

Agenda  
326th Meeting of the  
Illinois Community College Board

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

January 19, 2001  
9:00 a.m.

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**STATUS REPORT ON CAREER AND TECHNICAL EDUCATION  
CHALLENGE TASK FORCE**

Last March, Joseph Cipfl, President/CEO of the Illinois Community College Board, and Glenn (Max) McGee, State Superintendent of Education of the Illinois State Board of Education, in collaboration with the Governor's Office, convened a task force to recommend how best to position Career and Technical Education (formerly known as vocational education) to meet the emerging challenges associated with education reform and workforce development. The task force, composed of 40 leaders in education and workforce development, has been charged with developing a blueprint for career and technical education that addresses two objectives:

- Support high educational achievement for all career and technical education students; and
- Prepare students for the high-skill, high performance workplace of the 21<sup>st</sup> Century.

When fully implemented, this blueprint will result in an educational system for Illinois that is needs-driven, results-oriented, and fully accountable.

The task force has been meeting monthly since March and has prepared a vision statement and associated goals and action statements that are nearing readiness for distribution and discussion among various stakeholders. This input will be obtained through a series of public forums during the months of February and March with the task force reconvening in the spring to finalize its recommendations to the Boards and Governor's office. Attached are draft copies of the vision statement, *A New Vision of Education*, and the accompanying goals, *Goals for a New Vision of Education*, that will be the focus of the public forums. Co-chairs of the task force, Diana Robinson and Virginia McMillan will be available at the ICCB meeting for comment and questions.

**INFORMATION ONLY**

## **A NEW VISION OF EDUCATION**

Education is the foundation of a quality life and a globally competitive workforce. As such, education must encompass the knowledge, skills, attitudes, and experiences to equip each and every student for lifelong learning, successful careers, and long-term economic self-sufficiency as responsible, fully contributing adults. These educational goals can be accomplished if all teachers are supported in effectively integrating and delivering quality standards-based instruction that addresses the relationship between education and work.

To support these instructional efforts, local partnerships must be established and maintained among educational institutions, communities, families, and business and industry that add context and relevance to education. These partnerships must ensure that each individual learning experience becomes part of a larger standards-based system. This system must seamlessly connect the various educational levels and lead to rewarding and high-wage, high-demand careers for every student.

Moving to this vision of education will require shared accountability between the educational system and students, both collectively and individually. The following guiding principles can lay a foundation for improved educational outcomes for every student in Illinois.

### **Guiding Principles**

Every student should have access to rigorous, relevant courses and varied teaching and learning strategies.

- Every student should achieve rigorous learning standards.
- Every student should obtain the skills necessary to seek and keep employment.
- Every student should learn the skills necessary to access, analyze, evaluate, organize and present information in a technologically advanced society.
- Every student should be provided with the skills and knowledge to make a lifetime of informed career decisions.
- Every student should prepare for education/training beyond high school, and understand the need for lifelong learning.
- Every student must have access to a full spectrum of quality career awareness, exploration, planning, and preparation opportunities that enables them to acquire the level of career-specific skills they desire.
- Every student should have the opportunity to benefit from an education system that is able to respond to the rapidly changing needs of employers and society.

To this end, every student must be equipped with the competencies he or she will need to participate fully in society and the economy. Students should have instruction in core academics coupled with career exploration at all levels, a practical knowledge of current technology, and opportunities for work-based learning experiences and career-specific training in their area of interest. Instruction must be both cost-effective as well as appropriate to the learning needs and learning styles of all students.

Illinois' educational system must demonstrate accountability and be flexible enough to respond to the current and emerging needs of the state's economy by offering students the widest possible array of quality career options.

### **Components of a New Vision of Education**

To achieve this vision of education, three educational components must be made available to every student in Illinois.

#### ***Rigorous and Relevant Learning***

Every student must be equipped with the competencies he or she will need to participate fully in society and the economy. There must be renewed emphasis on problem solving, teamwork, communication skills, and using businesses and communities as resources for education. The following components should be imbedded into all instruction and taught in ways that address different learning styles:

- Rigorous academic instruction applied to real-world problems and examples that draw from the community and the workplace.
- Basic workplace readiness skills instruction with appropriate assessment.
- Community and work-based learning experiences tied to students' interests.
- Technological literacy that addresses how technology impacts daily life and the workplace.

#### ***Career Awareness, Exploration, and Planning***

Career education must be a responsibility of each student, parent, community member and educator at every grade level, in every discipline and in every class. The career development process must begin in early elementary school and be coordinated, supported and linked to classroom learning throughout every student's educational experience. There are three elements of career education that lay the groundwork for career-specific preparation.

- Career Awareness. Helps students understand the nature of work and acquire basic knowledge about broad career areas.
- Career Exploration. Helps students discover their individual interests and abilities by exploring career areas and learning how education relates to work. Students test their preliminary career interests through such activities as career orientation courses, field trips, and job shadowing.
- Career Planning. Students develop a career plan that addresses both their educational and career goals. This plan is continually updated and revised as student interests, aspirations and accomplishments change.

### ***Career-Specific Preparation***

This new vision of education calls for an education that weaves together rigorous and relevant academics, a career focus, critical thinking, ethics, interpersonal skills, and opportunities to acquire career-specific knowledge and skills. It is built around broad career clusters or groupings of related career areas that enable a student to pursue a wide array of occupations. The academic core for every cluster will include the same high-level rigorous courses in math, science, English, and social studies but is infused with applications related to the chosen career cluster. Students progress along a continuum of career-specific preparation that encompasses three broad components.

- Students experience and understand the nature of work in their chosen career cluster. Based on what the student learns, he or she may choose to change clusters. The curriculum must allow this flexibility.
- Students may take courses that are a part of the technical core of the career cluster. These courses are not “skills-only job training” but incorporate high levels of academics that students learn within the discipline. Students participate in career-related internships.
- Students may enter occupations within their chosen career cluster through specialized skill training at the secondary and postsecondary levels that leads to employment, certification and professional recognition.

### **Conclusion**

To achieve and maintain successful economic development and global competitiveness in Illinois, we must seize this opportunity to re-engineer traditional education. Strong partnerships within education and among educational institutions, communities, families, and business and industry are the foundation to building one integrated educational system that improves the quality and relevance of public education and prepares every student for a personally and professionally rewarding life in the 21<sup>st</sup> Century.

## **GOALS FOR A NEW VISION OF EDUCATION**

The following goals are recommended to carry forward **A NEW VISION OF EDUCATION** in Illinois.

### **Goal 1 - Equity and Access**

*"All Illinois students will have access and opportunity to participate in a new vision of education."*

#### Actions to be taken within 1 to 2 years

- Market the new vision of education as preparation for careers, employment, and citizenship to all stakeholders (P-16).
- Establish partnerships to develop models for work-based learning, integrated academics, and organized course sequences to help students understand the interrelationships of school and career skills (P-16).
- Examine the role of the delivery system in the administration and support of the new vision of education (P-16) for high quality and consistency.

#### Longer-term actions envisioned to take more than 2 years

- Establish a legislative task force to develop and improve/increase mechanisms to codify the new vision of education.
- Provide career advisement and support services for all students.
- Provide scholarships for technical careers through the Illinois Student Assistance Commission.

### **Goal 2 - Standards-Based Instruction and Assessment**

*"Align the instructional content for all students with rigorous and recognized standards."*

#### Actions to be taken within 1 to 2 years

- Develop, adopt, and assess learning goals, standards, and benchmarks for workplace skills and career development competencies in an 8<sup>th</sup> fundamental learning area. The process for development and adoption will follow the model used for existing standards. In addition to being specifically defined in an 8<sup>th</sup> fundamental learning area, these skills and competencies should also be infused throughout the original seven learning areas culminating in an Individualized Career Plan (ICP) for all students no later than the 8<sup>th</sup> grade.

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- Develop, adopt, and assess learning goals, standards, and benchmarks for career-specific preparation areas in a 9<sup>th</sup> fundamental learning area. These should be based upon the five career cluster areas, which include Agriculture and Natural Resources, Business and Marketing, Family and Consumer Sciences, Industrial Technology, and Health Occupations. The process for development and adoption will follow the model used for existing standards. Only districts with programs in the career clusters would be held responsible for these goals, standards, and benchmarks.

Longer-term actions envisioned to take more than 2 years

- Base all career-specific programs on the Illinois Learning Standards, employer-identified occupational skill standards, and/or industry certifications.
- Require secondary and postsecondary programs to complete a joint program review process that has an assessment component which encourages movement to standards-based P-14 or P-16 instruction.
- Continuing professional development opportunities should be made available for all career and technical education instructors to assist in writing curriculum in all career and technical education areas. These opportunities should also be offered to academic instructors.

**Goal Three - Teacher Preparation**

*"Integrate the relationship between school and careers throughout the teacher preparation, certification, and continuing development system."*

Actions to be taken within 1 to 2 years

- Design and implement a system of teacher, counselor, and administrator pre-service and in-service training and ongoing professional development that addresses: Illinois Learning Standards, occupational skills standards, career awareness, the relationship between school and careers, a variety of assessment techniques, innovative teaching strategies, interactive learning, technological literacy, learning styles, problem-based instruction, and contextual learning.
- Design and implement an alternative teacher certification process that includes an organized professional development system to upgrade provisionally certified teachers.
- Request that the teacher certification board streamline and expedite the process for experienced career and technical education teachers to gain additional certification in another fundamental learning area and vice versa.



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Longer-term actions envisioned to take more than 2 years

- Develop and implement a professional development system for provisional and fully certified career and technical education instructors to upgrade their skills and knowledge, provide resources to enable all instructors to function as learning facilitators, and to understand how their curriculum interfaces with the world of work.
- Offer incentives/scholarships to all career and technical education areas to recruit new teachers.
- Create a joint task force of the teacher preparation institutions and educational practitioners to discuss the skills and knowledge needed by P-16 teachers, thus addressing the need for uniformity.

**Goal 4 - Curriculum and Instruction**

*"Provide instructors with the resources and knowledge they need to infuse the relationship between school and careers throughout the curriculum."*

Actions to be taken within 1 to 2 years

- Align all curricula and related assessments with applicable Illinois Learning Standards, occupational skill standards, industry certifications, workplace skills, and career development competencies, and strengthen teaching materials to reflect this alignment.
- Develop a comprehensive P-16 model curriculum for career-specific program areas aligned to all standards (as referenced above). Use the FCAE (Facilitating Coordination in Agriculture Education) model as a guide. Integrate Career Exploration Labs into all schools.

Longer-term actions envisioned to take greater than 2 years

- Convince four-year institutions to accept, encourage, and standardize the use of dual credit and/or articulation agreements in career and technical education and academic programs.
- Provide a source of reliable funding (including private-sector matching funds) to ensure programs are equitable and accessible to everyone in Illinois. Use of funds includes updates on technology, providing transportation, and professional development for teachers.

**Goal Five - Accountability**

*"Hold all educational programs accountable for outcomes and progress."*

Actions to be taken within 1 to 2 years

- Develop a system to ensure that priority (i.e., high-demand/high-wage) skill gap areas in the marketplace are being met.

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- Develop effective methods of ensuring and measuring progress toward achieving all relevant standards (e.g., Illinois Learning Standards, occupational skill standards), workplace skills, etc.) through a variety of appropriate educational and assessment strategies.
- Build on and use existing Perkins III indicators (technical skills, learning standards, educational attainment, continued education, employment, nontraditional, etc.) as measures of program accountability.

Longer-term actions envisioned to take more than 2 years

- Deliver programs based on job placement within identified labor market areas of shortage.
- Attach consequences (e.g., funding, recognition, technical assistance, review cycle) for program providers related to accountability objectives.
- Develop a uniform, benchmarked system of accountability to ensure that the goals of *A New Vision of Education* are accomplished.

**Goal Six - Governance**

*"Ensure that system planning, coordination, implementation strategies, policy-making and legislation support the new vision of education."*

Actions to be taken within 1 to 2 years

- Create an ad hoc policy advisory council comprised of decision makers within the educational agencies, the Illinois Workforce Investment Board, the General Assembly, and other appropriate organizations to discuss, develop and make policy recommendations for the implementation of *A New Vision of Education* to the General Assembly, the Joint Education Committee, and other involved agencies.
- Establish an interagency team to align structures and responsibilities of the state's educational agencies to assure that they are organized in a way that can effectively carry out the new vision of education.

Longer-term actions envisioned to take more than 2 years

- Identify changes in state statutes and rules and regulations needed to give local boards and administrators the flexibility to implement the new vision of education.
- Work with state agencies, advocacy groups, and other interested parties to advance these needed changes.

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**REPORT ON SPECIAL FOCUS PROGRAMS  
FOR FISCAL YEAR 2000**

Each year the Illinois Community College Board recommends certain areas of restricted grant funding for issues/areas of high priority within the Illinois Community College System. In accordance with policy guidelines which were adopted by the Board at its June 18, 1999 meeting, community college districts are required to provide a year end report that explains how the college expended these funds. The areas of specific funding for fiscal year 2000 were Advanced Technology (three components), Deferred Maintenance, Special Populations, and Workforce Development (three components). Following are reports which summarize information collected from the community college districts regarding their use of these grant funds during fiscal year 2000.

**INFORMATION ONLY**

**Advanced Technology Grant Programs**

Illinois community colleges are responding to the constant changes in our technological society. Each year the challenge becomes greater. To prepare students for this changing world, Illinois community colleges must keep pace with rapidly advancing technology. As these changes occur, so must community colleges adapt their educational programs and equipment to meet the educational needs of their students. The Illinois Community College Board provides three types or components of Advanced Technology Grants.

In recognition of the need to keep pace with the rate of change, Advanced Technology Grants were established in 1984. This first component — Instructional Equipment — provides some of the extra funding needed to replace obsolete instructional equipment. As a result of these grants, the community colleges are better able to provide up-to-date instruction on state-of-the-art equipment.

In 1997, the Illinois Community College Board recognized the community college system's critical need for technological advancement in all areas of their operations and added a second component — Technology Support. The funds are designated for the purpose of assisting community colleges with costs of support efforts as they keep pace with changes and growth in technology.

In 2000, a third component was added — Staff Technical Skills Enhancement. It is no longer enough to provide funding for equipment and support. Community colleges need additional staff and training to meet the needs of today's students and our technological society.

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Three reports summarizing the activities and expenditures under the Advanced Technology Grants in the categories of Instructional Equipment, Technology Support, and Staff Technical Skills are presented for your information.

**Advanced Technology Grant-Instructional Equipment Component.** The Illinois Community College Board Advanced Technology Grant-Instructional Equipment Component provides funds for Illinois community colleges to purchase instructional equipment. The rapid technological changes in today's society require community colleges to continually upgrade their existing instructional equipment. The Advanced Technology Equipment Grant funds were used to obtain or upgrade instructional equipment in programs ranging from communications to integrated manufacturing, thereby enabling community colleges to better prepare students for the challenges of a competitive workforce.

During fiscal year 2000, \$5,489,000 in Advanced Technology Grant-Instructional Equipment Component funds were allocated to community college districts. Grant amounts ranged from \$34,352 to \$751,795. Funds were distributed based on the number of occupational and vocational credit hours generated by the district. Of the \$5,489,000 in total grants awarded during fiscal year 2000, the districts expended \$5,480,624. In addition to the funds received from the ICCB, the community colleges used funds from other sources for the purchase of instructional equipment.

Table 1 shows the types of instructional equipment purchased by the college districts. As indicated, 89 percent of the community college districts purchased computers, monitors, printers, and related peripheral equipment. Sixty percent of the districts purchased network equipment to establish or extend local area networks. Forty-seven percent of the districts purchased computer software for instructional purposes. The districts also purchased optical equipment (cameras, scopes, and lenses) and hands-on equipment (models, trainers, and mockups). Other items purchased by the college districts included audio/visual equipment (players and recorders, test equipment, and analyzers), measuring devices (meters, gauges, and indicators), and power equipment (power supplies and generators). Fifty-one percent of the college districts used Advanced Technology Equipment Grant funds to acquire a variety of workstations, medical and lab equipment, and miscellaneous instructional equipment.

Equipment and materials purchased with Advanced Technology Equipment Grant Funds were used to enhance and facilitate instruction in a wide range of subject areas. Courses and curricula affected included, but were not limited to, automotive technology, physical sciences, electronics, mathematics, health/human/social services, computer science, office technology, music, manufacturing, and business. Virtually every trade or occupational/technical area taught in community colleges was positively affected by this grant.

**Advanced Technology Grant-Technology Support Component.** Fiscal year 2000 was the third year that the Illinois Community College Board provided funds to Illinois community colleges through the Advanced Technology Grant-Technology Support Component. This initiative was implemented in recognition of the community college system's critical need for technological advancement in all areas of their operations. The funds are designated to help defray the cost of expenditures related to infrastructure, transmission, and maintenance costs associated with technology support.

Table 1

**ADVANCED TECHNOLOGY GRANT INSTRUCTIONAL EQUIPMENT COMPONENT  
EXPENDITURE CATEGORIES - FY 2000**

District/College	Computers/Monitors/Printers	Networks/Peripherals	Software	Telecommunications	Meters/Gauges/Indicators	Test Sets/Analyzers	Power Supplies/Generators	Players/Recorders	Cameras/Scope Lenses	Models/Trainers/Mockups	Workstations/Medical/Lab/Misc
Black Hawk	X	X	X			X			X	X	
Chicago-Central Office											
<i>Daley</i>	X	X									
<i>Kennedy-King</i>	X	X	X	X	X		X		X		
<i>Malcolm X</i>	X	X			X	X			X	X	
<i>Olive-Harvey</i>	X	X	X				X				
<i>Truman</i>	X		X				X	X	X		X
<i>Washington</i>	X	X	X		X	X		X			
<i>Wright</i>	X										
Danville	X										
DuPage	X	X	X	X	X	X			X		x
Elgin	X							X	X	X	
Harper	X										
Heartland	X	X					X				
Highland	X	X	X		X	X	X				
Illinois Central	X	X			X	X		X	X		X
Illinois Eastern	X	X	X				X	X		X	X
Illinois Valley	X		X						X		X
Joliet	X	X	X								
Kankakee	X	X						X	X	X	X
Kaskaskia		X	X					X	X	X	
Kishwaukee	X		X								X
Lake County	X	X							X		X
Lake Land	X	X			X	X			X	X	X
Lewis & Clark											
Lincoln Land	X	X	X		X					X	X
Logan											X
McHenry							X				X
Moraine Valley	X										
Morton	X		X					X			X
Oakton	X	X	X							X	X
Parkland	X	X									
Prairie State	X	X	X								X
Rend Lake	X	X	X								
Richland	X		X		X						
Rock Valley	X										
Sandburg	X	X							X		X
Sauk Valley	X	X									
Shawnee	X	X	X					X	X	X	X
South Suburban	X	X		X	X		X	X	X		
Southeastern	X									X	X
Southwestern	X	X	X			X		X	X		X
Spoon River	X		X						X	X	X
Triton	X	X			X	X			X	X	X
Waubonsee						X	X			X	X
John Wood	X								X		X
Percentages	88.9%	60.0%	46.7%	6.7%	24.4%	22.2%	20.0%	24.4%	42.2%	31.1%	51.1%

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During fiscal year 2000, a total of \$5,678,900 in Advanced Technology Grant - Technology Support Component funds were allocated to community college districts. Grant amounts ranged from \$89,042 to \$288,700. These grants are allocated on the basis of a \$75,000 flat grant per district with the remaining funds distributed on the basis of (1) square miles within the district, (2) number of market service delivery areas within the regional consortia, and (3) annual student headcount. Of the total grants awarded during fiscal year 2000, the districts expended \$5,673,238.

The technology support activities for which the grant funds may be expended are those specified in the contract, which is executed annually with each district. Table 2 lists the expenditures allowed and includes the following categories: salaries, staff development, contractual services, materials and supplies, travel, equipment, and other. Specific activities for which funds may be expended include: salaries and travel for technical personnel, maintenance agreements, telecommunication line charges, access provider fees, equipment such as micro-, mini-, and mainframe computers, monitors, printers, and other peripherals, videoconferencing equipment, local area and wide area networks, and other technology support expenditures.

As shown in Table 2, the majority of expenditures were under the categories of equipment (38 percent), salaries (26 percent), contractual services (17 percent), and other (11 percent).

Table 2

**Advanced Technology Grant - Technology Support Component  
Expenditures by Category - Fiscal Year 2000**

<u>Category</u>	<u>Dollar Expenditure</u>	<u>Percent of Total Expenditure</u>
Salaries	\$1,457,438	25.69%
Staff Development	7,963	0.14
Contractual Services	979,043	17.26
Materials & Supplies	410,020	7.23
Travel	22,039	0.39
Equipment	2,156,631	38.01
Other	<u>640,104</u>	<u>11.28</u>
Total Expended	\$5,673,238	100.00%

**Advanced Technology Grant-Staff Technical Skills Enhancement.** The Illinois Community College Board Advanced Technology Grant-Staff Technical Skills Enhancement Component provides funds for Illinois community colleges to build technical skills in faculty and staff and add technical staff to meet growing needs. The rapid technological changes in today's society require community college faculty and staff to continually improve their technological skills. The advanced technology skills grant funds were used to increase faculty and staff ability and provide technical support staff.

During fiscal year 2000, \$2,000,000 in Advanced Technology Grant-Staff Technical Skills Enhancement Component funds were allocated to community college districts based on the number of faculty and staff FTE per district. Grant amounts ranged from \$16,215 to \$385,913. Of the total grants of \$2,000,000 awarded during fiscal year 2000, the districts expended \$1,946,909.

Table 3 lists the amount of unaudited expenditures reported by the community college districts to the ICCB. The majority of expenditures were support staff salaries (28 percent), contractual services (25 percent), and travel (25 percent).

Table 3

**Advanced Technology Grant - Staff Technical Skills Enhancement Component  
Expenditures by Category - Fiscal Year 2000**

<u>Category</u>	<u>Dollar Expenditure</u>	<u>Percent of Total Expenditure</u>
Support Staff Salaries	\$ 553,755	28.44%
Faculty Compensation	90,455	4.65
Contractual Services	491,550	25.25
Materials & Supplies	105,429	5.42
Travel	477,852	24.54
Other	<u>227,869</u>	<u>11.70</u>
Total Expended	\$1,946,909	100.00%

**Deferred Maintenance Grant Program**

Community colleges nationwide, as well as universities and private colleges, have been facing a growing problem of maintaining facilities that are growing older and becoming more and more

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expensive to maintain. As these maintenance costs continue to grow it has become more difficult to find additional dollars within the normal budgeting process to keep up with the additional demands of older facilities.

There have been national studies on the magnitude of deferred maintenance in the higher education community. Additionally, the ICCB conducted its own survey on the deferred maintenance situation in Illinois community colleges and issued a report entitled, *A Report on the Condition of Facilities at Illinois Community Colleges in March 1997*.

In fiscal year 1998, the community college system received \$2 million in its first year of deferred maintenance funding. The state funding is intended to supplement not supplant the unrestricted operating funds currently spent by the districts on operation and maintenance of facilities. This grant demonstrated a state-level recognition of the problem and a commitment to assist community colleges meet the growing maintenance demands. An appropriation has been received each year since fiscal year 1998 with the fiscal year 2000 appropriation level at \$2.6 million, a growth in funding of 30 percent within three years. The grant has been allocated using a \$10,000 flat grant per district with the remaining appropriation allocated based on weighted gross square feet of owned community college space. For fiscal year 2000 this resulted in a \$488,918 grant to City Colleges of Chicago and other grant amounts ranging from \$21,815 to \$159,880 averaging \$55,044 per district (excluding City Colleges of Chicago).

Community colleges were asked to complete a year-end report about the use of the deferred maintenance funds in fiscal year 2000. Following is a brief highlight of responses provided by districts for some of the year-end report questions.

- Seven districts reported that they used up to 30 percent of their district's grant funds to support custodial and maintenance staff salaries to reduce the backlog of deferred maintenance projects.
- Two districts reported that they actually added another custodial/maintenance staff person to work on deferred maintenance projects, while another two districts reported that they paid for part-time and/or overtime to do similar work.
- Districts were asked to report the percentage of their grant spent on certain categories of expenses. Districts, on average, spent 8 percent on labor costs, 11 percent on supplies, 12 percent on equipment costs, 55 percent on contractual services, and 16 percent on material costs. These percentages and data suggest that many of the districts have used these funds to do very specific deferred maintenance work which requires the use of outside contractors for special services that could not be accomplished through the normal budgeting process.
- Districts were also asked to explain their process for identifying a deferred maintenance project and distinguishing such a project from a regular ongoing routine maintenance



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project. While responses varied, the common thread in the responses seemed to recognize that the funds should be spent for maintenance projects that have repeatedly been postponed due to budgetary constraints and that pose a hazard/risk to students, faculty, staff and or the usefulness of the buildings for their intended purposes.

- Based on conservative estimates, remaining deferred maintenance needs systemwide are estimated at \$230 million.

Table 4 presents is a list of the type of projects completed/performed with the fiscal year 2000 appropriation.

Table 4

**SUMMARY OF DEFERRED MAINTENANCE PROJECTS**

<u>Project</u>	<u>Expenditures</u>
Carpet Replacement/Cleaning	\$ 467,129
Remodeling/Renovation	297,261
General labor, supplies, and maintenance for deferred maintenance projects	267,348
Painting	264,426
Chiller Repairs	180,838
Parking Lot Improvements	165,930
Boiler/Pump/Valve Testing, Repair and/or Replacement	127,553
Electrical/Utilities Modifications	108,421
Outside Lighting Improvements	102,594
Stairwell Replacement	92,300
HVAC Improvements	90,196
Plumbing Work	84,870
Floor Covers	61,783
Exterior Building Improvements	50,873
Hardwood Floor Resurfacing/Refinishing	33,811
Road and Walkway Improvements	25,741
Steam Line Replacements	22,674
Maintenance Tools and Equipment	19,070
Gas Main Replacement	17,830
Indoor Air Quality	10,510
Maintenance Staff Working only on Deferred Maintenance	10,000
Miscellaneous (maintenance, cleaning and general supplies, minor equipment repairs, filters, entrance mats, and other incidental deferred maintenance)	79,442
	<u>\$2,580,600</u>

SOURCE: FY 2000 Deferred Maintenance Grant Reports

### **Special Populations Grant**

The ICCB has supported efforts to address the needs of special populations for more than three decades. Originally titled as the Disadvantaged Student Grant Program, the Special Populations Grant (SPG) provides community colleges the resources to offer supportive and special services to students with social, physical, developmental, or academic disabilities. In addition to services, colleges use this funding to offer basic skills courses that remedy academic deficiencies in reading, writing, and mathematics.

Special populations students are designated by their respective colleges through assessment procedures implemented by the college. Students who qualify for these services may be first-generation college students from minority/racial/ethnic groups, economically disadvantaged, or persons with disabilities that make it difficult for them to adapt to a college environment designed for nonspecial populations.

In fiscal year 2000, the Illinois Community College Board Special Populations Grant total allocation was \$12.7 million. Each district annually receives a fixed sum of \$20,000 per college, plus an allocation based on student credit hours generated in remedial, adult basic (ABE) and adult secondary education (ASE), and English as a Second Language (ESL) courses. Individual grants ranged in size from \$43,625 to approximately \$6.5 million. The average allocation was approximately \$325,944.

Colleges use SPG monies primarily for direct services, including personnel, instructional materials, instructional equipment, and staff development. Personnel expenditures covered under this grant are based upon the percentage of time spent on special services provided only to special population students. Counselors, direct support services personnel (readers, notetakers, mobility assistants, and drivers), paraprofessional counselor and staff, tutors, and adult basic/secondary and remedial education instructors are covered under this grant. Administrative costs, as required by ICCB rules, must be below 30 percent of colleges' grant expenditures. Administrative costs include administrative and office staff salaries, office equipment, consumable supplies, utilities, and rental of facilities.

Under SPG funding, colleges offer instructional and support services to students who are limited English proficient, lack a high school diploma, or are enrolled in developmental classes. SPG funds may be used for services such as assessing students learning styles and academic capabilities and/or providing sign language interpreters, note takers, or "captioner" (i.e., persons with laptop computers who record lectures and discussions in class for students with special needs). Instruction or tutoring services offered individually or on a group basis by faculty or peer tutors are covered under this grant. Some colleges report expenditures for Spanish GED courses, testing, and bilingual counseling services to assist in retention of students in adult education. Colleges spend resources for alternative testing provisions, career exploration and development, and job coaching. Allowable equipment expenditures are used to purchase books on tape, enlarged printed material, or television and VCR equipment with closed-caption capability.

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The three major areas of services delivered to students in fiscal year 2000 were tutoring, assessment and testing, and other direct support services. For this fiscal year, total service contact hours to students were more than 3.0 million. Tutoring accounted for 57.0 percent of the total contact hours of service provided to students with assessment and testing comprising 21.0 percent.

According to colleges' reports, nearly 484,000 students participated in tutoring services offered at the colleges; more than 237,000 students were tested; and nearly 195,000 students received other direct support services. A total number of students served under this grant is not possible as students can receive multiple services. Table 5 shows total contact service hours provided and students served by type of service.

Table 5

**Special Populations Grant Program  
Students Served and Service Contact Hours  
Fiscal Year 2000**

<u>Types of Service</u>	<u># of Districts</u>	<u>Contact Hours</u>	<u>Students</u>
Tutoring	36	1,769,392	483,984
Counseling	29	178,046	172,096
Assessment and Testing	30	631,042	237,216
Referrals to External Agencies	23	13,398	27,648
Direct Support Services for Students with Disabilities	30	116,484	11,422
Outreach Services	22	73,207	131,316
Other Direct Support Services	22	<u>238,043</u>	194,740
Total	*	3,019,612	*

\* Total number of districts and students served unavailable due to duplicity of services.

As indicated earlier, the Special Populations Grant supports instruction for remedial, adult education, and English as a Second Language. Credit hours generated under this grant totaled more than 382,000. As shown on Table 6, the two highest categories of support from the grant program were English as a Second Language with 123,000 credit hours generated and adult basic education with more than 115,000 credit hours generated. Adult education comprises 83 percent of the total credit hours generated. While the major portion of the credit hours supported in past was in this category, the rapid increases in English as a Second Language credit hours indicate a greater demand for continued and increased SPG funding.

Table 6

**Remedial, ABE, ASE, and ESL Courses Funded in Fiscal Year 2000**

<u>Types of Courses</u>	<u># of Districts</u>	<u>Total Credit Hours*</u>	<u>Total Students</u>
Remedial (PCS 1.4)	19	82,237	28,583
ABE (PCS 1.7, excluding ESL)	25	115,054	23,223
ASE (PCS 1.8, excluding ESL)	24	74,267	17,292
ESL (PCS 1.9 & 1.7/1.8 (not included above	22	<u>123,419</u>	21,452
Total	**	382,386	**

\* Total credit hours certified by instructors at midterm.

\*\*Total number of students served unavailable due to duplicity of services.

With the use of special populations funding, community colleges have been able to offer intensive and innovative educational experiences to persons with disabilities, minorities, and those individuals who are economically and educationally disadvantaged. As enrollments of persons with disabilities and persons whose native language is not English increase, more Special Populations Grant resources will be needed to support this population. As indicated in Table 5, the category of other direct support services (readers, notetakers, mobility assistants, and drivers) is among the highest number of service contact hours provided. Several years ago, this was not the case. By the same token, the English as a Second Language credit hours generated are the driving instructional area in the adult education course offerings. As these populations grow, the Special Populations Grant funding will become more critical in supporting more comprehensive, intensive services and instruction that help these populations reach their educational and employment goals.

**Workforce Development Grants**

The workplace is changing. Technological advances, globalization, intense competitive pressures within the marketplace, and corporate restructuring have changed the ways in which American firms produce and market their goods and services. Within an increasingly complex marketplace, there is a growing emphasis within U.S. firms on increasing worker productivity, cutting production costs, and on-time delivery of the highest quality goods and services. Companies are increasingly emphasizing responsive customer service at every level of the organization.

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Recent research by the American Society for Training and Development (ASTD) illustrates that strategic investment in learning delivers higher corporate performance. It was found that major investments in learning result in more success and profitability through (a) higher net sales per employee, (b) higher gross profits per employee, and (c) higher value on Wall Street. Companies understand that to both maintain and expand their position within the marketplace, firms are increasingly focusing not only on the types of investments needed for capital equipment and facilities, but also the types of investments in human capital (their workforce) required to enhance productivity and competitiveness.

The Illinois Community College Board continues to recognize that community colleges play a critical role in assisting businesses to improve their human capital. Funds have been designated for workforce development through a block grant consisting of three components. More than \$13.7 million was committed to the Workforce Development Grant for fiscal year 2000.

The Workforce Development Grant is divided into three component grants: Business and Industry Services, Education-to-Work, and Welfare-to-Work. The following reports for each of these components summarize the activities conducted through the Workforce Development Grant.

**Workforce Development Grant–Business and Industry Services Component.** The Illinois Community College Board provided approximately \$6.1 million to community colleges during fiscal year 2000 to provide workforce development support to local employers through business and industry centers. A flat grant of \$65,000 per district was provided with the remaining funds distributed on the basis of occupational and vocational credit hours. The centers provide a variety of services and resources to area employers, such as customized training, industrial attraction, entrepreneurship workshops, individual business counseling, contract procurement, and employment/training seminars. Below is a collective summary of the community colleges' activities for fiscal year 2000.

- Community colleges provided 9,655 customized training courses to 3,497 companies and served 127,650 employees. This contributed to the start up or expansion of 41 companies, retention of 113 companies, development of 882 jobs and retention of 5,808 jobs.
- As a result of the industrial attraction, retention, and expansion activities reported by the community colleges, a total of 181 companies started up or expanded and another 67 companies were retained. This resulted in a total of 1,986 jobs being created and another 1,616 jobs being retained.
- Community colleges conducted a total of 1,447 entrepreneurship seminars and workshops for 12,606 participants. A total of 164 companies started or expanded and another 122 were retained for economic development. As a result, 575 jobs were created and 649 jobs were retained.

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- Individualized counseling and management assistance was given to 5,715 individuals that resulted in 293 companies starting or expanding, 279 companies being retained, 1,185 jobs being created and another 1,276 jobs retained.
- Fourteen community colleges around the state provided 1,141 businesses with contract procurement assistance. One hundred and ninety-nine companies received 1,816 federal contracts for a total of \$254,919,933. As a result of the contracts, ten companies expanded, 151 companies were retained, 158 jobs were created and another 1,086 jobs were retained.
- Thirty community colleges reported offering 739 employment workshops to 7,388 unemployed or underemployed individuals. Seven hundred and four noncredit retraining courses were provided to 7,835 participants and another 15,471 individuals participated in other employment and training activities.
- Seven community colleges planned, assisted, or operated a small business incubator. Four colleges were involved in the planning activities of an incubator and another three colleges operated a small business incubator. In fiscal year 2000, 15 companies were started in an incubator and another five companies were retained to create 83 new jobs and the retention of another 12 jobs.

These data are a clear indication of the extent of services and resources that community college business and industry centers provide Illinois employers. This production is a result of the creative partnerships that business and industry staff develop with individual area businesses, local government, and independent consultants.

**Workforce Development Grant – Education-to-Careers Component.** At a time when the federal funds for school-to-work sunsets, state partnerships are struggling to compete with other educational and workforce initiatives in order to sustain the foundation that school-to-work has provided in preparing students for more secure futures. Illinois community colleges are a key factor in the continuing improvement of the educational reform issues' which Education-to-Careers (ETC) has addressed in the last four years. The Illinois Community College Board provided more than \$4 million to community colleges during fiscal year 2000 based on a flat grant of \$87,500 per district with the remaining funds distributed on the basis of (1) number of district residents in the labor force and (2) the unemployment rate of the district. These funds provide support for ETC activities. Many Illinois community colleges are developing innovations to implement and integrate the philosophy of school-to-work and to align this philosophy with the existing needs of the college, the student body, the curriculum, and the emerging workforce. The state's Education-to-Careers Steering Committee has established four goals for this fourth year of implementation.

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*Goal I – Each and every student involved in a comprehensive career development system that includes continuous career exploration and exploration activities, K-16.*

- **Career Awareness and Exploration.** Numerous colleges continued to use funds to support local Career Fairs for both prospective and current students. These activities included introducing students to technology-based careers, providing employment development and job placement services, and varying career events, each with a unique focus.

*Goal II – Each and every student receives instruction based on a curriculum that integrates academic content and workplace skills and supports rigorous standards.*

- **Curriculum Integration.** Colleges used the ETC grant funds to integrate ETC components and strategies into academic and technical instruction through curricula upgrades and professional and staff development activities. Other activities included integrating curriculums for existing occupational programs and articulating and integrating curricula between secondary and postsecondary schools.

*Goal III – Each and every student is assisted in making smooth transitions between levels of education and into employment.*

- **Transitional Services.** Community colleges provided a variety of activities to provide transitional services including the support of a college extension center to better meet the needs of large portions of economically disadvantaged populations; providing a full-time career liaison to assist with the career development activities of the local one-stop employment/training center; instituting a district-wide dual credit system in articulating both occupational and academic courses/programs; establishing a Work Keys Service Center to collaborate with district high schools to determine their skills in the areas of teamwork, applied math, and locating information and observation; and provide staff development activities for the faculty to increase awareness of transition issues faced by high school students.

*Goal IV – Each and every student has access to progressive community/work-based learning opportunities.*

- **Work-Based Learning.** Community colleges supported work-based learning activities by promoting internships with local businesses, increasing the number of AAS degrees' requiring work-based learning components, ensuring integration of education and work-based learning for students, and providing financial support for a work-based learning coordinator for its local ETC Partnership.

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Colleges also used grant funds to focus on strategies for continued improvement/sustainability and serving all learners, including increased assessment services for bilingual students. Through the ETC grant funds, many colleges provided educational and training programs through the Illinois Employment Training Centers, especially careers planning, adult basic education, English as a second language, GED preparation, literacy tutoring, community education classes, preemployment skills training, and job search assistance.

**Workforce Development Grant – Welfare-to-Work.** The Illinois Community College Board provided more than \$3.6 million for each community college to support an infrastructure to serve welfare recipients and the working poor throughout the state. Distribution of these funds is based on one \$60,000 flat grant per district with the remaining funds distributed on the basis of the number of welfare caseloads in the district. The grant funds provide for a welfare-to-work liaison at each college to interface with all existing entities who are interacting with welfare recipients and the working poor such as business and industry, job training, local Illinois Department of Human Services (IDHS) offices, and education and training entities. The liaison provides and identifies the linkage to educational services such as career assessment, financial aid, job coaching, mentoring, and counseling for welfare recipients and the working poor who are presently working or are in need of skills to enter the workforce. They also work with business and industry to identify skill upgrading and career choices where jobs are available. Below is a summary of the community colleges' activities for fiscal year 2000.

- Of the 9,210 students served through educational components of the grant, 31 percent were enrolled in Adult Basic Education/GED programs, 23 percent were enrolled in degree programs, 23 percent enrolled in vocational training, and 23 percent in enrolled occupational certificate programs.
- Welfare and low income students served were primarily females (84 percent) with 16 percent males. Students from a variety of backgrounds were served through the grant. Forty-four percent were Caucasians, 38 percent were African Americans, 16 percent were Latinos, and 2 percent were from other categories.
- Grant funds greatly assisted colleges to expand their career assessment and counseling to targeted students. Other activities included mentoring; aptitude assessment and screening for learning disabilities; complete assessment, testing, and career planning prior to college enrollment; additional advising to increase retention of at risk students with follow-up; career planning/exploration and job search activities; and emphasis on counseling and classes in soft and hard skills for the workplace.
- Development of short-term training options has been created giving students unwilling or unable to commit long term training a potential career path to enter the workforce with the basic skills needed.



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- Collaborations with the local Illinois Employment Training Centers (IETC) have resulted in customized and short-term training development options including Workforce Preparation and Customer Relations courses with fees waived for some students.
- Coordination with the college's business and industry center helped to identify local employers interested in providing on-site academic skills instruction for employees. Relationships were initiated with several businesses through local community/business groups such as Rotary Club that increased community service partnership activities. Direct relationships with employers have been made resulting in classes being offered at no cost to interested employees and encouraging employers to hire welfare recipients.

The Welfare-to-Work grant continues to strengthen the infrastructure by creating partnerships to better coordinate workforce development for the underserved and underemployed.

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UNAPPROVED

Minutes of the 325th Meeting of the  
Illinois Community College Board  
October 20, 2000

Harry L. Crisp II Community College Center  
Springfield, 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, Edward Duffy, Inez Galvan, Laurna Godwin, James McFarland, Martha Olsson, Lee Walker, and James Zerkel. Dave Davis, Gwendolyn Laroche, Joseph Neely, and Delores Ray were absent.

Item #2 - Announcements and Remarks by Chairman Duffy

Chairman Edward Duffy welcomed Joe Cipfl back from Australia.

Item #3 - Minutes of the September 15, 2000 Meeting

James Berkel made a motion, which was seconded by Lee Walker, to approve the minutes as recorded. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #4 - Committee Reports

Item #4.1 - Adult Education Transition Committee

James Berkel reported that the Committee had held a number of conference calls between the last ICCB meeting on September 15 and this morning.

In November, five new adult education staff will be added to the current three staff. A total of 12 staff is targeted by March/April 2001.

The ICCB has contracted with seven adult education and literacy experts to prepare products and make recommendations for the transition and improvement in key adult education and literacy areas. The seven consultants are Suzanne Knell and Janet Scoggins, Director and staff of the Illinois Literacy Resource Development Center; Mary Charuhas, Dean of Adult and Community Education at the College of Lake County; Linda

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Fairweather, Dean of Adult Basic Education and Transitional Services at Black Hawk College (emeritus); Joan Simon, Vice President for Community and Economic Development at Prairie State College (retired); Bill McVey of McVey and Associates; and Scott Ebaugh, educational consultant. In attendance today are Mary Charuhas and Scott Ebaugh.

The Committee will meet with the Adult Education Advisory Council this afternoon at 1:00 p.m. to share information pertinent to the transition.

Item #4.2 - Funding Equity Study Committee

James Zerkle reported that the Committee continues to review funding equity issues in Illinois. Focus group meetings have been held and the steering committee continues to collect data. Plans were to have a full report by budget approval time but, due to complex issues, the process is slower than originally anticipated. A draft report may be available in November.

Item #4.3 - Budget and Finance Committee

Martha Olsson reported that there were no CEO reimbursements for October. In the future, the Committee will continue to review CEO reimbursements, but reporting will be discontinued.

The Committee discussed the fiscal year 2001 financial statements, Item #12 of this agenda. In January 2001, financial statements will be presented in a new format.

Item #5 - Board Liaison Report

Item #5.1 - Status Report on Substance Abuse Prevention Activities

Inez Galvan reported that for the past several years, the ICCB Student Advisory Committee has had a subcommittee to address issues on substance abuse prevention and traffic safety.

Members of the subcommittee have served on task groups and participated in campaigns to raise the awareness of the hazards of drunk driving and traffic safety initiatives. The Soberfest initiative, initially started by Triton College, has evolved to include community colleges statewide. Soberfest and other activities have taken place on the campuses of Danville Area Community College, Elgin Community College, Lewis and Clark Community College, Kishwaukee College, Parkland College, and Richland Community College.

For fiscal year 2001, the Illinois Community College Board Student Advisory Committee has again formed a subcommittee to encourage colleges to participate in Soberfest and 3-D

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Month (National Drunk and Drugged Driving Prevention Month). In meeting its goals and objectives, the Student Advisory Committee will work with ICCB staff on substance abuse activities for the year. Staff will continue to collaborate with the Secretary of State's Office and the Traffic Safety Program at Eastern Illinois University on various projects.

Funding for the Illinois Department of Transportation grant program has ended. ICCB staff will investigate other funding sources, including resources from the National Highway Traffic Safety Administration in Washington, D. C.

Item #6 - President/CEO Report

Joe Cipfl remarked on his trip to Australia and to the Olympics events, and added that he was pleased to be back to his duties at the ICCB.

New ICCB employees were introduced as follows: Dr. Brian Erdman, Associate Director for Policy Studies; Shante Holman, Secretary II; Nathaly Ranger, Intern from the University of Illinois-Springfield; Lynn Robberson, Associate Director for Business/Industry Services; and Becky Sanders, Secretary IV.

Dr. Tom Thomas will retire from Illinois Central College on December 31, 2000. New presidents in the system include Dr. Tom Hines, Spoon River College; Dr. Dave Louis, Kishwaukee College; Dr. Paul McCarthy, Prairie State College; and Dr. Mary Jo Oldham, Southeastern Illinois College. Orientations are being provided to the new presidents by ICCB staff.

Dr. Cipfl expressed appreciation to the Board for approving the fiscal year 2002 budget for the Illinois Community College System on September 15. On October 12, representatives from all areas of the community college system held the Big Picture meeting with staff of the Board of Higher Education.

A statewide cooperative agreement has been reached with the Office of Rehabilitation Services to address higher education funding issues for students with disabilities.

Item #7 - Advisory Organizations

Item #7.2 - Student Advisory Committee

James McFarland reported that SAC had not met since the September meeting of the ICCB. No further information was available to report.

Item #7.2 - Illinois Community College Trustees Association

Linden Warfel made comments on the value of the Illinois community colleges.

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During the past year, the ICCTA has hosted six different conferences for trustees. The most recent was a Leadership and Core Values Conference at which Rushworth Kidder was a speaker.

Harold Hodgkinson will address changing populations at the November meeting of the Trustees Association in Chicago. The ICCB is invited.

Retirement remains a concern to the entire community college system.

Item #7.3 - Presidents Council

Don Crist reported that the Council endorses the fiscal year 2002 budget for the community college system, and commended the ICCB staff for their leadership.

The Council participated in the focus group sessions which recently met to review financing of higher education.

Dr. David Pierce, former president of the AACC, and Dr. Steve Crow of the North Central Association met with the Presidents Council in September. Future issues and other areas of opportunities for the Illinois Community College System were addressed.

Virginia McMillan was commended for her leadership during the period that Dr. Cipfl was in Australia.

Dr. Crist thanked Dr. Cipfl for arranging Lt. Governor Corinne Wood's planned appearance with the Council on Thursday evening, November 9.

Item #7.4 - Illinois Community College Faculty Association

Leo Welch welcomed Joe Cipfl back from Australia.

Mr. Welch expressed concerns with an BHE report, *Investing in the Future - College Readiness in Illinois* presented at its October 3 meeting at Highland Community College. Mr. Welch did not agree with contents of the report and with the IBHE's recommendations. He hopes that the ICCB will respond to the requirement issues in the report. Mr. Welch has reference data and research material available for ICCB review.

James Zerkle recommended that the remediation issue be added to the ICCB agenda. By spring, we could receive feedback on expected progress. Advisory groups could be organized outside of a regular Board meeting for an all-day session.

Chairman Duffy asked staff to organize advisory groups within the next 35-60 days to engage remediation as a community college issue to be addressed.

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The Teaching/Learning Conference will be held on November 3 at the Springfield Renaissance.

Item #8 - Learning-Centered Instruction Award Presentations

Awards were presented to College of DuPage and Richard J. Daley College (City Colleges of Chicago).

Item #9 - 2000 Follow-Up Study of Fiscal Year 1999 Occupational Program Graduates

Scott Parke made a presentation on the follow-up study and distributed presentation material.

Lee Walker made the following motion, which was seconded by James Berkel:

The Illinois Community College Board hereby endorses the recommendations contained in the *2000 Follow-up Study of Fiscal Year 1999 Occupational Program Graduates* and asks the President/CEO to implement these recommendations.

1. Colleges with occupational follow-up study response rates below recommended levels should put forth additional effort to increase response rates for the coming year.
2. Colleges that had programs with more than one-quarter of the total employed graduates working in a field that was not related to their community college program should examine these programs to determine if program improvement initiatives or additional placement efforts are necessary.
3. A small contingent of employed graduates working in positions unrelated to their programs of study reported that they could not find a position in their field of preparation. Colleges should provide additional follow-up to individuals so situated to determine if circumstances have changed and offer further assistance in locating employment in their chosen field as necessary.
4. Colleges offering programs with graduates who exhibit elevated unemployment rates should examine them to determine if program improvement initiatives or additional placement efforts are necessary.
5. Colleges with programs in which more than 13 percent of the graduates were employed in part-time positions should monitor local labor market needs to determine the availability of full-time employment in the field.

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6. Colleges with programs leading to occupations with relatively low initial earnings should make students aware of the compensation available in these fields both short and long term.

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

Item #10 - Accountability and Productivity in Illinois Community Colleges - Fiscal Year 2000

Carol Lanning made a presentation on the accountability and productivity of community colleges for fiscal year 2000.

Lee Walker made the following motion, which was seconded by James McFarland:

The Illinois Community College Board hereby endorses the recommendations within the report titled *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2000* and asks the President/CEO to take necessary steps to implement the recommendations.

1. In order to improve the reliability of the data collected on students who require special services, colleges should explore strategies to strengthen the data and improve the reporting process, such as the coordination of the various existing reporting formats, increased collaboration of the various existing reporting formats, increased collaboration between advisement and special services, matching administrative software to support services, and providing more technical assistance to those responsible for collecting the data.
2. ICCB staff should undertake an in-depth study of the current issues and trends within the nursing profession and their implications for community college nursing programs.
3. Colleges should examine policies, practices, and data collection systems to ensure that they support the collection and reporting of the most accurate possible data on student intent and program completion.

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

Lee Walker asked that James McFarland report back to the ICCB on data collections from Illinois community college students.

Item #11 - Consent Agenda

Lee Walker made a motion to approve the following items, which was seconded by James Berkel:

Item #11.1 - New Units of Instruction

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

**PERMANENT PROGRAM APPROVAL**

Highland Community College

- Computer Technician Certificate - 25 semester credit hours

Rock Valley College

- Dental Hygiene AAS degree - 81 semester credit hours (Regional)
- Graphic Arts Technology AAS degree - 66 semester credit hours (Regional)
- Prepress Certificate - 23 semester credit hours (Regional)
- Press Operations Certificate - 23 semester credit hours (Regional)

**The following colleges were approved to offer programs on a temporary basis for a period of one year and now request permanent approval of these programs.**

Illinois Central College

- Tractor Trailer Driver Certificate - 7 semester credit hours

Kaskaskia College

- Tractor Trailer Driver Certificate - 7 semester credit hours

Lake Land College

- Commercial Truck Driver Training Certificate - 7 semester credit hours

Lewis & Clark Community College

- Truck Driver Certificate - 7 semester credit hours

Richland Community College

- Transportation Certificate - 7 semester credit hours

Southwestern Illinois College

- Certified CISCO Networking Specialist Certificate - 19 semester credit hours

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



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Item #11.2 - Review and Approval of Short-Term Occupational Certificate Programs

The Illinois Community College Board hereby adopts the following policy to streamline the approval of occupational certificate programs.

1. Two categories for occupational certificate programs of less than 30 semester credit hours will be established.
  - a. Short-term certificate programs of less than seven semester credit hours.
  - b. Basic certificate programs of between seven and 29 semester credit hours.
2. Colleges will be allowed to implement short-term certificate programs (less than seven semester credit hours) by reporting their intention to Illinois Community College Board staff provided the college has previous approval to offer one or more programs in the same two-digit CIP category as the new short-term certificate program.
3. Colleges will be required to follow the existing new unit request procedure for basic certificates (seven to 29 semester credit hours). To facilitate a timely response to the requests for basic certificate programs, the Illinois Community College Board delegates approval authority to its President/CEO, who will report to the Board a list of basic certificate programs that have been approved.

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

Item #12 - Information Items

Item #12.1 - Fiscal Year 2000 Financial Statements (Final)

Financial Statements are provided for Board information.

Item #12.2 - Fiscal Year 2001 Financial Statements (September 2000)

Financial Statements are provided for Board information.

Item #12.3 - Status Report on the Joint Education Committee and the P-16 Partnership for Educational Excellence

The Board was provided an update on the current standing of the Joint Education Committee and P-16 initiative to date. Additional reports will be provided to the ICCB as future initiatives are identified and developed.

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Item #14 - Adjournment

James McFarland made a motion, which was seconded by Inez Galvan, to adjourn the meeting at 11:20 a.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

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Edward T. Duffy  
Chair

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Joseph J. Cipfl  
President/CEO

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Illinois Community College Board

**REVIEW OF EXECUTIVE SESSION MINUTES**

The Illinois Open Meeting Act requires public bodies to review, at least twice a year, minutes of executive sessions to determine if the content of such minutes continue to require confidentiality or if they may be made available for public inspection.

The last review of executive session minutes was held on June 16, 2000, and the next Board review of executive session minutes will take place on June 15, 2001.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby determines that minutes of its executive sessions held on March 19, 1999; January 21, 2000; and June 16, 2000, are no longer confidential and may be released for public information upon request.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD  
REVISED FISCAL YEAR 2001 CALENDAR OF MEETINGS**

The Illinois Community College Board now has office space in the James R. Thompson Center, 100 W. Randolph Street, Chicago, and May 18 will be the first ICCB meeting in the Board's Chicago office.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby adopts the following revised fiscal year 2001 Calendar of Meetings:

Fiscal Year 2001

July 21, 2000	(Subject to Call)
September 15	9:00 a.m. - McHenry County College, Crystal Lake
October 20	9:00 a.m. - ICCB Office, 401 E. Capitol, Springfield
December 1	(Subject to Call)
January 19, 2001	9:00 a.m. - ICCB Office, 401 E. Capitol, Springfield
March 16	9:00 a.m. - Carl Sandburg College, Galesburg
<b>May 18</b>	<b>9:00 a.m. - ICCB Office, James R. Thompson Center, 100 W. Randolph Street, 2<sup>nd</sup> Floor, Chicago</b>
June 15*	9:00 a.m. - Palmer House Hilton, 17 E. Monroe Street, Chicago

\* June meetings of the ICCB are held in conjunction with the ICCTA and Presidents Council.

Illinois Community College Board

**FISCAL YEAR 2002  
SYSTEM OPERATING, CAPITAL, ADULT EDUCATION, AND OFFICE  
BUDGET RECOMMENDATIONS**

The Illinois Board of Higher Education, at its meeting on Wednesday, December 13, 2000, approved its recommendations for: (1) a community college system operating and capital budgets, (2) an adult education system budget and (3) an ICCB office budget. The amounts approved are summarized herein. It is now the responsibility of the ICCB to have a fiscal year 2002 appropriation bill, along with any required substantive legislative language related to the appropriations bill, introduced in the General Assembly.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its President/CEO to prepare an appropriations bill and any related substantive legislation for introduction in the General Assembly in the spring 2001 legislative session that reflects the amounts recommended by the Illinois Board of Higher Education for the community college and adult education systems as summarized in each budget recommendation and reappropriated fiscal year 2001 budget items, as may be necessary.

**Community College System Operating Budget.** The level of funding for the system operating budget is summarized in Table 1. District allocations can be found on the ICCB website at [www.iccb.state.il.us](http://www.iccb.state.il.us).

The IBHE fiscal year 2002 system operating budget recommendations are for an increase of \$18.0 million to \$331.8 million, a 5.8 percent increase over fiscal year 2001 for the Illinois community college system. Base operating grants have increased \$10.9 million or 6.0 percent. Equalization grants have increased by \$3.7 million or 5.1 percent. This brings the equalization threshold to 98.5 percent of full funding. Performance-based initiative funding is up \$0.9 million or 45.0 percent. The total unrestricted grants increase for community colleges is \$15.6 million or 6.0 percent.

The workforce development and advanced technology grants are up \$0.5 million or 3.4 percent. The accelerated college enrollment grants have increased \$0.5 million or 50.0 percent. Deferred Maintenance grants are up \$0.6 million or 16.9 percent. The total restricted grants increase for community colleges is \$2.2 million or 4.4 percent. The statewide initiative and other grants is up \$0.2 million or 6.8 percent. This also includes the first year funding of the foundation matching grant at \$0.3 million.

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**Community College System Capital Budget.** The Capital Development Board receives the appropriations for state-funded capital projects and will introduce an appropriations bill that will include community college projects. The individual community college projects and statewide initiatives are summarized in Table 2. The IBHE's priority listing of all higher education capital projects is included in Table 3.

The IBHE capital budget recommendations total \$540.0 million. Of this total \$231.3 million is for the direct benefit of the Illinois Community College System. It includes 22 campus-specific projects totaling \$220.6 million, \$9.1 million for capital renewal, and \$1.6 million for Black Hawk College and City Colleges of Chicago to convert their television stations to digital signal.

**Adult Education.** The fiscal year 2002 budget recommendations will be distributed to community colleges, public schools, regional offices of education, community-based organizations, correctional institutions, and other providers of adult education.

The total state resources requested for adult education are \$41.3 million. This is an increase of \$11.2 million or 37.5 percent. This recommended increase if the full amount requested by the ICCB. Table 4 summarizes the adult education budget request.

**ICCB Office Budget.** The ICCB office operations budget approved by IBHE totals \$25,616,400 from five funds. The office administration from state general funds is increasing by 7.1 percent or \$171,700. The IBHE recommends a funding level for office administration, and the ICCB can allocate within the allowable lines as needed. Table 5 (for Board members only) details the budget; however, some minor adjustments may be made within the line item totals.

**Illinois Community College Board**  
**Table 1**  
**Fiscal Year 2002 Operating Grants to Colleges**

<b><u>Grants to Colleges</u></b>	<b><u>FY 2001 Appropriation</u></b>	<b><u>FY2002 ICCB Request</u></b>	<b><u>FY2002 IBHE Recommendation</u></b>	<b><u>Dollar Difference</u></b>	<b><u>Percent Difference</u></b>
Base Operating Grants	\$182,826,600	\$ 197,728,500	\$ 193,775,000	\$10,948,400	6.0%
<i>Credit Hour Allocation</i>	180,626,600	195,378,500	191,425,000	\$10,798,400	6.0%
<i>GSF Allocation</i>	2,200,000	2,350,000	2,350,000	\$150,000	6.8%
Small College Grants	\$900,000	\$ 900,000	\$ 900,000	\$0	0.0%
Equalization Grants	\$73,657,000	\$ 82,900,000	\$ 77,391,500	\$3,734,500	5.1%
Performance Based Initiative	\$2,000,000	\$ 6,167,000	\$ 2,900,000	\$900,000	45.0%
<b><i>Unrestricted Grants to Colleges</i></b>	<b>\$259,383,600</b>	<b>\$287,695,500</b>	<b>\$274,966,500</b>	<b>\$15,582,900</b>	<b>6.0%</b>
Current Workforce Training Grants	\$5,000,000	\$ 5,000,000	\$ 5,000,000	\$0	0.0%
Workforce Development Grants	\$13,850,000	\$ 14,600,000	\$ 14,317,000	\$467,000	3.4%
Special Populations Grants	\$13,000,000	\$ 13,650,000	\$ 13,260,000	\$260,000	2.0%
Accelerated College Enrollment Grants	\$1,000,000	\$ 2,500,000	\$ 1,500,000	\$500,000	50.0%
Illinois Community Colleges Online Grants	\$550,000	\$ 1,000,000	\$ 550,000	\$0	0.0%
Advanced Technology Grants	\$13,600,000	\$ 14,850,000	\$ 14,057,000	\$457,000	3.4%
Deferred Maintenance Grants	\$3,250,000	\$ 3,800,000	\$ 3,800,000	\$550,000	16.9%
Retirees Health Insurance Grants	\$735,000	\$ 735,000	\$ 735,000	\$0	0.0%
<b><i>Restricted Grants to Colleges</i></b>	<b>\$50,985,000</b>	<b>\$56,135,000</b>	<b>\$53,219,000</b>	<b>\$2,234,000</b>	<b>4.4%</b>
<b>TOTAL GRANTS TO COLLEGES</b>	<b>\$310,368,600</b>	<b>\$343,830,500</b>	<b>\$328,185,500</b>	<b>\$17,816,900</b>	<b>5.7%</b>
<b><u>Statewide Initiative &amp; Other Grants</u></b>					
East St. Louis Higher Education Center	\$2,100,000 *	\$ 2,800,000	\$ 2,200,000	\$100,000	4.8%
Lincoln's Challenge Grants	\$175,000	\$ 125,000	\$ 125,000	(\$50,000)	-28.6%
Leadership & Core Values	\$400,000	\$ 400,000	\$ 250,000	(\$150,000)	-37.5%
Special Initiative Grants	\$750,000	\$ 1,500,000	\$ 750,000	\$0	0.0%
Foundation Matching Grants	\$0	\$ 1,000,000	\$ 333,000	\$333,000	--
Designated Grants	\$460,000 **	\$ 0	\$ 460,000	\$0	0.0%
<b>Total Statewide Initiatives &amp; Other Grants</b>	<b>\$3,885,000</b>	<b>\$5,825,000</b>	<b>\$4,118,000</b>	<b>\$233,000</b>	<b>6.0%</b>
<b>GRAND TOTAL</b>	<b>\$314,253,600</b>	<b>\$349,655,500</b>	<b>\$332,303,500</b>	<b>\$18,049,900</b>	<b>5.7%</b>

\*Excludes \$1.2M appropriated to ICCB and transferred to SIU-E for operation and maintenance costs at the East St. Louis Higher Education Center.

\*\*Appropriated to IBHE in FY2001

Illinois Community College Board  
**Table 2**  
 Illinois Community College Board  
 Fiscal Year 2002 Capital Budget Recommendation

			<b>State Funding Only</b>	
			ICCB REQUEST LEVEL	IBHE RECOMMENDATION LEVEL
<b>Statewide Initiatives (community college share)</b>				
Capital Renewal Grants			\$12,000,000	\$9,107,500
TV Infrastructure Digitalization (Black Hawk & City Colleges of Chicago)			0	1,628,800
<b>Specific Project Initiatives</b>				
Rank	District			
1	Wood	New Campus Phase II (Buildings D & F)	5,436,000	5,436,200
2	Oakton	Ray Hartstein Addition (Phase II)	7,581,000	7,581,000
3	Lake County	Technology Building (Phase II)	26,504,000	26,504,000
4	Lake Land	Student Services Building Addition (Student Center)	6,401,000	6,401,000
5	Triton	Rehabilitation of Technology Building	7,435,000	7,434,800
6	Joliet	Utilities Renovation	3,010,000	3,009,800
7	Illinois Central	Manufacturing Technology Center	7,248,000	7,248,000
8	Morton	Building Envelope Repairs	3,767,000	3,767,000
9	Rock Valley	Arts Instructional Center	23,494,000	23,494,000
10	Elgin	Spartan Drive Extension	2,594,000	2,594,300
11	Parkland	Student Services Center	10,471,000	10,471,000
12	Sauk Valley	Remodeling of T-1 and West Wing	3,158,000	3,158,000
13	Harper	Engineering & Technology Center Renovation	13,640,000	13,640,000
14	Rend Lake	Art Program Addition	327,000	327,000
15	Lake Land	Rural Development Technology Center	5,021,000	5,021,000
16	DuPage	Instructional Center Noise Abatement	1,135,000	1,135,000
17	Harper	Science Center Building	27,844,000	27,844,000
18	Illinois Valley	Community Instructional Center Building	10,874,000	10,874,000
19	Lake Land	Center for Technical Education	5,498,000	5,498,000
20	Lake County	Student Services Building	29,811,000	29,811,000
21	Heartland	Workforce Development Center	11,435,000	11,435,000
22	Kaskaskia	Child Care & Workforce Development Center	7,901,000	7,901,000
23	Shawnee	Metropolis Regional Educational Center	2,264,000	0
24	Triton	Nuevos Horizontes Renovation	1,337,000	0
25	Richland	Student Success Center and Addition	2,202,000	0
26	IECC Lincoln Trail	Center for Technology	7,581,000	0
27	Joliet	Student Support Center and Remodeling of Classrooms	16,573,000	0
28	Spoon River	Educational Buildings Expansion	2,929,000	0
29	CCC Kennedy-King	Planning and Land Acquisition	12,000,000	0
30	Moraine Valley	College Center Expansion and Renovation	8,206,000	0
31	Lincoln Land	Project Outreach: Regional Center Expansion	2,485,000	0
32	Southeastern	Carmi/White County Vocational Building	824,000	0
33	Sauk Valley	Remodel Natural Sciences Laboratories	1,728,000	0
34	Lewis & Clark	Edwardsville-GlenCarbon Regional Industrial Training/Education Cent	4,758,000	0
35	Rend Lake	Physical Rehab and Fitness Center	497,000	0
36	Illinois Valley	Classroom/Library Remodeling/Addition	5,572,000	0
37	Danville	Addition/Remodeling of Mary Miller Center	2,034,000	0
38	Waubonsee	Henning Academic Computing Center Addition	6,725,000	0
39	CCC Districtwide	ADA Compliance Work	5,520,000	0
40	IECC Olney Central	Applied Technology Center	956,000	0
41	Black Hawk	Arena Complex	1,275,000	0
42	Southwestern	Belleville Campus Site Improvements	5,452,000	0
43	Carl Sandburg	Parking Lot Paving	435,000	0
44	South Suburban	Aviation and Aerospace Education Center	4,478,000	0
45	Southwestern	Fire Science Training Center	846,000	0
46	Black Hawk	Building 3 Renovations	2,565,000	0
47	DuPage	Grounds and Retention Pond Improvements	1,662,000	0
48	CCC Olive-Harvey	New Roadway Entrance	4,670,000	0
<b>PROJECT SPECIFIC TOTALS</b>			<b>\$326,159,000</b>	<b>\$220,585,100</b>
<b>SYSTEM INITIATIVES AND PROJECT SPECIFIC TOTALS</b>			<b>\$338,159,000</b>	<b>\$231,321,400</b>



**Illinois Community College Board**  
**Table 3**  
**FISCAL YEAR 2002 IBHE PRIORITY LIST**  
**HIGHER EDUCATION CAPITAL IMPROVEMENTS**

(in thousands of dollars)

Priority Number	Institution	Project	Budget Category	Recommendation	Cumulative Total
1	Statewide	Capital Renewal (includes \$10,000.0 Build Illinois Bond Funds)	Remodeling	\$ 30,000.0	\$ 30,000.0
2	Eastern Illinois University; Southern Illinois University at Carbondale; University of Illinois at Urbana-Champaign; Black Hawk College; City Colleges of Chicago	Public Television Stations Infrastructure Digitalization	Equipment	4,886.7	34,886.7
3	Northeastern Illinois University	Buildings "C" Window Wall, HVAC Replacement, Office Modifications	Remodeling	9,064.3	43,951.0
4	Chicago State University	Buildings "F" and "E" Remodeling and Expansion			
5	John Wood Community College	Library Building	Buildings	16,000.0	59,951.0
6	Oakton Community College	<b>New Campus, Phase II</b>	<b>Buildings</b>	<b>5,436.2</b>	<b>65,387.2</b>
7	Eastern Illinois University	<b>Ray Hartstein Addition, Phase II</b>	<b>Buildings</b>	<b>7,581.0</b>	<b>72,968.2</b>
8	College of Lake County	Fine Arts Center Renovation and Expansion	Remodeling	40,003.0	112,971.2
9	University of Illinois at Urbana-Champaign	<b>Technology Building, Phase II</b>	<b>Buildings</b>	<b>26,504.0</b>	<b>139,475.2</b>
10	Illinois State University	Siebel Computer Science Building	Buildings	32,000.0	171,475.2
11	Western Illinois University	Schroeder Hall Rehabilitation	Remodeling	17,500.0	188,975.2
12	Southern Illinois University at Carbondale	Memorial Hall Infrastructure Rehabilitation	Remodeling	12,000.0	200,975.2
13	Lake Land College	Morris Library Renovation/Addition	Planning, Equipment	1,918.9	202,894.1
14	Southern Illinois University at Edwardsville	<b>Student Services Building Addition</b>	<b>Buildings</b>	<b>6,401.0</b>	<b>209,295.1</b>
15	University of Illinois at Urbana-Champaign	Science Laboratory Building Renovation and Expansion	Planning	1,500.0	210,795.1
16	Northern Illinois University	Campus Chiller	Utilities	45,000.0	255,795.1
17	Triton College	Campus Chilled Water Production and Distribution	Utilities	7,829.8	263,624.9
18	Joliet Junior College	<b>Technology Building Rehabilitation</b>	<b>Remodeling</b>	<b>7,434.8</b>	<b>271,059.7</b>
19	Illinois Central College	<b>Utilities Renovation</b>	<b>Remodeling</b>	<b>3,009.8</b>	<b>274,069.5</b>
20	Illinois State University	<b>Manufacturing Technology Center</b>	<b>Buildings</b>	<b>7,248.0</b>	<b>281,317.5</b>
21	Northeastern Illinois University	Life Safety Improvements	Remodeling	11,250.0	292,567.5
22	Southern Illinois University at Carbondale	Buildings "A," "B," and "E" Rehabilitation	Equipment	3,557.4	296,124.9
23	Western Illinois University	Communications Building Renovation and Addition for Digitalization	Remodeling	3,644.4	299,769.3
24	Morton College	Life Safety Improvements, Phase I	Remodeling	8,000.0	307,769.3
25	Rock Valley College	<b>Building Structural Repair</b>	<b>Remodeling</b>	<b>3,767.0</b>	<b>311,536.3</b>
26	University of Illinois at Springfield	<b>Arts Instructional Building</b>	<b>Buildings</b>	<b>23,494.0</b>	<b>335,030.3</b>
27	Elgin Community College	Classroom Office Building	Buildings	30,000.0	365,030.3
28	Parkland College	<b>Spartan Drive Extension</b>	<b>Site Improvements</b>	<b>2,594.3</b>	<b>367,624.6</b>
29	Sauk Valley Community College	<b>Student Services Center</b>	<b>Buildings</b>	<b>10,471.0</b>	<b>378,095.6</b>
30	William Rainey Harper College	<b>T-1 and Building One West Wing Remodeling; Storage Facility Construction</b>	<b>Remodeling</b>	<b>3,158.0</b>	<b>381,253.6</b>
31	Chicago State University	<b>Engineering and Technology Center Renovation</b>	<b>Remodeling</b>	<b>13,640.0</b>	<b>394,893.6</b>
32	Rend Lake College	Convocation Center	Equipment	3,000.0	397,893.6
33	Illinois Mathematics and Science Academy	<b>Art Program Addition</b>	<b>Buildings</b>	<b>327.0</b>	<b>398,220.6</b>
34	Lake Land College	Laboratory Remodeling and Expansion	Remodeling	4,881.8	403,102.4
35	University of Illinois at Chicago	<b>Rural Development Technology Center</b>	<b>Buildings</b>	<b>5,021.0</b>	<b>408,123.4</b>
36	Northern Illinois University	Roof and Masonry Repairs	Remodeling	8,000.0	416,123.4
37	Eastern Illinois University	Campus Improvements	Remodeling, Equipment,	12,710.0	428,833.4
38	College of DuPage	South Campus Chilled Water Loop	Site Improvements		
39	William Rainey Harper College	Instructional Center Noise Abatement	Utilities	2,500.0	431,333.4
40	Northern Illinois University	<b>Science Center</b>	<b>Remodeling</b>	<b>1,135.0</b>	<b>432,468.4</b>
41	Northeastern Illinois University	Stevens Building Renovation	Buildings	27,844.0	460,312.4
42	Governors State University	Education Building	Planning	917.8	461,230.2
43	Illinois Valley Community College	Buildings "F" and "E" Remodeling and Expansion	Planning	3,440.9	464,671.1
44	Lake Land College	Campus Roadway and Sidewalk Renovation	Site Improvements	1,847.5	466,518.6
45	Illinois Mathematics and Science Academy	<b>Community Instructional Center</b>	<b>Buildings</b>	<b>10,874.0</b>	<b>477,392.6</b>
46	College of Lake County	<b>Technology Building, Phase II</b>	<b>Buildings</b>	<b>5,498.0</b>	<b>482,890.6</b>
47	Heartland Community College	Mezzanine Renovation and Expansion	Remodeling	7,943.7	490,834.3
48	Kaskaskia College	<b>Student Services Building</b>	<b>Buildings</b>	<b>29,811.0</b>	<b>520,645.3</b>
		<b>Workforce Development Center</b>	<b>Buildings</b>	<b>11,435.0</b>	<b>532,080.3</b>
		<b>Child Care Facility and Workforce Development Center</b>	<b>Buildings</b>	<b>7,901.0</b>	<b>539,981.3</b>
				\$ 539,981.3	

**Illinois Community College Board**

**Table 4**

**Fiscal Year 2002 Adult Education Operating Budget**

<b><u>Adult Education Grants</u></b>	<b><u>FY 2001 Appropriation</u></b>	<b><u>FY2002 ICCB Request</u></b>	<b><u>FY2002 IBHE Recommendations</u></b>	<b><u>Dollar Difference</u></b>	<b><u>Percent Difference</u></b>
Illinois Community College Board	\$ 2,000,000	\$ 16,560,100	\$ 16,560,100	\$ 14,560,100	728.0%
Illinois State Board of Education*	\$ 8,937,100	\$ 0	\$ 0	\$ 1,064,804,724	
Public Aid*	\$ 10,068,200	\$ 10,068,200	\$ 10,068,200	\$ 0	0.0%
Performance Based*	\$ 9,000,000	\$ 14,623,000	\$ 14,623,000	\$ 5,623,000	62.5%
<b>TOTAL STATE RESOURCES FOR ADULT EDUCATION</b>	<b>\$ 30,005,300</b>	<b>\$ 41,251,300</b>	<b>\$ 41,251,300</b>	<b>\$ 11,246,000</b>	<b>37.5%</b>
Federal*	\$ 18,000,000	\$ 21,000,000	\$ 21,000,000	\$ 3,000,000	16.7%
<b>TOTAL ADULT EDUCATION RESOURCES</b>	<b>\$ 48,005,300</b>	<b>\$ 62,251,300</b>	<b>\$ 62,251,300</b>	<b>\$ 14,246,000</b>	<b>29.7%</b>

\*Funds appropriated to ISBE in fiscal year 2001 and prior.

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**

Black Hawk College

< Carpenter Apprenticeship A.A.S. degree - 61 semester credit hours

Heartland Community College

< Emergency Medical Technician (EMT)-Paramedic Certificate - 40 semester credit hours

**BACKGROUND**

**Black Hawk College** is seeking approval to offer a 61 semester credit hour Associate of Applied Science “Carpenter Apprenticeship” degree program. The program is a cooperative effort between the college and the Quad City Builders - Tri-City Carpenters Union for the purpose of broadening the educational opportunities for individuals admitted into the Carpenter Apprenticeship Training program. The program will prepare students for employment as carpenters in industrial, commercial and residential construction, and repair and maintenance settings. The curriculum consists of coursework in blueprint reading, construction materials, cost estimating, industry standards, rough and finish carpentry techniques, roofing and siding, flooring, painting, drywall installation, basics in electricity, plumbing and heating/air conditioning, and safety precautions, in addition to general education studies. The college anticipates an enrollment of 36 part-time students each year for the first three years. Labor market information provided by the college supports the need for qualified carpenters both districtwide and statewide. In Illinois, employment of “carpenters” is expected to grow slightly faster than the average for all occupations through the year 2006. No new faculty members will be needed for this program.

The technical core courses and the internship component will be taught by Tri-City Carpenters Union instructors, while general education courses will be taught by the college. The costs for implementing this program will be instructional costs only and will be reimbursed by the Union.

Agenda Item #10.5  
January 19, 2001

**Heartland Community College** is seeking approval to offer a 40 semester credit hour “Emergency Medical Technician (EMT)-Paramedic” certificate program. The purpose of the program is to prepare individuals for careers in emergency medical services where they will provide immediate care to critically ill or injured persons and may transport them to hospitals. In addition to basic and intermediate EMT training, the curriculum will consist of coursework in advanced pre-hospital care, patient assessment, advanced airway care and emergency pharmacology. These courses have incorporated the new National Standard Curriculum for Paramedics as published by the USDOT-National Highway Traffic Safety Administration, a requirement of the Illinois Administrative Code. Development of these programs is in cooperation with the McLean County Emergency Medical Services System.

The college anticipates an enrollment of 10 full-time students the first year increasing to 15 students by the third year. Labor market information provided by the college supports the need for qualified emergency medical technicians both districtwide and statewide. In Illinois, the occupation “emergency medical technician” is growing at a rate over twice as fast as the average for all occupations. The program will require one existing full-time faculty person and two existing part-time faculty the first year. The cost of implementing this program will be approximately \$6,000 the first year, \$750 the second year, and \$5,000 the third year.

#### **TEMPORARY PROGRAM APPROVAL**

Carl Sandburg College

< Construction Engineering Technology A.A.S. degree - 64 semester credit hours

Elgin Community College

< Computer Programming Certificate - 40 semester credit hours

#### **BACKGROUND**

**Carl Sandburg College** is seeking temporary approval to offer a 64 semester credit hour Associate of Applied Science in “Construction Technology” degree program. This program will prepare students for employment as semi-professional technicians in construction and related fields. Sectors of the construction industry that utilize construction technicians include residential and commercial construction, metal building construction, and drafting services in addition to industries such as architectural services and civil engineering. The program will consist of coursework in drafting, blueprint reading, manufacturing processes, construction methods and materials, computer-aided design, estimating, and structural design in addition to general studies. The college anticipates an enrollment of approximately seven students the first year increasing to 14 students by the third year. Labor market information provided by the college supports the need for individuals trained in basic construction technology in their district. Temporary approval is recommended for a period of three years, after which permanent approval will be considered, based on program outcomes.

Agenda Item #10.5

January 19, 2001

**Elgin Community College** is seeking temporary approval to offer a 40 semester credit hour certificate program in Computer Programming for a period of three years. This program will prepare individuals for entry-level employment in the information technology field as a Client/Server Programmer, Midrange Programmer, Applications Systems Analyst, Mainframe Programmer or an Operating Systems Programmer. This curriculum builds on the Internet Programming certificate by providing students with more specialized training in database design, internet programming systems analysis. Labor market information provided by the college supports the need for individuals skilled in programming languages useful in a variety of settings. The college anticipates full-and part-time enrollments of 10 students the first year, increasing to 15 students by the third year. The college anticipates approximately 5 placements by the second year and 7 placements by the third year. The college is seeking temporary approval for this program in order to meet the immediate needs of the district by offering training in a new and emerging field. Permanent approval for the program will be considered at the end of this period, based on program outcomes.

**INFORMATION ITEM - BASIC CERTIFICATE APPROVAL**

Following is a list of basic certificates that have been approved on behalf of the Illinois Community College Board by the President/CEO since the last Board meeting:

Elgin Community College

- < Internet Programming Certificate - 26 semester credit hours
- < Data Communications Technologies Certificate - 26 semester credit hours
- < Electronic Communications Certificate - 22 semester credit hours

Heartland Community College

- < Emergency Medical Technician (EMT) - Basic Certificate - 8 semester credit hours
- < Emergency Medical Technician (EMT) - Intermediate Certificate - 18 semester credit hours

Lincoln Land Community College

- < Truck Driver Training: Advanced CDL Certificate - 16 semester credit hours

January 19, 2001

Illinois Community College Board

**PROPOSED AMENDMENTS TO  
ILLINOIS COMMUNITY COLLEGE BOARD RULES  
CONCERNING ADMINISTRATIVE RULES**

*(Final Approval)*

This item proposes amendments to existing ICCB Administrative Rules. Repealing identified sections dealing with restricted grant programs provides flexibility and efficiency for the Illinois Community College Board to annually adopt specific policy guidelines that govern the expenditure of funds for the intended purposes and be responsive to new initiatives and/or changing priorities without specifically making these changes to the Administrative Rules. The Joint Committee on Administrative Rules (JCAR) approved the repeal of these specific rule requirements. At JCAR's recommendation, further amendments will be proposed within the next six months to include references to the administered grant programs. ICCB staff will be working with JCAR to develop those amendments.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby adopts and approves the following amendments to the *Administrative Rules of the Illinois Community College Board* and authorizes its President/CEO to process these amendments in accordance with the Illinois Administrative Procedures Act.

SUBPART E: FINANCE

**Section 1501.501 Definition of Terms**

~~Advanced Technology Equipment Grant. The advanced technology equipment grant provides state funds to Illinois public community colleges for the procurement of equipment necessary to upgrade curricula impacted by technological changes. (See Section 2-16 of the Act.)~~

Annual Financial Statement. The "annual financial statement," which is required to be published by a district, consists of two parts:

- an annual financial report, which includes a statement of revenues and expenditures along with other basic financial data; and
- an annual program report, which provides a narrative description of programs offered, goals of the district, and student and staff data.

Attendance at Midterm. A student is "in attendance at midterm" in a course if the student is currently enrolled in and actively pursuing completion of the course.

Agenda Item #10.6

January 19, 2001

Auditor. An auditor is a person who enrolls in a class without intent to obtain academic credit and whose status as an auditor is declared by the student, approved by college officials, and identified on college records prior to the end-of-registration date of the college for that particular term.

~~Business Assistance Centers and Workforce Preparation Offices. Business assistance centers and workforce preparation offices are entities at community colleges that conduct, coordinate, and assist with workforce preparation activities.~~

Capital Renewal Grants. Capital renewal grants are state grants allocated proportionally to each community college district based on the latest fall on-campus nonresidential gross square feet of facilities as reported to certified by the ICCB. Such grants are to be utilized for miscellaneous capital improvements such as rehabilitation, remodeling, improvement, and repair; architect/engineer services; supplies, fixed equipment, and materials; and all other expenses required to complete the work.

~~Deferred Maintenance Grants. Deferred maintenance grants are state grants allocated to each community college district based on total nonresidential gross square feet of facilities completed or under construction and/or other measures as certified by the ICCB. Such grants are to be utilized for miscellaneous noncapital deferred maintenance improvements such as minor rehabilitation, remodeling, improvement, and repair; supplies, equipment, and materials; and all other expenses required to complete the work.~~

Lincoln's Challenge Scholarship Grants. The Lincoln's Challenge Program is administered by the Illinois Department of Military Affairs. Upon successful completion of that program, students qualify for a scholarship to a community college. The Lincoln's Challenge Scholarship Grant is a special appropriation received by the ICCB from the Governor and the General Assembly. These scholarships provide an opportunity for graduates of Lincoln's Challenge to transition easily into higher education by enrolling in attending one of the ~~40~~ 49 public community colleges districts in which the student resides in the State. The scholarship grants can be used to cover the cost of education that includes tuition, books, fees and required educational supplies.

Residency - Applicability-Verification of Status. As part of verification that its credit hours are eligible to receive ICCB grants, each community college district shall adopt a process for verifying the residency status of its students and shall file a description of this process with the ICCB by July 1, 1990. The process shall include the methods for verifying residency as defined in the general provisions, special state provisions, and district provisions of this subsection. Each district shall file descriptions of any revisions to its process with the ICCB prior to their implementation.

Residency - General Provisions. The following provisions apply both to state and district residency definitions:

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To be classified as a resident of the State of Illinois or of the community college district, each student shall have occupied a dwelling within the state or district for at least 30 days immediately prior to the date established by the district for classes to begin.

The district shall maintain documentation verifying state or district residency of students.

Students occupying a dwelling in the state or district who fail to meet the 30-day residency requirement may not become residents simply by attending classes at a community college for 30 days or more.

Students who move from outside the state or district and who obtain residence in the state or district for reasons other than attending the community college shall be exempt from the 30-day requirement if they demonstrate through documentation a verifiable interest in establishing permanent residency.

Residency - District Provisions. Students shall not be classified as residents of the district where attending even though they may have met the general 30-day residency provision if they are:

federal job corps workers stationed in the district;

inmates of state or federal correctional/rehabilitation institutions located in the district;

full-time students attending a postsecondary educational institution in the district who have not demonstrated through documentation a verifiable interest in establishing permanent residency; and

students attending under the provisions of a chargeback or contractual agreement with another community college.

Residency - Special State Provisions. Students shall be classified as residents of the state without meeting the general 30-day residency provision if they are:

federal job corps workers stationed in Illinois;

members of the armed services stationed in Illinois;

inmates of state correctional/rehabilitation institutions located in Illinois; or

employed full time in Illinois.



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Special Initiatives Grants. Special initiatives grants provide funds for conducting special initiatives activities.

Special Initiatives Activities. Special initiatives activities are defined each year in a request for proposal process. All colleges will have the opportunity to apply for funds to conduct such approved special initiatives activities. Special initiatives activities are based upon criteria as specified in terms outlined in a grant agreement between the college and the ICCB. ~~based upon criteria as specified in the special initiatives contract which is executed each year with each district. As special initiatives change, the scope of activities specified in the contracts will also change.~~

Special Populations Grant. A "special populations grant" provides funding for:

~~Special or extra services to assist special populations students to initiate, continue, or resume their education, including tutoring, educational and career counseling, referrals to external agencies, and testing/evaluation to determine courses or services needed by a special populations student.~~

~~Courses (not funded through credit hour grants) to provide the academic skills necessary to remedy or correct educational deficiencies to allow the attainment of educational foals, including remedial, adult basic education, adult secondary education, and English as a Second language courses.~~

~~Special Populations Student. A "special populations student" is a student with a social, physical, developmental, or academic disability that makes it difficult for such a student to adapt to a college environment designed for the nonspecial populations student. This may include students from minority racial/ethnic groups. Colleges shall designate which of their students are special populations as determined by teacher and counselor evaluations and various standardized tests selected by the colleges.~~

~~Technology Enhancement Grants. Technology enhancement grants provide state funds for technology infrastructure improvements. Grants shall be distributed to community colleges based upon midterm semester or equivalent credit hours and/or other measures as determined by the State Board.~~

~~Workforce Preparation Activities. Workforce preparation activities create or retain jobs and increase employment opportunities.~~

~~Workforce Preparation Grants. Workforce preparation grants provide funds for conducting workforce preparation activities.~~

**Section 1501.503 Audits**

a) External Audits.

- 1) Three copies of the annual external audit shall be submitted to the ICCB on or before October 15, following the close of the fiscal year. If the audit cannot be completed by this date, the district may submit a request for extension of time to the President/CEO ~~Executive Director~~ before October 1, following the close of the fiscal year. This request shall be accompanied by an explanation of the circumstances which cause the report to be delayed along with an estimated date for submission.
- 2) Each audit report shall contain financial statements composed of the funds established in Section 1501.511, a comment on internal control, a comment on basis of accounting, uniform financial statements prepared using the modified accrual basis of accounting, a certificate of chargeback verification and a state grant compliance section which shall include a schedule of enrollment data, a verification of enrollment data, a schedule of the district equalized assessed valuation ~~and the statutory calendar year allocation of Corporate Personal Property Replacement Taxes for debt retirement~~, schedules for the restricted/special initiative grants distributed by the ICCB and received by the district in the manner and format established by the ICCB, and a schedule of federal financial assistance and related reports as prescribed by the federal Office of Management and Budget.

Each ICCB restricted or special initiatives grant shall verify that grant funds received by the district were expended in the manner designated by the ICCB. The ICCB shall designate allowable expenditures for each of the restricted or special initiatives grants to include, but not be limited to, salary and benefits, contractual services, materials, instructional and office equipment, staff development, and travel. The external audit shall include an auditor's report on compliance with State requirements, along with a balance sheet and a statement of revenues and expenditures based upon an understanding of the (1) purpose of the grant, (2) allowable expenditures, (3) expenditure limitations, (4) grant administrative standards, and (5) transfer of funds, if applicable.

~~A) The special populations grant schedules shall verify that special populations grant funds received by the district were expended in accordance with Section 1501.508(e) and shall include an "Auditor's Report on Compliance with State Requirements," along with a statement of revenues and expenditures and a balance sheet. Multicampus districts shall submit a single report for the district which includes separate statements for each college as such relate to Section 1501.508(e).~~

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- ~~B) The workforce preparation grant schedules shall verify that the workforce preparation grant funds received by the district were expended in accordance with Section 1501.509 and shall include an "Auditor's Report on Compliance with State Requirements," along with a statement of revenues and expenditures and a balance sheet.~~
  - ~~C) The advanced technology equipment grant schedules shall verify that the advanced technology equipment grant funds were expended in accordance with Section 1501.515 and shall include an "Auditor's Report on Compliance with State Requirements," along with a statement of revenues and expenditures and a balance sheet.~~
  - ~~D) The retirees health insurance grant schedules shall verify that the retirees health insurance grant funds were expended in accordance with Section 1501.517, and shall include an "Auditor's Report on Compliance with State Requirements," along with a statement of revenues and expenditures and a balance sheet.~~
- b) Confirmation of ICCB Grants and District Credit Hours. For the purposes of confirming district records, each district shall request that its external auditor request from the ICCB a report of grants received and reimbursable student credit hours generated by the district during the fiscal year. Each district shall notify its independent external auditing firm of this requirement and will instruct that firm to make the request using the format prescribed by the Board.
  - c) Upon completion ~~After receipt~~ of the external audit, the district shall reconcile its audited expenditures to previously submitted unit cost data. The reconciliation shall be submitted on forms provided by the ICCB.

**Section 1501.507 Credit Hour Claims Grants**

- a) Claims. Claims for credit hours shall be submitted within 30 days after the end of each term in a format used ~~on forms provided~~ 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.

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- 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.
- 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; and/or
  - 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;

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- D) time period of instructional activity and projected termination date; and
  - E) procedures to evaluate the accelerated instructional activity.
- 11) 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 and evaluated by the community college. They shall be selected from full-time faculty and/or from adjunct faculty with appropriate credentials and demonstrated teaching competencies at the college level.
  - 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. The students shall meet all college criteria and follow all college procedures for enrolling in courses.
  - D) Placement Testing and Prerequisites. Students enrolling in college-level courses must satisfy course placement tests or course prerequisites when applicable to assure that they 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 institutions in Illinois or from the first-year courses in ICCB approved associate in applied science degree programs.

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- 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.
  - 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 ~~credit hour grant~~ 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 ~~credit hour grant~~ funding, the student may enroll and be claimed in the course one additional time, or

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- C) If a student completed the course previously and was claimed for ~~credit hour grant~~ 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 ~~credit hour grant~~ 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 ~~credit hour grants~~:
- 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; and/or
  - 6) Other methods of program acceleration which do not include instruction.

**~~Section 1501.508 Special Populations Grants~~**

- ~~a) Special populations grant funds shall be allocated annually to each Illinois public community college district in accordance with Section 2-16.02 of the Act.~~
- ~~b) Special populations grant funds shall be accounted for in a restricted purposes fund.~~
- ~~c) The following are allowable expenditures for special populations grant funds:
  - ~~1) Personnel. Salaries and benefits for courses and services provided only to special populations students:
    - ~~A) Tutors, both student and professional.~~
    - ~~B) Counselors and paraprofessional counselors who spend a minimum of 50 percent of their time working with special populations students.~~~~~~

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- ~~C) Adult basic/secondary and remedial education instructors, not to exceed 30 percent of the total special populations grant per district.~~
- ~~D) Direct support service personnel for assistance to students with disabilities, e.g., readers, notetakers, and drivers.~~
- ~~E) Professional and paraprofessional staff who provide outreach services and special retention programs designed for special populations students and who administer testing and assessment of special populations students.~~
- ~~2) Testing and Assessment. Includes materials, fees, and cost of test administration for testing and assessment of special populations students and testing of entering students to identify special populations students.~~
- ~~3) Instructional and Informational Materials. Books, computer software, informational brochures, pamphlets, and publications provided only to special populations students to promote special populations programs.~~
- ~~4) Instructional Equipment. Lease or purchase of, e.g., tape recorders, small computers, readers, and other assistive technology provided to special populations students.~~
- ~~5) Travel related only to special populations student needs and activities for both college personnel and students.~~
- ~~A) Special populations student activities such as field trips and student transportation.~~
- ~~B) Conference expenses related directly to special populations grant activities.~~
- ~~6) Staff development expenditures for special populations grant personnel and outside consultants.~~
- ~~7) The following special populations grant administrative expenditures relate only to special populations grants. The total administrative expenditures may not exceed 30 percent of the total special populations grant per district.~~
  - ~~A) Administrative salaries.~~
  - ~~B) Office staff salaries.~~
  - ~~C) Office equipment.~~



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- ~~\_\_\_\_\_ D) Consumable supplies.~~
- ~~\_\_\_\_\_ E) Utilities.~~
- ~~\_\_\_\_\_ F) Rental of facilities.~~
  
- ~~\_\_\_\_\_ d) Reports of services supported by the special populations grant shall be filed with the ICCB by September 1 of each year on forms provided by the ICCB.~~
  
- ~~\_\_\_\_\_ e) An initial grant in the amount designated in Section 2-16.02 of the Act shall be allocated for expenditure by each community college within a multicampus district. Remaining funds within a multicampus district may be allocated according to district policies.~~
  
- ~~\_\_\_\_\_ f) Special populations grant funds shall be expended or obligated prior to June 30 each year. Goods for which the funds have been obligated shall be received and paid for prior to September 30 following the end of the fiscal year for which the funds were appropriated. Funds for services, including salaries and benefits, may not be obligated for services rendered after June 30. Unexpended funds totaling \$100 or more shall be returned to the ICCB by October 15 following the end of the fiscal year. Unexpended funds totaling less than \$100 need not be returned to the ICCB provided the funds are spent in the next fiscal year and for the restricted grant purpose.~~
  
- ~~\_\_\_\_\_ g) Special populations grant funds not used in accordance with this Section regardless of the amount shall be returned to the ICCB within six months after receipt of the external audit report by the ICCB or other identification of improper expenditures subsequently verified by the ICCB.~~

**Section 1501.509 Workforce Preparation Grants**

- ~~\_\_\_\_\_ a) A minimum of \$30,000 of each district's workforce preparation grant shall be used to operate a business assistance center or economic development or workforce preparation office; that is, expenditures specified in subsections (d)(1), (d)(5), (d)(6), (d)(7), (d)(8), and (d)(9) below.~~
  
- ~~\_\_\_\_\_ b) No more than 25 percent of each district's workforce preparation grant may be used for expenditures for equipment as specified in subsections (d)(4) and (d)(9)(A) below.~~
  
- ~~\_\_\_\_\_ c) Workforce preparation grant activities include the following:~~
  - ~~\_\_\_\_\_ 1) Conducting customized training programs for new or existing business and industry through the following activities:~~

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- ~~A) Developing and offering customized industrial or commercially sponsored courses.~~
- ~~B) Establishing apprenticeship or internship programs with area business and industry.~~
- ~~2) Providing the following employment training services training for unemployed or underemployed adults to improve their job skills and assist them in seeking employment.~~
  - ~~A) Establishing and/or operating career counseling and testing programs.~~
  - ~~B) Providing job placement assistance.~~
  - ~~C) Conducting courses and workshops which are not claimed for credit hour grant funding.~~
- ~~3) Cooperate with other economic development entities (such as chambers of commerce, economic development commissions, and local governments) involved in commercial and industrial expansion and/or retention to:~~
  - ~~A) Provide assistance through special courses, workshops, and conferences to area business and industry and economic development entities on such topics as training; financing, starting, and operating a business; contract procurement; purchasing and accounting; and use of computers.~~
  - ~~B) Identify and develop educational programs needed by business and industry for emerging occupations.~~
  - ~~C) Obtain the use of equipment from business and industry for employment training programs.~~
  - ~~D) Assist with the conduct of an assessment of the area's assets and liabilities in attracting and retaining business and industry.~~
  - ~~E) Assist with the conduct of an industrial retention survey to assess the need for training or other assistance by area business and industry.~~
  - ~~F) Provide appropriate training assistance or services determined necessary by surveys or assessments.~~

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- ~~G) Help to market the area to prospective business and industry:~~
- ~~4) Cooperate with other community colleges, public universities, and private colleges to conduct assessments of need for higher education, to articulate the educational services being provided, and to develop telecommunications networks for instructional delivery and support.~~
- ~~d) The following are allowable expenditures for workforce preparation grant funds:~~
  - ~~1) Personnel. Salaries and benefits for the following personnel based on the percentage of time they spend on workforce preparation activities:~~
    - ~~A) Administrative and support staff of the business assistance centers or economic development or workforce preparation offices.~~
    - ~~B) Counselors that provide employment and educational counseling to unemployed or underemployed individuals.~~
    - ~~C) Instructional personnel who teach courses, which are not eligible for credit hour grant funding, to unemployed or underemployed persons or who teach customized courses, which are not eligible for credit hour grant funding, for business and industry.~~
    - ~~D) Administrative and support staff needed to operate regional consortia designed to coordinate and support off-campus extension offerings of colleges and universities within that region of the state.~~
  - ~~2) Contractual Services. Expenditures for professional services which are determined by the college to be more appropriately or efficiently provided by other public or private entities to complete specific programmatic work needed to conduct the district's workforce preparation and economic development activities.~~
  - ~~3) Instructional Materials. Books, films, and testing/evaluation materials for use in courses taught to unemployed and underemployed individuals or persons receiving industrial or customized training designed for area business and industry.~~
  - ~~4) Instructional Equipment. Lease or purchase of demonstrators, models, trainers, or other equipment for use in courses taught to unemployed and underemployed individuals or persons receiving customized training designed for area business and industry.~~

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- ~~5) Promotional Materials. Brochures, newsletters, slide presentations, films, and advertisements used to market the districts' economic development services.~~
- ~~6) Staff Development. Seminars, courses, and conferences related to workforce preparation or economic development for administrative staff that spend 51 percent of their time working in the business assistance center or economic development or workforce preparation office.~~
- ~~7) Conference and Meeting Expenses. Expenses for conducting conferences and meetings related to workforce preparation grant activities specified in subsection (c) at which workforce preparation grant staff, business and industry, and/or economic development entities are in attendance.~~
- ~~8) Travel. Travel expenses related to workforce preparation grant activities as specified in subsection (c) above for staff specified in subsection (d)(1) above and their supervisors.~~
- ~~9) The following are related costs of operating a business assistance center or economic development or workforce preparation office:
  - ~~A) Office equipment~~
  - ~~B) Utilities and telephone~~
  - ~~C) Consumable supplies~~
  - ~~D) Duplicating~~
  - ~~E) Facility rental~~~~
- ~~e) Workforce preparation grant funds designated for special state initiatives in an amount specified by the General Assembly shall be administered by the Board to ensure that the special state initiatives are implemented.~~
- ~~f) Reports of services and courses supported by the workforce preparation grant shall be filed with the ICCB by August 1 following the end of the fiscal year on forms provided by the ICCB.~~
- ~~g) Workforce preparation grant funds shall be accounted for in a set of self-balancing accounts within the restricted purposes fund.~~
- ~~h) Workforce preparation grant funds shall be expended or obligated prior to June 30 each year. Goods for which funds have been obligated shall be received and paid for prior to September 30 following the end of the fiscal year for which the funds were appropriated. Funds for services, including salaries and benefits, may not be obligated for services rendered after June 30. Unexpended funds totaling \$100~~

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~~or more shall be returned to the ICCB by October 15 following the end of the fiscal year. Unexpended funds totaling less than \$100 need not be returned to the ICCB provided the funds are spent in the next fiscal year and for the restricted grant purpose.~~

- ~~i) Workforce preparation grant funds not used in accordance with this Section regardless of the amount shall be returned to the ICCB within six months after receipt of the external audit report by the ICCB or other identification of improper expenditures subsequently verified by the ICCB.~~

**Section 1501.511 Chart of Accounts**

- a) Community College Funds. The funds listed below or a subset of these funds shall be used for publicly reporting community college financial transactions. The local Board of Trustees may determine the distribution of unrestricted revenues among the operating funds, i.e., the Education Fund, the Operations, Building and Maintenance Fund, and the Public Building Commission Operation and Maintenance Fund.
- 1) Operating Funds
    - A) Education Fund. Local property taxes for educational purposes shall be recorded as revenue in this fund.
    - B) Operations, Building and Maintenance Fund. Local property taxes for operations, building, and maintenance purposes shall be recorded as revenue in this fund.
    - C) Public Building Commission Operation and Maintenance Fund. Local property taxes for the operation and maintenance of college buildings leased from the Public Building Commission shall be recorded in this fund. Each agreement to operate and maintain property must be accounted for using a separate set of self-balancing accounts.
  - 2) Restricted Purposes Fund. This fund is for the purpose of accounting for monies that have external restrictions regarding their use. Each of the restricted sources of revenue in this fund shall be accounted for separately using a group of self-balancing accounts.
  - 3) Audit Fund. The audit tax levy shall be recorded in this fund. Monies in this fund shall be used only for the payment of auditing expenses.

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- 4) Liability, Protection and Settlement Fund. The tort liability and Medicare insurance/FICA tax levies should be recorded in this fund. The monies in this fund and interest earned on assets shall be used only for the payment of tort liability, unemployment, or worker's compensation insurance and or claims, or the cost of participation in the federal Medicare/Social Security program. ~~The tax levy for tort liability, worker's compensation, and unemployment insurance and claims shall be recorded in this fund. The monies in this fund and interest earned on the assets of this fund shall be used only for the payment of tort liability, worker's compensation, and unemployment insurance and claims.~~
- 5) Bond and Interest Fund. Revenues in this fund consist of property taxes for principal and interest bond payments ~~and Corporate Personal Property Replacement Tax Revenues~~ statutorily allocated for principal and interest bond payments (Ill. Rev. Stat., 1991, ch. 85, par. 616). All principal and interest bond payments shall be expended from this fund. The debt service for each bond issue must be accounted for with a group of self-balancing accounts within the fund.
- 6) Public Building Commission Rental Fund. Local property taxes for the payment of lease obligations to the Public Building Commission shall be recorded in this fund. Each lease with the Public Building Commission shall be accounted for using a separate group of self-balancing accounts.
- 7) Operations, Building and Maintenance Fund (Restricted). This fund is used to account for funds which can be used only for site acquisition and construction and equipping of buildings. The monies in this fund shall not be permanently transferred or loaned to any other fund.
- 8) Building Bond Proceeds Fund. Proceeds from construction bonds shall be recorded in this fund. Each bond issue shall be accounted for using a separate group of self-balancing accounts.
- 9) Auxiliary Enterprises Fund. This fund is for the purpose of accounting for those services where a fee is being charged students and staff. Only monies that the institution has control of should be included in this fund. Each enterprise service where a fee is being charged should be accounted for using a separate group of self-balancing accounts.
- 10) Working Cash Fund. This fund shall be used to account for the proceeds of working cash bonds.
- 11) Trust and Agency Fund. This fund shall be used to receive and hold monies in which the district serves as a custodian or fiscal agent for another body.

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- 12) Investment in Plant Account Group. This group of accounts shall be used to record the cost/value of plant assets.
  - 13) Long-term Liabilities Account Group. This group of accounts shall be used to record liabilities that are payable beyond the current fiscal year.
- b) Program and Object Codes. The program and object codes (report structure) used specified by the ICCB shall be used for publicly reporting community college financial transactions.

**~~Section 1501.515 Advanced Technology Equipment Grants~~**

- ~~a) An annual grant shall be allocated to each Illinois public community college district in accordance with Section 2-16.01 of the Act.~~
- ~~b) Advanced technology equipment grant funds shall be accounted for in a set of self-balancing accounts within the Restricted Purposes Fund [see Section 1501.511(a)(4)].~~
- ~~c) Allowable expenditures for advanced technology equipment grant funds are: demonstrators, models, trainers, and other instructional equipment needed for instruction or instructional support services, including connectors, interfacing equipment, computer software, computer peripherals, operating and repair instruction manuals, instructional furnishings that are designed for and integral to the use of the instructional equipment, and telecommunications networks designed to interconnect with other colleges and extension centers within the district.~~
- ~~d) By August 1 following the end of the fiscal year, the community college district shall file a report with the ICCB in a format prescribed by the ICCB, detailing how the funds were utilized.~~
- ~~e) Advanced technology equipment grant funds shall be expended or obligated by June 30 of the year for which they were awarded. Goods for which funds have been obligated shall be received and paid for by September 30 following the end of the fiscal year for which the funds were awarded. Unexpended funds totaling \$100 or more shall be returned to the ICCB by October 15 following the end of the fiscal year. Unexpended funds totaling less than \$100 need not be returned to the ICCB provided the funds are spent in the next fiscal year and for the restricted grant purpose.~~
- ~~f) Advanced technology equipment grant funds not used in accordance with this Section regardless of the amount shall be returned to the ICCB within six months after receipt of the external audit report by the ICCB or other identification of improper expenditures subsequently verified by the ICCB.~~

**Section 1501.516 Capital Renewal Grants**

- a) Districts may apply annually to the ICCB for approval of capital renewal grant projects. Requests for ICCB approval of capital renewal grant projects shall be submitted using forms prescribed by the ICCB.
- b) Expenditures of funds from this grant are limited to capital renewal projects that are within the scope of the definition of capital renewal grants contained in Section 1501.501.
- c) Funds received from this grant shall be accounted for in the Operations and Maintenance Fund (Restricted) [see Section 1501.511(a)(7)].
- d) Other sources of funding may be added to capital renewal grant funds to finance larger projects.
- e) Projects shall be designed and constructed to meet all applicable facilities codes as specified in Section 1501.603(f).
- f) Authority to approve capital renewal grant projects is delegated to the ICCB or its President/CEO Executive Director.

**~~Section 1501.517 Retirees Health Insurance Grants~~**

- ~~a) Retirees health insurance grants shall be distributed proportionately to each district based on the number of that district's annuitants on July 1 of the fiscal year in which the appropriation is made as certified by the State Universities Retirement System (SURS).~~
- ~~b) Retirees health insurance grants shall be used by a community college district to provide health insurance for the district's annuitants.~~
- ~~c) Provision of retirees health insurance shall be considered as the
  - ~~1) subsidization of costs for a retiree participating in one of the district's employee group health insurance plans or~~
  - ~~2) subsidization of the retiree's health insurance costs for coverage independent of the district's plan.~~~~
- ~~d) Annuitants receiving a subsidy for health insurance costs for coverage independent of the district's plan shall not be compensated in an amount greater than that offered retirees participating in one of the district's employee group health insurance plans.~~



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- ~~e) Annuity holders eligible for Social Security benefits shall be required to enroll in Medicare Part A and Part B Insurance which shall be considered their primary coverage.~~
- ~~f) Retirees health insurance grants shall be expended or obligated by June 30 of the fiscal year in which the grant is received. Unexpended funds shall be returned to the ICCB by October 15 following the year for which the appropriation was made.~~
- ~~g) Retirees health insurance grant funds not used in accordance with this Section regardless of the amount shall be returned to the ICCB within six months after receipt of the external audit report by the ICCB submitted pursuant to Section 3-22.1 of the Act or other identification of improper expenditures subsequently verified by the ICCB.~~

**Section 1501.518 Uncollectible Debts**

- a) In order to access the State Comptroller for the collection of debts owed a community college, the board of trustees shall maintain documentation of each debtor's debt in a separate file which shall be available for inspection by the ICCB or the Comptroller of the State of Illinois. Only debts in excess of \$150 may be submitted for collection.
- b) Each debtor's file shall be maintained for a period of five years and shall include:
  - 1) A description of the cause for the debt;
  - 2) Correspondence concerning attempts to collect the debt locally;
  - 3) Evidence of an opportunity for a hearing and review of the debt and the final outcome of such hearing and review.
- c) Claims shall be submitted on forms and in the format prescribed by the ICCB.
- d) The board of trustees shall submit a claim to the state of Illinois only after exhausting local options for collection of the debt.
- e) The board of trustees shall give the debtor due process in accordance with the Illinois State Collection Act of 1986.
- f) Any debtor scheduled to make repayments, who is not yet delinquent or who currently is making periodic payments to reduce a debt, shall not be submitted to the state for collection.
- g) The board of trustees shall approve the debt to be submitted for collection.

- h) The President/CEO ~~Executive Director~~ of the ICCB is authorized to accept claims from the boards of trustees for collection. ICCB acceptance of claims is made when claims are submitted to the Comptroller of the State of Illinois. The board of trustees will be notified of acceptance or nonacceptance of the claims by the ICCB.

### **Section 1501.519 Special Initiatives Grants**

- a) Special initiatives grants shall be awarded ~~allocated~~ to each Illinois public community college districts after a request for proposal application process based upon criteria approved by the ICCB or specified in statute in accordance with Section 2-16.02 of the Act.
- b) ~~c)~~ Allowable expenditures for special initiatives grants will be specified in the grant agreement between the college and the ICCB in a contract which will be executed with each Illinois public community college district eligible to receive the special initiatives grant funds.
- c) ~~b)~~ Special initiatives grant funds shall be accounted for in a set of self-balancing accounts within the fund specified ~~Restricted Purposes Fund (see Section 1501.511(a)(2)).~~
- d) If specified in grant agreement, by August 1 following the end of the fiscal year, the community college district shall file a report with the ICCB in a format used prescribed by the ICCB or in accordance with the grant agreement terms of the contract, detailing how the funds were utilized.
- e) Special initiatives grant funds shall be expended by the date specified in the grant agreement. If the grant agreement allows, goods and services for which funds have been obligated by the contract end date shall be received and paid for no later than 60 days after the grant agreement end date. Unexpended funds shall be returned to the ICCB no later than 90 days after the end of the grant agreement or as specified in the grant agreement. ~~or obligated by June 30 of the year for which they were awarded. Goods and services for which funds have been obligated shall be received and paid for by September 30 following the end of the fiscal year for which the funds were awarded. Unexpended funds totaling \$100 or more shall be returned to the ICCB by October 15 following the end of the fiscal year. Unexpended funds totaling less than \$100 need not be returned to the ICCB provided the funds are spent in the next fiscal year and for the restricted grant purpose.~~
- f) Special initiatives grant funds not used in accordance with the terms specified in the grant agreement ~~this Section~~ regardless of the amount shall be returned to the ICCB within six months after receipt of the external audit report by the ICCB or other identification of improper expenditures subsequently verified by the ICCB.

**Section 1501.520 Lincoln's Challenge Scholarship Grants**

- a) Lincoln's Challenge Scholarship Grants shall be vouchered to community colleges.
- b) Students can qualify for their first Lincoln's Challenge Scholarship Grant if they meet the following criteria:
  - 1) Complete the Lincoln's Challenge program;
  - 2) Complete the GED ~~or pursuing the completion of the GED~~;
  - 3) Enroll at one of the 49 Illinois public community colleges in a certificate or degree program within one year after graduation from the Lincoln's Challenge Program;
  - 4) Carry an academic load of at least six credit hours each term except the summer term; and
  - 5) Present the "notification of award" letter signed by the ~~Executive Director~~ President/CEO of the Illinois Community College Board to the community college at the time of registration.
- c) The scholarship is limited to \$1,000 per student per semester, with the exception of the summer semester which is limited to \$500 per student.
- d) The scholarship shall be applied only to the cost of tuition, books, fees and required educational supplies.
- e) The grant will only reimburse the college at the in-district tuition rate.
- f) In order to receive the reimbursement, colleges must submit the following information for each student:
  - 1) Name;
  - 2) Social Security Number;
  - 3) Program of study;
  - 4) Course schedule (including credit hours);
  - 5) Bill with costs broken out by tuition, fees, books and educational supplies; and
  - 6) GPA and course completions from previous semester - if continuing student.
- g) In order to remain qualified for a Lincoln's Challenge Scholarship Grant, each student must:

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- 1) Submit a letter of application to the Illinois Community College Board requesting continuation of the scholarship for the next semester. The letter must be postmarked by August 1 for application to the fall term; ~~and~~ January 1 for application to the spring term; and June 1 for application to the summer term.
  - 2) Comply with academic standards as defined by college policy. The first semester minimum grade point average may be waived as a determining factor of academic standards achievement if the student's academic advisor concludes that extenuating circumstances existed; and
  - 3) Submit documentation showing ~~the~~ acceptable academic status and the number of credit hours completed during the last term of enrollment at the college.
- h) Students can be awarded scholarship funds for three successive years, or a maximum of 64 credit hours (or more if completing an associate in applied science degree requiring additional credit hours) to be used toward the completion of a degree or certificate program.
- i) The number of scholarships awarded each year is contingent upon the amount of funds appropriated. The scholarships cannot be guaranteed to students even if all criteria are met.

**Section 1501.522 ~~Deferred Maintenance Grants~~**

- ~~a) Deferred maintenance grants shall be allocated to each qualifying Illinois public community college district in accordance with Section 2-16.02 of the Act.~~
- ~~b) Expenditures of funds from this grant are limited to deferred maintenance grant activities as defined in Section 1501.501 of this part. No more than 30 percent of each district's grant allocation shall be used for custodial/maintenance staff salaries and benefits.~~
- ~~c) Funds received from this grant shall be accounted for in a separate set of self-balancing accounts in the Operations and Maintenance Fund (Restricted) [see Section 1501.511(a)(7)].~~
- ~~d) Deferred maintenance grant funds shall be expended or obligated by June 30 of the year for which they were awarded. Goods and services for which funds have been obligated shall be received and paid for by September 30 following the end of the fiscal year for which the funds were awarded. Unexpended funds totaling \$100 or~~

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~~more shall be returned to the ICCB by October 15 following the end of the fiscal year. Unexpended funds totaling less than \$100 need not be returned to the ICCB provided the funds are spent in the next fiscal year and for the restricted grant purpose.~~

- ~~e) Deferred maintenance grant funds not used in accordance with this Section regardless of the amount shall be returned to the ICCB within six months after receipt of the external audit report by the ICCB or other identification of improper expenditures subsequently verified by the ICCB.~~

Illinois Community College Board

**ENDORSEMENT OF RECOMMENDATION  
OF THE IAI MAJOR FIELD PANEL IN SOCIOLOGY**

The Illinois Community College Board is requested to endorse the transferable major field recommendation for sociology that was developed by the Illinois Articulation Initiative panel and endorsed by the IAI Steering Panel on November 17, 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 sociology developed by the sociology 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 also are 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 sociology major field program that was approved by the Steering Panel at its November 17, 2000 meeting.

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**Sociology.** The Sociology Major Panel held its first meeting on September 24, 1999. The panel disseminated a draft recommendation in January 2000 and finalized its recommendation in January 2000. The Steering Panel, at its spring meeting, sent the recommendation back to the panel and requested that members broaden their recommendation, identifying additional lower-division courses for students planning to major in sociology. Members identified two recommended courses in the social and behavioral sciences and added two courses to available course options in the major. The Steering Panel was satisfied with the additions and endorsed the revised recommendation at its fall 2000 meeting.

The IAI General Education Core Curriculum (37-41 semester credit hours) provides the basis for the degree. The Panel's recommended curriculum, course descriptions, and a list of panel members are presented on the following pages.

## SOCIOLOGY

*To transfer as a junior into a baccalaureate sociology program, students must complete a minimum of 60 semester credits. Community and junior college students are strongly encouraged to complete an Associate in Arts or Associate in Science degree prior to transfer. Freshmen and sophomores who plan to major in sociology are encouraged to complete additional foundation courses (including courses in the social and behavioral sciences) and mathematics. The number of sociology courses should be minimized.*

### General Education Core Courses <sup>1</sup>

**37-41 semester credits**

Communication	9 semester credits
Mathematics	3-6 semester credits
<i>MI 902, Statistics, or MI 906, Finite Math, is recommended</i>	
Physical and Life Sciences	7-8 semester credits
Humanities and Fine Arts	9 semester credits
Social and Behavioral Sciences	9 semester credits
<i>S1 900N, Introduction to Anthropology, or S1 901N, Introduction to Cultural Anthropology, is recommended</i>	

<sup>1</sup> *General education courses are described in the Illinois General Education Core Curriculum*

### Required Sociology Prerequisite Course

**3 semester credits**

Introduction to Sociology (S7 900)	3 semester credits
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### Other Sociology Courses

**Up to 9 semester credits**

*A maximum of three courses beyond Introduction to Sociology from the list below are guaranteed for transfer credit under the following conditions: If the receiving school offers the course as a lower-division course, then course-for-course transfer is guaranteed; if the receiving school does not offer the course or does not offer it at the lower-division level, the student will receive elective lower-division sociology credit for the course.*

SOC 911, Social Problems	3 semester credits
SOC 912, Marriage and Family	3 semester credits
SOC 913, Racial and Ethnic Relations	3 semester credits
SOC 914, The Sociology of Sex and Gender	3 semester credits
SOC 915, The Sociology of Deviance	3 semester credits

*This list is not meant to limit the transferability of additional courses or to discourage the development of new courses. The current articulation process should continue between schools for courses not on this list. Academic advisors should continue to be knowledgeable of transfer requirements at various colleges and universities, and students should regularly consult with their advisors throughout their academic careers. The panel believes it is in the best interests of students and the discipline to continue to offer the depth and breadth of courses that are available at many schools.*



### **Sociology Course Descriptions**

*Sociology Prerequisite Course  
[in General Education Core Curriculum]*

**S7 900: INTRODUCTION TO SOCIOLOGY** (3 credits): A study of society, including the rules, interactions, and cultural patterns that organize everyday life. Analysis of social conflict, the structure and function of institutions, the dynamics of individual and group interactions, social stratification, and interactions among diverse groups of people.

*Other Sociology Courses*

**SOC 911: SOCIAL PROBLEMS** (3 credits): Analysis of contemporary social problems and investigation of theories on social organization and conflict. Explores the genesis, significance, and amelioration of social problems.

**SOC 912: MARRIAGE AND FAMILY** (3 credits): Survey of the contemporary family in historical and cross-cultural perspectives. Includes trends in mate selection, marriage, child-rearing, employment, gender roles, and communication within the family.

**SOC 913: RACIAL AND ETHNIC RELATIONS** (3 credits): Analysis of racial, religious, ethnic, and other groups, examining persistence of group identity, inter-group relations, social movements, government policy, and related social problems.

**SOC 914: THE SOCIOLOGY OF SEX AND GENDER** (3 credits): Introduction to sociological perspectives on gender as a factor in social stratification, gender role acquisition, and individual and social consequences of changing social definitions of gender roles.

**SOC 915: THE SOCIOLOGY OF DEVIANCE** (3 credits): Examines the sociological study of the origins, causes, and control of deviance and deviant behavior. Considers deviance as a labeling process. Emphasis is placed on individual and group deviance, resulting from societal norms and values. Areas to be covered include drug use, sexual deviance, criminal behavior, marginal deviance, and career deviance.

SOCIOLOGY PANEL

*Public Universities*

Hugh Barlow, Southern Illinois University at Edwardsville  
Nick Maroules, Illinois State University CO-CHAIR  
Kenneth J. Mietus, Western Illinois University  
Robin Moremen, Northern Illinois University  
Anthony M. Orum, University of Illinois at Chicago  
Arthur Redman, Chicago State University  
Gillian Stevens, University of Illinois at Urbana/Champaign  
Ron Wohlstein, Eastern Illinois University

*Community Colleges*

Mark G. Eckel, McHenry County College CO-CHAIR  
Minta Colburn, Illinois Central College  
Gwen Nyden, Oakton Community College  
Mary O'hara, John A. Logan College  
Helmut Publ, William Rainey Harper College  
Harold Strangeman, Lake Land College  
Kathryn Talley, Olive-Harvey College  
Michael Vitoux, Parkland College  
Denis Wright, Joliet Junior College  
Delores Wunder, College of DuPage

*Private Institutions*

Lizabeth Crawford, Bradley University  
Richard Schaefer, DePaul University

*Transfer Coordinators*

Chuck Baldwin, Parkland College  
Patricia Gartley, Eastern Illinois University  
Paula Knopp, Lincoln College

*Staff*

Karen Hunter Anderson, ICCB  
Barbara Risse, ICCB  
David Greeson, IBHE

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD  
FISCAL YEAR 2001 SPECIAL INITIATIVE GRANT PROGRAM**

During fiscal year 2001, the Illinois Community College Board received legislative appropriations to award grants and/or contracts to colleges for special initiatives. This report provides information on these grants and contracts awarded as of January 1, 2001. This appropriation of \$750,000 allows for four types of grant categories. The largest allocation (approximately \$475,000) goes to colleges to increase the number of Information Technology professionals. The second allocation (approximately \$150,000) has been designated in an open category for innovative initiatives proposed by colleges. The third allocation (approximately \$25,000) was designated to off set expenses for colleges that provide the Center for Policy Development fellows. The fourth category (approximately \$100,000) allows for discretionary grants to recipients to help further the ICCB's overall goals. A description of each of these categories and the chosen recipients follows.

**Special Initiative Grant Information Technology Category.** Of the total Special Initiative Grant appropriation, approximately \$475,000 is focused on supporting innovative programs to increase the number of Information Technology professionals graduating or receiving certification from community colleges. To accomplish this goal, the ICCB conducted a competitive Request for Proposals process to fund eight to sixteen projects. These grants require a cash match of 25 percent of the award. Five categories within this focus area were suggested in the Request for Proposals:

*Recruitment.* The Recruitment category is designed to award funds to support the development and implementation of programs to (1) increase awareness among high school students of career opportunities in Information Technology and (2) increase the number of high school graduates who enroll in Information Technology programs at the postsecondary level.

*High School/College Program Linkages.* The High School/College Program Linkages category is designed to award funds to support the development and implementation of new programs or the enhancement and expansion of existing programs in the Information Technology field that are based on a Tech Prep model that (1) begins with the junior year of high school and moves through a certificate or AAS degree and (2) provides students with connection to workplace experiences early and often. Proposals in this category must include at least one high school partner and at least one business partner.

*College/University Program Linkages.* The College/University Program Linkages category is designed to award funds to support the development and implementation of new programs or the enhancement and expansion of existing AS or AAS programs that (1) are closely linked to specific baccalaureate-completion opportunities in the Information Technology field and (2) provide work-based learning opportunities. Proposals in this category must include at least one university partner and at least one business partner.

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*Employer Linkages.* The Employer Linkages category is designed to award funds to colleges to support the development of additional partnerships with area technology intensive business and industry or related professional associations to meet their current and future training needs. Partnerships with area high technology firms designed to further strengthen college faculty technology training and technology program curricula are also encouraged. A minimum of one business, industry or professional group/association partner is required for proposals in this category. The employer or group must provide partial funding for initiatives in this category.

*Other Category.* The other category is designed to award funds to support other creative and innovative proposals that serve to increase the number of students entering the Information Technology profession.

The following grants were awarded in the Information Technology focus area:

<b><u>College</u></b>	<b><u>Project Title</u></b>	<b><u>Award</u></b>
Elgin	<i>TechQuest Camp Summer Program</i>	\$37,000
	Thirty-six high school juniors will enroll in Elgin's summer TechQuest Camp which is designed in three parts: academic, work-based learning, and dual-credit.	
Illinois Central	<i>Intensive Summer Program for High School Seniors</i>	\$25,000
	Illinois Central will host a two-week intensive summer program for 48 high school seniors interested in enrolling in IT curricula, but who are deficient in computer skills and knowledge and math skills.	
Illinois Eastern	<i>Expand and Enhance Cisco Certification Program</i>	\$40,000
	Illinois Eastern's project will serve to expand and enhance the Cisco Certification Program that is currently offered at its four colleges.	
Illinois Valley	<i>Increase High School Student Awareness of IT Careers</i>	\$30,000
	Using creative activities, "IVCC is IT" aims to increase awareness among high school students of the career opportunities in IT in an effort to increase IT enrollments.	

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<u>College</u>	<u>Project Title</u>	<u>Award</u>
Kankakee	<i>High School Student IT Career Development and Awareness</i>	\$40,000
	Kankakee's project will recruit 160 high school students to participate in a career development and awareness program focused on IT through career exploration, workshops, and hands-on activities in college IT labs.	
Kaskaskia	<i>Dual-Credit IT Recruitment/Mobile Learning Unit</i>	\$40,000
	Kaskaskia's project will enhance current dual-credit IT recruitment techniques by purchasing a mobile learning unit to take to area HS to preview the necessary skills for the IT field.	
Lake Land	<i>Enhanced Recruitment/High School Dual-Credit Curriculum</i>	\$40,000
	Lake Land's project will enhance recruitment of high school students into postsecondary IT programs by enriching the high school curriculum with ten dual-credit, online IT-related courses.	
Prairie State	<i>Career Awareness/Tech Prep Enhancement/Business Partners</i>	\$40,000
	Prairie State's project will increase awareness among high school students of IT career opportunities, enhance existing Tech Prep program, and increase local IT business and industry partners.	
Richland	<i>IT Universal Competencies/Model Program</i>	\$25,000
	Richland's project will identify and validate a universe of competencies to be addressed in IT programs, develop modules for delivery of instruction in IT programs, and develop a model that can be replicated by other colleges.	
Carl Sandburg	<i>Develop Computer Network Specialist Degree</i>	\$40,000
	Sandburg's project will develop a new Computer Network Specialist degree to increase the number of high school graduates who enroll in IT programs.	
Southeastern	<i>Cisco Certification Program</i>	\$40,000
	Southeastern's project will allow the college to begin instruction in Cisco certification in fall 2001, thus completing a full 2+2 sequence for local high school students and provide a pathway for students to continue on to a four-year institution.	

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<u>College</u>	<u>Project Title</u>	<u>Award</u>
Southwestern	<i>Cisco Program/CCNA and CCNP Certification</i>	\$40,000
	Using a 2+2 model, Southwestern will expand its Cisco program to another campus and include training for both CCNA and CCNP certification.	
Triton	<i>IT Scholarships for ESL Students</i>	\$40,000
	Triton will provide 30 scholarships for ESL students to help prepare them to enter into the IT field.	

**Special Initiative Grant Open Category.** Approximately \$150,000 of the fiscal year 2001 Special Initiative Grant funds were allocated for creative, innovation grant proposals that are consistent with the ICCB's *Promise for Illinois* and the Illinois Board of Higher Education's *Illinois Commitment: Partnerships, Opportunities, and Excellence*.

The following colleges were awarded Open Category grants:

<u>College</u>	<u>Project Title</u>	<u>Award</u>
Heartland	<i>One-Stop Website for Teacher Certification Renewal</i>	\$25,000
	The One-Stop Website for Teacher Certification Renewal will develop an internet website resource for teachers as they work to meet the new teacher re-certification renewal requirements. The college will partner with the regional superintendent and Illinois State University in the project.	
Kankakee	<i>Effective Advising Career Focusing/Retention/Workforce</i>	\$24,000
	In partnership with Danville Area Community College and Parkland College, Kankakee Community College will undertake a series of initiatives to enhance the student advisement process and help students clarify their workforce aspirations through the development of individual career plans with an aim toward increasing student retention. Another component of the project will cultivate additional partnerships with a minimum of nine area businesses.	
Lake Land	<i>Extending Agricultural Education/On-Line Dual-Credit</i>	\$23,000
	The Extending Agriculture Education with dual credit on-line coursework is a collaborative effort between Lake Land College, Richland Community College,	

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<u>College</u>	<u>Project Title</u>	<u>Award</u>
	Eastern Illinois University, eleven area high school districts and at least one business partner. Course development teams will develop five dual credit, on-line courses which are required for Lake Land College and Richland Community College agriculture degrees.	
Richland	<i>Collaborative Assessment Project</i>	\$10,000
	Richland Community College's Collaborative Assessment Project is designed to build on the established award-winning program in manufacturing technologies developed with Caterpillar Inc., Richland Community College, Lake Land College, and Illinois Central College. The initiative will be expanded to include partners from a minimum of six area employers and seven universities.	
Rock Valley	<i>Virtual Company Contextual Business Education</i>	\$20,000
	The Virtual Company A Contextual Business Education Experience program is a collaboration between Rock Valley College, an area employer, a commercial banker and area high schools to increase the skills of sixteen secondary school business educators in creating contextual learning.	
Carl Sandburg	<i>Sandburg Educational Network</i>	\$25,000
	The development of the Carl Sandburg College Educational Network is designed to address the challenge of providing free technology training and software to all elementary and secondary teachers in the region. The initiative is an effort to better equip these faculty members help their students meet the needs of a rapidly changing workplace whose reliance on technology to achieve productivity gains continues to increase.	
Triton	<i>Partners in Extended Learning for K-12 Student Success</i>	\$25,000
	Triton College and Morton College are collaborating to expand and replicate a federally funded National Leadership grant Triton College received last year. The two community colleges will recruit K-12 students and adult volunteers to participate in after school and weekend activities on both college campuses. The project provides minority student outreach to encourage hand-on learning opportunities and involvement in the sciences.	

**Special Initiative Grant Center for Policy Development Awards.** An allocation of \$25,000 is available to help off set expenses involved in a college providing a member of its faculty or staff

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as a fellow in the Center for Policy Development or for a qualified individual performing the same functions. Request for proposals have been issued to solicit interested colleges or individuals in assisting the ICCB and the community college system in developing broad-based policy in the area of International Education. At the time this report was written, ICCB staff were in the process of reviewing applications. The Board will be notified when a selection has been made.

<u>College/Recipient</u>	<u>Project Title</u>	<u>Award</u>
To Be Determined	<i>International Education Policy Development</i>	\$25,000

**Special Initiative Grant Discretionary Awards.** An allocation of approximately \$100,000 is available to provide funding for unique efforts that are necessary to further the ICCB's overall goals.

The following recipients were awarded discretionary grants:

<u>Recipient</u>	<u>Project Title</u>	<u>Award</u>
Parkland College	<i>Cultural Diversity in Education</i>	\$25,000
Lake County	<i>Higher Education Finance Study Focus Groups</i>	\$10,000
Southwestern IL Higher Education Consortium	<i>East St. Louis P-16 Educational Needs Assessment</i>	\$50,000

**INFORMATION ONLY**



Illinois Community College Board

**STATUS REPORT ON COMMUNITY COLLEGE RECOGNITION**

Recognition is a statutory term describing the status of a community college district which meets instructional, administrative, financial, facility, and equipment standards as established by the Illinois Community College Board. Although recognition is a continuous process, the Board focuses on selected standards for a five-year period. In July 2000, the Illinois Community College Board issued a new Recognition Manual outlining the selected standards for fiscal years 2001-2005 as well as a revised recognition evaluation process. The new process relies more heavily on the evaluation of accountability documentation submitted to ICCB on a regular basis and less on evaluations conducted on site at the colleges. The evaluation contains a two-step process in which (1) an on-site financial audit of credit hour reimbursement claims is conducted during one year and (2) a full evaluation of internal documentation including the college's self study is conducted in the following year. Following evaluation of the internal documentation and a self- study report submitted by the college, the staff may conduct additional focused visits to the college to further explore areas of concern. Taking into consideration the results of the financial audits and staff evaluation of the standards in comparison with the college's own self-evaluation, a determination of the college's recognition status is made and recommendations are made to the Board for its action.

The evaluations of colleges to be reviewed in 2001 are well underway. In order to adhere to the new recognition schedule, it was necessary to conduct the college district financial audit visits for both fiscal years 2000 and 2001 in the fall of 2000. During the months of September, October, and November, ICCB staff visited the following college districts to conduct a review of the credit hour reporting/claiming process:

Fiscal Year 2000 Audits/Fiscal Year 2001 Recognition Evaluations

Black Hawk College	October 3, 2000
Danville Area Community College	October 25, 2000
College of DuPage	September 21, 2000
Prairie State College	November 8, 2000
Rock Valley College	September 14, 2000
Triton College	September 20, 2000
Waubensee Community College	September 13, 2000

Fiscal Year 2001 Audits/Fiscal Year 2002 Recognition Evaluations

Elgin Community College	September 12, 2000
Illinois Eastern Community Colleges	November 2, 2000
Kaskaskia Community College	November 1, 2000
Lake Land College	October 24, 2000

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Fiscal Year 2001 Audits/Fiscal Year 2002 Recognition Evaluations (Continued)

Parkland College	October 26, 2000
Carl Sandburg College	October 4, 2000
Sauk Valley Community College	October 5, 2000
South Suburban College	November 9, 2000
Southwestern Illinois College	October 31, 2000

By January 31, 2001, audit visit reports will be sent to the college districts for comment and response. The seven colleges undergoing full evaluations for fiscal year 2001 have submitted their self-evaluations and draft reports including the results of the audits, and colleges responses to these audits will be sent to the colleges for review by April 1. Responses from the colleges will be received by May 1. Final reports containing staff recommendations on the college's recognition status will be presented to the Board for action in June.

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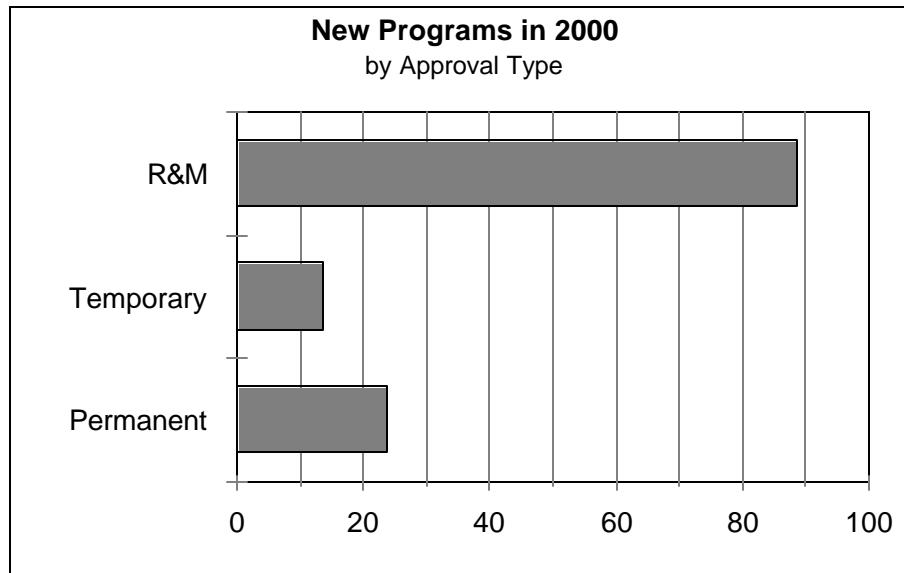
**NEW OCCUPATIONAL PROGRAMS  
JANUARY - DECEMBER 2000**

The Illinois Community College Board is responsible for the approval of all new occupational programs from each of the 48 community colleges in Illinois. As a part of this approval process, ICCB staff review each proposal and make a recommendation to the Board regarding programs that meet all approval criteria. The approval process includes an extensive joint review of the proposed program's need, quality, and cost-effectiveness by ICCB staff and staff from the Illinois State Board of Education and the Illinois Board of Higher Education. While the Board receives staff recommendations for program approval on a regular-basis, this summary briefly analyzes the approval of new occupational programs during the last calendar year to provide an indication of programmatic trends within the community college system.

New Occupational Programs

Currently, ICCB approves the offering of new occupational programs through three methods: permanent program approval, temporary program approval, and approval of a Reasonable & Moderate Extension (R&M) of an existing program. Permanent and Temporary program approval are for new units of instruction that are not currently being offered at the college. These methods require final Board approval before implementation of the program at the college. An approved new occupational program can then be modified (within a given set of parameters as listed in the Administrative Rules) through the approval of a Reasonable and Moderate Extension. Such modifications to an existing occupational program include adding, changing or withdrawing courses, changing minimum credit hours for completion, changing the title, creating an option within the program, or creating certificate programs from degree programs. Because R&M programs assume the integrity of the previously approved program, they do not require final Board approval before implementation at the college. R&M programs are reviewed and accepted by ICCB staff. All methods allow for approval of both Associate of Applied Science (AAS) degrees or Certificate programs.

The Illinois Community College Board approved a total of 127 occupational programs across the state during the 2000 calendar year. This figure includes both Associate of Applied Science (AAS) degrees and Certificate programs approved on a permanent and temporary basis, as well as those approved through the R&M Extension of an existing program. During the past year 24 permanent programs were approved, 14 temporary programs were approved, and 89 R&Ms were approved. Colleges often seek approval of new programs through the R&M process because the new program is just that, an extension of an existing program, which many times includes courses already being offered. Figure 1 illustrates the breakout of programs.



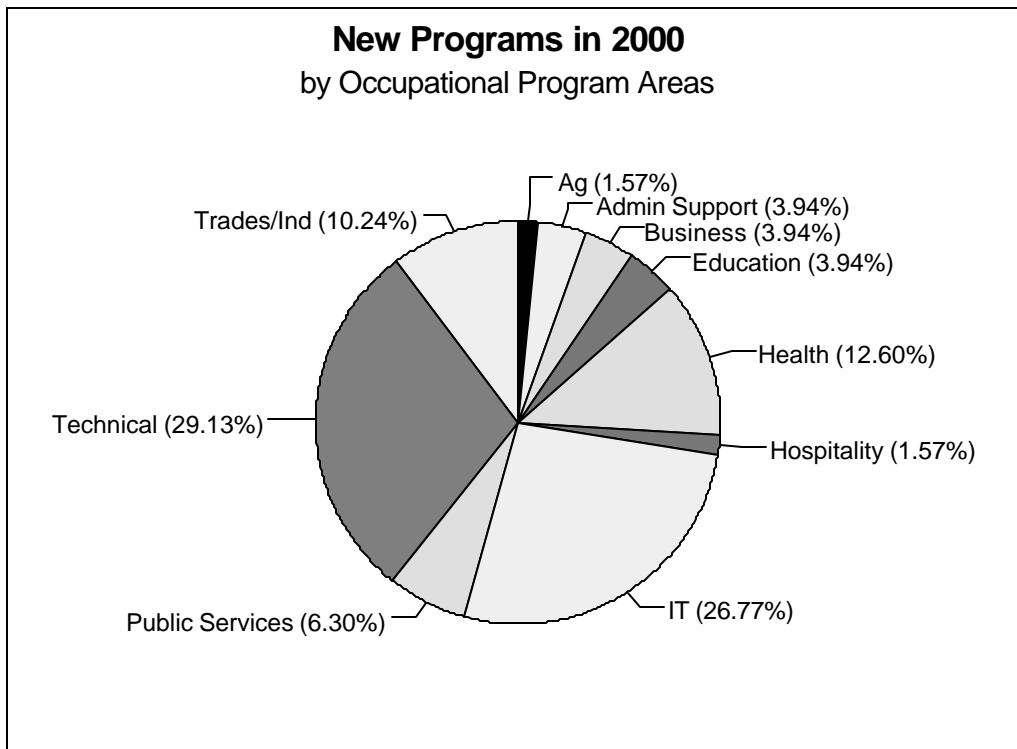
**Figure 1.**

Occupational areas in which new programs have been approved during the past year range from Agriculture to Information Technology. Figure 2 illustrates a breakout of program areas. The ten most predominant areas of new program development included:

- Agriculture - which covered programs in Agri-business management and Custom Application.
- Administrative Support Services - which covered programs in General and Medical Office Support, Data Entry and Microsoft Office User Specialist (MOUS) training.
- Business - which covered programs in Business Management, Sales, Marketing, Customer Service and E-Commerce.
- Education - which covered programs in Early Childhood Education, Career Development and Teaching English as a Foreign Language.
- Health - which covered programs in Emergency Medical Technology, Sonography, Surgical Technology, Dental Hygiene, Massage Therapy, Medical Assisting and Nursing Home Administration.
- Hospitality - which covered programs in Culinary Arts, and Travel and Tourism.

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- Information Technology - which covered programs in Website Administration, Development and Design, Networking Technology and Administration, Computer Maintenance and Repair, Computer Programming, Software Languages, Desktop Publishing, and Computer Animation.
- Public Services - which covered Criminal Justice, Police Science, Fire Science Technology and Administration, and Corrections.
- Technical Services - which covered programs in Press Operations, Drafting, Graphic Arts Technology, Automotive Technology, HVAC Technology, and Technical Communications.
- Trades/Industrial - which covered programs in Manufacturing, Electronics, Welding, Machining, and Facilities Maintenance.



**Figure 2.**

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As depicted in Figure 2, the occupational areas which saw the most significant growth in program development were Information Technology (IT) and Technical Training. These occupational areas are in direct correlation with the demands on colleges from their local labor market. As experienced during the past five years, employment of IT related occupations is expected to continue growing over the next ten years statewide. The Illinois Department of Employment Security projects employment of IT related occupations to grow nearly five times faster than the average growth for all occupations. In addition, five of the twenty occupations in Illinois expected to provide the largest number of job openings over the next ten years are related to information technology. Many of these positions will require at least some postsecondary education for entry or advancement, thus placing community colleges in an excellent position for providing such necessary skill training and re-training. With 34 programs in IT and 37 Technical programs being approved over the past year, it is obvious that the Illinois Community College System is responsive to the needs of their local communities and beyond.

Of the 127 new occupational programs approved this year, 18 AAS degrees were approved, primarily through permanent approval, and 109 Certificates were approved, primarily through Reasonable and Moderate Extensions. Figure 3 illustrates the breakdown of programs. More extensive development of Certificate programs has been due in large part to legislation such as the Workforce Investment Act and the Carl D. Perkins Applied Technology and Vocational Education Act which hold training providers accountable for meeting program completion goals. In response, Colleges have begun splitting their two-year degree programs into shorter, more focused occupational certificates, or ladder programs.

Not only does this program ladder approach assist the colleges in meeting their program completion goals, it also allows the student to earn the skills required for employment more quickly, with the capacity to use those credits towards completion of the higher level certificates or degree program.

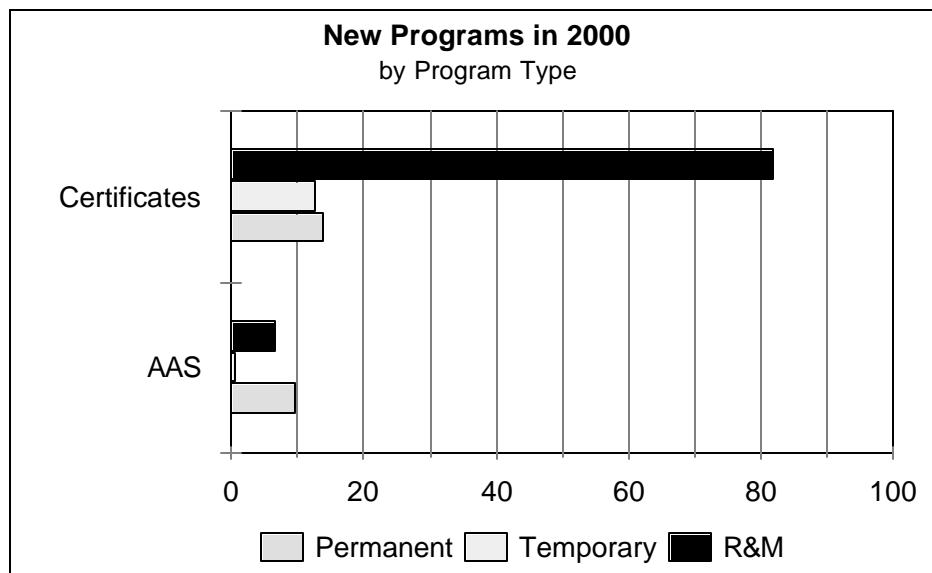


Figure 3.

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Approval Processes

As described earlier, currently there are three methods for approval of new occupational programs. However, in response to the recommendation from colleges that the Illinois Community College Board should develop a process to simplify and accelerate the review and approval of requests for new short-term certificates of less than 30 credit hours, a new approval method is currently being developed and implemented by ICCB staff.

This method will allow for two categories of short-term occupational certificates programs: Short-term Certificates and Basic Certificates. Colleges may implement short-term certificate programs (less than seven credit hours) by reporting their intentions to ICCB staff, provided the college has previous approval to offer one or more programs in the same two-digit CIP category as the new short-term certificate program. Colleges must follow the existing new unit application procedure and review process for basic certificate programs (between seven and twenty-nine credit hours); however the ICCB has delegated approval authority to its President/CEO, upon recommendation of ICCB staff.

ICCB staff has received positive feedback from colleges regarding a simplified approval process for shorter-term certificates as they attempt to serve the increasing number of students that desire short, focused instruction to acquire or upgrade specific skills for immediate job entry or advancement.

Conclusion

The *Fiscal Year 2000 Accountability and Productivity in Illinois Community Colleges* report provided evidence that Illinois' comprehensive system plays a vital role in the state's educational and workforce preparation effort. The colleges provide access to a wide variety of transfer and occupational programs for nearly one million students statewide each year. Community colleges serve as an excellent resource for transfer education, skill attainment for job entry and skill re-training for job advancement, in addition to partnering with local businesses to strengthen the economy in the districts that they serve. Approval of new occupational programs plays an integral role in the success of the colleges, their students, their districts and ultimately the state. Through the approval of new occupational programs, ICCB staff pledge to continue supporting the colleges in developing programs that are progressive, flexible and responsive to their local workforce needs.

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**STUDENT ENROLLMENTS AND COMPLETIONS  
IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM  
FISCAL YEAR 2000**

The externally attached annual report on student enrollments and completions in the Illinois Community College System is based on fiscal year 2000 data for students as provided by the colleges at the close of the fiscal year. For comparison with past enrollments and completions, summary data for the four previous fiscal years (1996-1999) are also presented. Detailed tables comparing fiscal year 1999 and fiscal year 2000 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. In this year's report, for the second time selected percentage information on the characteristics of students participating in noncredit courses are also furnished. The following background material includes highlights from the report.

**BACKGROUND.** Annual student enrollment and completion (A1) data are reported for all students who are officially enrolled at the college in credit coursework at any time during the fiscal year. An A1 record is also submitted for students who graduate but are not officially enrolled during the fiscal year. As in last year's report, completions are reported only for collegiate-level programs. Advancements in adult education and English as a Second Language programs are excluded but will be provided in the 2001 edition of *Data and Characteristics of the Illinois Public Community College System*. Noncredit student information is not a part of the A1 database. Fiscal year 2000 is the second year that community colleges have submitted annual noncredit course enrollment data (N1) on an individual student basis to supply both demographic and course specific information on the wide range of noncredit instruction the colleges provide. As with any new data collection initiative of this magnitude, one can expect a transition period where gradual improvements are made to the process of gathering and reporting the array of requested information. Previously, between fiscal years 1994 and 1998, only aggregate noncredit enrollment data were gathered through the use of a yearly survey. During the transition period for noncredit students both detailed data (N1) and aggregate data (paper survey) are being gathered.

**Overview of Student Enrollments**

- < The Illinois Community College System recorded a total of over one million (1,008,027) students in credit and noncredit courses in fiscal year 2000, an increase of 3.7 percent since fiscal year 1999.
- < Credit-generating students accounted for about two-thirds (66.3 percent) of the overall fiscal year 2000 headcount.



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- < During fiscal year 2000, the 48 public community colleges in Illinois enrolled 668,676 students in instructional credit courses, 2.8 percent more than the previous year. The full-time equivalent (FTE) enrollment was 217,311, an increase of 0.3 percent since fiscal year 1999.
- < Noncredit course enrollment figures for fiscal year 2000 are the higher value of information generated by the Noncredit Course Enrollment Data submission (N1) or the Annual Noncredit Enrollment Survey.
- < Statewide, 33,970 noncredit course sections were conducted during fiscal year 2000.
- < From fiscal year 1999 to fiscal year 2000, the number of individuals receiving instruction through noncredit course offerings increased 5.7 percent to 339,351 students.
- < Statewide, more than 35,400 students of the 1,008,027, enrolled in both credit and noncredit courses during fiscal year 2000 (A1 and N1). While there is some overlap, these data suggest that credit and noncredit courses are meeting largely different student and community needs.

**Credit Enrollments.** Students enrolled in courses that are eligible for state credit hour reimbursement grants including baccalaureate/transfer, occupational, vocational skills, remedial/developmental, adult basic education, adult secondary education, and English as a Second Language. These courses must meet state standards as defined by the ICCB.

- < Females comprised 55.6 percent of the fiscal year 2000 student population enrolled in credit-generating programs.
- < Minority (non-white) students accounted for 34.4 percent of the credit students enrolled, over one-half percent (0.7) more than in 1999. Black student representation was about the same as last year and at its lowest (14.0 percent) in the past five years. Participation by Hispanic students increased by 0.9 percent. Both foreign/non-resident alien and Asian student participation were unchanged.
- < The median age of credit-generating students was 27.3 during fiscal year 2000, slightly older than the previous year. Likewise, the average age increased slightly to 31.6 years.
- < Baccalaureate/transfer remained the largest credit instructional program area enrolling 34.0 percent of fiscal year 2000 Illinois community college system students. Enrollments in baccalaureate/transfer programs increased 1.6 percent from last year.
- < Statewide, occupational credit program enrollments accounted for more than one-quarter of all credit students (26.4 percent). Enrollments in occupational programs increased 2.89 percent.

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- < Although 34.0 percent of the fiscal year 2000 credit student population was enrolled in the baccalaureate/transfer area, only 26.4 percent of all students indicated an intent to transfer.
- < Students enrolled in adult education courses comprised 18.5 percent of the credit generating students. Enrollment in adult education increased by 4.4 percent over fiscal year 1999.
- < Of the students in adult education, nearly 55 percent were enrolled in English as a Second Language (ESL) courses. In fiscal year 1999 only 48.8 percent of adult education enrollees were involved in ESL.
- < More than one-half (56.8 percent) of the fiscal year 2000 credit students enrolled in Illinois community colleges indicated that they were not pursuing a degree, but attending only to complete one or several courses. Participation in college with a focus on taking courses instead of degree or certificate completion increased 5.4 percent over last year.
- < About three out of four credit students attended on a part-time basis during both the fall (73.3 percent) and spring (75.3 percent) semesters in fiscal year 2000.
- < Over 16 percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes 33,915 who earned a bachelor's degree or higher which is an increase of 315 over last year.
- < Illinois community college students were enrolled in 6,519,365 credit hours throughout fiscal year 2000 and earned over 73 percent of those hours.
- < Accumulated credit hours were available for 69.6 percent of the fiscal year 2000 student population. Of that percentage, 32.0 percent had accumulated 30 or more college-level hours (sophomore level).
- < Cumulative grade point average data was reported for 64.1 percent of the fiscal year 2000 students. Forty-six percent held an A-B average.

**Noncredit Enrollments.** Students enrolled in courses not eligible for state credit hour reimbursement grants and include those designed for and funded by special groups such as a specific business or industry or those offered for social and personal development for the general population.

- < Noncredit course enrollment figures in the report for fiscal year 2000 are the higher value of information generated by the Noncredit Course Enrollment Data submission (N1) or the Annual Noncredit Enrollment Survey. The collection of noncredit individual student data submission (N1) is evolving and are expected to become increasingly complete in the future.

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- < Fiscal year 2000 unduplicated noncredit headcount increased 5.7 percent over last year. Similarly, the duplicated headcount or “seatcount” was 2.4 percent higher than the previous year.
- < Female students accounted for 56.5 percent of 2000 noncredit enrollments for which gender data were reported.
- < Minority students accounted for nearly one-quarter of the individuals enrolled in noncredit programs who supplied racial/ethnic data.
- < Nearly one-half of the noncredit students were 40 years of age or above.
- < Nearly 50 percent of the noncredit offerings were in the personal and social development category of activity. Nearly 36 percent of the noncredit coursework were dedicated to developing workplace skills: professional/vocational (26.8 percent) and business and industry contractual training (8.8 percent).
- < Across all categories of activity, six programs (two-digit CIP) had over 10,000 noncredit students enrolled. These six program areas accounted for over three quarters of the students enrolled in noncredit courses where CIP data were reported. Over one-quarter of these enrollments are in work-related programs: business management (10.8 percent), computer information systems (9.8 percent), and transportation workers (5.2 percent).
- < Instructional site information shows that 59.8 percent of the noncredit courses offered in 2000 were held on main college campuses.

**Student Completions.** Students who graduated/completed the requirements of degree and/or certificate programs.

- < Collegiate-level degrees and certificates were awarded to 34,800 students at Illinois community colleges in fiscal year 2000, 3.8 percent more than in fiscal year 1999.
- < Nearly 12,900 baccalaureate/transfer degrees were earned during the fiscal year, a decrease of -1.1 percent since 1999, accounting for 36.9 percent of all completions.
- < Exactly 60 percent of all fiscal year 2000 collegiate degrees and certificates were earned through completion of occupational programs.
- < Students successfully completed nearly 20,900 occupational degrees and certificates in Illinois community colleges during fiscal year 2000, a 6.0 percent increase from the previous year.
- < Forty-one percent of the occupational degrees and certificates awarded in fiscal year 2000 were associate in applied science degrees.

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- < Females accounted for 60.4 percent of all completions during fiscal year 2000. A similar proportion was reflected in the baccalaureate/transfer and occupational program areas.
- < The largest number (2,950) of male completers of a specific degree or certificate was in the associate in applied science degree program. However, the majority of AAS graduates (65.7 percent) were female.
- < Although small in number (84), the Associate in Engineering Science program had the highest proportion of male graduates (92.9 percent).
- < Minority students earned one-quarter of the collegiate-level degrees and certificates granted in the Illinois Community College System during fiscal year 2000. Black students achieved 13.9 percent, Hispanic students earned 6.9 percent and Asians earned 3.6 percent of the degree and certificates.
- < Minorities accounted for 16.4 percent of the total baccalaureate/transfer degree recipients. Black students accounted for 7.8 percent, 5.3 percent were Hispanic, and 2.4 percent were of Asian origin.
- < A larger number of minority graduates was found in the occupational area (6,221) than in the baccalaureate/transfer area (2,081).
- < Among the largest minority groups, Black students completed more than twice as many collegiate-level programs than Hispanic students.
- < Over 15 percent of the students who were awarded degrees and certificates during fiscal year 2000 were less than 21 years of age. The age groups with the largest percentages of graduates were the 21 to 24 (31.4 percent), 25 to 30 (17.8 percent), and 31 to 39 year olds (16.8 percent).
- < The proportion of occupational graduates increased as age advanced.
- < Over 70 percent of the students who successfully completed baccalaureate/transfer degrees in fiscal year 2000 indicated an intent to transfer to a four-year institution.
- < Twenty-two percent of the fiscal year 2000 AAS degree graduates indicated their goal was to only complete one or several courses or finish a certificate, *not* to earn an associate degree. This demonstrates that students sometimes alter their goals as they progress through the community college system.

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**PROPOSED AMENDMENTS TO ILLINOIS COMMUNITY COLLEGE BOARD RULES  
CONCERNING REASONABLE AND MODERATE EXTENSIONS**  
*(Future Consideration)*

At its October 2000 meeting, the Illinois Community College Board approved a new policy regarding approval of short-term occupational certificate programs. Under this new policy, two categories of certificate programs of less than 30 hours were established: short-term certificate programs of less than seven semester credit hours and basic certificate programs of between seven and 29 semester credit hours. The new policy allows short-term certificate programs of less than seven hours to be created by a college if the college has previous approval to offer one or more programs in the same two-digit CIP category. This constitutes a new form of reasonable and moderate extension of existing programs and, thus necessitates an amendment to the Illinois Community College Board Administrative Rules. According to the rulemaking process, the following modification of ICCB Rule 1501.302 is presented to the Board and community college system for comment prior to the Board's taking initial approval action in March 2001.

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**SUBPART C: PROGRAMS**

**Section 1501.302 Units of Instruction, Research, and Public Service**

- a) Approval of New Units of Instruction. Each proposed new unit of instruction shall be submitted to the ICCB for approval. The criteria for approval of new units of instruction, which also apply to existing programs offered by community colleges are:
  - 1) Mission and Objectives.
    - A) The objectives of the unit of instruction are consistent with the mission of the college as set forth in Section 1-2(e) of the Public Community College Act.
    - B) The objectives of the unit of instruction are consistent with what the title of the unit of instruction implies.
  - 2) Academic Control.
    - A) The design, conduct, and evaluation of the unit of instruction are under the direct and continuous control of the college's established processes for academic planning and quality maintenance, and clear provision is made for ensuring a high level of academic performance of faculty and students.

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- B) The admission, course placement, and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction and with Section 3-17 of the Act where applicable.
- 3) Curriculum. The content of the curriculum ensures that the objectives of the unit of instruction will be achieved.
- A) The range of total number of credit hours required for completion of an associate degree curriculum shall be within the following parameters:
    - i) For the Associate in Arts degree and the Associate in Science degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent;
    - ii) For the Associate in Fine Arts and the Associate in Engineering Science degree, a total requirement of not less than 60 semester credit hours nor more than 68 semester credit hours or the quarter credit hour equivalent;
    - iii) For the Associate in Applied Science degree, a total requirement of not less than 60 credit hours nor more than 72 semester credit hours or the quarter credit hour equivalent, except in such occupational fields in which accreditation or licensure by a state or national organization requires additional coursework; and
    - iv) For the Associate in General Studies degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent.
  - B) Each associate degree curriculum shall include a specific general education component consisting of coursework in communication, arts and humanities, social and behavioral sciences, and mathematics and science within the following parameters:
    - i) For the Associate in Arts degree and the Associate in Science degree, the general education component required will represent at least 37 semester credit hours or the quarter hour equivalent for completion;

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- ii) For the Associate in Fine Arts degree, the general education component required will represent at least 25 semester credit hours or the quarter hour equivalent for completion;
  - iii) For the Associate in Engineering Science degree, the general education component required will represent at least 19 semester credit hours or the quarter hour equivalent for completion;
  - iv) For the Associate in Applied Science degree, the general education component required will represent at least 15 semester credit hour or the quarter hour equivalent for completion; and
  - v) For the Associate in General Studies degree, the general education component required will represent no less than 20 semester credit hours or the quarter hour equivalent for completion.
- 4) Faculty and Staff.
- A) The academic preparation and experience of faculty and staff ensure that students receive education consistent with the objectives of the unit of instruction.
  - B) The involvement of faculty in the unit of instruction is sufficient to cover the various fields of knowledge encompassed by the curriculum, to sustain scholarship appropriate to the unit of instruction, and to ensure curriculum continuity.
  - C) Support personnel, including counselors, administrators, clinical supervisors, and technical staff, have the educational background and experience necessary to carry out their assigned responsibilities.
- 5) Support Services.
- A) Facilities, equipment, and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computation equipment) necessary to provide quality instruction will be available and maintained.
  - B) Library holdings and acquisitions necessary to support quality instruction and scholarship are available, accessible, and maintained.

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C) Provision is made for the guidance and counseling of students, the evaluation of student performance, the continuous monitoring of progress of students toward their degree or certificate objectives, the placement of completers of the unit of instruction, and appropriate academic recordkeeping.

6) Financing.

A) The financial commitments to support the unit of instruction are sufficient to ensure that the stated objectives can be attained and that the faculty, staff, and support services necessary to offer the unit of instruction can be acquired and maintained.

B) Projections of revenues necessary to support the unit of instruction are based upon supportable estimates of general revenue, student tuition and fees, private gifts, and/or governmental grants and contracts.

7) Public Information.

The information that the college provides to students and the public accurately describes: the unit of instruction offered; the objectives of the unit of instruction; length of the unit of instruction; residency requirements, if any; schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction; cancellation and refund policies; and such other material facts concerning the college and the unit of instruction as are likely to affect the decision of the student to enroll.

8) Accreditation and Credentialing.

A) Appropriate steps have been taken to ensure that accreditation of the proposed new unit of instruction will be granted in a reasonable period of time.

B) The proposed new unit will provide the skills required to obtain individual credentialing (certification, licensure, registration) needed for entry into an occupation as specified in the objectives of the proposed new unit of instruction.

9) Program Needs and Priorities.

A) The unit of instruction must be educationally and economically justified based on the educational priorities and needs of the citizens of Illinois and the college's district.



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- B) The unit of instruction meets a need that is not currently met by units of instruction which are offered by other institutions in the district.
- b) Approval of New Administrative Units of Research or Public Service. An application for approval of each proposed new administrative unit of research or public service shall be submitted to the ICCB on forms provided by the ICCB. The criteria for approval of new administrative units of public service or research are:
- 1) The proposed new administrative unit shall be authorized by the board of trustees.
  - 2) The objectives of the proposed new administrative unit are consistent with the mission of the college [see Section 1-2(e) of the Act].
  - 3) The proposed new administrative unit shall meet a district's need to deliver a public service or research program which cannot be met through the district's current structure as indicated by an organizational chart.
  - 4) The proposed new administrative unit shall administer at least one public service or research program.
  - 5) The needs assessment demonstrates that the demand for the public service or research program to be administered by the proposed new unit shall be continuous for at least three years.
  - 6) The district shall provide evidence that the resources for the facilities, equipment and materials, and staff necessary to provide a quality program or service shall be made available to the proposed new administrative unit.
- c) Withdrawal. An approved unit of instruction, public service, or research may be withdrawn by the college when it decides to suspend operation of the unit. The withdrawal request shall be reported on forms supplied by the ICCB.
- d) Reasonable and Moderate Extensions.
- 1) An approved unit of instruction, public service, or research may be modified by the college within the parameters listed in subsection (d)(2) through (4). The college shall notify the ICCB of such extensions on forms provided by the ICCB.
  - 2) Reasonable and moderate extensions of previously approved units of instruction include:

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- A) The addition, modification, or withdrawal of courses within an approved unit of instruction which does not alter the objectives of the unit of instruction.
- B) A change in minimum credit hours for completion of an approved unit of instruction that does not affect the instructional level of the unit of instruction.
- C) A change in title of an approved unit of instruction that does not indicate a different objective of the unit than that previously approved.
- D) The creation of an option (major, concentration, or specialization) within an approved unit of instruction in which:
  - i) the option created is within the same general academic discipline or occupational field as the previously approved unit of instruction,
  - ii) the option created within a previously approved associate degree curriculum shares a common core of first-year courses with the previously approved unit of instruction, and
  - iii) the option created does not substitute more than 15 semester credit hours of other courses for courses previously approved as part of an associate degree curriculum or cluster of closely related curricula; e.g., from the same four-digit CIP code or substitute more than 9 semester credit hours of other courses for courses previously approved as part of a certificate curriculum (or closely related cluster) of 30 semester credit hours or more.
- E) The creation of certificate curricula from previously approved associate degree curricula and certificate curricula, including closely related curricula; e.g., from the same four-digit CIP code, providing no more than 6 semester credit hours are substituted for certificates of up to 30 semester credit hours or no more than 9 semester credit hours are substituted in certificates of 30 semester credit hours or more.
- F) The creation of a certificate curricula of less than seven semester credit hours from previously approved associate degree curricula and certificate curriculum from the same two-digit CIP code.

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- 3) Reasonable and moderate extensions of previously approved units of research or public service include units with an annual operating expenditure from whatever source of less than \$250,000 or an annual operating expenditure from state appropriations of less than \$50,000.
- 4) Reasonable and moderate extensions of previously approved units of administration include any administrative reorganization of a college.
- e) Approval in a Multicollege District. Approval of new units of instruction, research, or public service in a multicollege district will be for a specific college. Transfer of a unit to, or duplication of a unit by, other colleges within the district constitutes a new unit requiring approval by the ICCB. However, up to 9 hours of a program approved at one college may be offered by any other college in the district at the option of the Board.
- f) When a college no longer offers an approved unit of instruction to additional new students, that unit of instruction shall be reported to the ICCB and shall be removed from the college catalog and other documents advertising the program offerings to the public.
  - 1) An inactive unit of instruction shall be maintained on the ICCB Curriculum Inventory File with the date that it became inactive for a period of at least ten years. The effective date that a unit of instruction becomes inactive shall be determined by the college.
  - 2) A unit of instruction that has been inactive for less than three years may be reactivated by the college once it has completed the following:
    - A) Obtained approval to reactivate the program from its chief executive administrator.
    - B) Obtained approval to reactivate the program from agencies that license, certify, or accredit the program, if appropriate.
    - C) Submitted a notification to the ICCB.
  - 3) A unit of instruction that has been inactive for three to ten years may be reactivated by the Executive Director of the ICCB if the college has completed the following:
    - A) Obtained approval to reactivate the program from its chief executive administrator.

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- B) Obtained approval to reactivate the program from agencies that license, certify, or accredit the program, if appropriate.
  - C) Demonstrated through local surveys or state labor market data that the labor market demand and supply shows a need for graduates of the program.
  - D) Conducted a review of the program with representatives from business and industry including on-site visits and advice regarding current technologies and equipment.
  - E) Demonstrated, in accordance with subsections (a)(5) and (a)(6) of this Section and Section 1501.510, that the college has adequate facilities, equipment, and financial resources to offer a quality program.
  - F) Demonstrated, in accordance with Section 1501.303(f), that the college has available qualified faculty to provide the instruction for the program.
  - G) Submitted a request for the reactivation to the ICCB.
- 4) A unit of instruction that has been inactive for over ten years may be reactivated by following the new unit approval process described in subsection (a) of this Section.
- g) Discontinuation of Programs. The ICCB may discontinue programs which fail to reflect the educational needs of the area being served as follows:
- 1) Programs that do not meet standards of need, quality, and cost effectiveness may be discontinued by the ICCB. This determination shall be made based on review and collective findings of information available to the ICCB through ICCB and IBHE program review, evaluation, and productivity processes; the ICCB Management Information System; and other sources of pertinent information on the following criteria:
    - A) Program need, including educational priorities of the district, accessibility, credit hours generated, enrollments, completions, and labor market supply and demand.
    - B) Program quality, including job placement or education continuation, program content, academic control, faculty qualifications, and accreditation and credentialing.

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- C) Program costs, including adequacy of financial support and unit costs.
- 2) The ICCB will utilize special state-level analyses to identify programs that appear to be of questionable need, cost, or quality based on state data. Programs identified through state-level analysis will be referred to the colleges to enable them to evaluate the programs in detail in their normal process and to obtain the results and comments from the local level.
- 3) The ICCB will notify college districts of programs being considered for discontinuation and shall grant the district 60 days to respond to concerns regarding the program in question prior to action by the Board. This information shall be taken into account in determining if a program should be discontinued by the ICCB.
- 4) Once a program is discontinued by the ICCB and the appeal process is concluded, the college must inactivate the program by not enrolling any additional new students and develop a plan for an orderly discontinuation of the program for students currently enrolled. Programs discontinued by the ICCB may be reestablished by obtaining approval as a new unit of instruction under subsection (a) of this Section.