

Illinois Community College Board

351st Meeting Agenda and Materials

Work Session

May 21, 2004
9:00 a.m.

James R. Thompson Center
Room 8-033
100 West Randolph
Chicago, IL



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Agenda
351st Meeting of the
Illinois Community College Board
Work Session
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Room 8-033
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May 21, 2004
9:00 a.m.

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Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD APPROVAL
OF THE ASSOCIATE IN ARTS IN TEACHING
SECONDARY SCIENCE DEGREE MODEL**

BACKGROUND: In March 2001, the Illinois Community College Board (ICCB) endorsed an initiative to enhance the role of community colleges in teacher preparation and quality improvements. One of many activities undertaken as a result of the Board's endorsement has been the development of Associate in Arts in Teaching (AAT) degree models to facilitate a smooth transition for and enhanced preparation of community college students as they transfer into university teacher education programs.

Since September 2002, a steering committee has worked with hundreds of faculty, administrators, and agency representatives to propose models in Secondary Science and Secondary Math. Work has also been initiated on a Special Education model. The draft Science and Math models were discussed at the September 2003 ICCB work session at which time they were being reviewed by educators across the state. In October 2003, the ICCB endorsed the General Principles for the development of AAT degree models and the proposed Associate in Arts in Teaching in Secondary Math. At that time, comments from the field suggested that additional work needed to be done on the Secondary Science degree model. That work has been completed and is being presented to the ICCB for its approval.

Work has resumed on the AAT in Special Education and the steering committee has agreed to undertake the development of a model for Early Childhood Education. The steering committee has been expanded to include representatives from Independent colleges and universities as well as public community colleges and universities.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the proposed Associate of Arts in Teaching in Secondary Science Degree model.

**RECOMMENDED ASSOCIATE OF ARTS IN TEACHING
IN SECONDARY SCIENCE DEGREE MODEL**

Background

Secondary science encompasses a number of fields and presents a challenge in the development of a model that addresses issues of depth, breadth, and sequencing within the total hours provided in an associate degree. Development of an Associate of Arts in Teaching in Secondary Science Degree model commenced in September 2002 and was circulated for field review in the summer 2003. Based on the scope of feedback from the public comment period, the AAT steering committee recommended that further review and discussion take place in order to revise the model to best address the needs of students pursuing a degree in this field.

After thoughtful discussion and analysis, several modifications have been made to the model. Most significantly, the general education component was reduced to allow for the necessary major coursework required in math and science. It is not the intent of the committee to eliminate general education courses, but simply defer them to the junior or senior year for completion. This approach is supported by the AAT General Principles, which allow for a reduced general education requirement prior to transfer. This modification is suggested in good faith — that transfer students completing an AAT in Secondary Science would be required to complete *only* those general education components which had been deferred, not be bound to a different or additional general education package at the receiving institution.

Secondly, the original major course recommendation was slightly revised to recognize that in disciplines that involve sequential courses, it is in the student's best interest to complete the initial sequence prior to transfer to ensure that all content is covered and to facilitate transfer of credit. This applies to Biology, Chemistry, and Physics. Therefore, students taking initial courses in these areas (the core courses in the model's recommendation) should also take the second course in the sequence to guarantee transfer credit. Depending on the number of hours in an individual's degree, there may be room for one science elective. A separate section listing recommended elective courses is reflected in the model, as well. It should be noted that the major course recommendations for the AAT differ somewhat from a regular IAI science major recommendation because the AAT recommendations are based on the state and national teaching standards for the sciences. An AAT Science Matrix that identifies the standards appropriate for freshmen/sophomore science courses was developed as part of the process of developing the degree model and is available on the ICCB website at www.iccb.org/HTML/what/aat.html.

Finally, because of the number of credit hours in both general education and the major content area, only Introduction to Education is listed for the Professional Education component.

The following pages reflect the revised recommendation for the AAT in Secondary Science Model and is presented for the Board's endorsement.

General Principles of Associate in Arts in Teaching Degree Models

The following principles should guide the development of AAT degree models:

1. A degree model provides a general framework within which community colleges may develop specific degrees in accordance with institutional policies and priorities.
2. For most teaching specialties, the IAI General Education Common Core with one additional mathematics course will be appropriate. For some teaching specialties, it may be necessary to identify specific courses within the general education core, or the core may need to be modified.
3. Core language arts standards and standards related to global diversity and multiculturalism should be met through the general education component of the degree. Core technology standards may be met with an educational technology course, or may be infused throughout the general education component. Every college will be responsible for addressing the core technology standards, whether through a specific course or infusion in the curriculum.
4. Passing the Enhanced Test of Basic Skills will be a requirement for program completion. It is recommended that the test be administered no later than the point at which students have accumulated 45 semester hours and that remediation be provided for students who are not successful in their first attempt to pass the test.
5. Alignment of Illinois State Board of Education and National Council for the Accreditation of Teacher Education standards with AAT degree models will be done by groups of community college and university faculty.
6. Early field experiences need to begin in the first two years of a future teacher's preparation, regardless of whether a student begins at a community college or a university. It is strongly suggested that the field experiences be related to the student's selected specialty area.
7. Community colleges should adopt a process for admission to AAT programs for purposes of advising and career development.
8. It will be critical that close communication is maintained between community college and university teacher education programs in order to provide smooth articulation and address problems as they arise. Each institution should formally identify a contact person to ensure that there is a clear pathway for this communication to occur.

Associate of Arts in Teaching Secondary Science Degree Model

1. General Education Component (35 - 38 semester credits)

Please Note: This degree model contains a reduced number of general education hours prior to transfer; however, students will still be expected to complete their remaining general education course work at the receiving institution. Because the general education package has been altered to accommodate for the number of science and math courses needed in the first two years, only a partial IAI General Education Core Curriculum (GECC) transfer package is available for this degree.

Communication: 9 semester credits (two-course writing sequence and one course in oral communications)

Mathematics: 7- 9 semester credits (Calculus I and Calculus II, or Statistics, or Linear Algebra*) *Students are advised to check with intended transfer institution for transfer guidelines.*

Physical and Life Sciences: 7 - 8 semester credits (one course from the life sciences, one course from the physical sciences, and at least one laboratory course)

Humanities & Fine Arts: 6 semester credits (one course from humanities and one from the fine arts) *Completion of three additional hours would be required in the junior or senior year.*

Social and Behavioral Sciences: 6 semester credits (courses selected from two disciplines) *Completion of three additional hours would be required in the junior or senior year.*

2. Professional Education Component (3 semester credits)

Required: Introduction to Education (with a clinical component*)

*The clinical component should include field experiences in a variety of school settings. For students intending to pursue an AAT Secondary Science degree, it would be appropriate for half the number of hours to be spent in a secondary science environment. A variety of assignments and activities should be included, with artifacts and assessments documented. A minimum of 15 contact hours of field experience is required.

Please note: A separate, one-hour course focusing solely on field experience activities may be included, as well; however, students should be aware that such a course may not be transferable.

3. Major Area Sequence (18 - 23 semester credits)

Core Courses: 6 - 8 semester credits

All four of the following core courses are required; however, two of the courses can be used to fulfill general education requirements.

Earth Science
Introduction to Biological Sciences I
General Chemistry I
General Physics I with Calculus

Major Courses: 12-15 semester credits

In order to fulfill IAI transfer requirements, the following supporting classes are necessary to complete the second course in the Biology, Chemistry, and Physics sequence:

Introduction to Biological Sciences II
General Chemistry II
General Physics II with Calculus

4. Elective Option (4 semester credits)

If additional hours are available, choose one course from the following list which best supports your area of concentration:

Organic Chemistry I
Anatomy and Physiology I
General Physics III with Calculus
Biology elective

Total for the degree: 60 - 64 semester credits

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UNAPPROVED

Minutes of the 350th Meeting of the
Illinois Community College Board
February 20, 2004
William Rainey Harper College
Palatine, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: Guy Alongi, James Berkel, Marjorie Cole, James Frommeyer, Suzanne Morris, Rudolph Papa and Judith Rake. Lurna Godwin and Hermene Hartman were absent.

Item #2 - Announcements and Remarks by Guy H. Alongi, Chair

Chairman Alongi thanked William Rainey Harper College for hosting last evening's dinner and today's meeting.

Item #3 - Remarks by Dr. Robert Breuder, President, William Rainey Harper College

President Breuder gave welcoming remarks to the Illinois Community College Board members and guests.

Item #4 - Committee Reports

Item #4.1 - Adult Education Transition Committee

James Berkel reported committee members include Judith Rake, Lurna Godwin and himself. Background information on the purpose of the Committee was provided.

Sarah Hawker will report on the status of the Adult Education and Family Literacy Funding Task Force in Item #7. Mr. Berkel commended Sarah Hawker and Jennifer Foster for their work on this Task Force.

The Adult Education and Family Literacy Funding Task Force Recommendations are near completion. A Special Meeting of the Board may be required for action on these Recommendations prior to its meeting scheduled for May 21, 2004.

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Rhonda Serafin is the new Chair of the the Adult Education and Family Literacy Advisory Council. The Council, consisting of 25 individuals, was previously chaired by Kathy Lively of John A. Logan College.

Mr. Berkel also reported the ICCB has exceeded Fiscal Year 2003 Federal Performance Guidelines in Adult Education, Career and Technical Education and Title I of the Workforce Investment Act. These goals are crucial in determining Illinois' eligibility to receive federal incentive funds. The U.S. Department of Education is expected to give final approval.

The first Adult Education and Family Literacy newsletter has been developed to inform the field of ongoing issues and developments in adult education. The newsletter "Excellence in Adult Education and Family Literacy" will be published three times per year. The first issue was sent January 2004, and the next issue is due for publication in April 2004.

Item #4.2 - Budget and Finance Committee

Rudolph Papa reported that the Budget and Finance Committee met this morning and reviewed the ICCB financial statements. Mr. Papa highlighted areas of the statements that are included in the information section of this agenda.

Fiscal year 2004 office administration expenditures were reviewed in more detail and all expenditures are on target.

Item #5 - President/CEO's Report

Geoffrey Obrzut reported on the fiscal year 2005 Illinois Community College System operating budget. Overall, the reduction in the community college system operating budget was 3.3 percent.

Base operating, equalization, and small college grants were recommended for level funding. Level funding was also recommended for Adult Education and Family Literacy and Career and Technical Education. The second year of the planned three-year funding of the Funding Formula Impact grant is \$5.5 million.

The Business and Industry Component of the Workforce Development Grant is recommended for level funding. This is the only portion of this grant that is funded for fiscal year 2005.

The Deferred Maintenance Grant of \$2.9 million was eliminated, but it is hopefully going to be transferred from the ICCB budget to the Capital Development Board and funded as part of the capital budget for the state. The Governor will make recommendations on the Illinois Community College System Capital Budget in March with his statewide capital budget.

The Lincoln's Challenge Grant program is being transferred to the Illinois Student Assistance Commission.

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The P-16 initiative is level-funded at nearly \$1.3 million.

The Governor's budget includes the transfer of GED testing from the Illinois State Board of Education to the Illinois Community College Board.

On February 3, the Illinois Board of Higher Education approved the Fiscal Year 2005 Higher Education Budget which includes the Illinois Community College System Operating Budget. IBHE discussion also included the Ethics Legislation that was passed and signed by the Governor in December 2003. Discussion was held on community college AAS degrees in Forensics Specialist at Illinois Valley Community College and Paraprofessional Educator programs at Illinois Eastern Community Colleges, Kaskaskia College, College of Lake County, Moraine Valley Community College, Oakton Community College, and Southeastern Illinois College. Those degrees were tabled until the next meeting of the IBHE. Geoff Obrzut commended Virginia McMillan for drafting a memorandum addressing IBHE's concerns with these degrees. Ms. McMillan provided the Board with highlights of the IBHE's concerns. The Board of Higher Education will hold a special meeting via conference call on Tuesday, February 24, 2004, to reconsider these programs for approval and it is anticipated that approval will be granted.

The ICCB was asked to appear before the Legislative Audit Commission on February 17. The Board was briefed on the hearing.

Geoff Obrzut reported to the Board on his visits to community colleges in the system.

Item #6 - Advisory Organizations

Item #6.1 - Illinois Community College Faculty Association

ICCFA President Ellen Lindeen, faculty member at Waubensee Community College, highlighted information which was published in the handout she distributed about the Faculty Association.

Ms. Lindeen invited the Board to the 2004 Teaching and Learning Excellence Conference scheduled for November 18-19 at the Springfield Renaissance Hotel. This year's theme is "The 21st Century College Classroom." Calls for Proposals have been sent to the system and are due for return in May. Ms. Lindeen indicated that ICCB members James Berkel and Rudolph Papa attended the 2003 conference.

Four \$1,000 scholarships will be presented to students who meet application qualifications based on academic excellence and community service. Information on the application process for these scholarships has been sent.

Four grants have been awarded to faculty which focus on faculty development.

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The "Show Springfield Success" initiative is continuing. This initiative offers \$100 to any college that hosts a local legislator for a campus visit to show what good things are happening at Illinois community colleges.

Item #6.2 - Student Advisory Committee

James Frommeyer reported that the Student Advisory Committee has been very active. The Legislative Subcommittee has prepared letters which have been signed by SAC members and addressed to every state legislator outlining SAC's concerns. The intent of the letters are to build relationships with legislators. Tom Ryder prepared a "hot topic" list of issues which students can use on Student Lobby Day.

SAC participated in a recent Adult Education and Family Literacy roundtable discussion to provide feedback to the Adult Education Funding Task Force.

Students conducted a voter registration drive throughout the state. A reward will be presented to the school who has the largest number of voter registrations. An announcement will be made when the winner is determined.

At the last SAC meeting, Joseph J. Cipfl was presented a plaque of gratitude on his retirement as President/CEO of the Illinois Community College Board. Geoffrey S. Obrzut was welcomed as he assumes his new role as President/ CEO of the Illinois Community College Board in January 2004.

Item #6.3 - Illinois Community College Trustees Association

On behalf of ICCTA President Jake Rendleman, Gary Davis expressed appreciation for the cooperation the Trustees receive from the Illinois Community College Board.

The Trustees welcome Geoffrey Obrzut as the next ICCB President/CEO. It was noted that Mr. Obrzut is an alumnus of the Triton College Board of Trustees.

The Trustees Association is working diligently with local boards to help with board performance evaluation. A self-evaluation process has been developed for this initiative.

The Illinois Community College Board was commended for all its efforts. Geoffrey Obrzut thanked the Trustees Association, Gary Davis, and all community college advisory organizations for their support and for working together as a united front.

Item #6.4 - Presidents Council

Terry Ludwig commended the Illinois Community College Board for its efforts during this time of change.

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Presidents are concerned with the Illinois Community College System budgets for fiscal year 2005. Lost grants were noted to have a great affect on operations of community colleges.

The Board and staff were commended for their efforts with Adult Education and Family Literacy and equalization funding. Dr. Ludwig remarked that these initiatives are critical to the Illinois Community College System.

Dr. Ludwig acknowledged City Colleges of Chicago's presentation today, remarked that cooperation has always existed among the community college presidents and stated that Chicago Presidents have made many contributions to the Council projects. Funding is a concern to the entire system.

Item #6.5 - Adult Education and Family Literacy Advisory Council

Rhonda Serafin expressed appreciation to address the Board. ICCB members James Berkel and Judith Rake were thanked for their participation in working with the Council.

The Adult Education and Family Literacy Advisory Council consists of all provider types that receive funding from the ICCB; e.g., community-based organizations, community colleges, regional offices of education, school districts, Department of Corrections as well as other stakeholders.

The Council focuses on professional development; curriculum and instruction; state coordination; and policy studies, research data and accountability.

A report was made on the Council's meetings held on November 6 and February 11. The next meeting of the Council is scheduled for March 18 in Springfield.

Item #7 - Status Report on the Adult Education Funding Study Task Force

Sarah Hawker reported that the original plan for today was to present final recommendations to the Board for approval. However, due to the degree of commitment that the ICCB had made to an open participatory process, the time line will be extended.

The Board was briefed on the two public hearings on February 4 in Chicago and on February 5 in Springfield. In Chicago, 46 people attended and 15 testified, and in Springfield 25 attended and six gave testimony.

Preliminary information on recommendations was provided to the Student Advisory Committee and excellent feedback was provided to the Task Force. The Presidents Council and Trustees Association will be asked to review the recommendations and provide comments. Consideration will be given to system feedback as recommendations are finalized. Plans are to present the recommendations for Board approval on May 21, 2004.

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Geoffrey Obrzut commented on Senator Dale Righter's questions about adult education at the Legislative Audit Commission on February 17. Tom Ryder satisfied the Senator with his responses. Mr. Ryder was a State Representative and sponsor of the Adult Education bill at the time it was transferred from the State Board to the ICCB.

GED issues continue to be addressed. The ICCB is committed to ensuring that testing is accessible, affordable, and available to all. The Governor's office has expressed support for GED testing to be moved from the Illinois State Board of Education to the Illinois Community College Board.

Item #8 - Legislation

Item #8.1 - Discussion of the State Officials and Employees Ethics Act (Public Acts 93-0615 as amended by 93-617)

The Governor signed the bill in December 2003 to be effective February 1, 2004. State employees and members of board and commissions are required among other things to submit time sheets to document time spent on official state business. Adoption of stated policies were to have been completed before February 1, 2004, and shall apply to state employees beginning 30 days following.

ICCB staff have reviewed its existing policies and believe the Board is in compliance with the provisions of the Act.

A letter has been sent to Attorney General Lisa Madigan on February 2, 2004 requesting an official opinion to clarify how the new State Officers and Employees Ethics Act impacts community colleges. We are waiting on a response.

Item #8.2 - Legislative Update

Geoffrey Obrzut reported on legislation, initiated by the Illinois Federation of Teachers, that would require one Illinois community college faculty member to serve on the Illinois Community College Board. The appointment would be made by the Governor in July of 2005. The Trustees Association may also amend the bill to include a community college trustee to serve on the ICCB. The bill may be heard within the next week.

The Senate Appropriations Hearing is scheduled for April 28 and the House Appropriations Hearing is scheduled for April 29.

The Board was briefed on GED legislation and other legislative issues affecting the Illinois Community College System.

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Item #9 - Consent Agenda

Rudolph Papa made a motion to approve the following items, which was seconded by Judith Rake:

Item #9.1 - Minutes of the January 16, 2004 ICCB Meeting (Work Session)

The Illinois Community College Board hereby approves the minutes of the January 16, 2004 meeting as recorded.

Item #9.2 - Minutes of the February 9, 2004 ICCB Meeting (Conference Call)

The Illinois Community College Board hereby approves the minutes of the February 9, 2004 meeting as recorded.

Item #9.3 - 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

William Rainey Harper College

- Graphic Arts Design A.A.S. degree (60 semester credit hours)
- Graphic Arts Design Certificate (30 semester credit hours)

Richland Community College

- Medical Office Specialist A.A.S. degree (66 semester credit hours)
- Medical Office Specialist Certificate (42 semester credit hours)

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

Item #10 - Information Items

Item #10.1 - Reports on Restricted Grants for Fiscal Year 2003

The Board received reports on the manner in which fiscal year 2003 restricted grant funds were expended by the 39 community college districts in the areas of Workforce Development, Advanced Technology, P-16 Initiative, and Deferred Maintenance.

Item #10.2 - A Summary of Capital Projects Approved by the President/CEO During Calendar Year 2003

Information was provided to the Board on capital projects that were approved by the President/CEO during the past calendar year.

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Item #10.3 - Fiscal Year 2004 Financial Statements (October, November, December 2003 and January 2004)

Financial statements are provided for the Board's information and review.

Item #10.4 - Proposed Amendments to Illinois Community College Board Rules Concerning Midterm Certification of Students for State Funding

Information was provided to the Board on Proposed Amendments to ICCB Rules.

Item #11 - Other Business

Item #11.1 - Comments from the City Colleges of Chicago

City Colleges of Chicago Chair James Tyree appeared before the Board and reported that Chancellor Wayne Watson, Director of the Office of Intergovernmental Affairs Randy Barnett, and Chief Financial Officer Abe Eshkenazi accompanied him today. Mr. Tyree's address focused on the serious funding shortage facing the City Colleges of Chicago and asked the Illinois Community College Board to provide additional and sufficient funding for the district. Mr. Tyree reported that, without this funding, the district's only alternatives would be to close schools or continue with prepared litigation citing discrimination.

Item #12 - Adjournment

Suzanne Morris made a motion, which was seconded by James Berkel, to adjourn the meeting at 10:30 a.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

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

Kaskaskia College

- ▶ Network Administration A.A.S. degree (66 semester credit hours)
- ▶ Paramedicine Certificate (44 semester credit hours)

College of Lake County

- ▶ Emergency Medical Technology A.A.S. degree (62 semester credit hours)
- ▶ Surgical Technology A.A.S. degree (62 semester credit hours)

John A. Logan College

- ▶ Graphics Design A.A.S. degree (67 semester credit hours)

Lincoln Land Community College

- ▶ Paraprofessional Educator A.A.S. degree (64 semester credit hours)

Wm. Rainey Harper College

- ▶ Radiologic Technology A.A.S. degree (76 semester credit hours)
- ▶ Diagnostic Medical Sonography A.A.S. degree (64 semester credit hours)
- ▶ Diagnostic Medical Sonography Certificate (36 semester credit hours)

BACKGROUND

Kaskaskia College is seeking approval to offer a 66 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Network Administration”. This program will prepare student for employment as network administrators, network designers and LAN specialists. The curriculum consists of 17 semester credit hours of general education coursework, 39 semester credit hours of career and technical education requirements, four semester credit hours of required work-based learning in network administration, and five semester credit hours of related electives. Technical

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coursework consists of 15 credit hours of common core courses covering computer logic, Windows XP, Security +, Server Administration, and Windows Networking, and an additional 24 credit hours of coursework in network administration covering Windows .NET Enterprise, CISCO Certified Network Associate (CCNA) training, Windows 2000 Server, Linux, Microsoft Exchange Server, Network +, and A+ Certification training. In addition, the college requires a seminar and internship with a local employer in networking administration. Certification/licensure is not required for entry-level employment in this field, however many employers look for network administrators who possess entry-level networking technology certifications. This curriculum will prepare graduates for two levels of CISCO certification (CCNA and CCNP) and A+ exams, as well as several Microsoft and CompTia certifications.

Students will be evaluated on their skills in installation, configuration and management of networks utilized in a variety of business environments through the use of a skills checklist beginning with course level evaluation and culminating in an exit evaluation. Students will also be assessed on workplace skills during their network administration internship.

Labor market information provided by the college is supportive of the need for and interest in a training program beyond the certificate level for network administrators. Currently the college offers a certificate program in networking technology that will serve as an educational ladder in the proposed degree program. Furthermore, the college is re-organizing their existing information technology related programs to better serve their community's academic and business needs. The college anticipates a combined enrollment of approximately 30 full- and part-time students the first year. The program will require one existing full-time and one new part-time instructor the first year. Costs for implementing this program will be approximately \$21,000 per year for the first three years.

Kaskaskia College is also seeking approval to offer a 44 semester credit hour certificate program in "Paramedicine". This program will prepare individuals for employment as Emergency Medical Technician-Paramedics. The curriculum consists of four credit hours of general education coursework in anatomy and physiology, 32 credit hours of required career and technical education coursework in emergency medical technology and clinical paramedicine, and eight credit hours of required work-based learning coursework in the paramedic field. The curriculum was developed using guidelines established by the Illinois Department of Public Health and will prepare graduates for the required licensure exam for EMT-Paramedics. Labor market information provided by the college is supportive. Employment of EMT-Paramedics is expected to increase about as fast as the average for all occupations within the college's district, and about twice as fast as average statewide through 2010, according to the Illinois Department of Employment Security. The college anticipates an enrollment of 10 full- and part-time students the first year, increasing to 20 full- and part-time students by the third year. The program will require two existing part-time faculty the first year. Costs of implementing this program will be approximately \$40,950 each year for the first three years.

College of Lake County is seeking approval to offer a 62 semester credit hour Associate in Applied Science (A.A.S.) degree program in "Emergency Medical Technology". This program will prepare individuals for employment as emergency medical technician-paramedics (EMT-P) for hospitals, public entities, and medical transportation services. The curriculum consists of 15 semester credit

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hours of general education coursework, 35 semester credit hours of career and technical education requirements, six (6) semester credit hours of work-based learning, and six (6) semester credit hours of related electives. Technical coursework includes emergency medical technician-basic training, patient assessment, advanced pre-hospital care, medical emergencies, trauma emergencies, special conditions, medical terminology, and pharmacology, in addition to both a paramedic clinical and a paramedic field practical experience. The curriculum was developed using the National Standard Curriculum for EMT-Paramedics set forth by the National Highway Traffic and Safety Administration - U.S. Department of Transportation, and prepares graduates for the required EMT-P licensure through the Illinois Department of Public Health.

Students will be assessed on their knowledge and skills in emergency medical technology through the paramedic clinical and the paramedic field practical experience. Students will be asked to demonstrate their abilities in patient assessment and pre-hospital care through workplace simulations in a variety of settings. Furthermore, students will be required to prepare written evaluations of patients and model hospital reports for final evaluation by program faculty.

Labor market information provided by the college supports the demand for paramedic level training EMTs. The Illinois Department of Employment Security projects a 25 percent increase in demand for EMT-Ps for Lake County's district through 2010, twice the average growth for all occupations in Illinois. In addition, the district has seen an increase in interest from volunteers and employees of local police, fire and disaster response departments for paramedic level training. The college anticipates an enrollment of 10 part-time students each year for the first three years of the program. The program will require five existing part-time faculty the first year, one existing faculty member will serve as the program coordinator. Costs for implementing this program will be approximately \$2,050 the first year, \$2,300 the second year, and \$2,450 the third year.

College of Lake College is also seeking approval to offer a 62 semester credit hour Associate in Applied Science (A.A.S.) degree program in "Surgical Technology". This program will prepare individuals for employment beyond entry-level surgical technologists as scrub surgical technologists and surgical technologist 1st assistants. The college currently offers a certificate program that will provide an educational ladder for students interested in advanced study in this field. The curriculum consists of 17 semester credit hours of general education coursework, 39 semester credit hours of career and technical education requirements, three semester credit hours of required work-based learning in surgical technology, and three semester credit hours of related career and technical education electives. Technical coursework consists of pharmacology, medical terminology, microbiology, pathophysiology, principles and practice of surgical technology, surgical procedures (introductory, intermediate and advanced levels), a surgical technology seminar and internship. The curriculum was based on guidelines established by the Association of Surgical Technologists (AST) for certification and will prepare graduates for completing the Certified Surgical Technologist (CST) exam. Certification is optional in this field for entry-level employment, however the college indicates the majority of employers prefer this credential for hiring new employees. Completion of this degree program will not only prepare graduates for certification, but will also provide advancement opportunities. The college's existing certificate curriculum is currently accredited by the AST and Commission on Accreditation of Allied Health Education Programs (CAAHEP). The

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college plans to seek accreditation for the degree curriculum once one class of students have completed the program.

Students will be assessed on their knowledge and skills of surgical technology practice and procedures through both the surgical technology seminar and internship. The seminar course includes the administration of the AST Certification Pre-test which will serve as an indicator of a student's general knowledge of practice and procedure in the field. The internship includes an observation based assessment of students in work situations. Operative simulations and assessment by both faculty and workplace mentors is utilized to help students assess both strengths and weaknesses in surgical practice and procedures. Students must successfully complete 512 hours of clinical practice. Students will be required to demonstrate clinical level proficiency on basic general, gynecological, genitourinary, orthopedic, vascular, plastic, and ear, nose, and throat procedures.

Labor market information provided by the college is supportive of the need for advanced-level training in surgical technology. The college anticipates an enrollment of six part-time students the first year increasing to eight part-time students by the third year. One existing full-time and one existing part-time faculty member will be required for the program during the first three years. No new equipment or facilities will be required for the implementation of this program. Costs will be approximately \$2,000 the first year, \$2,200 the second year, and \$2,350 the third year.

John A. Logan College (JALC) is seeking approval to offer a 67 semester credit hour Associate in Applied Science (A.A.S.) Degree program in "Graphic Design". This program will prepare individuals for employment as graphics designers in print shops, magazines, newspapers, television or other related media. Currently, JALC offers no related programs in graphic design. This curriculum consists 16 semester credit hours of general education coursework, 48 semester credit hours of career and technical education requirements, and three semester credit hours of work-based learning in graphic design. Technical coursework consists of introductory, intermediate, and advanced graphics design; drawing; introductory and advanced computer art; commercial art; photography; web page graphics; presentation graphics and drawings; two dimensional design; advertising; and a graphics design seminar and internship. The curriculum was developed with input from JALC program advisory committee. Certification/licensure is not required for entry-level employment in this field. Program accreditation through the National Association for the Schools of Art and Design (NASAD) is optional. JALC plans to seek accreditation for the degree curriculum once the program has been in active operation for at least two years.

Students will be assessed on the knowledge and skills of graphics design through an external internship and the maintenance of a program portfolio. The Applied Technology Internship will require students to demonstrate hands on skill in graphics design. Students will be given work place specific projects to complete and be evaluated by a team of college faculty and work site representatives. Students will also be evaluated on professionalism and communication in the work place. Throughout the program students will collect various projects from individual courses into a graphics design portfolio to be evaluated by college faculty. Students will be provided with feedback regarding their strengths and areas for improvement as a regular evaluation of skill progress both at the course and program level.

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Labor market information provided by the college supports the need for and interest in a graphic design degree program within the college's district and surrounding area. Only one other community college in the Southern Illinois region currently offers a program in this field. The college anticipates an enrollment of 20 full- and part-time students the first year, increasing to 30 full- and part-time students by the third year. Two new part-time and three existing part-time faculty will be required for implementing this program. No additional full-time faculty will be required for the program during the first year. Costs for implementing this program will be approximately \$23,994 the first year, \$15,850 the second year, and \$26,284 the third year.

Lincoln Land Community College has submitted an application to offer the "Paraprofessional Educator" Associate in Applied Science (A.A.S.) degree Statewide Model Curriculum. This proposal meets the model guidelines endorsed by the Illinois Community College Board on May 16, 2003. The Board indicated in its action at that time that colleges meeting these guidelines would be granted approval without further Board action required.

William Rainey Harper College is seeking approval to offer a 76 semester credit hour Associate in Applied Science (A.A.S.) degree program in "Radiologic Technology". This program will prepare individuals for employment as radiologic technologists in a variety of health care settings including hospitals and primary care provider offices. The curriculum consists of 17 semester credit hours of general education coursework, 41 semester credit hours of career and technical education requirements, and 18 semester credit hours of required work-based learning. Technical coursework includes introduction to the health care field, computer usage in health services, medical terminology, pharmacology, health care law and ethics, introductory through advanced radiologic principles and procedures, radiologic pathology, special procedures and quality assurance, in addition to over 100 contact hours of clinical practice in a radiology lab. The program was developed using the standards of the Joint Review Committee on Education in Radiologic Technology (JRCERT) and will prepare graduates for required licensure by the Illinois Department of Nuclear Safety and the certification exam of the American Registry of Radiologic Technologists (ARRT). The college will seek program accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) - JRCERT pending graduation of at least one class of students.

Students will be assessed on their knowledge and skills of radiologic technology through clinical demonstration of radiological practices and procedures. Students will also complete an ARRT pre-test that will identify areas of strengths and weaknesses.

Labor market information provided by the college supports the interest in and need for radiologic technologists within the college's district, Chicago Metropolitan Area and statewide. Furthermore, a recent hospital training program closed, leaving a gap in training provided within the college district. The college anticipates an enrollment of 28 full-time and seven part-time students the first year. The program will require two new full-time faculty the first year and an additional two new part-time faculty during the second year. Costs for implementing this program will be approximately \$340,377 the first year, \$200,883, and \$210,781 the third year. The primary source of funds for the program will be the college's educational fund. A referendum was recently passed supporting the building of a new health sciences building and related capital needs.

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William Rainey Harper College is also seeking approval to offer a 64 semester credit hour Associate in Applied Science (A.A.S.) degree program and a 36 semester credit hour certificate program in “Diagnostic Medical Sonography”. The degree program will prepare individuals for employment as diagnostic medical sonographers in a variety of health care settings including hospitals and primary care provider offices, while the certificate program will provide existing ultrasound professionals with a formalized training credential. The degree curriculum consists of 17 semester credit hours of general education coursework, 37 semester credit hours of career and technical education requirements, and 10 semester credit hours of required work-based learning. Technical coursework includes introduction to the health care field, computer usage in health services, medical terminology, pharmacology, health care law and ethics, cardiac emergencies, ultrasound physics, introductory ultrasound technology, abdominal and obstetrical sonography, in addition to 50 contact hours of clinical practice in sonography. The certificate curriculum consists of 36 semester credit hours of career and technical education requirements and 10 semester credit hours of required work-based learning. These programs were developed using the standards of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDMS) and will prepare graduates for the certification exam of the American Registry of Diagnostic Medical Sonographers (RDCS). The college will seek program accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) - JRCDMS pending graduation of at least one class of students.

Students will be assessed on their knowledge and skills of radiologic technology through clinical demonstration of diagnostic medical sonography practices and procedures.

A needs survey conducted by the college supports the interest in and need for a formalized training program for sonographers within the college’s district. Furthermore, labor market information supports the increasing demand for sonographers in the Chicago Metropolitan Area and statewide. The college anticipates a combined enrollment of 25 full-time students the first year. The programs will require one new full-time faculty member the first year and an additional two new part-time faculty during the second year. Costs for implementing these programs will be approximately \$360,050 the first year, \$164,793, and \$174,181 the third year. The primary source of funds for the programs will be the college’s educational fund. A referendum was recently passed supporting the building of a new health sciences building and related capital needs.

TEMPORARY PROGRAM APPROVAL

Illinois Central College

- ▶ AAS in Corrections for IDOC Employees: Correctional Officer/Youth Spvsr. (66 ch)
- ▶ AAS in Corrections for IDOC Employees: Parole Officer (65 ch)

Kaskaskia College

- ▶ AAS in Corrections for IDOC Employees: Correctional Officer/Youth Spvsr. (64 ch)

Lewis & Clark Community College

- ▶ Therapeutic Massage Certificate (36 semester credit hours)
- ▶ Therapeutic Massage A.A.S. degree (65 semester credit hours)

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Parkland College

- ▶ Carpentry Apprentice Certificate (43 semester credit hours)

Harold Washington College

- ▶ Horticulture A.A.S. degree (63 semester credit hours)

BACKGROUND

Associate of Applied Science in Corrections program

The following colleges have submitted applications to offer the Associate in Applied Science (A.A.S.) degree in Corrections Statewide Model Curriculum. The proposals meet the model guidelines endorsed by the Illinois Community College Board on June 14, 2002. The Board indicated in its action at that time that colleges meeting these guidelines would be granted temporary approval without further Board action needed.

Illinois Central College

- ▶ AAS in Corrections for IDOC Employees: Correctional Officer/Youth Spvsr. (66 ch)
- ▶ AAS in Corrections for IDOC Employees: Parole Officer (65 ch)

Kaskaskia College

- ▶ AAS in Corrections for IDOC Employees: Correctional Officer/Youth Spvsr. (64 ch)

Lewis & Clark Community College is seeking temporary approval to offer 65 semester credit hour Associate in Applied Science (A.A.S.) degree and a 36 semester credit hour Certificate program in “Therapeutic Massage” for a period of three years. The certificate program will prepare individuals for entry-level employment as massage therapists and serve as an educational ladder towards the degree program which will prepare individuals for advanced practice in massage therapy as well as for entrepreneurship. The certificate curriculum consists of 11 semester credit hours of general education coursework, 24 semester credit hours of career and technical education requirements and one (1) semester credit hour of work-based learning. The degree curriculum builds on the certificate to include an additional 12 semester credit hours of general education requirements and 17 semester credit hours of career and technical education requirements. Technical coursework includes massage therapy techniques and practice, hygienic aspects, complementary techniques, advanced techniques, business practices, integration practica and an internship in massage therapy. Both curricula prepare students for the required licensure by the Illinois Department of Professional Regulation. The degree curriculum will also prepare students for the optional certification through the National Certification Board for Therapeutic Massage and Bodywork.

Students will be assessed on their knowledge and skills in massage therapy through a required Integration Practica and Documentation course, which connects all of the modalities and techniques students have learned throughout the program to evaluate a patient and provide an appropriate treatment plan. Furthermore, students are required to complete an Internship course including at least 50 massages demonstrating massage therapy practices and procedures for faculty.

Alternate labor market information provided by the college supports the interest in and need for formalized training within the college’s district. Currently, LCCC sends its students outside of the district or to private training providers for this program. The college anticipates an enrollment of

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10 part-time students during the first semester of the program. Temporary approval is requested to meet the immediate interest in and need for training within the district and to evaluate the long-term need for the program(s). ***Temporary approval is recommended for a period of three years, after which permanent approval will be considered, based on program outcomes.***

Parkland College is seeking temporary approval to offer a 43 semester credit hour “Carpentry Apprentice” certificate program for a period of three years. This program will prepare individuals for entry-level employment in residential carpentry. The curriculum consists of four (4) credit hours of general education and occupational safety coursework, and 39 credit hours of required career and technical education coursework in carpentry. Classroom instruction covers the areas of residential framing, interior systems, interior and exterior trim, concrete applications, roofing, scaffolding, cabinets and hardware, stair framing, and welding. In addition the program includes over 725 contact hours of field experience in residential carpentry. This curriculum was developed in collaboration with the Mid-Illinois Regional Council of Carpenters (MIRCC) and follows the guidelines and standards outlined for entry-level residential carpenters by the U.S. Department of Labor - Bureau of Apprenticeship and Training. The college anticipates an enrollment of 16 students the first year with 100% completion. Temporary approval has been requested to meet the immediate needs of district employers and to investigate the continued labor market need for such a training program. ***Permanent approval will be recommended after a period of three years based on program outcomes.***

Harold Washington College, one of the City Colleges of Chicago, is seeking temporary approval to offer a 63 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Horticulture” for a period of three years. This program will prepare individuals for employment as horticulture specialists or technicians in interior/exterior landscape design, construction and maintenance. The curriculum consists of 17 semester credit hours of general education coursework, 41 semester credit hours of career and technical education requirements, and five (5) semester credit hours of work-based learning. Technical coursework includes introductory ornamental horticulture, plant propagation, soils and fertilizers, herbaceous and woody landscape plants, turfgrass management, arboriculture, pest management, landscape design and installation, in addition to a supervised horticulture internship.

Students will be assessed on their knowledge and skills in horticulture through the Supervised Horticulture Internship, which requires demonstration of landscape design, construction and maintenance. The student will also be required to complete a cumulative horticulture project, including a presentation for faculty and peers.

Alternate labor market information provided by the college supports the interest in and need for a formalized training program within the college’s district. The college anticipates an enrollment of 18 part-time students during the first year of the program. Temporary approval is requested to meet the immediate interest in and need for local training, as well as to evaluate the continued demand for horticulture workers within the metropolitan and surrounding areas. ***Temporary approval is recommended for a period of three years, after which permanent approval will be considered, based on program outcomes.***

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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:

Permanent Program Approval

Illinois Central College

- ▶ Automotive Maintenance & Light Repair Certificate (8 semester credit hours)

Wm. Rainey Harper College

- ▶ Vascular Technology Certificate (6 semester credit hours)

Temporary Program Approval

Parkland College

- ▶ EMS: Paramedic Certificate (17 semester credit hours)

Illinois Community College Board

**EXTENSION OF COURSES AND CURRICULA
OUT-OF-STATE**

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the out-of-state extension of College of DuPage courses in mid-level Italian, advanced-level Italian, and culture and history of Italy to be offered to students of College of DuPage participating in the Study Abroad Program in Italy.

BACKGROUND. College of DuPage is requesting approval to offer courses in mid-level Italian, advanced-level Italian, and the culture and history of Italy as part of their Study Abroad and Italian programs. These course offerings are designed to enhance the Italian program and are intended to improve the students' fluency levels through in-country situations. The Study Abroad program directly contributes to the internationalizing and global studies efforts of the college.

Courses will be taught by one full-time faculty member from College of DuPage and one part-time faculty member. Assessment of the program is on-going through surveys, examination, and administrative site visits. Support services for classroom space, field trips, lodging and office support will be provided by Societa Dante Alighieri.

The program is designed for a maximum of 15 students. Total fees per student are \$3,150 for projected revenues of \$47,250. Tuition is additional for all students. Projected expenses are \$46,5000, with a projected contingency fund of \$750. The program will be completely funded through the tuition and fees derived from students who participate in the program, and no state or local tax funds will be used to support the program.

Illinois Community College Board

**EXTENSION OF COURSES AND CURRICULA
OUT-OF-STATE**

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the out-of-state extension of College of DuPage courses in British literature and British cultural context to be offered to students of College of DuPage participating in the Study Abroad Program in London, England.

BACKGROUND. College of DuPage is requesting approval to offer courses in British literature and British cultural context in London, England as part of their Study Abroad and English Literature programs. These course offerings are designed to enhance the English Literature program and to directly contribute to the internationalizing and global studies efforts of the college. This program also supports the college's mission to prepare students to live and work successfully in an international environment.

Courses will be taught by one full-time English faculty member from College of DuPage with support of Center for Academic Programs Abroad (CAPA) staff and services.

The program is designed for a maximum of 15 students. Total fees per student are \$3,554 for projected revenues of \$53,310. Tuition is additional for all students. Projected expenses are \$53,000, with a projected contingency fund of \$310. The program will be completely funded through the tuition and fees derived from students who participate in the program, and no state or local tax funds will be used to support the program.

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Illinois Community College Board

**ADULT EDUCATION FUNDING TASK FORCE
REPORT AND RECOMMENDATIONS**

The externally attached report and recommendations from the Illinois Adult Education Funding Study Task Force are being submitted to the Illinois Community College Board for review and consideration. As has been reported to the Board over the last 18 months, a Task Force of adult educators, ICCB staff, and adult education stakeholders have been meeting to review the adult education funding methodology that was in place at the time the administration of Adult Education and Family Literacy was transferred to the ICCB in fiscal year 2001. Board members Jim Berkel and Judith Rake have participated in the work of the Task Force.

After extensive research, discussion, and public input, the final Report and Recommendations of the Adult Education Funding Task Force are submitted for review by the Board prior to a request for action to adopt the recommendations at the June 18, 2004 meeting. A staff presentation will be made at that time.

INFORMATION ONLY