

Illinois Community College Board

427th Meeting Agenda and Materials

December 1, 2017

Harry L. Crisp II Community College Center
Second Floor Conference Room
401 East Capitol Avenue
Springfield, IL



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Agenda
427th Meeting of the
Illinois Community College Board

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17.1	Employment/Appointment Matters	—
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Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT COMMITTEE

An oral report will be given during the Board meeting on the items outlined below:

- Associate in Arts and Teaching (AAT)
- Adult Education Strategic Plan Update
- New Units of Instruction (ACTION REQUIRED) (*Item #9*)
- Student Services Research Activity
- Postsecondary Report Card
- Other Discussion and Recommendations
- Adjourn

Illinois Community College Board

FINANCE, OPERATIONS, & EXTERNAL AFFAIRS COMMITTEE

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting. The discussion items are outlined below:

- Timeliness of State payments for colleges and adult education grantees
 - Fiscal year 2017 final payments

- Financial Statements: Fiscal Year 2018 (INFORMATION ITEM) (*Agenda Item 13.1*)
 - State General Funds
 - Special State Fund
 - Federal Funds
 - Bond Financed Funds

- FY19 Budget Process

- Spring 2018 Legislative Agenda

- Administrative Rules
 - January 2018 Regulatory Agenda (CONSENT AGENDA) (*Agenda Item 12.2*)
 - Proposed Amendments to Administrative Rules (INFORMATION ITEM) (*Agenda Item 13.2*) - *Makes minor changes to the Lincoln's Challenge scholarship program.*

- Other Discussion and Recommendations

- Adjourn

Illinois Community College Board

NEW UNITS OF INSTRUCTION
Permanent Program Approval

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

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

Lincoln Land Community College

- Cybersecurity Certificate (36.5 credit hours)
- Cybersecurity CBE (Competency-Based Education) Certificate (36.5 credit hours)

BACKGROUND

Lincoln Land Community College

Cybersecurity Certificate (36.5 credit hours)

Cybersecurity CBE (Competency-Based Education) Certificate (36.5 credit hours)

Program Purpose: The Cybersecurity Certificate program will prepare individuals for entry-level employment in cybersecurity. This certificate will provide individuals with no prior education or professional experience in information technology with the skills necessary to earn employment and obtain certification in the field.

The Cybersecurity CBE Certificate program will prepare individuals with prior education and/or professional experience in information technology with the skills necessary for advancement and further certification in the field. The Competency-Based Education format will allow experienced students with the opportunity to complete the curriculum at their own pace, and possibly advance through the material and graduate more quickly. The program is part of an experimental pilot by the U.S. Department of Education focused on competency based education.

Catalog Description: The Cybersecurity Certificate programs provide technical skills necessary to prepare students for jobs in the computer networking/security area. The certificate of achievement must be taken in its entirety to meet completion requirements. The program will be offered in both a traditional and competency-based environment.

Curricular Information: The certificate program requires 36.5 credit hours of technical coursework in introductory computer science, introductory Microsoft Server, introductory Linux Operating Systems, network security and fundamentals, Security Plus, introductory ethics/security & networks, CISCO IT Essentials, CISCO Academy I and II, Cybersecurity, ethical hacking & system defenses, and Understanding Technology Today. Assessment of student learning will be achieved through cumulative course completion evaluated by program faculty. The curriculum was developed using industry competencies and will prepare individuals for the following recognized credentials: CISCO Certified Entry Networking Technician (CCENT), Microsoft Certified Professional (MCP), CompTIA Network+, CompTIA Linux+, CompTIA Security+ and CompTIA A+ certifications.

Justification for Credit hours required for the certificate: The curriculum was designed in collaboration with and is supported by local industry partners. Credit hours included are required to prepare graduates for relevant certifications in this field and to meet program accreditation standards outlined by the National Cyberwatch Center and the Center for Academic Excellence of the National Security Agency.

Accrediting Information: The college is currently a Certified CISCO Academy training provider. The proposed program was developed according to the standards of the National Cyberwatch Center and the Center for Academic Excellence for educational programs in cybersecurity. Program certification has been applied for and can be awarded once approved by the State approving agency.

Supporting Labor Market Data (including employer partners): The college worked with its Program Advisory Committee, including multiple local employers, to develop a curriculum that would meet the needs of the district. As a result, the college is proposing both traditional and competency-based training formats for students. According to the Illinois Department of Employment Security (IDES), employment

of “information security analysts” and “computer systems analysts” is expected to increase between 14.8-24.5% statewide through 2024.

Table 1: Employer Partners

Employers	Location
Morphotrust	Springfield, IL
St. Johns Hospital	Springfield, IL
Memorial Health Systems	Springfield, IL
University of Illinois at Springfield	Springfield, IL
Illinois National Guard	Springfield, IL
Air National Guard 183 rd Fighter Wing	Springfield, IL

Table 2: Projected Enrollments

Cybersecurity Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	-	-	-
Part-Time Enrollments:	10	10	10
Completions:	5	5	5
Cybersecurity CBE Certificate			
	First Year	Second Year	Third Year
Full-Time Enrollments:	-	-	-
Part-Time Enrollments:	20	20	20
Completions:	10	15	15

Financial / Budgetary Information: Two (2) existing full-time, two (3) existing part-time faculty and two (2) new part-time faculty will be required to implement the program. Qualified faculty will hold a Bachelor’s degree in Computer Science, hold the appropriate CISCO Instructor Certifications for teaching CISCO Academy I/II, Network Essentials, and Linux Systems, two years of related occupational experience, and one year teaching experience. All facilities are adequately in place to support the program. Faculty costs are the only new costs expected to be incurred to implement the program. The college was awarded a National Science Foundation (NSF)-Advanced Technological Foundation Grant in June 2017 for \$200,000 to support the development and implementation of these programs. The programs will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$5,000	\$10,000	\$10,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$5,000	\$10,000	\$10,000

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Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	2	0	0	0	0
Existing Faculty	2	2	2	4	2	4

INFORMATION ITEM – BASIC CERTIFICATE PROGRAM APPROVAL

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

PERMANENT PROGRAM APPROVAL

Kankakee Community College

- Process Technology Solutions Certificate (14 credit hours)

Lake Land College

- Basic Manufacturing Certificate (12 credit hours)

Parkland College

- Private Pilot Certificate (6 credit hours)
- Instrument Rating Certificate (6 credit hours)
- Commercial Pilot Certificate (6 credit hours)

Sauk Valley Community College

- Truck Driving Entrepreneurship Certificate (18 credit hours)
- UAS/Drone Pilot Certificate (21 credits)

Illinois Community College Board

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

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2012 through 2016 include the following categories: Instruction, Student Services, Academic Support, Finance, Facilities, and Accountability. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2014, College of Lake County, John Wood Community College, Lewis and Clark Community College, Richland Community College, and Southeastern Illinois College underwent in-depth recognition evaluations. The colleges submitted thorough self-evaluations; ICCB staff conducted internal evaluations of all required college documents and college finance site visits were conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluations, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

- Carl Sandburg College
- Prairie State College
- Sauk Valley Community College
- South Suburban College
- Southwestern Illinois Community College

BACKGROUND

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

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

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

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

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

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

Illinois Community College Board

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During Fiscal Year 2014, College of Lake County, John Wood Community College, Lewis and Clark Community College, Richland Community College, and Southeastern Illinois College underwent in-depth recognition evaluations. The colleges submitted thorough self-evaluations; ICCB staff conducted internal evaluations of all required college documents and college finance site visits were conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluations, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Elgin Community College

BACKGROUND

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

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

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

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

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

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Illinois Community College Board

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RECOGNITION OF COMMUNITY COLLEGES**

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RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Parkland College

BACKGROUND

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

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

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

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

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

Item #11.1
December 1, 2017

UNAPPROVED

Minutes of the 426th
Meeting of the
Illinois Community College Board
Rock Valley College
Woodward Technology Center
Room 1308
3301 North Mulford Road
Rockford, IL

September 15, 2017

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the September 15, 2017 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chairman Lopez called the Board meeting to order at 9:01 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Nick Kachiroubas, Terry Bruce, Suzanne Morris, John Bambenek, and Doug Mraz. Board members Ann Kalayil, Dustin Heurman, Teresa Garate, Jake Rendleman, Guy Alongi and student Board member Brenden McGlinn were absent. A quorum was declared.

Item #2 – Announcements and Remarks by Dr. Lazaro Lopez, Board Chair

Chair Lopez thanked President Jensen and Rock Valley College for hosting the Board meeting. He also thanked the Board members for participating in the Board retreat in August.

Dr. Beth Purvis, Secretary of Education for the Governor's Office, has recently resigned her position to explore other opportunities. On behalf of the ICCB Board, Chair Lopez wished Dr. Purvis the best of luck and thanked her for all her work.

The Illinois Board of Higher Education has put together a Public Agenda Task Force. Board members Teresa Garate and Dustin Heurman will be serving on the task force to represent the ICCB.

Item #3 - Welcoming Remarks from Dr. Douglas Jensen, President of Rock Valley College

Item #3.1 - Highlights of Rock Valley College's Success in Partnerships

Dr. Jensen welcomed the ICCB to Rock Valley College (RVC). He began by outlining the Rock Valley College and Northern Illinois University Mechanical Engineering Partnership. Students may receive their beginning two (2) years of RVC classes and last two (2) years of NIU classes all at the RVC campus. The students will then receive their B.S. in Mechanical Engineering for under \$40K and without ever having to leave Rockford or RVC's campus.

Rock Valley College has also partnered with AAR Manufacturing Group Inc. The Group donates equipment to the RVC's Aviation Maintenance program, hosts job fairs at RVC's Aviation Career Education Center, and guarantees job interviews for all graduates of the program. To date, AAR Manufacturing Group has hired 20 of RVC's graduates.

Some other key partners include OSF/St. Anthony College of Nursing-Health Sciences Center-Wellness Clinic, The Workforce Connection-Consortium, City and County – Colman Village Project, High Schools-Dual Credit-Running Start-Pathways, other regional higher education institutions-Rockford University and Highland Community College, Community Foundation of Northern Illinois, and the Rock Valley Foundation.

Item #4 - Board Member Comments

Suzanne Morris thanked Rock Valley College for hosting the ICCB Board meeting.

Nick Kachiroubas recently received the Fullbright Scholarship which will include him traveling abroad for the next three summers to teach leadership and public administration. Next summer he will be travelling to Panama City.

Item #5 - Executive Director Report

Dr. Anderson began by stating the ICCB now has a budget; however, the office still cannot purchase office supplies due to the statewide contract being expired and a new one not being issued yet. It could be two or more months before the office can order supplies again. If an office supply is desperately needed, the only option is for the requestor to purchase it themselves and then submit a request for reimbursement.

Dr. Anderson mentioned the ICCB was awarded the College Changes Everything Champion Award at their annual conference held on July 20th at Tinley Park. The award recognizes significant contributions to help the state improve college access and completion efforts for Illinois students. The award may be made to an organization demonstrating leadership, innovation, adaptability, and/or collaboration in meeting the needs of Illinois students for long-term success, and/or service to fellow professionals and those other stakeholders along the P-20 continuum.

On June 15th, Dr. Anderson was asked to attend the Cambio de Colores Conference in St. Louis and spoke on education policies. The group was especially pleased with the Board's efforts to support undocumented students by adopting a Resolution on Residency of Undocumented Students.

The ICCB has been holding press conferences throughout the state to promote the Workforce Education Strategic Plan. Press conferences were held in July and August at Black Hawk College, Rolling Meadows High School, Lincoln Land Community College, and Parkland College.

Due to the budget crisis, colleges are being cautious on requesting approval from the ICCB for new programs. For the first time in around 20 years, the Board has no new units to approve. Colleges are making necessary adjustments. However, there has been a growth in short term certificates.

The Illinois Community College System Foundation (ICCSF) is collecting monetary donations, on behalf of the community college presidents and trustees, to help community college students in Texas and Florida impacted by Hurricane Harvey and Irma.

Item #5.1 - Introduction of Dr. Joe Kanosky, President of the IL Community College System Foundation

Dr. Anderson took the opportunity to introduce the new President of the ICCSF, Dr. Joe Kanosky, who began his new role in June 2017 and is the President Emeritus of Highland Community College.

Item #6 - Committee Reports

Item #6.1 - Finance, Operations, and External Affairs

The Committee met at Rock Valley College on Friday, September 15th at 8:00 a.m. and discussed the following items:

- Timeliness of state payments to colleges and adult education providers
- Certification on Eligibility of Special Tax Levy (Consent Agenda Item #14.1)
- Public Relations and Marketing Update
 - Workforce Education Strategic Plan Media
 - Adult Education Week
 - ICCB logo
- Administrative Rules: (Consent Agenda Item #14.2)
 - Academic Affairs and Student Services Updates
- Administrative Rules: (Information Item #15.4 a-d)
 - Public Information, Rulemaking and Organization
 - Data Collection, Security and Confidentiality, Sharing and Fees
 - Residency and Tuition Rates
 - General Education Core Curriculum (GECC) Credential
- Spring 2017 Legislative Update (Information Item #15.3)
- Trustee Training Providers (Agenda Item #11)
- Financial Statements: Fiscal Year 2017 (Information Item #15.1)
 - State General Funds
 - Special State Fund
 - Federal Funds
 - Bond Financed Funds
- Financial Statements: Fiscal Year 2018 (Information Item #15.2)
 - State General Funds
 - Special State Funds
 - Federal Funds
 - Bond Financed Funds

Item #7 - Advisory Organizations

Item #7.1 - Illinois Community College Faculty Association

Mr. Allan Levandowski reported the annual association retreat was held in Lincolnshire in one day and discussions took place on the annual Teaching and Learning Conference being held on November 16-17 in conjunction with the Illinois Council of Community College Administrators (ICCCA). The Association will be focusing on the following three areas to assist in guiding the group over the next few years: Economic Integrity, Economic Freedom, and Shared Governance.

Item #7.2 - Illinois Council of Community College Presidents

Dr. John Avendano stated the Council's last meeting was held on September 7th and 8th in Normal. Still on the agenda is pursuing the Bachelor's of Science Degree in Nursing (BSN). Also part of the plan is to come up with different ways for the Council to communicate to the public all the things the community colleges do for their communities.

The Council will be holding their retreat on November 1st and 2nd in Peoria.

The Presidents agree that coming to the aid of community college students affected by Hurricanes Henry and Irma is a very good idea and will be spreading the word that the Illinois Community College System Foundation will be collecting monetary donations on behalf of the Illinois Community College System.

Item #7.3 - Illinois Community College Trustees Association

Mr. Mike Monaghan did not attend the meeting. There was no report given.

Item #7.4 - Student Advisory Council

Student Board member Brenden McGlenn was not present at the Board meeting. Jeff Newell gave his report.

- The ICCB Student Advisory Committee met Friday, September 8, 2017, at Heartland Community College
- 50 students from 31 colleges attended
- The students selected their leadership for the year. Elected and appointed officers were:
 - Chair: Devon Pettigen - Rock Valley College; Vice Chair: David Jones - Elgin Community College; Recorder: Vanessa Higueros - Wilbur Wright College; Legislative Chair: Dede Golda Gbikpi-Benissan - Truman College; Local Issues Chair: Mai Mai Villasenor - Wilbur Wright College; ICCTA Liaison: Abigail Endress - Highland Community College; IBHE SAC Liaison: Alfredo Aguilera - Harold Washington College
- Dr. John Avendano, President at Kankakee Community College, spoke to the students about hurricane relief efforts.
 - Students and colleges can develop local efforts they choose, but they can join the system effort to provide academic materials to affected students
 - Students were encouraged to beware of fraudulent organizations
 - It was noted that Olive-Harvey is doing a food drive and transportation is in place
- Students discussed issues such as free college, immigration issues, campus free speech, and campus security and sexual violence. Students responses to the issues were:
 - On free college, students felt more work needed to be done to communicate local foundation scholarship opportunities to students and the timeline for completing applications for those and for MAP.
 - On immigration, students noted that they felt distress for their friends and colleagues who are affected by immigration issues and the future of DACA. Some campuses noted that they held Know Your Rights Clinics and Harold Washington College is offering a free legal clinic for DACA students.
 - On campus free speech, students didn't feel like that was a concern on community college campuses as it is at universities, but could change in the future.
 - On campus security and sexual violence, students saw the efforts that were being made on their college campuses to address regulations and concerns. Some colleges felt better communication was needed from the colleges as to who the appropriate contacts were and available training opportunities.
- The next SAC meeting is scheduled for Friday, November 10, 2017, at the Hyatt Regency in Lisle, IL.

* * * * *

The Board took a break at 10:30 a.m. and returned at 10:40 a.m.

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Item #8 - Fiscal Year 2017 and 2018 Budget Presentation

Ellen Andres gave a presentation on how the budget is allocated to the system with more detailed state budget information.

After 731 days without a full state budget, the Illinois House and Senate approved a package of legislation (Senate Bills 6, 9 and 42) that included appropriations for fiscal years 2017 and 2018, as well as a permanent income tax increase, pension reform and other changes necessary to provide some support for the new spending levels. On July 4th, the package was vetoed in its entirety by Governor Rauner, and in turn the Senate took action to override the veto. On July 6, the House of Representatives voted to override the governor's veto of all three bills, thus enacting the legislation into law.

Public Act 100-0021 includes appropriations of \$161.0 million in supplemental funding to community colleges for FY 2017. When combined with the \$141.5 million previously appropriated in FY 2017, the total appropriation is equal to the fiscal year 2015 level received by the community college system. It also appropriates \$248.0 million for community colleges in fiscal year 2018, which reflects a ten percent cut from the fiscal year 2015 level. The legislation includes the required state maintenance of effort funding for the fiscal year 2017 and fiscal year 2018 adult education and career and technical education federal grant programs.

The appropriations rely on revenue changes enacted in Public Act 100-0022. On July 1, 2017 a permanent increase in the personal income tax rate from 3.75 to 4.95 percent and an increase in the corporate income tax rate from 5.25 to 7.0 percent went into effect. The budget is also contingent upon pension savings from a new Tier III defined contribution pension plan and other pension changes contained Public Act 100-0023, the budget implementation bill.

Some of the payments were able to be distributed very quickly; however, the rest of the payments will come at a much slower pace. All the funds will need to be paid by December 21, 2017. Technically, since the fiscal year 2017 appropriations were approved by the general assembly in July 2017, the funds are technically viewed as fiscal year 2018 funds, which will cause issues with the college's audits. The community colleges basically received no money in fiscal year 2016. Each year the state would overspend their revenues; however, with the tax increase in fiscal year 2018, the state didn't overspend but still was not able to pay any of the debt off. In 1965, the community college's sources of funding was: student – 33%, local funds – 33%, state – 33%. However, currently the percentages have drastically changed: student – 47%, local funds – 46%, state – 7%.

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The Board took a break at 11:15 a.m. and returned at 11:25 a.m.

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Item #9 - Approval of FY18 Board Goals

On August 29, 2017, the Illinois Community College Board (ICCB) held a retreat for Board Members to review and revise the goals they established for fiscal years 2016 and 2017. The discussion focused on progress made on goals, current issues for the community college system, and ongoing state and federal projects and initiatives.

Nick Kachiroubas made a motion, which was seconded by Suzanne Morris, to approve the following motion:

The Illinois Community College Board hereby approves the following three recommended goals for fiscal year 2018.

1. Smooth the transition for all students into and through Postsecondary Education

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2. Contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, and closing the skills gap through talent pipeline management.
3. Engage with all stakeholders to align board policies to improve student outcomes and increased access to public information on system effectiveness.

A roll call vote was taken with the following results:

John Bambenek	Yea	Doug Mraz	Yea
Terry Bruce	Yea	Suzanne Morris	Yea
Nick Kachiroubas	Yea	Laz Lopez	Yea

The motion was approved.

During the January 19, 2018 and June 1, 2018 Board meetings, the ICCB staff will give updates on the progress of the goals.

Item #10 - Illinois Board of Higher Education Report

Teresa Garate was not present at the Board meeting to give an update.

Chair Lopez took this opportunity to appoint John Bambenek as the new ICCB representative on the Illinois Board of Higher Education Board. Chair Lopez stated ICCB Board member Teresa Garate did a fantastic job as the former IBHE Board member representative. Chair Lopez thanked her for serving.

Item #11 - Approval of Trustee Training Providers

The Public Community College Act (110 ILCS 805/3-8.5) requires trustees elected or appointed to local community college boards after January 1, 2017, to complete four hours of training every two years. The training can be provided by the Illinois Community College Trustees Association (ICCTA) or any provider approved by the Illinois Community College Board (ICCB).

At the January, 2017 board meeting, the ICCB set the guidelines for vendors to be an approved provider of trustee leadership training. Having met the guidelines established, the Illinois Community College Board is requested to approve the following vendors as trustee training providers:

Doug Mraz made a motion, which was seconded by John Bambenek, to approve the following motion:

The Illinois Community College Board hereby approves the following trustee training providers:

CliftonLarsonAllen LLP
Schuyler, Roche & Crisham, P.C.

A roll call vote was taken with the following results:

John Bambenek	Yea	Doug Mraz	Yea
Terry Bruce	Yea	Suzanne Morris	Yea
Nick Kachiroubas	Yea	Laz Lopez	Yea

The motion was approved.

Item #12 - Cooperative Agreements and Authorizations

Item #12.1 - Kaskaskia College and the Illinois Department of Corrections

The Illinois Community College Board is requested to authorize Kaskaskia College to enter into negotiations with the Illinois Department of Corrections (IDOC) to offer instructional services at the Centralia Correctional Center (CCC) located in Kaskaskia's district.

According to ICCB Administrative Rules, Section 1501.307 Cooperative Agreements and Contracts, c), colleges are required to seek ICCB in order for a district to provide educational programs or services through contractual arrangement within its district.

Kaskaskia College and the IDOC desire to enter into negotiations that would allow KC to extend curricula/credit courses in IDOC facilities located in KC's district, namely the Centralia Correctional Center. This would be a continuation of services that were discontinued during the two previous fiscal years.

Suzanne Morris made a motion, which was seconded by John Bambenek, to approve the following motion:

The Illinois Community College Board hereby authorizes Kaskaskia College to enter into negotiations with the Illinois Department of Corrections, to offer instructional services at the Centralia Correctional Center.

A roll call vote was taken with the following results:

John Bambenek	Yea	Doug Mraz	Yea
Terry Bruce	Yea	Suzanne Morris	Yea
Nick Kachiroubas	Yea	Laz Lopez	Yea

The motion was approved.

Item #12.2 - Lake Land College and the Illinois Department of Corrections

The Illinois Community College Board is requested to authorize Lake Land College (LLC) to enter into negotiations with the Illinois Department of Corrections (IDOC) to offer instructional services at Joliet Treatment Center (JTC) in Joliet Junior College's (JJC) district.

According to ICCB Administrative Rules, Section 1501.307 Cooperative Agreements and Contracts, g), 3), institutions desiring to offer instructional services for previously approved units of instruction in correctional facilities where the home district has opted out of this instruction, are required to seek ICCB approval to move forward with any agreement.

Lake Land College and the IDOC desire to enter into negotiations that would allow LLC to extend curricula/credit courses in IDOC facilities located in JJC's district, namely the Joliet Treatment Center. JJC has opted not to provide these services.

Nick Kachiroubas made a motion, which was seconded by John Bambenek, to approve the following motion:

The Illinois Community College Board hereby authorizes Lake Land College to enter into negotiations with the Illinois Department of Corrections, to offer instructional services at Joliet Treatment Center, thereby allowing Lake Land to offer programs in Joliet Junior College's district for this purpose only.

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A roll call vote was taken with the following results:

John Bambenek	Yea	Doug Mraz	Yea
Terry Bruce	Yea	Suzanne Morris	Yea
Nick Kachiroubas	Yea	Laz Lopez	Yea

The motion was approved.

Item #13 - Adoption of Minutes

Item #13.1 - Minutes of the June 2, 2017 Board Meeting

John Bambenek made a motion, which was seconded by Doug Mraz, to approve the following motion:

The Illinois Community College Board hereby approves the Board minutes of the June 2, 2017 meeting as recorded.

A roll call vote was taken with the following results:

John Bambenek	Yea	Doug Mraz	Yea
Terry Bruce	Yea	Suzanne Morris	Yea
Nick Kachiroubas	Yea	Laz Lopez	Yea

The motion was approved.

Item #13.2 - Minutes of the June 2, 2017 Executive Session

John Bambenek made a motion, which was seconded by Suzanne Morris, to approve the following motion:

The Illinois Community College Board hereby approves the Executive Session minutes of the June 2, 2017 meeting as recorded.

A roll call vote was taken with the following results:

John Bambenek	Yea	Doug Mraz	Yea
Terry Bruce	Yea	Suzanne Morris	Yea
Nick Kachiroubas	Yea	Laz Lopez	Yea

The motion was approved.

Item #13.3 - Minutes of the August 29, 2017 Retreat

John Bambenek made a motion, which was seconded by Doug Mraz, to approve the following motion:

The Illinois Community College Board hereby approves the minutes of the August 29, 2017 Board retreat as recorded.

A roll call vote was taken with the following results:

John Bambenek	Yea	Doug Mraz	Yea
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Terry Bruce	Yea	Suzanne Morris	Yea
Nick Kachiroubas	Yea	Laz Lopez	Yea

The motion was approved.

Agenda Item #14 – Consent Agenda

Suzanne Morris made a motion, which was seconded by John Bambenek, to approve the following motions:

Item #14.1 - Certification on Eligibility for Special Tax Levy

The Illinois Community College Board hereby authorizes the Executive Director to issue the annual certificates of eligibility for additional taxing authority to the community college districts meeting the following statutory criteria:

1. Received an equalization grant in fiscal year 2017 and/or received an equalization grant in fiscal year 2018; and
2. had combined educational and operations and maintenance purposes tax rates less than 29.62 cents per \$100 of equalized assessed valuation.

Item #14.2 - Proposed Amendments to the Illinois Community College Board Administrative Rules - Academic Affairs and Student Services Update

The Illinois Community College Board hereby approves the following amendments to the *Administrative Rules of the Illinois Community College Board* and authorizes its Executive Director to process the amendments in accordance with the Illinois Administrative Procedures Act

**TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD**

**PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT
SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION**

Section

1501.101	Definition of Terms and Incorporations by Reference
1501.102	Advisory Groups
1501.104	Manuals
1501.105	Advisory Opinions
1501.106	Executive Director
1501.109	Appearance at ICCB Meetings
1501.110	Appeal Procedure
1501.113	Administration of Detachments and Subsequent Annexations
1501.114	Recognition

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section

1501.201	Reporting Requirements
1501.202	Certification of Organization
1501.203	Delineation of Responsibilities
1501.204	Maintenance of Documents or Information

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SUBPART C: PROGRAMS

Section

1501.301	Definition of Terms
1501.302	Units of Instruction, Research, and Public Service
1501.303	Program Requirements
1501.304	Statewide and Regional Planning
1501.305	College, Branch, Campus, and Extension Centers
1501.307	Cooperative Agreements and Contracts
1501.308	Reporting Requirements
1501.309	Course Classification and Applicability

SUBPART D: STUDENTS

Section

1501.401	Definition of Terms
1501.402	Admission of Students
1501.403	Student Services
1501.404	Academic Records
1501.405	Student Evaluation
1501.406	Reporting Requirements

SUBPART E: FINANCE

Section

1501.501	Definition of Terms
1501.502	Financial Planning
1501.503	Audits
1501.504	Budgets
1501.505	Student Tuition
1501.506	Published Financial Statements
1501.507	Credit Hour Claims
1501.510	Reporting Requirements
1501.511	Chart of Accounts
1501.516	Capital Renewal Grants
1501.518	Uncollectible Debts
1501.519	Special Initiatives Grants
1501.520	Lincoln's Challenge Scholarship Grants
1501.521	Technology Enhancement Grants
1501.523	Foundation Matching Grants

SUBPART F: CAPITAL PROJECTS

Section

1501.601	Definition of Terms
1501.602	Approval of Capital Projects
1501.603	State-Funded Capital Projects
1501.604	Locally Funded Capital Projects
1501.605	Project Changes
1501.607	Reporting Requirements
1501.608	Approval of Projects in Section 3-20.3.01 of the Act
1501.609	Completion of Projects under Section 3-20.3.01 of the Act
1501.610	Demolition of Facilities

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SUBPART H: PERSONNEL

Section

1501.801 Definition of Terms
1501.802 Sabbatical ~~Leave~~Leaves

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805/Arts. II and III and 6-5.3].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. _____, effective _____.

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

Section 1501.102 Advisory Groups

- a) Advisory Organizations. Independent organizations may be considered by the ICCB to be advisory upon petition to the State Board. Independent organizations so recognized by the ICCB as "advisory" will have the opportunity to bring matters before the ICCB during each a regular ICCB meeting and will have an opportunity to provide advice to the ICCB on proposed rule and policy adoptions and matters of interest to community colleges. An advisory organization may have its recognition status withdrawn by action of the ICCB or by request of the organization. Advisory organization recognition may be granted by the ICCB at the request of an organization which meets the following criteria:

- 1) The organization exists independently of the ICCB and any individual college;
- 2) A primary purpose of the organization is to deal with matters of systemwide importance; and
- 3) Representatives of Illinois community college districts are included as voting members of the organization.

b) Advisory Committees—~~Standing.~~ ~~Standing a~~ Advisory committees to the ICCB ~~will may~~ be authorized and appointed by the ICCB. Membership and terms of appointment shall be established at the time of authorization.

~~e) Advisory Committees—Ad Hoc. The Executive Director is authorized to appoint ad hoc advisory committees to advise the ICCB staff on specific projects. The terms of appointment shall be for one year or less.~~

~~d~~e) Student Advisory Committee.

- 1) Purpose. The purposes of this committee are to:
 - A) Review proposed ICCB policies;
 - B) Inform the ICCB of systemwide issues that impact the education of community college students; ~~and~~
 - C) Select the ICCB Student Member.
- 2) Membership. Each member of the Student Advisory Committee shall be the nonvoting student member of the local district board of trustees. ~~In the case of multi college districts, the student trustee of the district shall automatically be designated as the voting member for the individual college where he or she attends, or a student designated by the district's chief executive officer if~~ ~~If the student member of the local district board of trustees is unable to cannot serve, and for colleges that are part of a multi college district not represented by the district's student member, the district's president or chief executive officer may designate a student as a voting member. No community college shall have more than one voting member per college.~~ The ICCB Student Member will serve ex officio.
- 3) Officers. The Student Advisory Committee shall annually select the following officers from its membership to serve a one-year term: a Chair to conduct the meeting of the Committee; a Vice Chair to assist the Chair, to conduct the meeting if the Chair is absent, and to represent the SAC on the IBHE Student Advisory Committee; and a Recording Officer to record the minutes of all SAC meetings.
- ~~4) SAC shall elect one representative from its membership annually to serve one-year terms on each of the ICCB advisory committees (Program, Finance, Legislative, and MIS/Research) by a majority vote of members present.~~
- ~~5~~4) The Executive Director of the ICCB shall call SAC meetings ~~at least once each quarter~~ ~~as necessary~~ and notify each local district board of trustees at least 30 days in advance.
- ~~6~~5) ~~Reimbursement. Reimbursement for actual and necessary meeting expenses of SAC members will be in accordance with Section 2-7 of the Act.~~

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~~7)6)~~ ICCB Meetings. The SAC report shall be given at regular ICCB meetings.

- ~~e)d)~~ Selection of ICCB Student Member. The SAC will seek nominations for the ICCB Student Member from all Illinois public community colleges. ~~Each A~~ college district can nominate one candidate for this position. The nomination shall include information such as personal information (name and address), number of credit hours (current and expected), college and community activities, resume, letters of reference, and rationale for desiring the position. The ICCB Student Member shall be elected before June 1 by a majority vote of SAC members present from all nominations who meet ICCB student membership requirements as delineated in subsection ~~(fe)~~ below.
- ~~fe)~~ Membership Requirements of ICCB Student Member. The ICCB Student Member shall be enrolled in an Illinois public community college for a minimum course load of six semester or quarter credit hours during both the fall and spring semesters (fall/winter/spring quarters) for each term of his/her appointment. If the course load of the ICCB Student Member falls below the minimum credit hours, that member shall be replaced by a majority vote of the SAC members present at the next SAC meeting.
- ~~g)f)~~ Length of Term of ICCB Student Member. The ICCB Student Member shall serve for a term of one year beginning on July 1 and expiring on June 30. No ICCB Student Member shall serve for more than two terms. Service during a partial term shall not be considered as one term.

Section 1501.105 Advisory Opinions

The ICCB will provide advisory opinions regarding interpretation of the Act to community colleges upon request of the ~~President district's chief executive officer~~ or Chair of the Board and with the approval of the ICCB Chair and Executive Director. Such opinions also will be provided to recognized advisory organizations upon request of the chair of each group, subject to the approval of the ICCB Chair and Executive Director.

Section 1501.113 Administration of Detachments and Subsequent Annexations

- a) ICCB decisions concerning approval or disapproval of requested detachments and subsequent annexations are required by Section 6-5.3 of the Act to be based on the criteria of being "*in the best interests of the schools in the general area and the educational welfare of the students residing within the territory.*" These criteria are defined as follows:
- 1) *In the best interest of schools* – The effect of the proposed annexation/new district formation on:
 - A) Reasonableness of cost to taxpayers of the territory being annexed to an existing community college district or becoming part of a new community college district, ~~i.e., that is,~~ whether the operating tax rate of the community college district exceeds the chargeback levy of the nondistrict territory;
 - B) Finances of the existing or new community college district, ~~i.e., that is,~~ the equalized assessed valuation of the nondistrict territory is examined to determine how much tax revenue will be generated for the community college district to which the nondistrict territory could annex; and
 - C) Enrollments of the existing district,

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- i) which community college the nondistrict territory students have been attending; and
 - ii) effect of additional enrollments when the nondistrict territory is annexed to a community college district.
- 2) *Educational welfare of students* – The effect of the proposed annexation/new district formation on:
- A) Program availability to students of the territory being annexed to an existing community college district, ~~that is, i.e.,~~ will the program be more available to students should annexation be approved?
 - B) Physical access of students to the campus(es) of the existing or new community college district, ~~i.e., that is,~~ what is the distance and time which the students must travel to attend?
 - C) Cost to students to attend the existing or new community college district, ~~i.e., that is,~~ what are the tuition and fees and commuting costs associated with attending that community college district?
 - D) And participation by students in their normal economic, cultural, and social activities, ~~i.e., that is,~~ where do potential students shop, work, and attend religious and cultural events?
- b) In addition to the criteria identified in subsection (a) of this section, consideration will be given to the expressed wishes of local residents, such expression to be in the form of signatures on a petition submitted in accordance with ~~the provisions of~~ Section 6-5.3 of the Act.

Section 1501.114 Recognition

- a) Recognition Provisions.
 - 1) Recognition Status. A district will be granted a status of recognition continued, recognition continued-with conditions, or recognition interrupted.
 - 2) Effect of Recognition Continued. A district which has been granted the status of recognition continued will be entitled to receive ICCB grants for which it is otherwise entitled and eligible.
 - 3) Effect of Recognition Continued-With Conditions. A district which has been ~~assigned-granted~~ the status of recognition continued-with conditions will be entitled to receive ICCB grants for which it is otherwise entitled and eligible, but it will be given a specified time to resolve the conditions which led to its assignment to that status. A follow-up visit will be scheduled not sooner than three nor later than nine months after ICCB action on the assignment to determine the district's progress in resolving the conditions.
 - 4) Effect of Recognition Interrupted. A district which has been ~~assigned-granted~~ a status of recognition interrupted may apply for recognition at such time as all requirements set forth by the ICCB have been satisfied. A district on recognition interrupted status will have state funding suspended on a prorata, per diem basis for the period ~~of time~~ for which such status is in effect.

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- 5) Recognition Action. Recognition is considered to be continuous unless action is taken to interrupt it. The ICCB will act on the recognition status of ~~each-a~~ district at the meeting subsequent to the ICCB recognition report being received. A district which previously has not been granted a recognition status by the ICCB may apply for a recognition status at any time. A district which has the status of recognition continued shall apply for continuation of that status at least 30 days ~~prior to~~before a scheduled recognition team visit.
- b) Evaluation. The ICCB staff recognition team will conduct an in-depth evaluation of ~~each~~ a district at least once every 5 years. Additional or ~~alterate~~alternate focused evaluations may be conducted to review circumstances of alleged gross noncompliance with ICCB standards. The purpose of the evaluation will be to determine compliance with ICCB standards. The evaluation may include an on-site visit. No district will be ~~assigned~~ granted a recognition status without having received a prior in-depth evaluation. A district will receive a draft report of the recognition team's findings ~~no~~ later than 30 days after the conclusion of the evaluation. The district will have 30 days to review the draft report, respond to compliance recommendations, and return the responses to ICCB. A final report will be presented to the ICCB at its next regularly scheduled meeting and will include the district's responses to the draft report's findings. Accompanying the final report will be the evaluating team's recommendation for recognition status.
- c) Review and Appeal. The ICCB may place a district on a recognition interrupted status for failure to meet ICCB standards after being ~~assigned~~granted a status of recognition continued-with conditions and receiving a follow-up evaluation if the district has not resolved the conditions within the stated time allowed. Any district whose recognition is interrupted may file a written request with the ICCB for a hearing on the decision in accordance with Section 1501.110. Pending the hearing and decision, any consequences of recognition interrupted will be suspended.
- d) Recognition Standards. The recognition standards by which a district will be evaluated for recognition purposes will be the applicable statutes within the Public Community College Act and the applicable ICCB rules.

SUBPART C: PROGRAMS

Section 1501.301 Definition of Terms

"Adult Basic Education" means basic skills courses designed to bring students to a competency of eighth-grade equivalency, including English as a Second Language instruction to a level of eighth-grade equivalency.

"Adult Secondary Education" means courses designed to bring students to a competency of twelfth-grade equivalency, including English as a Second Language courses through the twelfth-grade equivalency and the high school equivalency examination preparation.

~~Associate Degree. An~~ "Associate Degree" ~~is~~means an award for satisfactory completion of a curriculum of 60 semester credit hours or more.

~~Associate in Applied Science Degree. An~~ "Associate in Applied Science Degree" ~~is~~means an award for the satisfactory completion of a prescribed curriculum intended to prepare individuals for employment in a specific field.

~~Associate in Arts Degree. An~~ "Associate in Arts Degree" ~~is~~means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate

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degree programs in one of the arts, humanities, or social or behavioral sciences or one of the professional fields with these disciplines as a base.

“Associate of Arts in Teaching” means an award of the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in secondary math, secondary science, special education and early childhood education.

"Associate in Engineering Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in engineering

~~Associate in Fine Arts Degree. An~~ "Associate in Fine Arts Degree" ~~is means~~ an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the fine arts: art, music, or theater.

~~Associate in General Studies Degree. An~~ "Associate in General Studies Degree" ~~is means~~ an award for the satisfactory completion of a curriculum that has been individually designed by mutual agreement between the student and his/her college-appointed advisor to meet the student's educational intent.

~~Associate in Science Degree. An~~ "Associate in Science Degree" ~~is means~~ an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the mathematical, biological, or physical sciences or one of the professional fields with these disciplines as a base.

“Baccalaureate/Transfer Education” means coursework intended to prepare individuals for transfer into a baccalaureate curriculum in a related field of study.

“Bridge Instruction” means coursework in adult education, remedial education, career and technical education, vocational skills education or a combination of such to prepare individuals for entering credit courses and curricula.

“Branch” means Branch. A "branch" is an administrative unit of a college that has a continuing educational mission and serves as a secondary instructional site for the college.

“Campus” means Campus. A "campus" is an organized administrative unit of a college that has a continuing educational mission and serves as a primary instructional site for the college.

“Career and Technical Education” means organized educational programs of study that prepare students for employment in a specific field and should be aligned with related secondary and/or upper-division programs that require a common knowledge and skill set.

“Certificate” means Certificate. A "certificate" is an award for satisfactory completion of a series of courses or curriculum of ~~50 semester credit hours or less~~ than 59 semester credit hours.

“General Certificate” means General certificate. A "general certificate" is an a non-credit award for satisfactory completion of a series of courses of 30 semester credit hours or less in adult basic education, adult secondary education, remedial education, vocational skills, or general studies.

“Occupational or Career & Technical Certificate” certificate. An "occupational certificate or career & technical certificate" is means an a credit award for satisfactory completion

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of a prescribed curriculum intended to prepare an individual for employment in a specific field.

“College” means. A “college” is a district's administrative unit that is authorized by the Illinois Board of Higher Education to grant postsecondary-level degrees and certificates, is recognized by the ICCB, and provides a comprehensive program of instruction in accordance with Section 101-2(e) of the Act.

“Contact Hour” means instructional time based on a 50-60 minute clock hour of instructional activity(s) that may include classroom, online, laboratory, clinical, or work-based instruction or any combination of those instructional methods.

“Course” means. A “course” is a sequential presentation, through one or more instructional modes, of subject matter in a particular field to meet specific objectives within a designated time period, such as a semester or a quarter.

“Curriculum” means - A “curriculum” is an approved unit of instruction consisting of a series of courses designed to lead to an associate degree or a certificate.

~~Adult Basic Education. An “Adult Basic Education” curriculum consists of basic skills courses designed to bring students to a competency of eighth grade equivalency, including English as a Second Language instruction to a level of eighth grade equivalency.~~

~~Adult Secondary Education. An “Adult Secondary Education” curriculum consists of courses designed to bring students to a competency of twelfth grade equivalency, including English as a Second Language courses through the twelfth grade equivalency and General Educational Development (GED) examination preparation.~~

“District Curriculum” means - A “district curriculum” is a curriculum approved for offering within a district, on the basis of student interest, employment demand, and available resources within the district.

“General Studies Curriculum” means General Studies. A “General Studies” curriculum consists of courses a curriculum designed to meet individual student goals, in the promotion of personal improvement and self-understanding.

“Regional Curriculum” means - A “regional curriculum” is a curriculum approved for offering within a particular region of the state, on the basis of student interest and employment demand within the region. An institution holding authority to offer a regional curriculum shall not exclude additional districts, including those within the defined region or regional consortia of colleges, from requesting approval to offer the same curriculum in its district.

~~Remedial Education. “Remedial Education” consists of courses in computation, communication (i.e., writing and speaking), and reading, designed to improve the competency of high school graduates, or those persons achieving high school equivalency through standardized testing, to the level necessary for placement into communication and mathematics courses required of first-year college students. Remedial courses reiterate basic skills that students were expected to have mastered prior to entry into postsecondary education.~~

“Statewide Curriculum” means ~~–A “statewide curriculum” is~~ a curriculum approved for offering on the basis of student interest and employment demand statewide. An institution holding authority to offer a statewide curriculum shall not exclude additional districts from requesting approval to offer the same curriculum statewide, regionally, or in its district.

“Educational Agency” means ~~–An “educational agency” is~~ an agency, corporation, or other defined legal entity which offers instruction.

“Electronic Exchange System” means an online tool for organizing ICCB proposals and tracking their status.

“Extension Center” means ~~–An “extension center” is~~ an instructional site for the college that is used for offering some of the college's courses and/or programs for a limited duration.

“Instructional Activity” means classroom, online, laboratory, clinical, or work-based instruction or any combination of those instructional methods.

“Internship/Practicum” means ~~–An “internship/practicum” is~~ a course of planned and supervised training which that allows the application of theory to actual practice and prepares a student for working independently in a specific career. The internship/practicum generally occurs after the student has completed 12 credit hours. It takes place at a regular worksite and instruction/supervision is shared by a college instructor/supervisor and a qualified employee at the worksite. Clinical practicums take place in a hospital or other medical/health facility and require close supervision/instruction/monitoring by a qualified college instructor.

“Laboratory” means ~~–A “laboratory” is~~ a course of planned and supervised training in which students learn new methods or principles through experimentation, observation, and/or practice. A lab class can occur at the beginning, middle, or end of a particular course of study and may be a specially equipped room designed for experimentation, observation, and/or practice on the college campus or at the worksite.

“Lecture” means a course presented in an oral or related format that allows for content to be discussed among class participants.

“Principal Site” means ~~–The principal site is~~ the official mailing address of the college.

“Public Service” means ~~–“Public service” consists of~~ noncredit classes and other activities of an educational nature, such as workshops, seminars, forums, exhibits, and the provision of college facilities and expertise to the community, designed to be of service to the public.

“Remedial Education” means courses in computation, communication (that is writing and speaking), and reading, designed to improve the competency of high school graduates, or those persons achieving high school equivalency through standardized testing, to the level necessary for placement into communication and mathematics courses required of first-year college students. Remedial courses reiterate basic skills that students were expected to have mastered before entry into postsecondary education.

Research ~~–“Research”~~ means consists of investigations or experiments to discover or interpret facts, to revise accepted theories, or to apply such revised theories.

“Secondary School” ~~– A “secondary school” shall be used to~~ means a ~~mean~~ private or parochial secondary school, public secondary school district, or public unit school district.

“Unit of Instruction” means ~~– A “unit of instruction” is~~ any one of the following:

An organized program of study consisting of a sequence of courses that results in the award to a student of a certificate or an associate degree.
Any existing organized program of study offered at a new geographical location outside of the college district.

Any organized administrative entity that would have a continuing instructional mission, including but not limited to a college, campus, or branch.

“Unit of Research or Public Service” means ~~– A “unit of research or public service” is~~ a college's subdivision such as a division, institute, or center, that administers one (or more) research or public service program.

“Vocational Skills Education” means ~~– “Vocational skills education” consists of~~ courses designed to provide short-term job entry training, to upgrade the skills of persons already employed, or to review skills for career re-entry.

Section 1501.302 Units of Instruction, Research, and Public Service

- a) Approval of New Units of Instruction. ~~Each~~ An application for approval of a proposed new unit of instruction shall be submitted to the ICCB ~~for approval on forms provided by the ICCB~~. 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.
 - 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.

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- 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 semester 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; ~~and~~
 - v) For the Associate of Arts in Teaching 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~~ An 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;
 - 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 ~~9~~ 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; ~~and~~

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vi) For the Associate of Arts in Teaching degree, the general education component required will represent no less than 23 semester credit hours and no more than 25 semester credit hours or the quarter hour equivalents 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.
- 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.

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- 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.
 - 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 a~~ 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 [110 ILCS/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~~;~~ and
 - 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~~ submitted to the ICCB through an electronic exchange system. Withdrawal of a curriculum will require reassignment of related courses.
- d) Reasonable and Moderate Extensions.

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- 1) An approved unit of instruction, public service, or research may be modified or extended 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:
 - 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.
 - G) Modifications. An approved unit of instruction, public service or research may be modified by the colleges within the parameters listed in 1501.302(d). The college shall notify the ICCB of such modifications through an electronic exchange system. Modifications to existing units of instruction include:

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- i) The addition, modification, or withdrawal of courses within an approved unit of instruction which does not alter the objectives of the unit of instruction;
 - ii) 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;
 - iii) A change in title of an approved unit of instruction that does not indicate a different objective of the unit than that previously approved; or
 - iv) A change in program/course classification code which does not alter the objectives of the unit of instruction.
- 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 Multi-College District. Approval of new units of instruction, research, or public service in a multi-college 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 [State Board](#).
- f) Inactivation. 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.
- 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.
- g) Reactivation. A unit of instruction that has been inactivated by a college may be reactivated by submitting the material(s) outlined in subsection 1501.302-(a) for review and approval by the ICCB.
- 1) 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; and-
 - C) ~~Submitted a notification to the ICCB.~~ Submitted a request for reactivation and an updated copy of the curriculum to the ICCB.

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- 2) 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;
 - 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; ~~and~~;
 - G) Submitted a request for the reactivation and an updated copy of the curriculum to the ICCB.
 - 3) 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.
- h) 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~~ Illinois Board of Higher Education 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.
 - C) Program costs, including adequacy of financial support and unit costs.
 - 2) The ICCB will ~~utilize~~ use special state-level analyses to identify programs that appear to be of questionable need, cost, or quality based on state data. Programs

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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~~before 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.

Section 1501.304 Statewide and Regional Planning

- a) Program planning is based on an assessment of program needs within districts, regions, and the state as a whole. ~~Regions may comprise a community college district and one or more adjacent districts; e.g., some or all surrounding districts or the regional university/community college consortium. Program approval shall be based, in part, on the labor market and economic needs of the district or regional consortium of colleges requesting authority to offer specific curricula.~~
- b) Admission of Students to Regional Curricula. Regions, or regional consortia of colleges, may comprise a community college district and one or more adjacent districts; e.g., some or all surrounding districts or the regional university/community college consortium. A college which offers approved regional curricula shall admit qualified students from throughout the Region on the same priority basis as in-district students.
- c) Admission of Students to Statewide Curricula. A college which offers approved statewide curricula shall admit qualified students from throughout the state on the same priority basis as in-district students.

Section 1501.305 College, Branch, Campus, and Extension Centers

- a) Approval of a New College. An application for approval for ~~each a~~ proposed new college shall be submitted to ICCB on forms provided by ICCB. The criteria for approval of a new college are:
 - 1) The proposed college shall be authorized by the Board of Trustees.
 - 2) The proposed college shall meet educational needs that cannot be met within that area of the district as demonstrated by a needs assessment. The needs assessment shall include identification of all other educational institutions providing postsecondary education within a thirty-mile radius of the proposed college, identification of student demand for postsecondary education by program area within the service area of the proposed college, a statement on how the establishment of the proposed college will impact the enrollments on these postsecondary educational institutions within a thirty-mile radius of the proposed college, a statement on how the establishment of the proposed college will impact the current enrollments of the district's present college(s), and of student enrollments for the proposed college.

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- 3) The proposed college shall provide a comprehensive program of instruction as specified in Section 101-2(e) of the Act.
 - 4) The district shall certify that the resources for the facilities, equipment, instructional materials, library holdings, and faculty and staff necessary to provide quality instruction pursuant to Section 1501.302 shall be made available to the proposed college.
 - 5) The needs assessment substantiates that the student enrollment for the proposed college shall be at least 1,000 full-time equivalent students (30,000 semester credit hours) per year by the second full year of operation.
 - 6) The district shall have at least \$150 million of assessed valuation for each of its colleges, including the proposed college.
 - 7) The proposed college shall serve a population of at least 60,000 or a geographic area of at least three entire counties.
 - 8) The plans to obtain regional accreditation for the proposed college have been developed.
- b) Approval of a Branch or Campus. An application for approval of ~~each a~~ proposed branch or campus shall be submitted to ICCB on forms provided by ICCB. The criteria for approval of a branch or campus are:
- 1) The proposed branch or campus shall be authorized by the Board of Trustees.
 - 2) The proposed branch or campus shall meet educational needs that cannot be met in that area of the district as demonstrated by a needs assessment.
 - 3) The college shall certify that resources for facilities, equipment, instructional materials, library holdings, and faculty and staff necessary to provide quality instruction pursuant to Section 1501.302 shall be made available to the proposed branch or campus.
 - 4) The proposed branch or campus shall provide student and academic support services on site that are adequate pursuant to Section 1501.302 to support the curricula offered and the students in attendance at the branch or campus.
- c) To qualify for a grant of up to \$100,000 for the establishment of a college, campus, or branch once approval has been granted by the ICCB ~~and the Illinois Board of Higher Education~~, all of the following conditions must be met:
- 1) The college, campus, or branch shall meet the conditions specified in 110 ILCS 805/3-12.2. Ill. Rev. Stat., 1991, ch. 122, par. 103-12.2.
 - 2) The college district shall request the ICCB to include the grant in its budget request submitted to the IBHE and shall include a justification of the need and proposed use of the grant.
 - 3) Funds for the college, campus, or branch shall have been appropriated.
- d) Extension Centers. An extension center located within the community college district is a reasonable and moderate extension of a college and may be established at the discretion

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of the district's Board of Trustees. An extension center located outside the community college district requires ICCB approval under Section 1501.307.

Section 1501.309 Course Classification and Applicability

- a) Course Classification. Information on courses for which credit is to be awarded shall be submitted to ICCB ~~on forms provided by ICCB~~ through an electronic exchange system in order for the courses to be classified into appropriate instructional and funding categories and added to the college's Management Information System (MIS) Course Master File.
- b) Course Credit Hour Determination.
 - 1) Credit hours for courses for which ICCB credit hour grants are to be claimed shall be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester hour or 30 hours of such time for each quarter credit hour.
 - 2) Lecture Courses. Courses with students participating in lecture/discussion-oriented instruction will be assigned one semester credit hour or equivalent for a minimum of each 15 classroom contact hours of instruction per semester or equivalent. It is assumed that two hours of outside study will be invested for each classroom contact hour.
 - 3) Laboratory Courses. Courses in which students participate in laboratory/ clinical-laboratory-oriented instruction will be assigned one semester credit hour or equivalent for a minimum of each 30-45 classroom contact hours of instruction per semester or equivalent. It is assumed that one hour of outside study will be invested for each two laboratory contact hours.
 - ~~3)4)~~ Clinical Practicum courses. Courses in which students participate in clinical practical experiences shall receive one semester credit hour or equivalent for a minimum of each 30-60 contact hours per semester or equivalent. It is expected that one hour of outside study time will be invested for each two clinical practical contact hours.
 - ~~4)5)~~ Internship Courses. Courses in which Sstudents ~~who~~ participate in nonclinical internship, practicum, or on-the-job supervised instruction shall receive one semester credit hour or equivalent for a minimum of each 75-149 contact hours per semester or equivalent. ~~and students who participate in clinical practicums shall receive one semester credit hour or equivalent for each 30-60 contact hours per semester or equivalent. It is assumed that one hour of outside study time will be invested from each two clinical practicum contact hours.~~
- c) Course Syllabus. A syllabus shall be developed and maintained for ~~each~~ a credit course and shall be available to the public and students upon request. A syllabus contains the description of the course, specific objectives of the course, a topical outline, and the method for evaluating student performance.
- d) Course Applicability. All credit courses must be part of an approved unit of instruction (pursuant to Section 1501.302), and the approved unit of instruction for ~~each~~ a course shall be indicated on the college's ICCB MIS Course Master File.
 - 1) Lower-Division Baccalaureate Courses. Courses designed to meet lower-division baccalaureate degree requirements shall be applicable to associate transfer degrees. For ~~each~~ a baccalaureate course offered, the college shall either obtain

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approval for the course to be listed as a statewide articulated transfer course by a general education or baccalaureate major panel of the Illinois Articulation Initiative or maintain current written articulation agreements or transfer equivalency documents with:

- A) at least three (3) Illinois public universities, or
 - B) at least three baccalaureate degree-granting institutions to which a majority (51%) of the college's students transfer, or
 - C) one or more baccalaureate degree-granting institutions to which a majority (51%) of the college's students, majoring in the field for which the course is required, transfer.
- 2) Remedial Course Credit. No remedial course credit shall be applicable to associate degrees designed for transfer to institutions granting baccalaureate degrees.
- 3) Adult Basic Education Course Credit. No adult basic education course credit ~~is applicable~~ applies to degrees or to certificates, except the Adult Basic Education Certificate.
- ~~4)~~ Adult Secondary Education Course Credit. No adult secondary or college preparatory education course credit ~~is applicable~~ applies to degrees or certificates, except the Adult Secondary Education Certificate.
- ~~4)5)~~ Career and Technical Education Course Credit. Courses designed to prepare individuals with a technical skill shall be applicable towards the requirements or electives for completion of an associate's degree (applied or transfer) or a career and technical education certificate.
- ~~5)6)~~ General Studies Course Credit. General studies course credit ~~is applicable~~ applies only to the Personal Development; Homemaking; Improving Family Circumstances; Intellectual and Cultural Studies; Community and Civic Development; and Health, Safety and Environment Certificates.
- e) Special Upper-Division Courses.
- 1) A college may offer any course that is offered by a university, regardless of numbering system, if the university normally permits its own students to take the course as lower-division students. Such courses will be eligible for ICCB grants, if they meet all other criteria.
 - 2) If at least three public universities in Illinois agree, or if a public university which is the principal recipient of transfers from the community college agrees, certain special courses taught at the upper-division level may be offered by a college and be eligible for ICCB grants, provided they meet all other criteria.
- f) Independent Study. Independent Study course credit shall not exceed 25 percent of the credit hour requirements for a student to earn an associate degree. The topic of an independent study course shall be listed on the student's permanent academic record.
- g) Internships. An internship experience for credit that is designed to provide the student an opportunity to put into practice the theories and techniques learned in the classroom/laboratory shall be applicable to an associate degree or certificate, provided at

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least 12 semester credit hours or equivalent in the corresponding curriculum are completed by the student ~~prior to~~before, or are taken by the student concurrently with, such experience.

h) Courses Approved as Repeatable.

- 1) Courses in which the content varies from term to term or from student to student (e.g., independent study, special topics, and internship courses) or in which a student is expected to gain increased depth of knowledge and skill through repetition (~~e.g., music, speech, theatre, and journalism performance or production courses~~) shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) The number of times the course may be taken for credit does not exceed four times, or the semester or quarter equivalent, e.g., a single course can be taken one time and repeated no more than three times per student; semesters (or six quarters);
 - B) The method of determining the amount of credit to be awarded for each section of the course, for each term, or for each student is specified in the college's catalog, on the course syllabus, and on the course classification form, and the subject matter and number of credits for which the student enrolled is specified on the student's permanent academic record;
 - C) The college's catalog, the course syllabus, and the course classification form requesting approval of repeatability by the ICCB indicate the number of such credits that will apply to degree or certificate completion for a single course or a combination of related courses; and
 - D) The total number of credit hours for a single course or for a combination of related courses that are applicable to degree or certificate completion does not exceed the maximums established in subsection (e) governing independent study, subsection (b) governing credit hour determination, subsection (f) governing independent study, or Section 1501.507(b)(10) governing the maximum rate of credit hour production.
- 2) ~~A~~Vocational skill courses that must be retaken periodically by law for persons employed in an occupation or vocation ~~must retake periodically by law in order~~ to maintain employment shall, at the request of the college, be approved for repeatability beyond the limits described in subsection (h)(1)(A) under the following conditions:
 - A) The content of the course is determined by law and does not change from one year to the next; and
 - B) A copy of the law (or regulation administering it) and a course syllabus accompanies the course classification form requesting repeatability.
- 3) An adult basic, or adult secondary, or a remedial education course that is organized into discrete modules and offered for variable credit shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) No discrete module is repeated more than three times;

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- B) The title of ~~each a~~ module completed and the grade received is permanently recorded on the student's academic record; and
 - C) The content and number of credit hours for ~~each a~~ discrete module is shown on the course syllabus and on the course classification form requesting approval of repeatability by the ICCB.
- 4) An adult basic, adult secondary, or a remedial education course that is not organized into discrete modules shall, at the request of the college, be approved for repeatability under the following conditions:
- A) The number of times the course may be taken for credit does not exceed four times, ~~i.e., repeatable three times.~~ or the semester or quarter equivalent, e.g.; a single course can be taken one time and repeated no more than three times per student.
 - B) The variety of skill levels included in the course and the methods used to accommodate individual differences based on an assessment of student skills is specified in the course syllabus; ~~and~~
 - C) The course title and the grade received is permanently recorded on the student's academic record each time that the course is taken.

SUBPART D: STUDENTS

Section 1501.401 Definition of Terms

~~Gifted Student. A "gifted student" is a student who is judged to possess exceptionally high academic ability by both the secondary school in which the student is enrolled and the college district.~~

Section 1501.402 Admission of Students

- a) **Students Whose Connection With a Secondary School is Severed.** Any student who is 16 or 17 years of age and has severed connection with a secondary school, as certified in writing by the chief executive officer of the secondary school in which the student has legal residence, is eligible to attend a college in accordance with policies of the Board. Courses taken by such students are eligible for ICCB grants.
- b) **Students Currently Enrolled in a Secondary School Program.** Students currently enrolled in a secondary school program may be accepted into a college course(s). If such courses are offered during the regular school day established by the secondary school or are offered for secondary school credit, prior approval of the chief executive officer of the secondary school must be received.
- c) **Admission of Students in Programs ~~for Special Groups.~~** Students shall be admitted to instructional programs supported by state funds for which they are otherwise qualified without regard to race, religion, sex, ethnic origin, sexual orientation, disability, or membership in any profession, group, organization, or association.
 - 1) **Designating Specific Sections.** Course enrollments shall be open to those individuals identified in this subsection (c). However, the nature of the instructional unit may make it desirable to offer specific sections for students with certain common backgrounds, experiences, and future aspirations.

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- 2) Organizations' Standards Not Applicable. While it is recognized that certain organizations, groups, fraternities, and associations have standards which must be met to become employed in a particular field, such standards shall not be applicable to the continuing participation of students in college courses receiving ICCB grants.

SUBPART E: FINANCE

Section 1501.501 Definition of Terms

“Annual Financial Statement” means an annual financial report and an annual program report. The “annual financial statement”, which that is required to be published by a district, consists of two parts:

an An annual financial report, which includes a statement of revenues and expenditures along with other basic financial data; and

an An annual program report, which provides includes 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.

“Auditor” means. 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 before the end-of-registration date of the college for that particular term.

“Capital Renewal Grants”. Capital renewal grants are mean State grants allocated proportionally to each a community college district based on the latest fall on-campus nonresidential gross square feet of facilities as reported to the ICCB. Such grants are to be utilized-used 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.

“Lincoln's Challenge Scholarship Grants” mean scholarships provided to a community college to graduates of the. 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 one of the 48 public community colleges. The scholarship grants can be used to cover the cost of education, which includes tuition, books, fees, and required educational supplies.

“Midterm Class List Certification.” means the college’s process for certifying students in attendance at the midterm to the ICCB-As as part of the verification-proof that a student’s credit hours are eligible for State funding. the college shall establish a process for certifying students in attendance at the midterm. The district shall file with the ICCB a document outlining the process (including but not limited to specific steps and/or procedures, steps for obtaining an electronic midterm certification signature, etc.) it follows as part of that certification and the district shall file an amended process any time changes are made, but not less than once every five years.

“Midterm Certification Signature”- means midterm class lists obtained and maintained by the college that are manually signed and dated by faculty or electronic signature of the faculty. The

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~~college may either obtain and maintain midterm class lists manually signed and dated by faculty or accept electronic signature of the faculty.~~

If the college chooses to accept an electronic signature of faculty, then the college must include in the midterm class list certification process a written summary explaining what steps are in place that ~~assure~~ ensure:

Appropriate administrative and operational controls are in place to ensure faculty only have access to midterm class lists they teach;

Appropriate controls are in place to only allow an electronic signature at the midpoint of the class during a specified period (~~i.e., that is,~~ one or two weeks before and one or two weeks after the midpoint of the class);

Each-A faculty member's identity is authenticated and attributed to the midterm certification signature;

The integrity of the electronically signed midterm class list of ~~each-a~~ course section has been secured and verified; and

The college has the capability of generating signed printed midterm class lists that support the ICCB credit hour claim submission.

A final grade sheet electronic signatures process, if adopted, should be implemented in the same manner as the electronic midterm certification signature.

~~"Residency - Applicability-Verification-Proof of Status" - means the college's processes in accordance with 110 ILCS 805/2-16.02 for verifying the residency status of its students to the ICCB. As as part of verification-proof that its credit hours are eligible to receive ICCB grants., each community college district shall submit its process for verifying the residency status of its students to the ICCB each year with its certification of credit hours in accordance with 110 ILCS 805/2-16.02 as part of the annual external audit.~~ The process shall include the methods for verifying residency as defined in the general provisions, special State provisions, and district provisions of this Section. Each-A district shall file descriptions of any revisions to its process with the ICCB ~~prior to~~ before their implementation.

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

To be classified as a resident of the State of Illinois or of the community college district, ~~each-a~~ student shall have occupied a dwelling within the State or district for at least 30 days immediately ~~prior to~~ before 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.

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“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/or~~

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.

~~“Special Initiatives Grants” means. Special initiatives grants provide~~ funds for conducting special initiatives activities. Special initiatives activities are based upon criteria as specified in terms outlined in a grant agreement between the college or vendor and the ICCB.

~~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.~~

Section 1501.502 Financial Planning

Financial ~~Planning~~ planning for current and future operation shall provide for both a sound educational program and prudent use of public funds.

SUBPART H: PERSONNEL

Section 1501.801 Definition of Terms

“Sabbatical Leave.” ~~means A sabbatical leave is~~ a leave of absence granted by the ~~Board of Trustees~~ board of trustees to eligible employees ~~for the purpose of providing to provide~~ opportunities for such employees to engage in activities which are aimed at developing the employees professionally and improving their abilities to perform their contractual responsibilities.

Section 1501.802 Sabbatical ~~Leave~~ Leaves

Any ~~Board of Trustees~~ board of trustees’ policy providing for sabbatical ~~leave~~ leaves for its employees shall contain ~~at least~~ the following provisions:

- a) A statement of purpose and/or objectives;
- b) A description of the types of leaves (e.g., professional development, project, exchange) that may be granted;

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- c) A statement of employee eligibility~~;~~
- d) A procedure for making application~~;~~
- e) A listing of criteria ~~utilized~~used in evaluating applications~~;~~
- f) A procedure for selection~~;~~
- g) A statement of limitations concerning the granting of leave (e.g., how many employees in a given year and subject to what, if any, financial limitations)~~;~~
- h) A schedule of compensation, if any, to be granted and for what period ~~of time;~~
- i) A statement of employee obligations (e.g., reporting requirements, returning to work after the leave)~~; and;~~
- j) Other conditions which the Board feels may affect the employee-employer relationship as a result of a leave being granted.

Item #14.3 - Adoption of the College and Career Pathway Endorsement Framework

The Illinois Community College Board hereby adopts the College and Career Pathway Endorsement Framework.

A roll call vote was taken with the following results:

John Bambenek	Yea	Doug Mraz	Yea
Terry Bruce	Abstain	Suzanne Morris	Yea
Nick Kachiroubas	Yea	Laz Lopez	Yea

The motion was approved. Terry Bruce abstained.

Item #15 - Information Items

There was no discussion.

Item #15.1 - Fiscal Year 2017 Financial Statements

Item #15.2 - Fiscal Year 2018 Financial Statements

Item #15.3 - Spring 2017 Legislative Update

Item #15.4 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #15.4a - Public Information, Rulemaking and Organization

Item #15.4b - Data Collection, Security and Confidentiality, Sharing and Fees

Item #15.4c - Residency and Tuition Rates

Item #15.4d - General Education Core Curriculum (GECC) Credential

Item #15.5 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director

Item #16 - Other Business

There was no other business.

Item #17 - Public Comment

There was no public comment.

Item #18 – Executive Session

The Board did not enter into Executive Session.

Item #19 - Approval of Confidentiality of Executive Session Minutes

John Bambenek made a motion, which was seconded by Doug Mraz, to approve the following motion:

The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; and March 17, 2017 are to remain confidential. All other Executive Session Minutes are available for public inspection.

A roll call vote was taken with the following results:

John Bambenek	Yea	Doug Mraz	Yea
Terry Bruce	Yea	Suzanne Morris	Yea
Nick Kachiroubas	Yea	Laz Lopez	Yea

The motion was approved.

Item #20 - Executive Session Recommendations

There were no recommendations made.

Item #21 - Adjournment

John Bambenek made a motion, which was seconded by Nick Kachiroubas, to adjourn the Board meeting at 11:51 a.m.

A roll call vote was taken with the following results:

John Bambenek	Yea	Doug Mraz	Yea
Terry Bruce	Yea	Suzanne Morris	Yea
Nick Kachiroubas	Yea	Laz Lopez	Yea

The motion was approved.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
JANUARY 2018 REGULATORY AGENDA**

The Joint Committee on Administrative Rules (JCAR) is a bipartisan legislative oversight committee that has been delegated the responsibility to ensure that the laws enacted by the General Assembly are appropriately implemented through administrative law. Each year, JCAR requires the Board, and all state agencies, to publish in the *Illinois Register* a regulatory agenda detailing the scope of upcoming rulemaking activity that the Board is considering but has not filed a formal notice of proposed rulemaking activity.

The January 2018 Regulatory Agenda is being submitted to the Board for approval and then will be published in the *Illinois Register* pursuant to the Illinois Administrative Procedure Act (5 ILCS 100).

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the January 2018 Regulatory Agenda listed below:

ILLINOIS COMMUNITY COLLEGE BOARD
JANUARY 2018 REGULATORY AGENDA

a) Part (Heading and Code Citations): Administration of the Illinois Public Community College Act, 23 Ill. Adm. Code 1501

1) Rulemaking:

- A) Description: The Board proposes the adoption of new administrative rules pursuant to the Credit for Prior Learning Act (Public Act 100-0261). The Act requires the Board to adopt rules to permit community colleges to award credit for prior learning after the assessment of prior learning experiences for documented learning that demonstrates achievement of all terminal objectives for a specific course or courses.
- B) Statutory Authority: Credit for Prior Learning Act [110 ILCS 160]
- C) Scheduled meeting/hearing dates: None have been scheduled.
- D) Date agency anticipates First Notice: February 2018
- E) Affect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small business, small municipalities, and not for profit corporations.
- F) Agency contact person for information:

Matt Berry
Rules Coordinator
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 6270

Telephone: 217/785-7411
Fax: 217/524-4981

- G) Related rulemakings and other pertinent information: None

2) Rulemaking:

- A) Description: The Board proposes to amend its rules regarding local community college district reporting. Public Act 100-0195 adds a new requirement that community college districts report yearly their policies on awarding credit for military experience to the Board.
- B) Statutory Authority: Educational Credit for Military Experience Act [110 ILCS 32]
- C) Scheduled meeting/hearing dates: None have been scheduled.

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- D) Date agency anticipates First Notice: February 2018
- E) Affect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small business, small municipalities, and not for profit corporations.
- F) Agency contact person for information:

Matt Berry
Rules Coordinator
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 6270

Telephone: 217/785-7411
Fax: 217/524-4981
- G) Related rulemakings and other pertinent information: None

3) Rulemaking:

- B) Description: The Board proposes the adoption of new administrative rules pursuant Public Act 99-0692 that codifies the Board's processes and criteria for approval of trustee training provides.
- B) Statutory Authority: Public Community College Act [110 ILCS 805/3-8.5]
- C) Scheduled meeting/hearing dates: None have been scheduled.
- D) Date agency anticipates First Notice: Summer 2017
- E) Affect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small business, small municipalities, and not for profit corporations.
- F) Agency contact person for information:

Matt Berry
Rules Coordinator
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 6270

Telephone: 217/785-7411
Fax: 217/524-4981
- G) Related rulemakings and other pertinent information: None

- 4) Rulemaking:
- A) Description: The Board proposes to define “apprenticeship programs” within the administrative rules for community college academic programs.
 - B) Statutory Authority: Public Community College Act [110 ILCS 805]
 - C) Scheduled meeting/hearing dates: None have been scheduled.
 - D) Date agency anticipates First Notice: Summer/Fall 2017
 - E) Affect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small business, small municipalities, and not for profit corporations.
 - F) Agency contact person for information:

Matt Berry
Rules Coordinator
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 6270

Telephone: 217/785-7411
Fax: 217/524-4981
 - G) Related rulemakings and other pertinent information: None

- 5) Rulemaking:
- A) Description: The Board is currently implementing transitional math courses as is required by the Postsecondary Workforce Readiness Act (P.A. 99-0674). As the Board continues full implementation, the adoption of new administrative rules or amendment of existing rules of the Board may be necessary.
 - B) Statutory Authority: Postsecondary and Workforce Readiness Act. [110 ILCS 148]
 - C) Scheduled meeting/hearing dates: None have been scheduled.
 - D) Date agency anticipates First Notice: Fall 2017
 - E) Affect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small business, small municipalities, and not for profit corporations.

F) Agency contact person for information:

Matt Berry
Rules Coordinator
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 6270

Telephone: 217/785-7411
Fax: 217/524-4981

G) Related rulemakings and other pertinent information: None

b) Part (Heading and Code Citations): New Part Assignment Pending

1) Rulemaking:

A) Description: P. A. 100-0514 allows ICCB to approve high school diploma programs for adult learners for community colleges, intermediate service centers, Chicago Public Schools, and non-profits in a partnership with regional superintendents of schools. Students who successfully complete the program can receive a high school diploma. The Act authorizes the Illinois Community College Board to adopt rules necessary to implement approval of high school diploma programs for adult learners.

B) Statutory Authority: School Code [105 ILCS 5/3-15.12a]

C) Scheduled meeting/hearing dates: None have been scheduled.

D) Date agency anticipates First Notice: April 2017

E) Affect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small business or small municipalities. Not for profit corporations wishing to establish a program to provide a high school diploma to adult learners will be required to meet eligibility, application criteria and approval criteria as defined in P.A. 100-0514 and further delineated by the proposed rulemaking.

F) Agency contact person for information:

Matt Berry
Rules Coordinator
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 6270

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Telephone: 217/785-7411
Fax: 217/524-4981

- G) Related rulemakings and other pertinent information: None

BACKGROUND

The Board and all state agencies have the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The regulatory agenda gives the public notice and allows them to comment on rules that the Board is considering in the upcoming 6 months of the year. Adoption of the regulatory agenda does not preclude the Board from adopting a rule that has not been summarized in a regulatory agenda or from adopting a different rule from the one summarized in a regulatory agenda. The Board is also not required to adopt any rule summarized in a regulatory agenda.

Illinois Community College Board

ILLINOIS COMMON CAREER PATHWAYS DEFINITION AND GUIDANCE

In conjunction and agreement with the Governor's Office, the Illinois State Board of Education, the Illinois Board of Higher Education, the Illinois Student Assistance Commission and the Illinois Workforce Innovation Board, the Illinois Community College Board is requested to adopt the definition of a career pathway provided below. This definition is consistent with requirements of the Workforce Innovation and Opportunity Act (WIOA) law and is central to Adult Education at the agency, and is expected to be incorporated into any forthcoming reauthorization efforts for the Carl D. Perkins Career & Technical Education Act.

The adoption of this definition will create consistency of understanding across the workforce and education system, position the state for federal resources and contribute to Illinois' leadership in the career pathway movement.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby adopts the Illinois Common Career Pathway Definition and Guidance.

Illinois Common Career Pathways Definition and Guidance

Introduction to WIOA Career Pathways Definition

A career pathway means a combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs. Collaborative partnerships with these entities and business and industry, along with human service agencies, corrections, and other community stakeholders, serve as the foundational structure for high-quality and sustainable career pathways. A career pathway also includes multiple entry and exit points to facilitate individuals to build their skills as they progress along a continuum of education and training and advance in sector-specific employment.

The following guidance should help policymakers and practitioners implement state, regional, and local career pathways. The guidance is meant to clarify how a successful pathway—often comprised of one or more career pathway programs—should operate. This guidance also addresses the career pathway system, which sets the policies and procedures that shape career pathways and can assist with strong pathway development and sustainability. A- G represents elements of the WIOA Career Pathways definition, with added guidance to clarify and provide additional detail for each element.

(A) Aligns with the skill needs of industries in the economy of the State or regional economy involved;

Career pathways should:

- Use labor market data, informed by state, regional, and local employers, to design sector-focused programs that meet the needs of the employers in the state, regional, and local economies.
- Regularly and meaningfully engage employers at every stage of pathway development in an interactive, ongoing relationship¹ and encourage employers to assume leadership roles
- Identify the certifications, licenses, and industry-recognized credentials that state, regional, and local employers require and craft programs leading to them.

¹ “Meaningful employer engagement” is the process by which State and/or local stakeholders (e.g. training providers, colleges, workforce boards) convene with local and regional industry employers to discuss the skill and credential needs of their workforce and ways in which education and training programs can best prepare individuals.

(B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.²

Career pathways should:

- Enable lifelong learning that ensures youth and adult participants can gain entry to and advance, as desired, through successive education and training programs, leading to stackable credentials³ in a given occupational cluster.
- Lead to jobs in increasingly high-skill, high-wage, and/or high-demand industries.
- Ensure access and appropriate services for the targeted populations included in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan.⁴

(C) Includes counseling to support an individual in achieving the individual's education and career goals;

Career pathways should:

- Ensure participants have access to career exploration, academic advising, support with transitions through the pathway, and comprehensive individualized support services, such as, but not limited to, child care, transportation, and financial aid (where appropriate).
- Involve partnerships among K-12, postsecondary educational institutions, workforce training and development agencies, public and private employers, workforce boards, human services providers, and other partners to ensure participant access to the above services.

² The Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.).

³ A stackable credential is part of a sequence of credentials that can be accumulated over time and move an individual along a career pathway or up a career ladder.

⁴ Priority populations identified in the [State of Illinois Workforce Innovation and Opportunity Act Unified State Plan](#) are: Long-term unemployed; Low-income adults; Low literacy adults, including those without a high school diploma; Low-skilled adults; Individuals with disabilities, including youth with disabilities; Those receiving public assistance; Out-of-school youth; Veterans; Migrant and seasonal farm workers; Re-entry individuals (ex-offenders); English Language Learners; Older individuals; Homeless individuals; Single parents; Youth in the foster system or who have aged out; Displaced homemakers; Veterans with disabilities; Indians, Alaska Natives, and Native Hawaiians.

(D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities⁵ and training for a specific occupation or occupational cluster;

Career pathways should:

- Include career-focused instruction that integrates academic and technical content with foundational professional skills⁶, which are skills needed for success in education, and training, career, and life.
- Offer opportunities for work-based learning⁷ experiences.
- Offer job placement assistant services that are tailored to participant needs at different points along the pathway.

(E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

Career pathways should:

- Offer quality, non-duplicative training, coursework, assignments, and assessments⁸ to accelerate progress, maximize credit and credential attainment, and increase student success.
- Encourage concurrent enrollment and early college credit opportunities that support progression through the pathway.
- Offer participant-focused education and training that incorporates flexible class formats, locations, and times that makes learning accessible and achievable for all populations. Strategies include, but are not limited to, modularized curriculum⁹, contextualized curriculum and instruction¹⁰, and virtual learning.

⁵ “Workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. WIOA HR 803, SEC. 203. DEFINITIONS (17)

⁶ “Foundational professional skills” (often also called “soft skills” or “essential skills”) are the skills needed for success in college, career, and life, such as, but not limited to, punctuality, communication, collaboration, and problem-solving.

⁷ Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability. Examples include: Internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.

⁸ Non-duplicative (across education and training partners) assessments of participants’ education, skills, competencies, assets, and support service needs as they move through a career pathway and its programs.

⁹ “Modularized curriculum” is curriculum that is divided into shorter, ‘self-contained’ segments or chunks of instruction. The common module length can vary depending upon content, format, and schedule of the course.

¹⁰ “Contextualized curriculum and instruction” is the practice of systematically connecting basic skills and academic instruction to industry, or occupational content.

(F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

Career pathways should:

- Create partnerships between programs that serve youth and adults of all skill levels to ensure that participants can in time earn a recognized postsecondary credential¹¹, as desired.
- Enable participants to gain entry to or advance within a given sector or occupational cluster, facilitate efficient transitions to continuing education, and incorporate stackable and portable industry-recognized credentials.
- Facilitate co-enrollment in programs administered by the core¹² and required¹³ partners (as defined by WIOA), in addition to Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T).

(G) Helps an individual enter or advance within a specific occupation or occupational cluster.

Career pathways should:

- Involve partnerships with employers to support participant educational and career advancement through on-the-job training, customized training, corporate training, incumbent worker training¹⁴, and other work-based training strategies.
- Overcome barriers to entry to ensure that participants with diverse backgrounds and experience have the opportunity to enroll and succeed in a pathway.

An effective and efficient career pathway will also commit to equity for all participants and potential participants and continuous improvement. To ensure that is possible, the system will:

¹¹ “Recognized post-secondary credential”, as defined by the Workforce Innovation and Opportunity Act, means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. <https://www.doleta.gov/wioa/Docs/wioa-regs-labor-final-rule.pdf>
[WIOA sec. 3\(52\)](#)

¹² Core programs within WIOA are: WIOA Title I (Adult, Dislocated Worker and Youth formula programs) administered by Department of Labor (DOL); Adult Education and Literacy Act programs administered by the Department of Education (DoED); Wagner-Peyser Act employment services administered by DOL; and Rehabilitation Act Title I programs administered by DoED.

¹³ Required programs within WIOA are: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American Programs, HUD Employment and Training Programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs Program, Senior Community Service Employment Program, Temporary Assistance for Needy Families (TANF), Trade Adjustment Assistance Programs, Unemployment Compensation Programs, and YouthBuild

¹⁴ “Incumbent worker training” is training that is developed with an employer or employer association (group of employers) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment.

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- Collect, share, and use evidence to identify and eliminate barriers to participant access and success.
- Include shared qualitative and quantitative evaluation of participant outcomes, with a focus on equity of access and services across participant groups, to inform the improvement of all programs within the pathway as well as the pathway itself.
- Disaggregate participant-level data to identify inequities in performance among participant groups and improve the outcomes of different participant groups.
- Include shared qualitative and quantitative evaluation of effectiveness in serving employers (the business community) in order to inform strategies for improvement.

Illinois Community College Board

**COOPERATIVE AGREEMENTS AND CONTRACTS:
AUTHORIZATION TO ENTER INTO NEGOTIATIONS BETWEEN LAKE LAND
COLLEGE, THE ILLINOIS DEPARTMENT OF CORRECTIONS,
AND SELECT COMMUNITY COLLEGES**

The Illinois Community College Board is requested to authorize Lake Land College to enter into negotiations with Black Hawk College, Carl Sandburg College, Heartland Community College, Illinois Valley Community College, John Wood Community College, Lincoln Land Community College, Richland Community College, Sauk Valley Community College, Shawnee Community College, Southwestern Illinois College, Spoon River College and the Illinois Department of Corrections (IDOC) within each of these districts, to offer educational services at the correctional institutions listed below.

According to **Section 1501.307 Cooperative Agreements and Contracts**, decisions about the provision of instruction at IDOC centers falls first and primarily to the home district within which the facility resides. In each instance below, the home district has opted to forego providing services. Colleges are unable to enter into an agreement directly with IDOC facilities without first seeking and obtaining approval from the ICCB.

All parties to this item are listed below.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves Lake Land College to enter into negotiations with the home district of each correctional facility listed in this item and with the IDOC to offer educational services to the listed correctional institutions.

Agenda Item #12.4a
December 1, 2017

College District	Correctional Institution
Black Hawk College	East Moline Correctional Center
Carl Sandburg College	Hill Correctional Center
Heartland Community College	Lincoln Correctional Center Logan Correctional Center
Illinois Valley Community College	Sheridan Correctional Center
John Wood Community College	Western Illinois Correctional Center
Lincoln Land Community College	Graham Correctional Center Jacksonville Correctional Center Taylorville Correctional Center
Richland Community College	Decatur Correctional Center
Sauk Valley Community College	Dixon Correctional Center
Shawnee Community College	Shawnee Correctional Center Vienna Correctional Center
Southwestern Illinois College	Southwestern Illinois Correctional Center
Spoon River College	Illinois River Correctional Center

Illinois Community College Board

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

**Lincoln's Challenge Scholarship Grants
(Future Consideration)**

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

Lincoln's ChalleNGe Academy is administrated by the Illinois Department of Military Affairs. Upon successful completion of that program, students may qualify for a scholarship to a community college. The Lincoln's ChalleNGe Scholarship Grant is a special appropriation received by the ICCB. The scholarships provide an opportunity for graduates of Lincoln's ChalleNGe to transition easily into higher education by attending one of the public community colleges in the state.

The administrative rules for the eligibility of scholarship grants and processing of grant awards at the community college level have not been reviewed or updated since 2013. The proposed amendment updates the administrative rules to reflect current terminology and agency operating practice. The rules also specifically stipulate that without an appropriation for the grants from the General Assembly and Governor, the community colleges are not required to waive a student's tuition.

The rule changes are being submitted to the Board for discussion prior to publication in the *Illinois Register* for the formal public comment period. They will be brought to the Board for approval in January 2018, before submission to JCAR for final approval.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD

PART 1501

ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

Section

1501.101	Definition of Terms and Incorporations by Reference
1501.102	Advisory Groups
1501.103	Rule Adoption (Recodified)
1501.104	Manuals
1501.105	Advisory Opinions
1501.106	Executive Director
1501.107	Information Request (Recodified)
1501.108	Organization of ICCB
1501.109	Appearance at ICCB Meetings
1501.110	Appeal Procedure
1501.111	Reporting Requirements (Repealed)
1501.112	Certification of Organization (Repealed)
1501.113	Administration of Detachments and Subsequent Annexations
1501.114	Recognition

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section

1501.201	Reporting Requirements
1501.202	Certification of Organization
1501.203	Delineation of Responsibilities
1501.204	Maintenance of Documents or Information
1501.205	Recognition Standards (Repealed)

SUBPART C: PROGRAMS

Section

1501.301	Definition of Terms
1501.302	Units of Instruction, Research, and Public Service
1501.303	Program Requirements
1501.304	Statewide and Regional Planning
1501.305	College, Branch, Campus, and Extension Centers
1501.306	State or Federal Institutions (Repealed)
1501.307	Cooperative Agreements and Contracts
1501.308	Reporting Requirements
1501.309	Course Classification and Applicability

SUBPART D: STUDENTS

Section	
1501.401	Definition of Terms
1501.402	Admission of Students
1501.403	Student Services
1501.404	Academic Records
1501.405	Student Evaluation
1501.406	Reporting Requirements

SUBPART E: FINANCE

Section	
1501.501	Definition of Terms
1501.502	Financial Planning
1501.503	Audits
1501.504	Budgets
1501.505	Student Tuition
1501.506	Published Financial Statements
1501.507	Credit Hour Claims
1501.508	Special Populations Grants (Repealed)
1501.509	Workforce Preparation Grants (Repealed)
1501.510	Reporting Requirements
1501.511	Chart of Accounts
1501.514	Business Assistance Grants (Repealed)
1501.515	Advanced Technology Equipment Grant (Repealed)
1501.516	Capital Renewal Grants
1501.517	Retirees Health Insurance Grants (Repealed)
1501.518	Uncollectible Debts
1501.519	Special Initiatives Grants
1501.520	Lincoln's Challenge Scholarship Grants
1501.521	Technology Enhancement Grants
1501.522	Deferred Maintenance Grants (Repealed)
1501.523	Foundation Matching Grants

SUBPART F: CAPITAL PROJECTS

Section	
1501.601	Definition of Terms
1501.602	Approval of Capital Projects
1501.603	State Funded Capital Projects
1501.604	Locally Funded Capital Projects
1501.605	Project Changes
1501.606	Progress Reports (Repealed)
1501.607	Reporting Requirements
1501.608	Approval of Projects in Section 3-20.3.01 of the Act
1501.609	Completion of Projects Under Section 3-20.3.01 of the Act
1501.610	Demolition of Facilities

SUBPART G: STATE COMMUNITY COLLEGE

Section	
1501.701	Definition of Terms
1501.702	Applicability
1501.703	Recognition
1501.704	Programs
1501.705	Finance
1501.706	Personnel
1501.707	Facilities

SUBPART H: PERSONNEL

Section	
1501.801	Definition of Terms
1501.802	Sabbatical Leaves

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805/Arts. II and III and 6-5.3].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency

amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. _____, effective _____.

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) Graduate from ~~Complete~~ the Lincoln's Challenge ~~Academy; program;~~
 - 2) Earn a high school equivalency certificate; ~~Complete the GED;~~
 - 3) Enroll at an one of the 48 Illinois public community colleges in a certificate or degree program the next semester following graduation; ~~(For example, the June Lincoln's Challenge graduates would have to enroll in college by the fall semester.);~~
 - 4) Maintain and complete an academic course load ~~Carry an academic load~~ of at least six credit hours in each fall and spring semester; and. Scholarships for the summer semester will not be awarded; 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 amount will be awarded up to \$1,000 per student per semester for up to four successive semesters to be used toward the completion of a degree or certificate program. Scholarships for the summer semester will not be awarded.
- d) The scholarship grants shall can be used to cover the cost of education, which includes tuition, books, fees, and required educational supplies for specific programs or classes.
- e) ~~The grant will only reimburse the college at the in-district tuition rate.~~
- f) ~~In order to receive the reimbursement, colleges must submit vouchers during the semester the student is enrolled or payment cannot be guaranteed. The following information must be submitted to the ICCB for each student:~~

-
- 1) ~~Name;~~
-
- 2) ~~Social Security Number;~~
-
- 3) ~~Program of study;~~
-
- 4) ~~Course Schedule (including credit hours);~~
-
- 5) ~~Costs broken out by tuition, fees, books, and required educational supplies; and~~
-
- 6) ~~ICCB initial or renewal approval letters. If a renewal, GPA and course completions from the previous semester are required.~~

eg) ~~To In order to~~ remain qualified for a Lincoln's Challenge Scholarship Grant after initial enrollment, each semester a student must:

- 1) Submit a renewal application ~~GPA, course completion, and the letter of application~~ to the Illinois Community College Board requesting continuation of the scholarship for the following next semester.
- 2) Submit a grade transcript showing successful completion of a minimum of six credit hours in the previous semester and a minimum Grade Point Average of 2.0.
- 3) Submit a grade transcript and application ~~The letter must be~~ postmarked by July ~~August~~ 1 for application to the fall semester term and January 1 for application to the spring semester term. Applications submitted electronically will be considered postmarked on the date sent.
- 4) Meet with the community college's designated Lincoln's Challenge Scholarship coordinator at the time of enrollment, at mid-semester, and arrange an exit interview before completing the semester.
- 52) Comply with academic standards as defined by college policy. Exceptions to this subsection (g) ~~(52)~~, such as extenuating circumstances, shall be documented and reviewed by ICCB staff and the college's Lincoln's Challenge Scholarship coordinator. ~~college contacts.~~
- 3) ~~Submit documentation showing successful completion of a minimum of 6 credit hours in the last semester and a GPA of 2.0 or higher.~~

fh) Scholarship recipients shall notify the ICCB of changes to contact information (including mailing address, email address, or phone number) or if the recipient enrolls in a community college other than the one listed on the original application. ~~Students may be awarded scholarship funds for the fall and spring~~

~~semesters of two successive years to be used toward the completion of a degree or certificate program.~~

- g) The grant will only reimburse the college at the in-district tuition rate.
- h) To receive the reimbursement, colleges must submit vouchers during the semester the student is enrolled or payment cannot be guaranteed. The following information must be submitted to the ICCB for each student:
 - 1) Name;
 - 2) Program of study;
 - 3) Course Schedule (including credit hours);
 - 4) Costs broken out by tuition, fees, books, and required educational supplies; and
- 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. The distribution of available funds among between new and renewed scholarships will be determined by the Illinois Community College Board to maximize use of the funds.
- j) Community colleges may credit student accounts pending reimbursement, but are not required to waive tuition should funds not be appropriated.

(Source: Amended at 27 Ill. Reg. 17204, effective October 31, 2003)