

Agenda
322nd Meeting of the
Illinois Community College Board

Harry L. Crisp II Community College Center
Conference Room
Springfield, Illinois

May 19, 2000
9:30 a.m.

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UNAPPROVED

Minutes of the 321st Meeting of the
Illinois Community College Board
March 17, 2000
Rend Lake College
Student Center
Ina, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Duffy called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: James Berkel, Inez Galvan, Laura Godwin, Joseph Neely, Martha Olsson, Delores Ray, Lee Walker, James Zerkle, Edward Duffy, and Alison Womack. Dave Davis and Gwendolyn Laroche were absent.

Item #2 - Welcoming Remarks

President Mark Kern welcomed the Illinois Community College Board members and guests to Rend Lake College.

Item #3 - Minutes of the January 21, 2000 Meeting

Inez Galvan made a motion, which was seconded by Delores Ray, to approve the minutes as recorded. The motion was approved by unanimous voice vote. Student advisory vote: Yes

Item #4 - Committee Reports

Chairman Duffy reported that at the May 19 meeting of the Board, he will make suggestions for Board discussion on the structure of ICCB committees. Standing committees and ad hoc committees will be identified.

Item #4.1 - Committee on Foundations

Lee Walker reported that during the presentation of two Illinois Health Improvement Scholarships last week in Chicago, Neil Admire received, on behalf of the Illinois Community College System Foundation, a scholarship commitment from the JADA Foundation. The new JADA Foundation plans to present scholarships to two community college students who do not receive financial aid from other sources. The two individuals will each receive \$3,200 per year for two years.

Following that time, two more individuals will be sought from the Illinois Community College System.

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A story was recently published in the Wall Street Journal about an individual who has earmarked approximately \$100 million to develop an on-line university. Lee Walker plans to follow up on this story at the May 19 meeting.

Item #4.2 - Committee on Cost-Effectiveness and Accountability

Delores Ray reported that the staff has been working with the community college system and the Accountability and Research Committee of the Illinois Workforce Investment Board to develop definitions for the new Workforce Investment Act (WIA) provider certification criteria. While many of the criteria are defined in federal law, some definitions are left up to the states to define. One area for state definition pertains to who is included in the comparison group of "all students." This group will be used to compare all students enrolled in a program with students who are attending with Workforce Investment vouchers. These definitions are particularly critical for community colleges since they enroll a much more diverse student body than do other providers whose programs are designed primarily as second chance programs. Since this report was written, the Accountability Committee has accepted the system's definitions. ICCB staff member Dr. Scott Parke was commended for his work with the Accountability and Research Committee.

The Illinois State Board of Education and the Illinois Community College Board have jointly released the Guidelines for the Development of Local Perkins Plans. The plans, including benchmarks for the measurement of success, must be developed by each college in order for them to receive federal funds for career and technical education. Statewide benchmarks and goals have been set also. The local benchmarks must be met in order for the state to reach its goals. The amount of federal career and technical education dollars Illinois receives will depend on the state reaching its goals.

Item #4.3 - Committee on Substance Abuse Prevention

During the past fall, the ICCB requested permission from the Illinois Department of Transportation to combine the two ICCB Substance Abuse Prevention and Traffic Safety award programs into one grant program. In early winter, IDOT granted the ICCB staff permission to redesign the award program to include eight grant awards. In January the ICCB presented awards to five community colleges: Illinois Central College, Lewis and Clark Community College, Parkland College, John A. Logan College, and John Wood Community College. Upon further review and discussion between IDOT and ICCB staffs about other college applications for this program, the remaining three award winners are announced. They are: Lincoln Land Community College, Kankakee Community College, and Elgin Community College. Descriptions of these awards are provided as follows:

The goal of **Lincoln Land Community College's** substance abuse and traffic safety program is to increase awareness among students and

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residents on the severe consequences of drunk driving. This initiative will reach a diverse, high risk population, between the ages of 18-29 years. The spring semester efforts include a week of Soberfest activities sponsored by the Student Senate, a web page identifying facts and statistics about substance abuse and traffic safety, and a series of brown bag luncheons that feature topics on drinking and driving.

Kankakee Community College's program objectives include:(1) reducing underage drinking, (2) promoting traffic safety, and (3) initiating a high-profile alcohol/ substance abuse and prevention effort on campus and in the college communities. Several activities are planned by staff, faculty, and members of the Student Advisory Council. Posters, brochures, and bookmarks will be produced, along with public service announcements through radio, local newspapers, television, and college and high school newspapers.

Elgin Community College's goal is to reach no less than 6,000 students to make them aware of the alcohol and drug abuse prevention services offered by the college's Student Assistance Program. Brochures and posters will be placed strategically throughout the college advertising the program's activities. An orientation is planned for high school students from April to June, as well as a Student Appreciation Day.

Item #4.4 - Committee on Leadership and Core Values

Martha Olsson reported on the success of the Leadership and Core Values Institute held on February 7-8 in Springfield which was attended by approximately 250 people. The conference format included a plenary panel presentation made by Dr. Charles Novak, president, Richland Community College; Dr. Margaret Lee, president, Oakton Community College; Mr Bruce Conners, faculty, Kaskaskia College; and Denise Anastasio, faculty, College of Lake County. The Steering Committee is considering planning for a national or international conference in two years.

ICCB staff will be conducting a review of the Leadership and Core Values grant programs funded for fiscal year 2000. A summary of the college activities will be presented in May.

Bruce Conners, Director of the Center for Applied Ethics, continues to plan for workshops scheduled in mid- and late March 2000. The workshops, which are available to faculty, trustees, and administrators, will be offered in Chicago and in Edwardsville. The focus of these sessions will be on ethical fitness and incorporating such topics into the curricula and teaching. In addition to the Director of the Center, consultants from the Institute for Global Ethics in Maine and ICCB staff members will conduct sessions at both workshops.

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Item #4.5 - Committee on Human Resources

Joe Neely reported that the committee has compiled an annual evaluation document for the President/CEO which included input from advisory organizations. During Executive Session today, the full Board will discuss the annual evaluation of the President/Chief Administrative Officer.

Item #4.6 - Committee on Finance

This report was deferred until the May 19 meeting.

Item #4.6.1 - Fiscal Year 2000 Financial Statements
(January and February 2000)

Expenditures are on target and financial statements were presented for Board information.

Item #5 - President/CEO's Report

Joe Cipfl reported on the transfer of adult education governance from the State Board of Education to the Illinois Community College Board. The Presidents Council, Illinois Community College Trustees Association, Illinois Community College Faculty Association, and ICCB Student Advisory Committee have provided solid and strong support for a successful transfer.

The Employer Services Network initiative has received 24 calls as of March 15, 16 of which have resulted in direct contact between businesses/industries and community colleges. Feedback on this initiative has been very positive; however, attempts will continually be made to improve the process.

Illinois Community Colleges Online, a web-based learning initiative, is currently being studied and reviewed, and the Illinois Community College Center for Policy Development is receiving input from community college personnel. A report will be presented to the ICCB in the near future.

Key officials from six states (Illinois, Florida, Texas, California, Massachusetts, and Washington) recently attended an AACC Roundtable in Washington, D.C., to discuss national statistical estimates of student outcomes. Joe Cipfl and Virginia McMillan represented Illinois. Illinois, California, and Texas are the three largest community college systems in the nation.

On May 20, Joe Cipfl and Virginia McMillan will join a team of Illinois educators to travel to China for a 14-day trip to discuss China's establishment of a community college system.

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On March 8, Governor George H. Ryan announced the release of \$25 million to the East St. Louis Community College Center for the purpose of renovating the existing facility and expanding space at the Center for community college programs and activities, for SIU-E programs, and for a One-Stop Workforce Development Center.

On February 16, a dinner was held for Governor Ryan by the higher education community to show appreciation for his commitment to higher education. Lee Walker and James Zerkle represented the Illinois Community College Board.

Item #6 - Advisory Organizations

Item #6.1 - Student Advisory Committee

Alison Womack reported that members of the Student Advisory Committee were pleased to provide support for the transfer of governance for adult education from the ISBE to the ICCB.

On April 4-5, PTK recognition events will be held at Lincoln Land Community College and at the State Capitol. Student Lobby Day will also be held on April 5.

A new initiative for next year's SAC will be the disabled student.

James McFarland of Joliet Junior College was elected as the ICCB Student Member for fiscal year 2001. His appointment is effective July 1, 2000.

Item #6.2 - Illinois Community College Trustees Association

Mike Sullivan commented that support has been tremendous from the ICCB, Illinois Community College Trustees Association, Presidents Council, and Illinois Community College Faculty Association for community college initiatives during the past year.

The Illinois Community College Trustees Association recently held a "fly-in" to Chicago for a national Trustees meeting. Approximately 80 people participated.

The Illinois Community College Trustees Association Nominating Committee announced the following officers for the coming year as Linden Warfel, president; Richard Anderson, vice president; Roxanne Nava, secretary; and Tom England, treasurer.

April 4-5 is Illinois Community College Trustees Association Lobby Day in Springfield. PTK recognition activities for students will also be held during this time.

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Item #6.3 - Presidents Council

Larry Huffman reported that the presidents plan to express appreciation to the General Assembly on Lobby Day for their passage of HB 4266. Larry echoed Joe Cipfl's credit to a lot of community college colleagues for the passage of this bill, including ICCB staff members Sarah Hawker and Sue Petrilli.

The community college system has gained considerable trust from the General Assembly over the past few years, and the system can now look forward to proving its strength and continuing "service to students" as its main focus.

Illinois community college presidents Margaret Lee of Oakton Community College and Nancy DeSombre of Harold Washington College were recently elected to the AACC Board of Directors.

Dr. Huffman noted the coincidence that next year's ICCB student member is from Joliet Junior College as Joliet prepares to celebrate its 100th Anniversary during that time.

The Presidents Council appreciates working with ICCB members and ICCB staff.

Item #6.4 - Illinois Community College Faculty Association

Leo Welch reported that the Illinois Community College Faculty Association's Executive Committee met on March 4. Concerns were identified in their review of the Community College On-Line draft proposal. The Faculty Association will submit their concerns in writing.

Faculty concerns were also cited in a draft report of the *Strategic Plan for the Community College System*. Dr. Cipfl responded that the report is still in draft form and remains at discussion/planning level by the Strategic Planning Steering Committee. The report is currently traveling through the appropriate process for presentation to the Board for approval.

Leo Welch reported he was invited to respond to an Illinois Board of Higher Education Committee on Access and Diversity. His response follows:

January 27, 2000

Dear Committee Members:

There is a growing gender gap within higher education at both the national level and state level. There is a decline in enrollment of men with no apparent effort to reverse this trend.

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There are variety of programs both at federal and state levels to enhance the recruitment and retention of females and minorities. There appears to be little effort directed specifically to males. If the Illinois Board of Higher Education (IBHE) is committed to access and diversity within the higher education system in Illinois, it is time to recognize that males are underserved. Programs should be initiated immediately to ensure that males have equal opportunity and access to igher education in Illinois.

If the IBHE is committed to promoting access and diversity of Illinois citizens within the higher educational system, then the issue of gender should be examined. Nationally, less than 45% of today's undergraduates are men, down from about 55% in 1970. In 1997, women earned about 652,000 bachelor's degrees, compared with 520,500 for men. In 1996, the fall enrollment in institutions of higher education listed 6,344,000 men enrolled and 7,956,000 women. ⁽¹⁾

The trend in graduate enrolment is also significant. Since 1984, the number of women in graduate schools has exceeded the number of men. Between 1986 and 1996, the number of male full-time graduate students increased by 22%, compared with 66% for full-time women. ⁽²⁾

Within the Illinois Community College System, females comprised 55.8% fo the fiscal year 1999 student population enrolled in credit-generating programs. This number has been relatively constant since 1995.

During fiscal year 1999, the headcount enrollment for various credit programs indicated that 60.1% of the General Associate programs were females, the Baccalauareate/Transfer program enrollees were 58% female, and the Occupational/Career programs were 52% female. ⁽³⁾

I would recommend that the Committee on Access and Diversity examine methods to increase the number of males utilizing community colleges, senior institutions, and post-graduate levels.

Your attention to this will be very much appreciated.

Sincerely,

Leo Welch
Vice President, ICCFA

(1) Chronicle of Higher Education, November 26, 1999

(2) Mini-Digest of Educational Statistics 1998, U. S. Department of Education, Washington, D. C.

(3) Student Enrollment and Completions in the Illinois Community College System, ICCB, Springfield, January 2000.

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Item #7 - Overview of Governor's Fiscal Year 2001 Budget

The Board received a report on Governor Ryan's Fiscal Year 2001 Budget for higher education with a recommended budget of \$2,504.9 million, an increase of \$155 million or 6.6 percent. The community college system portion of the Governor's budget includes an increase of \$18.6 million or 6.2 percent.

Table 1 details the fiscal year 2001 operating grants to colleges. Table 2 summarizes total grants to community college districts.

The Governor's capital budget provided \$171.9 million for all of higher education. The Governor recommended 13 specific projects for the community college system totaling \$44.3 million. Table 3 summarizes the fiscal year 2001 capital budget for community colleges.

Chairman Duffy commented on the process which evolved from the November 9, 1999, ICCB Retreat at which the ICCB determined that it would request that the administration give the ICCB a greater role in budget determination for the community college system. An agreement was reached in which the administration would recommend that \$200,000 be set aside in the FY 2001 budget to review the equity and fairness of funding mechanisms currently utilized to distribute state resources to community colleges and universities.

Item #8 - Status Report on Adult Education Governance

The Board was briefed on the status of the transfer of adult education governance from the Illinois State Board of Education to the Illinois Community College Board. The final vote by the full Senate is anticipated next week. The Board will be kept informed as events unfold.

Item #9 - Status Report on the Illinois Community College System Strategic Planning Initiative

In May 1999, the Board endorsed the Strategic Planning initiative for the Illinois Community College System and a Strategic Planning Steering Committee was set in place. Virginia McMillan provided a status report on the Committee's work to date.

Ms. McMillan noted that none of the Faculty Association concerns cited in Item #6.4 remained in the present draft plan.

The next steps are for the Committee to refine the draft plan, send it out to various constituencies groups for input, present the draft plan to the Board for discussion, and then submit the final plan for Board approval.

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Item #10 - Report on Community College Programs and Services for Special Populations and Underrepresented Groups - Fiscal Year 1999

Public Act 85-283 requires public colleges and universities to develop goals and strategies to increase the participation and success of minorities, females interested in nontraditional occupations, and persons with disabilities. Yvonne Singley presented an annual report to the Board on the progress made in improving the status of underrepresented groups in Illinois community colleges.

Chairman Duffy responded that staff might consider presenting the Board with a recommendation on efforts which could increase progress with this initiative.

Item #11 - Status Report on the P-16 Partnership for Educational Excellence

The Board endorsed the P-16 Partnership for Educational Excellence on March 19, 1999. The ICCB joined the State Board of Education and the Board of Higher Education in publicly recognizing the three boards' shared responsibility in improving the educational attainment of all Illinois citizens. Since that time, the Joint Education Committee (JEC) which includes membership from the three education boards and the Illinois Workforce Investment Board, was reconvened to serve as the state's official P-16 Partnership coordinating body.

Virginia McMillan reported on the recent discussions of the Joint Education Committee (JEC) and that two priority areas in the P-16 Partnership were cited as student preparation and teacher quality. JEC members have also discussed budget and legislative initiatives for fiscal year 2001 and agreed upon mutual support for those that relate to P-16.

Also, Prairie State Achievement Exam (PSAE) is a legislatively mandated test that is to be given to all high school juniors. It is intended to assess students' attainment of newly implemented student learning standards. On March 6, Illinois State Superintendent of Education Glenn McGee presented a proposed collaborative model that would link the PSAE and the ACT. Final collaboration remains to be worked out between the ISBE and ACT and additional information will be provided to the Board as it becomes available.

Chairman Duffy and Vice Chairman Neely are members of the Joint Education Committee.

Item #12 - Fiscal Year 2000 Spring Enrollment Report

Item #13 - Student Enrollment and Completions in the Illinois Community College System - Fiscal Year 1999

Virginia McMillan and Scott Parke reported on results of a fiscal year 2000 spring enrollment survey which was provided by the colleges. There was a 2.3 percent increase in headcount and a .06 percent increase

in FTE.

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A report was also provided on *Fiscal Year 1999 Student Enrollments and Completions in the Illinois Community College System*. This is an annual report which identifies students who officially were enrolled in community colleges for credit coursework at any time during a fiscal year.

Item #14 - Cooperative Agreement Between Lewis and Clark Community College and Lake Land College

Joe Neely made the following motion, which was seconded by James Berkel:

The Illinois Community College Board hereby approves the cooperative agreement for instruction between Lewis and Clark Community College and Lake Land College.

The motion was approved by unanimous voice vote. Student Advisory vote: Yes.

Item #15 - New Units of Instruction

Laurna Godwin made the following motion, which was seconded by Lee Walker:

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

PERMANENT PROGRAM APPROVAL

City Colleges of Chicago - Harold Washington College

< Food Service Sanitation Certificate (2 semester credit hours)

City Colleges of Chicago - Malcolm X College, Harry S Truman College, Olive-Harvey College, Richard J. Daley College, and Wilbur Wright College

< Nursing Assistant Certificate (7 semester credit hours)

Illinois Valley Community College

< Truck Driver Training Certificate (10 semester credit hours)

Lake Land College

< Paramedical Services AAS degree (68 semester credit hours)

< Emergency Medical Services Certificate (16 semester credit hours)

John A. Logan College

< Cardiac Medical Sonography Certificate (50 semester credit hours)

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Prairie State College

< Surgical Technology Certificate (36 semester credit hours) (Regional)

Carl Sandburg College

< Nuclear Medicine Technology Certificate (34 semester credit hours) (Regional)

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

Item #16 - A Summary of Capital Projects Approved by the President/CEO During Calendar Year 1999

ICCB Rules 1501.516 and 1501.602 grant authority to the ICCB President/CEO to approve locally funded and state-funded capital renewal projects, and subsequently, report such actions to the Board. On September 17, 1999, the ICCB authorized the President/CEO to develop appropriate guidelines for use and distribution of the fiscal year 2000 state ADA appropriation.

The Board received a report summarizing 121 projects totaling \$53.3 million that were approved by the President/CEO during calendar year 1999.

Item #17 - Executive Session

At 12:05 p.m., Lee Walker made a motion, which was seconded by Inez Galvan, to go into Executive Session for the purpose of discussing the evaluation of the President/CEO. At 1:00 p.m., the Board convened into open session.

Item #19 - Adjournment

Joe Neely made a motion, which was seconded by Lee Walker, to adjourn the meeting at 1:02 p.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes

Edward T. Duffy, Chair

Joseph J. Cipfl, President/CEO

Attachments

Illinois Community College Board

**FY 2001 FINAL OPERATING AND CAPITAL BUDGET FOR THE
ILLINOIS COMMUNITY COLLEGE SYSTEM**

Governor George Ryan and the Illinois General Assembly have come to agreement on the State of Illinois budget for fiscal year 2001. The budget agreement includes funding Illinois community colleges' operating budgets at the levels recommended in December 1999 by the ICCB and IBHE and supported by Governor Ryan in February 2000. No reductions have occurred for Illinois community colleges. It provides \$317 million for community college operations, an increase of \$18.4 million or 6.2 percent. The office's operating budget was reduced by \$100,300 from the Governor's level because all state agencies were limited to a 5 percent increase in their office operations (Tables 1, 2, and 2A).

The total increase for higher education is \$132.6 million or 5.6 percent. This is approximately \$22 million less than the level supported by the Governor in February. The majority of the reductions occurred in such items as Career Scholarships, Illinois Century Network, Illinois Virtual Campus, ISAC, and agency office operations. In addition, the funding for the state's public universities was slightly above the level supported by the Governor resulting in a 6.0 percent increase. Within the state budget there are several other appropriations impacting Illinois community colleges (see Table 3).

Community colleges received appropriations for 16 capital projects, totaling \$53.2 million (see Tables 4 and 4A). Projects were approved for the following college districts: Spoon River College, Kaskaskia College, South Suburban College, Danville Area Community College, City Colleges of Chicago/Malcolm X College, Oakton Community College, College of Lake County, Carl Sandburg College, McHenry County College, Kishwaukee College, Lincoln Land Community College, Illinois Eastern Community Colleges/Frontier Community College, Kankakee Community College, Rend Lake College, Lewis & Clark Community College, and Illinois Central College. In addition, the community college system received an \$8.7 million appropriation for Capital Renewal Grants (see Table 5). Black Hawk College and City Colleges of Chicago received a second year of appropriations for public television digitalization totaling \$1.6 million. Total community college capital appropriations are \$63.5 million. Based upon information received from the IBHE, total higher education capital appropriations are \$218.1 million. Therefore, the community college share is slightly more than 29 percent. Of the total \$218.1 million, approximately \$34 million in university projects were funded from the Tobacco Settlement Recovery Fund.

As in fiscal year 2000, there are numerous lump sum capital appropriations in the state budget, primarily to the Department of Commerce and Community Affairs and the Capital Development Board. The specific details of these appropriations are not known at this time and most likely will not be known until individual projects are released.

INFORMATION ONLY

Illinois Community College Board

STATUS REPORT ON ADULT EDUCATION AND LITERACY

On March 24, 2000, the Illinois Senate passed House Bill 4266 to transfer the administration of state and federal Adult Education and Literacy programs from the Illinois State Board of Education (ISBE) to the Illinois Community College Board (ICCB). The bill received overwhelming support from the Senate, passing by a vote of 53 yea, 2 nay, and 4 not voting. This action followed passage of the bill by the Illinois House of Representatives on February 24, 2000 by a vote of 83 yea, 31 nay, 1 present, and 3 not voting. The bill has been sent to Governor Ryan for his signature.

While awaiting the Governor's signature, significant progress has been made in planning for a smooth and orderly transfer of the administration of adult education and literacy programs. Both agencies have participated in joint and individual staff meetings to plan for the transfer of adult education and literacy programs, systems, and data. Staff from the two agencies have worked together to identify seven key functional areas and to select teams to work cooperatively to transfer processes and knowledge in each area. Leaders were designated from both agencies to facilitate the teams' efforts. The seven teams and team leaders are:

- Transition Coordination - Sarah Hawker (ICCB);
- Fiscal Affairs, Audit and Close Out - Marcia Salisbury (ISBE);
- Communication - Sarah Hawker (ICCB);
- MIS and Data Systems - Don Wilske (ICCB);
- Regulatory and Federal Requirements - Gail Lieberman (ISBE);
- Program Components - Sue Petrilli (ICCB) and Dan Miller (ISBE); and
- Personnel - Sarah Hawker (ICCB) and Diana Robinson (ISBE).

All teams have been working throughout April and May to prepare management plans for their areas and to begin the transfer. This work is proceeding well. The Fiscal Affairs team conducted a "walk through" by ISBE staff for ICCB staff on state and federal funding and disbursement processes such as budgeting, vouchering, payments, and reporting requirements. This included providing documents to the ICCB which will be helpful in developing our processes. The MIS and Data Systems team has scheduled a similar ISBE walk-through of the adult education and literacy data collection and reporting systems.

On May 9 and 10, representatives from the United States Department of Education (USDOE), Adult Education and Literacy Section, spent two days with ISBE and ICCB staff to discuss plans for the transfer of programs and operations. Mr. Ron Pugsley, National Director of Adult Education and Family Literacy, and Mr. Mike Dean, Adult Education Regional Director, reviewed the management plans and provided important guidance for successful operation during the transition year, close-out of ISBE operations, and for building staff capacity at ICCB. Discussion was also held concerning amendments to the FY 1999-2003 Illinois State Plan for Adult Education and Literacy to accommodate the change in responsible agency.

Illinois Community College Board

**STATUS REPORT ON STRATEGIC PLANNING INITIATIVE
FOR THE ILLINOIS COMMUNITY COLLEGE SYSTEM**

The Strategic Planning Steering Committee met on April 28 to review and discuss the draft plan for the community college system. The plan has been revised based on the Steering Committee input and has now been distributed to various groups for endorsement prior to final consideration by the Illinois Community College Board.

The Plan, entitled **Promise for Illinois**, is the product of discussions with thousands of individuals. These discussions occurred across the state with community and business leaders, executive branch and legislative leaders, educational partners, and representatives from all groups within the community college system.

The Plan contains seven pledges to the residents of Illinois. These pledges are:

1. Address workforce development needs with flexible, responsive, and progressive programs.
2. Offer rigorous courses and programs designed for college and university transfer.
3. Expand adult education and literacy programs necessary for individuals and families to have high quality work and life.
4. Equip residents with the technology skills they need to be successful in the 21st century.
5. Emphasize high quality in all program, services, and operations.
6. Deliver affordable learning opportunities to the doorstep of Illinois residents.
7. Model and promote leadership and ethical decision-making.

Many community colleges groups will be considering the Plan at their June meetings. The Plan will be a focus of discussion at the Illinois Community College Board meeting on June 19 and will be presented for adoption at the September Board meeting.

Illinois Community College Board

**ENDORSEMENT OF RECOMMENDATION
OF THE IAI MAJOR FIELD PANEL IN SOCIAL WORK**

The Illinois Community College Board is requested to endorse the transferable major field recommendation for social work that was developed by the Illinois Articulation Initiative (IAI) panels and endorsed by the IAI Steering Panel on April 14, 2000.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby endorses the transferable major field recommendation in social work developed by the social work faculty panel and endorsed by the Illinois Articulation Initiative Steering Panel as shown on the following pages and requests that community colleges begin to implement the recommendation.

BACKGROUND. The Illinois Articulation Initiative currently is in Phase II, the development of articulated lower-division courses that will be accepted in transfer by all participating Illinois postsecondary institutions as satisfying degree requirements in specific baccalaureate majors. When these courses are added to the recommended General Education core Curriculum set forth in Phase I of the initiative, students will be able to transfer their lower-division coursework to participating institutions offering such degrees.

Panels primarily are composed of faculty members in specific program areas who represent public and private two-year and four-year institutions. Their task is to identify introductory, foundational coursework appropriate for students pursuing particular majors. Prerequisites and supporting coursework are also specified, and course descriptions are developed. When a panel reaches consensus and completes a draft of its recommendation, the draft is disseminated for comment to all participating colleges and universities and appropriate organizations. Following field input, the panel reviews the comments received, makes any appropriate changes, and submits its recommendation to the Steering Panel. The Steering Panel endorses the panel's recommendation and forwards it to the Illinois Board of Higher Education and the Illinois Community College Board for endorsement and promulgation.

This item requests the endorsement of the social work major field program that was approved by the Steering Panel at its April 14, 2000 meeting.

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Social Work. The Social Work Major Panel held its first meeting on September 24, 1999. The panel disseminated a draft recommendation in January 2000 and finalized its recommendation in March 2000. The IAI General Education Core Curriculum (37-41 semester credit hours) provides the basis for the degree. The recommendation is designed to meet the Social Work accreditation requirements. Students are advised to take additional semester credits of coursework selected from related general education courses and Introduction to Social Work and/or Human Sexuality to complete the number of credits required for an associate degree. The Panel's recommended curriculum, course descriptions, and a list of panel members are presented on the following pages.

SOCIAL WORK PANEL

Public Universities

Faith Bonecutter, University of Illinois at Chicago
Dennis Crowell, Illinois State University
Ann Gammon, Southern Illinois University at Carbondale
Nagesh Kolisetty, Governors State University
Evalyn McCoy, Northeastern Illinois University
Shirley Poos, Southern Illinois University at Edwardsville
Lois Shane, Western Illinois University
Donald Yohe, University of Illinois at Springfield CO-CHAIR

Community Colleges

Robert F. Bollendorf, College of DuPage
Judy Brewster, Wabash Valley College
Judy Darst, Triton College
Jesse Garcia, Morton College CO-CHAIR
Susan Holbrook, Southwestern Illinois College
Betty Kyger, Richland Community College
Jonathon Larson, Carl Sandburg College
Karla Miley, Black Hawk College
Tyra Taylor, Southeastern Illinois College
Dick Rundall, Rock Valley College

Private Institutions

John Cox, MacMurray College
Arthur Horton, Lewis University
Darlene Lynch, Aurora University
Diane Zosky, Bradley University

Transfer Coordinators

Joan Kerber, Sauk Valley Community College
Terri Montgomery, Southern Illinois University at Edwardsville
Sheryl Paul, University of St. Francis

Staff

Barbara Risse, Illinois Community College Board

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SOCIAL WORK

The profession of social work is devoted to helping people function optimally in their environment by providing direct and indirect services to organizations, individuals, families, groups, and communities and by working to improve social conditions. Bachelor's degree programs in Social Work prepare students for careers in public and private agencies such as child welfare, mental health, corrections, shelters, and many other workplaces. Community and junior college students interested in completing bachelor's degrees in social work are strongly encouraged to complete an Associate in Arts or Associate in Science degree prior to transfer. To transfer into an approved bachelor's degree program in social work as juniors, students need to complete a minimum of 60 semester credits (up to a maximum of 64 semester credits) from the list below. Students should see their advisors about the particular social work baccalaureate program for specific entry requirements. Since admission is competitive, completion of these courses alone does not guarantee admission.

General Education Core Courses¹

37-41 semester credits

Communication

9 semester credits

Mathematics

3-6 semester credits

M1 902 General Education Statistics (3-4 semester credits) is recommended

Humanities and Fine Arts

9 semester credits

One of the following is suggested:

H4 900 Introduction to Philosophy (3)

H4 904 Ethics (3)

H4 906 Introduction to Logic (3)

Social and Behavioral Sciences²

9 semester credits

Choose three courses from:

S7 900 Introduction to Sociology (3)

S6 900 General Psychology (3)

S1 901N Cultural Anthropology (3)

S5 900 American/U.S. National Government (3)

S3 901 Principles of Macroeconomics (3)

S7 903D Racial/Ethnic Relations (3)

Physical and Life Sciences

7-8 semester credits

L1 904 or L1 904L Human Biology (3-5) is recommended.

¹General education courses are described in the Illinois transferable General Education Core Curriculum.

²Courses may or may not apply to both general education requirements and as prerequisites in the major.

Additional Recommended Courses*

Up to 21 Semester Credits

S7 901 Social Problems

S8 900 Social Psychology

S6 902 Lifespan Developmental Psychology

PSY 905 Abnormal Psychology

SW 911 Introduction to Social Work

SW 912 Human Sexuality

Or any of the courses not taken in general education social and behavioral science listed above.

Social Work students should be computer literate, i.e., able to use computers to communicate and to access information; to use word processing, database, and spreadsheet software; to use the Internet; and to negotiate a modern operating system.

*This list is not meant to limit the transferability of additional courses or to discourage the development of new courses. The panel recommends that the current articulation process continue between individual schools for courses not on this list. Academic advisors should continue to be knowledgeable of transfer requirements at various schools, and students

should regularly consult their advisors throughout their academic careers. The panel believes it is in the best interest of students and the discipline to continue to offer the depth and breadth of courses that are available at many schools.

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Social Work Major Course Descriptions*

concerning preparation appropriate for specific baccalaureate schools.

*Social and Behavioral Science Courses
[in the General Education Core Curriculum]*

S7 900 Introduction to Sociology
S6 900 General Psychology
S1 901N Cultural Anthropology
S5 900 American/U.S. National Government
S3 901 Principles of Macroeconomics
S7 903D Racial/Ethnic Relations
S7 901 Social Problems
S8 900 Social Psychology
S6 902 Lifespan Developmental Psychology

Recommended Psychology Course

PSY 905 Abnormal Psychology

Social Work Courses

SW 911: INTRODUCTION TO SOCIAL WORK (3 semester credits): An introduction to generalist social work within the context of social welfare service and policies, including their historical origins, conceptual framework, and contemporary foci. Provides an overview of principal social work values and code of ethics, practice methods, research considerations, and policy issues. Emphasizes the unique experiences of diverse and at-risk populations facing a variety of social challenges. These groups include, but are not limited to, women, minorities, persons with disabilities, gays and lesbians, and older adults, among others.

SW 912: HUMAN SEXUALITY (3 semester credits): Examination of the biological, psychological, and social aspects of human sexuality. Topics include development of sexual identity and effects of genetic, cultural, and environmental influences on human relationships and behavior.

*These courses may not transfer to satisfy major requirements but are recommended as preparation for the social work field. Consult your advisor

Illinois Community College Board

**COOPERATIVE AGREEMENT AMONG HEARTLAND COMMUNITY COLLEGE,
ILLINOIS VALLEY COMMUNITY COLLEGE, KANKAKEE COMMUNITY COLLEGE,
AND RICHLAND COMMUNITY COLLEGE**

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the cooperative agreement, known as the Comprehensive Agreement Regarding the Expansion of Educational Resources, for instruction among Heartland Community College, Illinois Valley Community College, Kankakee Community College, and Richland Community College.

BACKGROUND. Heartland Community College, Illinois Valley Community College, Kankakee Community College, and Richland Community College are seeking approval of a cooperative agreement, known as the Comprehensive Agreement Regarding the Expansion of Educational Resources, that will allow citizens from any of the four college districts to apply for acceptance in a program in another of the partner college districts if that program is not available in the student's home district. Such students will pay in-district tuition and fees, and the college that the student actually attends will file all claims for vocational reimbursement and apportionment for that student. The agreement will replace any and all prior cooperative agreements between or among these four colleges. The intent of the agreement is to expand educational services to the greatest number of students in each district served by the participating colleges.

Normally, cooperative agreements between colleges that are members of the same regional consortium do not come before the ICCB for approval. In this case, some but not all of the colleges are members of the same regional consortium, so the agreement is being presented to the ICCB for action.

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

Elgin Community College

- < Pastry Chef AAS degree (66 semester credit hours)
- < Pastry Chef Assistant Certificate (31 semester credit hours)
- < Lead Baker Certificate (17 semester credit hours)

Richland Community College

- < Electrician AAS degree (61 semester credit hours) (Regional)
- < Surgical Technology AAS degree (62 semester credit hours) (Regional)

South Suburban College

- < Fitness Assistant Certificate (14 semester credit hours)
- < Fitness Specialist Certificate (32 semester credit hours)

TEMPORARY PROGRAM APPROVAL

College of DuPage

- < Technical Communications Certificate (32 quarter credit hours)

Richland Community College

- < Computer Networking Certificate (12 semester credit hours)

BACKGROUND

PERMANENT PROGRAM APPROVAL

Elgin Community College is currently seeking approval to offer a “Pastry Chef” Associate of Applied Science degree program, and certificate programs for “Pastry Chef Assistant” and “Lead Baker”. The Lead Baker certificate is 17 semester credit hours, and the Pastry Chef Assistant certificate is 31 semester credit hours, both leading towards the completion of the 66 semester credit hour Pastry Chef A.A.S. degree. These programs will train students for employment as bakers, lead bakers, assistant pastry chefs, pastry chefs, specialty cake decorators, and catering cake decorators. Employers of these occupations include restaurants, resorts, hotels and cruise lines, retail and commercial bakeries, candy and confectionary businesses, and catering companies. The curriculum consists of coursework in food preparation and sanitation, basic and advanced baking techniques, decorative pastry design, bakery supervision, and economical production methods. In addition, this curriculum incorporates Illinois’ Occupational Skill Standards for the Foodservice Cluster. The college anticipates an enrollment of 15 full-time and 10 part-time students in the Pastry Chef degree program; 8 full-time and 10 part-time students in the Pastry Chef Assistant certificate program; and 8 full-time and 6 part-time students in the Lead Baker certificate program. Labor market information provided by the college indicates a strong need for individuals with this training both statewide and within the district. In Illinois, employment of “Bread and Pastry Bakers” is projected to grow twice as fast as the average for all occupations. Locally, job openings for pastry workers currently exceed the supply of qualified individuals. These programs will require one existing full-time faculty member and four new part-time faculty members the first year. The cost of implementing these programs will be approximately \$17,400 the first year, \$30,950 the second year, and \$55,550 the third year, primarily due to increases in faculty costs, related equipment expenses and increases in the costs for program materials, such as food.

Richland Community College is seeking regional approval to offer a 61 semester credit hour “Electrician” Associate of Applied Science degree program. This program is a cooperative effort proposed by RCC and the Joint Apprenticeship and Training Committee (JATC) of the International Brotherhood of Electrical Workers (IBEW) Local Union 146 for the purpose of broadening the educational opportunities for individuals admitted into the Electrician Apprenticeship program. The program will prepare students for employment as electricians in industrial, commercial and residential construction, and repair and maintenance settings. The curriculum consists of coursework in electricity and electronics, circuit analysis, digital electronics, mechanical and electrical business systems, troubleshooting, and an electrician internship, in addition to general studies. Labor market information provided by the college indicates a demand for skilled electricians at the regional and statewide levels. The college anticipates an enrollment of 75 part-time students the first year, increasing to 80 part-time students by the third year. The program will require five new part-time faculty members the first year. The technical core courses and internship component will be taught by an RCC faculty member who is also an IBEW Local Union 146 Journeyman Wireman, while

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general studies will be taught by the college. The costs for implementing this program will be instructional costs only and will be reimbursed by the IBEW. The program will not require any additional funds the first year of implementation. The program will cost approximately \$2,424 for the second year, and \$4,848 for the third year.

Richland Community College is also seeking regional approval to offer a 62 semester credit hour Associate in Applied Science degree in Surgical Technology. The program will prepare students for employment as surgical technologists, allied health professionals who work in the surgical suite delivering surgical patient care, such as passing instruments, sutures and sponges during surgery. Graduates of surgical technology programs, accredited by the Commission on Accreditation of Allied Health Programs are eligible to sit for the Certified Surgical Technologist exam. RCC's certificate program was accredited in 1999 for four years; accreditation of the degree program is expected. The curriculum consists of coursework in human anatomy, physiology, psychology, surgical technology, and medical terminology in addition to general studies. The college anticipates an enrollment of 5 full-time and 10 part-time students the first year, increasing to 10 full-time and 20 part-time students by the third year. Labor market information provided by the college supports the need for a regional degree program in surgical technology. Employment of "surgical technologists" is projected to grow at a rate as fast as average or above within the college's district, regionally, and statewide through 2006. The program will require one full-time and three part-time existing faculty the first year. The program will not require any additional funds the first year of implementation. The program will cost approximately \$7,272 the second year, and \$42,500 the third year primarily due to the program's expected growth and additional faculty needs.

South Suburban College is seeking approval to offer a 14 semester credit hour certificate for training as a Fitness Assistant, and a 32 semester credit hour certificate for training as a Fitness Specialist. These programs will train students for employment as trainers, sales representatives for health clubs and exercise equipment, and fitness specialists in a variety of settings, including commercial and private health clubs, corporate fitness centers, hospitals, schools, and for buyers/ wholesalers of commercial fitness equipment. The curricula will consist of coursework in human body structure, emergency care and safety (including American Red Cross CPR and First Aid), basic water rescue, physical fitness, weight training, nutrition, human relations, and physiology. The college anticipates an enrollment of 10 part-time students the first year, increasing to 15 part-time students the second and third years for each program. Labor market information provided by the college indicates districtwide and statewide support of the need for qualified fitness professionals. The program will require four existing full-time faculty members and one new part-time faculty member the first year. The cost of implementing these programs will be approximately \$26,500 the first year (primarily due to equipment purchases), \$45,000 the second year (primarily due to faculty costs), and \$2,000 by the third year.

TEMPORARY PROGRAM APPROVAL

College of DuPage is seeking temporary approval for three years to offer a 32 quarter credit hour Technical Communication certificate program. This program will prepare students for employment as technical writers in a variety of settings, including healthcare, manufacturing, information technology and government. The curriculum consists of coursework in technical and professional writing, public relations, desktop publishing, and media communications as well as English and grammar courses. In addition, this program is designed to provide students with experience working with the different documents technical communicators are asked to produce, such as product manuals, on-line documentation, handbooks, newsletters, brochures, proposals and technical reports. Labor market information provided by the college indicates that employment of technical writers is projected to grow nearly twice the average for all occupations through 2006, both nationally and districtwide. Temporary approval for a period of three years is sought to address the demand for this program throughout the district and test how well the courses will satisfy the needs of students and employers. Permanent approval for this program will be considered at the end of the three years, based on program outcomes.

Richland Community College is seeking temporary approval for three years to offer a 12 semester credit hour Computer Networking certificate program. The program will prepare students for successfully completing the CISCO Certified Network Associate examination, which will lead to employment as local area network specialists, wide area network specialists, and internetworking specialists. The curriculum follows the CISCO Network Academy of training including coursework in networks and layered communications, network service layers, networking device, IP addressing, basic routing protocols, media and network design, topology, structured cabling, electrical issues, and basic network management. Labor market information provided by the college indicates a strong demand for individuals trained in new and emerging technologies in both the district and statewide. In Illinois, employment in information technology occupations is projected to grow at a rate much faster than the statewide average for all occupations. A three-year temporary approval period will allow the college to study performance of students in this new and emerging curriculum, track their placement and performance in related jobs upon program completion, and increase enrollment in the program. Permanent approval for this program will be considered at the end of the three years, based on program outcomes.

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Illinois Community College Board

**PROPOSED POLICY GUIDELINES FOR RESTRICTED
GRANT EXPENDITURES AND REPORTING
FOR FISCAL YEAR 2001**

In order to have ICCB policy guidelines in place by July 1, 2000, for fiscal year 2001 restricted grants, the Board is now being presented with an externally attached set of proposed policy guidelines. Formal approval will be requested at the June 16, 2000 meeting. ICCB staff have reviewed these proposed policy guidelines with various constituent groups from the community college system. Changes from the current language for grants existing in fiscal year 2000 (Special Populations, Deferred Maintenance, Retirees Health Insurance, Advanced Technology, and Workforce Development grants) are minor. There are three new grants for fiscal year 2001 which will require new policy guidelines and they include: Current Workforce Training, Illinois Community Colleges Online, and Accelerated College Enrollment.

FOR FUTURE CONSIDERATION