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# **431 MEETING**

# **AGENDA AND MATERIAL**

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

***September 21, 2018***

Agenda  
 431<sup>st</sup> Meeting of the  
 Illinois Community College Board  
 Harry L. Crisp II Community College Center  
 Second Floor Conference Room  
 401 East Capitol Avenue  
 Springfield, IL  
 September 21, 2018

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2.	Announcements and Remarks by Dr. Lazaro Lopez, Board Chair	—
	<u>2.1</u> Approval of the Fiscal Year 2019 Board Goals ( <i>ACTION</i> )	—
3.	Board Member Comments	—
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	3.2    Illinois Board of higher Education report	—
4.	Executive Director Report	—
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Agenda  
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19.2	Minutes of Closed Sessions	—
20.	Adjournment	—

Illinois Community College Board

**APPROVAL OF THE FISCAL YEAR 2019 BOARD GOALS**

During the August 28, 2018 Board Retreat, the Board members reaffirmed the Board Goals set in place in 2017. Goal #3 was revised.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Fiscal Year 2019 ICCB Board Goals:

1. Goal 1: Smooth the transition for all students into and through postsecondary education.
2. Modified Goal 2: Contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, closing the skills gap through talent pipeline management, and addressing the future needs of the workforce.
3. Modified Goal 3: Engage with all stakeholders to align policies to improve outcomes and increase access to public information on system effectiveness

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:

- Financial Statements: Fiscal Year 2018  
INFORMATION ITEM: *Agenda Item #14.1*
  - a. State General Funds
  - b. Special State Funds
  - c. Federal Funds
  - d. Bond Financed Funds
  
- Financial Statements: Fiscal Year 2019  
INFORMATION ITEM: *Agenda Item #14.2*
  - a. State General Funds
  - b. Special State Funds
  - c. Federal Funds
  - d. Bond Financed Funds
  
- Timeliness of State Payments
  
- Certification of Special Tax Levy  
CONSENT ITEM: *Agenda Item #13.1*
  
- Public Relations and Marketing Update:
  - Adult Education Billboard Campaign
  - Adult Education and Family Literacy Week
  
- Approval of Trustee Training Provider  
CONSENT ITEM: *Agenda Item #13.3*
  
- Administrative Rules  
CONSENT ITEM: *Agenda Item #13.2*
  - Alternate Route to High School Diploma for Adult Learners
  - 2018 Academic, Fiscal, and Research and Policy Studies Combined Rulemaking  
INFORMATION ITEM: *Agenda Item #14.3*  
Implementation of Public Acts 99-0462 and 99-0692
  
- Spring 2018 Legislative Update  
INFORMATION ITEM: *Agenda Item #14.2*

Illinois Community College Board

**ACADEMIC, WORKFORCE, AND STUDENT SUPPORT COMMITTEE AGENDA**

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:

- Illinois College to Career Tool
- Equity Initiatives
- Multiple Measures Placement Recommendations
- Adult Education Strategic Plan
- Scaling Apprenticeship Through Sector-Based Strategies
- FY 2018 Career & Technical Education Annual Report
- New Units
- Other Business

Illinois Community College Board

**RECOMMENDATIONS OF THE ILLINOIS COMMUNITY COLLEGE CHIEF ACADEMIC OFFICERS & ILLINOIS COMMUNITY COLLEGE CHIEF STUDENT SERVICES OFFICERS ON PLACEMENT METHODS AND SCORES**

On June 1, 2018, the Illinois Council of Community College Presidents approved a common placement framework for the 48 Illinois Community Colleges, an effort that was led by the Chief Academic Officers and Chief Student Service Officers, as well as endorsed by the Illinois Math Association of Community Colleges.

The document recommends that colleges use multiple measures for placement and suggests a list of valid measures to choose from, including the scores on those measures. The recommendation charges the ICCB with doing further research about the validity of those measures and with putting together a working group to go over implementation issues. The recommendation demonstrates that the Illinois Community College system is aware of disparities in placement across the state and is actively collaborating to correct those disparities.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby endorses the Recommendations of the Illinois Community College Chief Academic Officers & Illinois Community College Chief Student Services Officers on Placement Methods and Scores.

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Illinois Community College Board

**FISCAL YEAR 2019 COMMUNITY COLLEGE/HIGHER EDUCATION BUDGET**

On February 14, 2018, Governor Rauner presented his proposed FY 2019 budget before a joint session of the Illinois General Assembly. On May 30 and 31 the General Assembly passed a bi-partisan budget with strong support from both parties. There were no significant changes from the FY2018 budget which included an increase in the income tax and significant changes in the school funding formula. On June 4 the Governor approved both the appropriation bill and the budget implementation bill. (Public Act 100-0586 and Public Act 100-0587)

The FY 2019 budget is based upon assumed general revenues of \$38.520 billion and expenditures of \$38.509 billion in spending. Appropriations for education total \$10.2 billion. Of that, Higher Education will receive \$1.8 billion. The fiscal year 2019 appropriation to the ICCB for the community college system is \$270.5 million.

An oral report will be given during the Board meeting on how the budget is allocated to the system and more detailed higher education budget information.

Illinois Community College Board

**ILLINOIS POSTSECONDARY PROFILES DEMONSTRATION**

Illinois Postsecondary Profiles (IPP) is a development project resulting from an intergovernmental agreement between the Illinois Board of Higher Education (IBHE,) the Illinois Community College Board (ICCB) and Northern Illinois University (NIU) executed in the spring of 2018. The central vision guiding development of the IPP is the creation of a powerful but accessible web site through which interested stakeholders can access actionable data contributed by multiple state agencies pertinent to the postsecondary experience in Illinois in meaningful and useful ways. An IPP pilot version has recently been released to enable feedback from advisory partners and identified stakeholders. Full-scale release is planned for spring of 2019.

Illinois Community College Board

**CAREER AND WORKFORCE TRANSITION ACT APPROVALS**

With the implementation of the Career and Workforce Transition Act, the Illinois Community College Board (ICCB) is mandated to review and approve Private Business and Vocational Schools as institutions from which credits in specified program areas may be accepted for transfer by Illinois Community Colleges, in accordance with the law. Institutions must submit applications for review/approval to ICCB Staff by July 1<sup>st</sup> of each year and the ICCB must render its approval decision, assuming all the required information has been submitted accurately, by the September Board meeting of that same year.

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following Private Business and Vocational School as an institution from which credits may be transferred in the stated program areas to an Illinois Community College in accordance with the *Career and Workforce Transition Act* Section 10 and Section 20:

**Midwest Technical Institute (East Peoria, Moline, and Springfield, IL campuses)**

- Dental Assisting Certificate (26.5 credit hours)
- Heating, Ventilation, Air Conditioning, Refrigeration and Major Appliance Repair Certificate (28 credit hours)
- Journeyman Welder Certificate (27 credit hours)
- Journeyman Welder II Certificate (36 credit hours)
- Medical Assisting Certificate (26.5 credit hours)
- Medical Coding Certificate (28 credit hours)
- Pharmacy Technician Certificate (26.5 credit hours)

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 colleges:

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

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

**PERMANENT PROGRAM APPROVAL**

Kaskaskia College

- IDOC Corrections Officer: Youth Supervisor Option A.A.S. degree (66 credit hours)

Prairie State College

- Physical Therapy Assistant A.A.S. degree (74 credit hours)

Shawnee Community College

- Construction Laborer A.A.S. degree (60 credit hours)

Southeastern Illinois College

- Outfitter Wildlife Management A.A.S. degree (62 credit hours)
- Outfitter Wildlife Management Certificate (31 credit hours)

Wilbur Wright College

- Associate in Fine Arts: Studio Arts (61 credit hours)
- Computer Numerical Control Machining Certificate (37 credit hours)

**BACKGROUND**

**Kaskaskia College**

**IDOC Corrections Officer: Youth Supervisor Option A.A.S. degree (66 credit hours)**

**Program Purpose:** This program prepares employees of the Illinois Department of Corrections (IDOC) for advancement opportunities into leadership and management roles.

**Catalog Description:** This program is designed to prepare Correctional Officers in continuing their education. This degree was developed by the Illinois Community College Board (ICCB) in conjunction with the Illinois Department of Corrections (IDOC) to meet the needs of their employees, especially those who seek advancement to supervisory positions. Students who have completed IDOC basic training are eligible to seek entry to this degree program and receive proficiency credit. Academy courses will be applied after 15 credit hours of program specific courses are completed at Kaskaskia College.

**Curricular Information:** The curriculum consists of 18 credit hours of required general education coursework, and 42 credit hours of required career and technical education coursework. Students may receive between 18-21 credit hours of proficiency credit for coursework completed at the IDOC Training Academy. Career and technical education coursework includes instruction in orientation to corrections, security procedures, crisis management, human relations, weapon proficiency, youth supervision, introduction to criminal justice, criminal justice ethics, criminal law, introduction to investigations, air & blood borne pathogens, criminology, justice administration, court procedures and evidence, report writing for criminal justice, and community based corrections.

**Accrediting Information:** NA.

**Justification for Credit hours required:** Due to the requirements outlined by IDOC for all Corrections Officer employees pursuing advancement through the Upward Mobility path, the curriculum requires general education content beyond the minimum of 15 credit hours for an A.A.S. degree. The curriculum, including the general education component, was developed and agreed upon statewide by IDOC and ICCB and includes transferrable coursework in English composition, psychology, sociology, mathematics, speech communications, life science and human health & wellness.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for this program. With a State Budget in place the college has experienced a resurgence of interest in IDOC employees seeking to continue their education. IDOC staff continue to report a need to fill leadership and management positions within their facilities. The proposed degree is meets the criteria for continuing education necessary for IDOC employees participating in the Upward Mobility program. According to the Illinois Department of Employment Security (IDES), growth in the employment of “corrections officers” is expected to be around 6.4% statewide through the year 2024.

*Table 1: Employer Partners*

<b>Employer</b>	<b>Location</b>
Bond County Sheriff's Department	Greenville, IL
Fayette County Sheriff's Department	Vandalia, IL
Marion County Sheriff's Department	Salem, IL
Clinton County Sheriff's Department	Carlyle, IL
Washington County Sheriff's Department	Nashville, IL
IDOC – Vandalia Correctional Center	Vandalia, IL
IDOC – Centralia Correctional Center	Centralia, IL

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Greenville Federal Prison	Greenville, IL		
<i>Table 2: Projected Enrollments</i>			
<b>IDOC Corrections Officer AAS</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	-	-	-
Part-Time Enrollments:	7	6	7
Completions:	0	3	2

**Financial / Budgetary Information:** The program will require one (1) existing full-time and one (1) existing part-time faculty the first year. Qualified faculty hold at least a Master’s degree in Education or related Workforce area, at least 18 credit hours of Criminal Justice specialization, over 20 years of related work experience in law enforcement/corrections, and over six (6) years teaching experience. As the program has been in operation under temporary status for the last several years, no new costs will be incurred to operate the program. All facilities are adequately in place to support the program. The program will be supported fiscally through student tuition and fees.

*Table 3: Financial Information*

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Faculty Costs	\$0	\$0	\$0
Administrator Costs	0	0	0
Other Personnel costs	0	0	0
Equipment Costs	0	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (specify)	0	0	0
<b>TOTAL NEW COSTS</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

*Table 4: Faculty Requirements*

	<b>First Year</b>		<b>Second Year</b>		<b>Third Year</b>	
	<b>Full-time</b>	<b>Part-time</b>	<b>Full-Time</b>	<b>Part-time</b>	<b>Full-Time</b>	<b>Part-time</b>
New Faculty	0	0	0	0	0	0
Existing Faculty	1	1	1	1	1	1

**Prairie State College**

**Physical Therapy Assistant A.A.S. degree (74 credit hours)**

**Program Purpose:** The program will prepare graduates for entry-level employment, National credentialing and State licensure as a Physical Therapy Assistant.

**Catalog Description:** This program prepares students for a career in the physical therapy field as a physical therapist assistant. The program combines courses in general education and physical therapist assistant technical courses with off campus clinical education learning experiences. Students will master selected skills in data collection and interventions commonly used in different physical therapy settings. Graduates of the Associate of Applied Science degree program may apply to take the National Physical Therapy exam (NPTE) for licensure as a physical therapy assistant.

**Curricular Information:** The degree program requires 16 credit hours of general education coursework and 58 credit hours of required career and technical education coursework, which includes work-based learning. Career and technical coursework includes instruction in introductory physical therapy theory and skills, introductory therapeutic exercise, kinesiology for the PTA, conditions/diseases/disorders, introductory through advanced levels of therapeutic interventions and data collection, physical agents, contemporary topics in physical therapy, clinical experience seminar for the PTA student, clinical practical experience for the PTA student, and career preparation for the PTA student.

The curriculum was developed according to standards that will prepare students for National certification and State licensure. The Commission on Accreditation for Physical Therapy Education (CAPTE) sets forth curricular standards for PTA programs. Students who complete the program will be prepared for the National Physical Therapy exam (NPTE) through the Federation of State Boards of Physical Therapy. Assessment of student learning will be achieved through evaluation of the student's performance during their work-based clinical practical experience and achievement on a NPTE practice exam.

**Justification for Credit hours required for the degree:** Content and subsequent credit hours required in the proposed curriculum meet requirements for program accreditation and student certification/licensure. The curriculum was developed in compliance with the Illinois Physical Therapy Act to include a minimum of 29 credit hours in specific life sciences and 680 contact hours of clinical education. The proposed program falls within the range of credit hours for like programs being offering at other Illinois Community Colleges.

**Accrediting Information:** Program accreditation is required for graduates of educational programs to be eligible for National certification and State licensure. The Commission on Accreditation for Physical Therapy Education (CAPTE) accredits PTA programs. The college plans to seek accreditation once the program has been approved by both ICCB and IBHE. No students can be enrolled until after the program is approved by all State Boards, a full-time program director is hired, and CAPTE begins its review process.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of "physical therapy assistants" is expected to increase by 22.3% statewide and by 20.9% locally through 2024.

*Table 1: Employer Partners*

<b>Employers</b>	<b>Location</b>
Advanced Physical Medicine Centers	Chicago, IL
Westside Children's Therapy	Frankfort, IL

METT Therapy at Franciscan Health	Olympia Fields, IL
ATI	Multiple District locations
ManorCare	Palos Heights locations
Marcotte Medical Group	Dyer, IL
Athletico	Multiple District locations
Advanced Orthopedic & Spine Care	Oak Lawn & Tinley Park, IL
South Suburban Nursing & Rehab	Homewood, IL
Maximum Rehab Services	Evergreen Park, IL
Rehab Connections	Homer Glen, IL
Goodlife Physical Therapy	Orland Park, IL
NovaCare Rehabilitation	Tinley Park, IL
Palos Health	Palos Heights, IL
PTSIR	Hazel Crest & Tinley Park, IL
Great Lakes Physical Therapy	St. John, IL
Ingalls Memorial Hospital	Harvey, IL

*Table 2: Projected Enrollments*

<b>Physical Therapy Assistant</b>			
<b>AAS</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	24	24	24
Part-Time Enrollments:	0	0	0
Completions:	0	20	20

**Financial / Budgetary Information:** Two (2) new full-time and two (2) new part-time faculty will be necessary to implement the program. Full-time faculty qualifications are a Master’s degree in Physical Therapy, licensure as a Physical Therapist or PTA, five years (5) of related work experience, and one (1) year teaching including clinical teaching experience. Part-time faculty qualifications are at least an Associate’s degree in Physical Therapy Assisting, PTA licensure, three years related work experience, and one (1) year teaching including clinical teaching experience. All facilities are adequately in place to support the program. The program will otherwise be fiscally supported through student tuition and fees.

*Table 3: Financial Information*

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Faculty Costs	\$147,713	\$201,728	\$207,780
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	\$60,000	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (Accreditation & Consumable supplies)	\$27,000	\$6,500	\$6,500
<b>TOTAL NEW COSTS</b>	<b>\$234,713</b>	<b>\$208,228</b>	<b>\$214,280</b>

*Table 4: Faculty Requirements*

	<b>First Year</b>		<b>Second Year</b>		<b>Third Year</b>	
	<b>Full-Time</b>	<b>Part-time</b>	<b>Full-Time</b>	<b>Part-time</b>	<b>Full-Time</b>	<b>Part-time</b>
New Faculty	2	0	0	2	0	0
Existing Faculty	0	0	2	0	2	2

**Shawnee Community College**

**Construction Management A.A.S. degree (62 credit hours)**

**Program Purpose:** The program will prepare graduates for supervisory and management roles in the Construction Trades industry.

**Catalog Description:** The Construction Management Associate of Applied Science degree program prepares construction apprentices to work in a supervisory or managerial role within the construction trades. Students will engage in both classroom learning and hands-on site experiences to foster applicable knowledge and skill sets. Students will sharpen their trade skills and acquire the knowledge to effectively manage, supervise and assume a leadership position in a team environment.

**Curricular Information:** The degree program requires 16 credit hours of general education coursework and 46 credit hours of required career and technical education coursework. Career and technical coursework includes instruction in construction craft laborer orientation, mason tending, asphalt technology & construction, blueprint reading, concrete specialist I and II, OSHA Introduction to Workplace Safety and OSHA 30-hour General Industry certification, asbestos & lead awareness, pipe laying, bridge construction/renovation/demolition, hazardous waste operations, leadership principles, principles of management, introductory management, supervision, and a mid-management work-based learning experience. Assessment of student learning will be achieved through evaluation of the student's performance during the apprenticeship training and work-based learning component of the curriculum by program faculty and/or worksite supervisor. The career and technical education component of this curriculum was developed according to the U.S. Department of Labor – Bureau of Apprenticeship & Training curriculum for the trade Construction Craft Laborer. The program is being delivered in conjunction with Illinois Laborers' & Contractors Union.

**Justification for Credit hours required for the degree:** The program includes a course in Business and Computer Systems that equates to four (4) credit hours. Faculty, in collaboration with local employers in the Construction Trades, felt strongly this course would be helpful for apprenticeship students, particularly those looking to advance into leadership positions.

**Accrediting Information:** N/A.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of occupations in construction supervision and management is expected to increase between 2.3-8.6% statewide through 2024.

*Table 1: Employer Partners*

<b>Employers</b>	<b>Location</b>
Illinois Laborers' & Contractors Union	Mt. Sterling, IL / Multiple Locals

*Table 2: Projected Enrollments*

<b>Construction Management AAS degree</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	30	30	30
Part-Time Enrollments:	-	-	-
Completions:	-	10	15

**Financial / Budgetary Information:** Eight (8) existing full-time and three (3) existing part-time faculty will be necessary to implement the program. Faculty qualifications for construction trades coursework are

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completion of the Construction Laborer’s & Contractors Apprenticeship training program, Journey-person level mastery; for construction management coursework at least an Associate’s degree in a construction management-related field, and for teaching either content area five years of related work experience, and 1 year teaching experience preferred. All facilities are adequately in place to support the program. The program will otherwise be fiscally supported through student tuition and fees.

*Table 3: Financial Information*

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Faculty Costs	\$29,383	\$29,383	\$29,383
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	\$387	\$387	\$387
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other	0	0	0
<b>TOTAL NEW COSTS</b>	<b>\$29,770</b>	<b>\$29,770</b>	<b>\$29,770</b>

*Table 4: Faculty Requirements*

	<b>First Year</b>		<b>Second Year</b>		<b>Third Year</b>	
	<b>Full-Time</b>	<b>Part-time</b>	<b>Full-Time</b>	<b>Part-time</b>	<b>Full-Time</b>	<b>Part-time</b>
New Faculty	0	0	0	0	0	0
Existing Faculty	8	3	8	3	8	3

**Southeastern Illinois College**

**Outfitter Wildlife Management A.A.S. degree (62 credit hours)**

**Outfitter Wildlife Management Certificate (31 credit hours)**

**Program Purpose:** The A.A.S. degree will prepare individuals for entry-level employment and advancement opportunities in the wildlife hunting and guiding industry, focusing on management and leadership.

The Advanced Certificate program will prepare individuals for entry-level employment in the wildlife hunting, guiding and outfitter industry.

**Catalog Description:** The Outfitter Wildlife Management degree is a 2-year, 62-hour degree program that prepares students for both worker and management positions in the outdoor wildlife industry. The Certificate is a two-semester, 31-hour program that prepares students for entry-level positions in the wildlife and outdoor recreation industry.

**Curricular Information:** The A.A.S. degree curriculum consists of 16 credit hours of general education coursework, and 36 credit hours of required career and technical education coursework. The career and technical component includes instruction in hunting education, wildlife business basics, guiding in outdoors, firearms safety, bow hunting safety, freshwater fishing, big game management, waterfowl management, upland game bird management, habitat and food plot installation, range management, a required work-based learning experience with a wildlife outfitter or outdoor recreation employer, and related technical electives.

The Certificate program includes a subset of the A.A.S. degree content and will apply towards the completion of the degree curriculum. Assessment of student learning in both programs will be achieved through a combination of performance testing and evaluation of the student's performance during the work-based learning experience by the employer.

**Accrediting Information:** N/A.

**Justification for Credit hours required:** Both programs require general education content that exceed three (3) credit hours for a single course, Mathematics and Environmental Science. These courses were identified as critical for students in this program of study by local employers.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of outdoor recreation and related workers is expected to increase between 2 - 9% statewide through the year 2024. Local employers indicate strong support for this type of educational program.

*Table 1: Employer Partners*

<b>Employer</b>	<b>Location</b>
All Around Outfitters, LLC	Golconda, IL
The Boneyard Outfitters	Whittington, IL
Burns' Hunting Club	Carbondale, IL
Campbell Illinois Whitetails	Carmi, IL
Cedar Ridge Whitetails, LLC	Karnak, IL
Green Acres Sportsman's Club	Roberts, IL
Harpole's Heartland Lodge	Nebo, IL

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The Hunt Club	Percy, IL
Illinois' Ohio River Outfitters	Elizabethtown, IL
Illinois Ohio Valley Trophy Hunts, LLC	Eddyville, IL
Keck's Marsh	Vandalia, IL
Lamont Outdoors	Crossville, IL
Mazonia Hunt Club	Gardner, IL
Nilo Farms	Brighton, IL
Northbrook Sports Club	Hainesville, IL
Prairie Lake Hunt Club	Marseilles, IL
Rack & Wing	Lanark, IL

*Table 2: Projected Enrollments*

<b>Outfitter Wildlife Mgt AAS</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	5	8	9
Part-Time Enrollments:	3	3	4
Completions:	-	7	5

  

<b>Outfitter Wildlife Mgt Certificate</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	7	8	9
Part-Time Enrollments:	3	3	4
Completions:	5	8	8

**Financial / Budgetary Information:** The programs will require one (1) new full-time and one (1) existing part-time faculty the first year. Qualified faculty will hold at least an Associate's degree in Wildlife Management, Outdoor Recreation or a closely related field, at least five (5) years of related occupational experience, and one year teaching experience. All facilities are adequately in place to support the program. Some new equipment will be purchased during the first year of program implementation. The programs will otherwise be supported fiscally through student tuition and fees.

*Table 3: Financial Information*

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Faculty Costs	\$50,320	\$51,530	\$52,300
Administrator Costs	0	0	0
Other Personnel costs	0	0	0
Equipment Costs	\$70,075	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (specify)	0	0	0
<b>TOTAL NEW COSTS</b>	<b>\$120,395</b>	<b>\$51,530</b>	<b>\$52,300</b>

*Table 4: Faculty Requirements*

	<b>First Year</b>		<b>Second Year</b>		<b>Third Year</b>	
	<b>Full-Time</b>	<b>Part-time</b>	<b>Full-Time</b>	<b>Part-time</b>	<b>Full-Time</b>	<b>Part-time</b>
New Faculty	1	0	0	0	0	0
Existing Faculty	0	1	1	1	1	1

**Wilbur Wright College**

**Associate in Fine Arts in Art (61 credit hours)**

**Wilbur Wright College** is seeking approval to offer an Associate in Fine Arts (AFA)-Studio Arts Degree with an option for students to transfer into a baccalaureate program. In comparison to the Associate in Art Degree, this curriculum features less general education and more art instruction to better accommodate the unique sequencing of coursework that occurs during the first two years of a Bachelor in Fine Arts degree. The proposed requirements for the AFA fall within acceptable limits as defined by ICCB Rules and are consistent with the Illinois Articulation Initiative Art Major Articulation Panel. The proposed degree mirrors current existing AFA in Art Degrees offered at two other City Colleges of Chicago: Harold Washington and Harry S. Truman Colleges. Students must complete the general education requirements of the college or university to which the student transfers. The college is fully equipped to offer art instruction. All facilities and equipment are currently in place to support the program including studios for drawing, watercolor, printmaking, architecture, photography, painting, design, and sculpture. While not required for implementation, the college indicates plans to expand existing studio and gallery facilities that will support the program. All faculty meet the requirements for teaching baccalaureate/transfer courses.

**Wilbur Wright College**

**Computer Numerical Control (CNC) Machining Certificate (37 credit hours)**

**Program Purpose:** This program will prepare individuals for entry-level employment or advancement as a CAD/CAM technician or CNC programmer.

**Catalog Description:** Computerized machining (CNC) is a challenging and rewarding career that combines mechanical and digital skills to sculpture metal with incredible precision. The advanced certificate builds on knowledge and skills developed through the basic certificate to include skills in Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM) skills. Certificate completers will be able to gain entry-level jobs as a CNC machine operator, technician or machinist trainee; or advancement into CAD/CAM technician or CNC programmer positions.

**Curricular Information:** The curriculum includes seven (7) credit hours of required general education coursework and 33 credit hours of required career and technical education coursework. Career and technical education coursework includes instruction in introductory and advanced machining processes, CNC fundamentals, CNC milling operations and programming, CNC turning operations and programming, introduction to Solid Works, quality assurance-print requirements, multi-axis machining, introduction to MasterCam, and advanced metrology. The program was developed according to National Institute of Metalworking Skills (NIMS) standards. Graduates of the certificate will be prepared for NIMS industry credentialing in CNC Programming: Set-up and Operations Mill Level I and Lathe Level I, and CNC Screw Machining Level II Single Spindle. Assessment of student learning will be achieved through a portfolio review of students educational and skills mastery throughout the program. The college currently offers two related Basic level certificates in CNC Operations and CNC Machining, as well as a Manufacturing Technology A.A.S. degree. The existing certificates ladder into the proposed advanced certificate, and, the proposed advanced certificate ladders into the existing degree.

**Accrediting Information:** The college is accredited through the National Institute for Metalworking Skills (NIMS) to offer curricula that leads to NIMS credentials in three certification specialties. All existing related programs were developed according to NIMS standards.

**Justification for Credit hours required:** The proposed certificate must meet requirements for program accreditation and industry credentialing through course content that exceeds 30 credit hours, including a required general education course in communications for three (3) credit hours and statistics course for four (4) credit hours.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for an advanced program in this specialty field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of “CNC Machine Tool Operators and CNC Programmers” is expected to increase by 18.9% and 18.6% respectively, statewide through the year 2024.

*Table 1: Employer Partners*

<b>Employer</b>	<b>Location</b>
Dearborn Tool & Manufacturing	Burr Ridge, IL
Woodward Industries	Niles, IL
WaterSaver	Chicago, IL
Integer	Wheeling, IL
Schultes Precision Manufacturing	Buffalo Grove, IL
Howe Corporation	Chicago, IL

*Table 2: Projected Enrollments*

<b>CNC Machining Certificate</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	6	12	14
Part-Time Enrollments:	12	18	22
Completions:	4	10	16

**Financial / Budgetary Information:** The program will require four (4) new part-time and one (1) existing full-time faculty the first year. Qualified faculty will hold a Bachelor’s degree in Manufacturing Technology or a closely related field, hold a current NIMS credential, at least two (2) years of related occupational experience and one (1) year teaching experience. All facilities are adequately in place to support the program. Funds for new equipment in the Skills Lab are budgeted for the first year of implementation. The program will otherwise be supported fiscally through student tuition and fees.

*Table 3: Financial Information*

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Faculty Costs	\$21,470	\$21,470	\$21,470
Administrator Costs	0	0	0
Other Personnel costs	0	0	0
Equipment Costs	\$5,000	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (specify)	0		
<b>TOTAL NEW COSTS</b>	<b>\$26,470</b>	<b>\$21,470</b>	<b>\$21,470</b>

*Table 4: Faculty Requirements*

	<b>First Year</b>		<b>Second Year</b>		<b>Third Year</b>	
	<b>Full-time</b>	<b>Part-time</b>	<b>Full-Time</b>	<b>Part-time</b>	<b>Full-Time</b>	<b>Part-time</b>
New Faculty	0	4	0	0	1	0
Existing Faculty	0	1	0	5	0	3

Illinois Community College Board

**NEW UNITS OF INSTRUCTION**

***Temporary Program Approval***

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

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

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

**TEMPORARY PROGRAM APPROVAL**

Carl Sandburg College

- Medical Assistant A.A.S. degree (60 credit hours)
- Patient Care Technician Certificate (34 credit hours)

Joliet Junior College

- Geographic Information Systems A.A.S. degree (60 credit hours)

**BACKGROUND**

**Carl Sandburg College**

**Medical Assistant A.A.S. degree (60 credit hours)**

**Program Purpose:** This program will prepare individuals for entry-level employment as medical assistants in a variety of allied healthcare settings.

**Catalog Description:** CSC offers an associate degree in medical assisting which prepares students to perform administrative, clinical, and laboratory duties in a variety of healthcare settings. As one of the fastest growing healthcare occupations, medical assistants are most commonly employed in medical offices and clinics. Their administrative responsibilities may include front office reception, billing, bookkeeping, basic correspondence, and scheduling of appointments. Clinical duties include taking medical histories, recording vital signs, collecting laboratory specimens, performing basic laboratory tests, taking electrocardiograms, and assisting the physician during the examination and treatment of patients.

**Curricular Information:** The curriculum includes 19 credit hours of required general education, and 41 credit hour of required career and technical education coursework. The career and technical component includes instruction in biomedical ethics, anatomy and physiology, medical terminology, professionalism in healthcare, human body health & illness, pharmacology & medication administration, electrocardiography procedures, phlebotomy procedures, introductory & advanced levels of administrative procedures for medical assistants, introductory & advanced levels of clinical procedures for medical assistants, clinical laboratory procedures, healthcare professionals success strategies, and a required work based learning experience as a medical assistant with a local healthcare provider. Assessment of student learning will be achieved through evaluation of the student’s performance during the work-based learning component by program faculty and work place supervisor. Students will also be given practice credentialing exams for assessment purposes. Graduates of the program will be prepared for optional, but preferred, industry credentialing as a Certified Medical Assistant (CMA) through the American Association of Medical Assistants (AAMA).

**Accrediting Information:** The program was developed according to standards of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) – Medical Assisting Education Review Board (MAERB). Accreditation is optional but allows graduates of the program to sit for the CMA credentialing exam offered through the AAMA. The college plans to start the accreditation process once all necessary approvals have been received.

**Justification for Credit hours required:** N/A.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for an advanced program in this specialty field of study. According to the Illinois Department of Employment Security (IDES), growth of 12% for “medical assistants” is expected statewide through the year 2024. The college currently offers a related Medical Assistant Certificate. The proposed degree will provide an educational ladder opportunity for individuals currently in the Certificate, recent graduates of the certificate and possibly individuals who completed medical assistant training through other providers.

*Table 1: Employer Partners*

<b>Employer</b>	<b>Location</b>
Beu Health Clinic/WIU	Macomb, IL
Eagle View Community Health	Oquawka, IL
Fort Madison Community Hospital	Fort Madison, IA
Galesburg Cottage Hospital & Knox Clinic Corp	Galesburg, IL

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Great River Medical Center	West Burlington, IA
Learning Connections of Galesburg	Galesburg, IL
Memorial Hospital	Carthage, IL
Memorial Medical Clinic LaHarpe	LaHarpe, IL
OSF Holy Family Medical Center	Monmouth, IL
OSH Healthcare System	Peoria & Galesburg, IL
Preferred Home Health Care	Kewanee, IL
Proctor Hospital, LLC	Peoria, IL

*Table 2: Projected Enrollments*

Medical Assistant AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	5	5	5
Part-Time Enrollments:	10	10	10
Completions:	-	8	10

**Financial / Budgetary Information:** The program will require one (1) existing full-time and one (1) existing part-time faculty the first year. All facilities are adequately in place to support the program and will share existing resources with the Medical Assistant Certificate program currently being offered. Some new costs related to program supplies and materials are anticipated. The program will otherwise be supported fiscally through student tuition and fees.

*Table 3: Financial Information*

	First Year	Second Year	Third Year
Faculty Costs	\$0	\$0	\$0
Administrator Costs	0	0	0
Other Personnel costs	0	0	0
Equipment Costs	0	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (Supplies/Materials Max.)	\$2,500	\$2,500	\$2,500
<b>TOTAL NEW COSTS</b>	<b>\$2,500</b>	<b>\$2,500</b>	<b>\$2,500</b>

*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	0	0	0	0	0
Existing Faculty	1	1	1	1	1	1

**Rationale for Temporary Approval:** Temporary approval of this program for a period of three (3) years is requested to allow the college to monitor program and student progress, particularly for those students currently working full-time and while the college pursues program accreditation.

**Carl Sandburg College**

**Patient Care Technician Certificate (34 credit hours)**

**Program Purpose:** This program will prepare individuals for entry-level employment in the health care industry in positions such as phlebotomy technician, basic nursing assistant and electrocardiography technician.

**Catalog Description:** CSC offers a Patient Care Technician certificate which prepares an individual with the foundational knowledge, skills and abilities needed to function as an entry-level healthcare provider. The curriculum provides the educational background required for pursuing a career in the healthcare industry. Students will receive the foundational training to perform administrative, clinical and laboratory duties in a variety of healthcare settings.

**Curricular Information:** The curriculum includes required coursework in medical terminology, professionalism in healthcare, human body in health & illness, basic nurse assisting, health professionals success strategies, introductory and advanced principles of electrocardiography, phlebotomy & clinical laboratory, patient care technology, career development for health professionals, and practical learning experiences in ECG technology, emergency room technology, home health assisting, and patient care technology. Assessment of student learning will be achieved through evaluation of the student's performance during the practical learning experiences by program faculty. Graduates of this program will be prepared for taking the Certified Nursing Assistant (CNA) exam, the Certified Phlebotomy Technician (CPT) exam, and the Certified Electrocardiography Technician exam through the Illinois Department of Public Health (IDPH).

**Accrediting Information:** Program accreditation is not available for Patient Care Technology. However, the parts of the curriculum that prepare students for credentialing in specific areas have been approved by the Illinois Department of Public Health as required.

**Justification for Credit hours required:** The proposed certificate must meet requirements for students to sit for industry credentialing through course content that exceeds 30 credit hours. Program Advisory Committee members fully support the design and content of the proposed curriculum, which allows students who have completed the recently approved Phlebotomy Technician and/or Healthcare Assistant Technician Certificates the ability to stack their credentials.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for an advanced program in this specialty field of study. According to the Illinois Department of Employment Security (IDES), growth between 5.4-12% for healthcare practitioners and related workers is expected statewide through the year 2024.

*Table 1: Employer Partners*

<b>Employer</b>	<b>Location</b>
Achievement Unlimited, Inc.	St. Louis, MO
Beu Health Clinic/WIU	Macomb, IL
Keokuk Area Hospital	Keokuk, IA
Knox County Nursing Home	Knoxville, IL
Knox County YMCA	Galesburg, IL
LaHarpe Davier Health Care Center	LaHarpe, IL
Learning Connections of Galesburg	Galesburg, IL
Memorial Hospital	Carthage, IL
Monmouth Nursing Home	Monmouth, IL

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OSF Healthcare System	Peoria & Galesburg, IL
Preferred Home Health Care	Kewanee, IL
Proctor Hospital, LLC	Peoria, IL
Renaissance Care Center	Canton, IL
Rosewood Care Center	Galesburg, IL
Seminary Manor	Galesburg, IL

*Table 2: Projected Enrollments*

<b>Patient Care Tech Certificate</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	5	5	5
Part-Time Enrollments:	10	10	10
Completions:	4	16	20

**Financial / Budgetary Information:** The program will require six (6) existing part-time and one (1) existing full-time faculty the first year. All facilities are adequately in place to support the program. Some new costs related to program supplies and materials are anticipated. The program will otherwise be supported fiscally through student tuition and fees.

*Table 3: Financial Information*

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Faculty Costs	\$0	\$0	\$0
Administrator Costs	0	0	0
Other Personnel costs	0	0	0
Equipment Costs	0	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (Supplies/Materials Max.)	\$2,500	\$2,500	\$2,500
<b>TOTAL NEW COSTS</b>	<b>\$2,500</b>	<b>\$2,500</b>	<b>\$2,500</b>

*Table 4: Faculty Requirements*

	<b>First Year</b>		<b>Second Year</b>		<b>Third Year</b>	
	<b>Full-time</b>	<b>Part-time</b>	<b>Full-Time</b>	<b>Part-time</b>	<b>Full-Time</b>	<b>Part-time</b>
New Faculty	0	0	0	0	0	0
Existing Faculty	1	6	1	6	1	6

**Rationale for Temporary Approval:** Temporary approval of this program for a period of three (3) years is requested to allow the college to monitor program and student progress, particularly for those students who follow the short-term certificate completion path leading towards the Patient Care Technician Certificate, the existing Medical Assistant Certificate, and the proposed Medical Assistant A.A.S. degree.

**Joliet Junior College**

**Geographic Information Systems (GIS) A.A.S. degree (60 credit hours)**

**Program Purpose:** The program will prepare graduates for entry-level employment using GIS skills, advancement in existing employment, for optional industry credentialing once employed, or for transfer towards a baccalaureate program.

**Catalog Description:** BEYOND GOOGLE EARTH: The geospatial industry acquires, integrates, manages, analyzes maps, distributes, and uses geographic, temporal and spatial information and knowledge. The industry includes basic and applied research, technology development, education, and applications to address the planning, decision-making, asset management, and operational needs of people and organizations of all types.

A geographic information system (GIS) lets one visualize, question, analyze, and interpret geospatial data to understand relationships, patterns, and trends. GIS benefits organizations of all sizes and in almost every industry. Nowadays, almost every industry is finding new ways to use GIS. Literally, there are thousands of GIS applications in use today with a growing interest in and awareness of the economic and strategic value of GIS.

Throughout the program, students will learn how to utilize geospatial technology to address social and environmental issues. Courses will explore a range of topics essential to the geographic information systems (GIS) field, from cartographic design, remote sensing, data and project management and system implementation to database design and execution. In class and real world, projects will prepare the student to apply the acquired knowledge to the vast applications in many industries today. Job opportunities exist in environmental science, government sector, agriculture, engineering, criminal justice and police, fire science, public safety, construction and many private industries to name a few.

**Curricular Information:** The degree program requires 15 credit hours of general education coursework and 45 credit hours of required career and technical education coursework, which includes work-based learning. Career and technical coursework includes instruction in introductory GIS technology, spatial analysis, data acquisition & management, cartographic design, fundamentals of remote sensing, geospatial programming, geospatial web application, database management for GIS, using 2D CADD, GIS career development, and a required GIS Capstone project or internship. Students will be able to choose from technical elective coursework in building layout, information technology in agriculture, and GIS special topics. Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning component by program faculty and/or worksite supervisor.

The program was developed according to National Skill Standards for "Geo-spatial/GIS Professionals" through the National GeoTech Center. The college was recently approved to offer a related short-term certificate program which reflects "introductory and reinforcement" levels of competency, while the proposed degree curriculum reflects "mastery" level competencies. The curriculum will prepare individuals for optional credentialing as a "GIS Professional" through the GIS Certification Institute.

**Justification for Credit hours required for the degree:** N/A.

**Accrediting Information:** N/A.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of occupations in agriculture and engineering which utilize GIS technology is expected to increase by 4.1% statewide through 2024.

*Table 1: Employer Partners*

<b>Employers</b>	<b>Location</b>
Baxter & Woodman, Inc.	Chicago & Mokena, IL
Village of Flossmoor	Flossmoor, IL
Village of Mokena	Mokena, IL
City of Joliet	Joliet, IL
Village of Plainfield	Plainfield, IL
The Lane Construction Company	Shorewood, IL
Ruettiger & Tonelli	Shorewood, IL
Village of Channahon	Channahon, IL

*Table 2: Projected Enrollments*

<b>GIS AAS</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Full-Time Enrollments:	12	20	28
Part-Time Enrollments:	5	5	8
Completions:	0	12	17

**Financial / Budgetary Information:** One (1) existing part-time and four (4) new part-time faculty will be necessary to implement the program. Faculty qualifications are an Associate’s degree or higher in Surveying Technology, Engineering Technology or a GIS-related field, five years of related work experience, and 1 year teaching experience is preferred. All facilities are adequately in place to support the program. The program will otherwise be fiscally supported through student tuition and fees.

*Table 3: Financial Information*

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Faculty Costs	\$42,000	\$42,000	\$42,000
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	\$5,000	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (GIS Software)	\$3,000	0	0
<b>TOTAL NEW COSTS</b>	<b>\$50,000</b>	<b>\$42,000</b>	<b>\$42,000</b>

*Table 4: Faculty Requirements*

	<b>First Year</b>		<b>Second Year</b>		<b>Third Year</b>	
	<b>Full-Time</b>	<b>Part-time</b>	<b>Full-Time</b>	<b>Part-time</b>	<b>Full-Time</b>	<b>Part-time</b>
New Faculty	0	4	0	1	0	0
Existing Faculty	0	1	0	5	0	6

**Rationale for Temporary Approval:** Temporary approval of this program for a period of three years is requested to allow the college to monitor program need.

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 2018, Illinois Eastern Community Colleges (Frontier Community College, Lincoln Trail College, Olney Central College, Wabash Valley College) underwent an in-depth recognition evaluation. The college submitted a thorough self-evaluation; 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 district:

Illinois Eastern Community Colleges

Item #12.1  
September 21, 2018

UNAPPROVED

Minutes of the 430<sup>th</sup>  
Meeting of the  
Illinois Community College Board

Wyndham Springfield City Centre  
Prairie Room  
700 East Adams Street  
Springfield, IL

June 1, 2018

### **RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the June 1, 2018 meeting as recorded.

### **Item #1 – Roll Call and Declaration of Quorum**

Chair 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 at this time: Jim Ayers, Terry Bruce, Suzanne Morris, Guy Alongi, Teresa Garate, Doug Mraz, Dustin Heurman and student Board member Oscar Sanchez. A quorum was declared. Board members Nick Kachiroubas, John Bambanek, Ann Kalayil and were absent.

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

Chair Lopez was happy to report a State budget was passed in time for the June Board meeting for the first in years. Dr. Lopez recognized and thanked the legislative leaders for making that happen. It is the right step in putting the State on the correct economic track.

### **Item #3 - Board Member Comments**

Sue Morris commented on how MAP funds have decreased 13% for the community college students within the last four years. Often the neediest students do not receive these funds. Ms. Morris requested the ICCB staff present to the Board on MAP funding.

#### **Item #3.1 – Public Agenda Report**

Teresa Garate stated the final report is not completed yet and suggested the ICCB vote on endorsing the Public Agenda report at the next Board meeting in order for the staff and Board members to have plenty of time to review it.

### **Item #4 - Nomination of Vice Chair**

Dustin Heurman made a motion to nominate and re-elect Terry Bruce for the position of Vice Chair of the Illinois Community College Board, which was seconded by Doug Mraz.

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September 21, 2018

A roll call vote was taken with the following results:

Guy Alongi	Yea	Dustin Heuerman	Yea
Jim Ayres	Yea	Doug Mraz	Yea
Terry Bruce	Abstain	Sue Morris	Yea
Teresa Garate	Yea	Oscar Sanchez	Yea
		Laz Lopez	Yea

The motion was approved. Terry Bruce abstained.

**Item #5 - Executive Director Report**

Dr. Karen Anderson stated in addition to all the general and legislative business ICCB staff typically attend to, staff have also been engaged in a number of other initiatives:

- funded and/or participated in p-20 faculty and administrator training:
  - Windmills training - for special populations
  - Academic Advisors training - on dealing with transition issues
  - Autism training - again, focusing on transitions
- Nontraditional students are still one of the main concerns. Please visit the ICCB website for stories of these students, such as, Wanda Bradford, a graduate of Spoon River College who received her associate degree 40 years after graduating from high school.
- Staff have also submitted a recommendation to the Governor's Cabinet on Children and Youth for a representative from our system to serve on the Governor's Cabinet on Children and Youth Commission. Tessa Philpot, a student from Lakeland College, would represent postsecondary students at rural institutions. ICCB Student Board member Oscar Sanchez will be the alternate, representing an urban postsecondary experience.

ICCB has hired a few new staff:

- Fred Stanley joined the ICCB in April 1, 2018 as Associate Directors for Career and Technical Education.
- Mary Werries joined the ICCB in April 1, 2018 as the Associate Directors for Career and Technical Education.
- Emily Buhnerkempe started on April 1, 2017 as the Director of Academic Affairs.

Dr. Anderson is finishing up her tenure this summer as the Chair of the National State Directors of Community Colleges. A lot was learned from other states, including the impact of free college promise programs, efforts at consolidations, and budget woes. Most state systems are planning for flat funding; a few are getting increases, but not many. A few states are getting budget cuts. Most states are looking at tax cuts, and some of the more robust states are looking at flat funding so that they can make tax cuts.

Dr. Anderson gave a huge thank you to the staff for their monumental effort during this legislative session. This was one of the most intense sessions ICCB has had in a long time.

**Item #5.1 - Illinois Community College Board Goals Update**

Goal One — smooth the transition for all student into and through postsecondary education

Although there will always be work to be done in this area, staff have accomplished a lot, especially in the areas of remedial reform and adult education.

*Transitional Math*

- Engaged all 39 community colleges in discussions about the implementation of transitional math.
- Engaged 271 high schools with the community colleges.
- Submitted Transitional Math and High School Equivalency as Governor's Cabinet for Children and Youth project.
- Put transitional math competencies on the agenda.

*Co-requisite remediation*

- Held two co-requisite trainings in March with a third scheduled for September 24th, in partnership with NIU and Women Employed.
- Approved the first co-requisite courses through the IAI GECC Communications and Mathematics panels this spring.
- Worked on scaling up co-requisite courses on all community college campuses. Many have already started the process for fall implementation.

*Proposed Placement Policies*

- Presented a placement framework at the January Joint Meeting of the College Presidents, the CAOs and the CSSSOs. The Presidents' Council will vote on this framework today (June 1). The framework relies on a multiple measures approach to college placement and provides for a system wide consistent approach to placement.

*Transfer*

- Assisted with the development and implementation of the new iTransfer public website, which has a student focus. There are currently 11,261 courses in the General Education Core Curriculum (GECC) with 6,940 currently remaining active in the IAI database. There are 13,719 courses in the majors with 2,352 currently remaining active.

*Supporting Veterans*

- Developed a training with IDVA for all veteran coordinators on July 9<sup>th</sup>. This training will cover policies and procedures, benefits, and resources for veterans.
- Presented at the Annual MCMC Conference on behalf of the state and at the 4<sup>th</sup> Annual Student Veterans Leadership Day.
- Worked with WIU, Kaskaskia College, and Kankakee Community College on their Criminal Justice articulation work.

**Career & Technical Education**

*Dual Credit Enhancement*

- Continued funding for dual credit enhancement in the community college system.
- Awarded funding to 12 colleges through the Dual Credit Enhancement Grant to support the development, enhanced delivery, and articulation of local dual credit programs and to expand student access to higher education while maintaining high academic standards.

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- Increased dual credit through the community college system by 7.6% from the previous academic year.

*Adult Education*

- Developed a Strategic Plan for Adult Education that is inclusive of four main goals.
  - Improve Outcomes by Scaling Effective Models and Strategies
  - Increase Postsecondary Transitions and Credential Attainment
  - Strengthen College and Career Readiness
  - Develop Life Long Career Pathways Systems and Integrate Enabling Technologies
- Provided Training to Programs to enhance their knowledge of Career Pathway and Transitions to Postsecondary Education.
- Developed Curriculum Alignment Training to Enhance the Readiness of Students to enter Education and Training.
- Developed Alternative Methods of Credentialing to accelerate the process for entry into postsecondary education and employment.

*Delivery Models / ILCCO*

- Began development of a new strategic plan for Illinois Community Colleges Online (ILCCO), which included a new financial model to address course sharing costs.
- Offered the Growing Online Learning Conference for faculty on effective assessment of online students.
- Added four new member institutions.

Goal Two: contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, and closing the skills gap through talent pipeline management.

*Adult Education and Workforce*

- Contributed to the development and implementation of the Workforce Innovation Opportunity Act (WIOA) Unified Plan and the State Workforce Board Strategic Plan.
- Aligned all of the strategic plans to ensure a collaborative approach to workforce.
- Surveyed colleges to determine best practices in the system as identified in the Workforce Education Strategic Plan.

These achievements represent a lot of time, effort, collaboration and significant accomplishment in aligning these disparate systems. Some of the student stories on the ICCB website demonstrate similar collaborations between mothers and daughters (Rend Lake College) and husbands and wives (Joliet Junior College) where they “discovered college” while trying to figure out how to achieve their career goals.

Goal Three: engage with all stakeholders to align board policies to improve student outcomes and increased access to public information on system effectiveness.

ICCB hopes to be working with the IL Council of Community College Presidents (ICCCP) and the IL Community College System Foundation to coordinate a system agreement with the Education Advisory Board (EAB) to provide on-demand research resources to our system that will allow ICCB to better highlight student outcomes, economic impact, and system effectiveness.

Matt Berry will discuss in more detail the ICCB's achievements and progress in this goal later in the meeting, especially the progress in rulemaking, legislation, and public relations.

### **Item #6 - Acknowledgements**

#### **Item #6 - Mr. Jake Rendleman, Former Board Member, Illinois Community College Board**

Dr. Anderson expressed appreciation for Mr. Rendleman's dedication during his term as a former Board member, who recently resigned from the Board. Mr. Rendleman was the first college trustee representative placed on the Board and was a very knowledgeable and reliable member for 12 years. Mr. Rendleman expressed his gratitude to the ICCB staff and stated the new trustee, Mr. Jim Ayres, is a very experienced and fitting replacement.

#### **Item #6 - Mr. Guy Alongi, Former Chair, Illinois Community College Board**

Dr. Anderson expressed appreciation for Mr. Alongi's dedication during his term as a former Chair and Board member, who will be resigning from the Board after this meeting. Mr. Alongi brought much needed leadership and a better rapport between the staff and Board. Mr. Alongi thanked the ICCB members and especially the staff for all their hard work.

#### **Item #6 - Mr. Jim Endress, President, Illinois Community College Trustees Association**

Dr. Anderson noted that Mr. Endress was not present at this time.

#### **Item #6 - Dr. John Avendano, President, Illinois Council of Community College Presidents**

Dr. Anderson noted that Dr. Avendano was not present at this time due to a death in the family. Dr. Anderson expressed appreciation for Dr. Avendano's efforts this past year.

### **Item #7 - Committee Reports**

#### **Item #7.1 - Academic, Workforce, and Student Support**

Dustin Heurman stated the committee met on Thursday, May 31 at 5:00 p.m. and the following items were discussed:

##### **➤ Proposed Placement Policies**

- At the January Joint Meeting of the College Presidents, the CAOs and the CSSSOs, the Presidents were presented with a placement framework that relied on a multiple measures approach to college placement.
- This framework was put together by a group of CAOs, at the request of the ICCB staff.
- This framework was developed in response to and anticipation of other conversations going on around the state that are focused on college and career readiness, including through the ESSA (K-12) law, the WIOA law, and through the P-20 Council.
- This framework was voted on and adopted by the CAOs and the CSSSOs, but since then some dissension has surfaced and staff are working through those issues with the two groups now.
- The goal is to have this set of recommendations voted on at the June meeting of the college presidents.

##### **➤ State Authorization for Distance Learning**

- Rules changes for state authorization through the U.S. Department of Education go into effect July 1, 2018. The rules clarify the expectations of institutions. Institutions have the responsibility to provide appropriate consumer information to distance education students from other states. The rules require institutions to make specific public and individual disclosures regarding:

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- o States they are authorized to offer distance education in
- o The process for submitting consumer complaints in those states
- o Any adverse actions against the college by regulatory bodies
- o Whether programs leading to professional licensure meet requirements in the distance education student's state of residence.

➤ **Update on Strategic Plan Subcommittee**

- The Adult Education Strategic Plan, developed by a task force of stakeholders, was submitted to the Governor and General Assembly on January 31, 2018. The final plan is included in the board packet as Information Item 12.3 - Final Adult Education Strategic Plan Report.
- Next Steps in the development process included the convening of a Strategic Action Subcommittee to develop action steps under each goal and objective. The first meeting of the 50 member subcommittee was held on March 1, 2018 in Bloomington, Illinois. The subcommittee will continue to meet as goal teams with the last convening of the entire group on April 3, 2018.

**Item #7.1a – High School Equivalency Transcript Review Fee**

Dustin Heuerman made a motion, which was seconded by Suzanne Morris, to approve the following motion:

The Illinois Community College Board hereby approves the establishment of a \$20.00 fee for transcript review and evaluation under the High School Equivalency Alternative Methods of Credentialing.

A roll call vote was taken with the following results:

Guy Alongi	Yea	Doug Mraz	Yea
Jim Ayers	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Oscar Lopez	Yea
Teresa Garate	Yea	Laz Lopez	Yea
Dustin Heuerman	Yea		

The motion was approved. This will be a flat fee throughout the state.

**Item #7.2 - Finance, Operations, and External Affairs**

Terry Bruce stated the committee, which met this morning at 8:00 a.m. in the hotel, will report out during item #9.1 later in the meeting.

\* \* \* \* \*

Dr. Brian Durham was asked to present at the ICCCP meeting, so the Board moved item #10 up on the agenda.

\* \* \* \* \*

**Item #10 – New Units of Instruction**

**Item #10.1 – Illinois Valley Community College and John Wood Community College, College of Lake County**

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

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

**PERMANENT PROGRAM APPROVAL**

Illinois Valley Community College

- Infant/Toddler Gateways Credential Level 3 Certificate (33 credit hours)

John Wood Community College

- Certified Medical Assistant Certificate (37 credit hours)

College of Lake County

- Automation, Robotics and Mechatronics A.A.S. degree (63 credit hours)
- Computer Information Technology A.A.S. degree (60 credit hours)

A roll call vote was taken with the following results:

Guy Alongi	Yea	Doug Mraz	Yea
Jim Ayers	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Oscar Lopez	Yea
Teresa Garate	Yea	Laz Lopez	Yea
Dustin Heerman	Yea		

The motion was approved.

**Item #10.2 – Illinois Eastern Community Colleges: Olney Central College**

Dustin Heerman made a motion, which was seconded by Doug Mraz, to approve the following items:

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

**PERMANENT PROGRAM APPROVAL**

Illinois Eastern Community Colleges: Olney Central College

- Health Information Technology A.A.S. degree (60 credit hours)

A roll call vote was taken with the following results:

Guy Alongi	Yea	Doug Mraz	Yea
Jim Ayers	Yea	Suzanne Morris	Yea
Terry Bruce	Abstain	Oscar Lopez	Yea
Teresa Garate	Yea	Laz Lopez	Yea
Dustin Heerman	Yea		

The motion was approved. Terry Bruce abstained.

**Item #10.3 – Lake Land College**

Doug Mraz made a motion, which was seconded by Terry Bruce, to approve the following items:

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

**PERMANENT PROGRAM APPROVAL**

Lake Land College

- Production Technician A.A.S. degree (60 credit hours)
- Plastics Manufacturing A.A.S. degree (60 credit hours)
- Plastics Manufacturing Technician Certificate (30 credit hours)

A roll call vote was taken with the following results:

Guy Alongi	Yea	Doug Mraz	Yea
Jim Ayers	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Oscar Lopez	Yea
Teresa Garate	Yea	Laz Lopez	Yea
Dustin Heuerman	Abstain		

The motion was approved. Dustin Heuerman abstained.

\* \* \* \* \*

The Board took a break at 10:00 a.m.

The Board returned from break at 10:10 a.m.

\* \* \* \* \*

**Item #8 - Advisory Organizations**

**Item #8.1 - Student Advisory Council (SAC)**

Student Board member, Oscar Sanchez, reported the Council last met on April 11 at the Phi Theta Kappa Awards Banquet and on April 12 at Student Advocacy Day, both in Springfield. The main focus was MAP funding and awarding a Bachelor Degree of Nursing (BSN) through community colleges. The next meeting is being held today.

**Item #8.2 - Adult Education and Family Literacy Council**

Elizabeth Hobson was not present.

**Item #8.3 - Illinois Council of Community College Presidents (ICCCP)**

Dr. John Avendano was not present.

**Item #8.4 - Illinois Community College Trustees Association (ICCTA)**

Dr. Anderson took this time to recognize Mr. Jim Endress for his work as the president of ICCTA. Mr. Endress stated he appreciated the close working relationship between the ICCTA and ICCB. Mike Monaghan stated the ICCB members are welcome to attend the 2:00 pm seminar by SURS on retirement and legislation.

**Item #9 – Focus on Board Goals**

**Item #9.1 - Spring Legislative Session Summary**

Matt Berry began by stating ICCB staff, at the direction of the Board, has taken time this year reviewing and updating the administrative rules. This coincides with Board Goal #3. 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 legislation enacted is appropriately implemented through administrative law. The Board and

all state agencies have the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The compilation of all rules is known as the Illinois Administrative Code.

Mr. Berry distributed a legislative spreadsheet packet. It included all the bills that ICCB was tracking. Some passed, some failed, and he also included a list of bills that are still considered active. He brought attention to some that the ICCB is specifically interested in. One of the ICCB's legislative initiatives, updating the Public Community College Act, was successful, and the 200 page bill was passed by the General Assembly. The other main focus this past fiscal year was the Higher Education Working Group that the Illinois General Assembly formed on November 8, 2017. It is comprised of 12 legislators, three of whom were chosen by each caucus leader. One of its goals was to hear what specific initiatives higher education agencies were implementing to improve the affordability, efficiency and effectiveness of the colleges. During the legislative session, the Group introduced legislation aimed at changing policy and practice to meet their goals. Mr. Berry gave a summary of the bills that were being supported by the Group.

Mr. Bruce serves as the Chair of the Finance, Operations, & External Affairs Committee meeting. He and Ellen Andres discussed the following in detail:

- Financial Statements: Fiscal Year 2018: State General Funds, Special State Funds, Federal Funds, Bond Financed Funds.
- Timeliness of State Payments: The fiscal year 2017 payments are complete. Fiscal year 2018 are up to date, but they are expected to slow down in the third and fourth quarter of the fiscal year.
- Fiscal Year 2019 Board Office Budget: The following will be voted on within the consent agenda - Authorization for Interagency Contracts/Agreements, Authorization to Transfer Funds Among Line Items, and Authorization for Contracts for Office Operations.
- Fiscal Year 2019 Community College System Budget: The community college system and the public universities all received a two percent increase for the system.
- Pension reforms: Thrown into the last minute budget negotiations was a bill to decrease the amount of salary increases allowed in the four final years of an employee's service. HB3342 changes the increase over the last four years of service to three percent instead of six percent beginning July 1, 2018. If a SURS employer chooses to give an increase over three percent during the last four years of employment, a penalty will be calculated and given to the employer for payment when the employee retires. There were other non-financial pension changes in the bill.

### **Item #11 - Adoption of Minutes**

#### **Item #11.1 - Minutes of the March 16, 2018 Board Meeting**

Jim Ayers made a motion, which was seconded by Suzanne Morris, to approve the following motion:

The Illinois Community College Board hereby approves the Board minutes of the March 16, 2018 meeting as recorded.

A roll call vote was taken with the following results:

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Guy Alongi	Yea	Doug Mraz	Yea
Jim Ayers	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Oscar Lopez	Yea
Teresa Garate	Yea	Laz Lopez	Yea
Dustin Heuerman	Abstain		

The motion was approved. Dustin Heuerman abstained.

**Item #12 – Consent Agenda**

Doug Mraz made a motion, which was seconded by Teresa Garate, to approve the following motions:

**Item 12.1 - Calendar Year 2019 Board Meeting Dates and Locations**

The Illinois Community College Board hereby approves the Calendar Year 2019 Board Meeting Dates and Locations listed below:

**Calendar Year 2019 Board Meeting Dates and Locations**

**January 18**

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

**March 15**

9:00 a.m. – East St. Louis Higher Education Center, East St. Louis

**June 7\***

9:00 a.m. – TBD

**July**

Subject to Call

**August**

Board Retreat – TBD

**September 20**

9:00 a.m. – Harold Washington College, Chicago

**December 6**

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

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

**Item #12.2 - Authorization to Enter into Interagency Contracts and/or Agreements**

The Illinois Community College Board hereby authorizes its Executive Director, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2019.

**Item #12.3 - Authorization to Transfer Funds Among Line Items**

The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2019 appropriated operating line items, as needed.

**Item #12.4 - Authorization to Enter into Contracts for Office Operations**

The Illinois Community College Board approves the following Fiscal Year 2019 contractual agreements:

Item #12.1  
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<u>Funding Source</u>	<u>Contractor</u>	<u>Estimated Amount*</u>	<u>Contract Period</u>	<u>Description</u>
All funds /allocated	IL Community College System Foundation	\$558,434	7/1/18 - 6/30/19	Rental of Office Space
GRF	Sorling, Northrup, Hanna, Cullen & Cochran Ltd.	\$190/hr	7/1/2018 - 6/30/19	Legal, as needed (not used in FY17 or FY18)
GED/GRF	Turn-Key Solutions International, Inc.	\$161,000	7/1/18 - 6/30/19	Sole Source Provider: High School Equivalency Testing data submission to feds

\*Amounts are estimated based on the Fiscal Year 2018 appropriation or obligations. Amounts may vary from the estimate. Any contract that exceeds 10 percent of the estimate will be brought back to the Board for approval.

A roll call vote was taken with the following results:

Guy Alongi	Yea	Doug Mraz	Yea
Jim Ayers	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Oscar Lopez	Yea
Teresa Garate	Yea	Laz Lopez	Yea
Dustin Heurman	Yea		

The motion was approved.

**Item #13 - Information Items**

There was no discussion.

**Item #13.1 - Fiscal Year 2018 Financial Statements**

**Item #13.2 - Fiscal Year 2018 Spring Enrollment Report**

**Item #13.3 - Academic Year 2017 Dual Credit Report**

**Item #13.4 - Final Adult Education Strategic Plan**

**Item #13.5 - Transitional Math Competencies**

**Item #14 - Other Business**

There was no other business.

**Item #15 - Public Comment**

There was no public comment

**Item#16–Executive Session**

**Item #16.1 - Employment/Appointment Matters**

Suzanne Morris made a motion, which was seconded by Doug Mraz, to approve the following motion:

Item #12.1  
September 21, 2018

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

A roll call vote was taken with the following results:

Guy Alongi	Yea	Doug Mraz	Yea
Jim Ayers	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Oscar Lopez	Yea
Teresa Garate	Yea	Laz Lopez	Yea
Dustin Heuerman	Yea		

The motion was approved. The Board entered into executive session at 11:05 am. Ann Knoedler and Karen Anderson were asked to stay in the meeting.

\* \* \* \* \*

Terry Bruce made a motion, which was seconded by Teresa Garate, to reconvene Public Session at 11:24 a.m.

A roll call vote was taken with the following results:

Guy Alongi	Yea	Doug Mraz	Yea
Jim Ayers	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Oscar Lopez	Yea
Teresa Garate	Yea	Laz Lopez	Yea
Dustin Heuerman	Yea		

The motion was approved.

**Item #17 - Executive Session Recommendations**

**Item #17.1 - Employment/Appointment Matters**

Terry Bruce made a motion, which was seconded by Dustin Heuerman, to approve the following motion:

The Illinois Community College Board will consider cost of living increases for staff based on the current Employment Cost Index by the US Bureau of Labor Statistics on an annual basis to recruit and maintain a quality workforce. The Illinois Community College Board hereby authorizes the Executive Director to increase staff salaries and adjust ranges, as necessary, on July 1 for FY 2019 by the current Employment Cost Index reported by the US Bureau of Labor Statistics. This increase will not be lower than one percent (1%) or greater than three percent (3%), pending budget authority.

A roll call vote was taken with the following results:

Guy Alongi	Yea	Doug Mraz	Yea
Jim Ayers	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Oscar Lopez	Yea
Teresa Garate	Yea	Laz Lopez	Yea

Dustin Heerman      Yea

The motion was approved.

**Item #18 - Adjournment**

Terry Bruce made a motion, which was seconded by Dustin Heerman, to adjourn the Board meeting at 11:26 a.m.

A roll call vote was taken with the following results:

Guy Alongi	Yea	Doug Mraz	Yea
Jim Ayers	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Oscar Lopez	Yea
Teresa Garate	Yea	Laz Lopez	Yea
Dustin Heerman	Yea		

The motion was approved.

UNAPPROVED

Minutes of the Retreat of the  
Illinois Community College Board

Via Videoconference

James R. Thompson Center  
Room 2-025  
100 W. Randolph Street  
Chicago, IL

IDOT - Region 4 - District 7  
Room 206  
400 West Wabash Avenue  
Effingham, IL 62401

IL Community College Board  
Second Floor Conference Room  
401 East Capitol Avenue  
Springfield, IL

August 28, 2018

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the minutes of the August 28, 2018 Board retreat as recorded.

**Item #1 – Roll Call and Declaration of Quorum**

Chair Laz Lopez called the Board retreat to order at 10:10 a.m. and asked Ann Knoedler to call roll. Board members present: Laz Lopez, Suzanne Morris, Doug Mraz, Paige Ponder and student Board member Oscar Sanchez and ICCB staff members Karen Anderson and Brian Durham at the JRTC location. Terry Bruce and Dustin Heuerman and CCB staff members Matt Berry and Ellen Andres at the Effingham location. Teresa Garate and ICCB staff members Ann Knoedler, Nathan Wilson, Jen Foster, and Jeff Newell at the Springfield location. Board members Nick Kachiroubas and Jim Ayres were absent.

\* \* \* \* \*

**Attendance by Means other than Physical Presence**

Chair Lopez stated that Board member **John Bambenek** is unable to attend today’s meeting due to a work conflict. According to Section 7 of the Open Meetings Act, **John Bambenek** may participate in today’s meeting via conference call and the Board needs a motion to allow his attendance.

Suzanne Morris made a motion, which was seconded by Doug Mraz, to allow Board member **John Bambenek** to participate in today’s Board meeting via conference call.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Suzanne Morris	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Dustin Heuerman	Yea	Oscar Sanchez	Yea
Doug Mraz	Yea	Laz Lopez	Yea

The motion was approved. John Bambenek stated, for the record, he is located at his place of employment in Champaign.

\* \* \* \* \*

**Item #2 –Reaffirm Goals**

The Board and staff briefly discussed the future direction of the Board Goals. Dr. Anderson stated the current goals are very well aligned with other state initiatives and collaborates with the Governor’s Office and with the Governor's Cabinet on Children and Youth.

**Item #2a - Goal 1: Smooth the transition for all students into and through Postsecondary Education**

Dual Credit Guidelines:

- Senate Bill 2838 was passed unanimously, and signed last week;
- Effective date Jan 19, 2019
- Dual Credit Mandate
- Dual credit right of first refusal
- Professional qualifications
- Better integration
- 180 days to negotiate agreement
- Local agreements
- 4-year sunset
- 3 year
- Higher Learning Commission issues

CO-requisite:

- All colleges thru BTG
- Complete College America – priority for them, but fading
- Plan to continue to expand the four suites of reform
  - TM
  - Co requisite Instruction in Math and English – 30 colleges, though that number has degraded during the budget impasse
  - Placement
  - Math pathways
- Want all 48 colleges working on all of these. Lots of effort on TM, but more effort coming up on the others—placement workgroup, co-requisite expansion,

GECC

- GECC – transfer discussion; GECC credential
  - Goal 1 is about HS to college and college to 4 year, and college to work

Transitional English

- Ramp up based on the current model.
- Funding will be an issue

Other areas that cross goal areas

- Speaking of Ratcheting it up -- 12 million-dollar Apprenticeship Program—Bridge, IET,
- Competency-Based
- Perkins Reauthorization and WIOA reauthorization

**Item #2b - Modified Goal 2: Contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, closing the skills gap through talent pipeline management, and addressing the future needs of the workforce.**

- Concentrate on the implementation of Adult Education Strategic Plan
  - Work with CTE and Workforce partners
  - Review of enrollment
  - College and Career Readiness
- Make sure there is alignment with WIOA and Workforce Strategic Plan
- Prepare for future of work
  - Expanding career pathways

**Item #2c – Modified Goal 3: Engage with all stakeholders to align policies to improve outcomes and increase access to public information on system effectiveness**

- Enrollment
- Reverse Transfer
  - Use university credits at the community college toward an associates degree
- Guided Pathways
- Statewide Articulation Agreement
  - Billboard Campaign for Adult Education around the state
    - Using Adult Education federal funds to pay for billboard printing
    - Billboard space is free for a minimum of 1 month or until rented
- Public Information and Effectiveness
- Revision of ICCB mission statement/vision

\* \* \* \* \*

The September 21, 2018 Board Meeting has been moved from Lewis and Clark Community College and will now be held at the IL Community College Board Springfield Office.

\* \* \* \* \*

Break at 11:32a  
Return at 11:40a

\* \* \* \* \*

**Item#3–Executive Session**

**Item #3a - Employment/Appointment Matters**

Doug Mraz made a motion, which was seconded by Suzanne Morris, to approve the following motion:

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

A roll call vote was taken with the following results:

John Bambenek	Yea	Doug Mraz	Yea
Terry Bruce	Yea	Suzanne Morris	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Dustin Heurman	Yea	Oscar Lopez	Yea
		Laz Lopez	Yea

Agenda Item #12.3  
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The motion was approved. The Board entered into executive session at 11:41am. Karen Anderson was asked to stay in the meeting.

\* \* \* \* \*

Doug Mraz made a motion, which was seconded by Suzanne Morris, to reconvene Public Session at 12:20 p.m.

A roll call vote was taken with the following results:

John Bambenek	Yea	Doug Mraz	Yea
Terry Bruce	Yea	Suzanne Morris	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Dustin Heuerman	Yea	Oscar Lopez	Yea
		Laz Lopez	Yea

The motion was approved.

**Item #4 - Executive Session Recommendations**

**Item #4a - Employment/Appointment Matters**

Doug Mraz made a motion, which was seconded by Paige Ponder, to approve the following motion:

We move to accept Karen Anderson's retirement notification effective November 30, 2018 and hereby authorize the Board Chair to establish a hiring committee to negotiate a contract with prospective candidates for the position of Executive Director.

A roll call vote was taken with the following results:

John Bambenek	Yea	Doug Mraz	Yea
Terry Bruce	Yea	Suzanne Morris	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Dustin Heuerman	Yea	Oscar Lopez	Yea
		Laz Lopez	Yea

The motion was approved.

**Item #5 - Adjournment**

Doug Mraz made a motion, which was seconded by Suzanne Morris, to adjourn the Board meeting at 12:23 p.m.

A roll call vote was taken with the following results:

John Bambenek	Yea	Doug Mraz	Yea
Terry Bruce	Yea	Suzanne Morris	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Dustin Heuerman	Yea	Oscar Lopez	Yea
		Laz Lopez	Yea

The motion was approved.

Illinois Community College Board

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

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

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

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 2018 and/or received an equalization grant in fiscal year 2019; and
2. had combined educational and operations and maintenance purposes tax rates less than 28.87 cents per \$100 of equalized assessed valuation.

Agenda Item #13.1  
September 21, 2018

**BACKGROUND**

The following table identifies the districts eligible for the additional levy, the amount authorized and actual tax levy, the amount of additional tax rate, and the amount of additional revenue available if they choose to exercise the authority.

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

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

District	Authorized Operating Tax Rates*	Actual Operating Tax Rates*	Additional Tax Rate Authority	Estimated Additional Tax Revenue
Black Hawk College	19.00¢	18.82¢	9.87¢	\$ 3,940,829
Carl Sandburg College	22.00¢	22.00¢	6.87¢	\$ 1,249,346
Heartland College	22.50¢	22.50¢	6.37¢	\$ 2,843,167
Illinois Central College	25.00¢	25.00¢	3.87¢	\$ 2,826,642
Illinois Eastern Community Colleges	25.00¢	24.97¢	3.87¢	\$ 587,056
Illinois Valley Community College	17.00¢	17.00¢	11.87¢	\$ 3,792,253
John Wood Community College	22.50¢	22.50¢	6.37¢	\$ 1,038,772
Kankakee Community College	18.00¢	18.00¢	10.87¢	\$ 2,562,028
Kaskaskia College	25.00¢	25.00¢	3.87¢	\$ 627,690
Lake Land College	18.00¢	18.00¢	10.87¢	\$ 3,179,426
Lewis and Clark Community College	25.00¢	15.00¢	3.87¢	\$ 1,574,999
Rend Lake College	25.00¢	24.21¢	3.87¢	\$ 391,813
Rock Valley College	27.00¢	27.00¢	1.87¢	\$ 1,047,036
Sauk Valley Community College	27.50¢	27.48¢	1.37¢	\$ 233,879
Southwestern IL College	16.00¢	15.94¢	12.87¢	\$ 8,691,462
Spoon River College	25.00¢	24.03¢	3.87¢	\$ 360,012

\* Combined Ed and O&M Maximum Tax Rates

Illinois Community College Board

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

Pursuant to the Alternate Route to High School Diploma for Adult Learners Program (Public Act 100-0514), the proposed rules establish policies and procedures for the application and approval of eligible providers to provide the Program. The rules also establish reporting requirements and revocation and appeals processes.

These rule changes were submitted to the Board for information in March 2018, and subsequently published in the *Illinois Register* (42 Ill. Reg. 8375; May 25, 2018) for the formal public comment period. No public comments were received in response to the proposed rules.

The proposed amendments to the ICCB Administrative Rules are being submitted to the Board for adoption prior to submission to JCAR for final review and adoption.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

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 amendment in accordance with the Illinois Administrative Procedures Act.

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

PART 1506  
HIGH SCHOOL DIPLOMA FOR ADULT LEARNERS

Section	
1506.100	Purpose
1506.200	Definitions
1506.300	Eligible Applicants
1506.400	Application Process
1506.500	Approval Process
1506.600	Reporting Requirements
1506.700	Revocation of Program Approval
1506.800	Appeal Process

AUTHORITY: Implementing and authorized by Section 3-15.12a of the School Code [105 ILCS 5].

SOURCE: Adopted at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

**Section 1506.100 Purpose**

Section 3-15.12a of the School Code [105 ILCS 5] provides eligible applicants with a process for attaining the authority to award a high school diploma to adult learners. This Part sets forth the rules for eligible applicants to apply for approval from the Illinois Community College Board to award a high school diploma to adult learners.

**Section 1506.200 Definitions**

*"Adult Learner" means a person ineligible for reenrollment under subsection (b) of Section 26-2(b) of the School Code and 34 CFR 300.102. [105 ILCS 5/3-15.12a(a-5)]*

*"Board" or "ICCB" means the Illinois Community College Board. [105 ILCS 5/3-15.12a(a-5)]*

*"Career and Technical Education" or "CTE" 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.*

*"Dual Credit" means an instructional arrangement in which an academically qualified student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit.*

*"Eligible Applicant" means an entity listed in Section 1506.300.*

*"High School Diploma Program for Adult Learners" or "Program" means a program approved to operate under Section 3-15.12a of the School Code that provides a program of alternative study to adult learners leading to the issuance of a high school diploma. [105 ILCS 5/3-15.12a(a-5)]*

"Illinois Adult Education Content Standards" means basic reading, language arts, mathematics, and writing standards for adult learners approved by the Illinois Community College Board. These standards are aligned with the Illinois Learning Standards.

"Illinois Learning Standards" means academic standards approved by the Illinois State Board of Education that define what all students in all Illinois public schools should know and be able to do in the seven core areas as a result of their elementary and secondary schooling.

### **Section 1506.300 Eligible Applicants**

- a) Applicants must be one of the following entities:
  - 1) A community college established and operating under the authority of the Public Community College Act [110 ILCS 85].
  - 2) A nonprofit entity in partnership with the regional superintendent of schools.
  - 3) A chief administrator of an intermediate service center that has the authority, under rules adopted by the State Board of Education, to issue a high school diploma.
  - 4) A school district organized under Article 34 of the Illinois School Code [105 ILCS 5/34A-101].
- b) Applicants must provide documentation demonstrating that the applicant is or has been unable to establish an agreement with a secondary or unit school district in which the eligible applicant is located to provide a program through which students who successfully complete that program can receive a high school diploma from their districts of residence. This subsection does not apply to a school district applicant (see subsection (a)(4)).

### **Section 1506.400 Application Process**

- a) An application from an eligible applicant for a high school diploma program for adult learners shall be submitted electronically to the Illinois Community College Board on forms prescribed by the Board.
- b) Each application submitted to the Board shall include:
  - 1) Cover Packet

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- A) Contact information, including the Chief Executive Officer, the Program Director, and Fiscal Officer or the equivalent.
  - B) A letter from the eligible applicant, other than a school district, that indicates that an agreement cannot be reached between the eligible applicant and a secondary or unit school district in the area. The letter must summarize the discussion and the dates as well as the reasons an agreement could not be established. Additional documentation may also be included (e.g., minutes of meetings).
- 2) Proposal Narrative
- A) Statement of Need  
Describe the demographic, socioeconomic and employment trends for the proposed service area, including labor market and education attainment data that demonstrates a need for the Program.
  - B) Mission and Structure
    - i) Describe the eligible applicant's mission and past history in serving the adult population.
    - ii) Describe the administrative structure of the Program.
    - iii) Describe the financial commitments to support the Program and ensure that outcomes and goals are met.
  - C) Instructional Program Design and Activities
    - i) Describe the instructional activities, including the curriculum, program sequence and multidisciplinary courses. Include any online or technology based curriculum that will be used.
    - ii) Describe the Program and its connection with the Illinois Learning Standards and Illinois Adult Education Content Standards.
    - iii) Describe the intensity, duration and frequency of the activities, including but not limited to the times and location.
    - iv) Describe the plans to deliver a system of career pathways that includes career and technical education courses that lead to industry recognized certifications in high growth and in-demand industry sectors identified through labor market analysis or dual credit courses from a regionally accredited postsecondary educational institution consistent with the Dual Credit Quality Act [110 ILCS 27]. The

Program may partner with a community college district in the area of services to provide career and technical education courses that lead to industry recognized certifications.

D) Partnerships and Collaboration

- i) Describe established educational partnerships and collaborations, including those with regional offices of education, school districts and community college districts in the area in which the Program is delivered.
- ii) Describe connections to the community that will enhance the ability to deliver services to adult learners, including business and industry, local workforce boards, social service agencies, State agencies, and other stakeholders.

E) Recruitment, Enrollment and Retention Strategies

- i) Describe the recruitment and enrollment process, as well as retention strategies.
- ii) Describe the target populations to be served in the Program. Strategies for the delivery of instructional services through a Program should target the following populations:
  - Long-term unemployed and underemployed, and those not in the labor force who demonstrate a deficiency in basic skills;
  - Low-income adults;
  - Individuals with disabilities;
  - Individuals receiving public assistance;
  - Out-of-school youth;
  - Veterans;
  - Migrant and seasonal farmworkers;
  - Incarcerated and other institutionalized individuals;
  - Re-entry individuals (ex-offenders);
  - English Language Learners;

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- Older individuals;
- Homeless individuals;
- Single parents, Temporary Assistance to Needy Families (TANF) recipients, and displaced homemakers;
- Youth in the foster system or who have aged out; and
- Low literacy adults, without a high school diploma.

F) Program Completion

Describe the requirements for Program completion, including the use of any standardized testing or assessments. Adult learners must also complete the U.S. and Illinois State Constitution Tests, as well as the Flag Test, as required by the School Code (see 105 ILCS 5/27-3).

G) Support Services

- i) Describe the support services that will be provided by the applicant or in coordination with partners (e.g., transportation, childcare services, employment).
- ii) Describe any assessments that will be used to determine eligibility for services.
- iii) Describe the academic, behavioral and emotional support services to be offered to adult learners enrolled in the Program.

H) Program Accountability and Evaluation

- i) Describe specific outcomes, goals and metrics of the Program, including enrollment projections and completions.
- ii) Describe the use of any Board approved adult education assessments in determining reading and math levels (i.e., pre- and post-testing).
- iii) Describe the use of Program data to evaluate the success of the Program and the outcomes of adult learners.

I) Professional Development

- i) Describe all staff and responsibilities related to the Program, including: Program administrator, coordinators, counselors and instructional staff, including licensed teaching staff, teacher aides, tutors, and others staff involved in the Program.
  - ii) Describe the specific certifications of staff, including educator licenses valid for the high school grades or other adult education specific certification approved by the Board. All instructional teaching staff must hold an educator license valid for the high school grades issued under Article 21B of the School Code.
  - iii) Describe the professional development requirement for all staff, including completion of the required new teacher orientation.
- c) In addition to the above required information, a nonprofit eligible applicant shall provide the following to the Board:
- 1) Assurance through evidence and documentation that the nonprofit entity has the ability and capacity to fulfill all the requirements of this Part and Section 3-15.12a(b) of the School Code.
  - 2) A description of the coordination and oversight the partner entity will provide in the administration of the Program by the nonprofit entity.
  - 3) Evidence that the nonprofit entity has a history of providing services to adult learners whose educational and training opportunities have been limited by educational disadvantages, disabilities and challenges.

### **Section 1506.500 Approval Process**

- a) Initial approval of an eligible applicant by the Board shall be for a period of two school years.
- b) After initial approval, renewal of an eligible applicant by the Board shall be for a period of four school years and shall be contingent upon submission to the Board of an application for renewal in accordance with the provisions of Section 1506.400 and demonstration to the Board of specific documented outcomes of:
  - 1) Student progression data;
  - 2) Attendance hours;
  - 3) Enrollment data;
  - 4) Program goals and metrics;

- 5) Graduation rates and completion;
  - 6) Earning of industry recognized credentials;
  - 7) Program recruitment and retention;
  - 8) Professional development of staff;
  - 9) Program costs; and
  - 10) Evaluation processes.
- c) All decisions of the Board shall be provided to eligible applicants in writing through mail or electronic notice. The Board shall make public a list of approved programs on its official website.

### **Section 1506.600 Reporting Requirements**

- a) Programs are required to provide quarterly reports to ICCB.
- b) Quarterly reports are to include, at minimum:
  - 1) Student enrollment and progression data.
    - A) Program recruitment, enrollment and retention data.
    - B) Attendance hours.
  - 2) Program outcomes data.
    - A) Graduation rates.
    - B) Earning of high school diplomas.
    - C) Earning of industry-recognized credentials.
  - 3) Program goals and metrics for evaluation.

### **Section 1506.700 Revocation of Program Approval**

- a) If an entity authorized to offer a Program fails to meet any of the requirements of this Part or Section 3-15.12a(b) of the School Code, the Board shall place the Program on probationary review.
- b) Programs in review status shall follow a corrective action plan outlined by the Board to regain approved status. Corrective action plans will be designed to address the specific deficiencies and may include such elements as monitoring of program performance and outcomes identified in Section 1506.500(b).

- c) Programs under a corrective action plan that fail to complete the requirements of their corrective action plan within the time allotted by the plan will have their status as an approved Program revoked by the Board.

### **Section 1506.800 Appeal Process**

- a) All decisions of the Board that result in nonapproval of a Program or revocation of an approved Program shall be provided in writing in the form of a letter delivered by certified mail and shall specify the reason for the nonapproval or revocation.
- b) All decisions of the Board that result in nonapproval or revocation may be appealed within 30 days after receipt of the written notification by submitting a written request for reconsideration of the decision to the ICCB Chair.
- c) The ICCB Chair shall review the request and place it on the agenda of the next regularly scheduled meeting of the Board.
- d) The appellant may make both oral and written presentations to ICCB at the time the decision is reconsidered.

### **BACKGROUND**

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It is a bipartisan legislative oversight committee, and it has been delegated the responsibility to ensure that the laws enacted are appropriately implemented through administrative law. The Board, and all state agencies, 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.

Public Act 100-0514, approved by the Governor on September 22, 2017, amends the School Code and authorizes eligible applicants (defined as a community college, non-profit entity in partnership with a regional superintendent of schools, the chief administrator of an intermediate service center that has the authority to issue a high school diploma, or the Chicago school district) to design a high school diploma program for adult learners. The amendment requires eligible applicants to apply for approval of the Program from the ICCB.

Illinois Community College Board

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

These proposed rules reflect the combination of a number of proposed rules submitted to the Board for information between September 2017 and March 2018. These proposed rules include updates and additions related to the Lincoln's ChalleNGe Scholarship Grant; Senior Citizen Tuition Waiver; General Education Core Curriculum (GECC) Credential; participation in a program with an intensified or accelerated schedule; and data collection, security and confidentiality, and sharing. These proposed rules also implement the following public acts: P.A. 100-0417 (data collection fee), P.A. 98-306 (veteran benefits), P.A. 99-0845 (DCFS).

The combination of these proposed rules were subsequently published in the *Illinois Register* (42 Ill. Reg. 7990; May 18, 2018) for the formal public comment period. No public comments were received in response to the proposed rules.

The proposed amendments to the ICCB Administrative Rules are being submitted to the Board for adoption prior to submission to JCAR for final review and adoption.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

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 amendment 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
1501.103	Rule Adoption (Recodified)
1501.104	Manuals
1501.105	Advisory Opinions
1501.106	Executive Director
1501.107	Information Request (Recodified)
1501.108	Organization of ICCB ( <del>Repealed</del> )
1501.109	Appearance at ICCB Meetings ( <del>Repealed</del> )
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
<u>1501.115</u>	<u>Data Repository</u>
<u>1501.116</u>	<u>Use, Security and Confidentiality of Data</u>
<u>1501.117</u>	<u>Shared Data Agreements</u>
<u>1501.118</u>	<u>Processing Fees</u>

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
1501.310	Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines
<a href="#">1501.311</a>	<a href="#">Credit for Prior Learning</a>

#### 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 (Repealed)
1501.519	Special Initiatives Grants
1501.520	Lincoln's Challenge Scholarship Grants
1501.521	Technology Enhancement Grants (Repealed)
1501.522	Deferred Maintenance Grants (Repealed)
1501.523	Foundation Matching Grants (Repealed)

#### 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 (Repealed)
1501.606	Progress Reports (Repealed)

- 1501.607 Reporting Requirements
- 1501.608 Approval of Projects from 110 ILCS 805/3-20.3.01
- 1501.609 Completion of Projects from 110 ILCS 805/3-20.3.01
- 1501.610 Demolition of Facilities

#### SUBPART G: STATE COMMUNITY COLLEGE

##### Section

- 1501.701 Definition of Terms (Repealed)
- 1501.702 Applicability (Repealed)
- 1501.703 Recognition (Repealed)
- 1501.704 Programs (Repealed)
- 1501.705 Finance (Repealed)
- 1501.706 Personnel (Repealed)
- 1501.707 Facilities (Repealed)

#### SUBPART H: PERSONNEL

##### Section

- 1501.801 Definition of Terms
- 1501.802 Sabbatical Leaves

### 1501.APPENDIX A      Fee Schedule for Data Matching

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. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

#### SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

##### **Section 1501.101 Definition of Terms and Incorporations by Reference**

a) Definitions

"Act" means the Public Community College Act [110 ILCS 805].

"Board" means the Board of Trustees of an Illinois public community college district.

"Classification of Instructional Programs" or "(CIP)" means a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completion activity.

"College" means an Illinois public community college.

"Executive Director" means the executive officer and the executive secretary of the ICCB.

"ICCB" or "State Board" means the Illinois Community College Board.

"ICCB Grants" means funds appropriated by the State of Illinois to ICCB for community colleges.

"Student Member" means the member of ICCB who has been selected by ICCB's Student Advisory Committee. The student member has all the privileges of membership defined in Section 2-3 of the Act.

"Recognition Continued" means a status granted to a district that generally meets ICCB standards.

"Recognition Continued-with Conditions" means a status granted to a district that

generally does not meet ICCB standards. A district is judged not to meet ICCB standards when one or more of the following conditions exist:

the district continues to be out of compliance with standards cited during the previous visit;

applicable standards are disregarded; and/or

the district is found to be out of compliance with significant applicable standards.

"Recognition Interrupted" is a status granted to a district that fails to meet ICCB standards within a specified period of time after being assigned a status of recognition continued-with conditions.

"Shared Data Agreement" means a written contract between parties that defines the care and handling of sensitive or restricted use data, including, but not limited to, the terms of the agreement, ownership of the data, security measures and access to the data, uses of the data, data confidentiality procedures, duration of the agreement, and disposition of the data at the completion of the contract.

"Student Advisory Committee" or "SAC" means the ICCB student advisory committee created by Section 2-1 of the Act.

"Student-Level Data" means demographic, performance, and other data that pertains to a single student.

- b) Incorporation by Reference  
"Program Classification Structure", 2<sup>nd</sup> Edition (Technical Report 106) (1978). Collier, Douglas J. This document may be obtained from the National Center for Higher Education Management Systems (NCHEMS), 3035 Center Green Drive, Suite 150, Boulder CO 80301-2251 or from info@nchems.org. This incorporation by reference does not include any later editions or amendments.

(Source: Amended at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Section 1501.108 Organization of ICCB (Repealed)**

~~The ICCB staff is organized into the following three (3) administrative divisions for the purpose of conducting the agency's business:~~

- a) ~~Agency Division, which includes policy and rule administration, legislative, internal auditing, and overall supervision of ICCB functions.~~
- b) ~~Operations Division, which includes finance and facilities, planning and research, and internal fiscal administration functions.~~
- c) ~~Programs Division, which includes curricular, student services, and management information functions.~~

(Source: Repealed at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Section 1501.109 Appearance at ICCB Meetings (Repealed)**

~~With at least seven (7) days prior written notice to the Chair or the Executive Director of the ICCB and with the concurrence of the Chair, a representative of any college or the public at large may bring matters to the attention of the ICCB or provide comment on matters already before the ICCB. The written notice requirement may be waived by the Chair.~~

(Source: Repealed at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Section 1501.115 Data Repository**

Under the authority of the P-20 Longitudinal Education Data System Act (105 ILCS 13), ICCB is the State Education Authority responsible for collecting and maintaining authoritative enrollment, completion, and student characteristic information on community college students. Illinois Community College system data collection, administrative data matching, and reporting is coordinated through ICCB.

(Source: Added at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Section 1501.116 Use, Security and Confidentiality of Data**

- a) The ICCB and entities accessing ICCB data shall comply with all applicable federal and State laws which regulate the privacy and use of, and access to, shared data. (See, e.g., the Family Educational Rights and Privacy Act (20 USC 1232g); the Illinois School Student Records Act [105 ILCS 10]; the Data Processing Confidentiality Act [30 ILCS 585]; the Freedom of Information Act [5 ILCS 140]; Section 487 of the Higher Education Act of 1965, as amended (20 USC 1094)).
- b) ICCB data is confidential and shall not be used or shared for any purpose other than that which is directly related to internal operations of ICCB or that which is stipulated in an ICCB shared data agreement with another entity. Entities accessing ICCB data shall be responsible for meeting ICCB shared data agreement security procedures and protocols, pursuant to Section 1501.117, to protect the integrity of the data accessed, stored, transmitted or received.

(Source: Added at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Section 1501.117 Shared Data Agreements**

- a) Student-level data furnished by the ICCB on behalf of Illinois community colleges is licensed by ICCB and remains the property of ICCB.
- b) All requests for data files, data products, aggregations or reports containing student-level data elements, except in the case of State and federal mandated accountability reporting, shall be made in writing to ICCB using ICCB forms.

- c) All requests shall be approved by the Executive Director prior to execution of a shared data agreement.
- d) All data obtained from ICCB shall be used solely for the purpose identified by the requesting entity. The scope and term of this usage will be detailed in a shared data agreement specific to each request. Use of the data for any other purpose shall require a separate and specific written request, approval, and shared data agreement.
- e) The entity in receipt of ICCB student-level data must comply with applicable laws and regulations with respect to the protection of privacy, security and dissemination of the confidential information. Upon completion of the data sharing purpose, the entity shall return it to ICCB or destroy it and any copies, as specified in the data sharing agreement.

(Source: Added at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Section 1501.118 Processing Fees**

The Board may charge fees to the requesting entity for providing access to data files or producing studies, data products or analyses of data. A schedule of fees for datasets and products is set forth in Appendix A. In addition to standard data product fees, the Board will assess a 30 percent surcharge for complex requests related to longitudinal analysis and generation of outcomes measures. Providing outcomes measures includes data compilation for performance and evaluation and interpretation of results.

(Source: Added at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

## SUBPART B: LOCAL DISTRICT ADMINISTRATION

### **Section 1501.201 Reporting Requirements**

Complete and accurate reports shall be submitted by the district/college to ICCB in accordance with ICCB requirements and on forms provided by ICCB, where applicable. Listed in this Section is the schedule of due dates indicating when items from the community colleges are due at the Illinois Community College Board Office:

- January 15
  - annual financial statements and notice of publication (see Section 1501.506)
- January 31
  - certificate of tax levy (see Section 1501.510(f))
  - construction project status reports (see Section 1501.607(a))
- February 1
  - annual African American Employment Plan Survey (see Section 1501.308(b))
  - annual Hispanic/Latino Employment Plan Survey (see Section 1501.308(b))
  - annual Asian Employment Plan Survey (see Section 1501.308(b))
  - annual Bilingual Needs and Bilingual Pay Survey (see Section 1501.308(b))
- February 15
  - spring semester (2<sup>nd</sup> term) enrollment survey (see Section 1501.406(b))

- March 1 • annual Underrepresented Groups Report (see Section 1501.406(c))
  - March 31 • policies for the award of academic credit for prior learning (see Section 1501.311(a))
  - June 15 • annual faculty, staff salary and benefits data (see Section 1501.308(a))
  - July 1 • Resource Allocation and Management Plan (RAMP/CC) (see Section 1501.510(a))
  - July 15 • report of out-of-state extensions (see Section 1501.307(h)(4))  
• annual noncredit course enrollment (see Section 1501.406(d))
  - August 1 • annual student enrollment and completion data (see Section 1501.406(a))  
• square footage and acreage (facility information) (see Section 1501.510(b))
  - September 1 • budget and tax survey (see Section 1501.510(d))  
• program review report (see Section 1501.303(d)(6))  
• program review listing (see Section 1501.303(d)(6))  
• facilities data (see Section 1501.510(e) and 1501.607(c))  
• annual Student Identification data submission (see Section 1501.406(f))  
• annual report of student course information submission (see Section 1501.406(g))
  - October 1 • fall semester enrollment data (see Section 1501.406(a))  
• fall semester enrollment survey (see Section 1501.406(b))
  - October 15 • faculty, staff and salary data (see Section 1501.308(a))  
• fiscal year budget (see Section 1501.504)
  - November 1 • summer graduate reporting (for the Integrated Postsecondary Education Data System Graduation Rate Survey) (see Section 1501.406(e))
  - December 30 • external audit (see Section 1501.503(a))  
• annual instructional cost report (see Section 1501.510(c))  
• unexpended special initiative grant funds (see Section 1501.519(d))
- 30 days after the end of each term – credit hour claims (see Section 1501.406(b) and Section 1501.507(a))

(Source: Amended at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

## SUBPART C: PROGRAMS

### Section 1501.301 Definition of Terms

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

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Associate in Applied Science Degree. An "Associate in Applied Science Degree" is 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 an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate 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 in Fine Arts Degree. An "Associate in Fine Arts Degree" is 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 Engineering Science Degree. An "Associate in Engineering Science Degree" is an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in engineering.

Associate in General Studies Degree. An "Associate in General Studies Degree" is 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 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.

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. 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.

Certificate. A "certificate" is an award for satisfactory completion of a series of courses or curriculum of 50 semester credit hours or less.

General certificate. A "general certificate" is an 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 certificate. An "occupational certificate" is an award for

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

College. 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.

Course. 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.

[Credit for Prior Learning. The evaluation and assessment of a student's life learning through employment, training and experiences outside an academic environment from which skills that comprise terminal objectives are mastered to an acceptable degree of proficiency for college credit, certification or advanced standing toward further education or training.](#)

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

Regional Curriculum. 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.

Remedial Education. A "Remedial Education" curriculum 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 post-secondary education.

Statewide Curriculum. A "statewide curriculum" is a curriculum approved for offering on the basis of student interest and employment demand statewide.

Educational Agency. An "educational agency" is an agency, corporation, or other defined legal entity ~~that~~which offers instruction.

Extension Center. 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.

General Education Core Curriculum (GECC) Credential. A credential provided by the college for completion of the 37 to 41 credit hours to satisfy the GECC of the Illinois Articulation Initiative.

Higher Learning Commission or HLC. "Higher Learning Commission" or "HLC" means an independent corporation that serves as one of six regional institutional accreditors in the U.S. and accredits degree-granting post-secondary educational institutions in the North Central Region, which includes Illinois.

Internship/Practicum. An "internship/practicum" is a course of planned and supervised training ~~that~~which 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. 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.

PBVS Program of Study. "PBVS Program of Study" means any of the programs listed in Section 10 of the Career and Workforce Transition Act [110 ILCS 151].

Principal Site. The principal site is the official mailing address of the college.

Private Business Vocational School or PBVS. "Private Business Vocational School" or "PBVS" means a non-degree granting institution that is regulated and approved by the Board of Higher Education under the Private Business and Vocational Schools Act of 2012 [105 ILCS 426] and that is nationally accredited

by an accreditor approved by the U.S. Department of Education.

Public Service. "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.

Research. "Research" consists of investigations or experiments to discover or interpret facts, to revise accepted theories, or to apply ~~thosesuch~~ revised theories.

Secondary School. A "secondary school" shall be used to mean private or parochial secondary school, public secondary school district, or public unit school district.

Unit of Instruction. 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. 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. "Vocational Skills" 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.

(Source: Amended at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **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 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) Courses with students participating in lecture/discussion oriented instruction will be assigned one semester credit hour or equivalent for 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) Courses in which students participate in laboratory/clinical-laboratory oriented instruction will be assigned one semester credit hour or equivalent for 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.
- 4) Students who participate in nonclinical internship, practicum, or on-the-job supervised instruction shall receive one semester credit hour or equivalent for each 75-149 contact hours per semester or equivalent and students who participate in clinical practicums shall receive one semester hour credit 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.

5) [Students who participate in an approved program with an intensified or accelerated schedule shall be exempt from the contact hour requirements of this subsection \(b\).](#)

- c) Course Syllabus. A syllabus shall be developed and maintained for each 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 (~~see pursuant to~~ Section 1501.302), and the approved unit of instruction for each 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 baccalaureate course offered, the college shall either obtain 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 Illinois public universities;~~5 or~~
    - B) at least three baccalaureate degree-granting institutions to which a majority (51%) of the college's students transfer;~~5 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) GECC Credential. Upon a student's completion of the GECC, a college is authorized to award a GECC credential, which shall, at a minimum, consist of a notation on a transcript for the student achieving the credential.
  - 32) Remedial Course Credit. No remedial course credit shall be applicable to associate degrees designed for transfer to institutions granting baccalaureate degrees.
  - 43) Adult Basic Education Course Credit. No adult basic education course credit is applicable to degrees or to certificates, except the Adult Basic Education Certificate.
  - 54) Adult Secondary Education Course Credit. No adult secondary or college preparatory education course credit is applicable to degrees or certificates, except the Adult Secondary Education Certificate.
  - 65) General Studies Course Credit. General studies course credit is applicable 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. ~~These~~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 ~~that~~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 least 12 semester credit hours or equivalent in the corresponding curriculum are completed by the student prior to, or are taken by the student concurrently with, ~~the~~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 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 (f) governing independent study, subsection (b) governing credit hour determination, or Section 1501.507(b)(10) governing the maximum rate of credit hour production.
- 2) A vocational skill course that 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 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 accompany the course classification form requesting repeatability.
- 3) An adult basic, 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;
  - B) The title of each module completed and the grade received is permanently recorded on the student's permanent academic record; and
  - C) The content and number of credit hours for each 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);
  - 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.

(Source: Amended at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Section 1501.311 Credit for Prior Learning**

#### **a) Policy and Procedures**

- 1) Each college shall electronically submit to ICCB for review its policies for the award of academic credit for prior learning. This submission shall be made by March 31 of each calendar year for policies effective in the subsequent Fall semester,
  - A) These policies shall include a listing of the types of documentation acceptable to the college and the dates of inclusion for which credit for prior learning is acceptable.
  - B) At a minimum, each college shall publish the procedures for students to earn credit for prior learning in its catalog and on its official website.
  - C) Colleges shall regularly monitor, evaluate and, if necessary, revise credit for prior learning activities.
- 2) As a part of these policies, each college shall adopt a specific policy for the awarding of academic credit for military training that is considered

applicable to the requirements of the student's certificate or degree program.

A) The policy shall apply to any student who is enrolled at the college and who has successfully completed a military training course or program as part of his or her military service that is:

i) recommended for credit by a national higher education association that provides credit recommendations for military training courses and programs;

ii) included in the student's military transcript issued by any branch of the armed services; or

iii) otherwise documented as military training or experience.

B) These policies may be incorporated into the college's broader credit for prior learning policies.

3) This Section is not applicable to secondary/postsecondary articulation agreements or dual enrollment.

b) Awarding Credit for Prior Learning

1) Credit for prior learning can be awarded only after the assessment of prior learning experiences and only for documented learning that demonstrates achievement of all terminal objectives for a specific course or courses.

2) Colleges awarding credit for prior learning must validate credit on a course-by-course basis. The following publications and methods are acceptable for validating prior learning for awarding credit:

A) Standardized tests:

i) College-Level Examination Program (CLEP);

ii) Excelsior College/Formerly American College Testing Proficiency Examination Program (ACT-PEP/RCE/EXCELSIOR);

iii) Defense Activity for Nontraditional Educational Support (DANTES);

iv) Advanced Placement (AP);

v) International Baccalaureate (IB);

B) College examinations:



- e) All work assessed for prior learning must meet or exceed a grade level of "C". Minimum cut-off scores on standardized tests are set at a "C" grade level.
- f) In the process of determining if credit can be awarded for prior learning, colleges shall charge students only for the cost of the prior learning assessment services and not for the amount of credit awarded.

(Source: Added at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

## SUBPART E: FINANCE

### Section 1501.501 Definition of Terms

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

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

~~An~~ annual program report includes, which provides a narrative description of programs offered, goals of the district, and student and staff data.

"Attendance at Midterm" means a: 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 the end-of-registration date of the college for that particular term.

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

"Lincoln's Challenge Scholarship Grants" means 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 ~~proofverification~~ 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 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 ensure assure:

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 (~~that is i.e.~~, one or two weeks before and one or two weeks after the midpoint of the class);

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

The integrity of the electronically signed midterm class list of ~~a~~ each 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 – ProofVerification of Status" means the college's processes, in accordance with Section 2-16.02 of the Act for verifying the residency status of its students to ICCB as: As part of ~~proofverification~~ 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. ~~A~~Each district shall file descriptions of any revisions to its process with ~~the~~ ICCB ~~before~~prior to 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, ~~a~~each student shall have occupied a dwelling within the State or district for at least 30 days immediately ~~before~~prior to the date established by the district for classes to begin.

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

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

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

Students who are currently under the legal guardianship of the Illinois Department of Children and Family Services or have been recently emancipated from the Department and had a placement change into a new community college district shall be exempt from the 30-day requirement if they demonstrate proof of current in-district residency. Documentation of current residency may be submitted to the district from the student, a caseworker or other personnel of the Department, or the student's attorney or guardian ad litem.

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; ~~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.

"Senior Citizen" means a person 65 years or older whose annual household income is less than the threshold amount provided in Section 4 of the Senior Citizens and Persons with Disabilities Property Tax Relief Act [320 ILCS 25].

"Special Initiatives Grants" means: ~~Special initiatives grants provide~~ funds for conducting special initiatives activities. ~~Special initiatives activities are based upon criteria specified 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.~~

(Source: Amended at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Section 1501.505 Student Tuition**

~~A~~Each community college district will establish its own student tuition rates for in-district residents, in-~~state~~~~State~~ out-of-district residents, out-of-~~state~~~~State~~ residents, and out-of-country residents in accordance with the ~~State policies prescribed in Section 6-4 of the Illinois Community College Act [110 ILCS 805/6-4]~~ and ~~in~~ this Section.

a) In-District Tuition. The local community college board of trustees may set the tuition rates for in-district residents within the following policies:

1) The local community college board of trustees may set tuition rates for its in-district residents, including variable rates for each of its programs,

terms, time of enrollment, courses, delivery method, or other identifiable grouping of courses, as long as the weighted average of the tuition for all credit courses, including adult education, is no more than 1/3 the college district's per capita cost. The method of calculating the per capita cost will be as prescribed in Section 6-2 of the ~~Illinois Community College~~ Act.

- 2) A public community college shall charge in-district tuition rates for students who are currently under the legal guardianship of the Illinois Department of Children and Family Services or who have been recently emancipated from the Department and meet the general residency provisions in Section 1501.501.
- 2) ~~A public community college shall permit senior citizens (as defined in 110 ILCS 990/1(c) as persons 65 years or older whose annual household income is less than the threshold amount provided in Section 4 of the Senior Citizens and Disabled Persons Property Tax Relief and Pharmaceutical Assistance Act) to enroll without the payment of tuition in regularly scheduled credit courses, other than credit courses designed specifically for senior citizens, provided that available classroom space exists and tuition paying students enrolled constitute the minimum number required for the course.~~
- 3) A public community college shall charge in-district tuition rates for students utilizing benefits under the federal All-Volunteer Force Educational Assistance Program or the federal Post-9/11 Veterans Educational Assistance Act of 2008 or any subsequent variations of that Act.

b) Out-of-District Tuition. The local community college board of trustees may set the tuition rates for out-of-district residents living within Illinois within the following policies:

- 1) The college will use the calculation for out-of-district tuition for chargeback purposes as prescribed in Section 6-2 of the ~~Illinois Community College~~ Act. The depreciation rate used in the out-of-district tuition calculation for capital expenditures for equipment and temporary buildings shall be 12.5 percent ~~aeach~~ year for eight years and for permanent facilities 2 percent ~~aeach~~ year for 50 years.
- 2) The college may use the variable tuition provision in Section 6-4 of the ~~Illinois Community College~~ Act to set market-driven out-of-district tuition rates for courses offered via Internet, correspondence, and other distance learning modes.
- 3) The college may set the out-of-district tuition rates for adult basic education, adult secondary education, and English as a second language courses for students who do not meet eligibility requirements in Section 105 ILCS 5/10-22.20 of the Illinois School Code.

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- 4) The college may charge in-district tuition to a student who is an out-of-district resident but who is employed for at least 35 hours per week by an entity located in the district or is enrolled in a course that is being provided under terms of a contract for services between the employing entity and the college.
  - 5) The college board of trustees may at its option charge in-district tuition to out-of-district residents who are attending an educational institution located within the college district.
  - 6) The college may enter into cooperative agreements for instruction with its neighboring districts for any or all of their programs to provide increased access to education for their students and may charge in-district tuition rates for students from any district within the cooperative agreement.
  - 7) The college may set the out-of-district tuition rate for all other credit instruction offered by the college at a minimum of 1.5 times the highest in-district tuition rate of any of its neighboring contiguous Illinois community college districts.
- c) Out-of-State Tuition. The local community college board of trustees may set the tuition rates for out-of-~~state~~State residents within the following policies:
- 1) The college may use the variable tuition provision specified in Section 6-4 of the ~~Illinois Community College~~ Act to set market-driven out-of-~~state~~State tuition rates for courses offered via Internet, correspondence, and other distance learning modes.
  - 2) The college may set the out-of-~~state~~State tuition rates for adult basic education, adult secondary education, and English as a second language courses for students who do not meet eligibility requirements in Section 105 ILCS 5/10-22.20 of the ~~Illinois~~ School Code.
  - 3) The college may charge in-district tuition to a student who is an out-of-~~state~~State resident but who is employed for at least 35 hours per week by an entity located in the district or is enrolled in a course that is being provided under terms of a contract for services between the employing entity and the college.
  - 4) The community college board of trustees may at its option charge in-district tuition to students who are out-of-~~state~~State residents but who are attending educational institutions within the college district.
  - 5) The college may set out-of-~~state~~State tuition rates within interstate agreements for instruction with out-of-~~state~~State institutions in accordance with the agreement, subject to approval by the ICCB.
  - 6) The college may set out-of-~~state~~State tuition rates for all other credit instruction offered by the college at a minimum of 1.67 times its in-district

tuition rate.

- d) Out-of-Country Tuition. The local community college board of trustees may set the tuition rates for out-of-country residents using the same policies as for out-of-~~state~~State residents described in subsection (c) ~~of this Section~~.
- e) Senior Citizen Tuition Waiver. The local community college board of trustees shall permit senior citizens, as defined in Section 1501.501, who reside within the community college district to enroll without the payment of tuition in regularly scheduled credit courses, other than credit courses designed specifically for senior citizens, provided that available classroom space exists and tuition paying students enrolled constitute the minimum number required for the course.

(Source: Amended at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Section 1501.507 Credit Hour Claims**

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

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- B) Required courses for majors and minors in physical education, recreational leadership, and related programs;
  - C) Physical education courses in teacher education programs as required by the State Educator Preparation and Licensure Board.
- 10) Courses shall produce a maximum rate of one semester credit hour or equivalent per week. Requests for exceptions to this requirement may be submitted to ICCB. The criteria utilized by ICCB for exceptions shall include:
- A) documentation of need for an intensified or accelerated schedule;
  - B) student population identified with testing and/or screening to indicate special needs and/or competencies;
  - C) how courses are instructed, including schedule of classes, study time allotted for students, method of instruction and how students are evaluated;
  - D) time period of instructional activity and projected termination date;
  - E) procedures to evaluate the accelerated instructional activity.
- 11) Dual Credit courses offered by the college for high school students during the regular school day shall be college-level and shall meet the following requirements:
- A) State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the North Central Association, and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.
  - B) Instructors. The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses (1.1 PCS ([in the ICCB Program Classification System](#))), these qualifications shall include a minimum of a Master's Degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they will be teaching. For [career and technical education CTE](#) (1.2 PCS) courses, these qualifications shall include 2,000 hours of work

experience and appropriate recognizable credentials, depending on the specific field.

- C) Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and are restricted to students who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement.
  - D) Placement Testing and Prerequisites. High school students enrolling in college-level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable, to assure that they are qualified and prepared.
  - E) Course Offerings. Courses shall be selected from transfer courses that have been articulated with baccalaureate institutions in Illinois (see 23 Ill. Adm. Code 1501.309(d)) or from courses in ICCB approved certificate or associate in applied science degree programs.
  - F) Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.
  - G) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and [the](#) practices of the district.
- c) Student Requirements. The following requirements shall apply to students who generate credit hours eligible for ICCB grants:
- 1) Students shall be certified by their instructors as being in attendance at midterm by including a certification statement on the midterm class roster, signed and dated by the instructor.
  - 2) Students who complete a course with a passing grade by the end of the

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term and who were not certified as being in attendance at midterm by the instructor shall be considered as having been in attendance at midterm.

- 3) Students enrolled in variable entry/variable exit classes or short-term classes of less than eight weeks may be certified by their instructors as having been in attendance at midterm by including a certification statement on the final class roster, signed and dated by the instructor.
  - 4) Students shall be residents of the State of Illinois.
  - 5) Auditors or visitors in a course shall not produce eligible credit hours.
  - 6) Students who repeat enrollment in a course shall produce credit hours eligible for ICCB grants when one of the following conditions is met:
    - A) If the student completed the course the first time of enrollment with less than a grade of C (or equivalent) and if the student was claimed for funding, the student may enroll and be claimed in the course one additional time;
    - B) If the student enrolled in the course previously and withdrew before completing the course, and if the student was claimed for funding, the student may enroll and be claimed in the course one additional time;
    - C) If a student completed the course previously and was claimed for funding, the student may be claimed for retaking the course if the student uses his/her option to retake the course tuition free under the college's educational guarantee program;
    - D) If the last time the student completed the course was at least four years previously, the student may be claimed for funding if the student repeats the course to upgrade his/her skills in that area; or
    - E) If a course has been approved by ICCB to be repeated, the student may repeat the course and be claimed as often as approved by ICCB.
- d) Exceptions. The following credits will not be eligible for ICCB funding:
- 1) Credit by examination;
  - 2) Military service credit for physical education;
  - 3) Transfer of credit earned at other institutions or in the armed forces;
  - 4) Proficiency examinations;
  - 5) Advanced placement credits;

- 6) Other methods of program acceleration that do not include instruction.
- e) Midterm Class List Certification Requirements
- 1) The midterm class lists' primary purpose shall be for certification of students' credit hours for State funding eligibility or ineligibility.
  - 2) The process must rely on the course section's instructor's assessment of the students' pursuit of successful completion at the midpoint of the class, as indicated by that instructor's midterm certification signature.
  - 3) The college shall document and communicate district requirements to faculty each semester.
  - 4) The college must be able to provide, upon request, a hardcopy midterm class list print out of each course section, submitted on ICCB credit hour claims, containing either a manual faculty signature or an authenticated electronic faculty signature for either ICCB or external audit purposes.
  - 5) Students who participate in an approved program with an intensified or accelerated schedule shall be exempt from the midterm class list requirements of this subsection (e) provided that a final class list is provided.

(Source: Amended at 42 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 anone of the 48 Illinois public community college~~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. ~~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 ICCB~~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 and 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 (~~eg~~)(~~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 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 ICCB for each student:
- ~~1)~~ Name;
  - ~~2)~~ Program of study;
  - ~~3)~~ Course ~~schedule~~ (including credit hours); and
  - ~~4)~~ Costs broken out by tuition, fees, books and required educational supplies.
- ~~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 ~~amongbetween~~ 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 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

Section 1501.APPENDIX A Fee Schedule for Data Matching

<u>NUMBER OF REQUESTOR RECORDS PROCESSED</u>	<u>FEE</u>
<u>Up to 24,000 records</u>	<u>\$1,900</u>
<u>24,001 to 80,000 records</u>	<u>\$3,800</u>
<u>80,001 to 300,000 records</u>	<u>\$8,300</u>
<u>300,001 to 1,000,000 records</u>	<u>\$15,000</u>

(Source: Added at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**BACKGROUND**

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It is a bipartisan legislative oversight committee, and it has been delegated the responsibility to ensure that the laws enacted are appropriately implemented through administrative law. The Board, and all state agencies, 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.

The proposed rules update the administrative rules for the Lincoln's ChalleNGe Scholarship Grant 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.

Public Act 100-0417, approved by the Governor on September 15, 2017, amends the Board of Higher Education Act and the Illinois Public Community College Act to provide that the ICCB and IBHE may collect a fee to cover the cost of processing and handling individual student-level data requests pursuant to an approved data sharing agreement. The Act requires fees to be set by administrative rule. Therefore, the proposed rules establish fees pursuant to P.A. 100-0417 and codify existing ICCB policies and practices regarding data collection, security and confidentiality, and sharing.

The proposed rules update residency definitions and student tuition to clarify that Senior Citizen Tuition Waiver eligibility is limited to qualifying senior citizens that reside within the community college district from which a tuition waiver is sought. P.A. 98-306 (effective 8/12/13) and P.A. 99-0309 (effective 8/7/15) require that community colleges charge in-district tuition rates for students utilizing benefits under the federal All-Volunteer Force Educational Assistance Program, or the federal Post-9/11 Veterans Educational Assistance Act of 2008. P.A. 99-0845 (effective 1/1/17) requires that community colleges charge in-district tuition rates for students who are currently under the legal guardianship of the Illinois Department of Children and Family Services or who have been recently emancipated from the Department.

The Illinois Articulation Initiative (IAI) General Education Core Curriculum (GECC) provides foundational academic skills needed to pursue upper-division coursework through 12 to 13 courses in math, communications, physical and life sciences, humanities and fine arts, and social and behavioral sciences. Currently, GECC completers can request a notation on their transcripts

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recognizing completion. However, the proposed rule changes authorize community colleges to award a GECC Credential to GECC completers.

Pursuant to the Credit for Prior Learning Act (Public Act 100-0261), the proposed rules establish statewide policies to permit community colleges to award credit for prior learning and require colleges to submit their institutional policies to the ICCB each year for review. The rules also establish specific statewide policies on the awarding of academic credit for military training per the Educational Credit for Military Experience Act (Public Act 100-0195).

Lastly, the rulemaking provides an exemption to the Board's current rules on course credit hours and midterm class lists certifications for students who participate in an approved program with an intensified or accelerated schedule.

Illinois Community College Board

**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).

Having met the guidelines established by the ICCB, the Board is requested to approve the following vendor as a trustee training provider:

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

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

**Association of Governing Boards of Universities and Colleges (AGB)**

## BACKGROUND

### CliftonLarsonAllen LLP

**Description:** The Association of Governing Boards of Universities and Colleges (AGB) is the premier organization centered on governance in higher education. The association's membership is comprised of 1,300 boards representing 1,900 colleges, universities, and institutionally related foundations. AGB provides leadership and counsel to member boards, chief executives, organizational staff, policy makers, and other key industry leaders to help them navigate the changing education landscape.

AGB Consulting provides individualized solutions for boards and campus leaders to respond to governance challenges and to successfully lead higher education systems, institutions, and affiliated foundations. Consultants are higher education leaders and board members with the support of AGB staff and resources, including AGB publications, research, and programming.

**Instructors and Qualifications:** The following individuals serve AGB as Senior Consultants. Together these individuals bring over 90+ years of thought leadership in all areas of higher education governance. Consultants will be selected based upon each community colleges specific training needs.

Michael F. Adams: Chancellor, Pepperdine University. Dr. Adams was named chancellor of Pepperdine University in August 2015, having served as vice president for university affairs at Pepperdine earlier in his career.

Karen Bearden: Chairperson of the Board of Regents, Kentucky State University. Dr. Bearden has served on governing boards over 25 years. Her public board experience includes the University of Louisville, Northern Kentucky University, and Kentucky State University, where she served as chairperson of the board of regents for five years.

Jo M. Beld: Vice President for Mission and Professor of Political Science, St. Olaf College. Dr. Beld has been a member of the St. Olaf College community for over 30 years. Initially beginning her tenure as a professor of political science, she currently serves as the vice president for mission. In this role, Dr. Beld is executive liaison to the college's board of regents, the accreditation liaison officer, Title IX coordinator, and a member of the president's administrative leadership team.

Rick Beyer: Managing Principal, AGB Institutional Strategies. Mr. Beyer has a unique combination of experience in higher education and business. As the managing principal of AGB Institutional Strategies, he focuses on higher education trends, challenges, and the development of new models for colleges and universities.

Trudi Blair: Former Board Chair, Wilson College. Ms. Blair's unique background in governance from both for-profit and not-for-profit sectors makes her a highly sought after advisor to boards of trustees and presidents. She was chair of the board of trustees at Wilson College from 2008 to 2011 and was a member of the board of trustees for 9 years.

Leslie Bram: Retired COO, University of Florida Foundation. Ms. Bram joined the UF Foundation as its associate general counsel in 1990. She was promoted to associate vice president and chief operating officer in 1994, and in that capacity supervised the administrative and business affairs of the Foundation. She retired from the Foundation in September of 2014.

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Joseph Burke: President Emeritus, Keuka College. Dr. Burke is president emeritus at Keuka College in New York. He consults actively on board and presidential assessment and leadership development; board roles, responsibilities, processes, and structure; and international programming.

John B. Carter: Former President and COO, Georgia Tech Foundation. Mr. Carter brings more than 30 years of experience in higher education foundation work, alumni relations, and organization restructuring. In 2013, Mr. Carter retired from the Georgia Tech community, having served 14 years as president and chief operating officer of the Georgia Tech Foundation and 16 years as vice president and executive director of the Georgia Tech Alumni Association.

Carol Cartwright: President Emerita, Kent State University. Dr. Cartwright's career has been distinguished by innovative teaching, pioneering research, and national leadership. She works with both public and independent colleges and universities on governance, strategic planning and board and presidential assessments. Dr. Cartwright was president of Bowling Green State University from 2008–2011. Her retirement in June of 2011 marked a 45-year career in higher education. From 1991–2006, Dr. Cartwright served as president of Kent State University

Ellen Chaffee: President Emerita, Valley City State University and Mayville State University. Dr. Chaffee's distinguished career spans institutional, system, policy, and national professional leadership in both public and private higher education, as well as extensive research and publication. Particular areas of interest include leadership and organizational effectiveness, strategic thinking, organizational change, and the role of information and technology.

Mary Graham Davis: Board Chair, Mount Holyoke College. Ms. Davis brings extensive experience in effective organizational structure, business alignment and performance management, senior leadership coaching, and strategic directional change. Ms. Davis is a senior managing director of Brock Capital Group LLC and founded the Davis Consulting Group LLC in 1996. She retired as the Chair of the Board of Trustees of Mount Holyoke College in 2015.

Jill Derby: Chair, American University of Iraq; Former Chair, Nevada Board of Regents. Dr. Derby has nearly 30 years' experience working nationally and internationally in higher education governance. In 2011 she received a U.S. Senate appointment to the National Advisory Committee on Institutional Quality and Integrity, which counsels the U.S. Secretary of Education on higher education.

R. Barbara Gitenstein: President, The College of New Jersey. Dr. Gitenstein, president of the College of New Jersey, has over 40 years of experience as a college professor and administrator in both the public and private sectors. She came to the College of New Jersey from Drake University where she served as provost and executive vice president.

John S. Griswold: Founder & Senior Advisor, Commonfund Institute. As head of Commonfund Institute, Mr. Griswold directs investor education and market research activities.

Artis Hampshire-Cowan: Former Senior Vice President & Secretary of the Board, Howard University. Ms. Hampshire-Cowan recently completed a 23-year tenure at Howard University which included serving as senior vice president and secretary, interim chief operating officer, and acting president. A sought-after speaker and trainer, her training specialties include organizational development, leadership, managing change and transition, diversity, board-CEO relationships, board development, and strategic deployment.

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William E. Kirwan: Chancellor Emeritus, University System of Maryland. Dr. Kirwan is a nationally recognized authority on critical issues shaping the higher education landscape. Prior to his 13 years as chancellor of the University System of Maryland, Kirwan served as president of Ohio State University for four years and president of the University of Maryland, College Park for 10 years. He was also a member of the University of Maryland faculty for 24 years.

Jim Lanier: Former Vice Chancellor for Institutional Advancement, resident and CEO, East Carolina University Foundation and the East Carolina University Real Estate Foundation. Mr. Lanier works with university and foundation boards on assessment, operations, and governance issues, and trains AGB facilitators and consultants. For over 23 years he served as vice chancellor for institutional advancement and as CEO of the East Carolina University (ECU) Foundation and the ECU Real Estate Foundation.

Theodore E. Long: President Emeritus, Elizabethtown College. Dr. Long has broad experience in the governance of independent colleges, especially on issues related to effective presidential leadership, board president relations, strategic planning, institutional transformation, and the board's role in leading change

Thomas Longin: Former Vice President, AGB. Dr. Longin is the former vice president for programs and research for the Association of Governing Boards of Universities and Colleges (1997-2002). Prior to joining AGB, he served as provost of Ithaca College (NY), vice president for academic affairs at Seattle University and dean of Humanities and Sciences at Ithaca. Before that, he was a faculty member at Ithaca College, Virginia Tech and Carroll College (MT).

James E. Lyons, Sr.: President Emeritus, California State University Dominguez Hills. Dr. Lyons has served in a number of administrative positions in higher education, including five university presidencies. Most recently he served as the interim presidents of both the University of the District of Columbia and Dillard University.

Terrence MacTaggart: Former Chancellor, Minnesota State University System and University of Maine System. Dr. MacTaggart is an experienced leader and scholar in higher education. His consulting and research work focuses on higher education leadership and policy, strategic planning, board development, issues of shared governance, and leadership evaluation.

Sally Mason: President Emerita, University of Iowa. Dr. Mason served as the 20<sup>th</sup> president of the University of Iowa from 2007 through 2015. Trained as a cell developmental biologist, she also holds a full professorship in the department of biology in the college of liberal arts and sciences.

David Maxwell: President Emeritus, Drake University. Dr. Maxwell served as president of Drake University from 1999-2015 and held a faculty appointment as professor of literature. He was named president emeritus by the Drake Board of Trustees upon his retirement. Dr. Maxwell was also the director of the National Foreign Language Center in Washington DC from 1993-1999, after serving as president of Whitman College from 1989-1993.

Thomas Meredith: Former Chancellor, University of Alabama System and University of Georgia. Dr. Meredith has served as a university president and the head of three university systems. Most recently her served as Commissioner of Higher Education for Mississippi's university system of eight universities. In January 2002, he was appointed chancellor for the University of Georgia, responsible for the state's 34 public colleges and universities.

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Charles R. Middleton: President Emeritus, Roosevelt University. Dr. Middleton served as chair of the board of trustees of the seven City Colleges of Chicago from 2015 to 2017. During his tenure the Colleges completed a major transformation in their academic quality and program focus and scope. As the immediate past president of Roosevelt University, serving from July 2002 through June 2015, he led successful efforts to enhance the quality of student life and to hire a new generation of talented faculty members and administrators.

Richard Morrill: Chancellor, University of Richmond. Dr. Richard Morrill brings more than 40 years of higher education experience, having served as faculty, provost, president, board member and advocate. Morrill assumed his current role as chancellor of the University of Richmond in 1998 as a largely honorary position that allows him to serve as an ambassador of good will for the university following his 10-year presidency.

Charlie Nelms, Senior Scholar, American Association of State Colleges and Universities. Dr. Nelms is a transformational servant-leader, motivational speaker, and a consultant with expertise in higher education. He has more than 40 years of experience and leadership in student access, retention, and graduation; institutional effectiveness; and strategic planning.

Richard Novak: Former Senior Vice President for Programs and Research, AGB. Mr. Novak is a senior fellow at AGB, serving to advance the association's interests and member needs in state and federal policy and board education. During his 21-year career at AGB, he served as the senior vice president for programs and research and as executive director of the Ingram Center.

Douglas Orr: President Emeritus, Warren Wilson College. Dr. Orr assists independent colleges and university governing boards in becoming more effective, cohesive and strategic in carrying out their responsibilities. He facilitates interactive board assessment retreats, with an emphasis on the importance of the board working within the context of the distinctive institutional culture, legacy and mission.

Kevin P. Reilly: President Emeritus and Regent Professor, University of Wisconsin System. Dr. Reilly is president emeritus and regent professor with the 26-campus University of Wisconsin (UW) System, having served as president from 2004-2013.

Alvin J. Schexnider: Former Chancellor, Winston-Salem State University. Dr. Schexnider is president of Schexnider & Associates, LLC, a management consulting firm in Chesapeake, Virginia. Before retiring in April 2007, he was executive vice president of Norfolk State University where he also served as interim president. Following an 18-month hiatus he served as president of Thomas Nelson Community College from 2008-2011 before a second retirement.

Kenneth A. Shaw: Former Chancellor, Syracuse University. Dr. Shaw is a nationally respected administrator and educator. He retired as the 10<sup>th</sup> chancellor of Syracuse University after serving as a university president for nearly 30 years. He has consulted with numerous educational, governmental, and private-sector for-profit and nonprofit organizations and currently serves on a number of such boards.

Larry Shinn: President Emeritus, Berea College. Dr. Shinn brings the experience of his 42-year career in higher education to work collaboratively with presidents and boards of trustees on presidential coaching and assessment, board assessment and development, and strategic thinking as an effective means of institutional transformation.

Sheila Stearns: Past President, University of Montana and Commissioner Emerita, Montana University System. Dr. Stearns is a native Montanan who served in a variety of senior administration positions in higher education, including president of the University of Montana, vice president of the university of Montana, chancellor of UM-Western, president of Wayne State College in Nebraska, and commissioner of higher education in Montana.

George P. Watt, Jr.: Former Executive Vice President, Institutional Advancement and Executive Director, College of Charleston Foundation. Mr. Watt joined AGB as a senior fellow in July 2017, with a focus on AGB's support of institutionally-related foundations. In this role, he assists and advises on programs and research supporting the work of public university foundation boards, including AGB's annual Foundation Leadership Forum, which brings together hundreds of board members and CEOs from across the country for a three-day program focused on governance practice, endowment management, and fundraising leadership.

Lawrence White: Senior Counsel, University System of New Hampshire. Mr. White has worked for more than 30 years as a higher education lawyer and administrator. He is currently senior counsel in the general counsel's office at the University of New Hampshire. Prior to his retirement as a full-time university lawyer in 2015, he served as vice president and general counsel at the University of Delaware.

Eileen B. Wilson-Oyelaran: President Emerita, Kalamazoo College. Dr. Wilson-Oyelaran, president emerita of Kalamazoo College, retired in July 2016 after serving eleven years as president. She has extensive leadership and governance experience in higher education, having previously served as vice president and dean of the college at Salem College (North Carolina) and held teaching and high level administrative positions at Winston-Salem State University, North Carolina Wesleyan College, and Obafemi Awolowo University in Nigeria.

Georgia Yuan: Former Deputy Undersecretary and Deputy General Counsel, U.S. Department of Education. Georgia Yuan is a governance expert and executive coach with AGB and search consultant with AGB Search whose experience and wisdom is derived from over 20 years as a chief legal and policy advisor to presidents and administrations in higher education and the federal government. A strategic thinking and mentor, she is known as a professional with integrity, ability, creativity, and judgement.

**Course Schedule:** The objective of AGB facilitated trustee training, "Building Best Practices for Board Governance," is

- To develop an understanding of best practices in board governance;
- To consider the critical importance and responsibilities of the governance committee;
- To build competence in addressing strategic institutional issues as a board; and
- To develop a board agenda for development.

Board development services are designed to help boards and key administrators solve problems and achieve a higher level of performance by focusing on fundamental governance issues. ICCB staff was provided with a sample agenda that identifies pre-retreat readings and includes six hours of training.

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**Subject Matter and Method of Training:** The association is seeking approval to provide live in-person and online webinar training in the following topics identified in Table 1.

*Table 1: Provider Seeks Approval to Offer Training in the Following Topics*

Fiduciary Responsibilities of a Trustee	Shared Governance
Board/President	Board Assessment

*Table 2: Methods of Providing Training*

In Person
Online Webinar

**Fee Schedule:** AGB Consulting's services are billed at a daily rate for remote and on-site work. Fees are set out in an engagement letter and may be adjusted from time to time. The fee schedule is provided in Table 3.

*Table 3: Fee Schedule (As of June 14, 2018)*

\$3,500 per day for remote services.
\$4,000 per day for on-site services.

Illinois Community College Board

**INTERGOVERNMENTAL AGREEMENT BETWEEN  
JOHN A. LOGAN COLLEGE  
AND  
REND LAKE COLLEGE**

The Illinois Community College Board is requested to approve the Intergovernmental Agreement between John A. Logan College and Rend Lake College.

The participating parties desire to enter into this Intergovernmental Agreement for the expressed purpose of providing additional, expanded dual credit coursework to the respective high school students of each college district. Both John A. Logan College and Rend Lake College will follow the Dual Credit Quality Act (110 ILCS 27).

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves, bearing in mind all facets of the Dual Credit Quality Act (110ILCS 27), the Intergovernmental Agreement between John A. Logan College and Rend Lake College, which thereby allows the two parties to expand dual credit coursework to the respective high school students of each college district.

Illinois Community College Board

**INTERGOVERNMENTAL AGREEMENT BETWEEN  
REND LAKE COLLEGE  
AND  
SOUTHEASTERN ILLINOIS COLLEGE**

The Illinois Community College Board is requested to approve the Intergovernmental Agreement between Rend Lake College and Southeastern Illinois College.

The participating parties desire to enter into this Intergovernmental Agreement to collaborate and implement the sharing of Cosmetology between these two college campuses, and in which Rend Lake College will be the lead college/agency and Southeastern Illinois College will be partners in this application.

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Intergovernmental Agreement between Rend Lake College and Southeastern Illinois College, which thereby allows the two parties to implement the sharing of the Cosmetology program.

Illinois Community College Board

**INTERGOVERNMENTAL AGREEMENT BETWEEN  
REND LAKE COLLEGE  
AND  
SOUTHEASTERN ILLINOIS COLLEGE**

The Illinois Community College Board is requested to approve the Intergovernmental Agreement between Rend Lake College and Southeastern Illinois College.

The participating parties desire to enter into this Intergovernmental Agreement to implement an instructor/course cost sharing agreement between the two colleges. This agreement may be implemented when the expense and/or enrollment prove challenging for a single college. The Intergovernmental Agreement specifically notes TV distance and online courses.

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Intergovernmental Agreement between Rend Lake College and Southeastern Illinois College, which thereby allows the two parties to implement an instructor/course cost sharing agreement.

Agenda Item #13.5  
September 21, 2018

Illinois Community College Board

### **EMPLOYEE GUIDEBOOK MODIFICATIONS**

The ICCB Employee Guidebook is revised to include necessary changes required by audit recommendations.

### **RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following additions and modifications to the employee guidebook:

## Acceptable Use Policy

ICCB reserves the right to monitor its computing resources to protect the integrity of its computing systems. Accounts and passwords issued to individuals are intended for the sole use of only one individual and are non-transferable. The account owner is responsible for all use of the assigned account.

The following types of activities are examples of behavior that is unacceptable and/or unethical and is not allowed. ~~In some cases these activities may violate State or Federal Law:~~

- using computing or networking resources for non-business purposes; downloading copyrighted material such as commercial copyrighted music, or commercial copyrighted video movies or files;
- viewing, downloading or printing pornographic materials;
- altering computer software or hardware configurations;
- installing unauthorized hardware or software;
- ~~introduction of~~ introducing malicious programs into the network such as viruses, worms, Trojan horses, etc.;
- sending bulk unsolicited email messages such as “junk mail” or spam;
- accessing another individual’s account, private files, or email without permission of the owner;
- misrepresenting one’s identity in electronic communication;
- violating software licensing agreements;
- violating rules or codes set by electronic services subscribed to by the agency;
- ~~using~~ violating computing or networking resources for commercial or profit-making purposes without written authorization from the Executive Director;
- ~~disobeying~~ violating system policies, procedures, protocols, or staff requests.

In some cases the above activities may violate state or federal law. Information available through computer and network systems, including the Internet, may be distracting, objectionable, and even disturbing. Since computers may be visible or audible to others, sensitivity in viewing and listening to such material is requested. Computer users who disturb or distract others may be asked to stop their activities or leave the area, and are subject to disciplinary action.

ICCB does not support a Bring Your Own Device (BYOD) environment. Access to agency resources must be handled through a secure environment through agency provided equipment in the building.

## Password Policy

Passwords help ensure that only those who have been authorized to access a given resource can do so. Therefore, maintaining the secrecy of passwords is extremely important to network security. Because account owners are responsible for all use of their assigned accounts (see Acceptable Use Policy), password integrity is important to individuals as well. To maintain password effectiveness, the following policies regarding passwords shall be enforced:

- passwords will be a passphrase at least ~~seven~~20 characters in length
- passwords will be initially set by a system administrator;
- passwords may not be reused until at least six other passwords have been used
- users are locked out after three failed attempts at login
- passwords may not be written down or provided to other individuals
- account passwords must be reset every ~~35 days~~ six months

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Administrators are unable to retrieve forgotten passwords, but may reset passwords to values which must be changed by the account owner at time of next logon.

### **Data Retention Policy**

Because the data maintained by the Information Technology Division may be useful beyond retention times required by other entities, this policy is applied to maximize the length of time it is available for use. For purposes of this policy, data which is to be retained permanently shall remain online data minimum of five years, and beyond that until removal becomes necessary due to free space constraints, at which time said data will be maintained ~~on tape archive~~ indefinitely using external storage media. (sSee Backup Policy.)-

- final MIS data (edited, usually in database) shall be retained permanently
- final MIS submission reports (edits, frequencies, summaries) shall be retained permanently
- MIS data submissions shall be retained only until either cleanup for that submission type is declared final, or until another submission of that type is received
- retention of data and/or reports created in response to end-user requests is the responsibility of the recipient, or if an external recipient, the requesting end-user
- end-user data will remain available for a minimum of two years, and data which is older may be removed as space demands require and will be maintained indefinitely according to the Backup Policy

### **BACKGROUND**

These changes were made based on audit recommendations.

Illinois Community College Board

**SPRING 2018 LEGISLATIVE SUMMARY  
100<sup>TH</sup> GENERAL ASSEMBLY**

The 2018 spring legislative session adjourned May 31<sup>st</sup> after adopting a bipartisan budget for fiscal year 2019 and enacting a series of measures to strengthen Illinois' higher education system and stem the tide of out migration. Over the summer, these bills and hundreds of others approved by the General Assembly were presented to the Governor for his consideration.

This agenda item highlights the Governor's action on significant legislation with implications for the Board or the community college system. Those bills vetoed by the Governor may be taken up on a legislative motion to override during the November Veto Session.

A complete list of tracked bills is included at the end of this summary document.

**2018 Spring Session ICCB Initiatives**

**SB 2905 (McGuire/Hays)**

**Community College Act – Various**

**Governor Approved: P.A. 100-0884**

ICCB Position: Support

This legislation follows a detailed review of the Illinois Public Community College Act (110 ILCS 805) to identify statutory language that is outdated in either language or processes, programs and statutory functions no longer operational, and areas of ambiguity within the statute. This legislation provides community college administrators, students, and taxpayers with enhanced clarity within the statutes governing community colleges. The bill aligns with ICCB Goal 3 to engage with all stakeholders to align board policies to improve student outcomes and increase access to public information on system effectiveness.

Among the highlights is a provision that the Board may review, approve, and monitor any educational services contract or agreement for academic credit that community colleges enter into. The bill provides that any student outside a community college district (i.e. East St. Louis) may attend any public community college in this State at the in-district tuition rate and requires the Board to pay the college the difference in tuition. The bill clarifies that for tuition purposes, a student shall be classified as a resident of a district after meeting the 30-day residency requirement of that district. Additionally, the bill repeals provisions governing indemnification, deferred maintenance grants, the College and Career Readiness Pilot Program, a directory of graduating vocational and technical school students, and other items.

**Higher Education Work Group Initiatives**

**HB 4781 (Brady/McGuire)**

**College and Career Interest Task Force**

**Governor Approved: P.A. 100-1007**

ICCB Position: Neutral

This bill creates the College and Career Interest Task Force. Membership of the Task Force includes a representative from each of the public universities, ICCB, IBHE, ISBE, and school districts from across the state. The Task Force shall study the feasible methods by which the college or career interest data of a high school student in this State may be collected and shared amongst public institutions of higher education. The Task Force is to submit the findings of the study to the General Assembly on or before January 30, 2019.

**HB 5020** (Welch/Bennett)

**MAP Renewal Priority Deadline**

**Governor Approved: P.A. 100-0823**

ICCB Position: Support

The bill requires ISAC to establish a priority deadline for students renewing their Monetary Award Program (MAP) grant that would guarantee renewal if the student still meets the eligibility requirements. Specifically, beginning with the processing of MAP applications for the 2020-2021 academic year, a renewing applicant who files by the published priority deadline date shall receive a grant, subject to appropriation, if he or she continues to meet the program's eligibility requirements. A renewing applicant's failure to apply by the established priority deadline date does not disqualify him or her from receiving a grant if sufficient funding is available to provide awards after that date. The bill aligns with ICCB Goal 1 to smooth the transition for all students into and through postsecondary education.

**SB 2354** (McGuire/Stuart)

**Degree Advising, Reverse Transfer, and IBHE Tuition Waiver Limits**

**Governor Approved: P.A. 100-0824**

ICCB Position: Support

Starting in 2019-2020, each public college and university student with 30 academic credit hours completed must disclose their degree programs of interest to their college or university for a possible advisement session. Additionally, the bill provides that the Board of Higher Education may not limit the amount of tuition revenue that a public university may waive.

The bill also requires that IBHE and ICCB develop policies to encourage reverse transfer of credits for any student who has accumulated at least 15 hours of academic credit at a community college and a sufficient number of hours of academic credit at a public university in the prescribed courses necessary to meet a community college's requirements to be awarded an associate degree. Students wishing to reverse transfer earned academic credit shall agree to the exchange of transcript information between each community college and university that he or she has attended and shall submit an application and his or her transcripts to a community college for conferral of an associate degree.

The bill aligns with ICCB Goal 1 to smooth the transition for all students into and through postsecondary education. The bill also aligns with ICCB Goal 2 to contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, and closing the skills game through talent pipeline management.

**SB 2927 (McGuire/K. Burke)      AIM HIGH Grant Pilot Program**

**Governor Approved: P.A. 100-1015**

ICCB Position: Monitor

The bill creates the AIM HIGH Grant Pilot Program to encourage access and affordability of Illinois public universities. Beginning with the 2019-2020 academic year, each public university may establish a merit-based scholarship pilot program to award grants to Illinois citizens with qualifying income, GPAs and test scores. Funds would be provided through the Illinois Student Assistance Commission to universities who participate to match institutional dollars. Participation in the program will be tracked by ISAC and reported back to the Illinois General Assembly. The pilot program is repealed on October 1, 2024.

**Legislation Effecting the ICCB**

**HB 5547 (Andrade/Martinez)      Auditor General - Cybersecurity**

**Governor Approved: P.A. 100-0914**

ICCB Position: Monitor

The bill amends the Illinois State Auditing Act by adding a section on Cybersecurity. The Auditor General shall review State agencies and their cybersecurity programs and practices, focusing mostly on agencies holding large volume of information. Any findings would be included within the applicable State agency's compliance examination report.

**HB 5611 (Andrade/Martinez)      Department of Innovation and Technology (DoIT)**

**Governor Approved: P.A. 100-0611**

ICCB Position: Monitor

The bill creates the Department of Innovation and Technology Act to codify the changes made in Executive Order 2016-001. Creates the Department of Innovation and Technology and abolishes the Information Technology Office within the Office of the Governor and transfers its functions, personnel, and property to Department of Innovation and Technology. The bill provides for the transfer of information technology functions from specified State agencies, boards, and commissions to the Department of Innovation and Technology and provides for the powers and responsibilities of the Department. The information technology functions of the ICCB are *not* transferred to DoIT; however, the Department will continue to provide information technology services to the Board.

The bill also creates the Illinois Information Security Improvement Act and establishes the Office of the Statewide Chief Information Security Officer within the Department of Innovation and Technology. Creates the position of Statewide Chief Information Security Officer to serve as the head of the Office.

**HB 5814 (McSweeney/T. Cullerton) Prompt Payment Interest**

**Governor Approved: P.A. 100-1064**

ICCB Position: Monitor

The bill provides that for the fiscal year beginning July 1, 2019, and for each fiscal year thereafter, the State budget shall include a separate line item request appropriating moneys to each State agency for interest due under the State Prompt Payment Act.

**SB 1453 (McCann/Mussman) Employment & Economic Opportunity for Persons with Disabilities Task Force**

**Governor Approved: P.A. 100-0866**

ICCB Position: Monitor

The bill amends the Employment and Economic Opportunity for Persons with Disabilities Task Force Act to add CMS, DJJ, IBHE, and ICCB to the Task Force and adds requirements to the Task Force relative to post-secondary transition of youth with disabilities to employment, post-secondary education and training, community living, and other adult activities. Repeals the Interagency Coordinating Council Act and amends the Persons with Disabilities on State Agency Boards Act to make a conforming

**SR 1647 (Lightford) College Completion Rates**

**ICCB Position: Support**

The resolution recognizes that there are significant disparities in college degree completion rates for low-income and first generation college students and students of color at institutions across the State. Commits to closing statewide racial and socioeconomic degree attainment gaps and institutional achievement gaps and encourages institutions of higher education to implement and expand existing student success efforts that have evidence of improving educational outcomes for low-income and first generation college students and students of color. Urges the State's P20 Council is to update the State's 60 by 25 goal to include equity-focused targets aimed at closing institutional racial and socioeconomic achievement gaps.

The bill aligns with ICCB Goal 1 to smooth the transition for all students into and through postsecondary education. The bill also aligns with ICCB Goal 2 to contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, and closing the skills game through talent pipeline management.

**Legislation Effecting the Community College System**

**HB 4242 (McSweeney/T. Cullerton) Sexual Harassment Settlements – Public Information**

**Governor Approved: P.A. 100-1040**

ICCB Position: Monitor

When a unit of local government, school district, community college district, or other local taxing body enters a severance agreement with an employee or contractor because the employee or contractor was found to have engaged in sexual harassment or sexual discrimination, the public body shall publish specified information on its Internet website, if one is maintained, and make available such information to the news media for inspection and copying within 72 hours of the taxing body's approval of the severance agreement. No unit of local government, school district, community college district, or other local taxing body shall incur liability as a result of its compliance with required disclosures, except for willful or wanton misconduct and disclosure requirements do not supersede the confidentiality provisions of a severance agreement.

**HB 4346 (Jones/Harris)**

**Black History Course**

**Governor Approved: P.A. 100-0634**

ICCB Position: Neutral

The bill requires every public institution of higher education and community college to offer a course studying the events of Black History. Allows public institutions of higher education and community colleges to meet the requirement by offering an online course.

**HB 4858 (Pritchard/Syverson)**

**Industrial Development Assistance**

**Governor Approved: P.A. 100-0679**

ICCB Position: Support

The bill amends the current Industrial Development Assistance Law to allow local school districts and community colleges the opportunity to receive grants for the acquisition of land, construction of facilities, or purchase of equipment dedicated solely to the instruction of manufacturing occupations. This program, in its current form, has not been utilized, due to no appropriation of the grant funding. The program was enacted in 1970.

**HB 5122 (Welch/Castro)**

**DCFS – Tuition & Fee Waivers**

**Governor Approved: P.A. 100-1045**

ICCB Position: Neutral

This bill makes public community college or university tuition and fee waivers available to youth for whom the Department of Children and Family Services (DCFS) has court-ordered legal responsibility, youth who aged out of care at age 18 or older, or youth formerly under care who have been adopted and were the subject of an adoption assistance agreement or who have been placed in private guardianship and were the subject of a subsidized guardianship agreement. The applicant must apply for federal and State grant assistance by completing the FAFSA and the community college or public university that an applicant attends must waive any tuition and fee amounts that exceed the amounts paid to the applicant under the federal Pell Grant Program or the State's Monetary Award Program.

The current DCFS waiver (the state scholarship) program is limited to 53 youth per year. The Department funds a \$511 monthly board payment. Youth in care and youth who aged out at 18+ can already go to community college at no cost as their Pell grant will cover all costs (tuition, fees, supplies) and MAP grant will increase the amount of Pell the student gets refunded to him/her for living expenses (if the student submits FAFSA early enough to get the MAP grant). The bill aligns with ICCB Goal 1 to smooth the transition for all students into and through postsecondary education.

**HB 5247 (Pritchard/Weaver)                      School Code – Registered Apprentice Program**

**Governor Approved: P.A. 100-0992**

ICCB Position: Neutral

This bill amends the School Code to allow all high school students aged 16 or older to participate in "registered apprenticeship programs" and waive all non-academic requirements mandated for graduation from a high school. The bill allows apprentices in the program to earn postsecondary credit towards a certificate or degree, as applicable. Finally, the bill requires ISBE to implement rules allowing participation in the program no later than 6 months following the effective date of the Act. The bill aligns with ICCB Goal 1 to smooth the transition for all students into and through postsecondary education.

**SB 35 (Harmon/Welch)                                      Immigration Safe Zones Act**

**Governor Vetoed**

ICCB Position: Monitor

The bill creates the Immigration Safe Zones Act. On and after the effective date of the Act, all applications, questionnaires, and interview forms used in relation to benefits, opportunities, or services provided by a State agency or in-State or in-district tuition verification, scholarships, grants, or services provided by a public elementary or secondary school or public institution of higher education shall be promptly reviewed by that State agency, school, or institution, and any questions regarding citizenship or immigration status, other than those required by statute, ordinance, federal law, or court order, shall be removed within 60 days after the effective date of the Act.

The Attorney General by April 1, 2019, in consultation with appropriate stakeholders, shall publish model policies, limiting assistance with immigration enforcement to the fullest extent possible consistent with federal and State law ensuring that the following facilities remain safe and accessible to all residents of this State, regardless of immigration status: (1) State-funded schools, including licensed day care centers, pre-schools, and other early learning programs; elementary and secondary schools, and institutions of higher education; (2) State-funded medical treatment and health care facilities, including hospitals, health clinics, emergency or urgent care facilities, nursing homes, group homes for persons with developmental disabilities, community-integrated living arrangements, and State mental health facilities; (3) public libraries; (4) facilities operated by the Office of the Secretary of State; and (5) courts in this State.

**SB 2527 (Weaver/Swanson)                                      School Code – Prohibit Limitations on Dual Credit**

**Governor Approved: P.A. 100-0792**

ICCB Position: Monitor

The bill amends the School Code to prohibit school boards from limiting the number of dual credit courses a high school student may take or the number of credits a student can receive from dual credit courses. Additionally, the bill states that if a school establishes an online learning program for students that the school board may not limit which students can participate or the number of online courses a student may take or the number of credits they can earn.

Generally speaking, these changes may benefit the community college system because the bill opens the colleges up to think outside the traditional face-to-face dual credit model and allows them to look at using an online approach or satellite model to deliver dual credit within multiple high schools at one time. The bill aligns with ICCB Goal 1 to smooth the transition for all students into and through postsecondary education.

**SB 2559 (Stadelman/Wallace) Education Loan Information Pilot Program**

**Governor Approved: P.A. 100-0926**

**ICCB Position: Neutral**

Beginning with the 2019-2020 academic year, ISAC shall develop a 3-year education loan information pilot program for use by each public community college and university that enrolls students who are eligible to receive financial aid. The program requires that each public institution that receives education loan information for a student enrolled at the institution shall provide annually to the student or the parent or guardian of the student certain information (i.e. loan mounts, repayment, and interest) relating to the education loans

Under the program, "education loan" is defined as any State or federal education loan or other loan used primarily to finance a postsecondary education and costs of attendance at a public institution of higher education, including, but not limited to, tuition, fees, books and supplies, room and board.

**SB 2838 (Bertino-Tarrant/Manley)**

**Dual Credit Partnerships and Faculty Qualifications**

**Governor Approved: P.A. 100-1049**

ICCB Position: Support

The bill amends the Dual Credit Quality Act to require a community college district, upon the request of a school district within the jurisdiction of the community college district, to enter into a partnership agreement with the school district to offer dual credit coursework in the General Education Core Curriculum. The requirements of the partnership agreement maintain academic control and evaluation mechanisms of the community college. The partnership agreement must include an identification of fees and associated costs that must be paid for dual credit and requires that these fees be reasonable. Under the bill, ICCB and ISBE are required to negotiate a model statewide agreement to be the default agreement after 180 days as it relates to portions that cannot be agreed upon between the local districts and the community colleges

In addition, the bill provides an avenue for teachers who do NOT meet Higher Learning Commission (HLC) and IBHE or ICCB requirements to be qualified faculty to teach dual credit courses under a professional development plan. The bill also allows faculty that meet the minimum standards to teach dual credit, but does not require that they exceed those standards,

The bill provides that on or after the effective date of the amendatory Act, a school district may not enter into a new contract with an out-of-state institution to provide a dual credit course without first offering the community college district in the district in which the school district is located the opportunity to provide the course. Lastly, the bill creates a dual credit grant program for community colleges, subject to appropriation.

The bill aligns with ICCB Goal 1 to smooth the transition for all students into and through postsecondary education. The bill also aligns with ICCB Goal 2 to contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, and closing the skills game through talent pipeline management.

**SB 2941 (McGuire/Mayfield) Transitional Math**

**Governor Approved: P.A. 100-0599**

ICCB Position: Support

This bill includes clean-up amendments to the transitional math section of the Postsecondary Workforce Readiness Act. The changes address details that came up in the transitional math state panel process over the past year with regard to the statewide panel to define transitional mathematics instruction recommendations, transitional mathematics instruction placement and delivery, high school and community college partnership agreements for transitional mathematics instruction, and transitional mathematics instruction statewide financial supports. The bill also expands ISBE's competency-based high school graduation requirements pilot program. This bill aligns with ICCB Goal 1 to smooth the transition for all students into and through postsecondary education.

Of particular significance for the Board, the bill removes a requirement that allows community colleges to submit transitional math courses (offered as a high school course) for reimbursement via ICCB credit hour grants. Rather, the bill allows community colleges to receive reimbursement for these courses, subject to appropriations, in a manner that is consistent with reimbursement rates for community college developmental education courses.

**SB 3604 (T. Cullerton/Kifowit)**

**Government Severance Pay Act**

**Governor Approved: P.A. 100-0895**

ICCB Position: Monitor

The bill creates the Government Severance Pay Act. Under the Act, a unit of government (including community college district) that enters into a contract or employment agreement, or renewal or renegotiation of an existing contract or employment agreement, that contains a provision for severance pay with an officer, agent, employee, or contractor must include a requirement that (1) severance pay provided may not exceed an amount greater than 20 weeks of compensation; and (2) a prohibition of provision of severance pay when fired for misconduct by the unit of government.

**SR 1411 (Weaver)**

**Dual Credit Week**

ICCB Position: Support

The resolution recognizes March 18, 2018 through March 24, 2018 as Dual Credit Week at the State Capitol.

**Pension Legislation**

**HB 4684 (Martwick/Aquino) SURS Employer Contribution – Comptroller Intercept**

**Governor Approved: P.A. 100-0988**

ICCB Position: Monitor

This bill enhances the State Universities Retirement System’s (SURS) ability to collect outstanding amounts owed to the System beyond statutory payment periods. The bill authorizes SURS to pursue intercepts of payments from both the State Comptroller and applicable county treasurer for 6% bills, Governor’s salary bills, and other employer amounts owed to SURS by law.

**HB 5137 (Martwick/McConchie) Optional Supplemental Defined Contribution Plan**

**Governor Approved: P.A. 100-0769**

ICCB Position: Monitor

This bill provides a low-cost, efficient, and secure optional defined contribution plan under SURS that will supplement existing retirement benefits under Tier 1, Tier 2, and the Self-Managed Plan through voluntary employee and voluntary employer contributions. A similar plan is also established for members under the Teachers Retirement System.

**SB 2954 (Aquino/Martwick) Corrects the Governor’s Salary Rule**

**Governor Approved: P.A. 100-0624**

ICCB Position: Support

This is a trailer bill to P.A.100-23 (FY2018 BIMP) regarding SURS employer contributions, requiring the employer (rather than the state) to contribute the employer normal cost of a participant's salary in excess of the Governor's salary (removing the full-time equivalent calculation), and providing that SURS may seek Comptroller intercept of any such amounts owed if not paid within 3 years. The bill makes a similar change to the full-time equivalent salary calculation in the Teachers Retirement System.

The Governor’s salary rule requires employers to pay the employer normal cost (12.46% for FY 2018) on earnings in excess of the Governor’s salary (\$177,500 for FY 2018), as determined on a full-time equivalent basis. The requirement that SURS convert an employee’s earnings to a “full-time equivalent basis” requires SURS to charge the employer normal cost on hypothetical earnings that were never paid to an employee.

Bill	Sponsors - 1st	Sponsors - 2nd	Short Desc	Last Action
10000HB0109	Rep. Harris, Gregory (D)	Sen. Cullerton, John J. (D)	\$DNR-TECH	Public Act . . . . . 100-0586
10000HB0138	Rep. Currie, Barbara Flynn (D)	Sen. Bush, Melinda (D)	STATE GOVERNMENT-TECH	Public Act . . . . . 100-0588
10000HB3342	Rep. Harris, Gregory (D)	Sen. Steans, Heather A. (D)	FY2019 BIMP	Public Act . . . . . 100-0587
10000HB4163	Rep. Moeller, Anna (D)	Sen. Castro, Cristina (D)	EQUAL PAY ACT-WAGE HISTORY	Sent to the Governor
10000HB4242	Rep. McSweeney, David (R)	Sen. Cullerton, Thomas (D)	FOIA-HARASSMENT SETTLEMENTS	Public Act . . . . . 100-1040
10000HB4346	Rep. Jones, Thaddeus (D)	Sen. Harris, III, Napoleon (D)	SCH CD-CHICAGO HTS/FORD HTS	Public Act . . . . . 100-0634
10000HB4684	Rep. Martwick, Robert (D)	Sen. Aquino, Omar (D)	PEN CD-SURS-EMPLOYER CONTRIB	Public Act . . . . . 100-0988
10000HB4689	Rep. Crespo, Fred (D)	Sen. Althoff, Pamela J. (R)	FINANCE-ST AGENCY GRANT MAKING	Public Act . . . . . 100-0676
10000HB4710	Rep. Scherer, Sue (D)	Sen. Stadelman, Steve (D)	HIGHER ED-CREDITCARD MARKETING	Governor Amendatory Veto
10000HB4781	Rep. Brady, Dan (R)	Sen. McGuire, Pat (D)	HIGHER ED-VETERANS SERVICE ACT	Public Act . . . . . 100-1007
10000HB4822	Rep. Halbrook, Brad (R)	Sen. Rose, Chapin (R)	LOCAL GOVT-ELECTRONIC NOTICES	Public Act . . . . . 100-0856
10000HB4858	Rep. Pritchard, Robert W. (R)	Sen. Syverson, Dave (R)	INDUSTRY DEVELOPMNT ASSISTANCE	Public Act . . . . . 100-0679
10000HB4882	Rep. Mayfield, Rita (D)	Sen. Martinez, Iris Y. (D)	HIGHER ED-GROW YOUR OWN TEACH	Governor Vetoed
10000HB5020	Rep. Welch, Emanuel Chris (D)	Sen. Bennett, Scott M. (D)	HIGHER ED-DIVERSE FACULTY GRANT	Public Act . . . . . 100-0823
10000HB5021	Rep. Pritchard, Robert W. (R)	Sen. Tracy, Jil (R)	IBHE-PUBLIC COLLEGE-CLOSING	Public Act . . . . . 100-1008
10000HB5121	Rep. Mitchell, Christian L. (D)	Sen. Manar, Andy (D)	COMPROLLER-PAYROLL CERTIFY	Public Act . . . . . 100-0655
10000HB5122	Rep. Welch, Emanuel Chris (D)	Sen. Castro, Cristina (D)	DCFS-TUITION & FEE WAIVERS	Public Act . . . . . 100-1045
10000HB5137	Rep. Martwick, Robert (D)	Sen. McConchie, Dan (R)	PENCD-TRS-DEFINED CONTRIBUTION	Public Act . . . . . 100-0769
10000HB5202	Rep. Ford, La Shawn K. (D)	Sen. Lightford, Kimberly A. (D)	GOMB-YOUTH BUDGET COMMISSION	Public Act . . . . . 100-0818
10000HB5247	Rep. Pritchard, Robert W. (R)	Sen. Weaver, Chuck (R)	SCH CD-REG APPRENTICE PROGRAM	Public Act . . . . . 100-0992
10000HB5253	Rep. Sente, Carol (D)	Sen. Althoff, Pamela J. (R)	SMALL BUS-ECON IMPACT ANALYSIS	Public Act . . . . . 100-0688
10000HB5544	Rep. Moeller, Anna (D)	Sen. Collins, Jacqueline Y. (D)	IL COUNCIL ON WOMEN & GIRLS	Public Act . . . . . 100-0913
10000HB5547	Rep. Andrade, Jr., Jaime M. (D)	Sen. Martinez, Iris Y. (D)	AUDITOR GENL-CYBERSECURITY	Public Act . . . . . 100-0914
10000HB5611	Rep. Andrade, Jr., Jaime M. (D)	Sen. Martinez, Iris Y. (D)	DEPT-INNOVATION AND TECHNOLOGY	Public Act . . . . . 100-0611
10000HB5752	Rep. Finnie, Natalie Phelps (D)	Sen. Holmes, Linda (D)	BROADBAND ADVISORY COUNCIL	Public Act . . . . . 100-0833
10000HB5814	Rep. McSweeney, David (R)	Sen. Cullerton, Thomas (D)	PROMPT PAYMNT-INTEREST PENALTY	Public Act . . . . . 100-1064
10000HB5881	Rep. Bristow, Monica (D)		NURSING DEGREE PILOT PROGRAM	Rule 19(a) / Re-referred to Rules Committee
10000HR0671	Rep. Severin, Dave (R)		RECOGNIZE-JOHN LOGAN COLLEGE	Resolution Adopted
10000HR0725	Rep. Parkhurst, Lindsay (R)		CONGRATS-KANKAKEE COM COLLEGE	Resolution Adopted
10000HR0736	Rep. Pritchard, Robert W. (R)		RECOGNIZE-KISHWAUKEE COLLEGE	Resolution Adopted
10000HR1160	Rep. Brady, Dan (R)		CONGRATS-ROB WIDMER	Resolution Adopted
10000HR1161	Rep. Hammond, Norine K. (R)		CONGRATS-DR. LORI SUNDBERG	Resolution Adopted
10000HR1164	Rep. Hoffman, Jay (D)		CONGRATS-GEORGIA COSTELLO	Resolution Adopted
10000SB0035	Sen. Harmon, Don (D)	Rep. Welch, Emanuel Chris (D)	GOVERNMENT-TECH	Governor Vetoed
10000SB0405	Sen. Hutchinson, Toi W. (D)	Rep. Feigenholtz, Sara (D)	GOVERNMENT-TECH	Public Act . . . . . 100-0698
10000SB0888	Sen. Manar, Andy (D)		EDUCATION-TECH	Rule 3-9(a) / Re-referred to Assignments
10000SB1453	Sen. McCann, Wm. Sam (R)	Rep. Mussman, Michelle (D)	PERSONNEL-SUPPORTED EMPLOYEES	Public Act . . . . . 100-0866
10000SB2328	Sen. Holmes, Linda (D)	Rep. McDermed, Margo (R)	LOCAL GOV PROFESSIONAL SERVICE	Public Act . . . . . 100-0968
10000SB2354	Sen. McGuire, Pat (D)	Rep. Stuart, Katie (D)	HIGHER ED-CREDIT TRANSFER	Public Act . . . . . 100-0824
10000SB2439	Sen. Bennett, Scott M. (D)	Rep. Ammons, Carol (D)	LICENSES-EDUCATIONAL LOAN-ISAC	Public Act . . . . . 100-0872
10000SB2527	Sen. Weaver, Chuck (R)	Rep. Swanson, Daniel (R)	SCH CD-DUAL CREDIT-ONLINE	Public Act . . . . . 100-0792
10000SB2540	Sen. Barickman, Jason A. (R)	Rep. Crespo, Fred (D)	GOVT ETHICS-STOP PAYMENT ORDER	Public Act . . . . . 100-0997
10000SB2559	Sen. Stadelman, Steve (D)	Rep. Wallace, Litesa E. (D)	EDU LOAN INFO PILOT PROGRAM	Public Act . . . . . 100-0926

Bill	Sponsors - 1st	Sponsors - 2nd	Short Desc	Last Action
10000SB2620	Sen. Castro, Cristina (D)	Rep. Willis, Kathleen (D)	CDB-STATE BUILDING CODES	Public Act . . . . . 100-0711
10000SB2838	Sen. Bertino-Tarrant, Jennifer (D)	Rep. Manley, Natalie A. (D)	SCH CD-THIRD PARTY SUB TEACHER	Public Act . . . . . 100-1049
10000SB2875	Sen. Weaver, Chuck (R)	Rep. Bennett, Thomas M. (R)	AGRICULTURE-PROGRAMS REPEALED	Public Act . . . . . 100-0844
10000SB2905	Sen. McGuire, Pat (D)	Rep. Hays, Chad (R)	COMMUNITY COLLEGE ACT-VARIOUS	Public Act . . . . . 100-0884
10000SB2927	Sen. McGuire, Pat (D)	Rep. Burke, Kelly M. (D)	HIGHER ED-VETERAN ACT-REPORT	Public Act . . . . . 100-1015
10000SB2941	Sen. McGuire, Pat (D)	Rep. Mayfield, Rita (D)	HIGH SCH GRAD REQUIREMENT PROG	Public Act . . . . . 100-0599
10000SB2954	Sen. Aquino, Omar (D)	Rep. Martwick, Robert (D)	PEN CD-SURS-EMPLOYER CONTRIB	Public Act . . . . . 100-0624
10000SB3031	Sen. Weaver, Chuck (R)	Rep. Cabello, John M. (R)	GREEN BUILDINGS-REQUIREMENTS	Public Act . . . . . 100-0729
10000SB3046	Sen. Manar, Andy (D)	Rep. Gordon-Booth, Jehan (D)	STATE INSURANCE-ENROLLMENT	Public Act . . . . . 100-1017
10000SB3138	Sen. Bennett, Scott M. (D)	Rep. Welch, Emanuel Chris (D)	HGHR ED-STUDNT IDENTIY-PRIVATE	Public Act . . . . . 100-0887
10000SB3404	Sen. Raoul, Kwame (D)	Rep. Mitchell, Christian L. (D)	HIGHER ED-SEXUAL VIOLENCE	Public Act . . . . . 100-1087
10000SB3488	Sen. Cullerton, John J. (D)	Rep. Welch, Emanuel Chris (D)	ANTI-REGISTRY PROGRAM ACT	Public Act . . . . . 100-1088
10000SB3547	Sen. Cullerton, Thomas (D)	Rep. LaVia, Linda Chapa (D)	SERVICE-MEMBER EMPLOYMENT	Public Act . . . . . 100-1101
10000SB3604	Sen. Cullerton, Thomas (D)	Rep. Kifowit, Stephanie A. (D)	GOVERNMENT SEVERANCE PAY ACT	Public Act . . . . . 100-0895
10000SJ0076	Sen. Rooney, Tom (R)		IAI EFFICIENCY COURSE TRANSFER	Arrived in House
10000SR0864	Sen. Cullerton, John J. (D)		DACA-UPHOLD	Resolution Adopted
10000SR1411	Sen. Weaver, Chuck (R)		MARCH-DUAL CREDIT WEEK	Resolution Adopted
10000SR1647	Sen. Lightford, Kimberly A. (D)		COLLEGE COMPLETION RATES	Resolution Adopted

Illinois Community College Board

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

**Implementation of Public Acts 99-0462 and 99-0692  
(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.

Public Act 99-0692, adopted July 29, 2017, requires all community college trustees elected or appointed after January 1, 2017 to complete four hours of leadership training during their first, third, and fifth year in office. The training can be provided by the Illinois Community College Trustees Association (ICCTA) or any provider approved by the ICCB. On January 20, 2017, the Board adopted guidelines for the approval of entities seeking to be an approved provider of trustee leadership training. This proposed rulemaking codifies board policy in the Illinois Administrative Code.

Public Act 99-0462 includes community colleges in the Business Enterprise Program. This proposed rulemaking codifies reporting dates and requirements of an annual report from each community college district relative to diversity in procurement.

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 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)
<u>1501.206</u>	<u>Approval of Providers of Training for Trustee Leadership Training</u>

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
- 1501.310 Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines

SUBPART D: STUDENTS

Section

- 1501.401 Definition of Terms (Repealed)
- 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 (Repealed)
- 1501.519 Special Initiatives Grants
- 1501.520 Lincoln's Challenge Scholarship Grants
- 1501.521 Technology Enhancement Grants (Repealed)
- 1501.522 Deferred Maintenance Grants (Repealed)
- 1501.523 Foundation Matching Grants (Repealed)

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 (Repealed)
- 1501.606 Progress Reports (Repealed)
- 1501.607 Reporting Requirements
- 1501.608 Approval of Projects from 110 ILCS 805/3-20.3.01
- 1501.609 Completion of Projects from 110 ILCS 805/3-20.3.01
- 1501.610 Demolition of Facilities

#### SUBPART G: STATE COMMUNITY COLLEGE

##### Section

- 1501.701 Definition of Terms (Repealed)
- 1501.702 Applicability (Repealed)
- 1501.703 Recognition (Repealed)
- 1501.704 Programs (Repealed)
- 1501.705 Finance (Repealed)
- 1501.706 Personnel (Repealed)
- 1501.707 Facilities (Repealed)

#### SUBPART H: PERSONNEL

##### Section

- 1501.801 Definition of Terms
- 1501.802 Sabbatical Leave

**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. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

### **Section 1501.201 Reporting Requirements**

Complete and accurate reports shall be submitted by the district/college to ICCB in accordance with ICCB requirements and on forms provided by ICCB, where applicable. Listed in this Section is the schedule of due dates indicating when items from the community colleges are due at the Illinois Community College Board Office:

- January 15 • annual financial statements and notice of publication (see Section 1501.506)
- January 31 • certificate of tax levy (see Section 1501.510(f))
  - construction project status reports (see Section 1501.607(a))
- February 1 • annual African American Employment Plan Survey (see Section 1501.308(b))
  - annual Hispanic/Latino Employment Plan Survey (see Section 1501.308(b))
  - annual Asian Employment Plan Survey (see Section 1501.308(b))
  - annual Bilingual Needs and Bilingual Pay Survey (see Section 1501.308(b))
- February 15 • spring semester (2<sup>nd</sup> term) enrollment survey (see Section 1501.406(b))
- March 1 • annual Underrepresented Groups Report (see Section 1501.406(c))
- June 15 • annual faculty, staff salary and benefits data (see Section 1501.308(a))
- July 1 • Resource Allocation and Management Plan (RAMP/CC) (see Section 1501.510(a))
- July 15 • report of out-of-state extensions (see Section 1501.307(h)(4))

- annual noncredit course enrollment (see Section 1501.406(d))
- August 1
  - annual student enrollment and completion data (see Section 1501.406(a))
  - square footage and acreage (facility information) (see Section 1501.510(b))
- September 1
  - budget and tax survey (see Section 1501.510(d))
  - program review report (see Section 1501.303(d)(6))
  - program review listing (see Section 1501.303(d)(6))
  - facilities data (see Section 1501.510(e) and 1501.607(c))
  - annual Student Identification data submission (see Section 1501.406(f))
  - annual report of student course information submission (see Section 1501.406(g))
- October 1
  - fall semester enrollment data (see Section 1501.406(a))
  - fall semester enrollment survey (see Section 1501.406(b))
- October 15
  - faculty, staff and salary data (see Section 1501.308(a))
  - fiscal year budget (see Section 1501.504)
- November 1
  - summer graduate reporting (for the Integrated Postsecondary Education Data System Graduation Rate Survey) (see Section 1501.406(e))

**December 1** • **community college Business Enterprise Program annual report**

- December 30
  - external audit (see Section 1501.503(a))
  - annual instructional cost report (see Section 1501.510(c))
  - unexpended special initiative grant funds (see Section 1501.519(d))

30 days after the end of each term – credit hour claims (see Section 1501.406(b) and Section 1501.507(a))

(Source: Amended at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 1501.206 Approval of Providers of Training for Trustee Leadership Training**

Entities that offer professional development activities, such as training organizations, institutions, firms, professional associations, and colleges and universities, may apply to the State Board for approval to conduct leadership training activities for members of the board of trustees of an Illinois public community college district in each of the topics specified in Section 3-8.5 of the Public Community College Act [110 ILCS 805/3-8.5].

- - a) Except as provided in subsections (b), each entity wishing to receive approval to offer the leadership training required under Section 3-8.5 of

the Public Community College Act shall submit an application on a form supplied by the State Board. Each entity shall provide:

- 1) a description of the intended offerings in any of the required areas;
  - 2) the qualifications and experience of the entity and of each presenter to be assigned to provide the leadership training, which shall include evidence of a presenter's specific skills and knowledge in the area or areas in which he or she will be assigned;
  - 3) the mode of delivery of the professional development (e.g., in-person instruction, online learning);
  - 4) a sample course schedule or syllabi; and
  - 5) a schedule of fees the entity intends to charge for each mode of delivery of training.
- b) An entity that meets any of the prescribed criteria shall be pre-approved by the State Board to provide leadership training.
- 1) The leadership training course or course provider is accredited by the Illinois Minimum Continuing Legal Education Board.
  - 2) The leadership training provider is an Illinois Department of Financial and Professional Regulation registered public accountant continuing professional education sponsor.
  - 3) The leadership training course is provided by an Illinois public community college using the college's own qualified faculty or staff.
  - 4) The leadership training course is provided by the Illinois Office of the Attorney General.
- c) All pre-approved entities, except the Illinois Office of the Attorney General, shall submit notification of intent to provide leadership training and verification of status as a pre-approved provider on forms provided

by the State Board. The State Board may request re-verification of pre-approved status at any time.

d) Applicants may be asked to clarify particular aspects of their materials.

e) The State Board shall consider each application for approval at its next regularly scheduled meeting. Applications submitted within 30 days of a regularly scheduled board meeting shall be considered at the next regularly scheduled board meeting.

f) An entity shall be approved to offer leadership training if the entity's application presents evidence that:

1) the leadership training that it sponsors or conducts will be developed and presented by persons with education and experience in the applicable areas to which they will be assigned; and

2) the proposed training meets the requirements of Section 3-8.5 of the Public Community College Act.

g) The State Board shall post on its website the list of all approved providers. The website also shall indicate that the Illinois Community College Trustees Association is authorized under Section 3-8.5(c) of the Public Community College Act to provide leadership training.

h) Approval as a provider shall be valid for two years commencing on the date of initial approval or renewal. To request renewal of approval, a provider shall submit a renewal application on a form supplied by the State Board containing:

1) a description of any significant changes in the material submitted as part of its approved application or a certification that no such changes have occurred;

2) evidence that the material to be used in the renewal cycle conforms to current statute, rules and procedures of the State Board; and

3) a listing of trainings provided during the last approval period.

- i) A provider's approval shall be renewed if the application conforms to the requirements of subsection (h), provided that the Executive Director has received no evidence of noncompliance with the requirements of this Section.
- j) The State Board may evaluate an approved provider at any time to ensure compliance with the requirements of this Section. Upon request by the State Board, a provider shall supply information regarding its schedule of leadership training, which the State Board may, at its discretion, monitor at any time. In the event an evaluation indicates that the requirements have not been met, the State Board may withdraw approval of the provider.

### **Section 1501.510 Reporting Requirements**

A college shall submit the items listed in this Section in a format prescribed by ICCB and according to the schedules indicated.

- a) Resource Allocation and Management Plan (RAMP) data by July 1 of each year.
- b) Construction in progress and acreage by August 1 of each fiscal year.
- c) Annual Instruction Cost Report in a format prescribed by ICCB for the previous fiscal year by December 31 following the end of that fiscal year.
- d) A survey of local budget and tax extensions and collections by September 1 of each year.
- e) F3, F6, B3, and R3 facilities data submission to report existing space in use for educational purposes at the end of the fiscal year (June 30) by September 1 following the end of the fiscal year.
- f) Certificate of Tax Levy by January 31 of each year.
- g) Community College Business Enterprise Program Annual Report by December 1 of each year.

Illinois Community College Board

**BASIC CERTIFICATE PROGRAM APPROVAL APPROVED ON BEHALF OF THE  
EXECUTIVE DIRECTOR**

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

**Permanent Program Approval**

Illinois Valley Community College

- Leadership Elevation Framework Certificate (16.5 credit hours)

McHenry County College

- Welding Technician Certificate (18 credit hours)
- Advanced Welding Technician Certificate (24 credit hours)

Olney Central College

- Auto Maintenance & Repair Certificate (12 credit hours)

Triton College

- Vascular Technology in Sonography Certificate (15 credit hours)

**Temporary Program Approval**

Carl Sandburg College

- Healthcare Assistant Certificate (16 credit hours)
- Phlebotomy Technician Certificate (16 credit hours)

Joliet Junior College

- GIS Fundamentals Certificate (13 credit hours)