

## IAI GECC Communication Panel

### Course Approval Criteria

Revised Fall 2025

An institutionally approved representative syllabus in electronic format is required by the panel for its review. Institutions should submit an actual and recent instructor syllabus which is not more than three years old. If the course is yet to be taught, a sample syllabus intended for future students is still required.

### The representative course syllabus and any additional submission materials must include:

- **Course prefix, number, and title:** e.g., IAI 101 Introduction to Transferring in Illinois
- **Course description:** Including the full catalog course description is required. The course description should compare favorably with the proposed IAI course description.
- **Number of credit hours:** For combined lecture and lab/studio courses, please include lecture credit hours, lab/studio credit hours as well as contact hours for lecture and lab/studio components. Indicate if these are semester or quarter hours.
- **Prerequisites and co-requisites:** If prerequisites are required for a course, it is preferred that the course prefix, course number, course name, and when IAI approved, the IAI code, are included in the submitted syllabus. Important note: as a rule, general education (GECC) courses in IAI should not have prerequisites. There are a few exceptions to this rule for sequences such as written composition and calculus; see panel specific information. Major courses may have prerequisites as appropriate. Co-requisite courses should show the credit hour breakdown between the two courses.
- **Textbooks, additional readings, additional course materials:** Please note if different resources are required for different delivery modes. Course materials should reflect content outcomes and requirements, and should be recently produced. For published texts, please include author, title, edition, date of publication, publisher, and the ISBN. If the course utilizes online or OER materials, please include an active hyperlink; hyperlinks cannot be embedded in the LMS nor be blocked by a password because the panel needs to have full access to the resource.
- **Delivery mode:** traditional/nontraditional, in-person/online/hybrid, etc.
- **Course Objectives:** The course objectives should clearly support the course description.
- **Assignment descriptions:** Please include a detailed description of assignments, readings, projects, etc. Assignment details should be clearly evident and referenced, and show connection to the course learning objectives. Assignments should demonstrate the rigor and scope of the course.
- **Methods of evaluating student learning:** The syllabus should state clearly how learning outcomes will be assessed, such as through objective/subjective examinations, quizzes, written assignments, oral presentations, projects, etc.
- **Grading scale and assignment weighting:** Please provide a grading scale and indicate the relative weight of assignments or evaluation categories (e.g., exams, essays, projects, etc.).
- **Detailed course outline, daily/weekly/hourly schedule:** A detailed topical outline and weekly schedule that **goes beyond chapter numbers and titles from a textbook (or select readings)** must be included and it should provide specific details of topics being presented in class. This may include assignments, readings, projects, etc. as appropriate. This could be done using a few bullet points or a couple of sentences. This level of detail is also appropriate for the lab/studio outline in courses that contain a lab or studio component. The lab/studio outline should include similar information but also detail the tools, materials, equipment, and instruments being used and the outcomes or topics that the students will be exploring.

### **General Coding Practice:**

A course can only be assigned to one IAI code/description per panel. Institutions should be clear and careful in determining which IAI code is identified for any syllabus submitted for approval. The institution should also ensure that the course meets the minimum semester credit hour requirement included with the IAI course description.

A student may “count” only one course per code in fulfilling transfer requirements, even though an institution may assign more than one course to a code. In some cases, however, students at schools on a quarter calendar may need to complete two courses to equate to a one-semester course. An equivalency in this circumstance would be three quarter-credits equals two semester credit hours and five quarter-credits equal three semester credit hours.

### **Panel Specific Requirements:**

Note: The submitted syllabus must include:

- a. C1 900/R and C1 901/R: Writing assignments (with word count noted for each)
- b. C2 900: Substantive speeches (with length in minutes noted for each)
- c. Correct IAI number within submission: Please indicate that this is a: C1 900, C1 900R, C1 901, C1 901R, or a C2 900 course. “R” stands for meeting the research requirements. See the Communication Course Descriptions at <https://itransfer.org/courses/gecc/communication.php> for details on the “R” designation, as well as the Assignments section of this document below.

Note: Please submit online C2 900 courses separately (as a new course).

### **Prerequisites**

- Following ICCB and IBHE program guidelines, the panel does not accept writing or speech courses with prerequisites, with the following exceptions for writing courses:
  - the first in a two-course sequence (such as C1 900 as a prerequisite for C1 901R)
  - a screening or placement exam for admission to C1900
- Courses or prerequisites that are restricted only to majors are unacceptable.

### **Student Learning Outcomes**

- Reflect alignment with IAI Communication Course Descriptions. The IAI competencies found at <https://itransfer.org/courses/gecc/communication.php> should be clearly demonstrated in the weekly topical course outline through the assignments, readings, and class activities.
  - C1 900 and C1 901: Outcomes for both writing courses must show evidence that the focus of the class is on traditional, formal, revised academic writing.
  - C2 900: Outcomes for the speech course must show evidence that the course focuses primarily on techniques for individual public speaking.
  - C1 900R & C1 901R: Outcomes for these courses should show evidence of multi-sourced academic research outcomes, including secondary sources.

### **Delivery Modes**

- C2 900 only:
  - Hybrid courses are defined by the panel to be courses with an online lecture and instruction portion but all speeches are given face-to-face in a classroom setting and meet all requirements, outcomes, and assignments.
  - For online speech courses, please indicate that the course is an online course in the course number or title, even if the actual course number and title are the same as the face-to-face course. This ensures the panel is properly evaluating the course. Please submit fully

online courses in a separate submission from face-to-face courses. If the institution's face-to-face course is being evaluated in the ongoing review process, please separate the online section and submit it as a new course to the panel.

- For all delivery modes, the face-to-face performance of the three substantial speeches with the class and the instructor serving as an in-class audience is the preferred method of instruction. Institutions that need to accommodate students who cannot attend on campus courses may offer online sections or courses of C2 900 to supplement their face-to-face offerings. This accommodation requires that a fully online C2 900 course meet all IAI oral communication guidelines and must also meet or exceed the following criteria:

#### SETTING:

- Students must perform in an appropriate environment that is free of visual and auditory distractions.

#### VENUE:

- The preferred venue is a workplace or community location (such as a classroom, library room, or conference room).

#### AUDIENCE

- All three of the required speeches must be delivered in the presence of a live audience ~~consisting of at least 6 people whose age is 16 or older.~~ \*The panel is further considering this requirement and will update the criteria at a future time.
- At least one of the three required speeches must be presented in front of a live audience located in the same room as the speaker, with the audience visible in the video recording throughout the entire presentation.
- Two of the required speeches may be presented live on a videoconferencing platform (such as Zoom or Microsoft Teams), with audience members' faces visible to the speaker throughout the entire presentation.
- Audience members must be aware that they will be recorded or streamed live and that the video may be viewed by the instructor and the online class.

#### TECHNOLOGY

- Institutions are responsible for ensuring that students taking a fully online course, or a course with online components, are provided information about the specific, necessary technology required to complete the course. Students taking a fully online course, or a course with online components, are expected to utilize appropriate technology.

#### VIDEO REQUIREMENTS

- Recorded speeches may not be edited; recording must be done in one continuous take (without stopping and starting).
- Camera must be focused on the speaker so that the speaker's face and body are clearly visible throughout the speech.
- Effective lighting must be used to ensure the visibility of the speaker.
- External ambient noise must be minimized to allow for clear reception of speaker's voice.

#### PRIVACY

- Student privacy must be protected by the institution.

#### Assignments

- **Writing assignments within the C1 900/901 (non R) courses will be evaluated by the following criteria:**
  - Each student must produce at least 4 formal, revised, college-level academic writing assignments. The syllabus should provide a brief description of each assignment and its individual minimum word count. At least one essay must be at least 1,250 words.

- Each student must produce at least 5,000 total words across all formal, revised writing assignments required within the course. If collaborative writing and/or multi-modal projects are used, the syllabus should clearly state how each student will meet the 5000-word minimum requirement. For example, if multi-modal projects are used, does each student write a reflection essay for that assignment?
- **Writing assignments within the C1 900R/901R courses will be evaluated by the following criteria:**
  - Each student must produce at least 3 formal, revised, college-level academic writing assignments. The syllabus should provide a brief description of each assignment, its minimum word count, and the secondary source requirements (if applicable).
  - The assignments must include documented, multi-source academic writing in one or two papers for a combined total of at least 2,500 words in the final, graded version(s). The 2,500-word requirement MUST be completed in ONE course.
  - Each student must produce at least 5,000 total words across all formal, revised writing required within the course. If collaborative writing and/or multi-modal projects are used, the syllabus should clearly state how each student will meet the 5000-word minimum requirement. For example, if multi-modal projects are used, does each student write a reflection essay for that assignment?
- **Speech assignments will be evaluated by the following criteria:**
  - C2 900 requires at least 3 substantive, face-to-face extemporaneous speeches including both informative and persuasive assignments.
  - A speech is considered substantive if it is an individual presentation of at least 5 continuous minutes and requires significant attention to invention and organization.
  - At least one of the substantive speeches must include multiple credible sources that are verbally cited.
  - Group projects, debates, or similar activities qualify if they involve solo presentations of appropriate length - a continuous 5 minutes per student.
  - C2 900 must focus on the development of oral communication skills. Accordingly, the focus of the class must be on the practice and development of such skills.

### **Daily/Weekly Schedule**

- For C1 900, C1 900R, C1 901 and C1 901R courses, schedules must show that topics, activities, and assignments focus on the practice and development of written communication skills. The IAI competencies found at <https://itransfer.org/courses/gecc/communication.php> should be clearly demonstrated in the weekly topical course outline through the assignments, readings, and class activities.
- For C2 900 courses, schedules must show that topics, activities, and assignments focus on practice and development of oral communication skills.

### **Evaluation**

- For all C1 900/C1 900R and C1 901/C1 901R courses, the syllabus should indicate that a “C” or better in the course is required to receive IAI credit.
- For all C1 900/C1 900R and C1 901/C1 901R courses, the points or percentages attached to formal, graded writing assignments must account for at least 60% of the final grade.
- For C1 900R and C1 901R courses:
  - The research paper must be a major part of the grade.
  - Students must receive a “D” or higher on the research paper to get a “C” in the course.
- For C2 900 courses, the public speaking assignments must account for at least 50% of the final grade. This includes items such as: speeches, outlines, self-evaluations, etc.

- If using non-traditional grading schemes or percentages (for example, contract grading) please include language or explanation of how students are still meeting the IAI requirements.

### **Common Reasons Courses Are Not Approved**

- For all writing and speech courses:
  - Syllabus does not include all required information.
  - Course does not match description for IAI designation (See Communication Course Descriptions at <https://itransfer.org/courses/gecc/communication.php>).
  - Course has inappropriate prerequisites; please see the section on prerequisites above.
  - Courses do not have the appropriate grading language for IAI credit and on research writing assignments.
- For writing courses:
  - The course lacks sufficient writing instruction.
  - Course focuses on topics other than writing.
  - Writing assignments are of insufficient length.
  - Writing assignments are not sufficiently weighted in final grade calculation.
- For speech courses:
  - Substantive speeches are of insufficient length.
  - Substantive speeches are not sufficiently weighted in final grade calculation.
  - Substantive speeches are not delivered face-to-face.
  - General purpose (informative, persuasive) of substantive speeches is unclear.
  - Unclear that substantive speeches are delivered individually.
  - Group projects, debates, or similar activities that do not have solo presentations of appropriate length - a continuous 5 minutes per student.