

INSTRUCTION - 800

Educational Curriculum and Course Development (800.1)

Date Adopted: December 19, 1989

Revised: August 15, 2017

Organized curricula in degree programs will include general education courses within either baccalaureate or occupational-oriented curricula designed to contribute to the liberal education of each student. The number and content of said courses may vary according to the curriculum in which a student is enrolled.

Curriculum developed by the faculty or professional staff will flow from the appropriate professional personnel through the appropriate college and District advisory committees to the Chief Executive Officer's Cabinet and the Board of Trustees. Student interest, business, industry, community needs and faculty involvement will be utilized in educational curriculum and course development.

District educational offerings shall be articulated with senior institutions, other community colleges and secondary schools for the purpose of insuring smooth transition for students.

The Board of Trustees delegates authority to the staff for the review and approval of new courses that are moderate extensions of previously approved instructional curricula.

INSTRUCTION - 800

Program Review and Evaluation (800.2)

Date Adopted: December 19, 1989

Revised: August 15, 2017

A full cycle of program review and evaluation should be made every five years, to include program need, cost and quality. The review will involve faculty, and may include staff, students and administration. Advisory committees, consultants and/or other sources may be utilized when appropriate.

The review should be comprehensive, systematic, and district-wide. Guidelines of external agencies may be used by the District to fulfill the requirements of these agencies.

INSTRUCTION - 800

Lower-Division Baccalaureate Courses (800.3)

Date Adopted: June 15, 1993

Pursuant to ICCB Rule 1501.309d1, courses designed to meet lower-division baccalaureate degree requirements shall be applicable to associate transfer degrees. For each baccalaureate course offered, Illinois Eastern Community Colleges shall maintain current written articulation agreements or transfer equivalency documents with:

1. at least three (3) Illinois public universities; or
2. at least three (3) baccalaureate degree-granting institutions to which a majority (51%) of IECC students transfer;
3. one or more baccalaureate degree-granting institutions to which a majority (51%) of IECC students majoring in the field for which the course is required transfer.

INSTRUCTION - 800

Assessment Policy (800.4)

Date Adopted: September 19, 2006

Illinois Eastern Community Colleges is committed to timely internal and external assessment of student learning to assist the District in productive strategic planning relative to academics, resources, and budgeting, and to fulfill our mission and purposes. To meet this commitment, IECC and all of its units shall gather, analyze, and publish data annually for planning and evaluation of the accomplishment of missions, goals, purposes, and outcomes of IECC and its units. Such assessments are intended to determine the extent to which the District's programs meet the intended goals and objectives and further the mission of the District; to establish a culture of assessment; and to meet the standards of the IECC Board of Trustees, the Illinois Community College Board, the Illinois Board of Higher Education, and the Higher Learning Commission. The assessment process shall be a continuous process, which shall involve faculty, staff, students, and administration. Assessment results will directly impact financial and program planning and decision-making.

INSTRUCTION 800

Time to Completion for Career and Technical Education Curricula (800.5)

Date Adopted: May 22, 2007

Time to completion for withdrawn CTE programs For CTE programs that have been withdrawn by the district, students will be given a specified length of time to complete their program of study or may be transferred to another similar program.

- a. For a withdrawn associate in applied science degree program, students will be given two years from the date the program was withdrawn to complete the degree requirements.
- b. For a withdrawn certificate program of 30 hours or more, students will be given one year from the date the program was withdrawn to complete the certificate requirements.
- c. Students failing to meet the deadlines set forth above will not be eligible to graduate from a withdrawn degree or certificate program.
- d. Students who return after an absence of less than two years and wish to enroll in a degree or certificate program that has been withdrawn must complete the degree or certificate within the timelines listed above.
- e. Students who return after an absence of more than two years and who had been enrolled in a certificate or degree program that has been withdrawn will be required to select a new program of study.

For the purpose of defining “degree” or “certificate” program/curriculum as it applies to this policy, the following definition will apply:

Definition of Degree or Certificate Program: A CTE program of study that includes core courses and general education courses that support a degree or certificate curriculum.

INSTRUCTION - 800

Academic Freedom Policy (800.6)

Date Adopted: May 21, 2013

Revised: August 15, 2017

Illinois Eastern Community Colleges recognizes the principles of academic freedom and is committed to freedom of expression and the pursuit of truth in teaching and learning. In the development of knowledge, research endeavors and creative activities, Illinois Eastern Community Colleges faculty, students, and staff are free to cultivate a spirit of inquiry and scholarly criticism.

IECC shall likewise require the exercise of responsible judgment on the part of the District's faculty and staff as they exercise academic freedom in accomplishing the mission of Illinois Eastern Community Colleges. Faculty are entitled to freedom in the classroom in discussing their subjects, but should be careful not to introduce teaching matters which have no relation to their fields. Faculty and students must be able to examine ideas in an atmosphere of freedom and confidence and to participate as responsible citizens in community affairs.

Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled, and are evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to established academic criteria and standards.

INSTRUCTION - 800

Policy on Evaluating Student Performance (800.7)

Date Adopted: April 18, 2017

Revised: August 15, 2017

Student performance is evaluated solely on an academic basis, not on opinion or conduct in matters unrelated to academic standards. Evaluating student performance and learning will be measured using a variety of methods including, but not limited to, assignments, projects, presentations, quizzes, and tests. Faculty members are required to give students regular feedback in the form of a grade or progress report throughout the term and a final grade at the end of the term. IECC requires that faculty maintain grade books (hard copy or electronic) for a minimum of five years.

INSTRUCTION - 800

Credit Hour Policy (800.8)

Date Adopted: December 19, 1989

Revised: October 21, 2014

Revised: June 20, 2017

Revised: October 17, 2023 (revised and renumbered – was Policy 500.7)

Illinois Eastern Community Colleges defines a credit hour as “An amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than 45 hours of combined classroom/laboratory and study time for each semester hour.” This definition is in accordance with commonly accepted practices in higher education and ICCB Administrative Rules Section 1501.309. Courses, regardless of modality or instructional method, will be consistent in the assignment of credits, rigor, quality, assessment, and learning outcomes.

Time Requirements

The following illustrates the semester hours required for one credit hour.

Course Type	Instructional Contact Hours*	Out-of-class Student Prep/Study Hours	Total Semester Hours (= 1 Semester Credit Hour)
Lecture	15	30	45
Laboratory	30	15	45
Clinical Practicum	30 – 60	15 – 30	45 – 90
Internship	75 – 149	N/A	75 – 149

*1 contact hour = 50 minutes

Fall and spring semesters are equal to 15 weeks of instruction; shorter periods of instruction adhere to the same credit hour policy.