Ivy Tech Community College of Indiana

POLICY TITLE
Curriculum Standards

POLICY NUMBER
6.6 (Formerly APPM 1.1)

PRIMARY RESPONSIBILITY
Academic Affairs

CREATION / REVISION / EFFECTIVE DATES

PURPOSE
The Ivy Tech Curriculum Standards enables the College to offer professional, technical, and general education curricula supportive of the rapidly changing needs of students, communities, and the Indiana economy.

ORGANIZATIONAL SCOPE OR AUDIENCE
Student, faculty and staff

DEFINITIONS
Articulation: Systematic coordination of course and/or program content within and between educational institutions to facilitate the continuous and efficient progress of students from grade to grade, school to school, and from school to the working world.

Certificate: A document serving as evidence of completion of a specified set of courses. The College offers the following certificates: Technical Certificate (TC) and Certificate (CT).

Curricula: Courses of study offered by an educational institution.

Degree: An academic title attached to completion of a specific course of study. The College offers the following degrees: Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), and Associate of Fine Arts (AFA).

Higher Learning Commission (HLC): An independent corporation and one of two commission members of the North Central Association of Colleges and Schools (NCA), which is one of six regional institutional accreditors in the United States. The HLC accredits degree-granting post-secondary educational institutions in the North Central region.
POLICY
The College is guided by the following principles in the review and reform of curricula and development of new curricula.

Standards for Certificate and Degree Programs
1. Certificate and degree program curricula follow standards set forth by the College, the Higher Learning Commission of the North Central Association of Colleges and Schools, and programmatic accreditation bodies.
2. Certificate and degree programs are based on recognized academic disciplines.
3. Certificate and degree program curricula are developed using specific objectives and performance standards.
4. Certificate and degree programs are nationally accredited, where such accreditation is available.
5. Degree programs incorporate:
   a. A general education core curriculum designed to provide each student the opportunity to:
      • Demonstrate critical and creative thinking.
      • Recognize and understand cultural and individual differences, in terms of both contemporary and historical perspectives.
      • Recognize and understand social, political, civic, and environmental responsibilities relative to our society.
      • Apply basic scientific concepts in a variety of settings.
      • Communicate effectively in written, oral, and symbolic forms.
      • Exhibit quantitative literacy.
      • Apply ethical reasoning.
      • Demonstrate the acquisition and use of information, and
   b. A professional curriculum designed to provide each student the opportunity to:
      • Increase proficiency in creative and critical thinking.
      • Gain knowledge and proficiency in the working environments in the field.
      • Gain the proficiency needed to obtain employment and to pursue further higher education.
6. Degree programs are designed to encourage articulation with other institutions both upon entry and upon exit from Ivy Tech.
7. Certificate programs require mastery of basic reading, writing, and algebraic skills.
8. Certificate programs incorporate:
   a. A general education curriculum designed to provide each student proficiency in composition, communication, mathematics, humanities, social sciences, and/or life and physical sciences, and
   b. A technical core curriculum designed to meet desired occupational outcomes.
9. Certificate and degree curriculum structures incorporate, if possible, flexibility in allowing Ivy Tech campuses to meet local needs.
10. Certificate and degree programs allow for the incorporation of the needs of students, the workplace, regional and programmatic accreditation bodies, and other higher education articulating partners in the development and implementation of the curriculum.

PROCEDURE
Existing curricula are reviewed for updates and revisions at least once a year by the appropriate curriculum committees consisting of faculty representatives from every region that have an active program in the curricula being reviewed. The Standards for Certificates and Degree Programs outlined above are applied to each newly developed curriculum before it is implemented.

REFERENCES
Curricula of Record - https://wwwapps.ivytech.edu/cgi-bin/curr/gpprogram_list.cgi

RESOURCE PERSON
Vice Chancellor for Academic Affairs