

Illinois Community College Board

409th Meeting Agenda and Materials

September 19, 2014

Kishwaukee College
Room A-1222
21193 Malta Road
Malta, IL



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Agenda
409th Meeting of the
Illinois Community College Board
Kishwaukee College
Room A-1222
21193 Malta Road
Malta, IL

September 19, 2014

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ECONOMIC IMPACT STUDY PRESENTATION

As the third largest community college system in the nation, Illinois community colleges serve nearly 1,000,000 Illinois residents each year in credit and non-credit courses and offer education and training in over 240 different occupations. Illinois community colleges contribute to the vitality of their regions and the state in many ways: educationally, culturally, recreationally, civically, and economically. Perhaps the least measured and understood of these are the economic contributions.

To analyze the economic impact of the Illinois Community College System, ICCB contracted with NIU Center for Governmental Studies to generate an Economic Impact Study report at the statewide level and for each individual community college. Funding for the project was provided entirely through the American Recovery and Reinvestment Act (ARRA) Statewide Longitudinal Data Systems (SLDS) Grant.

The analysis has four main components with the first three relying on “matching” ICCB student records and IDES employee wage data. These components include 1) Illinois community college student employment and earning outcomes, 2) Illinois community college student-generated local, state, and federal tax revenues and 3) Illinois community college students meeting workforce demand. A final fourth component analyzed the Illinois Community College System as major employers and business entities with Illinois community colleges generating billions of dollars in local sales and wages and almost 48,000 jobs.

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**FISCAL, PERSONNEL, ETHICS, CONFLICT OF INTEREST
COMMITTEE**

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting held on Friday, September 19, 2014. The discussion items have been outlined below:

- Financial Statements: Fiscal Year 2014 and Fiscal Year 2015
 - State General Funds
 - Special State Funds
 - Federal Funds
 - Bond Financed Funds

- Timeliness of state payments to the colleges and adult education providers.

- Changes to the Employee Guidebook

- Consent Agenda
 - Certification on Eligibility for Special Tax Levy
 - Approval to Enter into Grant Agreements-Legislative Add-ons

- Other discussion and recommendations

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**AUTHORIZATION TO MAKE MINOR CHANGES TO THE
EMPLOYEE GUIDEBOOK**

The Board is authorizing the Executive Director to make minor changes to existing office policies as needed. New policies and substantive changes to existing policies will require Board approval.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes the Executive Director to make non substantive changes to the ICCB Employee Guidebook, as needed.

BACKGROUND

Changing circumstances often require minor revisions and clarifications on existing policies. Empowering the Executive Director to make minor changes and updates to existing policies as needed would allow for more flexibility in dealing with needs as they arise. New policies, major revisions, and policy shifts would still need board approval.

Illinois Community College Board

**ADULT EDUCATION AND WORKFORCE DEVELOPMENT
COMMITTEE**

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting held on Friday, September 19, 2014. The discussion items have been outlined below:

- Interagency Agency Agreement with the Illinois Department of Corrections
- Adult Education Probation Watch List
- Workforce Strategic Plan Update
- Workforce Innovation Opportunities Act (WIOA) Update
- IL High School Equivalency Update
- Other Discussions and Recommendations

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
RECOGNITION OF COMMUNITY COLLEGES**

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2011 through 2015 include the following categories: Instruction, Student Services, Academic Support, Finance, Facilities, and Accountability. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2014, John A. Logan College underwent an in-depth recognition evaluation. The college submitted a self - evaluation, ICCB staff conducted an internal evaluation of all required college documents, and a college finance site visit was conducted in March, 2014. Due to issues found during the scheduled site visit, a focus visit was made in June, 2014 by ICCB staff from the finance and academic divisions. The Recognition Report is a compilation of staff findings, staff recommendations, and the college responses to the findings. Because of the number of compliance findings and the type of findings, staff is recommending that the Board give John A. Logan College the status of Recognition Continued – with Conditions

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby grants a status of “Recognition Continued – with Conditions” to the following district:

John A. Logan College.

BACKGROUND

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless, action is taken by the Board to interrupt it. To determine a district's recognition status, the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) determination of a district's compliance with the *Public Community College Act* and *ICCB Administrative Rules*; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) the identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that districts are in compliance with selected standards. All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and on a global basis considering all focused and nonfocused standards. On individual standards districts are identified as either in compliance or not in compliance. Compliance recommendations require the college to take immediate action to adhere to a particular law or administrative rule, and advisory recommendations are suggestions by staff to improve upon a current process or practice. Advisory recommendations are not mandatory and do not affect a college's overall recognition status.

At the conclusion of the recognition review, the ICCB staff presents a report to the Board and the college to summarize the evaluation. Based on the report, the Board may take one of three types of action:

Recognition Continued – The district generally meets ICCB statutory laws and administrative rules. A district which has been granted a status of “recognition continued” is entitled to receive ICCB grants for which it is otherwise entitled and eligible.

Recognition Continued-with Conditions – The district does not meet ICCB standards. A district which has been assigned the status of “recognition continued-with conditions” is entitled to receive ICCB grants for which it is otherwise entitled and eligible, but it is given a specified time to resolve the conditions which led to the assignment of that status. A follow-up evaluation is scheduled no sooner than three nor longer than nine months after ICCB action on the assignment to determine the district's progress in resolving the conditions.

Recognition Interrupted – The district fails to take corrective action to resolve the conditions placed upon it under “recognition continued-with conditions” within a prescribed time period. A district which has been assigned a status of “recognition interrupted” may apply for recognition at such time as all requirements set forth by the ICCB have been satisfied. A district will have state funding suspended on a pro rata, per diem basis for the period of time for which such status is in effect.

The final report, including college responses, is externally attached for Board members only.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
RECOGNITION OF COMMUNITY COLLEGES**

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2011 through 2015 include the following categories: Instruction, Student Services, Academic Support, Finance, Facilities, and Accountability. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2014 Harper College, Illinois Valley Community College, Kishwaukee College, Lincoln Land Community College, Morton College, and Shawnee Community College underwent in-depth recognition evaluations. The colleges submitted thorough self-evaluations; ICCB staff conducted internal evaluations of all required college documents and college finance site visits were conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluations, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby grants a status of “recognition continued” to the following districts:

- Lincoln Land Community College
- Harper College
- Morton College
- Shawnee Community College
- Kishwaukee College
- Illinois Valley Community College

BACKGROUND

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless, action is taken by the Board to interrupt it. To determine a district's recognition status, the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) determination of a district's compliance with the *Public Community College Act* and *ICCB Administrative Rules*; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) the identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that districts are in compliance with selected standards. All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and on a global basis considering all focused and nonfocused standards. On individual standards districts are identified as either in compliance or not in compliance. Recommendations are either mandatory, when a college is "out of compliance", or otherwise advisory. On an overall, global basis, there are three categories of recognition status:

Recognition Continued – The district generally meets ICCB standards. A district which has been granted a status of "recognition continued" is entitled to receive ICCB grants for which it is otherwise entitled and eligible.

Recognition Continued-with Conditions – The district generally does not meet ICCB standards. A district which has been assigned the status of "recognition continued-with conditions" is entitled to receive ICCB grants for which it is otherwise entitled and eligible, but it is given a specified time to resolve the conditions which led to the assignment of that status. A follow-up evaluation is scheduled no sooner than three nor longer than nine months after ICCB action on the assignment to determine the district's progress in resolving the conditions.

Recognition Interrupted – The district fails to take corrective action to resolve the conditions placed upon it under "recognition continued-with conditions" within a prescribed time period. A district which has been assigned a status of "recognition interrupted" may apply for recognition at such time as all requirements set forth by the ICCB have been satisfied. A district will have state funding suspended on a pro rata, per diem basis for the period of time for which such status is in effect.

Evaluation for the district included in this item has been completed through receipt of responses to the districts' draft report. The responses include the district's planned action for the compliance recommendations as well as reactions to advisory (quality) recommendations when the district chose to provide them. The district was judged by staff to be in general compliance with ICCB recognition standards and, therefore, is recommended for "*Recognition Continued*" status. The final reports, including direct responses, are externally attached for Board members only.

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NEW UNITS OF INSTRUCTION

The Illinois Community College Board is requested to approve new units of instruction for the following community colleges:

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Richard J. Daley College

- Web Development Associate in Applied Science (A.A.S.) degree (61 credit hours)
- Web Development Advanced Certificate (30 credit hours)

College of DuPage

- Game Animation & Design A.A.S. degree (68 credit hours)

Kankakee Community College

- Computer Graphics A.A.S. degree (67 credit hours)
- Computer Graphics Technology Advanced Certificate (48 credit hours)

Kennedy-King College

- Advanced Social Services-Addictions Studies A.A.S. degree (70 credit hours)
- Advanced Social Services-Addictions Studies Certificate (49 credit hours)
- Gas Utility Worker Certificate (50 credit hours)

Lincoln Land Community College

- Green Facilities Management Certificate (30 credit hours)

Malcolm X College

- Physical Therapy Assistant A.A.S. degree (70 credit hours)
- Web Development A.A.S. degree (61 credit hours)
- Web Development Advanced Certificate (30 credit hours)

Oakton Community College

- Nanotechnology Certificate (31 credit hours)

Olive-Harvey College

- Web Development A.A.S. degree (61 credit hours)
- Web Development Advanced Certificate (30 credit hours)

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Prairie State College

- Industrial Mechanic A.A.S. degree (62 credit hours)

Rend Lake College

- Barber Certificate (50 credit hours)

Richland Community College

- Healthcare Documentation A.A.S. degree (62 credit hours)

South Suburban College

- General Studies A.G.S. degree (60 credit hours)

Harry S. Truman College

- Human Development & Family Studies A.A.S. degree (60 credit hours)

Wilbur Wright College

- Networking Systems & Technologies A.A.S. degree (61 credit hours)
- Networking Systems & Technologies Certificate (30 credit hours)
- Web Development A.A.S. degree (61 credit hours)
- Web Development Advanced Certificate (30 credit hours)

BACKGROUND

Four City Colleges of Chicago, including **Malcolm X, Olive-Harvey, Richard J. Daley, and Wilbur Wright College**, are seeking approval to offer a 61 credit hour Associate in Applied Science (A.A.S.) degree and a related 30 credit hour Certificate in “Web Development”. The programs will prepare individuals for entry-level employment, as well as advancement opportunities within the field of web development. The degree curriculum consists of 16 credit hours of required general education coursework and 45 credit hours of career and technical education coursework. The certificate curriculum requires completion of 30 credit hours of coursework from a subset of the career and technical courses in the degree. The career and technical component of both curricula includes instruction in computer science, operating systems, Java-based programming language, introductory through advanced levels of web development, basic web technologies, client side scripting, server side programming, web database integration, and client-server database. The degree program builds on this coursework to also require business essentials, microcomputers, security essentials, special topics in web development, and a required field project course. Assessment of student learning will be achieved through evaluation of a student portfolio, the student’s performance on a capstone project or during an optional work-based learning experience.

Labor market information provided by the colleges supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment of “web developers” is expected to increase by 20.3 percent through 2020 statewide. The colleges were also recently approved to offer a related short-term Basic Web Development Certificate. The proposed programs will provide educational ladder opportunities for students interested in increasing and advancing their knowledge and skill level in the field. The colleges anticipate an enrollment in the degree of 13 full-time and nine part-time students the first year, increasing to 16 full-time and 12 part-time students by the third year. Enrollment in the certificate is projected at 13 full-time students and 10 part-time students the first year, increasing to 17 full-time and 12 part-time students by the third year. All facilities are currently in place to adequately support the proposed programs; however some equipment purchases will be necessary during the first three years of operation. The programs will require one existing full-time faculty member, four existing part-time faculty, and one new full-time faculty member the first year. Qualified full-time faculty must possess a Master’s degree in Computer Science, Information Technology or a closely related field, hold one year of related occupational experience and one year teaching experience. Costs to implement the programs are approximately \$19,500 during the first year, \$171,500 during the second year, and \$900 during the third year. Higher second year costs reflect the addition of a full-time faculty coordinator for the programs. The programs will be supported fiscally through student tuition and fees.

College of DuPage is seeking approval to offer a 68 credit hour “Game Animation and Design” Associate in Applied Science (A.A.S.) degree. This program will prepare individuals for entry-level employment in video and computer game animation and design within the entertainment, simulation, educational and training segments of the gaming industry. The proposed curriculum complements existing program offerings at the college in Game Development and Game Programming, as well as offers a different educational path geared towards individuals with an art background. The curriculum includes 19 credit hours of required general education coursework and 49 credit hours of required career and technical education coursework. The career and technical component includes instruction in introduction to the gaming industry, introductory and advanced game design, 2D game development, 2D game scripting, history and introduction to animation, introductory and advanced 3D game development, introductory and advanced 3D animation, introductory and advanced motion graphics and special effects, programming logic and technique, and a required animation portfolio development course. Assessment of student learning will be achieved through evaluation of the student’s portfolio, including artifacts of their educational accomplishments and a final project.

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The college developed the curriculum based on needs of local employers, as well as based on information from the International Game Developers Association of which COD faculty are members and contributors to the Special Interest Group on Game Programming, Animation, Design and Education.

Labor market information provided by the college supports the interest in and the need for a program geared towards existing art students and individuals with art backgrounds looking for an educational path into the field of gaming. According to *Video Games in the 21st Century: The 2010 Report*, an economic impact study conducted by Economists Incorporated, Illinois ranks sixth nationwide for the number of people employed in gaming-related occupations. Employment of “applications software developers” and “multi-media artists and animators” is expected to increase by an average of 16.3 percent statewide through 2020, based on projections by the Illinois Department of Employment Security. The college anticipates an enrollment of six full-time and eight part-time students the first year, increasing to 12 full-time and 14 part-time students by the third year. The program will require two existing full-time and four existing part-time faculty for implementation. Qualified faculty will hold a minimum of a Bachelor’s degree in computer information systems with an emphasis in game development/design/programming, possess two years occupational experience in the gaming industry, and have two years teaching experience at the college level. All facilities and equipment are currently in place to adequately support the program. The proposed program will share resources with related programs already in operation at the college. No new costs are anticipated for implementation of the program, which will be supported fiscally through student tuition and fees.

Kankakee Community College is seeking approval to offer a 67 credit hour “Computer Graphics Technology” Associate in Applied Science (A.A.S.) degree and a related 48 credit hour “Computer Graphics Technology Advanced Certificate”. The degree program will prepare students for entry-level employment as computer graphics technicians with specialized skills in multimedia and animation, design technologies (such as computer-aided drafting and design), or graphic design (such as desktop publishing or web page design). The Advanced Certificate program will prepare students for general entry-level employment in computer graphics and design technology. The degree curriculum consists of 16 credit hours of required general education coursework and 51 credit hours of required career and technical education coursework. The career and technical component of the curriculum includes a 31 credit hour core and 20 credit hours of specialized coursework. Core coursework includes introductory information processing applications, digital photography, introductory web design, photoshop digital imaging, AutoCad I and II, 3D modeling with AutoCAD, introductory video game design, digital sculpting with Mudbox, and 3D animation and rendering. Specialized coursework includes content specific to one of the three areas of focus in computer graphics, design or graphics design. Assessment of student learning in both programs will be achieved through evaluation of a student portfolio by program faculty during the student’s final semester. In addition, degree students must complete a final presentation for college faculty and student peers. The certificate curriculum includes the required core coursework in addition to instruction in package design, digital motion graphics, computer illustration, mechanical design and architectural design. All coursework required in the certificate articulates towards completion of the degree and each of the specialized options. The degree program has also been accepted for articulation by Governor’s State University towards their Interdisciplinary Studies Bachelors of Science degree program. Labor market information provided by the college supports the interest in and the need for a series of programs in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of occupations related to the proposed programs is expected to increase between 6-13 percent statewide through 2020. This includes employment growth for “computer-aided drafters” (six percent), “multimedia artists and animators” (8 percent) and “graphic designers” (13 percent). The college anticipates a combined enrollment of five full-time and five part-time students the first year, increasing to 10 full-time and 10 part-time students by the third year. Two existing full-time and eight existing part-time faculty will be required the first year.

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Qualified part-time faculty possess a minimum of an Associate's degree in Computer Graphics/Design, while full-time faculty hold a Bachelor's degree in Graphic Design. A minimum of two years related occupational experience and one year of teaching experience is also required. All facilities are currently in place to adequately support the proposed programs, however, costs to provide maintenance on existing equipment and updated software has been budgeted. Costs to implement the proposed programs are approximately \$19,000 year one, \$17,000 year two and \$15,000 year three. The programs will be supported fiscally through student tuition and fees.

Kennedy-King College, one of the City Colleges of Chicago, is seeking approval to offer a 70 credit hour Associate in Applied Science (A.A.S.) degree and a related 49 credit hour Certificate in "Advanced Social Services-Addictions Studies". The programs will prepare individuals for entry-level employment, as well as advancement opportunities, within the specialty field of addictions counseling. The programs were developed to allow students to achieve dual competencies in addictions studies and mental health, and meet the criteria for preparing students to sit for Illinois Certification Board exams in Drug and Alcohol counseling (CADC), Domestic Violence counseling (IDV), and Anger Management and Conflict Resolution (AM/CR) counseling through the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA). The degree curriculum consists of 15 credit hours of required general education coursework, and 55 credit hours of career and technical education coursework. The certificate curriculum requires completion of a subset of 49 credit hours of career and technical coursework. Both curricula include instruction in principles of social work practices, report writing for social services, introductory group processes, social problems and social action, methodology for social work, human growth and development, introductory addictions studies, principles and practice of addictions studies, addictions and the family, addictions treatment of special populations, social service practicum, mental health practicum, and domestic violence practicum. The degree curriculum consists of additional coursework in social work, mental health and domestic violence. Assessment of student learning in both curricula will be achieved through evaluation of the student's performance on a mock CADC exam, as well as through observation of their performance during the practical learning experiences by program faculty.

Labor market information provided by the college supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of "social and human service assistants" and "substance abuse and behavioral disorder counselors" is expected to increase by an average of 18 percent statewide and by 17.5 percent in Cook County through 2023. The college anticipates an enrollment of 20 full-time and 20 part-time students in the certificate program, with an additional 10 full-time and 10 part-time students pursuing the degree the first year of implementation. By the third year, the college anticipates an increase to 40 full-time and 40 part-time students in the certificate with an additional five full-time and five part-time students pursuing the degree. The programs will require two existing full-time faculty, five existing part-time faculty, and one new part-time faculty member for implementation. Qualified faculty teaching career and technical coursework must hold a Master's degree in social work, psychology or clinical psychology, hold a current IAODAPCA certification, have five years related occupational experience, and have two years teaching experience. All facilities are currently in place to adequately support the proposed programs; however a few updates to equipment will be necessary during the first three years of operation. Costs to implement the programs are approximately \$8,646 the first year, \$3,000 the second year, and \$52,739 the third year. Higher third year costs reflect the addition of one full-time faculty member. The programs will be supported fiscally through student tuition and fees.

Kennedy-King College, one of the City Colleges of Chicago, is also seeking permanent approval to offer a 50 credit hour "Gas Utility Worker" Certificate. This program was granted temporary approval in September 2012 and has been in operation for a period of nearly two years.

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The program is the result of a cooperative effort between the college, Peoples Gas Company of Integrys Energy Group, and the Utility Workers Union of America (UWUA). The program prepares individuals for entry-level employment as gas utility workers. The curriculum remains as it was originally and consists of coursework in technical math, technical report writing, microcomputer applications, fundamentals of speech, United States labor history, vocational fitness and physical training, basic electrical theory, introductory plumbing, plumbing tools and equipment, introductory through advanced levels of gas utility training, professional development and construction safety. Assessment of student learning is achieved through an evaluation of the student's performance during the work-based learning experience held over the student's final semester of training.

Labor market information provided by the college continues to support the interest in and the need for a formalized training program in this field of study. The college partnered with a large local employer and an associated trade union to design a program that would fit their needs. The program has enrolled 154 full-time students since implementation with completion rates at just over 80 percent and placement rate of those students at 75 percent. The college continues to work with local unions to place new graduates and/or encourage further pursuit of advanced education. *Therefore, permanent approval of the program is requested.*

Lincoln Land Community College is seeking approval to offer a 30 credit hour "Green Facilities Management" Certificate program. This program will prepare individual for building and grounds maintenance positions utilizing sustainable and energy efficient technologies and practices. The curriculum consists of career and technical coursework in applied mathematics, blueprint reading, fundamentals of green facilities management, technical aspects of energy resources, exterior environmental management, sustainable building and facilities management, energy systems fundamentals, indoor environmental quality, facility lighting/electrical systems, and OSHA-10 hour Construction Industry Safety Training. Assessment of student learning objectives will be achieved through the evaluation of a comprehensive project, requiring students to design a Best Management Practices Plan for commercial building/facilities, by program faculty.

Labor market information provided by the college supports the interest in and the need for a formalized training program in this field of study. The college is a part of the Illinois Green Economy Network (IGEN) initiative, through which the proposed program has been developed to address and support the needs of local employers for sustainable and green-related training of the existing labor force and individuals interested in entering these fields. The college anticipates an enrollment of 15 full-time and 20 part-time students the first year, increasing to 25 full-time and 30 part-time students by the third year. The program will require four (4) new part-time faculty the first year of implementation. All facilities and equipment are currently in place to adequately support the program. Costs to implement the program are estimated at \$19,488 per year for the first three years of operation. Program development was supported through IGEN funding, and the program will otherwise be fiscally supported through student tuition and fees.

Malcolm X College, one of the City Colleges of Chicago, is seeking approval to offer a 70 credit hour "Physical Therapy Assistant" Associate in Applied Science (A.A.S.) degree. This program will prepare individuals for entry-level employment as physical therapy assistants. The curriculum was developed according to competency standards of the Commission on Accreditation in Physical Therapy Education and will prepare individuals for the required Physical Therapy Assistant licensing exam offered through the Illinois Department of Financial and Professional Regulation (IDFPR). The curriculum includes 17 credit hours of required general education coursework, 35 credit hours of required career and technical education coursework, and 18 credit hours of required PTA clinical practice. The curriculum will also prepare individuals for optional certification as a Personal Trainer through the National Academy of Sports Medicine.

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Assessment of student learning will be achieved through completion of a skills competency checklist prior to clinical practice, as well as through comprehensive exams during their clinical experience, and a practice pre-certification licensing exam.

Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of “physical therapy assistants” is expected to increase by 25 percent statewide through the year 2020. Furthermore, the college has worked with its program advisory committee, including representation from a large Chicago-based physical therapy service provider, to identify a need for this program. The college anticipates an enrollment of 15 full-time students the first year, increasing to 30 full-time students by the third year. The program will require one new full-time and one new part-time faculty the first year for implementation.

Qualified full-time faculty will possess a Doctoral degree in Physical Therapy, hold current licensure as a Physical Therapist, two years of related occupational experience and two years of teaching experience. Qualified part-time faculty must possess at least an Associate’s degree in Physical Therapy Assistance, hold current PTA licensure, two years of related occupational experience and two years of teaching experience. All facilities are in place to adequately support the program; however, some equipment will need to be purchased for implementation. Costs to implement the program are estimated at \$166,240 during year one, \$160,000 during year two, and \$45,000 during year three. The program will be supported fiscally through student tuition and fees.

Oakton Community College is seeking approval to offer a 31 credit hour “Nanotechnology Certificate” program. This program will prepare individuals for entry-level employment as nanoscience technicians trained in using common nanotechnology instrumentation in a variety of applications and settings such as in electronics, materials science, auto and aerospace, medical and pharmaceuticals, environmental, food science, energy capture and storage and research fields. The curriculum was developed with the assistance of local employers looking to train existing workers, as well as hire newly trained workers for future employment expansion. The curriculum includes 16 credit hours of general education in applied physics, biology, chemistry and statistics, and 15 credit hours in career and technical education in fundamentals of nanotechnology, nanotechnology projects and a nanotechnology internship. Assessment of student learning will be achieved through evaluation of the student’s performance during the work-based learning experience by program faculty and the worksite supervisor. Labor market information provided by the college supports the interest in and the need for a formalized training program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of “science technicians” is expected to see an average growth of 3.29% statewide through the year 2020. Locally, there are eight employers within the college’s district who participate in the program advisory committee and express a need for nanoscience technicians trained at this level. The college anticipates an enrollment of 20 part-time students the first year, increasing to 30 part-time students by the third year. The program will require two existing part-time faculty for implementation. Costs to implement the program are estimated at \$137,531 year one, \$163,818 year two and \$176,805 year three. The budget reflects the addition of a full-time program coordinator, laboratory materials and consumables, equipment purchases and some laboratory facilities upgrades and rental costs. The college has been awarded a three year National Science Foundation (NSF) Advanced Technological Education Project grant (\$820,000) for program development and faculty training for this program. Furthermore, the college received over \$1.2 million in one-year grant awards from local sources for program development and operation, equipment, facilities upgrades and professional development for faculty. The program will otherwise be supported by student tuition and fees.

Prairie State College is seeking approval to offer a 62 credit hour “Industrial Mechanic” Associate in Applied Science (A.A.S.) degree program.

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This program will prepare individuals for entry-level employment as maintenance and repair mechanics for industrial machinery. The curriculum was designed based on input from the program advisory committee, consisting of local employers looking for industrial maintenance technicians. The curriculum includes 19 credit hours of required general education coursework and 43 credit hours of required career and technical education coursework. The career and technical component includes instruction in drafting essentials, drafting conventions and symbols, blueprint reading for the mechanical trades, hydraulics fundamentals and controls, pneumatics, lubrication, rigging, power train elements, pipefitting, basic arc welding/Oxyfuel welding, intermediate arc welding/Sheet Metal Arc Welding & Gas Metal Arc Welding, machine vibration analysis, metal working processes, machining basics, machine job planning, and introductory and intermediate levels of industrial maintenance techniques. Assessment of student learning will be achieved through evaluation of the student's performance during a capstone performance exam, entailing troubleshooting and repairing equipment/systems based on a test scenario.

Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of "industrial machinery mechanics" is expected to increase by 15.5 percent statewide through the year 2020. Locally, employment growth of this occupation within the college's district and neighboring areas is expected to increase between 11-18 percent through 2020. The program was developed through the INAM consortia of colleges, the Illinois Network for Advanced Manufacturing; a coordinated effort between those colleges awarded a Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. The INAM consortium recommended the development of this degree program to help address local employer needs in the field and provide educational ladder opportunities for students in related programs at other INAM institutions. The college anticipates an enrollment of two full-time and six part-time students the first year, increasing to six full-time and eight part-time students by the third year. The program will require one new full-time, two new part-time and 10 existing part-time instructors the first year. Qualified full-time faculty must possess at least a Bachelor's degree in Engineering/Industrial Technology, have three years of related occupational experience and one year teaching experience is preferred. Qualified part-time faculty must possess at least an Associate's degree in Industrial Technology or hold Journey-person status as an industrial machinery mechanic, have five years related occupational experience, and one year teaching experience. All facilities are adequately in place to support the proposed program; however some equipment has been purchased and donated by local employers. Equipment costs have been covered by TAACCCT grant funds. Costs to implement the program are estimated at \$70,000 during year one, and \$5,000 during years two and three. Higher first year costs reflect the hiring of a full-time faculty coordinator and program marketing/recruitment expenses.

Rend Lake College is seeking approval to offer a 50 credit hour "Barber Certificate" program. This program will prepare individuals for employment as licensed barbers in retail and independent barbering shops, or for self-employment. The curriculum has been developed according to standards for licensing through the Illinois Department of Financial and Professional Regulation (IDFPR) and includes career and technical coursework in introductory through advanced levels of barbering theory, clinical practice and work-based learning. Assessment of student learning will be achieved through evaluation of the student's portfolio during the final semester of study by program faculty.

Labor market information provided by the college supports the interest in and the need for a barbering program in the district. Currently, the closest program is over 115 miles away. According to the Illinois Department of Employment Security (IDES), employment of "barbers" is expected to increase by 11 percent statewide through 2022. The college anticipates an enrollment of eight (8) full-time students the first year, increasing to 10 full-time students by the third year. The college also offers a licensed Cosmetology Certificate program, which will share existing facilities and some faculty resources with the proposed Barber program.

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One existing full-time and one existing part-time faculty will be necessary for implementation. Costs to implement the program are estimated at \$18,000 year one, and \$12,000 years two and three. Costs reflect some equipment and classroom material purchases. The program will be supported fiscally through student tuition and fees.

Richland Community College is seeking approval to offer a 62 credit hour Associate in Applied Science (A.A.S.) degree in “Healthcare Documentation”. This program will prepare individuals for entry-level employment as healthcare documentation specialists, also known as medical transcriptionists. The curriculum is based on standards for medical transcription education programs developed by the American Health Information Management Association (AHIMA) and the Association for Healthcare Documentation Integrity (AHDI), and is approved by the Approval Committee for Certificate Programs (ACCP), a joint committee of AHIMA and AHDI. The curriculum consists of 18 credit hours of required general education coursework and 44 credit hours of required career and technical education coursework.

The career and technical component includes instruction in introductory, intermediate and advanced levels of healthcare documentation, medical terminology, anatomy and physiology fundamentals, pathophysiology fundamentals, pharmacology fundamentals, electronic health records, interpreting healthcare records, editing and proofreading, speech recognition technology editing, quality improvements in healthcare, healthcare information law and ethics, and a required professional work-based learning experience in the field. Assessment of student learning will be achieved through evaluation of the student’s performance during the work-based learning practicum by program faculty. Graduates of the program will be prepared for the optional but preferred Registered Medical Transcriptionist (RMT) certification and the Registered Healthcare Documentation Specialist (RHDS) medical certification through AHIMA.

Labor market information provided by the college supports the interest in and the need for a program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of “medical transcriptionists, medical records/health information technicians, medical secretaries, and insurance claim & processing technicians” is expected to increase by an average of 5.33 percent statewide through 2020. The college anticipates an enrollment of 10 full-time and 14 part-time students the first year, increasing to 14 full-time and 24 part-time students by the third year. The program will require one existing full-time faculty, three existing part-time faculty and one new part-time faculty the first year. According to ACCP guidelines, qualified faculty must possess a minimum of an Associate’s degree in Healthcare Documentation or Health Information Technology, hold a current Certified Medical Transcriptionist (CMT) designation and/or the Registered Healthcare Documentation Specialist (RHDS) medical certification, hold five years related work experience and two years teaching experience. The proposed program will share some facilities and related resources with existing programs in health information technology. Costs to implement the program are estimated at \$104,100 year one, \$107,900 year two and \$110,800 year three. Costs reflect the addition of a full-time faculty coordinator, accreditation review and application expenses, equipment purchases and some upgrades to existing laboratory facilities. The program will be supported fiscally through student tuition and fees.

South Suburban College is seeking approval to offer a 60 credit hour Associate in General Studies (A.G.S.) degree. The AGS degree is designed for students who want to complete an individualized associate degree that provides educational options beyond those available in other degree programs. To ensure that certain standards are met, the college will require students to establish a formal degree plan with an academic counselor and participate in the college assessment process for appropriate course placement in English and math. The 60 credits in the degree are comprised of a minimum of 21 credits in general education and 39 credits in electives.

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ICCB Rules for AGS programs specify that proposals meet three degree intentions. The first is that the proposal must show that it is a liberal studies program. The college responds that the program requires 21 credit hours of coursework in humanities, social sciences, mathematics, sciences, and communication.

The second intent is to meet needs of students that are not met by other programs. Through the AGS degree, South Suburban College will provide a broad array of courses so that students are allowed considerable freedom in designing and pursuing a course of study that meets their individualized learning goals. Students collaborate with an advisor or counselor to develop a master academic plan of study. Changes to this plan must be agreed upon by the student and the advisor/counselor.

The third intent is to provide a capstone program for graduates of occupational certificate programs. The AGS degree serves as a capstone for individuals currently working in settings where a degree is needed for career advancement and where tuition reimbursement is available for a degree but not available for certificate programs. Further, because some certificates do not naturally lead to an associate degree, the college's proposal allows students to utilize the AGS to reach this threshold, meeting a key need with employers that are looking to hire employees with a two-year degree program.

The college anticipates enrollment of students of diverse ages and backgrounds. The AGS is designed for students earning a two-year degree for career advancement and personal growth. The program is designed to serve a multitude of student populations, including but not limited to incumbent workers whose employers are requiring a degree for advancement, displaced workers fulfilling additional educational/career goals while seeking a degree for improved employment opportunities, or veterans seeking to return to the workforce by earning an associate degree that allows awarding of credit for military experience.

Harry S. Truman College, one of the City Colleges of Chicago, is seeking approval to offer a 60 credit hour Associate in Applied Science (A.A.S.) degree in "Human Development and Family Studies". This program will prepare individuals for entry-level employment in the human services field, as well as provide for maximum transferability into related baccalaureate degree programs. The program mirrors one currently offered at a neighboring Chicago City College, Olive-Harvey College. The curriculum consists of 20 credit hours of required general education coursework, 34 credit hours of required career and technical education coursework, and 6 credit hours of related technical electives. The career and technical component includes instruction in introductory and advanced human growth and development, human development and sexuality, intimate relationships, family life education, family development with cross-cultural perspectives, ethics, study of society, and a require internship in human development. Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning experience by program faculty and worksite supervisor.

Labor market information provided by the college supports the interest in and the need for a program in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of "human and social service assistants" is expected to increase by 13.3 percent statewide through 2020. The college anticipates an enrollment of five full-time and 10 part-time students the first year, increasing to 20 full-time and 25 part-time by the third year. The program will also prepare students for transfer into Northern Illinois University's Human Development & Family Studies baccalaureate program. All resources are currently in place to adequately support the proposed program. One existing full-time and one existing part-time faculty will be required during the first year of operation. Qualified faculty must possess a Master's degree in Human Development or a related field of study, have five years related occupational experience and have two years teaching experience. No new costs are anticipated during the first three years to implemented and operate the program. The program will be fiscally supported through student tuition and fees.

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Wilbur Wright College, one of the City Colleges of Chicago, is seeking approval to offer a 61 credit hour Associate in Applied Science (A.A.S.) degree and a related 30 credit hour Certificate in “Networking Systems & Technologies”. The programs will prepare individuals for entry-level employment, as well as advancement opportunities within the networking field. The degree curriculum consists of 16 credit hours of required general education coursework and 45 credit hours of career and technical education coursework. The certificate curriculum requires completion of 30 credit hours of coursework from a subset of the career and technical courses in the degree. The career and technical component of both curricula includes instruction in computer science, computer operations, operating systems, client-based operating systems, introductory through advanced levels of internetworking, server operating systems, information security essentials, and internetworking security. The degree program builds on this coursework to also require business essentials, IT problem solving, special topics in networking systems & technologies, and a required field project course. Assessment of student learning will be achieved through evaluation of a student portfolio, the student’s performance on a capstone project or during an optional work-based learning experience.

Labor market information provided by the college supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment of “information security analyst and computer network support specialists” is expected to increase by an average of 22 percent through 2020 statewide. The college was also recently approved to offer a related short-term Basic Networking Systems & Technologies Certificate.

The proposed programs will provide educational ladder opportunities for students interested in increasing and advancing their knowledge and skill level in the field. The college anticipates an enrollment in the degree of 21 full-time and 15 part-time students the first year, increasing to 27 full-time and 19 part-time students by the third year. Enrollment in the certificate is projected at 23 full-time students and 16 part-time students the first year, increasing to 29 full-time and 20 part-time students by the third year. All facilities are currently in place to adequately support the proposed programs; however some equipment purchases will be necessary during the first two years of operation. The programs will require one existing full-time faculty member, four existing part-time faculty, and one new full-time faculty member the first year. Qualified full-time faculty must possess a Master’s degree in Computer Science, Information Technology or a closely related field, hold one year of related occupational experience and one year teaching experience. Costs to implement the programs are approximately \$88,600 during the first year, \$254,000 during the second year, and no new costs during the third year. Higher second year costs reflect the addition of a full-time faculty coordinator for the programs. The programs will be supported fiscally through student tuition and fees.

INFORMATION ITEM – BASIC CERTIFICATE PROGRAM APPROVAL

Following is a list of Basic Certificates (less than 29 credit hours) that have been approved on behalf of the Illinois Community College Board by the President/CEO since the last Board meeting:

PERMANENT PROGRAM APPROVAL

Richard J. Daley College

- Web Development Basic Certificate (18 credit hours)

College of DuPage

- Cancer Registry Management Certificate (24 credit hours)
- Practical Nurse Certificate for Military Medical Corpsman (6 credit hours)

Illinois Central College

- Practical Nurse Certificate for Military Medical Corpsman (6 credit hours)

Joliet Junior College

- Practical Nurse Certificate for Military Medical Corpsman (6 credit hours)

Kankakee Community College

- Computer Graphics Technology Certificate I (13 credit hours)
- Graphic Design Certificate I (13 credit hours)
- Graphic Design Certificate II (25 credit hours)
- Design Technology Certificate I (13 credit hours)
- Design Technology Certificate II (28 credit hours)

Kaskaskia College

- CCNA (Certified CISCO Network Associate) Certificate (20 credit hours)

Kennedy-King College

- Cake Decorating & Baking Certificate (16 credit hours)
- Networking Systems & Technologies Basic Certificate (18 credit hours)
- Web Development Basic Certificate (18 credit hours)

Lake Land College

- Basic Nurse Assisting Certificate (17 credit hours)

Malcolm X College

- Networking Systems & Technologies Basic Certificate (18 credit hours)
- Web Development Basic Certificate (18 credit hours)

Morton College

- Supply Chain Management Certificate (18 credit hours)

Oakton Community College

- Horticulture Therapy Certificate (12 credit hours)
- Industrial Design Engineering Certificate (14 credit hours)
- Oracle Database Administrator Certificate (15 credit hours)

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Olive-Harvey College

- Web Development Basic Certificate (18 credit hours)

Rend Lake College

- Home Health Aide Certificate (28 credit hours)

Richland Community College

- Healthcare Documentation Specialist Certificate (29 credit hours)

South Suburban College

- Manufacturing Basics Certificate (16 credit hours)
- Maintenance Technology I Certificate (17 credit hours)

Harold Washington College

- Networking Systems & Technologies Basic Certificate (18 credit hours)
- Web Development Basic Certificate (18 credit hours)

Wilbur Wright College

- Networking Systems & Technologies Basic Certificate (18 credit hours)
- Web Development Basic Certificate (18 credit hours)

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Illinois Community College Board

NEW UNITS OF INSTRUCTION

The Illinois Community College Board is requested to approve new units of instruction for the following community colleges:

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Triton College

- Architectural Studies Certificate (34 credit hours)
- Environmental Science A.A.S. degree (67 credit hours)

BACKGROUND

Triton College is seeking approval to offer a 34 credit hour “Architectural Studies” Certificate program. The program will prepare individuals for entry-level employment as drafters, as well as provide them with an opportunity for continuing their education at the Associates degree level and beyond. The curriculum consists of career and technical coursework in introduction to architecture, architectural drafting, wood and masonry construction, introductory and intermediate architectural design, architectural drawings and models, introductory and intermediate computer graphics for architects, Revit, and introduction to the history of architecture. Assessment of student learning objectives will be achieved through evaluation of a student portfolio conducted during the final semester of study by program faculty.

Labor market information provided by the college supports the interest in developing an entry-level training program that prepares students for employment while continuing their education towards the Associates and Baccalaureate levels. The program was designed to maximize articulation upon completion of the certificate or upon completion of the two-year Associate’s degree. The courses included within this program articulate towards completion of a Bachelor’s degree in Architecture at the University of Illinois-Urbana/Champaign, and Southern Illinois University at Carbondale. According to the U.S. Department of Labor, employment of “architectural drafters” is expected to increase nationwide by one percent through the year 2022. The college anticipates an enrollment of 12 full-time and 24 part-time students the first year, increasing to 18 full-time and 26 part-time students by the third year. The program will require one existing full-time and eight existing part-time faculty to implement. No new costs are anticipated to implement this program as all faculty, facilities and equipment resources are currently in place. The program will be fiscally supported through student tuition and fees.

Triton College is also seeking approval to offer a 67 credit hour Associate in Applied Science (A.A.S.) degree in “Environmental Science”. This program will prepare individuals for entry-level employment as science/field technicians specializing in the areas of environmental technology, geography/geology, or sustainable agriculture. The curriculum was also designed to provide for maximum transferability into related baccalaureate degree programs. The program requires 18 credit hours of general education coursework, 32 credit hours of required career and technical core coursework, 10 credit hours in specialty coursework, and seven (7) credit hours of related technical electives. The career and technical component includes core instruction in natural resource management, environmental biology, field methods and sampling, maps and landforms, weather and climate, environmental geology, global hazards and change, field ecology, agroecology, urban agricultural issues, entomology: insects, people and pests, sustainable landscape practices, and innovations in sustainability. Assessment of student learning will be achieved through evaluation of the student’s performance on a comprehensive final exam and field evaluation.

Labor market information provided by the college supports the interest in and the need for a two year degree program that prepares students for working in this field, but also, provides the opportunity for continuing along their educational ladder towards a baccalaureate degree. The college has developed articulation agreements for the proposed program with Dominican University and Roosevelt University’s Bachelor’s degree in Environmental Science. According to the Illinois Department of Employment Security (IDES), employment of “environmental science technicians” is expected to increase by eight percent statewide through 2020. The college anticipates an enrollment of two full-time and five part-time students the first year, increasing to five full-time and 10 part-time students by the third year. Facilities are currently in place to adequately support the program; however some equipment will need to be purchased prior to implementation. The program will require one new full-time faculty, one existing full-time faculty and five existing part-time faculty the first year. Qualified faculty will hold a Master’s degree in Environmental Science or a closely related field; hold one year related occupational experience, and one year teaching experience. Costs to implement the program are approximately \$68,034 year one, \$45,923 year two and \$47,759 year three. The program will be fiscally supported through student tuition and fees.

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UNAPPROVED

Minutes of the 408th
Meeting of the
Illinois Community College Board
Hilton Hotel Downtown
Rendezvous Room
700 Street
Danville, IL

June 6, 2014

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the June 6, 2014 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chairman Alexi Giannoulis called the Board meeting to order at 9:00 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Thomas Pulver, Guy Alongi, Jake Rendleman, Suzanne Morris, Randy Barnette, Terry Bruce, Teresa Garate, and Martin Nall, Student Board member. Board members Michael Dorf and Jonathan Jackson were absent. A quorum was declared.

Item #2 – Announcements and Remarks by Chairman Alexi Giannoulis

Chairman Giannoulis asked for comments from the Board members.

Item #3 – Board Member Comments

Thomas Pulver announced that June 6th, 2014 is the 60th anniversary of D-Day. Mr. Pulver thanked the remaining veterans for their service.

Suzanne Morris stated she attended the Illinois Board of Higher Education (IBHE) retreat on March 4th and 5th. IBHE has a new Executive Director, Jim Applegate, and a few new Board members who all seem very interested in strengthening their relationship with the ICCB. In addition, they formed four action teams that will also help strengthen the relationship.

Ms. Morris went on to report that the Midwestern Higher Education Compact (MHEC) could possibly attain a Lumina Grant that will take articulation on a regional basis and use an IT software program to identify credit transfers.

Jake Rendleman thanked all the ICCB staff and Board members who picked up the slack during the legislative session.

Item #4 – Nomination of Vice-Chair

Chair Giannoulas opened the floor for nominations for the position of Vice Chair of the Illinois Community College Board.

Thomas Pulver nominated Suzanne Morris for the position of Vice Chair of the Illinois Community College Board, which was seconded by Teresa Garate.

There was no discussion.

The motion to nominate Suzanne Morris as Vice Chair was approved via unanimous voice vote. Student advisory vote: Yes.

Item #5 – Acknowledgments

Chairman Giannoulas presented Mr. Robert Johnson, outgoing President, Illinois Community College Trustees Association; Dr. Christine Sobek, outgoing President, Illinois Council of Community College Presidents; Ms. Tawanna Nickens, outgoing Chair, Adult Education and Family Literacy Advisory Council; and Dr. Ray Hancock, retiring President, Illinois Community College System Foundation, with certificates of recognition for their service to the Board.

Item #6 – Executive Director Report

Dr. Karen Hunter Anderson began by pointing out the joint statement between the ICCB, Illinois Board of Higher Education (IBHE) and Illinois Student Assistance Commission (ISAC) in support of the Common Core and the Partnership for Assessment of Readiness for College and Careers (PARCC). This shows unified support through the education agencies.

Dr. Anderson spoke briefly on the issue of Gainful Employment. American Association of Community Colleges (AACC) has come out with a statement, which ICCB has signed in agreement, that they are not in favor of the current status of Gainful Employment regulations and would like the target population and also the low cost of community colleges to be considered when implementing this law. Currently, the way the regulations are written, it could cost the state and community colleges about \$5 million dollars. ICCB has been working closely with Senator Kirk's office on the issue.

Dr. Anderson distributed to the Board a one page proposal that ICCB is working on for the Workforce Innovation and Opportunity Act of 2014.

Dr. Anderson will be travelling to Washington, D.C. this month to meet with legislative staff on Education and Workforce Development issues.

Dr. Anderson concluded her report by stating that the ICCB was recently contacted by Project Search, which helps students with disabilities find training for work, out of Cincinnati. They requested to review the ICCB's funding model that was developed through the Accelerating Opportunity Project. Teresa Garate mentioned that along with Dr. Anderson, they have been working on the Employment Task Force that was formed due to the Governor's Employment First Executive Order.

Item #7 – Committee Reports

Item #7.1 – External Affairs

Jake Rendleman stated the committee met 5:00 p.m. on Thursday, June 5th at the ICCB office.

Discussions took place on:

➤ Legislation:

- SB2202: all campuses are smoke free, passed
- SB2846: private colleges will be able to give religious degrees, held
- SB3306: MAP Grants- Amends the Higher Education Student Assistance Act. With respect to the Monetary Award Program, provides that the Illinois Student Assistance Commission shall, twice a year (instead of each year), receive and consider applications for grant assistance. Provides that the first application period for grants for the next academic year shall be open to all eligible students and the second application period shall occur immediately before commencement of the academic year and shall be open only to non-traditional students and traditional students who missed the first application deadline due to unforeseen circumstances, as defined by the Commission. Requires the Commission to apportion grant funds between persons who applied during the first application period and person who applied during the second application period, in such manner as the Commission shall determine.

MAP Grants continue to be a priority for the ICCB.

- SB3441: Creates the Higher Education Distance Learning Act, passed
- HB4336: GED title change to High School Equivalency Test, passed
- HB4340: Changed title name of the head of the ICCB from President/CEO to Executive Director, passed
- HB5701: Creates the Best Candidate for the Job Act
- HB6094: ICCB Fiscal Year 2015 Budget, there was a 1.9 million dollar legislative add-on to fund Veterans Grants for 19 colleges.

➤ Public Relations:

- April 29, 2014 Press Conference: Benchmarks for the 60 by 25 Initiative
- *Education is Key* Oral History Project: Produced by the Abraham Lincoln Presidential Library and Museum:
<http://www2.illinois.gov/alplm/library/collections/oralhistory/EducationisKey/communitycolleges/Pages/default.aspx>
- Community College Impact Study
- Illinois Community College System 50th Anniversary – there will be a committee established.

Chairman Giannoulis took this opportunity to introduce and welcome the new student Board member, Martin Nall.

Item #7.2 – Fiscal, Personnel, Ethics and Conflict of Interest

Terry Bruce stated the committee met on the morning of June 6th at the Hilton Hotel in Springfield.

Item #7.2a – Proposed Amendment to the Illinois Community College Board Employment Policy

Currently, there is not an ICCB policy in place that deals State University Retirement System (SURS) return to work restrictions. It is the recommendation of the committee that ICCB adopts an employment policy regarding the hiring of SURS annuitants.

The minute ICCB employs an annuitant; it has to be reported to SURS.

Terry Bruce made a motion, which was seconded by Thomas Pulver, to approve the following:

The Illinois Community College Board hereby adopts the following Return to Work Employment Policy:

The Illinois Community College Board may employ an annuitant of the State Universities Retirement System

1. only for a position that is funded entirely by federal, foundation, or grants of State funds; or
2. if for a position funded by GRF, only until the individual reaches 30 percent of the highest annual rate of earnings earned prior to retirement, at which point the employment must be terminated unless the individual re-enters active service and no longer receives annuity payments from SURS.

The motion was approved via unanimous voice vote. Student advisory vote: Yes.

Item #7.2b – Proposed Position Classification Policy

Terry Bruce explained that the General Assembly passed legislation that states agencies can no longer on their employment applications request that the applicant disclose his/her criminal past.

Terry Bruce made a motion, which was seconded by Teresa Garate, to approve the following:

The Illinois Community College Board hereby adopts the following Position Classification Policy:

The Illinois Community College Board classifies the following positions as restricted by class:

- Class 1 Restricted Positions
Executive Director
Vice President or equivalent
Associate Vice President or equivalent

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Chief Financial Officer
Senior Director, Finance & Operations
Senior Director, Academic Affairs and Career & Technical Education
Senior Director, Education Technology
Senior Director, Special Projects
Senior Director, Student Development
Senior Director, Research & Policy Studies
Senior Director, Workforce Development
Senior Director, Adult Education & Family Literacy
Senior Director, External Affairs
Director, Human Resources
Director, External Affairs
Director, Student Development
Director, GED Testing Administration

Class 2 Restricted Positions

Senior Director, Financial Compliance & Program Accountability
Director, Financial Compliance & Program Accountability
Director, Academic Affairs and Career & Technical Education
Director, Education Technology
Director, Workforce Development
Director, Special Projects
Director, Adult Education & Family Literacy
Associate Director, Financial Compliance & Program Accountability
Associate Director, Academic Affairs and Career & Tech Education
Associate Director, Education Technology
Associate Director, Student Development
Associate Director, Workforce Development
Associate Director, Adult Education & Family Literacy
Associate Director, Special Projects
Associate Director, External Affairs
Assistant Director, External Affairs
Assistant Director, Financial Compliance & Program Accountability
Assistant Director, Academic Affairs Career & Technical Education
Assistant Director, Education Technology
Assistant Director, Student Development
Assistant Director, Workforce Development
Assistant Director, Adult Education & Family Literacy
Assistant Director, Special Projects

Class 3 Restricted Positions

Senior Director, Information Technology
Director, Finance & Operations
Associate Director, Finance & Operations
Associate Director, Research & Policy Studies
Associate Director, Human Resources
Assistant Director, Finance & Operations
Assistant Director, Research & Policy Studies
Assistant Director, Human Resources
Account Technician III, Finance & Operations
Account Technician II, Finance & Operations

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Account Technician I, Finance & Operations
Clerk, GED Testing Administration
IT Technical Associate, Information Technology
Applications Programmer III, Information Technology
Applications Programmer II, Information Technology
Applications Programmer I, Information Technology

The positions in these classes may not be filled by individuals with criminal convictions in the following categories:

Class 1 Restrictions

Check forgery
Criminal sexual abuse
Deceptive practices
Embezzlement
Forgery
Identity theft
Indecent solicitation of a child
Social Security fraud
Tampering with public records

Class 2 Restrictions

Criminal sexual abuse
Deceptive practices
Indecent solicitation of a child

Class 3 Restrictions

Check forgery
Deceptive practices
Check forgery
Forgery
Identity theft
Social Security fraud
Tampering with public records

The motion was approved via unanimous voice vote. Student advisory vote: Yes.

Item #7.3 – Academic Affairs and Institutional Support

Thomas Pulver stated the Academic Affairs and Institutional Support committee met on Wednesday, May 21st at 3:30 pm.

Michael Dorf and Dr. Karen Anderson attended the committee meeting at the JRTC building. Jake Rendleman attended at John A. Logan College and I attended at the Harry L. Crisp II Community College Center in Springfield. ICCB staff members, Brian Durham, Nathan Wilson, and Ann Knoedler were also in attendance. Guy Alongi was unable to attend.

Nathan Wilson, Senior Director for Research & Policy Studies, began by updating the committee on the Economic Impact Study:

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- A first draft of the study is complete. An Economic Impact Advisory Committee consisting of community college Presidents, Institutional Researchers, Public Relations staff, and Financial staff continue to give guidance on the project and are reviewing the report. The committee most recently met on May 21, 2014 to offer input on the draft report.
- ICCB's Centralized Data System and Illinois Department of Employment Security (IDES) Wage data are being utilized for most components of the report which means less reporting burden for the community colleges.
- The analysis has four main components with the first three first three relying on matching ICCB student records with IDES Wage data. These components include:
 1. Illinois community college student-generated tax revenues;
 2. Illinois community college student economic outcomes (pre- and post- earnings); and
 3. Illinois community college student meeting workforce supply.
 4. A fourth component analyzes the community economic impact rather than the student. Specifically, community college employment, employee wages, and operations and capital expenditures from ICCB's centralized data system and financial submissions are utilized to produce estimates on the community colleges economic impact locally.
- The final report for the state and each community college is scheduled to be released in early summer.
- There will be two workshops available to the Illinois Community College System prior to the release of the final report to ensure the report components are understood.
- A final update will be given to the Board at the September Board meeting.

Mr. Pulver stated that on April 21 – 23, a team of State leaders attended the Countdown to 2015: Developmental Strategies to Advance Readiness in the Common Core Era, hosted in Charlotte, North Carolina by the Lumina Foundation and involving eleven states. Team Members included: Karen Anderson, Brian Durham, ISBE leadership, IBHE leadership, a community college President, a Dean of Developmental Education, and I.

- The Convening focused on six areas:
 1. College Readiness Definition
 2. Local and state Assessments
 3. Transition Strategies
 4. Placement Policies across campuses
 5. New Approaches to Developmental Education and Gateway Courses
 6. Program Maps and Meta-Majors
- Illinois identified some DRAFT Priorities of their own:
 1. Implementation of Guided / Structured Pathways with an Exploratory Pathway Option

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2. Development of a Co-Requisite Model that fits within the Guided / Structured Pathways System
3. Driving remediation and interventions to the high school senior year to make the Senior Year Meaningful

➤ They then identified tasks to meet these priorities:

1. Revisit the definition of college readiness to finalize one that meets the needs of all educational sectors.
2. Development of a co-requisite model that is driven down to the 12th grade level.
3. Implementation of P-20 Guided Pathways to Success Approach
 - a. These Pathway Priorities are:
 - i. Liberal Arts
 - ii. Manufacturing
 - iii. Information Technology
4. Postsecondary Implications for Integrated Math (Common Core Strategy)
5. PARCC Assessment Buy In from Postsecondary
6. Replication of the ECC Alliance for College Readiness Strategy of Engagement
7. Statewide Engagement on the Strategy (Partners)

Brian Durham updated the committee on informational item #13.3 – Administrative Rules Changes for Dual Credit:

- The Dual Credit rules changes were pulled out of the ICCB March Board meeting agenda due to an overabundance of discussions from the field
- Much of the discussions were centered around wording changes and clarifying students and instructors qualifications
- The next step will be including the item in the consent agenda of the September board meeting agenda.

In conclusion, Dr. Anderson then updated the committee on the community college Baccalaureate movement. The IL Council of Community College Presidents has assembled a task force to discuss further the pros and cons of community colleges offering baccalaureate degrees. The ICCB staff will be involved with the presidents in this process. The issue will be discussed further at the next Board meeting in September.

Item #8 – Advisory Organizations

Item #8.1 – Illinois Community College Trustees Association (ICCTA)

Jake Rendleman gave the report for Mike Monaghan.

Mr. Rendleman stated the ICCTA executive committee and retreat will be on August 8-9th in Schaumburg.

The next ICCTA regularly scheduled meeting will be held in September in Bloomington.

The Association of Community College Trustees (ACCT) will hold its Annual Fall Conference in October 22-25 in Chicago.

Item #8.2 – Illinois Community College Faculty Association (ICCFA)

David Seiler introduced the new elected president of the ICCFA, Krista Winters from Spoon River. Ms. Winters will begin her term in October 2014.

The ICCFA will hold a meeting to discuss their retreat and planning for their Annual Fall Conference which will take place on October 23-24 at the Crowne Plaza in Springfield.

Mr. Seiler extended the help of the ICCFA on the 50th Anniversary planning and events.

Item #8.3 – Illinois Community College System Foundation (ICCSF)

This will be Ray Hancock's last report to the Board since his retirement in May.

Mr. Hancock reported the accomplishments of the Foundation over his term as president:

1. The Foundation has added on 20,000 square feet to the building that has accommodated the entire ICCB staff and has now all been successfully rented;
2. scholarship funds have increased approximately \$700,000;
3. the total assets have increased over \$3.1 million dollars;
4. net assets have increased over \$1 million dollars; and
5. the Illinois Community College System Procurement Consortium (ICCSPC) has been created and is offering 48 community colleges nationally bid, competitive prices on most needed and desirable items.

Mr. Hancock went on to introduce the new President, Mr. Greg Legan, who took over on May 21, 2014.

Item #8.4 – Illinois Council of Community College Presidents (ICCCP)

Dr. Christine Sobek stated there is continued partnership and collaboration with the University's Chancellors and Presidents.

There was a joint press conference held with the ICCTA, ICCB, and ICCCP for the Lobby Day.

Dr. Sobek stated the Deputy Assistant Secretary for Community Colleges in the Office of Career, Technical, and Adult Education for the U.S. Department of Education, Mark Matsui, attended the President's Council meeting by web-conference. Discussions took place on the billions of federal grant dollars available that the Illinois Community College System may be eligible for.

The ICCCP recognized two retiring presidents, Dr. Jack Becherer, Rock Valley College, and Dr. John Letts, John Wood Community College. In 2015, there will be an additional four retiring community presidents, Dr. Patricia Granados, Triton College, Dr. Peg Lee, Oakton Community College, Dr. George Mihel, Sauk Valley Community College, and Dr. Joe Kanosky, Highland Community College.

Dr. Tom Choice, Kishwaukee College, will be the new President of the ICCCP.

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Board member Suzanne Morris and Dr. Sobek will be reporting to the Presidents of the City Colleges of Chicago in September. The ICCCP will continue to meet with the University's Chancellors and Presidents to continue discussions on articulation. Conversations will continue to take place on the Baccalaureate Degrees.

Item #8.5 – Adult Education and Family Literacy Council

Tawanna Nickens stated the Council conducted their final meeting for Fiscal Year 2014 within the past week. Final recommendations centralized around being more professional, detailing the minimum qualifications in the hiring process, and ensuring that new and continuing administrators have ongoing professional development.

Item #8.6 – Student Advisory Council (SAC)

Martin Nall began by telling the Board a little about himself.

Mr. Nall then stated the Council is conducting their regularly scheduled meeting this week, June 5-7th. There are 60 students in attendance, which is a record.

* * * * *

BREAK

The Board took a break at 10:30 a.m. and reconvened at 10:41 a.m.

* * * * *

Item #9 – Fiscal Year 2015 Budget Update

Ellen Andres, Chief Financial Officer, gave a power point presentation to the Board on the Fiscal Year 2015 State of Illinois Budget Summary.

Item #10 – Illinois Community College Board Recognition of Illinois Community Colleges

Thomas Pulver made a motion, which was seconded by Suzanne Morris, to approve the following items:

The Illinois Community College Board hereby grants a status of “recognition continued” to the following districts:

Illinois Central College

The motion was approved via unanimous voice vote. Student advisory vote: Yes. There was no discussion.

Item #11 – New Units of Instruction

Item #11.1 – Kaskaskia College, Kennedy-King College, College of Lake County, Lewis and Clark Community College, Lincoln Land Community College, McHenry County College, Olive-Harvey College, Rend Lake College, Southeastern Illinois College, and Triton College

Jake Rendleman made a motion, which was seconded by Guy Alongi, to approve the following items:

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The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Kaskaskia College

- Heating, Vent & Air Conditioning A.A.S. degree (65 credit hours)

Kennedy-King College

- Hospitality Management A.A.S. degree (67 credit hours)
- Hospitality Management Certificate (41 credit hours)

College of Lake County

- Optics and Photonics Technology A.A.S. degree (67 credit hours)

Lewis & Clark Community College

- Health Information and Medical Coding A.A.S. degree (70 credit hours)
- Medical Coding Certificate (44 credit hours)

Lincoln Land Community College

- Digital Application Design & Development Certificate (30 credit hours)
- Value-Added Local Food Certificate (33 credit hours)

McHenry County College

- Management A.A.S. degree (67 credit hours)
- Health Information Technology A.A.S. degree (62 credit hours)
- Paralegal Studies A.A.S. degree (60 credit hours)

Olive-Harvey College

- Diesel Technology A.A.S. degree (70 credit hours)
- Advanced Diesel Technology Certificate (50 credit hours)

Rend Lake College

- Oil & Natural Gas Technician A.A.S. degree (65 credit hours)

Southeastern Illinois College

- Information Technology-Health A.A.S. degree (62 credit hours)

Triton College

- Engineering Technology/Mechatronics A.A.S. degree (66 credit hours)

The motion was approved via unanimous voice vote. Randy Barnette abstained. Student advisory vote: Yes. There was no discussion.

Item #11.2 – Illinois Eastern Community Colleges: Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College

Jake Rendleman made a motion, which was seconded by Randy Barnette, to approve the following items:

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The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Illinois Eastern Community Colleges: Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College

- Sport Management Associate in Applied Science Degree (A.A.S.) (64 credit hours)

The motion was approved via unanimous voice vote. Terry Bruce abstained. Student advisory vote: Yes. There was no discussion.

Item #11.3 – Waubensee Community College

Jake Rendleman made a motion, which was seconded by Guy Alongi, to approve the following items:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Waubensee Community College

- Advanced Manufacturing Technology (60 credit hours)
- CNC Programmer Certificate (30 credit hours)
- Automation Technology A.A.S. degree (60 credit hours)
- Automation Technology Certificate (30 credit hours)

The motion was approved via unanimous voice vote. Thomas Pulver abstained. Student advisory vote: Yes. There was no discussion.

Item #12 – Consent Agenda

Jake Rendleman made a motion, which was seconded by Thomas Pulver, to approve the following items:

Item #12.1 – Minutes of the March 21, 2014 Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the March 21, 2014 meeting as recorded.

Item #12.2 – Minutes of the March 21, 2014 Executive Session

The Illinois Community College Board hereby approves the Executive Session minutes of the March 21, 2014 meeting as recorded.

Item #12.3 – Calendar Year 2015 Board Meeting Dates and Locations

The Illinois Community College Board hereby approves the Calendar Year 2015 Board Meeting Dates and Locations listed below:

Calendar Year 2015 Board Meeting Dates and Locations

January 23

9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

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March 20

9:00 a.m. – Harper College, Palatine

June*

9:00 a.m. – Exact Location TBA

July

Subject to Call

September 18

9:00 a.m. – Joliet Junior College, Joliet

November 20

9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

December

Subject to Call

*June Board meeting is held in conjunction with the ICCTA and Presidents' Council meetings.

Item #12.4 - Authorizations to Enter into Interagency Contracts and/or Agreements

The Illinois Community College Board hereby authorizes its Executive Director, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2015.

Item #12.5 - Authorization to Transfer Funds Among Line Items

The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2015 appropriated operating line items, as needed.

Item #12.6 - Authorizations to Enter into Contracts

The Illinois Community College Board approves the following Fiscal Year 2015 contractual agreements:

Funding Source	Contractor	Estimated Amount*	Contract Period	Description
All funds /allocated	IL Community College System Foundation	\$515,651	7/1/14 - 6/30/15	Rental of Office Space
GRF	Southwestern Illinois College	\$485,000	7/1/14 - 6/30/15	East St. Louis Community College Center
GRF	Southern IL Collegiate Common Market (SICCM)	\$961,400	7/1/14 - 6/30/15	East St. Louis Community College Center
GRF	Sorling, Northrup, Hanna, Cullen & Cochran Ltd.	\$190/hr	7/1/2014 - 6/30/15	Legal
GRF	Alternative Schools Network	\$2,930,000	7/1/2014 - 6/30/15	Sole source provider: Re-Enrollment Appropriation

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GRF	South Suburban College	\$250,000	7/1/2014 - 6/30/15	Legislative add-on for adult education bridge program
GED/GRF	American Council on Education	\$255,000	7/1/14 - 6/30/15	Sole Source Provider: GED® testing in Illinois - includes fees and materials
GED/GRF	Turn-Key Solutions International, Inc.	\$120,00	7/1/14 - 6/30/15	Sole Source Provider: GED® scoring and data submission to feds
CTE/GRF	Capital Area Career Center	\$347,000	7/1/14-6/30/15	Specific Legislation to contractor: CTE Nursing Program
CTE/GRF	Career Center of Southern Illinois	\$153,000	7/1/14-6/30/15	Specific Legislation to contractor: CTE Nursing Program
CTE	ISU-IL Center for Specialized Support	\$525,000	7/1/14 - 6/30/15	Program monitoring and staff development
Funding Source	Contractor	Estimated Amount	Contract Period	Description
CTE	U of I	\$400,000	7/1/14 - 6/30/15	Administration of Carl Perkins federal grant program.
GED/GRF	Sangamon Co Regional Office of Education	\$745,500	7/1/14 - 6/30/15	Administration for Cook Co GED®
Multiple: federal and state	WIU-Center for Application of Information Technologies	\$675,000	7/1/14 - 6/30/15	Career & Academic Readiness System Hosting of Adult Education data system and I-Pathways and curriculum expansion
Adult Ed	WIU-Central Illinois Adult Education Service Center	\$390,000	7/1/14 - 6/30/15	Staff Development, as required by federal grant
Adult Ed	WIU-Curriculum Publishers Clearinghouse	\$100,00	7/1/14 - 6/30/15	Adult Education instructional materials
Adult Ed	Adult Learning Resource Center	\$689,600	7/1/14 – 6/30/15	Staff Development, as required by federal grant
Adult Ed/Gates	SIU-E Southern IL Professional Development Center	\$739,600	7/1/14 - 6/30/15	Accelerating Opportunity and Adult Education-professional development
Gates	Kathy Pampe	\$50.00/hr	7/1/14 - 12/31/14	Project Manager for Accelerating Opportunity –low bid contractor

* Amounts are estimated based on the Fiscal Year 2014 appropriation or obligations. Amounts may vary from the estimate. Any contract that exceeds 5 percent of the estimate will be brought back to the Board for approval.

The motion was approved via unanimous voice vote. Student advisory vote: Yes. There was no discussion.

Item #13 – Information Items

Item #13.1 – Fiscal Year 2015 Financial Statements

There was no discussion.

Item #13.2 – Administrative Rules Changes – Dual Credit

There was no discussion.

Item #13.3 – Fiscal Year 2014 Spring Enrollment Report

There was no discussion.

Item #13.4 – Fiscal Year 2013 Illinois Community College System Employment Plans

13.4a African American Employment Plan Survey Results

There was no discussion.

13.4b Hispanic/Latino Employment Plan Survey Results

There was no discussion.

13.4c Asian American Employment Plan Survey Results

There was no discussion.

Item #14 – Other Business

There was no other business at this time.

Item #15 – Public Comment

There was no public comment at this time.

Item #16 – Executive Session

Item #16.1 – Employment/Appointment Matters

Suzanne Morris made a motion, which was seconded by Guy Alongi, to approve the following motion:

I move to enter Executive Session for the purpose of **Employment/Appointment Matters** which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

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A roll call vote was taken with the following results:

Guy Alongi	Yea	Thomas Pulver	Yea
Randy Barnette	Yea	Jake Rendleman	Yea
Terry Bruce	Yea	Martin Nall	Yea
Teresa Garate	Yea	Alexi Giannoulis	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes. The Board entered Executive Session at 11:15 a.m.

Terry Bruce made a motion, which was seconded by Teresa Garate, to reconvene Public Session at 11:37 a.m.

A roll call vote was taken with the following results:

Guy Alongi	Yea	Thomas Pulver	Yea
Randy Barnette	Yea	Jake Rendleman	Yea
Terry Bruce	Yea	Martin Nall	Yea
Teresa Garate	Yea	Alexi Giannoulis	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Item #17 - Executive Session

Item #17.1 - Employment/Appointment Matters

Terry Bruce made a motion, which was seconded by Suzanne Morris, to approve the following motion:

A \$1,000 dollar bonus will be awarded to all current ICCB employees hired before January 1, 2014; further, those ICCB employees hired prior to July 1, 2013 shall be awarded a four percent salary increase on July 1, 2014. Employees hired between July 1, 2013 and June 30, 2014 will receive a 4% increase on their anniversary date.

A roll call vote was taken with the following results:

Guy Alongi	Yea	Thomas Pulver	Yea
Randy Barnette	Yea	Jake Rendleman	Yea
Terry Bruce	Yea	Martin Nall	Yea
Teresa Garate	Yea	Alexi Giannoulis	Yea
Suzanne Morris	Yea		

The motion was approved. Student advisory vote: Yes.

Item #18 – Adjournment

Jake Rendleman made a motion, which was seconded by Guy Alongi, to adjourn the Board meeting at 11:40 a.m.

The motion was approved via unanimous voice vote. Student advisory vote: Yes.

Alexi Giannoulis
Board Chairman

Karen Hunter Anderson, Ph.D.
Executive Director

Illinois Community College Board

**CERTIFICATION OF ELIGIBILITY FOR SPECIAL TAX LEVY
(110 ILCS 805, PARAGRAPH 3-14.3)**

Section 3-14.3 of the Public Community College Act allows districts eligible for equalization grants in fiscal year 2014 or fiscal year 2015 to levy up to or at the combined statewide average tax rate for educational and operations and maintenance purposes if they currently are levying less than that amount. The ICCB is required to certify the eligibility of districts to levy by November 1 of each year.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby certifies that the following community college districts were (1) eligible to receive equalization grants either in fiscal year 2014 or fiscal year 2015 and (2) had combined educational and operations and maintenance purposes tax rates less than 26.81 cents per \$100 of equalized assessed valuation and are, therefore, eligible to levy at a combined educational and operations and maintenance purposes rate up to and including 26.81 cents per \$100 of equalization assessed valuation in accordance with the provisions of Section 3-14.3 of the Public Community College Act:

Black Hawk College
Heartland Community College
Illinois Central College
Illinois Eastern Community Colleges
Illinois Valley Community College
Kankakee Community College
Kaskaskia College
Lake Land College
Lewis and Clark Community College
Moraine Valley Community College
Rend Lake College
Carl Sandburg College
Southwestern Illinois College
Spoon River College
John Wood Community College

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BACKGROUND. Pursuant to Section 3-14.3 of the Public Community College Act, the following table identifies the eligible districts and the additional levy authority they have, should they choose to exercise it, along with an estimate of how much additional tax revenues will be available because of this additional levy authority.

District	Current Combined Maximum Authorized Operating Tax Rates	Additional Tax Rate Authority	Estimated Additional Tax Revenue
Black Hawk	19.00¢	7.81¢	\$ 2,776,337
Heartland	22.50¢	4.31¢	\$ 1,779,009
Illinois Central	25.00¢	1.81¢	\$ 1,205,920
Illinois Eastern	25.00¢	1.81¢	\$ 237,128
Illinois Valley	17.00¢	9.81¢	\$ 2,997,867
Kankakee	18.00¢	8.81¢	\$ 1,988,530
Kaskaskia	25.00¢	1.81¢	\$ 259,332
Lake Land	18.00¢	8.81¢	\$ 2,199,451
Lewis and Clark	25.00¢	1.81¢	\$ 699,169
Moraine Valley	22.50¢	4.31¢	\$ 4,261,043
Rend Lake	25.00¢	1.81¢	\$ 145,055
Sandburg	22.00¢	4.81¢	\$ 736,094
Southwestern	16.00¢	10.81¢	\$ 7,216,131
Spoon River	25.00¢	1.81¢	\$ 143,175
John Wood	22.50¢	4.31¢	\$ 581,204
			\$ 27,225,445

The additional levy authority is subject to “backdoor” referendum. Within ten days after the adoption of a resolution expressing the district’s intent to levy all or a portion of the additional taxes, the district is required to publish notice of its intent. A petition signed by 10 percent or more of the registered voters in the district will cause the proposed increase to be placed on the ballot at the next regularly scheduled election. A 30-day period is allowed for such a petition to be received.

This special tax levy authority does not circumvent tax cap legislation. All tax cap legislation is still applicable to those districts that fall under it.

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Illinois Community College Board

**APPROVAL TO ENTER INTO INTO GRANT AGREEMENTS -
LEGISLATIVE ADD-ONS**

ICCB policy provides for contracts over \$20,000 to be approved by the Board. Contracts under \$20,000 require notification to the Board Chair before execution and those under \$5,000 require no Board approval or notification. Staff is seeking approval to enter separate agreements with seven community colleges and five other vendors.

The final recommended action will be provided to the Board at the September 19th Board meeting. The legislative add-ons were not available at the time of the agendabook mailing.

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE
ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES
(ACTION REQUIRED)**

The Board is making changes to the ICCB Administrative Rules on Dual Credit in order to remain compliant with the Dual Credit Quality Act. These changes help to codify current practices in dual credit and provide clarification of language, process, and current practice.

The following rules changes are being submitted to the Board for approval and then will be submitted to JCAR for the formal public comment process.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following Dual Credit Rules Changes listed below:

Section 1501.507 Credit Hour Claims

- a) Claims. Claims for credit hours shall be submitted within 30 days after the end of each term in a format used by the ICCB.
- b) Course Requirements. Courses which produce credit hours eligible for ICCB grants shall satisfy the following requirements:
 - 1) Courses shall be offered for the number of credit hours for which they are approved by the ICCB.
 - 2) Courses which have variable credit hours shall be claimed in specified increments only up to the maximum credit value approved for the course.
 - 3) Course data shall be posted to the permanent academic record of each student claimed.
 - 4) Courses shall be a part of units of instruction which have been approved by the ICCB, or the courses must be authorized extensions of existing units of instruction.
 - 5) Courses shall have specific written objectives.
 - 6) A course outline shall be available for review by any student or citizen.
 - 7) Courses shall have a method of evaluating student performance which follows the adopted college grading system.
 - 8) Courses shall follow the adopted college policies on student tuition.

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- 9) The following categories of physical education courses shall be the only ones to produce eligible credit hours:
 - A) Elective physical education courses;
 - B) Required courses for majors and minors in physical education, recreational leadership, and related programs;
 - C) Physical education courses in teacher education programs as required by the State Teachers Certification Board.

- 10) Courses shall produce a maximum rate of one semester credit hour or equivalent per week. Requests for exceptions to this requirement may be submitted to the ICCB. The criteria utilized by the ICCB for exceptions shall include:
 - A) documentation of need for an intensified or accelerated schedule;
 - B) student population identified with testing and/or screening to indicate special needs and/or competencies;
 - C) how courses are instructed, including schedule of classes, study time allotted for students, method of instruction and how students are evaluated;
 - D) time period of instructional activity and projected termination date;
 - E) procedures to evaluate the accelerated instructional activity.

- 11) Dual Credit 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. All State laws, ICCB regulations, accreditation standards specified by the North Central Association, and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.
 - B) Instructors. The instructors for these courses shall be selected, ~~employed~~ assigned, and evaluated by the community college. They shall be selected from ~~full time faculty and/or from adjunct faculty~~ individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses (1.1 PCS), these qualifications include a minimum of a Master's Degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they are teaching. For CTE (1.2 PCS) courses, these qualifications include 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field.

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- C) Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and ~~ordinarily~~ are restricted to students ~~in the junior and senior years of high school~~ who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses.
 - D) Placement Testing and Prerequisites. High school ~~s~~Students enrolling in college-level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable to assure that they are have the same qualifications and preparation as other college students.
 - E) Course Offerings. Courses shall be selected from transfer courses that have been articulated with ~~senior~~ baccalaureate institutions in Illinois or from the ~~first-year~~ courses in ICCB approved certificate or associate in applied science degree programs.
 - F) Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.
 - G) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and practices of the district.
- c) Student Requirements. The following requirements shall apply to students who generate credit hours eligible for ICCB grants:
- 1) Students shall be certified by their instructors as being in attendance at midterm by including a certification statement on the midterm class roster, signed and dated by the instructor.
 - 2) Students who complete a course with a passing grade by the end of the term and who were not certified as being in attendance at midterm by the instructor shall be considered as having been in attendance at midterm.
 - 3) Students enrolled in variable entry/variable exit classes or short-term classes of less than eight weeks may be certified by their instructors as having been in attendance at midterm by including a certification statement on the final class roster, signed and dated by the instructor.
 - 4) Students shall be residents of the State of Illinois.
 - 5) Auditors or visitors in a course shall not produce eligible credit hours.

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- 6) Students who repeat enrollment in a course shall produce credit hours eligible for ICCB grants when one of the following conditions is met:
 - A) If the student completed the course the first time of enrollment with less than a grade of C (or equivalent) and if the student was claimed for funding, the student may enroll and be claimed in the course one additional time, or
 - B) If the student enrolled in the course previously and withdrew before completing the course, and if the student was claimed for funding, the student may enroll and be claimed in the course one additional time, or
 - C) If a student completed the course previously and was claimed for funding, the student may be claimed for retaking the course if the student uses his/her option to retake the course tuition free under the college's educational guarantee program, or
 - D) If the last time the student completed the course was at least four years previously, the student may be claimed for funding if the student repeats the course to upgrade his/her skills in that area, or
 - E) If a course has been approved by the ICCB to be repeated, the student may repeat the course and be claimed as often as approved by the ICCB.
- d) Exceptions. The following credits will not be eligible for ICCB funding:
 - 1) Credit by examination;
 - 2) Military service credit for physical education;
 - 3) Transfer of credit earned at other institutions or in the armed forces;
 - 4) Proficiency examinations;
 - 5) Advanced placement credits;
 - 6) Other methods of program acceleration which do not include instruction.
- e) Midterm class list certification requirements:
 - 1) The midterm class lists' primary purpose shall be for certification of students' credit hours for State funding eligibility or ineligibility.
 - 2) The process must rely on the course section's instructor's assessment of the students' pursuit of successful completion at the midpoint of the class as indicated by that instructor's midterm certification signature.
 - 3) The college shall document and communicate district requirements to faculty each semester.
 - 4) The college must be able to provide, upon request, a hardcopy midterm class list print out of each course section, submitted on ICCB credit hour claims, containing either a manual faculty signature or an authenticated electronic faculty signature for either ICCB or external audit purposes.

BACKGROUND

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It is a bipartisan legislative oversight committee, and it has been delegated the responsibility to ensure that the laws enacted are appropriately implemented through administrative law. The Board, and all state agencies, have the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The compilation of all rules is known as the Illinois Administrative Code.

The **Dual Credit Quality Act** (110 ILCS27/1-30) was approved by the Governor on August 10, 2009, and became effective January 1, 2010. The Act requires the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE) to develop policies regarding dual credit. According to the Dual Credit Quality Act, dual credit instructors teaching credit, college-level courses must meet the same requirements as on-campus faculty, and dual credit instructors teaching career and technical education courses must have appropriate credentials and teaching competencies. Students must meet academic criteria including placement tests and be assessed similarly to students in traditional courses. Course content and learning outcomes must be the same as credit-bearing college courses. High school instructors must be provided with orientation, assessment methods, and administrative requirements before teaching dual credit courses, and they must be able to participate in all activities available to adjunct faculty.

Illinois Community College Board

**INTERGOVERNMENTAL AGREEMENT BETWEEN ILLINOIS COMMUNITY
COLLEGE BOARD AND ILLINOIS DEPARTMENT OF CORRECTIONS**

This Intergovernmental Agreement (the "Agreement") is entered into by and between the Illinois Community College Board ("ICCB") and the Illinois Department of Corrections ("IDOC"), (collectively, the "Parties", and each, a "Party") under the authority of the Intergovernmental Cooperation Act, 5 ILCS 220/1 et seq. and the intergovernmental cooperation provisions of the Illinois Constitution, Ill. Const., Art. VII, Sec. 10.

In consideration of the mutual covenants herewith contained, the Parties hereby agree as follows:

1. The Illinois Community College Board (ICCB) and the Illinois Department of Corrections (IDOC) agree to provide an Illinois High School Equivalency (ILHSE) Certificate to IDOC offenders who meet all State of Illinois ILHSE requirements.
2. Upon notification by IDOC, the ICCB, through its Cook County GED® Testing Office, will issue certification based upon the requirements (i.e., completion/passage of all required GED® subtests and passing of the United States and Illinois Constitution Tests and Flag Test).
3. IDOC shall notify the Cook County GED® Testing Office and the ICCB of each individual test-taker that is to receive a certification. The Cook County GED® Testing Office will then verify that the test-takers have met the requirements.
4. If Cook County GED® Testing determines that a test-taker has met the requirements, it shall issue each passing test-taker an ILHSE certificate that is certified by the ICCB Executive Director and the GED® Testing Administrator. After verification, the ILHSE certificate shall be sent to the IDOC within 7-10 days.
5. **INVOICING AND PAYMENT:** On a quarterly basis, Cook County GED® Testing, on behalf of the ICCB, shall invoice the IDOC for the number of certificates issued. As of this date, the cost of each certification is \$10.00. The IDOC shall make payments to: ICCB- GED Testing, 401 E. Capitol Avenue, Springfield, IL 62701.
6. **TERM OF AGREEMENT:** The term of this Agreement shall begin immediately upon execution by the Parties, and shall, subject to any earlier termination as provided herein, terminate on June 30, 2015 (the "Term"). However, the Agreement may be renewed and extended, by mutual written agreement of the Parties, beyond the termination date provided.
7. **MODIFICATION AND AMENDMENT OF AGREEMENT:** This Agreement is subject to modifications by changes in state law or regulations or by written notice from one party to the other. No modification shall take effect unless agreed to in writing by both parties.
8. **TERMINATION:** This Agreement may be terminated for loss of funding, for cause, or for convenience upon 30 days written notice by either party.

Agenda Item #13.3
September 19, 2014

9. STATE NOT LIABLE: IDOC, by entering into this Agreement, does not pledge or promise to pledge the assets of the State, nor does it promise to pay any compensation payable to ICCB from any monies of the treasury of the State except such monies as shall be approved and paid to ICCB by IDOC.
10. INDEMNIFICATION: Neither party to this agreement shall be liable for any negligent or intentional acts or omissions chargeable to the other, unless such liability is imposed by law. This agreement shall not be construed as seeking to either enlarge or diminish any obligation or duty owed by one party to the other or to a third party.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the day and year last written below.

Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701-1711

Illinois Department of Corrections
1301 Concordia Court
Springfield, IL 62794-9277

Karen Hunter Anderson, Ph.D.
Executive Director
Illinois Community College Board

S. A. Godinez
Director
Illinois Department of Corrections

Designee Signature

Designee Signature

Printed Designee Name

Printed Designee Name

Designee Title

Designee Title

Date

Date