clearly understood and practiced throughout the College.

C-2. Review of course catalog descriptions and prerequisites. We have not undertaken a comprehensive review of course descriptions and prerequisites with respect to clarity, grammar and consistency. Without changing content or substance it's time to review these to ensure that we are accurately and clearly communicating with students and transfer institutions.

C-3. Review of program descriptions in the catalog. Again, we haven't reviewed our program descriptions for years. Given new chairs and new directions for many of our programs, it's time to rewrite them with involvement from chairs, deans and College Relations to be sure we're accurate and consistent.

C-4. Generic course syllabi on the web and/or on S: What should be our policy and practice regarding putting generic course syllabi on the web and/or on S:? Who should be responsible?

F-1. Application and graduation fees. Last summer, using a Perkins grant, IT and Registration and Records staff identified more than 600 students who had actually completed all requirements for a certificate in the past two years, but never applied for graduation. As a result, these students were not counted as "completers" for the purposes of the Graduation Rate Survey required by the federal government or for IBHE performance indicator reporting. Presently Oakton charges \$25 for each graduation petition a student submits, and a student must pay for each degree or certificate. Anecdotally we've heard that some students don't seek the official certificate or degree because they believe attendance at commencement would be required and they don't want to attend. We've also heard they don't want to pay the fee, especially if multiple certificates and degrees are involved. Our experience in finding more than 600 students certainly seems to affirm that they do not value the official certificate or degree, yet for Oakton, having more official completers is important for external reporting. Might we consider increasing the application fee by a modest amount—perhaps \$5—and eliminating the graduation petition fee? Since most of our students do not complete degree or certificate requirements, and since there could be great public relations value in providing the graduation audit without charge, it's highly probable that Oakton would not experience any revenue loss and would obtain positive public relations. And, we should be able to increase students' willingness to submit graduation petitions. The Fee task force is being asked to address the issue of graduation fees for certificate completers.

F-2. Course fees. There are new guidelines for recommending and setting course fees. Are there criteria or other guidelines that should be developed with respect to course fees?

F-3. Billing students. Review the student billing process, including such concerns as term vs. balance-forward billing, payment plan options, drop and reinstatement criteria and dates, and payment due dates.

G-1. Term GPA, Cumulative GPA and SOAP status within a term. We are offering more and more courses that meet for only part of a semester; e.g., the first 8 weeks. Currently grades for these courses are not calculated in GPAs, and a student cannot receive a transcript, before the regularly-scheduled end-of-term transactions. The Grading and SOAP task force is being asked to address the following: Should we recalculate GPAs in the middle of a term, when a student completes a course? Should a student's SOAP status be changed in the middle of a term? Are there other issues related to GPA calculations and the SOAP status of students?

G-2. Financial aid implications of the above. If Oakton recalculates GPA and/or SOAP status in the middle of a term, what are the financial aid implications?

G-3. What grade or indicator do we give if a course is officially still in progress beyond the end of a semester? As we move more and more to flexible scheduling, it's likely we will schedule courses that go beyond the end of a semester. What grade or indicator, if any, should appear on a student's transcript if the course is still not over? This is different from an Incomplete, where the course has officially ended but the individual student has been granted an extended period of time in which to complete it.

G-4. The Forgiveness Policy. Currently when a student applies for and is eligible for the forgiveness policy, all F grades are expunged and replaced with a 'Z'. The 'Z' does not appear on a student's transcript. Should there be some Fs, such as those given for disciplinary reasons, that are not eligible for the forgiveness policy? It seems there are other issues associated with the Policy, and it's time to give it a broader review. Again, the task force is being asked to propose a clearer institutional policy on the Forgiveness Policy.

G-5. Withdrawal dates for courses. Currently students are permitted to withdraw up to the midterm date of a course without academic penalty. Should this date be changed?

G-6. Course repeatability, accrual of credits vs. use of high grade. Should the College establish guidelines or rules for the number of times a student can take the same course, and whether the credits earned should accrue for calculating credits earned and GPA, or have the highest grade only count? Should students be permitted to repeat courses even if the ICCB will no longer reimburse the College because the student has exhausted the number of times the course can be repeated?

G-7. Acceptance of D grades in transfer. Currently Oakton accepts D-grades in transfer, although most institutions accept only grades of C or higher. Should Oakton revise our policy?

S-1. "Rules" governing course and section scheduling. Who should determine, both as standard practice and in special circumstances, number of sessions/class meeting minutes and related issues when classes are scheduled? There are ICCB requirements we must meet and possibly other expectations. Currently, we have few MWF courses, and numerous start – end times that have effectively limited the efficient use of some classrooms. It is time to review scheduling practices to ensure best pedagogy as well as most efficient use of classroom space.

S-2. Should we block a room for a class or event that meets irregularly? We may find more and more courses and other events that require a classroom or other space on an occasional basis. Should we block a room for this activity even if it will take place only sometimes during the semester? Doing so would prevent other classes or activities from using the room.

S-3. Principles for allocated space for classes. Should principles be developed regarding the allocation of space for classes? Who should develop them? Examples of such principles include a) high demand courses that have lecture and lab components will be scheduled such that the lecture component is given priority over low enrollment courses to meet in standard classrooms and the lab component meets in the lab so as to maximize lab utilization and the number of sections that can be scheduled; b) a class section that is cancelled for low enrollment in two consecutive falls, or springs or summers (e.g., two consecutive fall semesters) will not automatically roll over onto the schedule for the third semester (e.g., the third fall); the course may be scheduled only after the regular rollover takes place and provided there is evidence to indicate the course is likely to garner sufficient enrollment.

S-4. Late registration (added October 15, 2004). Should Oakton revise the registration schedule to eliminate or limit late registration (registration that takes place after classes have begun)?

T-1. Prerequisite checks and blocking registrations. This is not a new topic, but as we consider a new student system it seems there should be a clear decision and understanding about whether and to what extent we will permit students to register in courses for which they lack prerequisites. This issue is politically volatile and can be, at best, unevenly implemented since many of our students have taken prerequisite courses elsewhere and don't have these credits evaluated or entered onto our student information database.

T-2. Mandatory placement tests (13-hour rule) Should we continue to require students to take placement tests before they can register for their 13th credit?

Appendix 4

Template for Working Group Recommendations to Steering Group

Educational Policies & Procedures Working Group Proposal

Please complete as many of the following as possible; if you don't have the answer or are unsure, note this as well.

1. Working Group:
2. Date:
3. Current Policy or Procedure:
4. Proposed New or Revised Policy or Procedure:
5. What information or resources were used to develop this recommendation?
6. Does the proposal conform to ICCB and/or IBHE requirements?
7. Does the proposal consider other legal requirements? Elaborate.
8. Does the proposal consider contractual language at Oakton? Elaborate.
9. Can this process be done electronically by students? By staff? By both?
10. Will the Banner System support this change? Will this require customization or special programming? [Note: working group may not be able to answer these questions yet.]
11. How will the proposal affect students?
12. How will the proposal affect faculty?
13. How will the proposal affect staff?
14. Is training required to implement the change?
15. What implementation timetable is proposed, if any?
16. If possible, describe any barriers you see to your recommendation being accepted? Are there likely to be opponents? If so, who and on what basis might they oppose?
17. Other considerations?

Activity	Timeframe	Deadline for completion
Meet with chairs and rewrite course and program descriptions	Summer 2005	Beginning Fall 2005 semester
Based on feedback from and/or meetings with chairs/deans, revise descriptions	Fall 2005	Thanksgiving break

Compensation

The faculty member will receive a total of 5 LHEs for the project. The LHEs will need to be divided between the summer and fall semesters, with the exact allocation worked out in cooperation with the appropriate dean and the EPP steering group co-chairs (Nancy Prendergast and Trudy Bers).

Other Information

Chairs, deans and the EPP team members overseeing the project will work together to resolve disagreements about course or program revisions. *Note: Expanded course descriptions may be made available by individual faculty on their Web pages and/or in program brochures.*

To Express Your Interest

Faculty who would like to apply for the project should submit rewrites of the following courses, using the guidelines outlined above:

HIT 121, CHM 223, and CAS 115.

Send the copy by May 9 to Bob Sompolski (sompolski@oakton.edu).

Current Descriptions

HIT 121

3:2:2

Fundamentals of Health Information Management

This course enables the student to learn the sources of health information and its relation to health agencies. A study is made of the origin and purpose, content, assembly, analysis and use of medical records. The student learns methods of compiling, numbering, filing and retention of health information. Clinical practice off campus is included at hospitals where skills are practiced in processing hospital records. **Prerequisite:** Acceptance into Health Information Technology program and HIT 104, BIO 131 with minimum grade of C or concurrent enrollment, and hands-on computer experience using word processing that runs in a Windows operating system environment.

CHM 223

5:3:6

Organic Chemistry I

This course is an introduction to the theories, structures and reactions of organic chemistry, including the properties of various functional groups. It is the first in a two course sequence (CHM 223 and CHM 224) which meets the one year of organic chemistry required for various pre-professional programs, including, but not limited to, pre-pharmacy, pre-medicine, pre-chiropractic, pre-chemical engineering, pre-medical technology, pre-veterinary science, etc. It is also a required sequence for biology, chemistry and certain other science majors. Course topics include bonding and structure of organic molecules; properties and reactions of aromatic and aliphatic hydrocarbons and alkyl halides; stereochemistry; spectroscopy, including infra-red and nuclear magnetic resonance; reaction intermediates and mechanisms such as nucleophilic substitutions and electrophilic additions; and multi-step organic synthesis. This course also includes weekly hands-on laboratory activities including preparations, separations and identifications of organic compounds. It is identical to CHM 221 except that CHM 223 includes two three-hour laboratories per week, rather than the one three-hour laboratory period per week required in CHM 221. Prerequisite: CHM 122 or CHM 207 or equivalent.

CAS 115

3:3:1

Comprehensive Word Processing

This course covers the use and application of basic word processing functions including entering, formatting, editing, moving, saving, printing and retrieving text as well as proofreading, correcting errors and spell-checking. Additional features to be covered include page numbering headers and footers, footnotes/endnotes, hyphenation, thesaurus, merge, tables (including math calculations), sort, macros, templates, table of contents, indexes, fonts, and columns.

An introduction to styles, charts, and forms will be presented as well as other features and techniques that enhance and simplify the creation of documents. Hands-on applications are provided to reinforce their use. Students cannot receive credit in both CAS 115 and any of CAS 111, CAS 112 or CAS 113. Prerequisite: Hands-on experience on a micro-computer and the ability to type 20 wpm or consent of instructor.

Attachment 1 – Sample Rewrites

IAI GENERAL EDUCATION COURSES

Current Catalog Description

ACC 153 (TV graphic)

Principles of Financial Accounting

4:4:0

This course covers a study of financial accounting theory as it relates to corporations. The following will be among the topics studied: service companies, merchandising enterprises, equity rights, and reporting changes in cash flow. There will be a computer component in this course.

IAI Course Description

BUS 903: Financial Accounting (3-4 semester credits)

Presents accounting as an information system that produces summary financial statements, primarily for users external to a business or other enterprise. Students study the forms of business organization and the common transactions entered into by businesses. The emphasis is on understanding and applying basic accounting principles and other concepts that guide the reporting of the effect of transactions and other economic events on the financial condition and operating results of a business. How to analyze and interpret historical financial statements, as well, and the limitations of using these in making forward-looking business decisions is included. The primary content emphasis will be accounting for current assets and liabilities, long-term assets and liabilities, stockholder equity, corporate cash flow statements, and financial statement analyses.

Suggested Rewrite

ACC 153 (TV graphic)

4:4:0

Principles of Financial Accounting

Examines the forms and common transactions of business organizations, with emphasis on understanding and applying basic accounting principles that guide reporting the financial condition and operating results of a business. Analyze and interpret historical financial statements and their relevance to future business decisions. Topics include accounting for current assets and liabilities, long-term assets and liabilities, stockholder equity, corporate cash flow statements, and financial statement analyses.

Current Catalog Description

ART 111

Art History: Prehistoric to Renaissance

3:3:0

This is a comparative study of art as an expression of the human experience from the prehistoric to the Renaissance period. Emphasis is on the development of a capacity for perceptive stylistic analysis and an ability to understand a work of art in relation to its cultural context.

IAI F2 901

IAI Course Description

F2 901: History of Western Art I (3 semester credits)

The historical development of the visual arts (painting, drawing, printmaking, sculpture and architecture) in Western society, focusing on major artistic styles and movements. Examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts.

Suggested Rewrite

ART 111

Art History: Prehistoric to Renaissance

Historical development of the visual arts (painting, drawing, printmaking, sculpture, and architecture) in Western society, with a focus on major artistic styles and movements. Examines works of art as expressions of artists' ideas and beliefs within cultural and social contexts.

Current Catalog Description

BIO 101 (formerly NSC 101)

4:3:3

Introduction to Life Science

This is an introductory course in the life science for the student who desires an understanding of processes fundamental to life, or intends to pursue high biology courses. Topics discussed include cell structure and function, cell division, nucleic acids and proteins, a survey of five kingdoms and selected human systems.

Fee \$40

IAI Course Description

L1 900L: General Education Biology (3-5 semester credits)

A laboratory course emphasizing scientific inquiry through selected concepts of biology, such as organization, function, heredity, evolution and ecology. Biological issues with personal and social implications will be introduced to enable students to make informed decisions. Policies on acceptance of AP credit vary among academic programs and from institution to institution, so AP credit toward the GECC or major requirements is not guaranteed. In general, a score of 3 or higher on the AP Biology exam may be considered as equivalent to successful completion of courses approved for L1 900L.

Suggested Rewrite

BIO 101 (formerly NSC 101)

Introduction to Life Science

Introductory laboratory course in the life sciences for students who need an understanding of the processes fundamental to life and/or who intend to pursue advanced biology courses. Topics include cell structure and function, cell division, nucleic acids and proteins, survey of five kingdoms, and selected human systems.

Fee \$40

Current Catalog Description

BUS 101 (TV graphic)

3:3:0

Introduction to Business

This course presents the basic language and concepts of American business enterprise. The historical development of our modern economic system is studied to understand the relationships among business, government, unions, consumers, and the citizenry. The functions performed within the firm are detailed, including the line functions of production, finance and marketing, and the staff activities furnished by industrial relations, engineering, purchasing, quality control, office services, etc. The role of the manager and the nature of the management process are integrated throughout the course.

IAI Course Description

BUS 911: Introduction to Business (3 semester credits)

Introduction to business functions, operations, and organization. Includes ownership and management, forms of organizations, finance, business ethics, personnel and labor-management relations, and marketing.

Suggested Rewrite

BUS 101 (TV graphic)
Introduction to Business

3:3:0

Introduction to business functions, operations, and organization, including ownership and management, forms of organizations, finance, business ethics, personnel and labor-management relations, and marketing.

CAREER PROGRAM

Current Catalog Description

AHR 201

4:3:3

Commercial Refrigeration Systems

Various types of refrigeration systems, medium, and low pressure temperature and their proper installations, are studied along with the product to be cooled, the desired temperature to be maintained, and humidity conditions. Problems involving system balance and component capacity and use of heat load charts are presented. An entire refrigeration cycle, from compressor discharge to compressor suction, is covered. Low, medium, and high pressure refrigeration systems are explained. The student will be required to provide his own basic tools. Fee \$40

Suggested Rewrite

AHR 201

4:3:3

Commercial Refrigeration Systems

Covers low, medium, and high pressure refrigeration systems with respect to the product to be cooled, desired temperature, and humidity conditions. Emphasizes system balance, component capacity, and use of heat load charts and systematic performance evaluation diagnostics. Fee \$40

Note: Students must furnish their own basic tools.