

# Program Manual

for the  
Illinois Public Community Colleges



**Illinois Community College Board  
401 East Capitol Avenue  
Springfield, Illinois 62701-1711  
Telephone: (217) 785-0123  
[www.iccbstate.il.us](http://www.iccbstate.il.us)**

**March 2004**

**Printed by Authority of the State of Illinois**

## **ICCB Policy-Making Process**

*The procedures and policies addressed in the manual were developed with input from the community college system, as are all ICCB policies and procedures, to ensure that they are effective and appropriate. Input is regularly obtained from the colleges at large, as well as through various organizations such as the Presidents Council, Illinois Council of Community College Administrators (ICCCA), Illinois Community College Faculty Association (ICCFA), Illinois Community College Trustees Association (ICCTA), and ICCB advisory committees.*

**PROGRAM MANUAL**

**MARCH 2004**

**TABLE OF CONTENTS**

	<u>Page</u>
Listing of ICCB Program Forms . . . . .	iii
Introduction . . . . .	1
ICCB Rules Pertaining to Programs and Courses . . . . .	3
Section I. Units of Instruction . . . . .	5
Units of Instruction (Curricula) . . . . .	6
Approval and Modification of Academic and Occupational Curricula: Determining Appropriate Application Forms and Processes . . . . .	7
Approval of Cooperative Agreements for Instruction . . . . .	8
Associate in Fine Arts (AFA) and Associate in Engineering Science (AES) Degree Approval . . . . .	9
Associate in General Studies (AGS) Degree Approval . . . . .	12
Review and Approval of Occupational Curriculum . . . . .	14
Application Time Table . . . . .	15
ICCB Program Approval Process . . . . .	16
Application Process . . . . .	17
Application for Permanent Approval of an Occupational Curriculum . . . . .	18
Guidelines for Application for Temporary Approval . . . . .	27
Guidelines for Permanent Approval or Discontinuation of Programs with Temporary Approval . . . . .	30
Application for Associate of Arts in Teaching . . . . .	33
Reasonable and Moderate Extensions . . . . .	
Previously Approved Units of Instruction . . . . .	38
Reasonable and Moderate Extension for a Short-Term Certificate . . . . .	42
Reasonable and Moderate Extensions for an Associate in Fine Arts Degree . . . . .	44
The ICCB Curriculum Master File . . . . .	46
Program Review . . . . .	51
Occupational Follow-up Data Reporting . . . . .	52
Section II. Course Classification and Out-of-State Extension . . . . .	53
Relationship Between the <i>Generic Course List</i> and the ICCB Course Master File . . . . .	54
Guidelines for Use of Course Forms . . . . .	57

**TABLE OF CONTENTS**  
(Continued)

	<u>Page</u>
Repeatable and Variable Courses . . . . .	63
Illinois Community College Online (ILCCO) . . . . .	67
Transfer Course Articulation . . . . .	74
Extension of Courses or Curricula Out of State . . . . .	77
 Section III. Units of Administration . . . . .	 82
 Approval of a New College, Campus, or Branch . . . . .	 83
Approval of a New Unit of Public Service or Research . . . . .	89
 Appendix A: ICCB-Modified Classification of Instructional Programs (CIP) . . . . .	 93
Appendix B: Labor Market Need Analysis: Ten Easy Steps to Conduct a Basic Analysis for Program Approval . . . . .	 139
Appendix C: Guidelines for Associate Degrees Designed for Transfer . . . . .	147
Appendix D: 1993 Admission Requirements for Transfer Degrees . . . . .	154
Appendix E: Guidelines for Associate in Applied Science Degrees . . . . .	156

## LISTING OF ICCB COURSE AND CURRICULUM FORMS

	<u>Page</u>
Form 11: Course Addition/Withdrawal/Reuse on Course Master File .....	59
Form 11A: Course Classification for .5 Credit Hour Course .....	61
Form 11B: Volume Withdrawals from the Course Master File .....	64
Form 11C: Adult Education and Family Literacy Course Information .....	66
Form 11OL ILCCO (Illinois Community College Online) Course Addition .....	67
Form 12: Course Master File Changes .....	70
Form 12A: Volume Changes to the Course Master File .....	72
Form 13: Articulation Request .....	75
Form 18A: Application for Approval to Extend Courses/Curricula Out of State .....	78
Form 18R: Annual Report on Courses/Curricula Extended Out of State .....	80
Form 20: Application for Permanent Approval of an Occupational Curriculum .....	18
Form 20T: Request for Temporary Program Approval .....	28
Form 20P: Request for Permanent Approval for an Occupational Program with (Add) Temporary Approval .....	31
Form 20P: Notification of Intent to Discontinue an Occupational Program with (Discontinue) Temporary Approval .....	32
Form 20ED: Application for Associate of Arts in Teaching – Secondary Mathematics .....	33
Form 20ES: Application for Associate in Engineering Science .....	11
Form 20FA: Application for Associate in Fine Arts .....	10
Form 20GS: Application for Associate in General Studies .....	13
Form 21: Reasonable and Moderate Extension Request .....	40
Form 21S: Reasonable and Moderate Extension: Short-Term Certificate .....	42
Form 21FA: Reasonable and Moderate Extension Request for an Associate in Fine Arts (AFA) Degree .....	44
Form 22: Curriculum Addition/Withdrawal/Change to the Curriculum Master File .....	49
Form 30: Application for Approval of a New College, Campus, or Branch .....	84
Form 32: Application for Approval of a New Unit of Public Service or Research .....	90

## PROGRAM MANUAL

### Introduction

The purpose of the *Program Manual* is to assist community colleges in following Illinois Community College Board (ICCB) policies and procedures that govern community college programs.

Definitions of Common Terms. Terms used in this manual are defined below.

- **CIP** – Classification of Instructional Programs, a six-digit code developed by the National Center for Education Statistics (NCES) (with Illinois-specific modifications) to identify the subject matter of the wide range of academic, occupational, and personal enrichment instructional programs at the secondary, postsecondary, and adult education levels (see Appendix A).
- **Generic Course List** – The composite listing of all categories of courses offered by community colleges in Illinois. Each generic course is assigned a unique PCS/CIP number which determines the funding category for an institution's specific course.
- **ICCB Course Master File** – The computerized listing of credit courses classified for each college. The college's credit hour claim is processed against the Course Master File.
- **ICCB Curriculum Master File** – The computerized listing of curricula approved by the ICCB for offering at each community college in Illinois, designated by college-selected prefix and number. Student data are submitted by curriculum prefix and number and matched to the Curriculum Master File.
- **PCS** – Program Classification System, a two-digit code for identifying both instructional programs and other functions of the college.
- **Syllabus** – A document prepared and maintained for each course offered by the college that contains specific written objectives, description of the course, a topical outline, and method of student evaluation.
- **Unit Cost** – The amount of money spent, both directly and indirectly, by the college to generate a single credit hour. This can be obtained from the annual ICCB *Unit Cost Report*.
- **Unit of Instruction** – A curriculum consisting of a sequence of courses which, when successfully completed, earns the student an associate degree or a certificate.

Other Useful Publications for Instructional Administrators. Instructional administrators will find several other publications of use in the development, implementation, and review of instructional programs. These include:

- *Administrative Rules of the Illinois Community College Board*, published by the ICCB.
- *Management Information System Manual*, published by the ICCB every two years (with updates in between).
- *Unit Cost Report for the Public Community Colleges of Illinois*, published by the ICCB each January for the preceding fiscal year.
- *Data and Characteristics of the Illinois Public Community College System*, published by the ICCB.
- *Occupational Follow-Up Study Manual*, published by the ICCB.
- *Occupational Follow-Up Study Report*, published by the ICCB.
- *Generic Course List*, published by the ICCB as needed.
- *Recognition Manual for the Illinois Public Community College Districts, Fiscal Years 2001-2005*, published by the ICCB
- *Community College Accountability (PQP)/Program Review Guide*, published by the ICCB as needed; Addendum published every year.
- *Illinois Community College System Results Reports*, published by the ICCB annually.
- Model Degree Documents
  - *Retooling the AAS Model: Preliminary Model and Guidelines for AAS Degrees*, June 1998
  - *Guidelines for Associate Degrees Designed for Transfer*, Revised June 2001

### **ICCB Rules Pertaining to Programs and Courses**

Individuals who are responsible for the development, implementation and/or review of instructional programs should be familiar with the following sections of the *Administrative Rules of the Illinois Community College Board*.

**Section 1501.301      Definition of Terms**

**Section 1501.302      Units of Instruction, Research, and Public Service**

- a) Approval of New Units of Instruction
- d) Reasonable and Moderate Extensions
- f) Inactivating/Reactivating Units of Instruction
- g) Discontinuation of Programs

**Section 1501.303      Program Requirements**

- b) Degrees and Certificates
- d) Review and Evaluation of Programs
- e) Academic Calendar
- f) Preparation of Professional Staff
- g) Library
- h) Supplies and Equipment
- i) General Education
- j) Apprenticeships
- k) Examination of Patriotism, Principles of Representative Government, Proper Use and Display of the American Flag, and Method of Voting

**Section 1501.304      Statewide and Regional Planning**

**Section 1501.307      Cooperative Agreements and Contracts**

- a) A new unit of instruction offered through cooperative agreement is subject to approval by the ICCB
- b) Agreements with Secondary Schools
- c) In-District Cooperative Agreements for Instruction
- d) Interdistrict Cooperative Agreements for Instruction
- e) Out-of-District Cooperative Agreements for Instruction
- f) Changes, revisions, or additions to previously approved cooperative agreements
- g) Extension of Curricula/Credit Courses into Another Community College District
- h) Extension of Curricula/Credit Courses Out of State

**Section 1501.309      Course Classification and Applicability**

- a) Course Classification
- b) Course Credit Hour Determination
- c) Course Syllabus
- d) Course Applicability to Approved Units of Instruction
  - 1) Lower-division Baccalaureate Courses
  - 2) Remedial Course Credit
  - 3) Adult Basic Education Course Credit
  - 4) Adult Secondary Education Course Credit
  - 5) General Studies Course Credit



- e) Special Upper-Division Courses
- f) Independent Study
- g) Internships
- h) Courses Approved as Repeatable

**Section 1501.402**

**Admission of Students**

- a) Students Whose Connection With a Secondary School is Severed
- b) Students Currently Enrolled in a Secondary School Program
- c) Admission of Students in Programs for Special Groups

**Section 1501.505**

**Student Tuition**

- a) In-District Tuition
- b) Out-of-District Tuition
- c) Out-of-State Tuition
- d) Out-of-Country Tuition

**Section 1501.507**

**Credit Hour Grants**

- b) Course Requirements

- 11) Courses offered by the college for high school students during the regular school day at the secondary school shall be college-level and shall meet the following requirements:
  - A) State Laws and Regulations and Accreditation Standards
  - B) Instructors
  - C) Qualifications of Students
  - D) Placement Testing and Prerequisites
  - E) Course Offerings
  - F) Course Requirements
  - G) Concurrent Credit

Section I

**UNITS OF INSTRUCTION**

### **Units of Instruction (Curricula)**

Agencies That Impact Community College Programs. Several Illinois agencies and organizations impact the ICCB policies and procedures noted in this manual and, likewise, impact community college programs. Two of these agencies play a primary role in approval of community college instructional programs.

- **ISBE** – The Illinois State Board of Education is the sole administrative entity for the federal Carl D. Perkins Vocational and Applied Technology Education Act. The ISBE subcontracts the distribution of Perkins postsecondary program funds to ICCB as well as a portion of the Perkins administration and leadership funds to support initiatives associated with postsecondary career and technical education. The ISBE also provides consultation on occupational program approval as requested by the ICCB.
- **IBHE** – The Illinois Board of Higher Education, the state's coordinating agency for higher education, is responsible for approving new colleges and branches and permanent new units of instruction, research, and public service for all Illinois public universities and community colleges; for developing a statewide master plan for higher education; and for recommending to the Governor and the General Assembly the annual state budget requests for higher education. The ICCB coordinates program approval with the IBHE.

Other state agencies play a complementary role for community colleges developing instructional programs.

- **DPR** – The Department of Professional Regulation is responsible for maintaining standards of competence by license holders in order to protect the public. Numerous professional and occupational groups and licenses are regulated by DPR. Instructional programs in these fields offered by community colleges should meet corresponding DPR licensing standards.
- **IDES** – The Illinois Department of Employment Security provides detailed long- and short-term occupational and industry employment projections, entry- and experienced-level wage data, career information, and skills information for the State of Illinois. Much of this information is available at the statewide level or at various substate levels (such as for community college districts). The ICCB encourages community colleges to use this information in planning, developing, and reviewing career and technical programs.

**Approval and Modification of Academic and Occupational Curricula:  
Determining Appropriate Application Forms and Processes**

Approval of Academic and Occupational Curricula

The *Illinois Public Community College Act* authorizes the ICCB to approve new curricula (new units of instruction). The statute also gives community colleges authority to create "reasonable and moderate extensions" of previously approved curricula, in keeping with parameters established by the ICCB. A different application is used for each process, and a streamlined application is used in some cases. The first step in adding new curricula is to determine the appropriate application form and process, which depends upon the college's existing curricula, as well as the type of program to be introduced.

CURRICULUM	APPLICATION FORM
<b>AA/AS Degrees:</b> The Associate in Arts (AA) and Associate in Science (AS) degrees are prescribed curricula intended to transfer to baccalaureate degree programs. The AA focuses on the arts, humanities, or social or behavioral sciences or one of the professional fields with these disciplines as a base. The AS focuses on baccalaureate degree programs in one of the mathematical, biological, or physical science fields or one of the professional fields with these disciplines as a base.	N/A: AA/AS degrees are already approved at every Illinois public community college
<b>AES and AFA Degrees:</b> The Associate in Engineering Science (AES) degree focuses on a prescribed curriculum intended to transfer to baccalaureate degree programs in engineering. The Associate in Fine Arts (AFA) degree focuses on a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the fine arts: art, art education, music, or music education. A Reasonable and Moderate Extension may be applied for if the initial (parent) program includes less than four options.	Form 20ES "Application for Associate in Engineering Science" or Form 20FA "Application for Associate in Fine Arts"
<b>AGS Degree:</b> The Associate in General Studies (AGS) degree focuses on a prescribed curriculum individually designed by a college-appointed advisor to meet a student's educational objectives that cannot be met by other degrees offered by the college.	Form 20GS "Application for Associate in General Studies"
<p><b>AAS Degrees and Occupational Certificates:</b> Associate in Applied Science (AAS) degrees and occupational certificates prepare individuals for employment or advancement in various occupational specialties.</p> <ul style="list-style-type: none"> <li>• <b>Reasonable and Moderate Extension:</b> A curriculum spinoff of existing curricula meeting parameters of a reasonable and moderate extension of a previously approved unit of instruction.</li> <li>• <b>New Unit of Instruction:</b> A curriculum new to the college and beyond the parameters of a reasonable and moderate extension.</li> </ul>	<p>Form 21 "Reasonable and Moderate Extension Request"</p> <p>Form 20 "Occupational Curriculum Approval Application"</p>

### Approval of Cooperative Agreements for Instruction

Cooperative agreements between community colleges and other higher education institutions outside of the community college's higher education regional consortium require ICCB approval (see ICCB Rule 1501.307). This includes:

- *Interdistrict agreements to enable students of the community college district to attend another district's program(s)/course(s), when the other district is outside of the higher education regional consortium:* This is currently the most common form of cooperative agreement, wherein community colleges list in their catalogs the programs their students may access at other area community colleges. The "sending" institution applies for approval. Criteria for approval include accessibility of instruction to students, labor market need, comprehensiveness of available programs for students, cost-effectiveness in providing instructional programs, impact on regional and statewide programs, and impact on programs at neighboring community college districts.
- *Out-of-district agreements between the community college and another public or private higher education institution, outside of the higher education regional consortium:* Included are agreements in which the community college's students could attend the programs of the other institution, or in which the other institutions might deliver the program at the community college. The criteria are the same as noted above for interdistrict agreements.
- *Extension of curricula into another community college district:* A community college may extend previously approved curricula into another community college district (outside of its higher education regional consortium) with ICCB approval. Criteria for approval include a request from the community college district in which the proposed program is to be offered, labor market need, cost-effectiveness in providing instructional programs, adequacy of facilities and support services, impact on regional and statewide programs, and impact on programs at neighboring community college districts.

ICCB approval is *not* needed for:

- agreements with secondary schools
- agreements between community colleges and other institutions within the same higher education regional consortium, including in-district agreements and interdistrict agreements, as such agreements within the consortium were approved by action of the ICCB at its June 1995 meeting
- modifications of existing agreements, including to add programs
- extension of credit courses into another community college district (permission of that district is required)

Application for Approval: To apply for approval, the community college district should submit the proposed cooperative agreement to the ICCB and address how it meets these criteria. ICCB staff review the application and work with the college to address any questions or concerns. Agreements that meet criteria for approval are then presented to the ICCB for action. Applications should be submitted at least six weeks in advance of the ICCB meeting at which action would be taken.

**Associate in Fine Arts (AFA) and  
Associate in Engineering Science (AES) Degree Approval**

To apply for approval of an AFA or AES degree, submit Form 20FA "Application for Associate in Fine Arts" or Form 20ES "Application for Associate in Engineering Science" form, along with appropriate attachments, including the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File". The program should be consistent with the program models developed by the state articulation panels. (See the iTransfer website [www.iTransfer.org] for specific program requirements. Click on iTransfer Majors and choose art, music, or engineering.)

The first time a college applies for an AFA, the proposal is treated as a new unit. A Form 22 must be completed for each option the college wishes to add. The CIP codes for the options are listed below:

AFA	Music Performance option	50.0901
AFA	Music Education option	13.1312
AFA	Art option	50.0701
AFA	Art Education option	13.1302

If the first proposal for an AFA is for fewer than four options, a college may submit a proposal for one or more other options at a later date. These will be treated as reasonable and moderate extensions. Submit the "Application for Associate in Fine Arts" (Form 20FA) and the Form 22 to add other AFA options.

To apply for initial approval of an AFA or AES degree,

- **Submit Form 20FA "Application for Associate in Fine Arts" or Form 20ES "Application for Associate in Engineering Science", along with appropriate attachments.** The program should be consistent with the program models developed by the state articulation panels contained in this section.
- **Applications may be submitted at any time during the year.**
- **Initial degree proposals require the approval of both the Illinois Community College Board and the Illinois Board of Higher Education.**
- **For more information, contact ICCB staff.** Pertinent information is also contained in Section 1501.302(d) of the *Administrative Rules of the Illinois Community College Board*.

Form 20FA  
(July 2001)

Illinois Community College Board

**APPLICATION FOR ASSOCIATE IN FINE ARTS**  
**(submit two copies)**

**COLLEGE NAME** \_\_\_\_\_ **5-DIGIT COLLEGE NO.** \_\_\_\_\_

**TITLE OF PROPOSED NEW UNIT** Associate in Fine Arts

**DEGREE TYPE** 50

**APPLICATION FOR:** MUSIC \_\_\_\_\_ MUSIC ED \_\_\_\_\_ ART \_\_\_\_\_ ART ED \_\_\_\_\_

---

---

**Please attach the following items in duplicate:**

1. **Admissions:** An admissions statement as it will appear in the college catalog showing that state standards for admissions to all transfer programs are being met. (PA 86-0954).
2. **Curriculum:** Provide the proposed catalog description of the program. List the proposed degree requirements, including general education and courses in the major. If the degree will be awarded in both music and art, describe the requirements separately.
3. **Courses:** Provide a list of courses in music and/or art that have been approved by the IAI music and art panels. (You may print this information from the F.A.C.T. [Faculty, Advisor, Counselor Transfer] section of the iTransfer website -- <http://www.iTransfer.org>). All courses included in an AFA degree proposal must be IAI approved.
4. **Facilities/Equipment:** Describe the number and adequacy of studios and major equipment/instruments (including computer hardware and software) available to support the proposed program. Indicate what additional resources will be required to offer the degree.
5. **Faculty:** Provide the number of full- and part-time faculty members who will teach courses in the major, describing their qualifications (including highest degree earned), teaching experience, and how faculty are evaluated.
6. **Form 11(s)** in duplicate to add any new courses to the curriculum.
7. **Form 22** completed in duplicate for each option (maximum of 4).

---

---

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_  
College Official Responsible

ICCB USE ONLY: Reviewed by _____ ON _____ Approved by ICCB ON _____ Approved by IBHE on _____
--

Form 20ES  
(July 2001)

Illinois Community College Board

**APPLICATION FOR ASSOCIATE IN ENGINEERING SCIENCE**  
**(submit two copies)**

**COLLEGE NAME** \_\_\_\_\_ **5-DIGIT COLLEGE NO.** \_\_\_\_\_  
**TITLE OF PROPOSED NEW UNIT:** Associate in Engineering Science  
**DEGREE TYPE:** 51

**Please attach the following items in duplicate:**

1. **Admissions:** An admissions statement as it will appear in the college catalog, showing that state standards for admission to all transfer programs (PA 86-0954) are being met. Include information concerning the rigor of the curriculum and the recommendation that students have an additional math course beyond the standard three units earned in high school.
2. **Students Served:** A description of the type of students to be served.
3. **Catalog Description:** The proposed catalog description of the program.
4. **Curriculum:** Degree requirements should be in line with the Illinois Articulation Initiative Engineering Panel's articulation recommendation in content (type of courses, course descriptions, and prerequisites) and format (general education, required prerequisites, and engineering specialty courses). List specialties that will be offered (chemical engineering, computer & electrical engineering, etc.) and courses pertinent to each.
5. **Courses:** Provide 1) copies of all relevant course descriptions, 2) copies of the college's engineering courses already approved by the IAI Engineering Panel (print from the F.A.C.T. [Faculty, Advisor, Counselor Transfer] section of the iTransfer website – [www.iTransfer.org](http://www.iTransfer.org)).
6. **Resources available for AES instruction:** Provide the number of full- and part-time faculty members who will teach courses in the major, describing their qualifications (including highest degree earned), teaching experience, professional experience, and licenses held. Indicate how faculty are evaluated. Describe the facilities (laboratories, equipment, software) and relevant library holdings. Indicate what additional resources will be required to offer the degree.
7. **Form 11(s)** in duplicate to add any new courses to the curriculum.
8. **Form 22** completed in duplicate.

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_  
College Official Responsible

ICCB USE ONLY: Reviewed by _____ on _____ Approved by ICCB on _____ Approved by IBHE on _____
--



### **Associate in General Studies (AGS) Degree Approval**

To apply for approval of an Associate in General Studies degree, submit the Form 20GS "Application for Associate in General Studies", along with appropriate attachments, including the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File". The program should be consistent with ICCB rules for the Associate in General Studies degree (Section 1501.302).

These applications may be submitted at any time. Staff usually require four to six weeks to review the application and make a recommendation. Applications must be acted upon by both the ICCB and the IBHE.

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

Form 20GS  
(July 2001)

Illinois Community College Board  
**APPLICATION FOR ASSOCIATE IN GENERAL STUDIES**  
(submit two copies)

**COLLEGE NAME** \_\_\_\_\_ **5-DIGIT COLLEGE NO.** \_\_\_\_\_

**TITLE OF PROPOSED NEW UNIT** Associate in General Studies

**DEGREE TYPE** 04 **NUMBER OF CREDIT HOURS** \_\_\_\_\_ **PCS/CIP** 1.1 240102

**Please answer the questions below and attach the following items:**

1. **Admissions:** Describe admissions requirements of the degree and the characteristics of the students to be served.
2. **Degree Intent:** Define how the degree will fulfill the three degree intentions of the Associate in General Studies: 1) a liberal studies program, 2) an individualized program meeting needs not met by other programs, and 3) a capstone program for graduates of occupational certificate programs.
3. **Curriculum:** Please indicate how the curriculum will be structured to ensure that it is designed to meet the student's needs that cannot be met by other degrees offered by the college, such as the need for a two-year liberal education, the need for an associate degree to enhance employment opportunities in areas for which a general associate degree is more desirable than a specific occupational program, and the need for a general associate degree to enhance opportunities for individuals who have completed a specific certificate program. Describe the proposed degree requirements, including general education, occupational and transfer courses, and total credit hours.
4. **Course Credit:** Describe the policies for acceptance of credit in transfer and awarding of credit for noncredit or noncollegiate activity.
5. **Support Services and Advising:** Describe the elements of the academic plan that students are expected to develop before beginning their program. What structure will the college use to ensure that this degree program is carefully planned with an academic advisor? How is the degree plan developed with the academic advisor documented? When is the degree plan approved by the Vice President or Dean of Instruction? What faculty and staff resources will be available to assist students enrolled in the program. Who will be responsible for monitoring that progress of students?
6. **Catalog Description:** Provide a complete catalog description for the Associate in General Studies.
7. **Form 11(s)** in duplicate to add any new courses to the curriculum.
8. **Form 22** completed in duplicate.

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_  
College Official Responsible

ICCB USE ONLY: Reviewed by _____ on _____ Approved by ICCB on _____ Approved by IBHE on _____
--

## Review and Approval of Occupational Curriculum

All new occupational curricula must be approved by the Illinois Community College Board. Associate in Applied Science degree programs may require approval by the Illinois Board of Higher Education as well. The review process used for new unit requests varies according to the type of curriculum proposed and the category of approval requested. Following are (A) descriptions of the review process utilized for each type of occupational curriculum, and (B) the categories of approval that may be requested. **Please read this information carefully, as it reflects a number of changes that have been implemented to streamline the new unit process and allow the colleges maximum flexibility in implementing programs that respond to emerging needs.**

### A. Review Process

1. **Associate in Applied Science Degree:** An application for a new AAS degree is reviewed by a team of ICCB, IBHE, and ISBE staff. The college may be asked to provide the review team with additional information. The review team develops a consensus recommendation that is presented to the ICCB for action and to the IBHE if permanent approval is requested.
2. **Certificates of Seven or More Semester Credit Hours:** An application for a certificate of seven or more semester credit hours is reviewed by staff from ICCB and ISBE. The college may be requested to provide additional information. Staff will develop a recommendation to be presented to the ICCB for action. If the proposed certificate is less than 30 semester credit hours, the President/CEO of ICCB may approve the certificate on behalf of the Board.
3. **Certificates of Less Than Seven Semester Credit Hours:** Implementation of a certificate of less than seven semester credit hours may be done through the Reasonable and Moderate Extension process (Form 21S), provided the college has one or more approved curricula in the same two-digit CIP classification (i.e., 51.xxxx). **See page 37 for specific instructions.**

### B. Occupational Curriculum Approval Categories

There are two categories of occupational curriculum approval. **The categories of approval utilize different application forms and criteria.** Therefore, it is important for the college to determine the type of approval to be requested and use the appropriate form and application instructions. Occupational curriculum approval may be requested as follows:

1. **Permanent Approval** may be requested for **any certificate or Associate in Applied Science degree program** by submitting a **Form 20, Parts A and B**. Form 20, Parts A and B and instructions for completing and submitting each part of the application can be found on pages 18-26 of this manual.
2. **Temporary Approval** may be requested for **any certificate and for Associate of Applied Science degree programs that (1) address emerging occupations, or (2) meet**

**immediate and temporary needs in the community by submitting a Form 20T. At the end of the temporary approval period, the program must receive permanent approval in order for the college to continue to offer the program.** The Guidelines for Application for Temporary Approval, Form 20T, and instructions for completing and submitting the application can be found on pages 27-29 of this manual.

#### Application Time Table

To provide maximum flexibility to colleges in program development and implementation, applications for occupational curriculum approval may be submitted for consideration at any time and may be recommended for action at any ICCB meeting during the year. Associate of Applied Science degree programs for which permanent approval is requested require ICCB and IBHE approval. All certificate programs and Associate of Applied Science degree programs for which temporary approval is requested require ICCB approval only. All applications for new occupational curricula are shared with ISBE staff for review and comment, and applications for AAS degrees are shared with IBHE staff as well.

For applications that are complete and require little or no revisions or clarifications, the time required for ICCB staff to review the proposal, seek comment from staff at IBHE and/or ISBE, and make a recommendation for Board action should range from six weeks for requests for temporary approval to eight weeks for requests for permanent approval. Recommendations are not final until the ICCB or its designee (and IBHE, if applicable) have acted upon them.

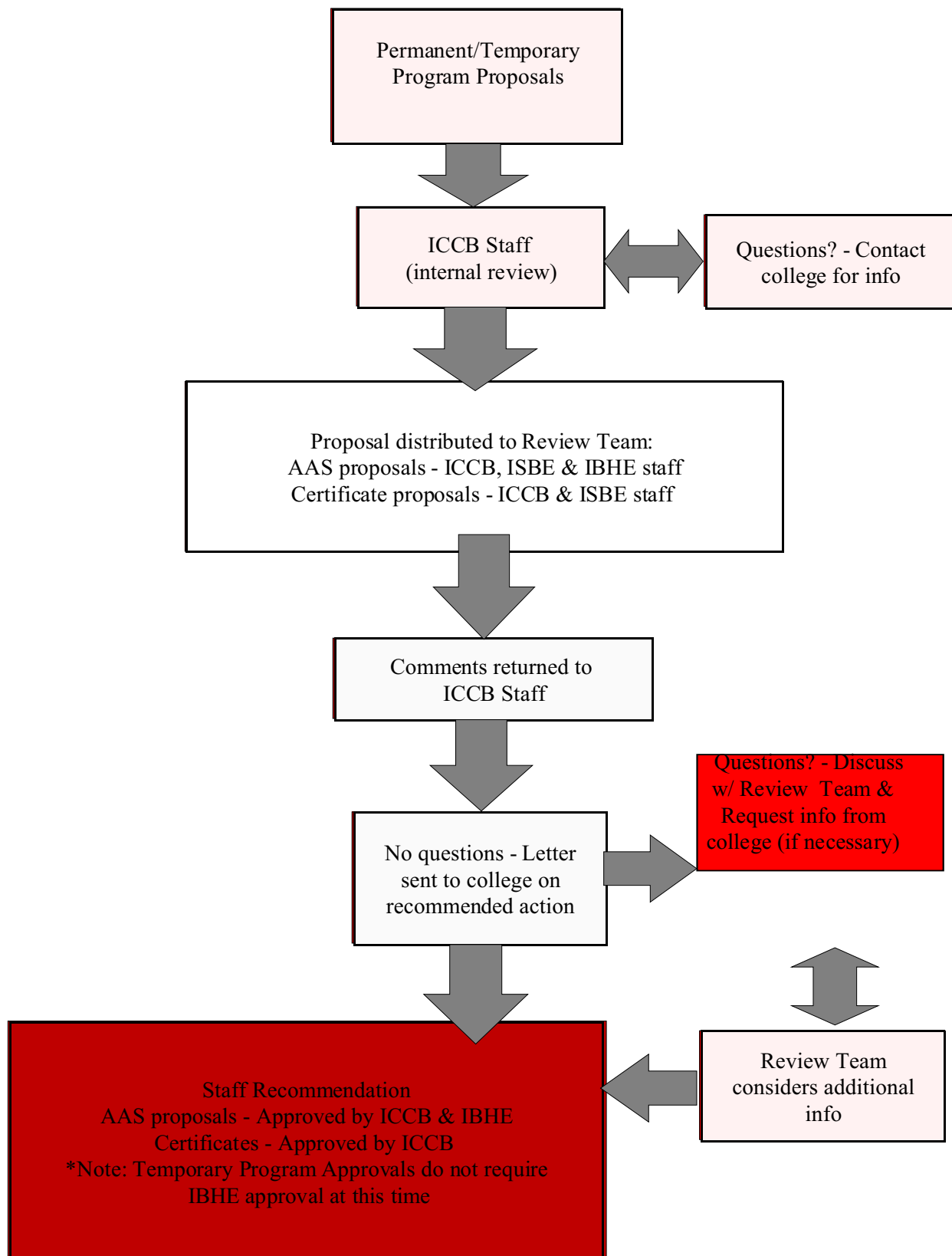
**While staff will make every effort to process applications according to these time estimates, colleges need to keep in mind that if additional information and/or discussion is needed during the review, the proposed program may not be recommended to the Board for action within this time frame. It is advisable to submit applications as far in advance of the proposed implementation date as feasible.**

For Associate of Applied Science degree programs that require approval by both ICCB and IBHE, recommendations will be taken to whichever Board meets first after approval is recommended by staff.

#### Appeal Process

If ICCB staff do not recommend approval of a new occupational curriculum, the college may appeal the decision by notifying the ICCB President/CEO or the Executive Vice President in writing. For permanent approval, Associate of Applied Science Degree programs also require IBHE approval. If IBHE staff do not recommend approval, the college may appeal the decision by notifying the IBHE Executive Director in writing, with a copy to the ICCB.

### ICCB Program Approval Process (Career & Occupational Programs)



## APPLICATION PROCESS

### FORM 20: APPLICATION FOR PERMANENT APPROVAL

### FORM 20T: APPLICATION FOR TEMPORARY APPROVAL

### FORM 20P: APPLICATION TO PERMANENT FROM TEMPORARY APPROVAL

1. Form 20, Parts A and B, can be found on pages 18-26. Instructions for completing the application are part of the form.

Form 20T can be found on pages 27-29. Instructions for completing the application are part of the form.

Form 20P can be found on pages 30-32. Instructions for completing the application are part of the form.

2. Submit **three (3) copies** of the completed Form 20 or Form 20T to:

Tricia Broughton  
Associate Director for Career and Technical Programs  
Illinois Community College Board  
401 East Capitol Avenue  
Springfield, Illinois 62701-1711

Appropriate staff will review the application and inform the college whether the proposed program will be recommended for approval or if further information is needed before a recommendation can be made. A "Notice of Request for Approval of New Curricula" is posted in the monthly CEO Memorandum to inform and solicit comments from the community college system about the proposed program. Staff will make every attempt to respond to the program request within 30 to 45 days.

**NOTE:** Refer to the time table on page 15 for submission guidelines in conjunction with Board meetings. If there are staff concerns and/or additional information is needed, the process may extend beyond the time frames shown.

3. Form 20P is to be submitted along with the annual Accountability and Program Review Report in the year in which temporary approval lapses. Colleges will be notified by the ICCB when temporary approval will lapse and will receive detailed instructions regarding requesting permanent approval.

Colleges are encouraged to contact ICCB staff with questions about the application process or about the new program that is being developed. Questions may be directed to:

Tricia Broughton, Associate Director  
Career and Technical Programs  
Phone: (217) 785-0082  
e-mail: tbroughton@iccb.state.il.us

OR Carol A. Lanning, Senior Director  
Program Planning and Accountability  
Phone: (217) 524-5502  
e-mail: clanning@iccb.state.il.us

Form 20  
(November 2003)

Illinois Community College Board

**APPLICATION FOR PERMANENT APPROVAL  
OF AN OCCUPATIONAL CURRICULUM**  
**Submit THREE Complete Copies**

**COLLEGE NAME** \_\_\_\_\_ **5-DIGIT COLLEGE NUMBER** \_\_\_\_\_

**CONTACT PERSON** \_\_\_\_\_

**PHONE** \_\_\_\_\_ **FAX** \_\_\_\_\_

**EMAIL** \_\_\_\_\_

---

**CURRICULUM INFORMATION**

**AAS:**

**TITLE** \_\_\_\_\_ **CREDIT HOURS** \_\_\_\_\_ **CIP CODE** \_\_\_\_\_

**CERTIFICATE:**

**TITLE** \_\_\_\_\_ **CREDIT HOURS** \_\_\_\_\_ **CIP CODE** \_\_\_\_\_

**CERTIFICATE:**

**TITLE** \_\_\_\_\_ **CREDIT HOURS** \_\_\_\_\_ **CIP CODE** \_\_\_\_\_

**PROPOSED CLASSIFICATION:** \_\_\_\_\_ District \_\_\_\_\_ Regional \_\_\_\_\_ Statewide

**PROPOSED IMPLEMENTATION DATE:** \_\_\_\_\_

**SUBMISSION INCLUDES:**

\_\_\_\_\_ Part A: Feasibility Analysis

\_\_\_\_\_ Part B: Curriculum Quality and Cost Analysis. **Also, complete the following when submitting Part B:**

This curriculum was approved by the college Board of Trustees on: \_\_\_\_\_  
Date

State approval is hereby requested: \_\_\_\_\_  
*Required-* Chief Administrative Officer Signature Date

**ICCB USE ONLY:**

ICCB APPROVAL DATE: AAS \_\_\_\_\_ 7-29 cr hrs Cert. \_\_\_\_\_ 30+ Cert. \_\_\_\_\_

IBHE APPROVAL DATE for AAS \_\_\_\_\_

## APPLICATION FOR PERMANENT APPROVAL OF AN OCCUPATIONAL CURRICULUM

### INSTRUCTIONS

**Application Components:** The curriculum approval application is designed to be submitted as two separate parts, **Part A: Feasibility Analysis** and **Part B: Curriculum Quality and Cost Analysis**.

**Part A: Feasibility Analysis.** This section is designed to verify that the program is feasible from a labor market standpoint and solicits conclusive or convincing evidence of labor market need. Colleges are advised to submit this section in advance to indicate feasibility and obtain comments from the state curriculum review team prior to program development and submission of Part B: Curriculum Quality and Cost Analysis.

**Part B: Curriculum Quality and Cost Analysis.** This section is intended to solicit information from the college that documents quality in response to identified needs and that it is a cost-effective program with commensurate financial support. Form B should be submitted in a timely fashion following submittal of Part A: Feasibility Analysis to ensure the timeliness and applicability of the labor market need documentation.

Community colleges may submit both Parts A and B together as a package.

**Approval of Related AAS Degree and Certificate Curricula.** When applying for approval of closely related AAS degree and certificate programs, the college should submit a single application that reflects all programs. (For example, a hospitality management AAS and certificate would use a single application.) In the application, ensure that information is tailored as needed to each curriculum, as the rationale and supporting information may vary for each program. For Chart B: Enrollment, provide separate completion figures for each program. For Chart C: Curriculum, submit a separate chart for each program.

**Application Submission.** Submit three complete copies of the application.

**For More Information.** Community colleges are encouraged to contact ICCB staff with questions on the application process. Pertinent information is also contained in the *Administrative Rules of the Illinois Community College Board*.



## OCCUPATIONAL CURRICULUM APPROVAL APPLICATION PART A: FEASIBILITY ANALYSIS

1. **CURRICULUM DESCRIPTION.** Provide a one-page description addressing:
  - a. the program's purpose
  - b. the type of jobs for which it would train graduates (e.g., job titles, occupations, clusters of occupations, cross-functional positions, emerging occupations)
  - c. the target population; e.g., current employees and/or persons desiring career entry
  - d. unique or noteworthy features of the program
  - e. relationship of the program to existing curricula at the college (e.g., how the program complements or shares resources with existing programs)
2. **LABOR MARKET NEED.** Document labor market need for the proposed curriculum. Consult ICCB's *"Labor Market Need Analysis: Ten Easy Steps to Conduct a Basic Analysis for Program Approval"* (Appendix B of the *Program Manual*).
  - a. **Supply-Demand Data.** Attach information on program completers versus projected job openings for your district. For comparison purposes you may want to include statewide data. Regional proposals should include data reflective of all districts to be served.
  - b. **Alternate Documentation.** If supply-demand data is not supportive, not applicable (such as with some new and emerging occupations), or not available (such as for your district) provide alternate documentation of labor market need. This might include career information, such as occupational growth rates, wage information, or a job outlook summary. This might also include data from employers assessing current openings in your area or their need to retrain employees.
  - c. **Need Summary.** Summarize the key findings on Chart A: Labor Market Need.
  - d. **Planning and Collaboration.** Describe how the proposed curriculum fits into the college's overall plans and goals to meet occupational education/workforce preparation needs within the district/region. Address how the program meets priority needs, and describe steps taken to plan and deliver the curriculum in collaboration with others, such as the education-to-careers partnership, the Tech Prep consortium, the regional community college/university consortium, or other local/regional initiatives and partners.
  - e. **Regional Programs.** If the college is seeking "regional" designation for the proposed program, describe how the college will ensure the region is adequately served by the program; e.g., via cooperative arrangements or telecommunications.

**3. ENROLLMENT DATA.** Project enrollments and completions on Chart B: Enrollment.

**CHART A: LABOR MARKET NEED.** Summarize key findings from labor market data (including alternate data if appropriate) to document need for the proposed program.

<u>SOC Job Titles &amp; Codes</u> (and other job titles if alternate data also submitted)	Employment Projections:	
	Annual District <u>Openings *</u>	Annual Program <u>Completers **</u> (indicate from which surrounding districts)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Note: Data summarized in Chart A should directly correspond to data appended for 2a and 2b.

\* SOC ( Standard Occupational Classification) Job titles/codes & AAJO (Average Annual Job Openings) by Community College district can be found through the IDES (Illinois Dept. Of Employment Security) website at [www.il.workinfo.com](http://www.il.workinfo.com).

\*\* Program completer data can be used from the most current ICCB Data and Characteristics Report or completer data provided by the college.

**CHART B: ENROLLMENT:** Project enrollments and completions:

	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
Full-Time Enrollments:	_____	_____	_____
Part-Time Enrollments:	_____	_____	_____
Completions:*	_____	_____	_____
	_____	_____	_____

\*If more than one program is presented in this application; e.g., related degree and certificate programs, provide separate completion projections for each program, adding lines to the chart as needed.

**OCCUPATIONAL CURRICULUM APPROVAL APPLICATION  
PART B: CURRICULUM QUALITY AND COST ANALYSIS**

1. **OCCUPATIONAL CURRICULUM APPROVAL APPLICATION COVER SHEET.** If Part A: Feasibility Analysis was submitted previously and Part B: Curriculum Quality and Cost Analysis is a separate submission:
  - a. **Cover Sheet.** Attach a copy of the cover sheet from the original submission that includes the local college board of trustees approval date and the chief administrative officer's signature.
  - b. **Part A Revisions.** Verify if the information submitted previously on Part A is still accurate and pertinent. If any revisions are needed, please submit.
2. **CURRICULUM INFORMATION.** Provide the following information on the program:
  - a. **Curriculum.** Complete Chart C: Curriculum to present the proposed curriculum.
  - b. **Articulation.** Specify how the program is structured or articulated to provide a career ladder for students. Include information on articulation with secondary schools, articulation between certificate and AAS degrees, and articulation with baccalaureate instruction.
  - c. **Course Syllabi.** Append course syllabi for new courses or any existing courses that are being modified significantly for the proposed curriculum.
  - d. **Work-Based Learning.** Append a list of work-based learning sites to be used; e.g., for internship, career exploration, job shadowing, clinical practicum, or apprenticeship coursework.
  - e. **Equipment.** List equipment to be purchased, shared, or leased to implement the curriculum.
3. **EDUCATION AND SKILL REQUIREMENTS.** Describe how the college ensures that the proposed curriculum will provide needed education and skills for the occupation and will meet program objectives by addressing the following:
  - a. **Employer Input.** Append employer advisory committee meeting minutes and other pertinent documents to reflect the private sector input obtained in the development of the proposed curriculum.
  - b. **Skill Level.** Describe how the program incorporates the appropriate level of academic, technical, and workplace skills, including SCANS skills (Secretary's Commission on Achieving Necessary Skills), Work Keys and state and/or national skill standards, if available.

c. **Skills Standards/Credentialing/Licensure for Students.** Regarding the *students*, please specify:

- What skill standards have been set in this occupation or what professional credentialing (licensure, certification, registration, etc...) is available to students and through what agency/entity? Is it optional or required; i.e., is licensure or certification required or optional for job entry? What steps has the college completed to ensure that students will earn the skills required to obtain the necessary licensure or certification?

d. **Skills Standards/Accreditation for Programs.** Regarding the proposed *program*, please specify:

- What external approval or accreditation can be obtained for this program and through what agency/entity? Is it optional or required; i.e., is program approval/accreditation by a regulatory agency or industry-related entity required prior to enrolling students or graduates earning their licensure/certification? What steps has the college completed to obtain that approval/accreditation?

4. **ASSESSMENT OF STUDENT LEARNING.** Describe how the college plans to ensure the following:

- a. **Student Learning Objectives.** Describe or list the learning objectives/outcomes that each student is expected to have mastered upon completion of the program related to 1) the general education component of the curriculum, and 2) the career and technical education component of the curriculum.
- b. **Assessment of Student Learning Objectives.** Describe the process(es) the college has in place to ensure that students demonstrate these learning objectives prior to program completion. For example, assessment through portfolio review, cumulative course, team project, written/performance test, or industry/state certification/licensure examination.
- c. **Program Improvement.** Describe how the college will use this assessment for continuous quality improvement of the curricula.

## 5. **FACULTY**

- a. **Faculty Qualifications.** Complete and append Chart D1: Faculty Qualifications to specify the minimum qualifications for program faculty, including new and existing faculty.
- b. **Faculty Needs.** Complete and append Chart D2: Faculty Needs to specify the number of full- and part-time faculty the program will need for each of the first three years, including new and existing faculty.

6. **ACADEMIC CONTROL.** If another entity is involved in the delivery of the program in addition to the community college through a cooperative arrangement or contract; e.g., with another college or university, the regional consortia, an apprenticeship organization, a private institution or business, or other outside entity:
  - a. **Contractual/Cooperative Agreements.** Append a copy of the contractual or cooperative agreement.
  - b. **Academic Control.** Describe how the college will maintain academic control over the program, including student admissions, faculty, and program content and quality.
7. **COST DATA.** Document the financial feasibility of the proposed program.
  - a. **Source of Funds.** Specify the source of resources to support the proposed program and note what portion of funds will come from reallocations of existing resources as compared to new resources.
  - b. **Finance.** Complete and append Chart E: Finance to identify new direct costs to establish the program.

**CHART C: CURRICULUM.** List courses within the proposed program, and *asterisk new courses*.

Course Prefix/#      Course Title	Asterisk New Courses	Credit Hours	Lecture Contact Hours	Lab Contact Hours
General Education Courses ( <i>required</i> coursework).  Note which courses are <i>transferable</i> .  <b>Total</b>				
Career and Technical Education Courses ( <i>required</i> coursework)          <b>Total</b>				
Work-Based Learning Courses ( <i>required</i> internship, practicum, apprenticeship, etc.) <b>Total</b>				
Electives       <b>Total</b>				
<b>TOTAL CREDIT HOURS REQUIRED FOR COMPLETION</b>				

**CHART D1: FACULTY QUALIFICATIONS.** Cite the minimum qualifications for new and existing faculty.

<u>Degree</u>	<u>Field</u>	<u>Years of Related Occupational Experience</u>	<u>Years of Teaching Experience</u>
_____	_____	_____	_____
_____	_____	_____	_____

**CHART D2: FACULTY NEEDS.** : Cite the number of faculty, including new and existing faculty, that the program will need for each of the first three years, noting if they will serve as full-time faculty or part-time.

	<u>First Year</u>		<u>Second Year</u>		<u>Third Year</u>	
	<u>Full-Time</u>	<u>Part-Time</u>	<u>Full-Time</u>	<u>Part-Time</u>	<u>Full-Time</u>	<u>Part-Time</u>
# of New Faculty	_____	_____	_____	_____	_____	_____
# of Existing Faculty	_____	_____	_____	_____	_____	_____

**CHART E: FINANCE:** Identify projected new direct costs to establish the program.

	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
Faculty Costs	\$ _____	_____	_____
Administrator Costs	_____	_____	_____
Other Personnel Costs (specify positions)	_____	_____	_____
Equipment Costs	_____	_____	_____
Library/LRC Costs	_____	_____	_____
Facility Costs*	_____	_____	_____
Other (specify)	_____	_____	_____
<b>TOTAL NEW COSTS</b>	<b>\$ _____</b>	_____	_____

\*Capital projects that use state funds require prior ICCB approval, as do capital projects over \$250,000 that use local funds.

## GUIDELINES FOR APPLICATION FOR TEMPORARY APPROVAL

**Temporary Approval Criteria:** Programs are eligible for temporary approval as follows:

- a. **Associate of Applied Science Degree Programs.** A college may request temporary approval for a one- to three-year period for the following types of AAS degree programs:
  - Experimental programs designed to prepare students for emerging occupations. An emerging occupation may be either (1) a new occupation that has been recognized by a professional organization (e.g., speech-language pathology assistants), or (2) an occupation for which new licensure/certification requirements have been developed (e.g., massage therapists), or (3) an occupation that has evolved within a broad occupational field and for which specific labor market information is not available (e.g., webmasters).
  - Programs that would meet immediate and temporary needs in the community (e.g., provide students an opportunity to earn an associate's degree in an occupational area identified by an employer for a single cohort of employees.)
- b. **Certificate Programs.** A college may request temporary approval for any certificate program.

**Application:** Colleges can apply for temporary approval of a new unit of instruction by completing a Form 20T. Please see the following page for Form 20T and instructions.



Form 20T  
(November 2003)

Illinois Community College Board

**REQUEST FOR TEMPORARY PROGRAM APPROVAL**  
**Submit THREE Copies**

**College Name** \_\_\_\_\_ **5-Digit College Number** \_\_\_\_\_

**Contact Person** \_\_\_\_\_

**Phone** \_\_\_\_\_ **Fax** \_\_\_\_\_ **E-mail** \_\_\_\_\_

---

---

**CURRICULUM INFORMATION**

**AAS**  
**Title** \_\_\_\_\_ **Credit Hours** \_\_\_\_\_ **CIP Code** \_\_\_\_\_

**CERTIFICATE**  
**Title** \_\_\_\_\_ **Credit Hours** \_\_\_\_\_ **CIP Code** \_\_\_\_\_

**Proposed Classification:** \_\_\_\_\_ **District** \_\_\_\_\_ **Regional** \_\_\_\_\_ **Statewide**

**Proposed Implementation Date:** \_\_\_\_\_

**Temporary Approval Requested For:** \_\_\_\_\_ **1 Year** \_\_\_\_\_ **2 Years** \_\_\_\_\_ **3 Years**

---

---

**VERIFICATION**

This curriculum was approved by the college Board of Trustees on: \_\_\_\_\_

**Temporary ICCB approval is requested:** \_\_\_\_\_

**Chief Administrative Officer**  
**Signature (*Required*)**

**Date**

**ICCB use only:**

Temporary ICCB Approval Date \_\_\_\_\_

Permanent Approval must be submitted no later than August 1, \_\_\_\_\_

## TEMPORARY APPROVAL APPLICATION INSTRUCTIONS

### PLEASE ATTACH THE FOLLOWING ITEMS:

1. **Rationale:** Provide a rationale statement that, at a minimum, includes the following:
  - Reason(s) the college is requesting temporary approval for this program.
  - A brief description of the proposed program and a copy of the proposed curriculum.
  - A brief need statement based on local business/community needs.
2. **Program Objectives:** State the objectives of the program during the period of temporary approval.
3. **Benchmarks:** List benchmarks, including enrollment, completions, job placement/promotions, and any other measures the college deems appropriate, that can be used in evaluating whether the program is achieving the stated objectives at the end of the period of temporary approval. These benchmarks will be used along with other information to determine if the program should receive permanent approval.
4. **Assessment of Student Learning:** Describe how the college plans to ensure the following:
  - a. **Student Learning Objectives.** Describe or list the learning objectives/outcomes that each student is expected to have mastered upon completion of the program related to 1) the general education component of the curriculum, and 2) the career and technical education component of the curriculum.
  - b. **Assessment of Student Learning Objectives.** Describe the process(es) the college has in place to ensure that students demonstrate these learning objectives prior to program completion. For example, assessment through portfolio review, cumulative course, team project, written/performance test, or industry/state certification/licensure examination.
  - c. **Program Improvement.** Describe how the college will use this assessment for continuous quality improvement of the curricula.
5. **Alternatives for Students:** State the alternatives that the college will provide for students who enroll in the proposed program to ensure that they will be able to attain their educational goals in the event that permanent approval is not received.
6. **Information for ICCB Master Files**
  - Completed Form 22 (in duplicate) for the proposed new curriculum.
  - Completed Form 11 (in duplicate) for each new course included in the proposed program.

**Application Submission:** Please submit three complete copies of this application.

### **GUIDELINES FOR PERMANENT APPROVAL OR DISCONTINUATION OF PROGRAMS WITH TEMPORARY APPROVAL**

- a. Permanent program approval for programs with temporary approval will be considered annually as a part of the program review report colleges submit to the ICCB. At the end of the period of temporary approval, the college will be asked to indicate whether it will 1) seek permanent approval for the program, or 2) discontinue the program.
- b. If permanent approval is sought, the college will be asked to provide a “mini-review” of the program that includes information related to the stated objectives for the program and the benchmarks the college set, as well as any other information that will provide evidence that the program is successfully meeting its objectives. “Mini-reviews” will be submitted to the ICCB along with the college program review summaries. Based on the information provided in the “mini-review,” ICCB and IBHE staff will consult to determine whether Associate of Applied Science Degree programs should be recommended for permanent approval to both Boards. For certificates, the final decision regarding permanent approval will be made by the ICCB, with consideration given to any comments that may be provided by IBHE staff.
- c. If permanent approval is not recommended for a program, ICCB and IBHE staff (for AAS Degree programs) or ICCB staff (for certificates) will have the option of (1) providing a plan for improvement to the college with a follow-up response scheduled at the time program reviews are submitted the following year or (2) directing the college to implement the alternatives for students that were included in the request for temporary approval and to close the program as soon as those alternatives will allow.
- d. If the college does not wish to seek permanent approval for the program, it will be asked to provide a rationale for the decision and specific information about the alternatives available to students currently enrolled in the program.

**Application:** Colleges should apply for permanent approval of an occupational program with temporary approval by completing a Form 20P (add) or Form 20P (discontinue) should be used to notify ICCB of the discontinuation of a program with temporary approval. Please see the following page for Form 20P and instructions.

Form 20P (add)  
(November 2003)

Illinois Community College Board

**REQUEST FOR PERMANENT APPROVAL  
FOR AN OCCUPATIONAL PROGRAM WITH TEMPORARY APPROVAL  
Submit THREE Copies**

**College Name** \_\_\_\_\_ **5-Digit College Number** \_\_\_\_\_

**Contact Person** \_\_\_\_\_

**Phone** \_\_\_\_\_ **Fax** \_\_\_\_\_ **E-mail** \_\_\_\_\_

**Program Title** \_\_\_\_\_

**Credit Hours** \_\_\_\_\_ **CIP Code** \_\_\_\_\_ **Curriculum Prefix & Number** \_\_\_\_\_

---

---

**PLEASE ATTACH THE FOLLOWING ITEMS:**

1. **Benchmarks**: Provide the following data for the program to date: enrollments, completions, job placement rate and other benchmarks if applicable. The actual data should be related to projections included in the application for temporary approval and, in cases where there are wide discrepancies between actual and projected data, an explanation should be included.
2. **Program Objectives**: Identify the original program objectives and provide evidence, in addition to the benchmarks above, that the program objectives are being met. Include quantitative and qualitative information to support the program's performance as appropriate.
3. **Curriculum**: Include a copy of the curriculum for the program and indicate any changes that have been made during the period of temporary approval and why.
4. **Program Strengths/Weaknesses**: Describe the strengths and/or weaknesses of the program that were identified as a result of your review of the period of temporary approval.
5. **Recommendations**: Describe recommendations for program improvement that were identified as a result of your review of the period of temporary approval.
6. **Information for Curriculum Master File**:  
Completed Form 22 (in duplicate) for the proposed new curriculum.  
Completed Form 11 (in duplicate) for each new course included in the proposed program.

---

---

**VERIFICATION**

**Permanent ICCB approval is requested:** \_\_\_\_\_  
**Chief Administrative Officer** **Date**  
**Signature (Required)**

**ICCB Use Only: ICCB Approval Date:** \_\_\_\_\_

**IBHE Approval Date:** \_\_\_\_\_ (AAS only)

Form 20P (discontinue)  
(November 2003)

Illinois Community College Board

**NOTIFICATION OF INTENT TO DISCONTINUE  
AN OCCUPATIONAL PROGRAM WITH TEMPORARY APPROVAL**

**College Name** \_\_\_\_\_ **5-Digit College Number** \_\_\_\_\_

**Contact Person** \_\_\_\_\_

**Phone** \_\_\_\_\_ **Fax** \_\_\_\_\_ **E-mail** \_\_\_\_\_

**Program Title** \_\_\_\_\_

**Credit Hours** \_\_\_\_\_ **CIP Code** \_\_\_\_\_ **Curriculum Prefix & Number** \_\_\_\_\_

---

---

**VERIFICATION**

**It is the intent of the college to discontinue the above-named program.**

\_\_\_\_\_  
**Chief Administrative Officer Signature**  
*(Required)*

\_\_\_\_\_  
**Date**

---

---

**PLEASE ATTACH THE FOLLOWING ITEMS:**

1. **Rationale for Program Discontinuation:** Provide a brief rationale for the decision to discontinue the program and indicate the final academic term during which the college expects to offer the program.
2. **Alternatives for Students:** Indicate how many students are currently enrolled in the program and describe the alternatives they will be offered to ensure that they will be able to attain their educational goals.
3. **Information for Curriculum Master File:**  
Completed Form 22 (in duplicate) to inactivate or withdraw the curriculum.

**ICCB Use Only: Reviewed By:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Accepted By:** \_\_\_\_\_ **Date** \_\_\_\_\_

Form 20ED  
(March 2004)

Illinois Community College Board

**APPLICATION FOR ASSOCIATE OF ARTS IN TEACHING**  
**Submit Three Complete Copies**

COLLEGE NAME \_\_\_\_\_ 5-DIGIT COLLEGE NO. \_\_\_\_\_

TITLE OF PROPOSED NEW UNIT Associate of Arts in Teaching – Secondary Mathematics

DEGREE TYPE 52

APPLICATION FOR: **SECONDARY MATHEMATICS (PCS/CIP:1.1 13.1311)** \_\_\_\_\_

---

---

**Please attach the following items in duplicate:**

1. **Admissions:** The General Principles for the development of AAT models state, “community colleges should adopt a process for admission to AAT programs for purposes of advising and career development.” Provide a description of the college’s process for admission to the AAT in Secondary Mathematics program, including admission requirements and required advising and counseling support.
2. **Curriculum:** Provide the following information:
  - A proposed catalog description of the program.
  - A curriculum chart reflecting the proposed degree requirements, including general education, professional education, and major courses (see Chart A).
  - Copies of new or revised syllabi for the professional education courses being offered as part of the program that are aligned with the sample syllabi of the Secondary Math model.
  - Copies of new or revised syllabi for the major mathematics courses being offered as part of the program that are aligned with the sample syllabi of the Secondary Math model.
  - The number of field experience contact hours required within the Introduction to Education course, along with a description of those experiences (settings, age ranges, activities, artifacts, and assessments).

**PLEASE NOTE:** Members of the Elementary, Secondary, and Special Education Panels of the Illinois Articulation Initiative (IAI) have endorsed the five professional education courses of the AAT Secondary Math model as their standards-based recommendation. They are currently developing a process for review. Once the process is established, colleges will be expected to submit their professional education courses to the appropriate IAI panel for review in a timely manner.

***CONTINUED ON NEXT PAGE...***

---

---

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_  
College Official Responsible

ICCB USE ONLY: Reviewed by _____ ON _____ Approved by ICCB ON _____ Approved by IBHE ON _____
--

Form 20ED (continued)  
(March 2004)

3. **Assessment of Student Learning:** Please provide the following:
  - A description of the college's policy and procedures regarding passage of the Enhanced Basic Skills Test.
  - A matrix showing professional and major course alignment with the standards, artifacts, and assessments identified for the AAT model in Secondary Mathematics (see Template/Sample).
  - Identification of any additional standards covered beyond those approved as part of the model – these should be added to the matrix in bold text.
  - A description of how the college will address core language arts standards, core technology standards, and standards related to global diversity and multiculturalism.
  - A description of how program outcomes will be assessed and documented, including use of portfolios.
4. **Facilities/Equipment:** Describe the number and adequacy of equipment (including computer hardware and software) available to support the proposed program. Indicate what additional resources will be required to offer the degree.
5. **Faculty:** Provide the number of full- and part-time faculty members who will teach courses in the major, describing their qualifications (including highest degree earned), teaching experience, and how faculty are evaluated.
6. **Cost Data:** Specify the source of resources to support the proposed program and note what portion of funds will come from reallocations of existing resources as compared to new resources.
7. **Education Contact:** Please provide the name and contact information of the college's designated teacher education representative.
8. **Form 11(s)** in duplicate to add any new courses to the curriculum.
9. **Form 22** completed in duplicate.

**Chart A — AAT Secondary Mathematics Curriculum Chart**

<b>GENERAL EDUCATION</b>		
<b>Course Title</b>	<b>Semester Hours</b>	<b>IAI Code</b>
<b>Total</b>		
<b>PROFESSIONAL EDUCATION</b>		
<b>Course Title</b>	<b>Semester Hours</b>	<b>IAI Code*</b>
<b>Total</b>		
<b>MATHEMATICS MAJOR COURSES</b>		
<b>Course Title</b>	<b>Semester Hours</b>	<b>IAI Code</b>
<b>Total</b>		
<b>Degree Total</b>		

**\*Please Note:** The IAI education course codes are currently being revised. Until those are finalized and posted, you are not expected to complete the IAI Code column for the Professional Education section of this chart.



**Template — AAT Secondary Mathematics Standards Matrix**  
*Professional Education and Math Major Courses*

Standards Addressed					
Course Title and Number	IAI Code (if appropriate)	IPTS	Core Language Arts	Core Technology	Mathematics Content-Area

*This chart should be recreated/expanded to fit the number of professional education and math major courses in your proposed program.*

**See the sample on the following page.**

## SAMPLE TEMPLATE

This is not intended to be a complete representation of the matrix, only an example of how the information should be reflected.

### AAT Secondary Mathematics Standards Matrix *Professional Education and Math Major Courses*

Standards Addressed					
Course Title and Number	IAI Code (if appropriate)	IPTS	Core Language Arts	Core Technology	Mathematics Content-Area
EDU 104: Students with Disabilities in School		1E, 2F, 3A, 3C, 3F, 3N, 9F, 9G, 10A, 10D, 10I, 11D, 11F, 11G, 11H  <u>Assessments/Artifacts:</u> <ul style="list-style-type: none"> <li>• Service Learning Reflection</li> <li>• Exam</li> <li>• Reflection Paper</li> <li>• Panel Review</li> <li>• Reflective Journal</li> <li>• Case Study</li> <li>• Personal Philosophy Statement</li> </ul>			
MTH 201: Calculus I	MTH 901				2A, 2C, 3A, 3B, 4B, 5A, 6B3, 6C1, 6C2, 6D1, 6D2, 6D3, 7A6, 7B6, 7C8, 8C1, 8C2, 8C4, 8C5, 8C6, <b>1A*</b> , <b>3C*</b>  <u>Assessments/Artifacts:</u> <ul style="list-style-type: none"> <li>• Projects/Presentations</li> <li>• Tests/Quizzes</li> <li>• Computer/calculator programming exercise</li> <li>• Written analysis of videos modeling problem solving</li> <li>• Reflective writing on problem solving</li> </ul>

\*Additional standards covered

### **REASONABLE AND MODERATE EXTENSIONS OF PREVIOUSLY APPROVED UNITS OF INSTRUCTION**

While the *Illinois Public Community College Act* grants the ICCB the responsibility to approve "new units of instruction, research, and public service," it reserves the ability for colleges to make "reasonable and moderate extensions" of previously approved units of instruction, as defined by *Administrative Rules of the Illinois Community College Board*. It is this reasonable and moderate extension clause that permits the colleges to reshape their curriculum to keep up with the times. The definition and parameters of reasonable and moderate extensions are found in ICCB Rule 1501.302d.

ICCB rules permit two general types of reasonable and moderate extensions, with appropriate forms for each.

- New certificates or degrees created as options or subsets of existing programs require the Form 21, "Reasonable and Moderate Extension Request," which requires acceptance by ICCB staff.
- New short-term certificates of less than seven semester credit hours of new courses in a two-digit CIP category in which the college has previous approval to offer one or more programs require Form 21S "Reasonable and Moderate Extension: Short-Term Certificate," which requires acceptance by ICCB staff.

Other modifications to revise or upgrade existing programs by adding, withdrawing, or changing courses or changing the title (replacing the original program), while leaving the intent of the curriculum the same, do not require the Form 21, but rather may be made by filing other appropriate forms with ICCB staff to record the changes: Form 22 for curricula changes and Form 12 for course changes.

Procedures for each type of reasonable and moderate extension are described below. Appropriate forms should be submitted at least 30 days in advance of the expected start date of the program.

#### **Creation of New Certificates or Degrees Through the Reasonable and Moderate Extension Process (Form 21)**

New certificates or degrees may be created through the reasonable and moderate extension process when the new program is closely related to an existing program(s). This process allows the college to create the new program from an existing "parent program", following parameters in ICCB Rule 1501.302d2D and E.

**AAS or Certificate Options:** AAS or certificate options are programs that are very similar to their parent program and in the same general occupational field, but include coursework that focuses on a given specialty. An option may be created by primarily using courses in the parent program or cluster of closely related curricula; e.g., from the same four-digit code, and new or different courses as needed, provided that no more than 15 credit hours are different in AAS options or no more than nine credit hours are different in certificates of 30 semester hours or more. For example:

- AAS option: If a college currently offers a Secretarial Science AAS, it may be used as a parent program to create a Secretarial Science/Legal Option AAS. The college would primarily use courses in the parent program and could also use up to 15 different credit hours not currently in the parent program if needed to provide the legal secretary instruction. Such degree options must have a similar first-year sequence of required courses as their parent program.

**Subsets/creating certificates from larger certificates or degrees.** New certificate programs may also be created as subsets of existing AAS degrees and certificates. The new certificate may be created by primarily using courses in the parent AAS or certificate program or a cluster of closely related curricula; e.g., from the same four-digit CIP code and, in some cases, a few different courses as needed, provided that no more than nine credit hours are different in certificates of 30 semester hours or more and no more than six credit hours are different in certificates of less than 30 semester credit hours. For example:

- New certificate of 30 semester credit hours or more: If a college has an AAS degree in Secretarial Science and a certificate in microcomputer/software applications, it could create a 35 semester credit hour certificate in information processing. The college would primarily use courses in the AAS and certificate, but may use up to nine different credit hours in the new certificate; for example, to provide additional instruction on information processing. Both of these existing programs serve as the parent program, with the program that is the source of the bulk of the credit hours being cited as the parent program on the Form 21.
- New certificate of less than 30 semester credit hours: If a college has a 45 credit hour certificate in Business Management, it could be used as the parent program to create a 25 credit hour certificate in small business management. This certificate would primarily consist of existing courses in the Business Management certificate and could use up to six different credit hours; for example, to provide instruction on entrepreneurship.
- AFA Options: The first time a college applies for an Associate in Fine Arts, the proposal is treated as a new unit. If the first proposal for an AFA is for fewer than four options (art, art education, music, music education), a college may submit a proposal for one or more other options at a later date. Hours for each option may vary. The general program format for any of the AFA options must follow the IAI recommendations from the art and music panels.

Consequently, through the use of the Form 21 in the reasonable and moderate extension process, the college is able to either create a degree or certificate program option moderately different from its parent program or to create a certificate that is a subset of a parent program. A college cannot, however, create a new certificate or degree that is larger than its parent program, such as create an AAS from a certificate.

**Application.** Submit the Form 21(one copy) and Form 21AFA (two copies) to the ICCB with all sections completed. Concurrently, the college should submit two copies of the Form 22, which will be used to record the change on the college's ICCB Curriculum Master File (see Form 22 instructions later in this section.) Please see the following page for Form 21 and instructions.

Form 21  
(July 2001)

Illinois Community College Board

**REASONABLE AND MODERATE EXTENSION REQUEST**  
**(submit one copy)**

COLLEGE NAME \_\_\_\_\_ 5-DIGIT COLLEGE # \_\_\_\_\_  
CONTACT PERSON \_\_\_\_\_ PHONE # \_\_\_\_\_  
E-MAIL \_\_\_\_\_ FAX # \_\_\_\_\_

PROPOSED REASONABLE AND MODERATE EXTENSION:

TITLE: \_\_\_\_\_ CREDIT HOURS \_\_\_\_\_

EXISTING/PARENT PROGRAM:

TITLE: \_\_\_\_\_ PREFIX/# \_\_\_\_\_

PLEASE ATTACH THE FOLLOWING ITEMS:

1. **A description of employment objectives/program purpose** for both:
  - the proposed reasonable and moderate extension
  - the existing parent program
2. **Copies of the term-by-term** sequence of courses for both:
  - the proposed reasonable and moderate extension
  - the existing parent program
3. **Labor market need information**, including employment projections and completer data (as applicable from surrounding districts) supporting need for the proposed reasonable and moderate extension, or alternative labor market data as available.
4. **A description of approval/accreditation procedures** if this extension requires approval or review by other agencies or professional or regulatory entities.
5. **Course forms** (Form 11) **in duplicate** to add any new courses to the curriculum.
6. **Form 22** completed in duplicate.

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_  
College Official Responsible

ICCB USE ONLY:	REVIEWED BY _____	Date _____
	APPROVED BY _____	Date _____

### Reasonable and Moderate Extension Request (Form 21) Instructions

- The existing/parent program to be cited on the Form 21 is the AAS degree or certificate from which the reasonable and moderate extension is being created. If the reasonable and moderate extension is being created from a cluster of closely related programs (e.g., from the same four-digit CIP code), the AAS or certificate that is the source of the bulk of the coursework in the new program should be identified as the parent program. The other programs in the parent cluster should be included in attachments described on the form.
- Attach all requested items.
- **Application Submission.** Submit one complete copy of the request for Form 21. Requests may be submitted at any time during the year. Allow approximately 30 days for ICCB processing of the request.
- **For More Information.** Community colleges are encouraged to contact ICCB staff with questions on reasonable and moderate extensions. Pertinent information also is contained in the *Administrative Rules of the Illinois Community College Board*, Section 1501.302d.

Form 21S  
(July 2001)

Illinois Community College Board

**REASONABLE AND MODERATE EXTENSION: Short-Term Certificate**

(For Certificates of Less than 7 semester credit hours)

(submit one copy)

College Name \_\_\_\_\_ 5-Digit College Number \_\_\_\_\_

Contact Person \_\_\_\_\_ Phone \_\_\_\_\_

E-mail \_\_\_\_\_ Fax \_\_\_\_\_

---

---

**CURRICULUM INFORMATION**

New Program Title \_\_\_\_\_ Credit Hours \_\_\_\_\_ CIP Code \_\_\_\_\_

Existing/Parent Program:

Title \_\_\_\_\_ Prefix/No. \_\_\_\_\_

---

---

**PLEASE ATTACH THE FOLLOWING ITEMS:**

1. **Description:** Provide a brief catalog description of the new short-term certificate program.
2. **Curriculum:** Provide a copy of the curriculum for the new short-term program.  
Asterisk (\*) any new courses.
3. **Information for ICCB Master Files:**  
Completed Form 22 (in duplicate) for the proposed new curriculum.  
Completed Form 11 (in duplicate) for each new course included in the proposed program.

---

---

**VERIFICATION**

Signed: \_\_\_\_\_  
College Official Responsible Date

ICCB USE ONLY: REVIEWED BY _____ Date _____ APPROVED BY _____ Date _____
---

**Reasonable and Moderate Extension Request (Form 21S) Instructions**

- Complete the Form 21S as indicated. The existing/parent program is a certificate or degree program from the same two-digit CIP code as the new short-term certificate being requested, for which the college has previous approval to offer.
- Requests may be submitted at any time during the year. Allow approximately 30 days for ICCB processing of the request.
- For more information, contact ICCB staff. Pertinent information also is contained in the *Administrative Rules of the Illinois Community College Board*, Section 1501.302d.



Form 21FA  
(November 2003)

Illinois Community College Board  
**REASONABLE AND MODERATE EXTENSION REQUEST  
FOR AN ASSOCIATE IN FINE ARTS (AFA) DEGREE**  
(submit two copies)

College Name \_\_\_\_\_ 5-Digit College # \_\_\_\_\_  
Contact Person \_\_\_\_\_ Phone # \_\_\_\_\_

**PROPOSED REASONABLE AND MODERATE EXTENSION(S)** Maximum of three:

Title: \_\_\_\_\_ Credit Hours \_\_\_\_\_  
Title: \_\_\_\_\_ Credit Hours \_\_\_\_\_  
Title: \_\_\_\_\_ Credit Hours \_\_\_\_\_

**DATE OF LOCAL BOARD APPROVAL FOR PROGRAM(S) LISTED ABOVE:** \_\_\_\_\_

**EXISTING/PARENT PROGRAM** (List only one):

TITLE: \_\_\_\_\_ PREFIX/NO. \_\_\_\_\_

**PLEASE ATTACH THE FOLLOWING ITEMS:**

1. **Admissions:** Provide verification that admissions requirements meet state standards for admission to all transfer programs (PA 86 0954). List information as it will appear in the college catalog.
2. **Curriculum:** Provide the proposed catalog description of the program. List the proposed degree requirements, including general education and courses in the major. If the degrees will be awarded in both music and art, describe the requirements separately. Requirements should be consistent with the Illinois Articulation Initiative Art and/or Music Panels' recommendations.
3. **Facilities /Equipment:** Describe the number and adequacy of studios and major equipment/instruments (Including computer hardware and software) available to support the proposed program. Indicate what additional resources will be required to offer the degree.
4. **Faculty:** Provide the number of full- and part-time faculty members who will teach courses in the major, describing their qualifications (including highest degree earned), teaching experience, and how faculty are evaluated.
5. **Courses:** Provide two copies of applicable course descriptions (art and/or music) from college catalog and two copies of applicable courses (art and/or music) currently listed as approved on the iTransfer website. (Copy from the Faculty/Advisor section of the site at <http://www.iTransfer.org>.)
6. **Form 22** completed in duplicate for each R&M option (maximum of 3).  
Use CIP code 50.0901 for music performance.  
Use CIP code 13.1312 for music education.  
Use CIP code 50.0701 for art.  
Use CIP code 13.1302 for art education.
7. **Form 11s** completed in duplicate to add any new courses to the curriculum.

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_

College Official Responsible

ICCB USE ONLY:	REVIEWED BY _____	Date _____
	APPROVED BY _____	Date _____

**Reasonable and Moderate Extension Request (Form 21FA) Instructions**

- **Complete the Form 21FA as indicated.** The existing/parent program is the Associate in Fine Arts degree that was originally submitted when the college initially obtained approval of this degree. (List only one option.)
- **Requests may be submitted at any time during the year.** Allow approximately 30 days for ICCB processing of the request.
- **For more information, contact ICCB staff.** Pertinent information also is contained in the *Administrative Rules of the Illinois Community College Board*, Section 1501.302d.

## THE ICCB CURRICULUM MASTER FILE

The ICCB Curriculum Master File is the official record of approved curricula for each college. Before offering a new curriculum, colleges are required to obtain ICCB approval via a Form 20 or Form 21. The ICCB Form 22 is used to add a new curriculum; inactivate, reactivate, or withdraw an existing curriculum; and make changes to an existing curriculum on the Curriculum Master File (e.g., title, credit hours, etc.). Complete instructions on using the Form 22 are on the back of the form. **The Form 22 should be submitted at least 30 days in advance of the date the changes are expected to take effect.**

Since student enrollment and completion data submitted by each college are run against the college's ICCB Curriculum Master File, it is VITAL that the information on file be accurate and that the ICCB Curriculum Master File match the college's curriculum information.

Curriculum masters may be requested by contacting Becky Sanders at (217) 785-0081 or [bsanders@iccb.state.il.us](mailto:bsanders@iccb.state.il.us). The headings/descriptions for each field on the Curriculum Master File are indicated on the following page.

**PLEASE NOTE:** If you use a college-generated form, please be sure **ALL** information is identical to the ICCB form included in this manual.

**Description of Columns on the ICCB Curriculum Master File**

PREFIX/NUMBER	The individual nine-digit alpha/numeric code assigned by the college to each curriculum (prefix maximum is five digits, number maximum is four digits.)
TITLE	The approved title of the college's curriculum (maximum of 36 characters)
PCS	The ICCB Program Classification System code  1.0 = General Associate Degrees (AGE, ALS, AGS) 1.1 = Baccalaureate/Transfer 1.2 = Occupational/Technical Instruction 1.4 = Remedial Education 1.5 = General Studies 1.6 = Vocational Skills 1.7 = Adult Basic Education 1.8 = Adult Secondary Education 1.9 = English as a Second Language
CIP CODE	Classification of Instructional Program Code (national coding system). Six digits are used to denote specific discipline or occupational areas.
DEG	Designation for specific degree types  01 = AA (Associate in Arts) (1.1) 02 = AS (Associate in Science) (1.1) 03 = AAS (Associate in Applied Science) (1.2) 04 = AGS, ALS, and AGE (General Associate Degree) (1.0) 05 = A&S (Associate in Arts and Science) (1.1) 11 = Basic Skills (1.7, 1.8, 1.9) 18 = Vocational Skills (1.6) (for coding purposes only) 19 = Course Enrollee Classification Categories (1.1, 1.2) 20 = Occupational Certificate of 30 to 50 semester hours (1.2) 30 = Occupational Certificate of less than 30 semester hours (1.2) 40 = Certificate in General Studies of 30 semester hours or less (1.5) 50 = AFA (Associate in Fine Arts) (1.1) 51 = AES (Associate in Engineering Science) (1.1) 52 = AAT (Associate in Arts Teaching -Secondary Mathematics) (1.1)
HRS	Minimum number of credit hours required for completing the curriculum (Four digits-one decimal place)
COOP	Curriculum approved subject to a cooperative agreement only  C5 = Illinois proprietary institution agreement C6 = Out-of-state institution agreement C7 = Department of Corrections agreement (for programs approved for delivery at correctional facilities only)

RS	Curriculum approved to be offered on a regional or statewide basis. R = Regional S = Statewide
Change Date	Date curriculum took effect in its present form (mm/dd/yyyy)
S	Status of curriculum ( <u>A</u> ctive, <u>W</u> ithdrawn, or <u>I</u> nactive)
SCH	Five-digit college number

Illinois Community College Board  
**CURRICULUM ADDITION/WITHDRAWAL/CHANGE**  
**TO THE CURRICULUM MASTER FILE**  
(Submit in Duplicate)

COLLEGE NAME \_\_\_\_\_ 5-DIGIT COLLEGE NUMBER \_\_\_\_\_

Curriculum Action Desired

\_\_\_\_\_Add \_\_\_\_\_Prefix/Number Change \_\_\_\_\_Other Change \_\_\_\_\_Inactivate \_\_\_\_\_Reactivate \_\_\_\_\_Withdraw

CURRENT CURRICULUM PREFIX \_\_\_\_\_

CURRENT CURRICULUM NO. \_\_\_\_\_

NEW CURRICULUM PREFIX \_\_\_\_\_

NEW CURRICULUM NO. \_\_\_\_\_

**DOC** \_\_\_\_\_  
(Dept. Of Corrections)

CURRICULUM TITLE \_\_\_\_\_

(Title cannot exceed 36 characters including spaces and punctuation)

CURRICULUM PCS / CIP \_\_\_\_\_

MINIMUM CREDIT HOURS \_\_\_\_\_ (Four digits, one decimal)

EFFECTIVE DATE \_\_\_\_/\_\_\_\_/\_\_\_\_  
Mo. Day Year

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

College Official Responsible

**DEGREE OR CERTIFICATE TYPE:** \_\_\_\_\_

- 01 - AA (Associate in Arts) (1.1)
- 02 - AS (Associate in Science) (1.1)
- 03 - AAS (Associate in Applied Science) (1.2)
- 04 - AGS, ALS and AGE (General Associate Degree) (1.0)
- 11 - Developmental Studies or Basic Skills (1.4, 1.7, 1.9)

- 19 - Course Enrollee Classification Categories (1.1, 1.2)
- 20 - Occupational Certificate of 30 to 50 semester hours (1.2)
- 30 - Occupational Cert. of less than 30 semester hours (1.2)
- 50 - AFA (Associate in Fine Arts) (1.1)
- 51 - AES (Associate in Engineering Science) (1.1)
- 52 - AAT (Associate in Arts Teaching-Secondary Mathematics) (1.1)

**ICCB USE ONLY:**

STATUS: A - ACTIVE W - WITHDRAW I - INACTIVATE UPDATE CODE: \_\_\_\_\_ Reg/Stwd Code: \_\_\_\_\_

APPROVAL METHOD: N - NEW T - TEMP P - PRMT E - EXT R AND M CURRICULUM: PRE \_\_\_\_\_ NUM \_\_\_\_\_ ID \_\_\_\_\_

**TEMPORARY** APPROVAL DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_ **PERMANENT** APPROVAL DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_ CO-OP CODE: \_\_\_\_\_  
Mo. Day Year Mo. Day Year

PROGRAM REVIEW DATE: \_\_\_\_\_

PROCESSED BY \_\_\_\_\_ ON \_\_\_\_\_ RECORD UPDATED BY \_\_\_\_\_ ON \_\_\_\_\_

**FORM 22 INSTRUCTIONS**  
**CURRICULUM ADDITION/WITHDRAWAL/CHANGE**  
**TO THE CURRICULUM MASTER FILE**

Note: **Submit this form in duplicate.** ICCB will return one of the copies showing what action was taken only if two copies are submitted.

**To Add a New Curriculum:**

1. Check "Add" in the upper box.
2. Complete all items except the current prefix and number.
3. Indicate the minimum credit hours for completion by entering the number with a decimal point. (999.9)
4. List the title (as approved by the ICCB on the Form 20 or Form 21). It should not exceed 36 characters.
5. Indicate if the program is going to be offered at a Department of Corrections (DOC) facility only.

**To Change the Prefix or Number:**

1. Check "Prefix or Number Change" in the upper box.
2. Complete all items.
3. Complete and submit Forms 12 or 12A for all courses assigned to the changed curriculum.

**To Make Other Changes:**

1. Check "Other Change" in the upper box.
2. Complete all items except the new prefix and number.
3. **Circle changes in red.**
4. For the 1.2 curricula, if the credit hours or sequence of courses are changed, submit the current and revised term-by-term sequences with changes indicated. Also, complete and submit Form 12 for course hour changes.

**To Inactivate a Curriculum:**

1. Check "Inactivate" in the upper box.
2. Complete all items except the new curriculum prefix and number.
3. Indicate the effective date which will be the date the curriculum becomes inactive and new students are no longer admitted to the program.
4. Optional: You may withdraw courses (Form 11 or 11B) or assign them to active curricula (Form 12 or 12A).

**To Reactivate a Curriculum:**

1. Check "Reactivate" in the upper box.
2. Complete all items except the new prefix and number.
3. Indicate the effective date.
4. Signature of President required.

**To Withdraw an Existing Curriculum:**

1. Check "Withdraw" in the upper box.
2. Complete all items except the new curriculum prefix and number.
3. Indicate the effective date which will be the date the curriculum becomes withdrawn and new students are no longer admitted to the program.
4. Either withdraw courses assigned to the withdrawn curriculum (Form 11 or 11B) or reassign them to appropriate existing curricula (Form 12 or 12A).

## PROGRAM REVIEW

Program review was established in 1983 by the Illinois Community College Board. It is a primary accountability effort which has been individualized at each campus. Colleges have the latitude to establish their own process within certain parameters. These are listed below along with report submission requirements.

### ICCB Rule 1501.303 Program Requirements:

- 1) Each college shall have a systematic, collegewide program review process for evaluating all of its instructional, student services, and academic support programs at least once within a five-year cycle.
- 2) The minimum review criteria for program review shall be program need, program cost, and program quality, as defined by each college.
- 3) Each college shall develop a schedule that shows when each program will be reviewed during each five-year cycle. Occupational programs shall be scheduled in the year following their inclusion in the ICCB follow-up study unless the college obtains an exception in writing from the ICCB. The review of general education objectives of the academic programs shall be scheduled annually, but may focus each year on areas specified by the IBHE and ICCB.
- 4) The ICCB may request the college to include special reviews of programs that have been identified as a result of state-level analyses, legislative resolutions, or IBHE policy studies by notifying the college of this request prior to January 1 of the year the special review is to be conducted.
- 5) Each college shall keep on file for ICCB recognition purposes a copy of its current program review process, its five-year schedule for program review, and complete reports of program reviews conducted during the past five years.
- 6) Each college shall submit to the ICCB by August 1 each year a summary report of its previous year's program review results in a format designated by the ICCB and a copy of its current five-year schedule of program reviews.

An Illinois Community College Board publication, *Community College PQP/Program Review Guide* (1993) provides more detailed information on program review requirements. It includes features of successful program evaluation systems; sources of need, quality, and cost data; suggested indicators; and copies of report formats. A description of the involvement of the ICCB and IBHE in Accountability and Priorities, Quality, and Productivity (PQP) initiatives is included. The Guide is updated each year in the form of an Addendum. The Guide may be updated in its entirety periodically to reflect changes in state-level emphases and initiatives.



### **Occupational Follow-Up Data Reporting**

An occupational follow-up survey is conducted each spring according to a five-year schedule which identifies targeted program areas. The ICCB compiles and sends a list of a specified group of occupational program completers to each community college. Colleges collect data on their graduates' employment and education status, job location, and salary, as well as satisfaction levels concerning current employment and the training and services received at the institution. This information is submitted to the ICCB, the results are aggregated, and a statewide analysis is published each fall. Both local and statewide follow-up survey analyses provide critical information for colleges to use in program reviews since job placement data help to determine whether curricula are meeting their intended purposes. The schedule of programs for occupational follow-up therefore becomes the schedule used for the following year's program review.

Please refer to the *Occupational Follow-up Study Manual* for specific information on the five-year schedule and submission requirements. The established process for follow-up surveys satisfies both ICCB and ISBE requirements.

Section II

**COURSE CLASSIFICATION AND  
OUT-OF-STATE EXTENSION**

## **RELATIONSHIP BETWEEN THE GENERIC COURSE LIST AND THE ICCB COURSE MASTER FILE**

When courses are submitted to the ICCB, staff check the accuracy of information, including the PCS and CIP code assignment, since this affects the credit hour reimbursements claimed by each college. The *Generic Course List*, which is based on the *National CIP Code Directory*, is a compilation of broadly defined course descriptions. This list ensures that all similar courses are classified the same by the ICCB. College staff refer to the *Generic Course List* when determining the proposed CIP code for a new course.

An up-to-date record of all courses available within Illinois public community colleges is maintained at the ICCB on the ICCB Course Master File. This record is maintained using data submitted by the community colleges on appropriate course forms and shows courses available for offering at each institution. The computerized list contains pertinent data, such as the course prefix and number, course title, PCS/CIP number, credit hours, lecture/lab hours, course effective and ending date(s), variable/repeatable status, and curriculum assignment. **It is vital that each college's Course Master File be kept accurate, as the college's term-by-term credit hour claim is run against this master file.** A copy of the college's Course Master File is available by contacting Becky Sanders at (217) 785-0081 or [bsanders@iccb.state.il.us](mailto:bsanders@iccb.state.il.us).

A description of columns on the ICCB Course Master File is provided on the following pages.

**PLEASE NOTE:** If you are using a college-generated form, please be sure **ALL** information is identical to the ICCB form included in this manual.

### Description of Columns on the ICCB Course Master File

<b>PREF/NUMB</b>	The individual nine-digit alpha/numeric code assigned by the college to each course (becomes the course identifier). The prefix is limited to five characters and the number is limited to four.
<b>TITLE</b>	The approved title of the college's course (maximum of 36 characters, so some include abbreviations)
<b>PCS</b>	The ICCB Program Classification System Code (two digits)  1.1 = Baccalaureate/Transfer/General Academic 1.2 = Occupational/Technical Instruction 1.3 = Noncredit courses 1.4 = Remedial Education 1.5 = General Studies 1.6 = Vocational Skills 1.7 = Adult Basic Education 1.8 = Adult Secondary Education 1.9 = English as a Second Language
<b>CIP CODE</b>	Classification of Instructional Programs Code (national coding system). Six digits are used to denote specific discipline or occupational areas.
<b>ID</b>	ICCB course identification number to distinguish among courses assigned to the same CIP code ( <u>used only for 1.1 courses</u> ) (two digits)
<b>CURRICULUM PREFIX</b>	College curriculum prefix and number to which the course belongs (Note: Only one curriculum ID is recorded)
<b>CURRICULUM NUMBER</b>	College curriculum number to which the course belongs.
<b>REPEAT</b>	The number of times a course can be repeated for credit. The maximum that can be entered is three repeats (one digit).
<b>VARIABLE</b>	Notes whether a course is being offered for variable credit hours (one digit). See CR HR for listing.
<b>CR HR</b>	Maximum number of credit hours for which the course may be offered (four digits--two decimal places). Must be listed in increments of one-half (.50) or whole (1.00) credit hours. If variable credit, the maximum credit hours is entered on Course Master File.
<b>LECT</b>	The number of hours of lecture/discussion per week in a semester/quarter (four digits--two decimal places). (Must be listed in increments of one-half (.50) or whole (1.00) credit hours.

<b>LAB</b>	The number of hours of lab/clinical instruction per week in a semester/quarter (four digits--two decimal places). Must be listed in increments of one-half (.50) or whole (1.00) credit hours.
<b>STATUS</b>	Status of a course ( <u>A</u> ctive, <u>W</u> ithdrawn, or <u>N</u> onfunded) (One character)
<b>BEGIN</b>	Beginning date; i.e., the date on which the course in this form became effective (mm/dd/yyyy)
<b>END</b>	Ending date; i.e., the date on which the course in this form was withdrawn or became inactive (mm/dd/yyyy)
<b>FUND</b>	ICCB funding category (machine-generated by PCS/CIP combination) (one digit)
<b>SCHOOL</b>	District number (three digits) and college number (01 for all single-college districts)

## **GUIDELINES FOR USE OF COURSE FORMS**

Information on using Forms 11, 11A, 11B, 11C, 11OL, 12, and 12A is provided in this section. Course forms should be submitted within 30 days of the course addition or change taking effect. If the college is submitting repeatable, variable, general studies, or noncredit courses, refer to corresponding information later in this section.

### **Form 11**

#### **Course Addition/Withdrawal/Reuse on Course Master File**

Courses on the *Generic Course List* may be added to or withdrawn from the college's ICCB Course Master File using the Form 11. The Form 11 should be submitted within 30 days of the effective date of the course. Instructions to complete the Form 11 are on the reverse of the form. A Form 11 may be used for courses that are similar to the courses described in the *Generic Course List* even if the title of the course is different than the title shown in the *Generic Course List*. The prefix and number of a withdrawn course may be "reused" for a new course by checking "Reuse."

### **Form 11A**

#### **Course Classification for .5 Credit Hour Course**

Courses that are offered for one-half (.50) credit hour also require Form 11A, whether a 1.2 or 1.6 course. To add such courses to your Course Master File, submit a Form 11A along with a course syllabus and the Form 11. Instructions are on the reverse side of the form. The criteria for half-credit courses include 7.5 hours of class contact, an outside study requirement, and an appropriate method of student evaluation.

### **Form 11B**

#### **Volume Withdrawals From the Course Master File**

Withdrawals of three courses or more are considered volume withdrawals and may be made using Form 11B. This form allows the colleges to file volume withdrawals using only one form for numerous courses, rather than one form for each course. Instructions are on the reverse side of the form.

### **Form 11C**

#### **Adult Education and Family Literacy Course Information**

Courses considered for Adult Education Funding are required to include the Form 11C. This form requests specific information necessary for submission of an Adult Education course using a PCS of 1.6

(Vocational skills), 1.7 (Adult Basic Education), 1.8 (Adult Secondary Education), or 1.9 (English as

a second Language). Submit the Form 11C along with the Form 11 indicating such funding as requested.

### **Form 11OL**

#### **ILCCO Course Addition on Course Master File**

Courses that are offered online through ILCCO can be added to a college's Course Master File via the Form 11OL. The Form 11OL should be for approval within 30 days (before or after) the effective date. Guidelines for using and completing the Form 11OL can be found on pages 67-68 of this manual.

**Forms 12 and 12A**  
**Course Master File Changes (Form 12) and**  
**Volume Changes to the Course Master File (Form 12A)**

Changes to single courses already on a college's Course Master File can be made using the Form 12. Volume changes to more than three courses already on a college's Course Master File can be made using the Form 12A. See each Form for specific instructions. Forms must be submitted within 30 days (before or after) the effective date of the course.

Illinois Community College Board  
**COURSE ADDITION/WITHDRAWAL/REUSE  
ON COURSE MASTER FILE**  
(submit in duplicate)

COLLEGE NAME \_\_\_\_\_ 5-DIGIT COLLEGE NUMBER \_\_\_\_\_

Course Action Desired:

\_\_\_\_ Add (complete sections **A & B**)    \_\_\_\_ Withdraw (complete section **A** only)    \_\_\_\_ Reuse (complete sections **A & B**)

COURSE PREFIX \_\_\_\_\_ COURSE NUMBER \_\_\_\_\_

**A** COURSE TITLE \_\_\_\_\_ PCS/CIP/ID NO. \_\_\_\_\_

(Title cannot exceed 36 characters, including spaces & punctuation)

**Consider for Adult Education Funding ( yes / no )**  
If yes, attach Form 11C - Required

COURSE ENDING DATE \_\_\_\_/\_\_\_\_/\_\_\_\_ (for withdrawal) \_\_\_\_ Documentation for transfer course  
Mo. Day Year articulation is attached (Please check)

**COURSE DESCRIPTION AS IT WILL APPEAR IN THE COLLEGE CATALOG:**

For multicollege districts only:  
CURRICULUM PREFIX \_\_\_\_\_ CURRICULUM NUMBER \_\_\_\_\_ 5-DIGIT COLLEGE NO. \_\_\_\_\_

**B STUDENTS THE COURSE IS EXPECTED TO SERVE:**

**TIMES REPEAT** \_\_\_\_\_ (0 to 3)    **VARIABLE** \_\_\_\_\_ (N or V)  
(attach justification for course repetition and variable credit hours)

**CREDIT HOURS** \_\_\_\_\_ **LECTURE HOURS** \_\_\_\_\_ **LAB HOURS** \_\_\_\_\_ **EFFECTIVE DATE** \_\_\_\_/\_\_\_\_/\_\_\_\_  
Mo. Day Year

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_  
College Official Responsible

**ICCB USE ONLY:** CIRCLE STATUS: **A** - ACTIVE    **W** - WITHDRAWN    **N** - APPROVED, NONFUNDED

INDICATE UPDATE TYPE: **A** - ADD    **W** - WITHDRAW    **Q** - REUSE \_\_\_\_\_ - Other

PROCESSED BY \_\_\_\_\_ ON \_\_\_\_\_ / RECORD UPDATED BY \_\_\_\_\_ ON \_\_\_\_\_



## FORM 11 INSTRUCTIONS

### COURSE ADDITION/WITHDRAWAL/REUSE ON COURSE MASTER FILE

This form is used to add a new course or withdraw a course already listed in the *Generic Course List* or to Reuse a withdrawn prefix and number. **Submit this form in duplicate.** ICCB will return one of the copies showing what action was taken only if two copies are submitted.

**Directions:** Complete the form as indicated in the upper box. **To reuse the prefix and number of a withdrawn course,** check "reuse" and complete Sections A and B. **Circle all changes in red.** Also:

1. List **credit hour/contact hour** amounts using two decimal places.
2. **Curriculum information** listed should match the ICCB Curriculum Master File and be the approved active curriculum to which the course is assigned. The PCS code for the course should, in most cases, match the PCS of the curriculum.
3. The **Course Effective Date** is the day prior to the first day of the course for which apportionment is desired. Forms must be received within 30 days (before or after) of the effective date.
4. The **Course Ending Date** is the last day that the course can be offered and claimed for apportionment. Courses offered and claimed after the Ending Date do not qualify for ICCB funding.
5. **Times repeat** is the number of times the course can be repeated. The first time a student enrolls is not counted as part of the repeat number. A course can be repeated for a maximum of three times. Justification for **repeatable** courses must be attached.
6. A **variable course** such as independent study, internship, or special topics course is a course whose subject matter and number of credit hours may vary from section-to-section, term-to-term, or student-to-student. The syllabus must show the increments of credit for which the course can be taken. For courses other than internship, independent study, and special topics courses, it is often easier to offer each increment or module as a separate course. Further information on repeatable and variable courses can be found on page 63 of this manual. Justification for **variable credit** courses must be attached.
7. If adding or withdrawing a required course changes the **total number of hours** for the program, submit a Form 22.
8. Courses intended for transfer must each have three articulation agreements on file at the college or be IAI-approved for statewide articulation in accordance with ICCB Rule 1501.309d (see page 66 of this manual).

Form 11A  
(June 1988)

Illinois Community College Board

**COURSE CLASSIFICATION FOR .5 CREDIT HOUR COURSE**

College Name \_\_\_\_\_ Course Title \_\_\_\_\_

Prefix \_\_\_\_\_ No. \_\_\_\_\_ PCS \_\_\_\_\_ CIP \_\_\_\_\_

- \_\_\_ 1.      \_\_\_ Number of sessions
2.      \_\_\_ Length of each session (hours)
3.      The course will meet:  
         \_\_\_ one day  
         \_\_\_ two consecutive days  
         \_\_\_ once a week for \_\_\_ weeks  
         \_\_\_ other (describe)
4.      What outside study assignments are required to meet the 15 hours of expected study time for the average student? See ICCB Rule 1501.309b2.
5.      Method of student evaluation to be used.

## FORM 11A INSTRUCTIONS

### COURSE CLASSIFICATION FOR .5 CREDIT HOUR COURSE

Courses that are offered for one-half credit hour also require Form 11A whether they have a 1.2 or 1.6 PCS code. To add such courses, **submit this form in duplicate** along with a course syllabus and the Form 11.

The syllabus must contain:

1. the description of the course
2. specific objectives of the course
3. a topical outline
4. the method of evaluating student performance

In order to distinguish the course from a workshop, information below is requested:

1. the number of sessions the course will be offered
2. the length of each session (hours)
3. the occurrence of sessions (once a week, two consecutive days, etc.)
4. the rationale of how two hours of outside study for each classroom contact hour will be met
5. the method of student evaluation

## REPEATABLE AND VARIABLE COURSES (For use with Forms 11 and 12)

For auditing purposes, a college must be able to "track" a course from the ICCB Course Master File to the course syllabus to the catalog and to the permanent academic record/transcript for students enrolled. Thus, if a student is able to repeat a course or if a course is offered for a variable number of credits, the appropriate code R or V needs to be included in the ICCB Course Master File entry for that course, and the catalog should indicate under what circumstances the course is repeatable or variable.

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

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

The college should maintain the student's independent study or internship "agreement" on file for independent study and internship courses, which are repeatable or variable. The syllabus for each different special topics course should be kept on file.

**VOLUME WITHDRAWALS  
FROM THE COURSE MASTER FILE  
(submit in duplicate)**

[illegible]

ICCB USE ONLY: RECORD UPDATED BY \_\_\_\_\_ ON \_\_\_\_\_

## **FORM 11B INSTRUCTIONS**

### **VOLUME WITHDRAWALS FROM THE COURSE MASTER FILE**

This form is used for withdrawals of **three or more** courses. Complete the PCS, course prefix, number, and ending date as requested.

**Submit this form in duplicate.** The ICCB will return one of the copies showing what action was taken only if two copies are submitted.

Form 11C  
(March 2004)

Illinois Community College Board

**Adult Education and Family Literacy Course Information**

College Name \_\_\_\_\_

Course Title \_\_\_\_\_

Prefix \_\_\_\_\_ No. \_\_\_\_\_ PCS \_\_\_\_\_ CIP \_\_\_\_\_

1. Intensity and Duration

a. Frequency of offerings -

b. Enrollment status: please choose one:

\_\_\_\_\_FIXED \_\_\_\_\_OPEN

2. Does this course include instruction in **Job Skills**?      **Yes**      **No**

3. Is this course **Citizenship-Only**?      **Yes**      **No**

4. Will **GED-Illinois On-line** be utilized?      **Yes**      **No**

a. If Yes, indicate:

\_\_\_\_\_ Stand Alone

\_\_\_\_\_ Supplement

Illinois Community College Board  
**ILCCO COURSE ADDITION**  
**Course Master File**  
(Submit in duplicate)

---

Receiving College Name \_\_\_\_\_ 5-Digit College Number \_\_\_\_\_

---

(From) Teaching College Name \_\_\_\_\_ 5-Digit College Number \_\_\_\_\_

Course Title \_\_\_\_\_ IAI Code, if applicable \_\_\_\_\_

Course Prefix \_\_\_\_\_ Course Number \_\_\_\_\_ PCS Code \_\_\_\_\_ CIP Code \_\_\_\_\_

(To) Receiving College Course Title \_\_\_\_\_ Effective Date \_\_\_\_\_  
(Title cannot exceed 36 characters, including spaces & punctuation)

Course Prefix \_\_\_\_\_ Course Number \_\_\_\_\_ Course Action Desired: A - Add R - Reuse

---

(From) Teaching College Name \_\_\_\_\_ 5-Digit College Number \_\_\_\_\_

Course Title \_\_\_\_\_ IAI Code, if applicable \_\_\_\_\_

Course Prefix \_\_\_\_\_ Course Number \_\_\_\_\_ PCS Code \_\_\_\_\_ CIP Code \_\_\_\_\_

(To) Receiving College Course Title \_\_\_\_\_ Effective Date \_\_\_\_\_  
(Title cannot exceed 36 characters, including spaces & punctuation)

Course Prefix \_\_\_\_\_ Course Number \_\_\_\_\_ Course Action Desired: A - Add R - Reuse

---

(From) Teaching College Name \_\_\_\_\_ 5-Digit College Number \_\_\_\_\_

Course Title \_\_\_\_\_ IAI Code, if applicable \_\_\_\_\_

Course Prefix \_\_\_\_\_ Course Number \_\_\_\_\_ PCS Code \_\_\_\_\_ CIP Code \_\_\_\_\_

(To) Receiving College Course Title \_\_\_\_\_ Effective Date \_\_\_\_\_  
(Title cannot exceed 36 characters, including spaces & punctuation)

Course Prefix \_\_\_\_\_ Course Number \_\_\_\_\_ Course Action Desired: A - Add R - Reuse

---

College Official Signature \_\_\_\_\_ Date \_\_\_\_\_

ICCB USE ONLY: Record Updated by _____ ON _____
---



## FORM 11OL INSTRUCTIONS

### ONLINE COURSE ADDITION/REUSE ON COURSE MASTER FILE

This form is used to enable institutions to offer another institution's courses online via the Illinois Community College Online initiative. Courses must be listed as active on the ICCB course master file. Other than prefix, number title, and effective date, all information will come from the community college where the course originated. Any other changes the originating college makes to its course record will be replicated on your course record. You are responsible for withdrawing any courses added to your file that are no longer being offered.

Directions for completing the form:

1. List the **Receiving College Name and 5-Digit College Number**, i.e., those of the college requesting the course addition (your college).
2.
  - a) List the **Teaching College Name and 5-Digit College Number**, i.e., those of the college offering the course you wish to make available to your students.
  - b) List the **Teaching College's Course Title, Course Prefix, Course Number and IAI code** ( if the course has been approved for the iTransfer website).
3.
  - a) List the **Course Title** to be used by the **Receiving College**. It may differ from the course offered by the Teaching College, if desired. Note that it cannot exceed 36 characters in length.
  - b) List the **Effective Date**, which is the day prior to the first day the course is offered to your students. Forms must be submitted for approval within 30 days (before or after) of the effective date.
  - c) List the **Course Prefix and Course Number** being used by the **Receiving College**. This may differ from the Teaching College in order to comply with your institution's numbering system. Maximum lengths are five characters for the prefix and four characters for the number.
4. List the **Course Action Desired**. This depends upon whether the course prefix and number combination is new at your institution (circle **NEW**), or has already been used for another course and is now withdrawn (circle **REUSE**).
5. Repeat items 1-4 as needed. A single Form 11-OL may be used to submit from one to three courses taught at one to three institutions.
6. The college official who submits course additions to ICCB should sign and date the form. It is important that ILCCO course addition requests follow the same internal processes at your college as courses which are not being offered online. This will help ensure that your college receives the credit hour reimbursements to which it is entitled.
7. **Submit this form in duplicate**. ICCB will return one copy showing what action was taken if two copies are submitted.

## USE OF THE FORM 12

### COURSE MASTER FILE CHANGES

**Purpose.** Use the Form 12 to make the following changes to courses that are already on the college's Course Master File:

- Course Prefix and Number
- Course Title
- PCS/CIP Code
- Curriculum Assignment
- Credit/Lecture/Lab Hours
- Repeatability or Variable Credit

Forms must be received within 30 days (before or after) the effective date.

Instructions are on the reverse side of the form.

**To reprefix and/or renumber all or a substantial number of the college's courses, please contact the ICCB first.** Global changes may be made without using the Form 12. To reuse a course prefix and number of a course that has been withdrawn, submit a Form 11. Refer to the reuse information on instructions for that form.

Revisions to IAI-approved courses also need to be submitted to either ICCB or IBHE. Use the proper form from the F.A.C.T. section of the iTransfer website ([www.iTransfer.org](http://www.iTransfer.org)).

Illinois Community College Board  
**COURSE MASTER FILE CHANGES**  
(Submit in duplicate)

**COLLEGE NAME** \_\_\_\_\_ **5-DIGIT COLLEGE NO.** \_\_\_\_\_ **PCS CODE** \_\_\_\_\_  
(Only 1 PCS per form.)

**COMPLETE FOR ALL COURSES:**  
**CURRENT INFORMATION**

**COMPLETE ONLY ITEMS TO BE CHANGED:**  
**NEW INFORMATION**

PCS Code	Course Prefix	Course Number	Course Prefix	Course #	Title (limit to 36 characters)			PCS CIP Code	Curric Prefix	Curric #
			# of Repeats	Variable Y N	Credit Hours	Lecture hrs	Lab hrs	Effective Date (Mo Da Yr)		

PCS Code	Course Prefix	Course Number	Course Prefix	Course #	Title (limit to 36 characters)			PCS CIP Code	Curric Prefix	Curric #
			# of Repeats	Variable Y N	Credit Hours	Lecture hrs	Lab hrs	Effective Date (Mo Da Yr)		

PCS Code	Course Prefix	Course Number	Course Prefix	Course #	Title (limit to 36 characters)			PCS CIP Code	Curric Prefix	Curric #
			# of Repeats	Variable Y N	Credit Hours	Lecture hrs	Lab hrs	Effective Date (Mo Da Yr)		

PCS Code	Course Prefix	Course Number	Course Prefix	Course #	Title (limit to 36 characters)			PCS CIP Code	Curric Prefix	Curric #
			# of Repeats	Variable Y N	Credit Hours	Lecture hrs	Lab hrs	Effective Date (Mo Da Yr)		

SIGNED BY \_\_\_\_\_ DATE \_\_\_\_\_  
College Official Responsible

<b>ICCB USE ONLY</b>	UPDATED BY _____ ON _____
--------------------------	---------------------------

## FORM 12 INSTRUCTIONS

### COURSE MASTER FILE CHANGES

**Submit this form in duplicate to make changes to one or more courses.** The ICCB will return one of the copies showing what action was taken only if two copies are submitted.

1. **Complete the first line** to identify the college, district number and the PCS code. **Please note that only one PCS code can be used per form.**
2. Enter the **current course information in the first group of boxes**, including the PCS code, course prefix, and number.
3. **Proceed with changes, filling in only new information.** Leave the boxes blank that you do not want changed.

**When increasing the number of credit hours**, attach a syllabus and highlight those areas of the course which have been added.

**For changes to repeatable and/or variable credit:**

Indicate the number of times you are requesting the course credit to be repeatable, up to three times. Leave blank if no change is desired.

Circle "Yes" or "No" if you are changing the status of variable credit. Leave blank if no change is desired.

**Attach justification for repeatable and variable courses.** A syllabus should be attached to delineate the increments for variable credit. Further information on repeatable and variable courses may be found on page 63 of this manual.

4. **Fill in the Effective Date.** This date will be the first day the change will become effective and also will serve as the withdrawal date of the old data.
5. **Have the form signed and dated** by the authorized college official at your community college.
6. Submit corresponding revisions to IAI-approved courses by using the proper form from the F.A.C.T. section of the iTransfer website ([www.iTransfer.org](http://www.iTransfer.org)).

Illinois Community College Board

**COLLEGE NAME** \_\_\_\_\_ **5-DIGIT COLLEGE NO.** \_\_\_\_\_

**CHANGES WILL BECOME EFFECTIVE WHEN PROCESSED.**

ICCB USE ONLY: RECORD UPDATED BY \_\_\_\_\_ ON \_\_\_\_\_

## FORM 12A INSTRUCTIONS

### VOLUME CHANGES TO THE COURSE MASTER FILE

Note: **Submit this form in duplicate to make volume changes of three or more courses.** ICCB will return one of the copies showing what action was taken only if two copies are submitted.

1. **Complete all of Section A** indicating the current PCS, Course Prefix, and Course Number of the courses to be changed.
2. **Complete Section B to indicate only the change(s) to be made.** Complete one or more columns to indicate the new title, new curriculum prefix, and/or new curriculum number.

## TRANSFER COURSE ARTICULATION

ICCB Rule, Section 1501.309(d)(1), (revised January 2000) states:

For each baccalaureate course offered, the college shall either obtain approval by a general education or baccalaureate major panel of the Illinois Articulation Initiative for the course to be listed as a statewide articulated transfer course or maintain current written articulation agreements or transfer equivalency documents with institutions to which students transfer.

**Therefore, courses that are approved for the Illinois Articulation Initiative (IAI) need no further documentation of articulation.**

**For courses that are offered as part of a transfer program (AA or AS) that are not IAI-approved, community colleges are required to keep current articulation documents on file.**

Colleges have the following four options for articulating transfer courses:

1. Secure approval of a course from an IAI general education or baccalaureate major panel indicating it is articulated statewide.
2. Articulate the course with three Illinois public universities.
3. Articulate the course with the three baccalaureate degree-granting colleges/universities to which a majority of the community college's students transfer. This option can include private and/or out-of-state colleges and universities. When using this option, the college should verify that a majority of its students transfer to the three colleges and universities where the course was articulated.
4. Articulate the course with one or more baccalaureate degree-granting colleges/universities to which a majority of the college's students in the field for which the course is required transfer. This can be used for fields like architecture from which a majority of the students transfer to one university. When using this option, the college should verify that a majority of its students in a particular field transfer to the college/university where the course was articulated.

To facilitate articulation of courses with colleges and universities, a special course articulation form developed by the Transfer Coordinators of Illinois Colleges and Universities is included on the next page. Colleges may either use copies of the Form 13 or print this form on their own letterhead if they choose. Suggested guidelines for completing course articulation requests are on the reverse side of Form 13. The Form 13 need not be submitted to the ICCB, except when specifically requested.

Form 13  
(November 2003)

Date \_\_\_\_\_

Illinois Community College Board  
**ARTICULATION REQUEST**  
between  
and

\_\_\_\_\_ Community College \_\_\_\_\_ Senior Institution

**COMMUNITY COLLEGE SECTION** (See reverse for instructions on form completion.)

COURSE TITLE \_\_\_\_\_

COURSE PREFIX \_\_\_\_\_ COURSE NUMBER \_\_\_\_\_

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** (See reverse for instructions on form completion.)

Please answer all of the following:

1. This course applies to requirements in a major area(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 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### USE OF THE FORM 13 ARTICULATION REQUEST

Rules governing Illinois community colleges specify that "courses designed to meet lower-division baccalaureate degree requirements shall be applicable to associate transfer degrees." For each baccalaureate course offered, the college shall either obtain approval by a general education or baccalaureate major panel of the Illinois Articulation Initiative for the course to be listed as a statewide articulated transfer course or maintain current written articulation agreements or transfer equivalency documents with:

- (A) at least three Illinois public universities, or
- (B) at least three baccalaureate degree-granting institutions to which a majority (51%) of the college's students transfer, or
- (C) one or more baccalaureate degree-granting institutions to which a majority (51%) of the college's students majoring in the field for which the course is required transfer.

The Articulation Request form represents a request for evidence of articulation of a course between a community college and a senior institution. The directory of Transfer Coordinators of Illinois Colleges and Universities identifies those individuals responsible for course articulation including the completion of this request. The form and procedures have been developed and approved by the Transfer Coordinators in cooperation with the Illinois Community College Board.

### FORM 13 INSTRUCTIONS

#### For the community college:

The Articulation Request form should be submitted approximately three months prior to the date the course will be used. Complete the section above the double line plus the return information at the bottom of the form and attach the following:

A detailed course syllabus which includes the following:

- a. college name
- b. date syllabus and supportive materials were prepared
- c. course catalog description with course number, prefix, credit hours, and contact hours (lecture/lab)
- d. course prerequisite(s)
- e. objectives of the course
- f. current, detailed, and legible topical outline
- g. method(s) of evaluation
- h. text(s) used

When appropriate, note:

- a. required reading lists
- b. lab information (e.g., topics covered)
- c. delivery system if nontraditional
- d. required writing

Completed articulation agreements should be on file by the time the college submits the course addition forms to the ICCB.

**For the senior institution:** Complete the section indicated, sign, date, and return the agreement to the sender. If the course cannot be evaluated on the basis of the attachments, please request additional information by phone or in the comments and questions section.

Your assistance in completing this form in a timely manner is greatly appreciated.

## **EXTENSION OF COURSES OR CURRICULA OUT OF STATE**

ICCB Rule 1501.307h specifies that all out-of-state extensions operated by the college must obtain ICCB approval. Extensions are sites used by the college to offer instruction. Extensions may be operated for district residents or for out-of-state students. At the end of each fiscal year, the college must submit a report to the ICCB on the operation of each out-of-state extension. **Requests for ICCB approval of out-of-state extensions shall be submitted on Form 18A, and the annual report on out-of-state extensions shall be submitted on Form 18R.**

**NOTE:** Travel or field trips that supplement a course offered at the college do not constitute a separate extension and, hence, do not require ICCB approval. Instruction offered out of state through contract with an out-of-state community college, college, or university is not included under section 1501.307h and does not require Form 18A or Form 18R. Also, colleges that offer courses that are developed and approved by the Illinois Consortium for International Studies and Programs (ICISP) do not need to submit Form 18A or Form 184R for those courses.

**Application for Approval to Extend Courses/Curricula Out of State - Form 18A.** The initial request for approval of an out-of-state extension may be submitted at any time. A separate Form 18A shall be submitted for each out-of-state extension.

Out-of-state extensions may be for out-of-state students or for in-district residents. Extensions for in-district residents may use local and state funds; however, extensions for out-of-state students must verify that no state or local tax funds are used.

A limited amount of space is provided on the form for data regarding both curricula (in toto) and courses (only) which are to be extended (append additional pages as needed). Complete the section(s) appropriate for your college.

A copy of the Form 18A will be returned to the college following action by the ICCB.

**Annual Report on Courses/Curricula Extended Out of State - Form 18R.** Each college granted an out-of-state extension must submit an annual report on Form 18R by July 15 following the end of the fiscal year. There is a limited amount of space on the form to report information on either curricula (in toto) or courses (only) extended (append additional pages as needed). A separate report (Form 18R) must be submitted for each out-of-state extension.

Form 18A  
(January 1990)

Illinois Community College Board

**APPLICATION FOR APPROVAL TO EXTEND COURSES/CURRICULA OUT OF STATE**

College Name \_\_\_\_\_ 5-Digit College Number: \_\_\_\_\_

Locale to which existing courses or approved curricula are to be extended:

\_\_\_\_\_  
(Please submit a separate application for each locale.)

\_\_\_\_\_  
Contact Person                      Chief Administrative Officer Signature                      Date

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Extension was \_\_\_\_\_ by the Illinois Community College Board on \_\_\_\_\_.  
Approved/Denied                      Date

1. Curricula to be extended (in toto):

PCS No.	Curriculum Prefix, Number, and Title	Term(s) Curriculum Will Be Offered	Expected Curriculum Enrollment (Annual Unduplicated Headcount)
------------	---	---------------------------------------	--

2. Courses (only) to be extended:

PCS No.	Course Prefix, Number, and Title	Term(s) Course Will Be Offered	Expected Midterm Enrollment
------------	-------------------------------------	-----------------------------------	--------------------------------

ADDITIONAL INFORMATION IS REQUESTED ON THE REVERSE SIDE.

Form 18A (continued)  
Page two

3. Describe how the extension will enhance the mission of the community college and the educational opportunities of the students.
4. Describe how the college will ensure quality instruction and support services at the extension.
5. Describe how the college plans to utilize its present faculty and staff at the extension.
6. Describe how the extension will be financed. Include projected revenues and expenditures. If the extension is for out-of-state students, provide evidence that no state or local tax funds will be used to support the extension.
7. If the extension is for out-of-state students, submit a letter of request and/or contract under which the extension is to be offered.

Form 18R  
(February 2002)

Illinois Community College Board

**ANNUAL REPORT ON COURSES/CURRICULA EXTENDED OUT OF STATE**  
(Due July 15)

Fiscal Year 20\_\_\_\_

College Name\_\_\_\_\_ 5-Digit College Number\_\_\_\_\_

Location of the out-of-state extension:\_\_\_\_\_  
(Provide a separate report for each locale.)

_____	_____
Contact Person	Telephone Number

1. Curricula Extended (in toto):

PCS No.	Curriculum Prefix, Number and Title for Each Curriculum	Term Offered	Curriculum Enrollment (Annual Unduplicated Headcount)
------------	--	-----------------	---

2. Courses (only) To Be Extended:

PCS No.	Course Prefix, Number, and Title for Each Course	Term Offered	Course Midterm Enrollment
------------	---	-----------------	------------------------------

ADDITIONAL INFORMATION IS REQUESTED ON THE REVERSE SIDE.

Form 18R (continued)  
Page two

3. Estimated Revenue Generated by the Extension:

_____ Tuition	_____
_____ ICCB Grants*	_____
_____ Contractual	_____
_____ Other	_____
_____ TOTAL ESTIMATED REVENUE	_____

4. Estimated Cost of Operating the Extension:

_____ Salaries for Instructors	_____
_____ Operations and Maintenance	_____
_____ Travel Costs	_____
_____ All Other Direct and Indirect Cost	_____
_____ TOTAL ESTIMATED COST	_____

5. How many of the full-time faculty at your college taught at the extension?

6. How many of the full-time administrators at your college made trips to the extension?

7. How did the extension benefit the college and/or its students?

\*Estimated ICCB grants should be calculated by using the credit hours generated for state funding and the rates in effect for the past fiscal year.

Section III

**UNITS OF ADMINISTRATION**

### **APPROVAL OF A NEW COLLEGE, CAMPUS, OR BRANCH**

A college is a community college district's administrative unit that is recognized by the ICCB, is authorized by the IBHE to grant postsecondary degrees and certificates, and provides a comprehensive program of instruction (see ICCB Rule 1501.301). Thus, a college is the unit for which "units of instruction" (curricula) are approved for offering that is responsible for reporting student enrollment and completion information (A and E data), credit hour claims (S data), etc., on the ICCB computerized Management Information System. A campus is an administrative unit of a college that has a continuing educational mission and serves as a primary instructional site for the college. A branch is an administrative unit of a college that has a continuing educational mission and serves as a secondary site for the college.

New units of administration, including colleges, campuses, and branches, require approval of the ICCB and IBHE. When a district administration determines that such a new unit of administration is desirable and feasible and it is authorized by the district board of trustees, an Application for Approval of a New College, Campus, or Branch (Form 30) should be submitted to the ICCB by the district chief administrative officer. The information supplied in the application will be used by ICCB staff to formulate a recommendation to the ICCB and, if ICCB approval is granted, by IBHE staff to formulate a recommendation to the IBHE. The criteria for ICCB approval of a new college, campus, or branch are in ICCB Rule 1501.305.



Form 30  
(July 1992)

Illinois Community College Board

**APPLICATION FOR APPROVAL OF A NEW COLLEGE, CAMPUS, OR BRANCH**

District Name \_\_\_\_\_ 5-Digit College Number \_\_\_\_\_

Contact Person \_\_\_\_\_ Phone \_\_\_\_\_

---

Type: \_\_\_\_\_ College \_\_\_\_\_ Campus \_\_\_\_\_ Branch \_\_\_\_\_

Name of College/Campus/Branch: \_\_\_\_\_

Address of College/Campus/Branch: \_\_\_\_\_

---

Proposed Implementation Date: \_\_\_\_\_

---

REQUEST FOR APPROVAL

This proposed new college/campus/branch was authorized by the District Board of Trustees on  
\_\_\_\_\_.  
Date

State approval is hereby requested.

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_  
Chief Administrative Officer

---

ICCB USE ONLY: Approved by ICCB on \_\_\_\_\_  
Date

Approved by IBHE on \_\_\_\_\_  
Date

---

Form 30 (continued)  
Page two

- A. Describe the rationale for establishing a new college/campus/branch within the community college district.
  
- B. Describe the mission and scope of the proposed college/campus/branch.
  - 1. List (by title, CIP, and type) all curricula (units of instruction) that are being planned for the proposed college/campus/branch.
  - 2. List all student and academic support services that are planned for the proposed college/campus/branch.
  - 3. List any special services that will be provided by the proposed college/campus/branch.
  
- C. Provide evidence to show that the proposed college/campus/branch will meet an educational need that is not presently met within that area of the district.
  - 1. Identify all other educational institutions providing postsecondary education within a 30-mile radius of the proposed college/campus/branch.
  - 2. Identify the student demand for postsecondary education by program area within the service area of the proposed college/campus/branch.
  - 3. How will the establishment of the proposed college/campus/branch impact the enrollments of the institutions identified in Item #1 above?
  - 4. How will the establishment of the proposed college/campus/branch impact the current enrollments of the district's present college(s)?
  
- D. Provide a three-year projection of student enrollments for the proposed college/campus/branch. Include basic assumptions, a description of the data, and the methodology that was used to obtain it. Summarize the enrollment projections on Chart A (appended). Please note that one FTE student is equivalent to 30 semester hours per annum.

Form 30 (continued)  
Page three

E. Facilities

1. Describe the facilities that are being planned for housing the proposed college/campus/branch.
2. Describe the proposed financial arrangements (purchase or lease) for the acquisition of facilities for the proposed college/campus/branch.
3. Provide a summary of the physical facilities to house the proposed college/campus/branch on Chart B (appended).

F. Financing

1. Describe the ability of the college district to finance the proposed college/campus/branch adequately. Include projections of assessed valuation, tax rate, student tuition revenue, and state funding.
2. Detail any new (additional) costs to the district for each of the first three years of operation of the proposed college/campus/branch on Chart C (appended). Please provide new costs for each year, not cumulative costs.
3. Provide an estimate of the average unit cost per semester credit hour for the proposed college/campus/branch and the district on Chart D (appended).

G. Administration

1. Describe the administration of the proposed college/campus/branch. Provide an organization chart that includes position titles.
2. Provide a summary of the staffing requirements for the proposed college/campus/branch on Chart E (appended).

H. Accreditation

1. Describe the plans and time table for obtaining North Central Association accreditation for the proposed college. (Not applicable to campuses or branches.)

Form 30 (continued)  
Page four

**Chart A: Projected Enrollments for the Proposed College/Campus/Branch**

PCS	Program Area	<u>First Year</u>		<u>Second Year</u>		<u>Third Year</u>	
		<u>Headcount</u>	<u>FTE</u>	<u>Headcount</u>	<u>FTE</u>	<u>Headcount</u>	<u>FTE</u>
1.0	General Associate Degree	_____	_____	_____	_____	_____	_____
1.1	Academic/Transfer	_____	_____	_____	_____	_____	_____
1.2	Occupational	_____	_____	_____	_____	_____	_____
1.3	Noncredit	_____	_____	_____	_____	_____	_____
1.4	Remedial	_____	_____	_____	_____	_____	_____
1.5	General Studies (Cert.)	_____	_____	_____	_____	_____	_____
1.6	Vocational Skills	_____	_____	_____	_____	_____	_____
1.7	Adult Basic Education	_____	_____	_____	_____	_____	_____
1.8	Adult Secondary Education	_____	_____	_____	_____	_____	_____
1.9	English as a Second Language	_____	_____	_____	_____	_____	_____
TOTAL		_____	_____	_____	_____	_____	_____

**CHART B: Physical Facilities**

	<u>Net Square Feet</u>	<u>Number of Rooms</u>	<u>Total Seating Capacity</u>
Classroom Space	_____	_____	_____
Laboratory Space	_____	_____	_____
Library Space	_____	_____	_____
Office Space	_____	_____	_____
Other (Specify)	_____	_____	_____

**CHART C: New Financial Requirements Each Year**

	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
Administration/Supervision Costs	_____	_____	_____
Faculty and Support Staff Costs	_____	_____	_____
Operations and Maintenance Costs	_____	_____	_____
Equipment Costs	_____	_____	_____
Library/LRC Costs	_____	_____	_____
Student Services Costs	_____	_____	_____
Other Operating Costs	_____	_____	_____
TOTAL NEW OPERATING COSTS	_____	_____	_____

Form 30 (continued)  
Page five

**CHART D: Estimated Average Unit Cost**

	<u>Proposed College/Campus/ Branch Average</u>	<u>Current District Average</u>
First Year	_____	_____
Second Year	_____	_____
Third Year	_____	_____

**CHART E: Staffing Requirements**

	<u>Headcount</u>	<u>FTE</u>
Administrators	_____	_____
Instructional Faculty	_____	_____
Student Services Professional Staff (Counseling, Financial Aid)	_____	_____
Academic Support (LRC, Audio-Visual)	_____	_____
Clerical Staff	_____	_____
Other (Specify) _____	_____	_____
_____	_____	_____
_____	_____	_____

### **APPROVAL OF A NEW UNIT OF PUBLIC SERVICE OR RESEARCH**

A "unit of research or public service" is a college's administrative division or structure that administers one or more research or public service programs (see ICCB Rule 1501.301). The ICCB will act upon requests by a college or district to establish a new administrative division or structure to administer one or more public service or research programs but does not need to approve individually new public service or research activities undertaken within the college's already established administrative structure.

When a district or college determines that a new administrative unit of public service or research is desirable and feasible and it is authorized by the college board of trustees, an Application for Approval of a New Unit of Public Service or Research (Form 32) should be submitted to the ICCB. The information supplied in the application will be used by ICCB staff to formulate a recommendation to the ICCB and, if ICCB approval is granted, by IBHE staff to formulate a recommendation to the IBHE. The criteria to be used by the ICCB in the approval of a new administrative unit of public service or research are found in ICCB Rule 1501.302b. The date of approval of a new administrative unit of public service or research and, thus, the date on which the new unit may begin operating is the date on which the new unit is approved by the IBHE.

Form 32  
(July 1992)

Illinois Community College Board

**APPLICATION FOR APPROVAL OF A NEW UNIT OF PUBLIC SERVICE OR RESEARCH**

District Name \_\_\_\_\_ 5-Digit College Number \_\_\_\_\_

Contact Person \_\_\_\_\_ Phone \_\_\_\_\_

---

PROPOSED UNIT OF PUBLIC SERVICE OR RESEARCH INFORMATION

Name of Proposed New Unit: \_\_\_\_\_

Address of Proposed New Unit: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Proposed Implementation Date: \_\_\_\_\_

---

REQUEST FOR APPROVAL

This proposed new unit of public service or research was authorized by the District Board of Trustees on  
\_\_\_\_\_.  
Date

State approval is hereby requested.

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_  
Chief Administrative Officer

---

ICCB USE ONLY:     Approved by ICCB on \_\_\_\_\_  
Date

Approved by IBHE on \_\_\_\_\_  
Date

---

Form 32 (continued)  
Page two

A. Objectives

1. Describe the rationale for establishing a new administrative unit of public service or research within the community college district.
2. Describe the mission and scope of the proposed new unit.
3. Identify the objectives of the proposed new unit.

B. Need, Scope, and Duration

- \_\_\_\_ 1. Identify the programs or services to be provided by the proposed new unit.
2. Provide evidence to show that the proposed new unit will meet a need that cannot be met adequately within the district's current structure.
  3. Describe the administrative structure of the proposed new unit. Provide an organization chart that includes position titles within the new unit and that shows the position of the new unit within the college's organizational structure.
  4. Identify the demand for programs or services to be provided by the proposed new unit. (Append a copy of the needs assessment.)
  5. How will the establishment of the proposed new unit impact the programs or services currently provided by the college/district?
  6. Provide evidence that the demand/need for the program or service to be provided by the new unit is continuing rather than temporary.

C. Resources

- \_\_\_\_ 1. Describe the facilities for housing the proposed new unit.
2. Describe the proposed financial arrangements for the acquisition or modification of facilities for the proposed new unit.
  3. Provide a summary of the physical facilities to house the proposed new unit on Chart A (appended).
  4. Describe any new (additional) equipment or materials to be acquired for the proposed new unit.
  5. Provide a summary of the staffing requirements for the proposed new unit on Chart B (appended).
  6. Describe the qualifications to be sought in appointing new administrative and/or professional staff members.
  7. Describe the ability of the college district to finance the proposed new unit adequately. Include projections of contracts, donations, fees, state funding, etc.
  8. Detail any new (additional) costs to the district for each of the first three years of operation of the proposed new unit on Chart C (appended). Please provide new costs for each year, not cumulative costs.



Form 32 (continued)  
Page three

**CHART A: Physical Facilities**

	<u>Net Square Feet</u>	<u>Number of Rooms</u>	<u>Total Seating Capacity</u>
Meeting/Conference Space	_____	_____	_____
Classroom Space	_____	_____	_____
Laboratory Space	_____	_____	_____
Library Space	_____	_____	_____
Office Space	_____	_____	_____
Other (Specify)	_____	_____	_____

**CHART B: Staffing Requirements**

	<u>Reassigned Current Staff</u>		<u>New Staff</u>	
	<u>Headcount</u>	<u>FTE</u>	<u>Headcount</u>	<u>FTE</u>
Administrators	_____	_____	_____	_____
Professional Staff	_____	_____	_____	_____
Clerical Staff	_____	_____	_____	_____
Other (Specify) _____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**CHART C: New Financial Requirements Each Year**

	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
Administration/Supervision Costs	_____	_____	_____
Professional and Support Staff Costs	_____	_____	_____
Operations and Maintenance Costs	_____	_____	_____
Equipment and Materials Costs	_____	_____	_____
- Other Operating Costs			
(Specify) _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL NEW OPERATING COSTS	_____	_____	_____

---

Appendix A

---

**ICCB-MODIFIED CLASSIFICATION OF  
INSTRUCTIONAL PROGRAMS (CIP)**

## **ICCB-MODIFIED CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP) A CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP) CODING SYSTEM**

The Classification of Instructional Programs (CIP) coding system is used in federal data collection surveys and management information systems. It also is a reference tool for state agencies and institutions that find it convenient to adopt and modify the basic approach followed by the federal government.

The National CIP listing has been edited to indicate (1) which code numbers should not be used; (2) which code numbers have been assigned to program categories such as Remedial Education and Personal Development, Homemaking, and other programs in the PCS 1.5 category; and (3) which code numbers have been added to accommodate the classification of curricula and courses specific to Illinois. Since the Illinois community colleges receive state funding based on course enrollments (i.e., credit hour grants), it was necessary to expand several fields of the CIP system to facilitate the classification of individual courses. A number of "see also" references have been added to the CIP listing to assist colleges in locating the probable classification of curricula and courses on the *Generic Course List*.

The national coding structure has undergone major modification with the modifications implemented in Illinois beginning in fiscal year 1993. The attached listing reflects these modifications. Italicized CIP listings indicate the CIP code is no longer being used. Courses and curricula assigned to the discontinued CIP have been converted to the number in parentheses. Codes preceded by an asterisk are specific to Illinois. Any data reported to the federal government under IPEDS will be recoded as indicated in parentheses.

### PCS-CIP CODING STRUCTURE

The first digit of the PCS code refers to the major programs (objectives) of a postsecondary institution. The major programs have been defined by PCS as:

- |                      |                                  |
|----------------------|----------------------------------|
| 1.0 Instruction      | 5.0 Student Services             |
| 2.0 Research         | 6.0 Institutional Support        |
| 3.0 Public Service   | 7.0 Independent Operations       |
| 4.0 Academic Support | 8.0 Scholarships and Fellowships |

The second number in the code is used to specify subprograms (subobjectives of the programs). The instruction program contains the following subprograms:

- 1.0 General Associate Degrees (AGE, ALS, AGS)
- 1.1 Baccalaureate/Transfer Instruction
- 1.2 Occupational/Technical Instruction
- 1.3 Community Education (noncredit)
- 1.4 Remedial Education (not to be used for student classification)
- 1.5 General Studies (course and certificate designation)
- 1.6 Vocational Skills
- 1.7 Adult Basic Education
- 1.8 Adult Secondary Education
- 1.9 English As A Second Language

A program category is a classification of similar or related activities by discipline area or major function. In the Instruction, Research, Public Service, and Academic Support programs, the coding of the program category corresponds to the standard taxonomy of fields of study used in the Classification of Instructional Programs (CIP). Six digits are used to denote specific discipline or occupational areas.

Example:

1.1	240101	Baccalaureate/Transfer Instruction--Associate in Arts
1.2	521501	Occupational/Technical Instruction--Real Estate
1.2	511601	Occupational/Technical Instruction--Registered Nursing
4.1	000000	Academic Support--Libraries
5.3	000000	Student Services--Student Counseling

### PCS AND CIP CODING

Listed below are the valid CIP codes within each PCS category:

<u>Curriculum/Course Categories</u>	<u>PCS</u>	<u>CIP</u>
General Associate (AGS, ALS, AGS)	1.0	24.0102*
Baccalaureate/Transfer	1.1	01.xxxx-05.xxxx, 09.xxxx, 11.xxxx, 13.xxxx-14.xxxx, 16.xxxx, 19.xxxx, 22.0102*, 23.xxxx-24.xxxx, 26.xxxx- 28.xxxx, 30.xxxx-31.xxxx, 36.0108, 38.xxxx, 40.xxxx, 42.xxxx, 44.xxxx- 45.xxxx, 50.xxxx, 51.xxxx, 52.xxxx
Occupational/Technical	1.2	01.xxxx, 03.xxxx, 08.xxxx-10.xxxx, 12.xxxx, 13.1501, 15.xxxx, 20.xxxx, 22.xxxx-27.xxxx, 30.xxxx, 31.xxxx, 38.xxxx, 40.xxxx-52.xxxx
Community Education (noncredit)	1.3	01.xxxx-52.xxxx
Remedial Education	1.4**	32.0101*, 32.0103, 32.0104, 32.0108, 32.0113
General Studies (Nonfundable)	1.5	01.xxxx-52.xxxx
Vocational Skills	1.6	01.xxxx, 03.xxxx, 08.xxxx-10.xxxx, 12.xxxx, 15.xxxx, 20.xxxx, 23.xxxx, 25.xxxx, 27.xxxx, 31.xxxx, 32.0105*, 40.xxxx, 41.xxxx, 43.xxxx-44.xxxx, 46.xxxx-52.xxxx
Adult Basic Education	1.7	32.011x, 32.012x
Adult Secondary Education	1.8	32.013x
English as a Second Language	1.9	32.014x, 32.015x, 32.016x, 33.0102

\* Curriculum CIP only.

\*\* This category is NOT to be used as a program classification for students in ICCB submissions. Students who are only enrolled in remedial courses should be classified as course enrollees in the program in which they intend to enroll if they are not already in a program.

ICCB FUNDING CATEGORIES BY PCS AND CIP\*

Funding Categories

PCS and CIP Codes

1. Baccalaureate and General Academic  
All courses with PCS Code 1.1 and all courses with PCS 1.2 and 1.6 NOT listed in #2, 3, and 4 below (i.e., 23.xxxx, 24.xxxx, 26.xxxx, 27.xxxx, 38.xxxx, 40.xxxx, 42.xxxx, 45.xxxx, 50.0101-50.03xx, 50.0701-50.9999).
2. Business and Service Occupational and Vocational  
Occupational Career courses with PCS 1.2 and CIP codes: 08.0101-08.0708, 08.0799-08.1099, 08.1200-09.9999, 12.0101-12.0299, 12.0401-12.0404, 12.0406-12.0499, 12.0507-12.9999, 13.xxxx, 16.xxxx, 20.0000-20.0299, 20.0602, 20.0701-20.9999, 22.xxxx, 23.xxxx, 25.xxxx, 30.xxxx, 31.xxxx, 43.xxxx-44.xxxx, 51.0205, 51.0702, 52.01xx-52.0406, 52.0408-52.11xx, 52.1301-52.9999.  
Vocational Skills courses with PCS 1.6 and CIP codes above.
3. Technical Occupational and Vocational  
Occupational Career courses with PCS 1.2 and CIP codes: 01.xxxx, 03.xxxx, 08.0709, 08.11xx, 10.xxxx, 12.0501-12.0506, 15.xxxx, 20.0300-20.0601, 20.0603-20.0699, 41.xxxx, 46.xxxx-49.xxxx, 50.0401-50.06xx, 52.0407, 52.12xx.  
Vocational Skills courses with PCS 1.6 and CIP codes above.
4. Health Occupational and Vocational  
Occupational Career courses with PCS 1.2 and CIP codes: 12.03xx, 12.0405, 51.01xx-51.0204, 51.0206-51.0701, 51.0703-51.9999.  
Vocational Skills courses with PCS 1.6 and CIP codes above.
5. Remedial Education  
All courses with PCS 1.4.

Funding Categories

PCS and CIP Codes

6. Adult Basic/Adult Secondary  
Education, English as a Second  
Language

All courses with PCS 1.7, 1.8, and 1.9

\* Note that General Studies (PCS 1.5) and Continuing Education (PCS 1.3) courses are not fundable through ICCB credit hour grants.

## INDIVIDUAL CIP CODES

- 01. AGRICULTURAL BUSINESS AND PRODUCTION
  - 01.01 Agricultural Business and Management
    - 01.0101 Agricultural Business and Management, General
    - 01.0102 Agricultural Business/Agribusiness Operations
    - 01.0103 Agricultural Economics
    - 01.0104 Farm and Ranch Management
    - 01.0199 Agricultural Business and Management, Other
  - 01.02 Agricultural Mechanization
    - 01.0201 Agricultural Mechanization, General
    - 01.0204 Agricultural Power Machinery Operator
    - 01.0299 Agricultural Mechanization, Other
  - 01.03 Agricultural Production Workers and Managers
    - 01.0301 Agricultural Production Workers and Managers, General
    - 01.0302 Agricultural Animal Husbandry and Production Management
    - 01.0303 Aquaculture Operations and Production Management
    - 01.0304 Crop Production Operations and Management
    - 01.0399 Agricultural Production Workers and Managers, Other
  - 01.04 Agricultural and Food Products Processing
    - 01.0401 Agricultural and Food Products Processing Operations/Management
  - 01.05 Agricultural Supplies and Related Services
    - 01.0501 Agricultural Supplies, Retailing and Wholesaling
    - 01.0503 Agricultural Supplies Marketing (To 01.0501)*
    - 01.0505 Animal Trainer
    - 01.0507 Equestrian/Equine Studies, Horse Management and Training (Cross to 01.0505 for IPEDS)
    - 01.0599 Agricultural Supplies and Related Services, Other
  - 01.06 Horticulture Services Operations and Management
    - 01.0601 Horticulture Services Operations and Management, General
    - \* 01.0602 Arboriculture (Cross to 01.0699 for IPEDS)
    - 01.0603 Ornamental Horticulture Operations and Management
    - 01.0604 Greenhouse Operations and Management
    - 01.0605 Landscaping Operations and Management
    - 01.0606 Nursery Operation and Management
    - 01.0607 Turf Management
    - \* 01.0610 Park and Grounds Management (Cross to 01.0699 for IPEDS)
    - 01.0699 Horticulture Services Operations and Management, Other
  - 01.07 International Agriculture
    - 01.0701 International Agriculture



- 01.99     Agricultural Business and Production, Other
  - \*       01.9999 Designation for vocational agriculture course enrollees - 1.2  
            and vocational skills in agriculture - 1.6
  
- 02.       AGRICULTURAL SCIENCES (Transfer courses)
  
- 02.01     Agriculture/Agricultural Sciences
  - 02.0101 Agricultural Sciences, General
  - 02.0102 Agricultural Extension
  
- 02.02     Animal Sciences
  - 02.0201 Animal Science, General
  - 02.0202 Agricultural Animal Breeding and Genetics
  - 02.0203 Agricultural Animal Health
  - 02.0204 Agricultural Animal Nutrition
  - 02.0205 Agricultural Animal Physiology
  - 02.0206 Dairy Science
  - 02.0209 Poultry Science
  - 02.0299 Animal Sciences, Other
  
- 02.03     Food Sciences and Technology
  - 02.0301 Food Sciences and Technology
  
- 02.04     Plant Sciences
  - 02.0401 Plant Sciences, General
  - 02.0402 Agronomy and Crop Science
  - 02.0403 Horticulture Science
  - 02.0405 Plant Breeding and Genetics
  - 02.0406 Agriculture Plant Pathology
  - 02.0407 Agricultural Plant Physiology
  - 02.0408 Plant Protection (Pest Management)
  - 02.0409 Range Science and Management
  - 02.0499 Plant Sciences, Other
  
- 02.05     Soil Sciences
  - 02.0501 Soil Sciences
  
- 02.99     Agriculture/Agricultural Sciences, Other
  - 02.9999 Agriculture/Agricultural Sciences, Other
  
- 03.       CONSERVATION AND RENEWABLE NATURAL RESOURCES
  
- 03.01     Natural Resources Conservation
  - 03.0101 Natural Resources Conservation, General
  - 03.0102 Environmental Science/Studies
  
- 03.02     Natural Resources Management and Protective Services
  - 03.0201 Natural Resources Management and Policy
  - 03.0203 Natural Resources Law Enforcement and Protective Services
  - 03.0299 Natural Resources Management and Protective Services, Other

- 03.03     Fishing and Fisheries Management
  - 03.0301 Fishing and Fisheries Sciences and Management
  - Commercial Fishing Operations (See 49.0303)
- 03.04     Forestry Production and Processing
  - 03.0401 Forest Harvesting and Production Technology/Technician
  - 03.0404 Forest Products Technology/Technician
  - 03.0405 Logging/Timber Harvesting
  - 03.0499 Forest Production and Processing, Other
- 03.05     Forestry and Related Sciences
  - 03.0501 Forestry, General
  - 03.0502 Forestry Sciences
  - 03.0506 Forest Management
  - 03.0509 Wood Science and Pulp/Paper Technology
  - 03.0599 Forestry and Related Sciences, Other
- 03.06     Wildlife and Wildlands Management
  - 03.0601 Wildlife and Wildlands Management
- 03.99     Conservation and Renewable Natural Resources, Other
  - \*     03.9999 Designation for Conservation and Renewable Natural Resources Course Enrollees
- 04.       ARCHITECTURE AND ENVIRONMENTAL DESIGN (For Transfer courses only)
- 04.02     Architecture
  - 04.0201 Architecture
- 04.03     City/Urban, Community, and Regional Planning
  - 04.0301 City/Urban and Regional Planning
- 04.04     Architectural Environmental Design
  - 04.0401 Architectural Environmental Design
- 04.05     Interior Architectural (See 20.0508 Interior Decorator)
  - 04.0501 Interior Architecture
- 04.06     Landscape Architecture
  - 04.0601 Landscape Architecture
- 04.07     Architectural Urban Design and Planning (See also 45.12 Urban Studies)
  - 04.0701 Architectural Urban Design and Planning
- 04.99     Architecture and Related Programs, Other
  - 04.9999 Architecture and Related Programs, Other
- 05.       AREA, ETHNIC AND CULTURAL STUDIES (Transfer courses)

- 05.01     Area Studies
  - 05.0101 African Studies
  - 05.0102 American Studies/Civilization
  - 05.0103 Asian Studies
  - 05.0104 East Asian Studies
  - 05.0105 Eastern European Area Studies
  - 05.0106 European Studies
  - 05.0107 Latin American Studies
  - 05.0108 Middle Eastern Studies
  - 05.0109 Pacific Area Studies
  - 05.0110 Russian and Slavic Area Studies
  - 05.0111 Scandinavian Area Studies
  - 05.0112 South Asian Studies
  - 05.0113 Southeast Asian Studies
  - 05.0114 Western European Studies
  - 05.0115 Canadian Studies
  - 05.0199 Area Studies, Other
  
- 05.02     Ethnic Studies
  - 05.0201 Afro-American (Black) Studies
  - 05.0202 American Indian/Native American Studies
  - 05.0203 Hispanic American Studies
  - 05.0204 Islamic Studies
  - 05.0205 Jewish/Judaic Studies
  - 05.0206 Asian-American Studies
  - 05.0207 Women's Studies
  - 05.0299 Ethnic and Cultural Studies, Other
  
- 05.99     Area, Ethnic and Cultural Studies, Other
  - 05.9999 Area, Ethnic, and Cultural Studies, Other
  
- 06.        *MANAGEMENT (To 52.0000)*
  - 06.0101 *Business and Management, General (To 52.0101)*
  - 06.0401 *Business Administration and Management, General (To 52.0201)*
  - 06.0403 *Production Management (To 52.0205)*
  - 06.0701 *Hotel/Motel Management (52.0902)*
  - 06.0901 *International Business Management (To 52.1101)*
  - 06.1101 *Labor/Industrial Relations (To 52.1002)*
  - 06.1601 *Personnel Management (To 52.1001)*
  - 06.1701 *Real Estate (To 52.1501)*
  - 06.1704 *Appraisal Certificate (To 52.1501)*
  - 06.1801 *Small Business Management and Ownership (To 52.0701)*
  - 06.2001 *Trade and Industrial Supervision (To 52.0205)*
  - 06.9999 *Designation for vocational business course enrollees - 1.2 (To 52.9999)*

- 07. *OFFICE OCCUPATIONS AND SYSTEMS (To 52.0000)*
  - 07.0101 *Accounting and Bookkeeping, General (52.0302)*
  - 07.0103 *Bookkeeping (To 52.0302)*
  - 07.0201 *Banking and Finance (Operations) (To 52.0803)*
  - 07.0302 *Business Computer and Console Operation/Mainframe (To 52.1205)*
  - 07.0303 *Business Data Entry Equipment Operation (To 52.0407)*
  - 07.0305 *Business Data Programming (To 52.1202)*
  - 07.0308 *Microcomputer Applications (To 48.0212, 52.0407 and 52.1202)*
  - 07.0401 *Office Supervision and Management (To 52.0204)*
  - 07.0602 *Court Reporting (To 52.0405)*
  - 07.0603 *Executive Secretarial/Administrative Assisting (To 52.0402)*
  - 07.0604 *Legal Secretarial (To 52.0403)*
  - 07.0605 *Medical Secretarial (To 52.0404 and 51.0708-Medical Transcript)*
  - 07.0606 *Secretarial (To 52.0401)*
  - 07.0607 *Stenographic (To 52.0401)*
  - 07.0608 *Word Processing (To 52.0401)*
  - 07.0702 *Clerk-Typist (To 52.0408)*
  - 07.0705 *General Office Clerk/Information Specialist (To 52.0408)*
  - 07.0707 *Receptionist and Communication Systems Operation (To 52.0406)*
  - 07.0710 *Typing/Keyboarding (To 52.0408)*
  - 07.0901 *Information Processing (To 52.0407)*
  - 07.0903 *Information Processing Management (To 52.0402)*
  - 07.9999 *Designation for vocational office course enrollees - 1.2  
and vocational skills in business occupations - 1.6 (To 52.9999)*
- 08. **MARKETING OPERATIONS/MARKETING AND DISTRIBUTION**
  - 08.01 Apparel and Accessories Marketing Operations
    - 08.0101 Apparel and Accessories Marketing Operations, General
    - 08.0102 Fashion Merchandising
    - 08.0103 Fashion Modeling
    - 08.0199 Apparel and Accessories Marketing Operations, Other
  - 08.02 Business and Personal Services Marketing Operations
    - 08.0204 Business Service Marketing Operations
    - 08.0205 Personal Services Marketing Operations
    - 08.0299 Business and Personal Services Marketing Operations, Other
  - 08.03 Entrepreneurship
    - 08.0301 Entrepreneurship
  - 08.04 Financial Services Marketing Operations
    - 08.0401 Financial Services Marketing Operations
    - 08.0406 *Securities and Commodities Marketing (To 08.0401)*
  - 08.05 Floristry Marketing Operations
    - 08.0503 Floristry Marketing Operations
  - 08.06 Food Products Retailing and Wholesaling Operations
    - 08.0601 Food Products Retailing and Wholesaling Operations
    - 08.0604 *Supermarket Marketing (To 08.0601)*
    - 08.0605 *Wholesale Food Marketing (To 08.0601)*

- 08.07     General Retailing and Wholesaling Operations and Skills
  - 08.0701 Auctioneering
  - \*     08.0702 Industrial Marketing (Cross to 08.0799 for IPEDS)
  - 08.0704 General Buying Operations (*Existing Curr. To 52.0203*)
  - 08.0705 General Retailing Operations
  - 08.0706 General Selling Skills and Sales Operations
  - 08.0708 General Marketing Operations
  - 08.0709 General Distribution Operations
  - 08.0710 *Direct Marketing (To 08.0706)*
  - 08.0799 Gen. Retailing and Wholesaling Oper. and Skills, Other
  
- 08.08     Home and Office Products Marketing Operations
  - 08.0809 Home Products Marketing Operations
  - 08.0810 Office Products Marketing Operations
  - 08.0899 Home and Office Products Marketing Operations, Other
  
- 08.09     Hospitality and Recreation Marketing Operations
  - 08.0901 Hospitality and Recreation Marketing Operations, General
  - 08.0902 Hotel/Motel Services Marketing Operations
    - Hotel/Motel Management (See 52.0902)
  - 08.0903 Recreation Products/Services Marketing Operations
    - Recreational Enterprises Management (See 52.0903)
    - Resort Management (See 52.0904)
  - 08.0906 Food Sales Operations
    - Restaurant Management (See 52.0905)
  - 08.0999 Hospitality and Recreation Marketing Operations, Other
  
- 08.10     Insurance Marketing Operations
  - 08.1001 Insurance Marketing Operations
  
- 08.11     Tourism and Travel Services Marketing Operations
  - 08.1102 *Freight Transportation Marketing (To 08.0709)*
  - 08.1104 Tourism Promotion Operations
  - 08.1105 Travel Services Marketing Operations (Includes Travel Agent)
  - 08.1199 Tourism and Travel Services Marketing Operations, Other
  
- 08.12     Vehicle and Petroleum Products Marketing Operations
  - 08.1203 Vehicle Parts and Accessories Marketing Operations
  - 08.1208 Vehicle Marketing Operations
  - 08.1209 Petroleum Products Retailing Operations
  - 08.1299 Vehicle and Petroleum Products Marketing Operations, Other
  
- 08.13     Health Products and Services Marketing Operations
  - 08.1301 Health Products and Services Marketing Operations
  
- 08.99     Marketing Operations/Marketing and Distribution, Other
  - \*     08.9999 Designation for vocational marketing course enrollees - 1.2 - and vocational skills in marketing/distributive occupations - 1.6

09. COMMUNICATIONS

09.01 Communications, General

09.0101 Communications, General

09.02 Advertising

09.0201 Advertising

09.04 Journalism and Mass Communications

09.0401 Journalism

09.0402 Broadcast Journalism

09.0403 Mass Communications

09.0499 Journalism and Mass Communication, Other

09.05 Public Relations and Organizational Communications

09.0501 Public Relations and Organizational Communications (Cross to 09.0401 for IPEDS)

09.07 Radio and Television Broadcasting (See also 10.0104)

09.0701 Radio and Television Broadcasting (Broadcast Journalism)

09.99 Communications, Other

09.9999 Communications, Other

10. COMMUNICATIONS TECHNOLOGIES

10.01 Communications Technologies

10.0101 Educational/Instructional Media Technology/Technician  
(See also 13.05)

10.0103 Photographic Technology/Technician

10.0104 Radio and Television Broadcasting Technology/Technician

*10.0110 Emergency Communication Systems Technology (To 15.0310)*

10.0199 Communications Technologies/Technicians, Other

\* 10.9999 Designation for vocational communication course enrollees - 1.2 (Cross to 10.0101 for IPEDS)

11. COMPUTER AND INFORMATION SCIENCES (Transfer courses)

11.01 Computer and Information Sciences, General

11.0101 Computer and Information Sciences, General

11.02 Computer Programming (See also 52.12 for occupational)

11.0201 Computer Programming

11.03 Data Processing Technology (See 52.12 for occupational)

11.0301 Data Processing Technology/Technician

11.04 Information Sciences and Systems

11.0401 Information Sciences and Systems

11.05 Computer Systems Analysis

11.0501 Computer Systems Analysis

- 11.99     Computer and Information Sciences, Other
  - 11.9999 Computer and Information Sciences, Other
- 12.       PERSONAL AND MISCELLANEOUS SERVICES
- 12.02     Gaming and Sports Officiating Services
  - 12.0203 Card Dealer
  - 12.0204 Umpires and Other Sports Officials
  - 12.0299 Gaming and Sports Officiating Services, Other
- 12.03     Funeral Services and Mortuary Science
  - 12.0301 Funeral Services and Mortuary Science
- 12.04     Cosmetic Services
  - 12.0401 Cosmetic Services, General
  - 12.0402 Barbering/Hairstylist
  - 12.0403 Cosmetologist
  - 12.0404 Electrolysis Technician
  - 12.0405 Massage
  - 12.0406 Make-up Artist
  - 12.0408 Nail Technology
  - 12.0499 Cosmetic Services, Other
- 12.05     Culinary Arts and Related Services
  - 12.0501 Baker/Pastry Chef
  - 12.0502 Bartender/Mixologist
  - 12.0503 Culinary Arts/Chef Training
  - 12.0504 Food and Beverage/Restaurant Operations Manager
  - 12.0505 Kitchen Personnel/Cook and Assistant Training
  - 12.0506 Meatcutter
  - 12.0507 Waiter/Waitress and Dining Room Manager
  - 12.0599 Culinary Arts and Related Services, Other
- 12.99     Personal and Miscellaneous Services, Other
  - \* 12.9999 Designation for personal and miscellaneous services course enrollees - 1.2
- 13.       EDUCATION (For Transfer courses except for 13.15)
- 13.01     Education, General
  - 13.0101 Education, General
- 13.02     Bilingual/Bicultural Education
  - 13.0201 Bilingual/Bicultural Education
- 13.03     Not to be used. Curriculum and Instruction
- 13.04     Not to be used. Education Administration and Supervision
- 13.05     Educational/Instructional Media Design
  - 13.0501 Educational/Instructional Media Design (See also 10.0101)

- 13.06     Educational, Evaluation, Research and Statistics
  - 13.0601 Not to be used. Educational Evaluation and Research
  - 13.0603 Educational Statistics and Research Methods
  - 13.0604 Educational Assessment, Testing, and Measurement
  - 13.0699 Not to be used. Educational Evaluation, Research and Statistics, Other
  
- 13.07     International and Comparative Education
  - 13.0701 International and Comparative Education
  
- 13.08     Not to be used. Educational Psychology
  - 13.0802 Educational Psychology
  
- 13.09     Social and Philosophical Foundations of Education
  - 13.0901 Social and Philosophical Foundations of Education
  
- 13.10     Special Education
  - 13.1001 Special Education, General
  - 13.1003 Education of the Deaf and Hearing Impaired
  - 13.1004 Education of the Gifted and Talented
  - 13.1005 Education of the Emotionally Handicapped
  - 13.1006 Education of the Mentally Handicapped
  - 13.1007 Education of the Multiple Handicapped
  - 13.1008 Education of the Physically Handicapped
  - 13.1009 Education of the Blind and Visually Handicapped
  - 13.1011 Education of the Specific Learning Disabled
  - 13.1012 Education of the Speech Impaired
  - 13.1013 Education of the Autistic
  - 13.1099 Special Education, Other
  
- 13.11     Not to be used. Student Counseling and Personnel Services
  - 13.1101 Counselor Education Counseling and Guidance Services
  - 13.1102 College/Postsecondary Student Counseling and Personnel Services
  
- 13.12     General Teacher Education
  - 13.1201 Adult and Continuing Teacher Education
  - 13.1202 Elementary Teacher Education
  - 13.1203 Junior High/Intermediate/Middle School Teacher Education
  - 13.1204 Pre-Elementary Early Childhood/Kindergarten Teacher Education
  - 13.1205 Secondary Teacher Education
  - 13.1206 Teacher Education, Multiple Levels
  - 13.1299 Teacher Education, General Programs, Other
  
- 13.13     Teacher Education, Specific Academic and Vocational Programs
  - 13.1301 Agricultural Teacher Education (Vocational)
  - 13.1302 Art Teacher Education
  - 13.1303 Business Teacher Education (Vocational)
  - 13.1304 Driver and Safety Teacher Education
  - 13.1305 English Teacher Education
  - 13.1306 Foreign Languages Teacher Education
  - 13.1307 Health Teacher Education
  - 13.1308 Home Economics Teacher Education (Vocational)
  - 13.1309 Technology Teacher Education/Industrial Arts Teacher Education



- 13.1310 Marketing Operations Teacher Education/Marketing and Distribution Teacher Education (Vocational)
- 13.1311 Mathematics Teacher Education
- 13.1312 Music Teacher Education
- 13.1314 Physical Education Teaching and Coaching
- 13.1315 Reading Teacher Education
- 13.1316 Science Teacher Education, General
- 13.1317 Social Science Teacher Education
- 13.1318 Social Studies Teacher Education
- 13.1319 Technical Teacher Education (Vocational)
- 13.1320 Trade and Industrial Teacher Education (Vocational)
- 13.1321 Computer Teacher Education
- 13.1322 Biology Teacher Education
- 13.1323 Chemistry Teacher Education
- 13.1324 Drama and Dance Teacher Education
- 13.1325 French Language Teacher Education
- 13.1326 German Language Teacher Education
- 13.1327 Health Occupations Teacher Education (Vocational)
- 13.1328 History Teacher Education
- 13.1329 Physics Teacher Education
- 13.1330 Spanish Language Teacher Education
- 13.1331 Speech Teacher Education
- 13.1399 Teacher Education, Specific Academic and Vocational Programs, Other
- 13.14 Teaching English as a Second Language/Foreign Language
  - 13.1401 Teaching English as a Second Language/Foreign Language
- 13.15 Teacher Assistant/Aide
  - 13.1501 Teacher Assistant/Aide
- 13.99 Education, Other
  - 13.9999 Education, Other
- 14. ENGINEERING (For Transfer courses only)
  - 14.01 Engineering, General
    - 14.0101 Engineering, General
  - 14.02 Not to be used. Aerospace, Aeronautical and Astronautical Eng.
  - 14.03 Not to be used. Agricultural Engineering
  - 14.04 Not to be used. Architectural Engineering
  - 14.05 Not to be used. Bioengineering and Biomedical Engineering
  - 14.06 Not to be used. Ceramic Sciences and Engineering
  - 14.07 Not to be used. Chemical Engineering

- 14.08     Civil Engineering
  - 14.0801 Civil Engineering, General
  - 14.0802 Geotechnical Engineering
  - 14.0803 Structural Engineering
  - 14.0804 Transportation and Highway Engineering
  - 14.0805 Water Resources Engineering
- 14.09     Computer Engineering
  - 14.0901 Computer Engineering
- 14.10     Electrical, Electronics, and Communications Engineering
  - 14.1001 Electrical, Electronics, and Communication Engineering
- 14.11     Engineering Mechanics
  - 14.1101 Engineering Mechanics
- 14.12     Engineering Physics
  - 14.1201 Engineering Physics
- 14.13     Engineering Science
  - 14.1301 Engineering Science
- 14.14     Environmental/Environmental Health Engineering
  - 14.1401 Environmental/Environmental Health Engineering
- 14.15     Not to be used. Geological Engineering
- 14.16     Not to be used. Geographical Engineering
- 14.17     Not to be used. Industrial Manufacturing Engineering
- 14.18     Not to be used. Materials Engineering
- 14.19     Not to be used. Mechanical Engineering
- 14.20     Not to be used. Metallurgical Engineering
- 14.21     Not to be used. Mining and Mineral Engineering
- 14.22     Not to be used. Naval Architecture and Marine Engineering
- 14.23     Not to be used. Nuclear Engineering
- 14.24     Not to be used. Ocean Engineering
- 14.25     Not to be used. Petroleum Engineering
- 14.27     Not to be used. Systems Engineering
- 14.28     Not to be used. Textile Sciences and Engineering
- 14.29     Not to be used. Engineering Design

- 14.30 Not to be used. Engineering/Industrial Management
- 14.31 Not to be used. Materials Science
- 14.32 Not to be used. Polymer/Plastics Engineering
- 14.99 Engineering, Other  
14.9999 Engineering, Other
- 15. ENGINEERING-RELATED TECHNOLOGIES
- 15.01 Architectural Engineering Technology  
15.0101 Architectural Engineering Technology/Technician  
(See also 48.0102)
- 15.02 Civil Engineering, Civil Technology/Technician  
15.0201 Civil Engineering/Civil Technology/Technician  
15.0203 *Surveying and Mapping Technology (To 15.1102)*
- 15.03 Electrical and Electronic Engineering-Related Technology (See also 47.01)  
15.0301 Computer Engineering Technology/Technician (See also 47.0104)  
15.0303 Electrical, Electronic and Communications Engineering  
Technology/Technician  
15.0304 Laser and Optical Technology/Technician  
\* 15.0310 Telecommunication Electronics Technology (Cross to 15.0303 for IPEDS)  
15.0399 Electrical and Electronic Engineering-Related Technologies/  
Technicians, Other
- 15.04 Electromechanical Instrumentation and Maintenance Technology  
15.0401 Biomedical Engineering-Related Technology/Technician  
15.0402 Computer Maintenance Technology/Technician (See also 47.0104)  
15.0403 Electromechanical Technology/Technician  
15.0404 Instrumentation Technology/Technician  
\* 15.0405 Robotics Technology/Technician (Cross to 15.0499 for IPEDS)  
\* 15.0410 Fluid Power Technology (Cross to 15.0499 for IPEDS)  
\* 15.0411 Automated Manufacturing Technology (Cross to 15.0499 for IPEDS)  
15.0499 Electromechanical Instrumentation and Maintenance Technologies/  
Technicians, Other
- 15.05 Environmental Control Technologies  
15.0501 Heating, Air Conditioning and Refrigeration Technology/  
Technician (See 47.0201)  
15.0503 Energy Management and Systems Technology/Technician  
15.0505 Solar Technology/Technician  
15.0506 Water Quality and Wastewater Treatment Technology/Technician  
15.0507 Environmental and Pollution Technology/Technician  
15.0510 *Environmental Control Technology (To 15.0507)*  
15.0599 Environmental Control Technologies/Technicians, Other

- 15.06     Industrial Production Technologies
  - \*     15.0601 Alcohol Fuels Technology (Cross to 15.0699 for IPEDS)
  - 15.0603 Industrial/Manufacturing Technology/Technician
  - \*     15.0605 Corrosion Technology (Cross to 15.0603 for IPEDS)
  - 15.0607 Plastics Technology/Technician
  - 15.0610 *Welding and Fabrication Technology (To 15.0611)*
  - 15.0611 Metallurgical Technology/Technician
  - 15.0699 Industrial Production Technologies/Technicians, Other
- 15.07     Quality Control and Safety Technologies
  - 15.0701 Occupational Safety and Health Technology/Technician
  - 15.0702 Quality Control Technology/Technician
  - 15.0799 Quality Control and Safety Technologies/Technicians, Other
- 15.08     Mechanical Engineering-Related Technologies
  - 15.0801 Aeronautical and Aerospace Engineering Technology/  
          Technician
  - 15.0803 Automotive Engineering Technology/Technician (See 47.0604)
  - 15.0805 Mechanical Engineering/Mechanical Technology/Technician  
          (See 48.0105 for drafting)
  - \*     15.0810 Computer-aided Design (Cross to 15.0805 for IPEDS)
  - \*     15.0811 Microprecision Technology (Cross to 15.0805 for IPEDS)
  - 15.0899 Mechanical Engineering-Related Technologies/Technicians, Other
- 15.09     Mining and Petroleum Technologies
  - 15.0901 Mining Technology/Technician
  - 15.0903 Petroleum Technology/Technician
  - 15.0999 Mining and Petroleum Technologies/Technicians, Other
- 15.10     Construction/Building Technology
  - 15.1001 Construction/Building Technology/Technician
- 15.11     Miscellaneous Engineering-Related Technologies
  - 15.1101 Engineering Related Technolgies
  - 15.1102 Surveying
  - 15.1103 Hydraulic Technology/Technician
- 15.99     Engineering-Related Technologies, Other
  - \*     15.9999 Designation for vocational engineering technology course  
          enrollees - 1.2
- 16.       FOREIGN LANGUAGES AND LITERATURES (Transfer courses)
- 16.01     Foreign Languages and Literatures
  - 16.0101 Foreign Languages and Literatures, General
  - 16.0102 Linguistics
  - 16.0103 Foreign Language Interpretation and Translation
- 16.03     East and Southeast Asian Languages and Literatures
  - 16.0301 Chinese Language and Literature
  - 16.0302 Japanese Language and Literature
  - 16.0399 East and Southeast Asia Languages and Literatures, Other

- 16.04     East European Languages and Literatures
  - 16.0402 Russian Language and Literature
  - 16.0403 Slavic Languages and Literatures (other than Russian)
  - 16.0499 East European Languages and Literatures, Other
- 16.05     Germanic Languages and Literatures
  - 16.0501 German Language and Literature
  - 16.0502 Scandinavian Languages and Literatures
  - 16.0599 Germanic Languages and Literatures, Other
- 16.06     Greek Languages and Literatures (Modern)
  - 16.0601 Greek Language and Literatures (Modern)
- 16.07     South Asian Languages and Literatures
  - 16.0703 South Asian Languages and Literatures
- 16.09     Romance Languages and Literatures
  - 16.0901 French Language and Literature
  - 16.0902 Italian Language and Literature
  - 16.0904 Portuguese Language and Literature
  - 16.0905 Spanish Language and Literature
  - 16.0999 Romance Languages and Literatures, Other
- 16.11     Middle Eastern Languages and Literatures
  - 16.1101 Arabic Language and Literature
  - 16.1102 Hebrew Language and Literature
  - 16.1199 Middle Eastern Languages and Literatures, Other
- 16.12     Classical and Ancient Near Eastern Languages and Literatures
  - 16.1201 Classics and Classical Languages and Literatures
  - 16.1202 Greek Language and Literature (Ancient and Medieval)
  - 16.1203 Latin Language and Literature (Ancient and Medieval)
  - 16.1299 Classical and Ancient Near Eastern Languages and Literatures, Other
- 16.99     Foreign Languages and Literatures, Other
  - 16.9999 Foreign Languages and Literatures, Other
- 17.       *ALLIED HEALTH (To 51.0000)*
  - 17.0101 Dental Assisting (To 51.0601)
  - 17.0102 Dental Hygiene (To 51.0602)
  - 17.0103 Dental Laboratory Technology (To 51.0603)
  - 17.0199 Dental Services, Other (To 51.0699)
  - 17.0201 Cardiovascular Technology (To 51.0901)
  - 17.0202 Renal Dialysis Technology (To 51.0911)
  - 17.0203 Electrocardiograph Technology (To 51.0902)
  - 17.0204 Electroencephalograph Technology (To 51.0903)
  - 17.0205 Emergency Medical Technology-Ambulance (To 51.0904)
  - 17.0206 Emergency Medical Technology-Intermediate and Paramedic (To 51.0904)
  - 17.0208 Nuclear Medical Technology (To 51.0905)
  - 17.0209 Radiologic (Medical) Technology (To 51.0907)

- 17.0210 *Respiratory Therapy Technology (To 51.0908)*
- 17.0211 *Surgical Technology (To 51.0909)*
- 17.0212 *Diagnostic Medical Sonography (To 51.0910)*
- \* 17.0220 *Radiation Therapy Assisting (To 51.0912)*
- 17.0221 *Emergency Services (Integrated) (To 51.0904)*
- \* 17.0222 *Computerized Tomography (To 51.0913)*
- \* 17.0223 *Magnetic Resonance Imaging (To 51.0914)*
- \* 17.0304 *Medical Laboratory Aide/Phlebotomy (To 51.2602)*
- 17.0309 *Medical Laboratory Technology (To 51.1004)*
- 17.0401 *Alcohol/Drug Abuse Specialty (To 51.1501)*
- 17.0404 *Home Health Aide (See also 20.0606) (To 51.1615)*
- \* 17.0405 *Developmental Disabilities/Habilitation Aide (To 51.1504)*
- 17.0406 *Mental Health Technology (To 51.1502)*
- \* 17.0502 *Central Supply Technology (To 51.0710)*
- 17.0503 *Medical Assisting (To 51.0801)*
- 17.0506 *Medical Records Technology (To 51.0707)*
- 17.0507 *Pharmacy Assisting (To 51.0805)*
- 17.0508 *Physician Assisting (To 51.0807)*
- 17.0512 *Veterinarian Assisting (To 51.0808)*
- 17.0513 *Health Unit Coordinating (To 51.0703)*
- 17.0520 *Nursing Home/Convalescent Care (To 51.0702)*
- \* 17.0521 *Medical Records Assisting (To 51.0707)*
- \* 17.0601 *Geriatric Aide (To 51.2603)*
- 17.0602 *Basic Nurse Assisting (To 51.1614)*
- 17.0605 *Practical Nursing (To 51.1613)*
- 17.0610 *Refresher Courses for Nurses (1.6) (To 51.1612)*
- 17.0703 *Ophthalmic Medical Assisting (To 51.1803)*
- 17.0804 *Exercise Physiology (To 31.0505)*
- 17.0808 *Occupational Therapy Assisting (To 51.0803)*
- 17.0815 *Physical Therapy Assisting (To 51.0806)*
- \* 17.0817 *Therapeutic Recreational Assisting (To 51.2604)*
- \* 17.9999 *Designation for allied health course enrollees - 1.2 - and vocational skills in health occupations - 1.6 (To 51.9999)*

18. *HEALTH SCIENCES*

- 18.1101 *Associate Degree Nursing (To 51.1601)*
- 18.17 *Pre-Dentistry (To 51.1101)*
- 18.18 *Pre-Medicine (To 51.1102)*
- 18.19 *Pre-Pharmacy (To 51.1103)*
- 18.25 *Pre-Optometry (To 51.1199)*

19. HOME ECONOMICS (Transfer courses)

- 19.01 *Home Economics, General*
  - 19.0101 Home Economics, General

- 19.02 Not to be used. Home Economics Business Services
- 19.03 Not to be used. Family and Community Studies
- 19.04 Family/Consumer Resource Management
  - 19.0401 Family Resource Management Studies
  - 19.0402 Consumer Economics and Science
  - 19.0499 Family/Consumer Resource Management, Other
- 19.05 Foods and Nutrition Studies
  - 19.0501 Foods and Nutrition Studies, General
  - 19.0502 Scientific Human Nutrition Foods and Nutrition Science
  - 19.0503 Dietetics/Human Nutritional Services
  - 19.0505 Food Systems Administration
  - 19.0599 Foods and Nutrition Studies, Other
- 19.06 Housing Studies
  - 19.0601 Housing Studies, General
  - 19.0603 Interior Environments
  - 19.0699 Housing Studies, Other
- 19.07 Individual and Family Development Studies
  - 19.0701 Individual and Family Development Studies, General
  - 19.0703 Family and Marriage Counseling
  - 19.0704 Family Life and Relations Studies
  - 19.0705 Gerontological Services
  - 19.0706 Child Growth, Care and Development Studies (See 20.0202)
  - 19.0799 Individual and Family Development Studies, Other
- 19.09 Clothing/Apparel and Textiles Studies
  - 19.0901 Clothing/Apparel and Textile Studies
- 19.99 Home Economics, Other
  - 19.9999 Home Economics, Other
- 20. VOCATIONAL HOME ECONOMICS
- 20.01 Consumer and Homemaking Home Economics (For General Studies courses)
  - 20.0102 Child Development, Care, and Guidance (Curriculum designation for 1.5 - Improving Family Circumstances)
  - 20.0103 Clothing and Textiles (Curriculum designation for 1.5 - Homemaking)
- 20.02 Child Care and Guidance Workers and Managers
  - 20.0201 Child Care and Guidance Workers and Managers, General
  - 20.0202 Child Care Provider/Assistant
  - 20.0203 Child Care Services Management
  - 20.0204 Foster Care/Family Care (To 20.0202)
  - 20.0205 Teacher Aide (School-age) (To 13.1501)
  - 20.0210 Elder Care (To 20.0602)
  - 20.0299 Child Care and Guidance Workers and Managers, Other

- 20.03     Clothing, Apparel and Textiles Workers and Managers
  - 20.0301 Clothing, Apparel and Textiles Workers and Managers, General
  - 20.0303 Commercial Garment and Apparel Workers
  - 20.0305 Custom Tailor
  - 20.0306 Fashion and Fabric Consultant
  - 20.0309 Drycleaner and Launderer (Commercial)
  - 20.0399 Clothing, Apparel and Textiles Workers and Managers, Other
  
- 20.04     Institutional Food Workers and Administrators
  - 20.0401 Institutional Food Workers and Administrators, General
  - 20.0402 *Baking (To 12.0501)*
  - 20.0403 *Chef/Cook/Culinary Arts (To 12.0503)*
  - 20.0404 Dietician Assistant
  - 20.0405 Food Caterer
  - 20.0406 *Food Service/Restaurant Management (To 12.0504)*
  - 20.0409 Institutional Food Services Administrator
  - 20.0499 Institutional Food Workers and Administrators, Other
  
- 20.05     Home Furnishings and Equipment Installers and Consultants
  - 20.0501 Home Furnishings and Equipment Installers and Consultants, General
  - 20.0502 Window Treatment Maker and Installer
  - 20.0505 *Interior Design and Decorating (To 20.0501)*
  - 20.0599 Home Furnishings and Equipment Installers and Consultants, Other
  
- 20.06     Custodial, Housekeeping and Home Services Workers and Managers
  - 20.0601 Custodial, Housekeeping and Home Services Workers and Managers, General
  - 20.0602 Elder Care Provider/Companion
  - 20.0604 Custodian/Caretaker
  - 20.0605 Executive Housekeeper
  - 20.0606 Homemaker's Aide
  - 20.0699 Custodial, Housekeeping and Home Services Workers and Managers Other
  
- 20.07     Waiter/Waitress Related Services
  - 20.0701 *Waiter/Waitress Training (To 12.0507)*
  
- 20.99     Vocational Home Economics, Other
  - \* 20.9999 Designation for 1.6 - Vocational Skills in Home Economics and 1.2 Home and Institutional Services Course Enrollees
  
- 21.       Not to be used. TECHNOLOGY EDUCATION/INDUSTRIAL ARTS -
  
- 22.       LAW AND LEGAL STUDIES



- 22.01     Law and Legal Studies
  - 22.0101 Not to be used. Law (L.L.B., J.D.)
  - 22.0102 Pre-Law (Transfer curriculum, not course, designation)
  - 22.0103 Paralegal/Legal Assistant
  - 22.0104 Not to be used. Juridical Science/Legal Specialization (LL.M., M.C.L., J.S.D./S.J.D.)
  - 22.0199 Not to be used. Law and Legal Studies, Other
  
- 23.       ENGLISH LANGUAGE AND LITERATURE/LETTERS (For Transfer courses except for 23.11)
  
- 23.01     English Language and Literature, General
  - 23.0101 English Language and Literature, General
  
- 23.03     Comparative Literature
  - 23.0301 Comparative Literature (Includes World Literature)
  
- 23.04     English Composition
  - 23.0401 English Composition
  
- 23.05     English Creative Writing
  - 23.0501 English Creative Writing
  
- 23.07     American Literature (United States)
  - 23.0701 American Literature (United States)
  
- 23.08     English Literature (British and Commonwealth)
  - 23.0801 English Literature (British and Commonwealth)
  
- 23.10     Speech and Rhetorical Studies
  - 23.1001 Speech and Rhetorical Studies
  
- 23.11     English Technical and Business Writing
  - 23.1101 English Technical and Business Writing (For IPEDS cross to 090401)
  
- 23.99     English Language and Literature/Letters, Other
  - \* 23.9999 Designation for vocational technical course enrollees - 1.2
  
- 24.       LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES
  
- 24.01     Liberal Arts and Sciences, General Studies and Humanities
  - \* 24.0101 Curriculum designation for AA and AA & S (transfer) degree curricula that do not specify majors (see 30.0101 for AS)
  - \* 24.0102 Curriculum designation for AGS, AGE, and ALS (general associate) degree curricula
  - \* 24.0103 Curriculum designation for 1.5 - Intellectual and Cultural Studies
  - \* 24.0104 Designation for Pre-baccalaureate/Transfer course enrollees
  - \* 24.0105 Orientation Courses
  - \* 24.0199 Liberal Arts and Sciences, General Studies and Humanities, Other

- 25. LIBRARY SCIENCE
  - 25.01 Not to be used. Library Science/Librarianship
  - 25.03 Library Assistant
    - 25.0301 Library Assistant
  - 25.99 Library Science, Other
    - 25.9999 Designation for vocational library course Enrollees - 1.2
- 26. BIOLOGICAL SCIENCES/LIFE SCIENCES (Transfer courses except for applied courses)
  - 26.01 Biology, General
    - 26.0101 Biology, General
  - 26.02 Biochemistry and Biophysics
    - 26.0202 Biochemistry
    - 26.0203 Biophysics
  - 26.03 Botany
    - 26.0301 Botany, General
    - 26.0305 Plant Pathology
    - 26.0307 Plant Physiology
  - 26.04 Cell and Molecular Biology
    - 26.0401 Cell Biology
    - 26.0402 Molecular Biology
  - 26.05 Microbiology/Bacteriology
    - 26.0501 Microbiology/Bacteriology
  - 26.06 Miscellaneous Biological Specializations
    - 26.0601 Anatomy
    - 26.0603 Ecology
    - 26.0607 Marine/Aquatic Biology
    - 26.0608 Neuroscience
    - 26.0609 Nutritional Sciences
    - 26.0610 Parasitology
    - 26.0611 Radiation Biology/Radiobiology
    - 26.0612 Toxicology
    - 26.0613 Genetics (Plant and Animal)
    - 26.0614 Biometrics
    - 26.0615 Biostatistics
    - 26.0616 Biotechnology Research
    - 26.0617 Evolutionary Biology
    - 26.0618 Biological Immunology
    - 26.0619 Virology
    - 26.0699 Miscellaneous Biological Specializations, Other

- 26.07     Zoology
  - 26.0701 Zoology, General
  - 26.0702 Entomology
  - 26.0704 Pathology, Human and Animal
  - 26.0705 Pharmacology, Human and Animal
  - 26.0706 Physiology, Human and Animal
  - 26.0799 Zoology, Other
  
- 26.99     Biological Sciences, Life Sciences, Other
  - 26.9999 Biological Sciences, Life Sciences, Other
  
- 27.       MATHEMATICS (Transfer courses only except for 27.03)
  
- 27.01     Mathematics
  - 27.0101 Mathematics
  
- 27.03     Applied Mathematics
  - 27.0301 Applied Mathematics, General
  - 27.0302 Operations Research
  - 27.0399 Applied Mathematics, Other
  
- 27.05     Mathematical Statistics
  - 27.0501 Mathematical Statistics
  
- 27.99     Mathematics, Other
  - 27.9999 Mathematics, Other
  
- 28.       RESERVE OFFICERS' TRAINING CORPS (R.O.T.C.)
  
- 29.       Not to be used. MILITARY TECHNOLOGIES -
  
- 30.       MULTI/INTERDISCIPLINARY STUDIES
  
- 30.01     Biological and Physical Sciences
  - 30.0101 Biological and Physical Sciences (Designation for AS degree curricula that do not specify majors)
  
- \*30.04    Humanities
  - \*     30.0401 Humanities
  
- 30.05     Not to be used. Peace and Conflict Studies
  
- 30.06     Not to be used. Systems Science and Theory
  
- 30.08     Mathematics and Computer Science
  - 30.0801 Mathematics and Computer Science
  
- 30.10     Biopsychology
  - 30.1001 Biopsychology
  
- 30.11     Gerontology
  - 30.1101 Gerontology

- 30.12     Historic Preservation, Conservation and Architectural History
  - 30.1201 Historic Preservation, Conservation and Arch. History
- 30.13     Medieval and Renaissance Studies
  - 30.1301 Medieval and Renaissance Studies
- 30.14     Museology/Museum Studies
  - 30.1401 Museology/Museum Studies
- 30.15     Science, Technology and Society
  - 30.1501 Science, Technology and Society
- 30.99     Multi/Interdisciplinary Studies, Other
  - 30.9999 Multi/Interdisciplinary Studies, Other
- 31.       PARKS, RECREATION, LEISURE AND FITNESS STUDIES
- 31.01     Parks, Recreation and Leisure Studies
  - 31.0101 Parks, Recreation, and Leisure Studies
- 31.02     Outdoor Recreation
  - 31.0201 *Outdoor Recreation (To 31.0301)*
- 31.03     Parks, Recreation and Leisure Facilities Management
  - 31.0301 Parks, Recreation and Leisure Facilities Management
- 31.05     Health and Physical Education/Fitness
  - 31.0501 Health and Physical Education, General
  - 31.0502 Adapted Physical Education/Therapeutic Recreation
  - 31.0503 Athletic Training and Sports Medicine
  - 31.0504 Sport and Fitness Administration/Management
  - 31.0505 Exercise Sciences/Physiology and Movement Studies (Cross to 31.9999 for IPEDS)
  - 31.0506 Socio-Psychological Sports Studies
  - 31.0599 Health and Physical Education/Fitness, Other
- 31.99     Parks, Recreation, Leisure and Fitness Studies, Other
  - \* 31.9999 Parks, Recreation, Leisure and Fitness Studies, Other (Designation for vocational recreation course enrollees - 1.2)

32. BASIC SKILLS

32.01 Basic Skills

- \* 32.0103 Communication Skills (Cross to 32.0108 for IPEDS)
- 32.0104 Computational Skills
- 32.0105 Job-Seeking/Changing Skills (Curriculum designation for vocational skills general - 1.6)
- 32.0107 Career Exploration/Awareness Skills
- 32.0108 Reading, Literacy, Communication Skills
- \* 32.0106 Beginning **ABE Literacy** -- grade equivalent 0 to 1.9 (Cross to 32.0101 for IPEDS)
- \* 32.0109 Beginning Basic Education ABE -- grade equivalent 2.0 to 3.9 (Also see 32.0106. Cross to 32.0101 for IPEDS)
- \* 32.0110 Low Intermediate Basic Education ABE -- grade equivalent 4.0 to 5.9 (Cross to 32.0101 for IPEDS)
- \* 32.0113 Reading (Cross to 32.0108 for IPEDS)
- \* 32.0120 **HIGH** Intermediate Basic Education ABE -- grade equivalent 6.0 to 8.9 (Cross to 32.0101 for IPEDS)
- \* 32.0125 Low Adult Secondary Education ASE -- grade equivalent 9.0 to 10.9 (Cross to 32.0101 for IPEDS)
- \* 32.0130 **HIGH** Adult Secondary Education ASE -- grade equivalent 11.0 to 12.9 (Cross to 32.0101 for IPEDS)
- \* 32.0136 Beginning **ESL Literacy** -- CELSA NA/BEST Literacy 0-7 (Cross to 32.0101 for IPEDS)
- \* 32.0140 Beginning ESL -- CELSA 20-23/BEST Literacy 8-46 (Cross to 32.0101 for IPEDS)
- \* 32.0145 Low Intermediate ESL -- CELSA 24-29/BEST Literacy 47-53 (Cross to 32.0101 for IPEDS)
- \* 32.0150 **HIGH** Intermediate ESL -- CELSA 30-41/BEST Literacy 54-65 (Cross to 32.0101 for IPEDS)
- \* 32.0155 Low Advanced ESL -- CELSA 41-53/BEST Literacy 66+ (Cross to 32.0101 for IPEDS)
- \* 32.0160 **HIGH** Advanced ESL -- CELSA 54+/BEST Literacy NA (Cross to 32.0101 for IPEDS)
- 32.0199 Basic Skills, Other

33. CITIZENSHIP ACTIVITIES

33.01 Citizenship Activities

- 33.0101 Citizenship Activities, General (Curriculum designation for 1.5 - Community and Civic Development)
- 33.0102 American Citizenship Education
- 33.0103 Community Awareness
- 33.0104 Community Involvement
- 33.0199 Citizenship Activities, Other

34. HEALTH-RELATED KNOWLEDGE AND SKILLS

34.01 Health-Related Knowledge and Skills

- 34.0101 Knowledge and Skills, General
- 34.0102 Birthing and Parenting Knowledge and Skills
- 34.0103 Personal Health Improvement and Maintenance (Curriculum designation for 1.5 - Health, Safety, and Environment)
- 34.0104 Addiction Prevention and Treatment
- 34.0199 Health-Related Knowledge and Skills, Other

35. INTERPERSONAL AND SOCIAL SKILLS

35.01 Interpersonal and Social Skills

- 35.0101 Interpersonal and Social Skills, General
- 35.0102 Interpersonal Relationship Skills
- 35.0103 Business and Social Skills
- 35.0199 Interpersonal and Social Skills, Other
- 36. LEISURE AND RECREATIONAL ACTIVITIES
- 36.01 Leisure and Recreational Activities
  - 36.0101 Leisure and Recreational Activities, General
  - 36.0102 Handicrafts and Model-Making
  - 36.0103 Board, Card and Role-Playing Games
  - 36.0105 Home Maintenance and Improvement
  - 36.0106 Nature Appreciation
  - 36.0107 Pet Ownership and Care
  - 36.0108 Sports and Exercise (Course designation for elective physical education)
  - 36.0109 Travel and Exploration
  - 36.0110 Art
  - 36.0111 Collection
  - 36.0112 Cooking and Other Domestic Skills
  - 36.0113 Computer Games and Programming Skills
  - 36.0114 Dancing
  - 36.0115 Music
  - 36.0116 Reading
  - 36.0117 Theater
  - 36.0118 Writing
  - 36.0199 Leisure and Recreational Activities, Other
- 37. PERSONAL AWARENESS AND SELF-IMPROVEMENT
- 37.01 Personal Awareness and Self-Improvement
  - 37.0101 Self-Awareness and Personal Assessment (Curriculum designation for 1.5 - Personal Development)
  - 37.0102 Stress Management and Coping Skills
  - 37.0103 Personal Decision-Making Skills
  - 37.0104 Self-Esteem and Values Clarification
  - 37.0199 Personal Awareness and Self-Improvement, Other
- 38. PHILOSOPHY AND RELIGION (For courses only)
- 38.01 Philosophy
  - 38.0101 Philosophy
- 38.02 Religion/Religious Studies
  - 38.0201 Religion/Religious Studies
- 38.99 Philosophy and Religion
  - 38.9999 Philosophy and Religion
- 39. Not to be used. THEOLOGICAL STUDIES AND RELIGIOUS VOCATIONS
- 40. PHYSICAL SCIENCES (For Transfer courses only except in applied courses)

- 40.01     Physical Sciences, General
  - 40.0101 Physical Sciences, General
- 40.02     Astronomy
  - 40.0201 Astronomy
- 40.03     Not to be used. Astrophysics
- 40.04     Atmospheric Sciences and Meteorology
  - 40.0401 Atmospheric Sciences and Meteorology
- 40.05     Chemistry
  - 40.0501 Chemistry, General
  - 40.0502 Analytical Chemistry
  - 40.0503 Inorganic Chemistry
  - 40.0504 Organic Chemistry
  - 40.0505 Medicinal/Pharmaceutical Chemistry
  - 40.0506 Physical and Theoretical Chemistry
  - 40.0507 Polymer Chemistry
  - 40.0599 Chemistry, Other
- 40.06     Geological and Related Sciences
  - 40.0601 Geology
  - 40.0602 Geochemistry
  - 40.0603 Geophysics and Seismology
  - 40.0604 Paleontology
  - 40.0699 Geological and Related Sciences, Other
- 40.07     Miscellaneous Physical Sciences
  - 40.0701 Metallurgy
  - 40.0702 Oceanography
  - 40.0703 Earth and Planetary Science
  - 40.0799 Miscellaneous Physical Sciences, Other
- 40.08     Physics
  - 40.0801 Physics, General
  - 40.0802 Chemical and Atomic/Molecular Physics
  - 40.0804 Elementary Particle Physics
  - 40.0805 Plasma and High Temperature Physics
  - 40.0806 Nuclear Physics
  - 40.0807 Optics
  - 40.0808 Solid State and Low Temperature Physics
  - 40.0809 Acoustics
  - 40.0810 Theoretical and Mathematical Physics
  - 40.0899 Physics, Other
- 40.99     Physical Sciences, Other
  - 40.9999 Physical Sciences, Other
- 41.       SCIENCE TECHNOLOGIES
- 41.01     Biological Technologies

- 41.0101 Biological Technology/Technician
- 41.02    Nuclear and Industrial Radiologic Technologies
  - 41.0202 *Nuclear Power Plant Operation Technology (To 41.0205)*
  - 41.0204 Industrial Radiologic Technology/Technician
  - 41.0205 Nuclear/Nuclear Power Technology/Technician
  - 41.0299 Nuclear and Industrial Radiologic Technologies/  
Technicians, Other
- 41.03    Physical Science Technologies
  - 41.0301 Chemical Technology/Technician (*Hazardous Waste moved to  
15.0507*)
  - 41.0303 *Metallurgical Technology (To 15.0611)*
  - 41.0399 Physical Science Technologies/Technicians, Other
- 41.99    Science Technologies/Technicians, Other
  - \* 41.9999 Designation for vocational science technology course  
enrollees - 1.2
- 42.       PSYCHOLOGY (For Transfer courses only except in applied courses)
- 42.01    Psychology, General
  - 42.0101 Psychology, General
- 42.02    Not to be used. Clinical Psychology
- 42.03    Cognitive Psychology and Psycholinguistics
  - 42.0301 Cognitive Psychology and Psycholinguistics
- 42.04    Not to be used. Community Psychology
- 42.06    Not to be used. Counseling Psychology
- 42.07    Developmental and Child Psychology
  - 42.0701 Developmental and Child Psychology
- 42.08    Experimental Psychology
  - 42.0801 Experimental Psychology
- 42.09    Industrial and Organizational Psychology
  - 42.0901 Industrial and Organizational Psychology
- 42.11    Physiological Psychology/Psychobiology
  - 42.1101 Physiological Psychology/Psychobiology
- 42.16    Social Psychology
  - 42.1601 Social Psychology
- 42.17    School Psychology
  - 42.1701 School Psychology



- 42.99     Psychology, Other  
          42.9999 Psychology, Other
- 43.       PROTECTIVE SERVICES
- 43.01     Criminal Justice and Corrections (See also 45.04)
  - 43.0102 Corrections/Correctional Administration
  - 43.0103 Criminal Justice/Law Enforcement Administration
  - 43.0104 Criminal Justice Studies
  - 43.0105 *Criminal Justice Technology (To 43.0107)*
  - 43.0106 Forensic Technology/Technician
  - 43.0107 Law Enforcement/Police Science
  - 43.0109 Security and Loss Prevention Services
  - 43.0199 Criminal Justice and Corrections, Other
- 43.02     Fire Protection
  - 43.0201 Fire Protection and Safety Technology/Technician
  - 43.0202 Fire Services Administration
  - 43.0203 Fire Science/Firefighting
  - 43.0299 Fire Protection, Other
- 43.03     Civil Defense
  - \*       43.0301 Civil Defense (Cross to 43.0199 for IPEDS)
- 43.99     Protective Services, Other
  - \*       43.9999 Designation for vocational protective service course  
          enrollees - 1.2
- 44.       PUBLIC ADMINISTRATION AND SERVICES
- 44.02     Community Organization, Resources and Services
  - 44.0201 Community Organization, Resources and Services
- 44.04     Public Administration
  - 44.0401 Public Administration (Cross to 44.9999 for IPEDS)
- 44.05     Public Policy Analysis
  - 44.0501 Public Policy Analysis
- 44.06     Public Works
  - \*       44.0603 Public Utility Management (Cross to 44.9999 for IPEDS)
- 44.07     Social Work
  - 44.0701 Social Work (Cross to 44.9999 for IPEDS)
  - 44.0710 *Interpreter Training (To 51.0205)*
- 44.99     Public Administration and Services, Other
  - \*       44.9999 Designation for vocational public/social service course  
          enrollees - 1.2
- 45.       SOCIAL SCIENCES AND HISTORY (For Transfer courses only except in  
          applied courses)

- 45.01     Social Sciences, General
  - 45.0101 Social Sciences, General
- 45.02     Anthropology
  - 45.0201 Anthropology
- 45.03     Archeology
  - 45.0301 Archeology
- 45.04     Criminology (See also 43.01 Criminal Justice and Corrections)
  - 45.0401 Criminology
- 45.05     Demography/Population Studies
  - 45.0501 Demography/Population Studies
- 45.06     Economics
  - 45.0601 Economics, General
  - 45.0602 Applied and Resource Economics
  - 45.0603 Econometrics and Quantitative Economics
  - 45.0604 Development Economics and International Development
  - 45.0605 International Economics
  - 45.0699 Economics, Other
- 45.07     Geography
  - 45.0701 Geography
- 45.08     History
  - 45.0801 History, General
  - 45.0802 American (United States) History
  - 45.0803 European History
  - 45.0804 History and Philosophy of Science and Technology
  - 45.0805 Public/Applied History and Archival Administration
  - 45.0899 History, Other
- 45.09     International Relations and Affairs
  - 45.0901 International Relations and Affairs
- 45.10     Political Science and Government
  - 45.1001 Political Science, General
  - 45.1002 American Government and Politics
  - 45.1099 Political Science and Government, Other
- 45.11     Sociology (For social psychology, see 42.1601)
  - 45.1101 Sociology
- 45.12     Urban Affairs/Studies
  - 45.1201 Urban Affairs/Studies
- 45.99     Social Sciences and History, Other
  - 45.9999 Social Sciences and History, Other
- 46.       CONSTRUCTION TRADES

- 46.01     Masons and Tilesetters
  - 46.0101 Mason and Tilesetter
  - 46.0102 *Brick, Block, and Stonemasonry (To 46.0101)*
  - 46.0199 *Brickmasonry Apprentice (To 46.0101)*
- 46.02     Carpenters
  - 46.0201 Carpenter
  - 46.0299 *Carpentry Apprentice (To 46.0201)*
- 46.03     Electrical and Power Transmission Installers
  - 46.0301 Electrical and Power Transmission Installer, General
  - 46.0302 Electrician
  - 46.0303 Lineworker
  - 46.0399 Electrical and Power Transmission Installer, Other (*Apprentices To 46.0302*)
- 46.04     Construction and Building Finishers and Managers
  - 46.0401 Building/Property Maintenance Manager (See also 20.0604)
  - \*     46.0402 Construction/Cement Mason (Cross to 46.0499 for IPEDS)
  - 46.0403 Construction/Building Inspection
  - \*     46.0405 Floor Covering Installation (Cross to 46.9999 for IPEDS)
  - \*     46.0406 Glazing (Cross to 46.9999 for IPEDS)
  - 46.0408 Painter and Wallcoverer
  - 46.0499 Construction and Building Finishers and Managers, Other  
          (*Apprentices To Appropriate CIP*)
- 46.05     Plumbers and Pipefitters
  - 46.0501 Plumber and Pipefitter
  - 46.0502 *Pipefitting and Steamfitting (To 46.0501)*
  - 46.0503 *Plumbing (To 46.0501)*
  - 46.0599 *Plumber and Pipefitter Apprentice (To 46.0501)*
- 46.10     Construction Trades (Integrated)
  - \*     46.1000 Construction Trades (Integrated) (Cross to 46.9999 for IPEDS)
- 46.99     Construction Trades, Other
  - \*     46.9999 Designation for vocational construction trades course  
          enrollees - 1.2
- 47.       MECHANICS AND REPAIRERS
- 47.01     Electrical and Electronics Equipment Installers and Repairers
  - 47.0101 Electrical and Electronics Equipment Installer and  
          and Repairer, General
  - 47.0102 Business Machine Repair
  - 47.0103 Communication Systems Installer and Repairer
  - 47.0104 Computer Installer and Repairer
  - 47.0105 Industrial Electronics Installer and Repairer
  - 47.0106 Major Appliance Installer and Repairer
  - 47.0109 *Vending and Recreational Machine Repair (To 47.0101)*
  - 47.0199 Electrical and Electronics Equipment Installer and  
          Repairer, Other
- 47.02     Heating, Air Conditioning, and Refrigeration Mechanics and Repairers

- 47.0201 Heating, Air Conditioning, and Refrigeration Mechanics and Repairer
- 47.0299 *Heating, Air Conditioning, and Refrigeration Apprentice*  
(To 47.0201)
- 47.03 Industrial Equipment Maintenance and Repairers
  - 47.0301 *Industrial Equipment Maintenance and Repair, General*  
(To 47.0303)
  - 47.0302 Heavy Equipment Maintenance and Repairer
  - 47.0303 Industrial Machinery Maintenance and Repairer
  - 47.0304 *Mine Equipment Maintenance and Repair* (To 47.0399)
  - 47.0399 Industrial Equipment Maintenance and Repairer (*Apprentices*  
To 47.0303)
- 47.04 Miscellaneous Mechanics and Repairers
  - 47.0401 Instrument Calibration and Repairer
  - 47.0402 Gunsmith
  - 47.0403 Locksmith and Safe Repairer
  - 47.0404 Musical Instrument Repairer
  - 47.0408 Watch, Clock, and Jewelry Repair
  - 47.0499 Miscellaneous Mechanics and Repairers, Other
- 47.05 Stationary Energy Sources Installers and Operators
  - 47.0501 Stationary Energy Sources Installer and Operator
  - 47.0502 *Conventional Electric Power Generation* (To 47.0501)
  - 47.0599 *Stationary Energy Apprentice* (To 47.0501)

- 47.06     Vehicle and Mobile Equipment Mechanics and Repairers
  - 47.0602   *Aircraft Mechanics/Avionics (To 47.0609)*
  - 47.0603   Auto/Automotive Body Repairer
  - 47.0604   Auto/Automotive Mechanic/Technician
  - 47.0605   Diesel Engine Mechanic and Repairer
  - 47.0606   Small Engine Mechanic and Repairer
  - 47.0607   Aircraft Mechanic/Technician, Airframe
  - 47.0608   Aircraft Mechanic/Technician, Powerplant
  - 47.0609   Aviation Systems and Avionics Maintenance Technologist/  
Technician
  - 47.0610   Bicycle Mechanic and Repairer
  - 47.0611   Motorcycle Mechanic and Repairer
  - 47.0699   Vehicle and Mobile Equipment Mechanics and Repairers, Other  
*(Apprentices To 47.0604 and 47.0303)*
  
- 47.99     Mechanics and Repairers, Other
  - \*        47.9999   Designation for vocational mechanics/repairers course  
enrollees - 1.2
  
- 48.        PRECISION PRODUCTION TRADES
  
- 48.01     Drafting
  - 48.0101   Drafting, General
  - 48.0102   Architectural Drafting
  - 48.0103   Civil/Structural Drafting
  - 48.0104   Electrical/Electronics Drafting
  - 48.0105   Mechanical Drafting
  - 48.0199   Drafting, Other *(Apprentices To Appropriate CIP)*
- 48.02     Graphic and Printing Equipment Operators
  - 48.0201   Graphic and Printing Equipment Operators, General
  - 48.0203   *Commercial Art/Graphic Design (To 50.0401)*
  - 48.0204   *Commercial Photography (To 50.0406)*
  - 48.0205   Mechanical Typesetter and Composer
  - 48.0206   Lithographer and Platemaker
  - 48.0208   Printing Press Operator
  - 48.0211   Computer Typography and Composition Equipment Operator
  - 48.0212   Desktop Publishing Equipment Operator
  - 48.0299   Graphic and Printing Equipment Operators, Other
  
- 48.03     Leatherworkers and Upholsterers
  - 48.0303   Upholsterer
  - 48.0304   Shoe, Boot, and Leather Repairer
  - 48.0399   Leatherworkers and Upholsterers, Other
  
- 48.04     Precision Food Production
  - 48.0402   *Meatcutting (To 12.0506)*

- 48.05     Precision Metal Workers
  - 48.0501 Machinist/Machine Technologist
  - \*     48.0502 Industrial Blacksmithing (Cross to 48.0599 for IPEDS)
  - 48.0503 Machine Shop Assistant
  - \*     48.0505 Patternmaker (Cross to 48.0599 for IPEDS)
  - 48.0506 Sheet Metal Worker
  - 48.0507 Tool and Die Maker/Technologist
  - 48.0508 Welder/Welding Technologist
  - \*     48.0520 Numerical Control (NOT CNC) (Cross to 48.0599 for IPEDS)
  - 48.0599 Precision Metal Workers (*Apprentices To Appropriate CIP*)
  
- 48.06     Precision Work, Assorted Materials
  - 48.0602 *Jewelry Design, Fabrication, and Repair (To 47.0408)*
  - 48.0604 *Plastics (To 15.0607)*
  - 48.0699 *Precision Work Apprentice (To 15.0607)*
  
- 48.07     Woodworkers
  - 48.0701 Woodworkers, General
  - 48.0702 Furniture Designer and Maker
  - 48.0703 Cabinet Maker and Millworker
  - 48.0799 Woodworkers, Other
  
- 48.99     Precision Production Trades, Other
  - \*     48.9999 Precision Production Trades, Other (Designation for vocational precision production course enrollees - 1.2)
  
- 49.       TRANSPORTATION AND MATERIALS MOVING WORKERS
  
- 49.01     Air Transportation Workers
  - 49.0101 Aviation and Airway Sciences
  - 49.0102 Aircraft Pilot and Navigator
  - 49.0104 Aviation Management
  - 49.0105 Air Traffic Controller
  - 49.0106 Flight Attendant
  - 49.0107 Aircraft Pilot (Private)
  - 49.0199 Air Transportation Workers, Other
- 49.02     Vehicle and Equipment Operators
  - 49.0202 Construction Equipment Operator
  - 49.0205 Truck, Bus and Other Commercial Vehicle Operator
  - 49.0299 Vehicle and Equipment Operators, Other
- 49.03     Water Transportation Workers
  - 49.0303 Fishing Technology/Commercial Fishing
  - 49.0304 Diver (Professional)
  - 49.0306 Marine Maintenance and Ship Repairer
  - 49.0309 Marine Science/Merchant Marine Officer
  - 49.0399 Water Transportation Workers, Other
  
- 49.04     Railroad Technology
  - \*     49.0410 Railroad Technology (Cross to 49.9999 for IPEDS)

- 49.99     Transportation and Materials Moving Workers, Other  
\*         49.9999 Designation for vocational transportation course enrollees - 1.2
50.        VISUAL AND PERFORMING ARTS (Transfer courses except 50.0502 and 50.0904)
- 50.01     Visual and Performing Arts  
50.0101 Visual and Performing Arts
- 50.02     Crafts, Folk Art and Artisanry  
50.0201 Crafts, Folk Art and Artisanry
- 50.03     Dance  
50.0301 Dance (See 36.0108 for social dance)
- 50.04     Design and Applied Art  
50.0401 Design and Visual Communications  
----- Environmental Design (See 04.0401)  
----- Fashion Design (See 20.0306)  
50.0402 Graphic Design, Commercial Art and Illustration  
50.0404 Industrial Design  
----- Interior Design (See 20.0508)  
----- Medical Illustrating (See 51.2403)  
50.0406 Commercial Photography  
50.0407 Fashion Design and Illustration (see also 20.0306)  
50.0408 Interior Design  
50.0499 Design and Applied Arts, Other
- 50.05     Drama/Theatre Arts and Stagecraft  
50.0501 Drama/Theatre Arts, General (*Occupational Curricula To 50.0502*)  
50.0502 Technical Theatre/Theatre Design and Stagecraft  
50.0503 Acting and Directing  
50.0504 Playwriting and Screenwriting  
50.0505 Drama/Theatre Literature, History and Criticism  
50.0599 Dramatic/Theatre Arts and Stagecraft, Other
- 50.06     Film Video and Photographic Arts (See also 10.01)  
50.0601 Film Cinema Studies  
50.0602 Film Video Making/Cinematography and Production  
50.0605 Photography  
50.0699 Film/Video and Photographic Arts, Other
- 50.07     Fine Arts and Studies  
50.0701 Art, General  
50.0702 Fine/Studio Arts  
50.0703 Art History Criticism and Conservation  
50.0704 Arts Management  
50.0705 Drawing  
50.0706 Intermedia  
50.0708 Painting  
50.0709 Sculpture  
50.0710 Printmaking

- 50.0711 Ceramic Arts and Ceramics
- 50.0712 Fiber, Textile and Weaving Art
- 50.0713 Metal and Jewelry Arts
- 50.0799 Fine Arts and Art Studies, Other
- 50.09 Music
  - 50.0901 Music, General
  - 50.0902 Music History and Literature
  - 50.0903 Music – General Performance
  - 50.0904 Commercial Music Theory and Composition
  - 50.0905 Musicology and Ethnomusicology
  - 50.0906 Music Conducting
  - 50.0907 Music – Piano and Organ Performance
  - 50.0908 Music – Voice and Choral/Opera Performance
  - 50.0909 Music Business Management and Merchandising
  - 50.0999 Music, Other
- 50.99 Visual and Performing Arts, Other
  - 50.9999 Visual and Performing Arts, Other
- 51. HEALTH PROFESSIONS AND RELATED SCIENCES
- 51.01 Not to be Used. Chiropractic (D.C., D.C.M.)
  - 51.0101 Chiropractic (D.C., D.C.M.)
- 51.02 Communication Disorders Sciences and Services
  - 51.0201 Communication Disorders, General
  - 51.0202 Audiology/Hearing Sciences
  - 51.0203 Speech-Language Pathology
  - 51.0204 Speech-Language Pathology and Audiology
  - 51.0205 Sign Language Interpreter
  - 51.0299 Communication Disorders Sciences and Services, Other
- 51.03 Community Health Services
  - 51.0301 Community Health Liaison
- 51.04 Not to be used. Dentistry (D.D.S., D.M.D.)
  - 51.0401 Dentistry (D.D.S., D.M.D.)
- 51.05 Not to be used. Dental Clinical Sciences/Graduate Dentistry (M.S., Ph.D.)
  - 51.0501 Dental Clinical Sciences/Graduate Dentistry (M.S., Ph.D.)
- 51.06 Dental Services
  - 51.0601 Dental Assistant
  - 51.0602 Dental Hygienist
  - 51.0603 Dental Laboratory Technician
  - 51.0699 Dental Services, Other
- 51.07 Health and Medical Administrative Services
  - 51.0701 Health System/Health Services Administration
  - 51.0702 Hospital/Health Facilities Administration (For IPEDS cross to 519999)
  - 51.0703 Health Unit Coordinator/Ward Clerk



- 51.0704 Health Unit Manager/Ward Supervisor
- 51.0705 Medical Office Management
- 51.0706 Medical Records Administration
- 51.0707 Medical Records Technology/Technician
- 51.0708 Medical Transcription
- \* 51.0710 Central Supply Technology (Cross to 51.0799 for IPEDS)
- 51.0799 Health and Medical Administrative Services, Other
  
- 51.08 Health and Medical Diagnostic and Treatment Services
  - 51.0801 Medical Assistant
  - 51.0802 Medical Laboratory Assistant
  - 51.0803 Occupational Therapy Assistant
  - 51.0804 Ophthalmic Medical Assistant
  - 51.0805 Pharmacy Technician/Assistant
  - 51.0806 Physical Therapy Assistant
  - 51.0807 Physician Assistant
  - 51.0808 Veterinarian Assistant/Animal Health Technician
  - 51.0899 Health and Medical Assistants, Other
  
- 51.09 Health and Medical Diagnostic and Treatment Services
  - 51.0901 Cardiovascular Technology/Technician
  - 51.0902 Electrocardiograph Technology/Technician
  - 51.0903 Electroencephalograph Technology/Technician
  - 51.0904 Emergency Medical Technology/Technician
  - 51.0905 Nuclear Medical Technology/Technician
  - 51.0906 Perfusion Technology/Technician
  - 51.0907 Medical Radiologic Technology/Technician
  - 51.0908 Respiratory Therapy Technician
  - 51.0909 Surgical/Operating Room Technician
  - 51.0910 Diagnostic Medical Sonography
  - \* 51.0911 Renal Dialysis Technology/Technician (Cross to 51.0999 for IPEDS)
  - \* 51.0912 Radiation Therapy Assisting (Cross to 51.0907 for IPEDS)
  - \* 51.0913 Computerized Tomography (Cross to 51.0907 for IPEDS)
  - \* 51.0914 Magnetic Resonance Imaging (Cross to 51.0907 for IPEDS)
  - 51.0999 Health and Medical Diagnostic and Treatment Services, Other
  
- 51.10 Health and Medical Laboratory Technologies/Technicians
  - 51.1001 Blood Bank Technology/Technician
  - 51.1002 Cytotechnologist
  - 51.1003 Hematology Technology/Technician
  - 51.1004 Medical Laboratory Technician
  - 51.1005 Medical Technology
  - 51.1006 Optometric/Ophthalmic Laboratory Technician
  - 51.1099 Health and Medical Laboratory Technologies/Technicians, Other
  
- 51.11 Health and Medical Preparatory Programs
  - 51.1101 Pre-Dentistry Studies
  - 51.1102 Pre-Medicine Studies
  - 51.1103 Pre-Pharmacy Studies
  - 51.1104 Pre-Veterinary Studies
  - 51.1199 Health and Medical Preparatory Programs, Other

- 51.12 Not to be used. Medicine (M.D.)
  - 51.1201 Medicine (M.D.)
  
- 51.13 Medical Basic Sciences
  - 51.1301 Medical Anatomy
  - 51.1302 Medical Biochemistry
  - 51.1303 Medical Biomathematics and Biometrics
  - 51.1304 Medical Physics/Biophysics
  - 51.1305 Medical Cell Biology
  - 51.1306 Medical Genetics
  - 51.1307 Medical Immunology
  - 51.1308 Medical Microbiology
  - 51.1309 Medical Molecular Biology
  - 51.1310 Medical Neurobiology
  - 51.1311 Medical Nutrition
  - 51.1312 Medical Pathology
  - 51.1313 Medical Physiology
  - 51.1314 Medical Toxicology
  - 51.1399 Medical Basic Sciences, Other
  
- 51.14 Not to be used. Medical Clinical Sciences (M.S., Ph.D.)
  - 51.1401 Medical Clinical Sciences (M.S., Ph.D.)
  
- 51.15 Mental Health Services
  - 51.1501 Alcohol/Drug Abuse Counseling
  - 51.1502 Psychiatric/Mental Health Services Technician
  - 51.1503 Clinical and Medical Social Work
  - \* 51.1504 Developmental Disabilities/Habilitation Aide (Cross to 51.1502 for IPEDS)
  - 51.1599 Mental Health Services, Other
  
- 51.16 Nursing
  - 51.1601 Nursing (R.N. Training)
  - 51.1602 Nursing Administration (Post-R.N.)
  - 51.1603 Nursing, Adult Health (Post-R.N.)
  - 51.1604 Nursing, Anesthetist (Post-R.N.)
  - 51.1605 Nursing, Family Practice (Post-R.N.)
  - 51.1606 Nursing, Maternal/Child Health (Post-R.N.)
  - 51.1607 Nursing Midwifery (Post-R.N.)
  - 51.1608 Nursing Science (Post-R.N.)
  - 51.1609 Nursing, Pediatric (Post-R.N.)
  - 51.1610 Nursing, Psychiatric/Mental Health (Post-R.N.)
  - 51.1611 Nursing, Public Health (Post-R.N.)
  - 51.1612 Nursing, Refresher Courses (1.6)
  - 51.1613 Practical Nurse (L.P.N. Training)
  - 51.1614 Nurse Assistant/Aide
  - 51.1615 Home Health Aide
  - 51.1699 Nursing, Other
  
- 51.17 Not to be used. Optometry (O.D.)
  - 51.1701 Optometry (O.D.)
  
- 51.18 Ophthalmic/Optometric Services

- 51.1801 Opticianry/Dispensing Optician
- 51.1802 Optical Technician/Assistant
- 51.1803 Ophthalmic Medical Technologist
- 51.1804 Orthoptics
- 51.1899 Ophthalmic/Optometric Services, Other
  
- 51.19 Not to be used. Osteopathic Medicine (D.O.)
  - 51.1901 Osteopathic Medicine (D.O.)
  
- 51.20 Not to be used. Pharmacy
  - 51.2001 Pharmacy (B.Pharm., Pharm.D.)
  - 51.2002 Pharmacy Administration and Pharmaceutics
  - 51.2003 Medical Pharmacology and Pharmaceutical Sciences
  - 51.2099 Pharmacy, Other
  
- 51.21 Not to be used. Podiatry (D.P.M., D.P., Pod.D.)
  - 51.2101 Podiatry (D.P.M., D.P., Pod.D.)
  
- 51.22 Public Health
  - 51.2201 Public Health, General
  - 51.2202 Environmental Health
  - 51.2203 Epidemiology
  - 51.2204 Health and Medical Biostatistics
  - 51.2205 Health Physics/Radiologic Health
  - 51.2206 Occupational Health and Industrial Hygiene
  - 51.2207 Public Health Education and Promotion
  - 51.2299 Public Health, Other
  
- 51.23 Rehabilitation/Therapeutic Services
  - 51.2301 Art Therapy
  - 51.2302 Dance Therapy
  - 51.2303 Hypnotherapy
  - 51.2304 Movement Therapy
  - 51.2305 Music Therapy
  - 51.2306 Occupational Therapy
  - 51.2307 Orthotics/Prosthetics
  - 51.2308 Physical Therapy
  - 51.2309 Recreational Therapy
  - 51.2310 Vocational Rehabilitation Counseling
  - 51.2399 Rehabilitation/Therapeutic Services, Other
  
- 51.24 Not to be used. Veterinary Medicine (D.V.M.)
  - 51.2401 Veterinary Medicine (D.V.M.)
  
- 51.25 Not to be used. Veterinary Clinical Sciences (M.S., Ph.D.)
  - 51.2501 Veterinary Clinical Sciences (M.S., Ph.D.)
  
- 51.26 Miscellaneous Health Aides
  - 51.2601 Health Aide
  - \* 51.2602 Medical Laboratory Aide/Phlebotomy (Cross to 51.2601 for IPEDS)
  - \* 51.2603 Geriatric Aide (Cross to 51.2601 for IPEDS)

- \* 51.2604 Therapeutic Recreational Assisting (Cross to 51.2601 for IPEDS)
- 51.27 Miscellaneous Health Professions
  - 51.2701 Acupuncture and Oriental Medicine
  - 51.2702 Medical Dietician
  - 51.2703 Medical Illustrating
  - 51.2704 Naturopathic Medicine
  - 51.2705 Psychoanalysis
- 51.99 Health Professions and Related Sciences, Other
  - \* 51.9999 Designation for Health Professions and Related Sciences Course Enrollees
- 52. BUSINESS MANAGEMENT AND ADMINISTRATIVE SERVICES
- 52.01 Business
  - 52.0101 Business, General
- 52.02 Business Administration and Management
  - 52.0201 Business Administration and Management, General
  - 52.0202 Purchasing, Procurement and Contracts Management
  - 52.0203 Logistics and Materials Management (Cross to 52.0299 for IPEDS)
  - 52.0204 Office Supervision and Management
  - 52.0205 Operations Management and Supervision
  - 52.0206 Nonprofit and Public Management
  - 52.0299 Business Administration and Management, Other
- 52.03 Accounting
  - 52.0301 Accounting
  - 52.0302 Accounting Technician
  - 52.0399 Accounting, Other
- 52.04 Administrative and Secretarial Services
  - 52.0401 Administrative Assistant/Secretarial Science, General
  - 52.0402 Executive Assistant/Secretary
  - 52.0403 Legal Administrative Assistant/Secretary
  - 52.0404 Medical Administrative Assistant/Secretary
  - 52.0405 Court Reporter
  - 52.0406 Receptionist
  - 52.0407 Information Processing/Data Entry Technician
  - 52.0408 General Office/Clerical and Typing Services
  - 52.0499 Administrative and Secretarial Services, Other
- 52.05 Business Communications
  - 52.0501 Business Communications
- 52.06 Business/Managerial Economics
  - 52.0601 Business/Managerial Economics
- 52.07 Enterprise Management and Operation
  - 52.0701 Enterprise Management and Operation, General
  - 52.0702 Franchise Operation
  - 52.0799 Enterprise Management and Operation, Other

- 52.08     Financial Management and Services
  - 52.0801 Finance, General
  - 52.0802 Actuarial Science
  - 52.0803 Banking and Financial Support Services
  - 52.0804 Financial Planning
  - 52.0805 Insurance and Risk Management
  - 52.0806 International Finance
  - 52.0807 Investments and Securities (Cross to 52.0899 for IPEDS)
  - 52.0808 Public Finance
  - 52.0899 Financial Management and Services, Other
  
- 52.09     Hospitality Services Management
  - 52.0901 Hospitality/Administration Management
  - 52.0902 Hotel/Motel and Restaurant Management
  - 52.0903 Travel-Tourism Management
  - 52.0999 Hospitality Services Management, Other
  
- 52.10     Human Resources Management
  - 52.1001 Human Resources Management
  - 52.1002 Labor/Personnel Relations and Studies
  - 52.1003 Organizational Behavior Studies
  - 52.1099 Human Resources Management, Other
  
- 52.11     International Business
  - 52.1101 International Business (Cross to 52.9999 for IPEDS)
  
- 52.12     Business Information and Data Processing Services
  - 52.1201 Management Information Systems and Business Data Processing, General
  - 52.1202 Business Computer Programming/Programmer
  - 52.1203 Business Systems Analysis and Design
  - 52.1204 Business Systems Networking and Telecommunications
  - 52.1205 Business Computer Facilities Operator
  - 52.1299 Business Information and Data Processing Services, Other
  
- 52.13     Business Quantitative Methods and Management Science
  - 52.1301 Management Science
  - 52.1302 Business Statistics
  - 52.1399 Business Quantitative Methods and Management Science, Other

- 52.14     Marketing Management and Research
  - 52.1401 Business Marketing and Marketing Management
  - 52.1402 Marketing Research
  - 52.1403 International Business Marketing
  - 52.1499 Marketing Management and Research, Other
  
- 52.15     Real Estate
  - 52.1501 Real Estate
  
- 52.16     Taxation
  - 52.1601 Taxation
  
- 52.99     Business Management and Administrative Services
  - 52.9999 Designation for Business Management and Administrative Services  
          Course Enrollees

Appendix B

**LABOR MARKET NEED ANALYSIS:  
TEN EASY STEPS TO CONDUCT A BASIC ANALYSIS  
FOR PROGRAM APPROVAL**

Illinois Community College Board

**Labor Market Need Analysis:  
Ten Easy Steps to Conduct a Basic Analysis for Program Approval  
January 2000**

Assessing the labor market need for occupational programs is a critical task community colleges must undertake to identify what programs need to be added to their curriculum.

The objective of this analysis is to find the “bottom line” - whether or not a strong enough need exists for the program to be approved first by the college’s institutional board, and second, to be approved at the state level. Ultimately, this analysis will indicate the “bottom line” has been established, primarily by showing the following exist:

- ▶ Projected job openings (demand) exceed the current labor force (supply) by a wide enough margin to provide adequate job opportunities for program completers;
- ▶ Local employers note that a number of current employees need skill upgrading;
- ▶ Level of instruction and program content match the skill needs of the community;
- ▶ Salary levels and/or advancement opportunities merit the provision of college-level instruction.

From an initial analysis of existing data, the college may make a preliminary decision on whether the program is needed. If the analysis is supportive, the college could proceed with program development. If the analysis is inconclusive or nonsupportive, the college may decide to try further research and analysis of new data or wait until market conditions are more favorable.

The following ten steps reflect a basic labor market analysis. While there are variations to this process, these steps serve as a basis for the college in assessing program need.

1. **Prepare a description of the proposed program.** The description should clarify the program’s purpose, the type of jobs for which it will train completers, and the program’s target audience (i.e., individuals currently working in that field, or individuals who wish to enter the field). Establish a working list of occupations related to the proposed training program.
2. **Review HORIZONS Career Information.** Use the Career Information System (CIS) to research occupations related to the proposed training program. Look for information related to occupational size, current employment, job openings, salary, certification/licensure requirements, and job outlook. *Note: If CIS is not readily available on personal computer, CIS for Internet is available at <http://www.ioicc.state.il.us/etc.htm> (Password: iletc / etc99).*
3. **Identify the appropriate CIP code for the proposed program.** Researching various CIP code descriptions may help in refining the program description. Use the following sources for identifying the CIP code:
  - ▶ The *Classification of Instructional Programs Manual* - the National CIP directory published by the U.S. Dept. of Education, includes both a listing of codes and descriptions.
  - ▶ The *ICCB Program Manual* (Appendix Section) and the *ICCB MIS Manual* both include a complete listing of all National and Illinois program CIP codes.



4. **Identify other community colleges offering this program.** This information may be helpful in establishing program need and model curricula. Look for information in other programs, such as program content, including the types of general education courses, number of credit hours, how other programs incorporate industry certification/licensure requirements or occupational skill standards. It may also be helpful to research what programs have been withdrawn and why. The ICCB Curriculum Master File can provide CIP code information for related programs. Note: Contact ICCB staff for assistance if necessary.
5. **Review labor market information.** Program completers at the community college level is available from the ICCB. Employment projections data and wage data are available from the Illinois Department of Employment Security, Economic Information & Analysis Division, online at <http://lmi.ides.state.il.us>. Projections data are available by Community College Districts; wage data by Metropolitan Statistical Areas (MSAs) or other substate regions.
6. **Review pertinent data from the ICCB and college sources.** Research enrollment and completion data for programs in neighboring districts. This may help establish the need for a district or regional program or the need for other ventures such as "2+2" programs. Use the following sources for researching this data:
  - ▶ *ICCB Data & Characteristics Book* - contains program enrollment and completion data
  - ▶ *ICCB Follow-Up Study Report* - contains information on occupational program completers
  - ▶ *ICCB Accountability/Program Review Report* - contains various programmatic information related to need, cost and quality
  - ▶ Information available through college's business center/economic development office regarding community needs and related training
7. **Summarize your findings to develop a preliminary indication of labor market need.** Using the information researched from various sources, develop a statement regarding need within the college's district, regionally, or statewide, if appropriate. If a regional need for the proposed program is evident, the college should work with surrounding colleges to ensure a quality program.

The college should have a good idea of the "bottom line" at this point. If results of the analysis are positive, the college may decide to pursue the program. This would include completing Form 20-Occupational Curriculum Approval Application: Part A-Feasibility Analysis and submitting the materials to the ICCB.

If there is no conclusive evidence of need at this point, the college may decide to not pursue the program, or to investigate further. Further investigation may warrant the following steps:

8. **Establish an Advisory Committee.** Community colleges may convene an educational or business advisory committee to identify other means of establishing need for the proposed program. Members may also serve as consultants in developing curricula, incorporating industry requirements (such as certification/licensure requirements or occupational skill standards), or identifying work-based learning sites.

9. **Conduct a labor market survey.** A survey of local business and industry may help to identify occupational demand not currently reflected in projections data. For example, often new and emerging occupations are not included in existing labor market information and local employers may offer a more current measure of what is actually happening and/or needed in their field. A sample survey is included, which may serve as a basis for a college to conduct its own labor market survey. Look for things such as:

- ▶ anticipated job openings over the next few years
- ▶ number of employees needing re-training
- ▶ level of instruction employers feel is necessary for gaining work in this field (i.e., short- versus long-term certificate or an AAS degree)
- ▶ willingness of businesses to provide work-based learning opportunities
- ▶ willingness of employers to serve on an advisory committee

The purpose of a labor market survey is to help establish whether anticipated job openings will exceed current labor force supply or if there is a need for upgrading skills of existing employees. Due to the questionable reliability of survey data, the college is cautioned to review this data carefully for exaggerated or unrelated information.

10. **Summarize your findings to develop a final indication of labor market need.** Using the information researched from these additional sources, develop a statement regarding need within the college's district, regionally, or statewide if appropriate. If the college chooses to pursue developing the proposed program, submit Form 20 (Part A) to ICCB.

It is important to note that if there is no conclusive evidence supporting the need for the program currently, need may exist in the future. It is as critical for a college to analyze labor market need and decide **not to** develop a program, as it is for a college to analyze labor market need and decide **to** pursue a program. The result of effective analysis in the program planning and approval process will be an ever-evolving curriculum that meets the local labor market needs.

## **Labor Market Information and Related Sources**

The following list includes additional resources the college might use in researching pertinent labor market information during the program planning process. Both internet website addresses and titles of publications have been included. Please contact the listed agency/office for additional information regarding available materials and fees.

### **Internet Sites**

Illinois Department of Employment Security (IDES) - Illinois labor market information <http://lmi.ides.state.il.us>, and <http://www.ilworkinfo.com> for workforce information.

Illinois Occupational Information Coordinating Committee (IOICC) - Career and labor market information. <http://www.ioicc.state.il.us>

U.S. Department of Labor - Bureau of Labor Statistics (DOL-BLS) - Occupational Information. <http://www.stats.bls.gov/ocohome.htm>

Illinois Occupational Skill Standards and Credentialing Council - Information on occupational skill standards and current Illinois products. <http://www.standards.siu.edu>

Illinois Department of Commerce and Community Affairs - Economic information. <http://www.commerce.state.il.us>

### **Publications**

“Illinois Job Outlook In Brief brochure” - Summary of demand occupations according to education/training requirements. Available through IDES at 312/793-5820.

“Illinois’ Guide to Career Choices” - Summary of industry sectors. Available through IDES.

“County Labor Force Profiles” - Historical summary of labor force and unemployment for all Illinois counties. Available through IDES.

*Occupational Outlook Handbook* - Occupational descriptions nationwide. Available online and in printed format through DOL-BLS. See website address above for DOL.

*Occupational Outlook Quarterly* - Quarterly occupational statistics and related national information. Available online and in printed format through DOL-BLS. See website address above for DOL.

*Encyclopedia of Careers and Vocational Guidance*, Ferguson Publishing Company, Chicago Illinois.

*The Enhanced Guide for Occupational Exploration*, JIST Works, Indianapolis, Indiana.

## Labor Market Assessment Survey

Surveying the local labor market is a helpful tool for community colleges to use during the assessment phase of program planning. When existing sources of data are unable to indicate the “bottom line” regarding labor market need for a proposed program, a college may choose to survey area business and industry for new information. Often with new and emerging occupations, data is not yet available. Surveying employers of these occupations may provide valuable information, such as employment size in the local area, job openings, wages, and education/training requirements.

While there are a variety of approaches and survey instruments, types of information typically requested in a labor market assessment survey include questions designed to obtain the following basic information:

- ▶ **Company/Employer demographics:** Company contact information, location(s), total number of employees, number of employees in that specific occupation, and salary ranges.
- ▶ **Education/training and work experience requirements:** Level(s) of education/training and/or work experience the company requires to fill a position; i.e., the minimum level for acquiring an entry-level position versus the preferred level.
- ▶ **Employment opportunities:** Current and future occupational demand; i.e., the number of job openings available immediately and the number of job openings projected available over the next several years.
- ▶ **Company training needs:** Identify whether the proposed program would be used for retraining purposes or as an entry-level requirement for employment.
- ▶ **Educational program information:** Identify any education, work-based knowledge, or skill requirement the proposed program should address; i.e., meeting the requirements of a National accrediting body or incorporating occupational skill standards.
- ▶ **Business participation:** Potential for future involvement of business and industry with advisory committees of the college.

A sample survey follows, which may serve as a starting point for community colleges to develop their own labor market assessment survey. Whatever survey approach or tool is used, it is important to remember the purpose of a labor market survey is to help establish whether anticipated job openings will exceed current labor force supply or if there is a need for upgrading skills of existing employees. However, it is also important to note that, due to the questionable reliability of survey data, colleges are cautioned to review this data carefully for exaggerated or unrelated information.

**Sample  
Labor Market Assessment Survey**

(Community college) seeks to determine if there is a need to offer a certificate/degree program in (occupation/program title). Please complete this survey to help us meet your education and training needs. Your response will be kept confidential. We appreciate your response by (date). Thank you.

**Company / Employer Information**

Company Name/Address:

Your Name and Title:

1. How many individuals do you employ in (occupation)?
  - ▶ Full-time?
  - ▶ Part-time?
2. What is the full-time salary range for this occupation?
  - ▶ Entry-level?
  - ▶ Experienced?

**Education / Work Experience Requirements**

3. Please identify the *minimum* amount of *required* education for an *entry-level position*, and the *preferred* amount of education for that *same position*.

<b><u>Education Level</u></b>	<b><u>Required (check one)</u></b>	<b><u>Preferred (check one)</u></b>
Less than High School		
High School diploma or GED		
3-12 month Postsecondary certificate		
12-18 month Postsecondary certificate		
Two-year Associate degree		
Four-year Baccalaureate degree		
More than a Four-year degree		
Other (please specify)		

4. Please indicate the amount of previous work experience your organization/industry *requires* for an *entry-level* position, and the *preferred amount* of experience for that *same position*.

<u>Work Experience</u>	<u>Required (check one)</u>	<u>Preferred (check one)</u>
No work experience necessary		
Less than one year		
One to two years		
More than two years		

**Employment Opportunities**

5. Please indicate the number of immediate and future job openings you anticipate for entry-level positions in your organization. Be sure to differentiate between full- and part-time openings.

<u>Anticipated Job Openings</u>	<u>Full-time</u>	<u>Part-time</u>
Immediate / existing openings		
Projected openings in one year		
Projected openings in two years		

6. Do you feel there is a shortage of *qualified* individuals for these positions?

\_\_\_\_\_ Serious shortage  
\_\_\_\_\_ Moderate shortage  
\_\_\_\_\_ Minor shortage

\_\_\_\_\_ No shortage  
\_\_\_\_\_ Minor oversupply  
\_\_\_\_\_ Moderate to serious oversupply

**Training Needs**

7. Please estimate the number of current employees within your organization who would be interested in attending this program on a voluntary basis.
8. Please estimate the number of current employees your organization would be interested in sending through this program to meet your retraining/upgrading requirements.

9. What type of format would be most accessible to your employees? Examples of formats include regular work day (morning or afternoon sessions), evening sessions, weekend sessions, all-day seminars, and distance or online learning sessions. Please specify other arrangements that would be helpful in accommodating your organization.

**Educational Program Information**

10. What specific job-related skills are required *or* preferred for an entry-level position in your organization? Examples of job-related skills include those identified by national or statewide accrediting bodies, and Illinois' Occupational Skill Standards products. Please specify if other job-related skills are necessary for employment with your organization.

<b><u>Preferred</u></b>	<b><u>Required</u></b>

11. Would your organization be interested in providing students of this program with any of the following work-based learning opportunities?:
- ▶ Internship/Cooperative Education?
  - ▶ Apprenticeship?
  - ▶ Work-site tour?
  - ▶ Job shadowing/observation?

**Business Participation**

12. Would you or your organization be interested in serving on an Education or Business Advisory Committee to the college in developing this proposed program?
13. Please provide additional comments or suggestions regarding this program.

***THANK YOU*** for completing this survey. Please return to (Contact person, etc.)

Appendix C

**GUIDELINES FOR ASSOCIATE DEGREES  
DESIGNED FOR TRANSFER**

Approved by the Illinois Community College Board  
March 21, 1997  
(Revised June 1997)  
(Revised July 2001)



Illinois Community College Board

**GUIDELINES FOR ASSOCIATE DEGREES  
DESIGNED FOR TRANSFER**

The model transfer degrees are intended to serve as guides for community colleges to ensure that their Associate in Arts (AA), Associate in Science (AS), Associate in Fine Arts (AFA), and Associate in Engineering Science (AES) degree requirements are comparable to lower-division baccalaureate degree requirements at colleges and universities in Illinois. Models are based on the recommendations developed by the statewide panels of faculty working on the Illinois Articulation Initiative. The AA and AS degrees contain the General Education Core Curriculum. The AFA and AES degrees contain that portion of the General Education Core Curriculum and the specific major field courses recommended by the respective major field panels in music, art, and engineering. As a result, the model degrees are designed to transfer to all colleges and universities that are participating in IAI majors.

Guidelines were developed in cooperation with the ICCB Program Advisory Committee, the Community College Chief Academic Officers, and the Transfer Coordinators of Illinois Colleges and Universities. These groups have endorsed the described degrees as being “models” for transferability and articulation.

**Guidelines That Are Common for All Associate Degrees  
Designed for Transfer**

A. Admission Requirements

Public Act 86-0954, which establishes high school course requirements for admission to public universities in Illinois also applies to community colleges because the Illinois Public Community College Act requires that “Students allowed entry in college transfer programs must have ability and competence similar to that possessed by students admitted to state universities for similar program” (Ill. Rev. Stat. 1987, ch. 122, par. 103-17). Therefore, community colleges are required to develop high school course requirements for admission to baccalaureate/transfer programs that are similar to those adopted by public universities in Illinois.

B. Residency Requirements

Complete 15 semester credit hours at the college.

C. Grade Point Average Required for Graduation

2.0 on a 4.0 scale

D. Specific Degree Guidelines

The specific degree guidelines are shown on the following pages.

## ASSOCIATE IN ARTS DEGREE

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

### General Education Core

37-41 semester credit hours

#### Communications:

3 courses (9 semester credits\*),  
including a two-course sequence in  
writing (6 semester credits) and  
one course (3 semester credits) in  
oral communication

#### Mathematics:

1 to 2 courses (3 to 6 semester credits)

#### Physical and Life Sciences:

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

#### Humanities and Fine Arts:

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

#### Social and Behavioral Sciences:

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

### Additional College AA Degree Requirements

0-9 semester credit hours

### Major Field & Elective Courses

10-27 semester credit hours

### TOTAL

60-64 semester credit hours

## ASSOCIATE IN SCIENCE DEGREE

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

### General Education Core

37-41 semester credit hours

#### Communications:

3 courses (9 semester credits),  
including a two-course sequence in  
writing (6 semester credits) and  
one course (3 semester credits) in  
oral communication

#### Mathematics:

1 to 2 courses (3 to 6 semester credits)

#### Physical and Life Sciences:

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

#### Humanities and Fine Arts:

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

#### Social and Behavioral Sciences:

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

### Additional College AS Degree Requirements

0-9 semester credit hours

### Major Field & Elective Courses

10-27 semester credit hours

### TOTAL

60-64 semester credit hours

## ASSOCIATE IN FINE ARTS DEGREE

The Associate in Fine Arts (AFA) Degree is designed to complete the lower-division (freshman and sophomore) portion of a Bachelor's of Fine Arts degree in art, art education, music performance, or music education. Baccalaureate degree programs in the fine arts are highly structured and require many sequential courses in the major field at the lower-division level. As a result, the AFA Degree does not include the entire General Education Core Curriculum. This means that students who complete the AFA Degree must complete the general education requirements for the baccalaureate degree of the university to which they transfer.

The guidelines of the Associate in Fine Arts Degree are as follows:

### General Education Core

25 to 37 semester credit hours

#### Communications:

Composition (6 semester credit hours)

Speech (3 semester credit hours)

#### Mathematics:

(3-4 semester credit hours)

#### Physical and Life Science:

(7-8 semester credit hours)

#### Humanities:

(3-9 semester credit hours excluding  
Courses in the student's major)

#### Social and Behavioral Sciences:

(3-9 semester credit hours)

### Major Field Fine Arts Courses

21-35 semester credit hours

Music Core requires 35 semester credit hours

Art Core requires 21 semester credit hours

### Additional College AFA Requirements and Electives

6-19 semester credit hours

#### TOTAL

60-68 semester credit hours

### ASSOCIATE IN ENGINEERING SCIENCE DEGREE

The Associate in Engineering Science (AES) Degree is designed to complete the lower-division (freshman and sophomore) portion of a baccalaureate degree in engineering. Baccalaureate engineering programs are highly structured and require extensive mathematics and science courses at the lower-division level. As a result, the AES Degree does not include the entire General Education Core Curriculum. This means that students who complete the AES Degree will need to complete the general education requirements for the baccalaureate degree of the university to which they transfer. The guidelines for the Associate in Engineering Science Degree are as follows:

#### General Education Core

20-42 semester credit hours

Communications (Writing):

3-6 semester credit hours

Social Behavioral Sciences:

0-9 semester credit hours

Humanities/Fine Arts:

0-9 semester credit hours

Mathematics:

Calculus I, II, III

(13 semester credit hours)

Science:

Chemistry I (with Lab)

(4-5 semester credit hours)

#### Major Field Courses

19-38 semester credit hours

Math:

Differential Equations (Calculus prerequisite)

(3-4 semester credit hours)

Science:

Calculus-based Physics for Engineers I, II

(8-10 semester credit hours)

Optional: Calculus-based Physics for Engineers III

(3-4 semester credit hours)

Computer Science:

Computer Programming (structured modern language) (2-4 semester credit hours)

Engineering Speciality Courses:

6-16 semester credit hours

TOTAL

60-68 semester credit hours

Appendix D

**1993 ADMISSION REQUIREMENTS FOR  
TRANSFER DEGREES**

Illinois Community College Board

**1993 ADMISSION REQUIREMENTS FOR TRANSFER DEGREES**

Public Act 86-0954 specifies that 15 units of high school coursework or the equivalent be required for admission to public universities in Illinois commencing in the fall of 1993. This act affects community college students admitted to transfer degrees because the Public Community College Act requires that community colleges admit students to transfer degrees who possess qualifications similar to students admitted to public universities.

During the same time that this Act was being promulgated, the Illinois Articulation Initiative was implemented. The recommendations of IAI general education panels broadly impact transfer and therefore, admission to transfer programs. The purpose of this section of the *Program Manual* is to indicate what the 1993 admission requirements are, how IAI has affected the requirements, and appropriate procedures for implementing the requirements.

The requirements as specified in the Act are listed below.

- (a) *Commencing in the fall of 1993, no new student shall then or thereafter be admitted to instruction in any of the departments or colleges of [the institution] unless such student also has satisfactorily completed:*
  - 1. *at least 15 units of high school coursework from the following 5 categories:*
    - (A) *4 years of English (emphasizing written and oral communications and literature)*
    - (B) *3 years of social studies (emphasizing history and government);*
    - (C) *years of mathematics [Note: The IAI General Education Math Panel has defined this requirement as introductory through advanced algebra plus geometry.]*
    - (D) *3 years of science (laboratory sciences); and*
    - (E) *2 years of electives in foreign language, music, vocational education, or art;*
  - 2. *except that institutions may admit individual applicants if the institution determines through assessment or through evaluation based on learning outcomes of coursework taken, including vocational education courses, that the applicant demonstrates knowledge and skills substantially equivalent to the knowledge and skills expected to be acquired in their high school courses required for admission. Institutions may also admit 1) applicants who did not have an opportunity to complete the minimum college-preparatory curriculum in high school and 2) educationally disadvantaged applicants who are admitted to the formal organized special assistance programs that are tailored to the needs of such students, providing that in either case, the institution incorporates in the applicant's baccalaureate curriculum courses or other academic activities that compensate for course deficiencies; and*
  - 3. *except that up to 3 of the 15 units of coursework required by paragraph (1) of this subsection may be distributed by deducting no more than one unit each from the categories of social studies, mathematics, sciences, and electives and completing those 3 units in any of the 5 categories of coursework described in paragraph 1.*

- (b) *When allocating funds, local boards of education shall recognize their obligation to their students to offer the coursework required by subsection (a).*

**What transfer programs does the Act apply to?** The Associate in Arts (AA), Associate in Science (AS), Associate in Fine Arts (AFA), and Associate in Engineering Science (AES).

**How should a college determine whether students meet admission requirements for the above programs?** There are several means of determining this. Institutions need only choose one.

1) a review of high school transcripts.

**OR** 2) placement tests. Such tests may be necessary for students who graduated prior to 1993, who earned a GED, or who did not take an appropriate course, either because the course was not offered at the school they attended, or because the student chose to take other coursework. If the placement tests indicate that there are deficiencies, successful completion of related college coursework can enable students to be admitted to a transfer program.

**OR** 3) remedial or college coursework taken prior to the time a student applies for admission to a transfer program.

**How should information on admission requirements be disseminated?** At a minimum, the college catalog should clearly indicate the admission policies for students into the Associate in Arts, Associate in Science, Associate in Fine Arts, and Associate in Engineering Science. It is recommended that admissions statements for the AES advise students that an additional course in math (4 high school units instead of 3) be taken.

**How should information on admission requirements be recorded?** The college should keep its admission status information on the computerized student data system to provide accessibility to this information to all authorized staff and to easily generate reports needed by the college, IBHE and ICCB.



Appendix E

**GUIDELINES FOR ASSOCIATE IN APPLIED SCIENCE DEGREES**

Illinois Community College Board

**GUIDELINES FOR ASSOCIATE IN APPLIED SCIENCE DEGREES**

**The *Administrative Rules of the Illinois Community College Board*, Section 1501.302, identifies criteria for new units of instruction. In addition to criteria for all new units of instruction, the following requirements are identified specifically for Associate in Applied Science Degrees:**

A total requirement of not less than 60 semester credit hours nor more than 72 semester credit hours or the quarter credit hour equivalent, except in such occupational fields in which accreditation or licensure by a state or national organization requires additional coursework.

The general education component required will represent at least 15 semester credit hours or the quarter credit hour equivalent.

**The following Summary of Preliminary Model Criteria and Guidelines for AAS Degrees**, developed by a joint ICCB and Illinois Council for Occupational Education Task Force, is also a resource colleges can consult as they develop new AAS degrees and review and revitalize existing degrees.

**Summary of Preliminary Model Criteria and Guidelines for AAS Degrees**

**Foundational Principle I**

**OUTCOME ORIENTATION:** *AAS degrees should be outcome oriented to meet their primary purpose of preparing people for employment.*

- Criterion 1.* **Employment Needs:** AAS degree programs should meet education and training needs of individuals to enter and/or advance in the workforce, providing skills needed by employers. (Components include outcome orientation, labor market alignment, occupational/ professional skills standards, validation of students' skills, and lifelong learning.)
- Criterion 2.* **Degree Designation:** Associate degree programs designed primarily for career preparation and immediate employment or upgrading should be designated as an Associate in Applied Science (AAS) Degree program. The AAS degree also should be identified with a career major. (Components include degree designation and specialty designation.)

**Foundational Principle II**

**CURRICULAR COMPONENTS:** *To achieve the needed AAS degree outcomes, the “input” should consist of well constructed curriculum components meeting criteria for excellence.*

- Criterion 3: Collaborative Program Development and Delivery:** Programs should be developed collaboratively with business and labor to meet their workforce needs. Programs should be developed collaboratively with other educational partners to provide a seamless educational program and career ladder for students and to afford consistency of programs across the state. (Components include business and labor partners, educational partners, and consortia.)
- Criterion 4. Curriculum Content and Credit Hour Distribution:** The AAS degree should range from 60 to 72 semester credit hours. It should comprise 50 to 75 percent technical core and specialty coursework and the equivalent of at least 15 semester credit hours of general education instruction to provide the skills needed for the occupation. Post-AAS or advanced certificates can provide further career ladder opportunities for students. (Components include technical core and specialty coursework, work-based learning opportunities, general education coursework, total credit hours, and advanced/post-AAS certificates.)
- Criterion 5. Curriculum Structural Concepts:** AAS degrees should be structured to enable students to meet immediate employment needs while opening other options such as continuing education and upward mobility. (Components include career ladders, integrated instruction, and articulation.)
- Criterion 6: Articulation:** All AAS degree curricula should maximize articulation with secondary and baccalaureate degree programs. (Components include collaborative curriculum development, articulation options, secondary articulation, and baccalaureate articulation.)
- Criterion 7: Curriculum Structure and Scheduling:** As appropriate to institutional resources and specific curriculum requirements, community colleges should structure AAS degrees to provide flexible options for student completion. (Components include course scheduling, course sequencing, open entry/open exit courses, concurrent enrollment, timely program completion, and telecommunications delivery.)

**Foundational Principle III**

**SUPPORTING RESOURCES AND POLICIES:** *In addition to above curricular components meeting criteria for excellence, an array of supporting college resources and policies are needed to support quality outcomes, addressing student admission requirements, student services, credit for prior learning, instructor qualifications and professional development, and student information.*

- Criterion 8:* **Student Admission Requirements:** Appropriate admission criteria for each AAS degree should be identified by the college, to delineate the prerequisite education and skill levels students need to succeed in the program and successfully enter the occupation. For programs for which formal admission is needed or enrollment must be limited, admission criteria should likewise match prerequisite education and skill levels needed for students to succeed and establish equitable processes for student selection. Corresponding assessment and placement procedures should be utilized.
- Criterion 9:* **Student Services:** Student services should be provided that are geared to assist students in succeeding in college and completing AAS degrees. (Components include core services and linking students to instruction.)
- Criterion 10:* **Credit for Prior Learning:** Credit toward the AAS degree should be awarded for knowledge and skills acquired through prior experiences. (Components include credit for prior learning policies and credit for prior learning options.)
- Criterion 11:* **Instructor Qualifications and Professional Development:** Instructors should have the necessary experience and education to effectively instruct students in the career field of study and enable them to attain program competencies and objectives. (Components include qualifications, professional development, and non-teaching responsibilities.)
- Criterion 12:* **Student Information:** Information for students on AAS degrees should be clear, comprehensive user-friendly, and readily accessible through a variety of media to enable them to make informed educational and career choices.

**Foundational Principle IV**

**ACCOUNTABILITY:** *In keeping with the axiom “you get what you measure”, for AAS degrees to meet their outcome expectations, in addition to the appropriate components/input and supporting resources and policies, a comprehensive accountability system is needed to assure the outcomes are achieved and to make any needed adjustments.*

- Criterion 13:* **Accountability:** College accountability systems, policies, and procedures should assure that an appropriate collaborative process is used in the development of AAS degrees, that AAS degrees contain the needed components and meet criteria for excellence, and that AAS degrees are indeed effective in meeting the needs of employers and the current and future workforce.