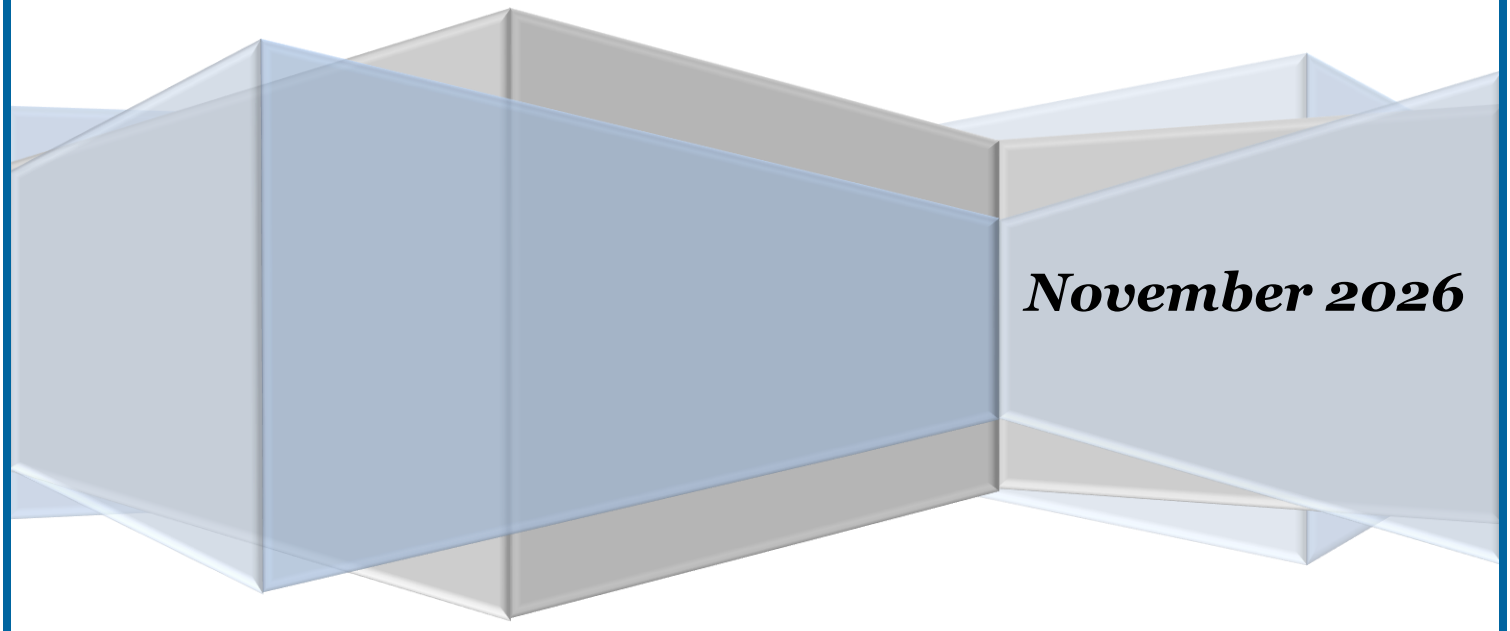
ICCB

COMMUNITY COLLEGE ADMINISTRATIVE RULES

A Compilation of Selected

Illinois Administrative Code Provisions



November 2026

Illinois Community College Board 401 East Capitol Avenue, Springfield, Illinois 62701-1711 | Telephone: (217) 785-0123 | Website: www.iccb.org

ABOUT THIS COMPILATION

The Illinois Community College Board (ICCB) maintains this compilation as a convenient reference. It brings together selected administrative rules from the Illinois Administrative Code that govern or otherwise apply to community colleges, including rules adopted by ICCB and other state agencies.

ICCB updates this compilation as administrative rules are amended. However, this document is provided for reference purposes only and may not reflect the most recent changes. The current publicly available rules can be accessed through the Illinois Administrative Code database maintained on the Illinois General Assembly website. For an official certified copy of an administrative rule, contact the Illinois Secretary of State's Index Department.

COMMUNITY COLLEGE ADMINISTRATIVE RULES
A Compilation of Selected Illinois Administrative Code Provisions

November 2026

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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

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 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", 2nd 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.

Section 1501.102 Standing Advisory Organizations

a) Standing Advisory Organizations. The ICCB shall recognize the following organizations as advisory to the Board:

1) The Illinois Community College Trustees Association or its successor organization, as authorized under Section 3-55 of the Act;

2) The Adult Education and Family Literacy Advisory Council or its successor organization, as authorized under Section 2-12 of the Act;

3) A statewide organization representing community college presidents and chancellors, as designated by resolution of the State Board; and

4) A statewide organization representing community college faculty, as designated by resolution of the State Board.

b) An independent association, organization, committee, or group whose primary

purpose is to address matters of systemwide importance may be recognized as advisory to the ICCB upon adoption of a resolution by the State Board. The ICCB may withdraw an organization's advisory recognition by resolution, or an organization may voluntarily request withdrawal of its recognition.

c) Advisory organizations be provided the opportunity to bring matters before the ICCB during a regular ICCB meeting and to provide comments to the ICCB on proposed rules and policy actions, and other matters affecting the community college system.

d) Advisory Committees. Advisory committees to the ICCB may be authorized and appointed by the ICCB. Membership composition, scope, and terms of appointment shall be established at the time the committee is authorized.

e) Student Advisory Committee (SAC).

1) Purpose. The purposes of the Student Advisory Committee are to:

A) Review proposed ICCB policies;

B) Inform the ICCB of systemwide issues affecting the education and experience of community college students; and

C) Select the ICCB Student Member.

2) Membership. Each member of the Student Advisory Committee shall be the nonvoting student member of the local district board of trustees. For multi-college districts, the district's student trustee shall automatically serve as the voting member for the individual college in which they are enrolled. If a student trustee is unable to serve, or for colleges within a multi-college district not represented by the district's student trustee, the district president or chancellor may designate a student to serve as the voting member. No community college shall have more than one voting member per college. The ICCB Student Member shall serve ex officio.

3) Officers. The Student Advisory Committee shall annually select the following officers from its membership to serve a one-year term:

A) Chair, who shall preside over SAC meetings;

B) Vice Chair, who shall assist the Chair, preside in the Chair's absence, and represent SAC on the IBHE Student Advisory Committee; and

C) Recording Officer, who shall record minutes of all SAC meetings.

4) SAC Meetings. The Executive Director of ICCB, or designee, shall call SAC meetings as necessary and shall notify each local district board of trustees at least 30 days in advance of each meeting.

5) ICCB Meetings. A report from the Student Advisory Committee may be provided at regular ICCB meetings.

f) Selection of ICCB Student Member. The SAC shall seek nominations for the ICCB Student Member from all Illinois public community colleges. Each college district may submit one nomination for this position. The nomination shall include:

1) personal information (e.g., name and address);

2) current and anticipated credit hours;

3) a description of college and community activities;

4) resume;

5) letters of reference; and

6) a statement of interest.

g) The ICCB Student Member shall be elected before June 1 by a majority vote of SAC members present, from among candidates who meet the membership requirements described in subsection (h).

h) Membership Requirements of ICCB Student Member. The ICCB Student Member shall be enrolled in an Illinois public community college for a minimum course load of six semester hours during both the fall and spring semesters, or equivalent for each term of appointment. If the Student Member's course load falls below the required minimum credit hours, the member shall be replaced by a majority vote of the SAC members present at the next SAC meeting.

i) Length of Term of ICCB Student Member. The ICCB Student Member shall serve for a one-year term beginning July 1 and ending June 30. No Student Member shall serve more than two terms. Service during a partial term shall not constitute a full term.

Section 1501.104 Manuals

The Executive Director is authorized to develop and promulgate manuals for the purpose of administering ICCB rules.

Section 1501.105 Advisory Opinions

ICCB will provide advisory opinions regarding interpretation of the Act to community colleges

upon request of the district's chief executive officer or Chair of the board and with the approval of the ICCB Chair and Executive Director. These opinions also will be provided to recognized advisory organizations upon request of the chair of each group, subject to the approval of the ICCB Chair and Executive Director.

Section 1501.106 Executive Director

The Executive Director shall perform all specific statutory responsibilities, administer the ICCB rules, and perform any other duties requested or delegated by the ICCB.

Section 1501.110 Appeal Procedure

Any ICCB decision, not otherwise covered by a specific appeal procedure, may be appealed within thirty (30) days of the decision by submitting a written request for reconsideration of the decision to the ICCB Chair. The Chair shall review the request and place it on the agenda of the next regularly scheduled meeting of the ICCB. The appellant may make both oral and written presentations to the ICCB at the time the decision is reconsidered.

Section 1501.113 Administration of Detachments and Subsequent Annexations

a) ICCB decisions concerning approval or disapproval of requested detachments and subsequent annexations are required by Section 6-5.3 of the Act to be based on the criteria of being in the best interests of the schools in the general area and the educational welfare of the students residing within the territory. These criteria are defined as follows:

b) *In the best interests of schools* – The effect of the proposed annexation/ new district formation on:

c) Reasonableness of cost to taxpayers of the territory being annexed to an existing community college district or becoming part of a new community college district, that is, whether the operating tax rate of the community college district exceeds the chargeback levy of the nondistrict territory;

d) Finances of the existing or new community college district, that is, the equalized assessed valuation of the nondistrict territory is examined to determine how much tax revenue will be generated for the community college district to which the nondistrict territory could annex; and

e) Enrollments of the existing district,

f) which community college the nondistrict territory students have been attending; and

g) effect of additional enrollments when the nondistrict territory is annexed to a community college district.

h) *Educational welfare of students* – The effect of the proposed annexation/ new district formation on:

i) Program availability to students of the territory being annexed to an existing community college district, that is, will the program be more available to students should annexation be approved?

j) Physical access of students to the campus(es) of the existing or new community college district, that is, what is the distance and time which the students must travel to attend?

k) Cost to students to attend the existing or new community college district, that is, what are the tuition and fees and commuting costs associated with attending that community college district?

l) And participation by students in their normal economic, cultural, and social activities, that is, where do potential students shop, work, and attend religious and cultural events?

m) In addition to the criteria identified in subsection (a), consideration will be given to the expressed wishes of local residents. The expression shall be in the form of signatures on a petition submitted in accordance with Section 6-5.3 of the Act.

Section 1501.114 Recognition

a) Recognition Provisions

b) Recognition Status. A district will be granted a status of recognition continued, recognition continued − with conditions, or recognition interrupted.

c) Effect of Recognition Continued. A district that has been granted the status of recognition continued will be entitled to receive ICCB grants for which it is otherwise entitled and eligible.

d) Effect of Recognition Continued-With Conditions. A district that has been granted the status of recognition continued − with conditions will be entitled to receive ICCB grants for which it is otherwise entitled and eligible, but it will be given a specified time to resolve the conditions that led to its assignment to that status. A follow-up visit will be scheduled not sooner than three nor later than nine months after ICCB action on the assignment to determine the district's progress in resolving the conditions.

e) Effect of Recognition Interrupted. A district that has been granted a status of recognition interrupted may apply for recognition when all requirements set forth by ICCB have been satisfied. A district on recognition interrupted status will have State funding suspended on a prorata, per diem basis for the period for that such status is in effect.

f) Recognition Action. Recognition is considered to be continuous unless action is taken to interrupt it. The ICCB will act on the recognition status of a district at the meeting subsequent to the ICCB recognition report being received. A district that previously has not been granted a recognition status by the ICCB may apply for a recognition status at any time. A district that has the status of recognition continued shall apply for continuation of that status at least 30 days before a scheduled recognition team visit.

g) Evaluation. The ICCB staff recognition team will conduct an in-depth evaluation of a district at least once every 5 years. Additional or alternate focused evaluations may be conducted to review circumstances of alleged gross noncompliance with ICCB standards. The purpose of the evaluation will be to determine compliance with ICCB standards. The evaluation may include an on-site visit. No district will be granted a recognition status without having received a prior in-depth evaluation. A district will receive a draft report of the recognition team's findings no later than 30 days after the conclusion of the evaluation. The district will have 30 days to review the draft report, respond to compliance recommendations, and return the responses to ICCB. A final report will be presented to the ICCB at its next regularly scheduled meeting and will include the district's responses to the draft report's findings. Accompanying the final report will be the evaluating team's recommendation for recognition status.

h) Review and Appeal. The ICCB may place a district on a recognition interrupted status for failure to meet ICCB standards after being granted a status of recognition continued − with conditions and receiving a follow-up evaluation if the district has not resolved the conditions within the stated time allowed. Any district whose recognition is interrupted may file a written request with the ICCB for a hearing on the decision in accordance with Section 1501.110. Pending the hearing and decision, any consequences of recognition interrupted will be suspended.

i) Recognition Standards. The recognition standards by which a district will be evaluated for recognition purposes will be the applicable statutes within the Public Community College Act and applicable ICCB rules.

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.

Section 1501.116 Use, Security and Confidentiality of Data

a) The ICCB and any entity accessing ICCB data shall comply with all applicable federal and State laws governing the privacy, use, and disclosure of shared data.

(See, e.g., the Family Educational Rights and Privacy Act (20 U.S.C. 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 U.S.C. 1094)).

b) ICCB data is confidential and shall not be used or shared for any purpose other than those directly related to the internal operations of the ICCB or those expressly authorized under a shared data agreement between the ICCB and another entity. Entities accessing ICCB data are responsible for complying with all security procedures and protocols outlined in the applicable shared data agreement and in Section 1501.117 to protect the integrity of data accessed, stored, transmitted, or received.

c) Each college shall report any critical cybersecurity incident to the ICCB Executive Director within 24 hours of discovery. A cybersecurity incident is considered critical when it is severe in nature and results in significant operational disruption or damage at the institution, including but not limited to major infrastructure failures, loss of access to essential systems, or widespread compromise, exfiltration or exposure of data.

d) Upon a receipt of a cybersecurity incident report, the ICCB shall immediately suspend the college's access to ICCB shared applications and data exchanges in order to prevent further propagation of the threat. Access shall be reinstated once the college provides evidence, acceptable to the ICCB, that the incident has been contained and that appropriate protections have been restored.

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.

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.

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(d))
February 1	• annual African American 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)) • annual Hispanic/Latino Employment Plan Survey (see Section 1501.308(b)) • annual Native American Employment Plan Survey (see Section 1501.308(b))
February 15	• spring semester (2nd 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 and staff salary and benefits data (see Section 1501.308(a))
July 15	• report of out-of-state extensions (see Section 1501.312(d)(4) • annual noncredit course enrollment N1 (see Section 1501.406(d))

August 1	• annual student enrollment and completion data (see Section 1501.406(a)) • Resource Allocation and Management Plan (RAMP/CC) (see Section 1501.510(a)) • annual tuition and fees survey (see Section 510(e)) • Facilities data (see Section 1501.607)
September 1	• budget and tax survey (see Section 1501.510(c)) • program review report (see Section 1501.303(d)(7)) • program review listing (see Section 1501.303(d)(7)) • 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	• 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))
November 15	• faculty, staff, and salary data (see Section 1501.308(a))
December 30	• institutional plan for scaling evidence-based developmental education reforms (see Section 1501.314(d)) • external audit (see Section 1501.503(a)) • annual instructional cost report (see Section 1501.510(c)) • unexpended special initiative grant funds return report (see Section 1501.519(d))
30 days after the end of each term	• credit hour claims (see Section 1501.507(a))

Section 1501.202 Certification of Organization

Within five working days after the convening of the newly elected board or the new board as provided in Section 3-8 of the Act, the chair of the board of trustees shall certify in writing to the ICCB that the board of trustees has been organized. The certification shall include the name of the chair, vice chair, and the secretary and state the time and place of regular meetings. If the board, by resolution, establishes a policy for the terms of office to be one year, instead of the normal two years, or provides for the election of officers for the remaining one year, a copy of this resolution shall also accompany the certification.

Section 1501.203 Delineation of Responsibilities

The board and administration responsibilities shall be delineated as follows:

a) The board shall serve as the policy-making body for the district and for all colleges within the district.

b) Roles of the board and of the chief executive officer and administrative staff shall be delineated in board policies.

c) Administration of the district/college shall be in accordance with policies of the board.

Section 1501.204 Maintenance of Documents or Information

The district shall maintain the following documents or information:

a) board policy manual;

b) staff handbook(s) or copy of rules pertaining to faculty and administrative staff;

c) organizational chart;

d) college catalog or other written information on course listings, programs, admission requirements, grading system, financial aid, and graduation requirements; and

e) student handbook or copy of rules pertaining to students.

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 Act.

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 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 following criteria will 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; or

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 reverification 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 prior to a regularly scheduled State Board meeting shall be considered at the next regularly scheduled 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 Act.

g) The State Board will post on its website the list of all approved providers. The website also will indicate that the Illinois Community College Trustees Association is authorized under Section 3-8.5(c) of the 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 1501.207 Local District Board Member Vacancy

a) Within five working days after a vacancy occurs on an elected board of trustees, the chair of the board of trustees shall notify the ICCB in writing of the name of the trustee and the date of vacancy.

b) The remaining members shall fill the vacancy in accordance with Section 3-7 of the Act. [110 ILCS 805]. Upon filling the vacancy, the chair of the board of trustees shall notify the ICCB in writing of the name of the newly appointed trustee and the effective date of the appointment.

c) If the remaining members fail so to act within 60 days after the vacancy occurs, the chair of the ICCB shall fill the vacancy in accordance with Section 3-7 of the Act. [110 ILCS 805].

SUBPART C: PROGRAMS

Section 1501.301 Definition of Terms

"Adult Basic Education" means basic skills courses designed to bring students to a competency of Grade 8 equivalency, including English as a Second Language.

"Adult Secondary Education" means courses designed to bring students to a competency of Grade 12 equivalency, including English as a Second Language, and the high school equivalency examination preparation.

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

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

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

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

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

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

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

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

"Bridge Instruction" means coursework in adult education, developmental education, career and technical education, vocational skills education, or a

combination of these types of education, to prepare individuals for entering credit courses and curricula.

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

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

"Certificate" means an award for satisfactory completion of a series of courses or curriculum of less than 59 semester credit hours.

"General Certificate" means a noncredit award for satisfactory completion of a series of courses of 30 semester credit hours or less in adult basic education, adult secondary education, remedial education, vocational skills, or general studies.

"Occupational or Career and Technical Certificate" means a credit award for satisfactory completion of a prescribed curriculum intended to prepare an individual for employment in a specific field.

"College" means 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 1-2(e) of the Act.

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

"Cooperative Agreement" means a contract or agreement between a college and one or more other colleges, organizations, associations, educational institutions, or government agencies to obtain, deliver, or share educational services for academic credit. A cooperative agreement does not include collective bargaining agreements with any labor organization.

"Course" means 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" means 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" means an approved unit of instruction consisting of a series of courses designed to lead to an associate degree or a certificate.

"District Curriculum" means a curriculum approved for offering within a district, on the basis of student interest, employment demand, and available resources within the district.

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

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

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

"Developmental Education" means courses in computation, communication (that is, writing and speaking), and reading, designed to improve the competency of high school graduates, or those persons achieving high school equivalency, to the level necessary to successfully complete introductory college-level coursework.

"Dual Credit Course" means a college course taken by a high school student for credit at both the college and high school level [110 ILCS 27/5].

"Educational Agency" means an agency, corporation, or other defined legal entity that offers instruction.

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

"Extension Center" means an instructional site for the college that is used for offering some of the college's courses and/or programs for a limited duration.

"GECC" means the General Education Core Curriculum of the Illinois Articulation Initiative.

"General Education Core Curriculum Credential" or "GECC Credential" means a credential provided by the college for completion of the 37 to 41 credit hours to satisfy the GECC.

"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.

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

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

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

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

"Multiple Measures Placement" means the availability of more than one single, individual assessment measure to determine student's readiness for coursework, and subsequent placement into credit-bearing coursework, which must include but is not limited to high school GPA, transfer credit, and transition courses, as defined in by Section 1501.314. The demonstration of readiness shall be satisfied by a student meeting the established readiness threshold on any one of the single, individual measures.

"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" means the official mailing address of the college.

"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" means 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" means investigations or experiments to discover or interpret facts, to revise accepted theories, or to apply those revised theories.

"Secondary School" means a private or parochial secondary school, public secondary school district, or public unit school district.

"Unit of Instruction" means any one of the following:

An organized program of study consisting of a sequence of courses that results in the award to a student of a certificate or an associate degree.

Any existing organized program of study offered at a new geographical location outside of the college district.

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

"Unit of Research or Public Service" means a college's subdivision (e.g., a division, institute or center) that administers one or more research or public service programs.

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

Section 1501.302 Units of Instruction, Research, and Public Service

a) Approval of New Units of Instruction. An application for approval of a proposed new unit of instruction shall be submitted to the ICCB on forms provided by ICCB. The criteria for approval of new units of instruction, which also apply to existing programs offered by community colleges, are:

1) Mission and Objectives

A) The objectives of the unit of instruction are consistent with the mission of the college as set forth in Section 1-2(e) of the Act.

B) The objectives of the unit of instruction are consistent with what the title of the unit of instruction implies.

2) Academic Control

A) The design, conduct and evaluation of the unit of instruction are under the direct and continuous control of the college's established processes for academic planning and quality maintenance, and clear provision is made for ensuring a high level of academic performance of faculty and students.

B) The admission, course placement, and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction and with Section 3-17 of the Act, when applicable.

3) Curriculum. The content of the curriculum ensures that the objectives of the unit of instruction will be achieved.

A) The range of total number of credit hours required for completion of an associate degree curriculum shall be within the following parameters:

i) For the Associate in Arts degree and the Associate in Science degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or equivalent;

ii) For the Associate in Fine Arts and the Associate in Engineering Science degree, a total requirement of not less than 60 semester credit hours nor more than 68 semester credit hours or equivalent;

iii) For the Associate in Applied Science degree, a total requirement of not less than 60 semester credit hours nor more than 72 semester credit hours or equivalent, except in such occupational fields in which accreditation or licensure by a state or national organization requires additional coursework; and

iv) For the Associate in General Studies degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or equivalent.

B) An associate degree curriculum shall include a specific general

education component consisting of coursework in communication, arts and humanities, social and behavioral sciences, and mathematics and science within the following parameters:

i) For the Associate in Arts degree and the Associate in Science degree, the general education component required will represent at least 37 semester credit hours or equivalent for completion;

ii) For the Associate in Fine Arts degree, the general education component required will represent at least 25 semester credit hours or equivalent for completion;

iii) For the Associate in Engineering Science degree, the general education component required will represent at least 19 semester credit hours or equivalent for completion;

iv) For the Associate in Applied Science degree, the general education component required will represent at least 15 semester credit hour or equivalent for completion; and

v) For the Associate in General Studies degree, the general education component required will represent no less than 20 semester credit hours or equivalent for completion.

4) Faculty and Staff

A) The academic preparation and experience of faculty and staff ensure that students receive education consistent with the objectives of the unit of instruction.

B) The involvement of faculty in the unit of instruction is sufficient to cover the various fields of knowledge encompassed by the curriculum, to sustain scholarship appropriate to the unit of instruction, and to ensure curriculum continuity.

C) Support personnel, including counselors, administrators, clinical supervisors, and technical staff, have the educational background and experience necessary to carry out their assigned responsibilities.

5) Support Services

A) Facilities, equipment, and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computation equipment) necessary to provide quality instruction will be

available and maintained.

B) Library holdings and acquisitions necessary to support quality instruction and scholarship are available, accessible and maintained.

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

6) Financing

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

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

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

8) Accreditation and Credentialing

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

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

9) Program Needs and Priorities

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

B) The unit of instruction meets a need that is not currently met by units of instruction that are offered by other institutions in the district.

b) Approval of New Administrative Units of Research or Public Service. An application for approval of a proposed new administrative unit of research or public service shall be submitted to the ICCB on forms provided by ICCB. The criteria for approval of new administrative units of public service or research are:

1) The proposed new administrative unit shall be authorized by the board of trustees;

2) The objectives of the proposed new administrative unit are consistent with the mission of the college;

3) The proposed new administrative unit shall meet a district's need to deliver a public service or research program which cannot be met through the district's current structure as indicated by an organizational chart;

4) The proposed new administrative unit shall administer at least one public service or research program;

5) The needs assessment demonstrates that the demand for the public service or research program to be administered by the proposed new unit shall be continuous for at least three years; and

6) The district shall provide evidence that the resources for the facilities, equipment and materials, and staff necessary to provide a quality program or service shall be made available to the proposed new administrative unit.

c) Withdrawal. An approved unit of instruction, public service, or research may be withdrawn by the college when it decides to suspend operation of the unit. The withdrawal request shall be submitted to ICCB through an electronic exchange system. Withdrawal of a curriculum will require reassignment of related courses.

d) Reasonable and Moderate Extensions

1) An approved unit of instruction, public service, or research may be modified or extended by the college within the parameters listed in subsections (d)(2) through (4). The college shall notify ICCB of the extensions on forms provided by ICCB.

2) Reasonable and moderate extensions of previously approved units of instruction include:

A) The addition, modification or withdrawal of courses within an approved unit of instruction that does not alter the objectives of the unit of instruction.

B) A change in minimum credit hours for completion of an approved unit of instruction that does not affect the instructional level of the unit of instruction.

C) A change in title of an approved unit of instruction that does not indicate a different objective of the unit than that previously approved.

D) The creation of an option (major, concentration or specialization) within an approved unit of instruction in which:

i) the option created is within the same general academic discipline or occupational field as the previously approved unit of instruction;

ii) the option created within a previously approved associate degree curriculum shares a common core of first-year courses with the previously approved unit of instruction; and

iii) the option created does not substitute more than 15 semester credit hours of other courses for courses previously approved as part of an associate degree curriculum or cluster of closely related curricula, e.g., from the same four-digit CIP code or substitute more than 9 semester credit hours of other courses for courses previously approved as part of a certificate curriculum (or closely related cluster) of 30 semester credit hours or more.

E) The creation of certificate curricula from previously approved associate degree curricula and certificate curricula, including closely related curricula; e.g., from the same four-digit CIP code, providing no more than 6 semester credit hours are substituted for certificates of up to 30 semester credit hours or no more than 9 semester credit hours are substituted in certificates of 30 semester credit hours or more.

F) The creation of certificate curricula of less than seven semester

credit hours from previously approved associate degree curricula and certificate curriculum from the same two-digit CIP code.

G) Modifications. An approved unit of instruction, public service or research may be modified by the colleges within the parameters listed in subsection (d)(2)(D). The college shall notify ICCB of the modifications through an electronic exchange system. Modifications to existing units of instruction include:

i) The addition, modification or withdrawal of courses within an approved unit of instruction that does not alter the objectives of the unit of instruction;

ii) A change in minimum credit hours for completion of an approved unit of instruction that does not affect the instructional level of the unit of instruction;

iii) A change in title of an approved unit of instruction that does not indicate a different objective of the unit than that previously approved; or

iv) A change in program/course classification code that does not alter the objectives of the unit of instruction.

3) Reasonable and moderate extensions of previously approved units of research or public service include units with an annual operating expenditure from whatever source of less than $250,000 or an annual operating expenditure from state appropriations of less than $50,000.

4) Reasonable and moderate extensions of previously approved units of administration include any administrative reorganization of a college.

e) Approval in a Multi-College District. Approval of new units of instruction, research, or public service in a multi-college district will be for a specific college. Transfer of a unit to, or duplication of a unit by, other colleges within the district constitutes a new unit requiring approval by the ICCB. However, up to 9 hours of a program approved at one college may be offered by any other college in the district at the option of the Board.

f) Inactivation. When a college no longer offers an approved unit of instruction to additional new students, that unit of instruction shall be reported to the ICCB and shall be removed from the college catalog and other documents advertising the program offerings to the public. An inactive unit of instruction shall be maintained on the ICCB Curriculum Inventory File with the date that it became inactive for a period of at least 10 years. The effective date that a unit of instruction becomes inactive shall be determined by the college.

g) Reactivation. A unit of instruction that has been inactivated by a college may be reactivated by submitting the materials outlined in subsection (a) for review and approval by ICCB.

1) A unit of instruction that has been inactive for less than three years may be reactivated by the college once it has completed the following:

A) Obtained approval to reactivate the program from its chief executive administrator;

B) Obtained approval to reactivate the program from agencies that license, certify, or accredit the program, if appropriate; and

C) Submitted a request for reactivation and an updated copy of the curriculum to ICCB.

2) A unit of instruction that has been inactive for three to 10 years may be reactivated by the ICCB Executive Director if the college has completed the following:

A) Obtained approval to reactivate the program from its chief executive administrator;

B) Obtained approval to reactivate the program from agencies that license, certify or accredit the program, if appropriate;

C) Demonstrated through local surveys or State labor market data that the labor market demand and supply shows a need for graduates of the program;

D) Conducted a review of the program with representatives from business and industry including on-site visits and advice regarding current technologies and equipment;

E) Demonstrated, in accordance with subsections (a)(5) and (a)(6), that the college has adequate facilities, equipment and financial resources to offer a quality program;

F) Demonstrated, in accordance with Section 1501.303(f), that the college has available qualified faculty to provide the instruction for the program; and

G) Submitted a request for the reactivation and an updated copy of the curriculum to ICCB.

3) A unit of instruction that has been inactive for over 10 years may be reactivated by following the new unit approval process described in subsection (a).

h) Discontinuation of Programs. The ICCB may discontinue programs that fail to reflect the educational needs of the area being served as follows:

1) Programs that do not meet standards of need, quality and cost effectiveness may be discontinued by the ICCB. This determination shall be made based on review and collective findings of information available to the ICCB through ICCB and Illinois Board of Higher Education program review, evaluation and productivity processes; the ICCB Management Information System; and other sources of pertinent information on the following criteria:

A) Program need, including educational priorities of the district, accessibility, credit hours generated, enrollments, completions, and labor market supply and demand.

B) Program quality, including job placement or education continuation, program content, academic control, faculty qualifications, and accreditation and credentialing.

C) Program costs, including adequacy of financial support and unit costs.

2) ICCB will use special State-level analyses to identify programs that appear to be of questionable need, cost or quality based on State data. Programs identified through State-level analysis will be referred to the colleges to enable them to evaluate the programs in detail in their normal process and to obtain the results and comments from the local level.

3) ICCB will notify college districts of programs being considered for discontinuation and shall grant the district 60 days to respond to concerns regarding the program in question before action by the Board. This information shall be taken into account in determining if a program should be discontinued by the ICCB.

4) Once a program is discontinued by the ICCB and the appeal process is concluded, the college must inactivate the program by not enrolling any additional new students and develop a plan for an orderly discontinuation of the program for students currently enrolled. Programs discontinued by the ICCB may be reestablished by obtaining approval as a new unit of instruction under subsection (a).

Section 1501.303 Program Requirements

a) Comprehensive Program. The programs of a college shall be comprehensive and shall include: pre-baccalaureate, occupational, and general studies curricula, and public service programs.

b) Degrees and Certificates. A college shall award associate degrees and certificates in accordance with units of instruction approved by ICCB. This authority is not extended to administrative units of the college.

c) Honorary Degrees. Honorary degrees awarded by a board shall be limited to the associate degree.

d) Review and Evaluation of Programs.

1) A college shall have a systematic, collegewide program review process for evaluating all of its instructional, student services, and academic support programs at least once within a five-year cycle.

2) The minimum review criteria for program review shall be program need, program cost, and program quality, as defined by each college.

3) The review of academic disciplines, student and academic support, cross-disciplinary instruction (developmental education, adult education and vocational skills), and career and technical education shall be scheduled according to the published ICCB schedule. A college shall follow the published schedule set by ICCB that shows when each program will be reviewed during a five-year cycle. If a college seeks an exception to the published schedule, the college must receive written approval from ICCB.

4) The five-year schedule of program review is determined through a combination of several factors, including but not limited to:

A) National trends that consider high need, high demand sectors;

B) Accreditation requirements in specific occupational areas;

C) Areas that the agency has determined are in specific need of review based upon industry trends;

D) Feedback from local community colleges;

E) Changes in federal priorities, including specific updates to CIP classifications;

F) Other factors as appropriate.

5) ICCB may request the college to include special reviews of programs that have been identified as a result of State-level analyses, legislative resolutions, or Illinois Board of Higher Education policy studies by notifying the college of this request before January 1 of the year the special review is to be conducted.

6) A college shall keep on file for ICCB recognition purposes a copy of the current program review process, its five-year schedule for program review, and complete reports of program reviews conducted during the past five years.

7) A college shall submit to ICCB by September 1 each year a summary report of its previous year's program review results in a format designated by the ICCB and a copy of the current five-year schedule of program reviews. If an institution cannot meet this deadline, a written request for an extension shall be submitted to ICCB for approval.

e) Academic Calendar.

1) A college shall operate on an academic calendar that provides at least two academic terms consisting of at least 15 weeks (at least 75 days of instruction each), three academic terms consisting of at least 10 weeks (at least 50 days of instruction each) or a different combination of academic terms consisting of at least 30 weeks (at least 150 days of instruction).

2) The days of instruction prescribed in subsection (e)(1) shall include all days when there is a full schedule of classes and support services, but will exclude holidays, Saturdays, Sundays, and days scheduled exclusively for registration, orientation, collegewide placement or assessment testing, faculty workshops, and final examinations.

3) Colleges may include terms during the summer or any other time during the year, in addition to the ones identified in subsection (e)(1).

4) Courses/classes may be scheduled between academic terms, spanning academic terms, for a shorter time frame than the academic term, or for a longer time frame than the academic term, if the schedule provides sufficient duration and contact hours to meet the requirements in Sections 1501.309(b) and 1501.507(b)(10).

5) If an emergency such as a fire, flood, pandemic, or strike makes it necessary for the college to shorten one of its academic terms, the college may request that the Executive Director approve a shorter term. In such cases, the length of the term may be shortened, but only to the extent that enables all courses to meet the contact hours specified in Section 1501.309(b).

6) Colleges must have a plan in place to address modifications to the academic terms in the event of an emergency. This plan must be approved by the Board of Trustees.

f) Preparation of Professional Staff. Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. This preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in those areas in which the work experience and related training is the principal learning medium.

g) Library. A college shall maintain a library or learning resource center with a collection of reference works and other learning resources to meet the specific needs of its curricula and students. This collection shall be kept up to date through a planned program of acquisition and deletion.

h) Supplies and Equipment. Classrooms, laboratories, and shops shall be provided with equipment and supplies that are adequate for effective teaching and learning.

i) General Education. Organized curricula leading to an associate degree shall include general education courses designed to contribute to the liberal education of each student.

j) Apprenticeships. A college that participates in apprenticeships coordinated by the Office of Apprenticeship, U.S. Department of Labor and/or other programs related to business, industrial, or trade groups or organizations shall meet applicable federal, State, and local governmental rules, regulations, and guidelines.

Section 1501.304 Statewide and Regional Planning

a) Program planning is based on an assessment of program needs within districts, regions, and the State as a whole. Program approval shall be based, in part, on the labor market and economic needs of the district or regional consortium of colleges requesting authority to offer specific curricula.

b) Approval of statewide and regional curricula is limited to three years, after which the program must be reapproved by the Board or it is automatically converted to district approval.

c) Admission of Students to Regional Curricula. Regions, or regional consortia of colleges, may comprise a community college district and one or more adjacent districts; e.g., some or all surrounding districts or the regional university/community college consortium. A college that offers approved regional curricula shall admit qualified students from throughout the Region on

the same priority basis as in-district students.

d) Admission of Students to Statewide Curricula. A college that offers approved statewide curricula shall admit qualified students from throughout the State on the same priority basis as in-district students.

Section 1501.305 College, Branch, Campus, and Extension Centers

a) Approval of a New College. An application for approval for a proposed new college shall be submitted to ICCB on forms provided by ICCB. The criteria for approval of a new college are:

1) The proposed college shall be authorized by the Board of Trustees.

2) The proposed college shall meet educational needs that cannot be met within that area of the district as demonstrated by a needs assessment. The needs assessment shall include identification of all other educational institutions providing postsecondary education within a 30-mile radius of the proposed college, identification of student demand for postsecondary education by program area within the service area of the proposed college, a statement on how the establishment of the proposed college will impact the enrollments on these postsecondary educational institutions within a 30-mile radius of the proposed college, a statement on how the establishment of the proposed college will impact the current enrollments of the district's present colleges, and of student enrollments for the proposed college.

3) The proposed college shall provide a comprehensive program of instruction as specified in Section 1-2(e) of the Act.

4) The district shall certify that the resources for the facilities, equipment, instructional materials, library holdings, and faculty and staff necessary to provide quality instruction pursuant to Section 1501.302 shall be made available to the proposed college.

5) The needs assessment substantiates that the student enrollment for the proposed college shall be at least 1,000 full-time equivalent students (30,000 semester credit hours) per year by the second full year of operation.

6) The district shall have at least $150 million of assessed valuation for each of its colleges, including the proposed college.

7) The proposed college shall serve a population of at least 60,000 or a geographic area of at least three entire counties.

8) The plans to obtain regional accreditation for the proposed college have

been developed.

b) Approval of a Branch or Campus. An application for approval of a proposed branch or campus shall be submitted to ICCB on forms provided by ICCB. The criteria for approval of a branch or campus are:

1) The proposed branch or campus shall be authorized by the Board of Trustees.

2) The proposed branch or campus shall meet educational needs that cannot be met in that area of the district as demonstrated by a needs assessment.

3) The college shall certify that resources for facilities, equipment, instructional materials, library holdings, and faculty and staff necessary to provide quality instruction pursuant to Section 1501.302 shall be made available to the proposed branch or campus.

4) The proposed branch or campus shall provide student and academic support services on site that are adequate pursuant to Section 1501.302 to support the curricula offered and the students in attendance at the branch or campus.

c) Extension Centers. An extension center located within the community college district is a reasonable and moderate extension of a college and may be established at the discretion of the district's Board of Trustees. An extension center located outside the community college district requires ICCB approval under Section 1501.307.

Section 1501.307 Cooperative Agreements

Cooperative agreements may be established for the purpose of providing more accessible instructional services to students and increasing efficiency in the use of educational resources. An application for approval shall be submitted to ICCB on forms provided by ICCB.

a) Cooperative Agreements for Instruction. A community college district may enter into contractual arrangements to deliver or obtain educational programs or services for previously approved units of instruction upon approval by ICCB. Criteria for the approval of agreements for instruction shall be:

1) accessibility of instruction to students;

2) labor market need;

3) cost-effectiveness in providing instructional programs;

4) comprehensiveness of available programs for student;

5) impact on regional and statewide programs;

6) impact on programs at neighboring community college districts, applicable only if the college is delivering service outside its district; and

7) the partnering entity's past experience in offering similar units of instruction, applicable only if partnering to obtain services.

b) Interdistrict Cooperative Agreements for Instruction. A community college district may enter into interdistrict contractual arrangements with another community college district to enable its students to attend the other district's programs/courses.

1) The curricula included in the cooperative agreement for instruction shall be listed in the catalog of the college that does not have the program but is making it available to its students through a contractual arrangement with another college. A copy of the listing shall be kept on file at the district central administrative office.

2) Interdistrict Cooperative Agreements may be entered into for courses and/or curricula offered through Illinois Community Colleges Online. The cooperative agreement shall specify that the programs/courses will be approved as programs/courses of the receiving district and will be included in the receiving district's Illinois Community College Board curricula and course master files as such. This agreement would allow the receiving institution to offer the program only through online delivery through the sending college. The sending institution will be the institution of academic control of the course/curriculum.

c) Copies of these contractual arrangements shall be kept on file at the district central administrative office.

Section 1501.308 Reporting Requirements

A college shall submit the following specified items in a format prescribed by ICCB and according to the schedules indicated:

a) Annual salary data and basic characteristics, including but not limited to sex, date of birth, ethnic classification, highest degree earned, tenure status, and employment or teaching areas, of the faculty and staff employed by the college as of November 1 shall be submitted on or before November 15 of each year. Fiscal year data shall be submitted on or before July 15.

b) An annual African American Employment Plan Survey, Asian Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, Hispanic/Latino Employment Plan Survey, and Native American Employment Plan Survey submitted on or before February 1. (See 5 ILCS 410.)

Section 1501.309 Course Classification and Applicability

Course Classification. Information on courses for which credit is to be awarded shall be submitted to ICCB through an electronic exchange system in order for the courses to be classified into appropriate instructional and funding categories and added to the college's Management Information System (MIS) Course Master File.

b) Course Credit Hour Determination

1) Credit hours for courses for which ICCB credit hour grants are to be claimed shall be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester hour.

2) Lecture Courses. Courses with students participating in lecture/discussion oriented instruction shall be assigned one semester credit hour or equivalent for each 15 classroom contact hours, at a minimum, of instruction per semester or equivalent. It is assumed that two hours of outside study will be invested for each classroom contact hour.

3) Laboratory Courses. Courses in which students participate in laboratory/clinical-laboratory oriented instruction shall be assigned one semester credit hour or equivalent for each 30-45 classroom contact hours, at a minimum, 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) Clinical Practicum courses. Courses in which students participate in clinical practical experiences shall receive one semester credit hour or equivalent each 30-60 contact hours, at a minimum, per semester or equivalent. It is expected that one hour of outside study time will be invested for each two clinical practicum contact hours.

5) Internship Courses. Courses in which students 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, at a minimum, per semester credit hour or equivalent.

6) 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 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;

   B) at least three baccalaureate degree-granting institutions to which a majority (51%) of the college's students transfer; or

   C) one or more baccalaureate degree-granting institutions to which a majority (51%) of the college's students, majoring in the field for which the course is required, transfer.

2) 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.

3) Remedial Course Credit. No remedial course credit shall be applicable to associate degrees designed for transfer to institutions granting baccalaureate degrees.

4) Adult Basic Education Course Credit. No adult basic education course credit applies to degrees or to certificates, except the Adult Basic Education Certificate.

5) Adult Secondary Education Course Credit. No adult secondary or college preparatory education course credit applies to degrees or certificates, except the Adult Secondary Education Certificate.

6) Career and Technical Education Course Credit. Courses designed to prepare individuals with a technical skill shall be applicable towards the requirements or electives for completion of an associate's degree (applied or transfer) or a career and technical education certificate.

7) General Studies Course Credit. General studies course credit applies only to the Personal Development; Homemaking; Improving Family Circumstances; Intellectual and Cultural Studies; Community and Civic Development; and Health, Safety and Environment Certificates.

e) Special Upper-Division Courses

1) A college may offer any course that is offered by a university, regardless of numbering system, if the university normally permits its own students to take the course as lower-division students. These 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 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 before, or are taken by the student concurrently with, the 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 shall, at the request of the college, be approved for repeatability under the following conditions:

A) The number of times the course may be taken for credit does not exceed four times, or the semester equivalent, e.g., a single course can be taken one time and repeated no more than three times per student;

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 (b) governing credit hour determination, subsection (f) governing independent study, or Section 1501.507(b)(10) governing the maximum rate of credit hour production.

2) Vocational skill courses that must be retaken periodically by law for persons employed in an occupation or vocation to maintain employment shall, at the request of the college, be approved for repeatability beyond the limits described in subsection (h)(1)(A) under the following conditions:

A) The content of the course is determined by law and does not change from one year to the next; and

B) A copy of the law (or regulation administering it) and a course syllabus 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 a 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 a discrete module is shown on the course syllabus and on the course classification form requesting approval of repeatability by ICCB.

4) An adult basic, adult secondary or 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, or the semester or equivalent; e.g., a single course can be taken one time and repeated no more than three times per student.

B) The variety of skill levels included in the course and the methods used to accommodate individual differences based on an assessment of student skills is specified in the course syllabus; and

C) The course title and the grade received is permanently recorded on the student's academic record each time that the course is taken.

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

a) Approval of Private Business and Vocational School Programs of Study. An application for approval of each proposed program of study eligible for credit transfer and acceptance shall be submitted to the ICCB on forms provided by the ICCB on or before July 1. The criteria for approval of PBVS programs of study eligible for community college credit acceptance are:

b) Program Goals and Objectives

c) The proposed PBVS program of study meets the goals for career and technical education or workforce preparation within the district and region.

d) The objectives of the PBVS program of study are consistent with what the title of the program of study implies.

e) Academic Control

f) The PBVS has the capacity to develop, deliver and support the PBVS program of study.

g) The PBVS has established clear provisions for ensuring a high level of academic performance of faculty and students.

h) Curriculum

i) The content of the curriculum ensures that the objectives of the PBVS program of study will be achieved.

j) The PBVS has developed quality curricula that align with federal, State and local requirements, is responsive to the local workforce needs, and will prepare graduates with the appropriate level of skill to meet their educational goals.

k) The PBVS program curricula and community college coursework and curricula are aligned to ensure a smooth transition for students.

l) Faculty Qualifications. The academic preparation and experience of faculty and staff shall be consistent with Section 1501.303(f).

m) Program Needs

n) A student's completion of the PBVS program of study satisfies employment requirements in the occupational field.

o) Labor market data for each PBVS program of study shows that the program is feasible and demonstrates evidence of labor market need.

p) Assessment and Evaluation

q) Assessment plans demonstrate clear and appropriate program and student learning goals and have identified appropriate outcomes.

r) The PBVS utilizes continuous quality improvement to ensure the curricula remains rigorous and relevant; uses Assessment of Student Learning information and data to improve curricula; and includes educational, business and community partners in the improvement process.

s) Accreditation. The PBVS has successfully completed a full term of national accreditation without probation, without being denied accreditation, and without withdrawing an application.

t) Application. Applications for approval of each PBVS program of study as eligible for credit transfer and acceptance shall have attached to them the following:

u) Evidence verifying that the PBVS is in good standing during the period of its national accreditation from an accreditor approved by the U.S. Department of Education.

v) A Permit of Approval Certificate from the Illinois Board of Higher Education.

w) A catalog description for each PBVS program of study as it appeared in the PBVS's catalog.

x) A curriculum chart for each PBVS program of study indicating the general education, career and technical education, work-based learning and elective requirements and options to complete the program.

y) Individual course syllabi for each course that is part of the PBVS program of study.

z) Credit Transfers. Credit transfers from the PBVS may be made only during the institution's verified accreditation period. A PBVS under review due to probation, that is denied accreditation, or withdraws an application for national accreditation shall not be approved by ICCB.

aa) Faculty Advisory Committee. The State Board may establish a faculty advisory committee, from the appropriate program disciplines, to assist ICCB staff with curriculum review of the PBVS programs of study.

bb) Additional Information Site Visit. In the case of a proposed PBVS program of study for which staff determines it is necessary to verify or supplement the information supplied in the application, the staff may request additional written documentation and/or arrange for a site visit.

cc) Renewal. A PBVS shall submit a renewal application every 5 years following the approval by the State Board. A PBVS shall also submit a renewal application if curriculum changes are made to the approved PBVS programs of study.

dd) Appeal Process

ee) All decisions of the State Board that result in non-approval of a PBVS or PBVS program of study shall be provided in writing in the form of a letter delivered by certified mail and shall specify the reason for the non-approval.

ff) All decisions of the State Board that result in non-approval may be appealed within 30 days after the written notification by submitting a written request for reconsideration of the decision to the ICCB Chair.

gg) The ICCB Chair shall review the request and place it on the agenda no later than 60 days after the conclusion of the 30-day appeal process.

hh) The appellant may make both oral and written presentations to ICCB at the time the decision is reconsidered.

ii) Acceptance of Credits

jj) A community college district shall accept up to 30 credit hours from a PBVS that has been approved by the Board if a student has completed a PBVS program of study that is listed in Section 10 of the Career and Workforce Transition Act [110 ILCS 151] at that institution.

kk) The community college may accept the credits as direct equivalent credits or prior learning credits, as determined by the college and consistent with the accrediting standards and requirements of the Board, the Higher Learning Commission, other State and national accreditors, and State licensing bodies, as appropriate.

Section 1501.311 Credit for Prior Learning

a) Policy and Procedures

b) 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,

c) 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.

d) 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.

e) Colleges shall regularly monitor, evaluate and, if necessary, revise credit for prior learning activities.

f) 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.

g) 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:

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

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

j) otherwise documented as military training or experience.

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

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

m) Awarding Credit for Prior Learning

n) 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.

o) 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:

p) Standardized tests:

q) College-Level Examination Program (CLEP);

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

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

t) Advanced Placement (AP);

u) International Baccalaureate (IB);

v) College examinations:

w) Examination (written, oral, demonstration or a combination of all three) that is equivalent to the comprehensive final exam;

x) Evaluation by an area dean or designated subject expert;

y) Published guides:

z) American Council on Education (ACE) for military training and experiences;

aa) ACE (non-collegiate) for industrial and corporate training programs;

bb) Other published guides developed by nationally recognized organizations;

cc) National Certifications: Child Development Associate (CDA);

dd) Portfolios:

ee) Credit through the development of a portfolio;

ff) Evaluation by subject matter experts.

gg) Credit may not be awarded twice for the same learning.

hh) Standard for Awarding Credit for Prior Learning

ii) The student must enroll at the college and meet all admission requirements for the program in which course credit for prior learning is being sought. A college may

seek an exception to this provision by making a request and receiving subsequent approval from ICCB.

jj) Students must be able to meet residency requirements for certificates and degrees without the use of prior learning credit in the determination.

kk) Assessment of prior learning credit may happen at any point during the application and admission process. To award a degree or certificate, the college must ensure that residency requirements are met. Typically, fifteen credit hours is required towards a degree or at least twenty-five percent of the required credit for a certificate.

ll) College validation procedures should be objective to the extent that external evaluators would reach the same conclusion given the material reviewed.

mm) If pursuing a transfer degree (Associate of Arts (AA), Associate of Science (AS) or Associate in General Studies (AGS)), credit for prior learning will only be granted for the purpose of satisfying graduation requirements. These credits might not transfer to other colleges.

nn) 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.

oo) 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.

Section 1501.312 Extension of Curricula/Credit Courses

a) A community college may extend previously approved credit courses into another community college district with approval of the other community college district.

b) A community college may extend previously approved curricula into another community college district upon approval of ICCB. Criteria for approval shall be:

1) a request from the community college district in which the proposed extension is to be offered;

2) labor market need;

3) cost-effectiveness in providing instructional programs;

4) adequacy of facilities and support services;

5) impact on regional and statewide programs; and

6) impact on programs at neighboring community college districts.

c) If a district in which military installations, correctional institutions, or other State or federal institutions are located elects not to provide previously approved units of instruction to these institutions, any other college may be selected by the ICCB to do so. ICCB will select a college using the following criteria:

1) proximity of the college to the institution;

2) availability at the college of the instructional units needed by the institution;

3) cost of providing the instructional units for the institution; and

4) college's past experience in offering similar units of instruction.

d) Curricula and credit courses offered at out-of-state locations (except for field trips and travel that are in conjunction with a course offered within the district) must have prior annual approval by ICCB. A community college shall be granted approval to offer previously approved curricula and credit courses out-of-state provided that it meets the following criteria:

1) A request for approval including information about the curricula and courses, location of the proposed extension, projected enrollments, and projected funding is submitted on forms provided by ICCB.

2) The college shall identify how the extension will be used by students to complete degree or certificate programs.

3) If the extension is offered for out-of-state students, the college shall submit a copy of a written request from the group desiring the service and assurance that no State or local tax monies will be used to provide the extension.

4) The college shall submit annual reports of its out-of-state extensions for the past fiscal year, on forms provided by ICCB, by July 15 of each year.

5) The college shall request approval of its out-of-state extensions, on forms provided by ICCB, prior to May 15 for the fiscal year beginning on the next July 1.

6) Deletion, modification or addition of courses and curricula offered at out-of-state extensions previously approved by ICCB are reasonable and moderate extensions and must be reported to ICCB.

Section 1501.313 Dual Credit

a) 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:

1) State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the Higher Learning Commission, 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. The Board hereby incorporates by reference the following: Higher Learning Commission Assumed Practices: Number: CRRT.B.10.020. (2018), with no later editions or amendments, available from the Higher Learning Commission (HLC), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411.

2) Instructors. The instructors for these courses shall be selected, employed and reviewed by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level.

A) For instructors teaching transfer courses (1.1 PCS (in the ICCB Program Classification System)), these qualifications shall include a minimum of a master's degree within the discipline or any master's degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which the instructors will be teaching.

B) High school instructors teaching dual credit transfer courses who do not meet the faculty credential standards of this subsection (a)(2) *to determine minimally qualified faculty may teach dual credit courses if the instructor has a professional development plan, approved by the college and shared with the State Board of Education,* by December 31, 2022, *to raise his or her credentials to be in line with these credentials.*

C) *For a high school instructor entering into a professional development plan,* by December 31, 2022, *to raise his or her credentials to be in line with these credentials, the following requirements are in effect.*

i) *The college shall have 30 days to review the plan and approve an instructor professional development plan that is*

in line with the credentials appropriate to the discipline being taught.

ii) *These approvals shall be good for as long as satisfactory progress toward the completion of the credential is demonstrated, but in no event shall a professional development plan be in effect for more than 3 years from the date of its approval.*

iii) *The instructor shall qualify for a professional development plan if the instructor has a master's degree in any discipline and has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach; or*

- *Has a bachelor's degree with a minimum of 18 graduate hours in a discipline that he or she is currently teaching or expects to teach; and*

- *Agrees to demonstrate his or her progress toward completion to the supervising college, as outlined in the professional development plan.* [110 ILCS 27/20(1)(B)]

iv) The provisions of this subsection (a)(2)(B) shall not apply after December 31, 2022.

D) *For a high school instructor entering into a professional development plan on or after January 1, 2023, to raise his or her credentials to be in line with these credentials, the following requirements are in effect.*

i) *The college shall have 30 days to review the plan and approve an instructor professional development plan that is in line with the credentials appropriate to the discipline being taught.*

ii) *These approvals shall be good for as long as satisfactory progress toward the completion of the credential is demonstrated, but in no event shall a professional development plan be in effect for more than 3 years from the date of its approval.*

iii) *The instructor shall qualify for a professional development plan if the instructor has a master's degree in any discipline and has earned 9 graduate hours in a discipline*

in which he or she is currently teaching or expects to teach; or is a fully licensed instructor in career and technical education who is halfway toward meeting the institution's requirements for faculty in the discipline to be taught and agrees to demonstrate his or her progress toward completion as outline in the professional development plan. [110 ILCS 27/20]

E) For instructors teaching career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials and demonstrated teaching competencies appropriate to the field of instruction.

3) 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.

4) 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.

5) Course Offerings. Courses shall be selected from transfer courses that are direct equivalents of those of baccalaureate institutions in Illinois (i.e., have been articulated) (see 23 Ill. Adm. Code 1501.309(d)) or from courses in ICCB approved certificate or associate in applied science degree programs.

6) 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.

7) 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.

b) *A community college district shall, upon the request of a school district within the jurisdiction of the community college district, enter into a partnership agreement with the school district to offer dual credit coursework.*

1) *A school district may offer any course identified in the Illinois Articulation Initiative General Education Core Curriculum package under the Illinois Articulation Initiative Act* [110 ILCS 152] *as a dual credit course on the campus of a high school of the school district and may use a high school instructor who has met the academic credential requirements under* this subsection (b) *to teach the dual credit course.* [110 ILCS 27]

2) The partnership agreement shall include all of the following:

A) definition of roles and responsibilities for both the college and the high school;

B) the dual credit courses that the high school district will offer its students and location of courses;

C) criteria for eligibility for high school students to enroll in dual credit coursework;

D) limitations that the college or school district may have on course offerings;

E) requirements for academic credentials for dual credit instructors, consistent with ICCB rules and Higher Learning Commission standards;

F) criteria by which the school district shall identify, and the college review and approve, high school instructors of dual credit on the high school campus;

G) the collaborative process and criteria by which the community college district and the school district will work to ensure students with disabilities have access to dual credit;

H) criteria as to how the college will take appropriate steps to ensure that dual credit courses are equivalent to those offered at the community college; and

I) identification of costs associated with the dual credit course.

3) The college shall establish a mechanism for evaluating and documenting on a regular basis the performance of students who complete dual credit courses consistent with students in traditional credit-bearing college courses.

4) A partnership agreement entered into, amended, renewed, or extended after the December 31, 2022, *shall allow a high school student who does not otherwise meet the community college's academic eligibility requirements to enroll in a dual credit course taught at the high school, but only for high school credit. Instructors, in coordination with their higher learning partner, may differentiate instruction by credit section.* However, this shall not be construed to allow the award of dual credit to a student who does not meet the requirements of the partnership agreement.

A) *High schools shall establish procedures, prior to the first day of class, to notify all individual high school students enrolled in a mixed enrollment dual credit course that includes students who have and have not met the criteria for dual credit coursework of whether or not they are eligible to earn college credit for the course.*

B) *The expectations for maintaining the rigor of dual credit courses that are taught at the high school and including students not deemed ready for college-level coursework are set according to the standards of the community college.*

5) *If, within 180 calendar days after the school district's initial request to enter into a partnership agreement with the community college district, the school district and the community college district do not reach agreement on the partnership agreement, then the school district and community college district shall jointly implement the provisions of the Model Partnership Agreement,* published on the ICCB website. [110 ILCS 27/16]

6) A college may combine its negotiations with multiple high schools to establish one multi-district partnership agreement or may negotiate individual partnership agreements at its discretion.

c) Within 15 days after entering into or renewing a partnership agreement, the institution shall notify its faculty of the agreement, including access to copies of the agreement if requested.

d) *The ICCB shall provide a report annually on its website that reports on aspects of professional development plans as specified in P. A. 102-1077*

Section 1501.314 Multiple Measures Placement

a) Use of Multiple Measures. The college shall individually accept each of the multiple measures listed in subsection (a)(2) and (a)(3) to determine placement of a student in introductory college-level English language or mathematics coursework and shall use the scores set forth in recommendations approved by the Illinois Council of Community College Presidents on June 1, 2018, as published on the ICCB's official website. [110 ILCS 175/100-15(a)] Colleges may accept scores lower than those set forth in these recommendations at their discretion.

1) "College-level English language or mathematics course" or "college-level English language or mathematics coursework" means a course that bears credit and fulfills English language or mathematics credit requirements for a baccalaureate degree, a certificate, or an associate degree from a postsecondary educational institution. [110 ILCS 175/100-10]

2) Mathematics

A) A student's cumulative high school grade point average.

B) A student's successful completion of an ICCB approved high school transition course in mathematics including any one of the following:

i) TM 001 – STEM

ii) TM 002 – Quantitative Literacy and Statistics

iii) TM 003 – Technical Math (Career and Technical Education

C) A student's successful completion of a developmental mathematics education course appropriate to the course pathway.

D) A student's successful completion of an introductory college-level mathematics course at another regionally accredited postsecondary educational institution.

E) In determining the placement of a student in introductory college-level mathematics coursework, a community college shall consider the standardized test scores provided by the student for placement in an introductory college-level mathematics course.

F) Any other single, individual measures that the college deems appropriate if the student has not already placed into college-level courses through the previously listed measures.

3) English

A) A student's cumulative high school grade point average.

B) A student's successful completion of an appropriate, ICCB approved high school transition course in English including TE 001 – ELA Transitional English.

C) A student's successful completion of a developmental English education course appropriate to the course pathway.

D) A student's successful completion of an introductory college-level English language course at another regionally accredited postsecondary educational institution.

E) In determining the placement of a student in introductory college-level English language a community college shall consider the standardized test scores provided by the student for placement in an introductory college-level English language course.

F) Any other single, individual measures that the college deems appropriate if the student has not already placed into college-level courses through the previously listed measures.

b) Revisions to recommendations of Illinois Council of Community College Presidents approved June 1, 2018. *If the Illinois Council of Community College Presidents approves any revised recommendations for determining the placement of students in introductory college-level English language or mathematics courses in response to changes in scoring systems, the introduction and use of additional measures, or evidence that demonstrates the inaccuracy in the use of scores in previous recommendations, then, within one year after the date of the adoption of those revised recommendations,* colleges shall utilize the most current revised recommendations to determine placement pursuant to subsection (a*).* [110 ILCS 175/100-20]

c) Public posting of placement policy. *Each college shall publicly post its placement policy* on the college's website *in a manner that is easily accessible to both students and prospective students*. [110 ILCS 175/100-25(a)]

d) Reporting requirements. Each college shall submit, in a format prescribed by ICCB, their institutional plan for scaling evidence-based developmental education reforms by December 30 of each year. At a minimum, the plan shall include all the following:

1) *A description of the current developmental education models offered by the* college.

2) *A description of the developmental education models that will be implemented and scaled* or modified for improvements in the upcoming academic year. The college shall include *the basis of the evidence and associated data that the college considered in making the decision to scale each model.*

3) *Baseline data and benchmarks for progress, including, but not limited to,*

A) *enrollment in credit-bearing English language or mathematics courses,*

B) *rates of successful completion of introductory college-level English language or mathematics courses, and*

C) *college-credit accumulation*.

4) Plans *for improving outcomes for all students placed in traditional developmental education models or models with comparable introductory college-level course completion rates. The plan shall provide details about the expected improvements in educational outcomes for Black students as result of the proposed reforms.* [110 ILCS 175/100-30(a)]

SUBPART D: STUDENTS

Section 1501.402 Admission of Students

a) Students Whose Connection With a Secondary School is Severed. Any student who is 16 or 17 years of age and has severed connection with a secondary school, as certified in writing by the chief executive officer of the secondary school in which the student has legal residence, is eligible to attend a college in accordance with policies of the Board. Courses taken by those students are eligible for ICCB grants.

b) Students Currently Enrolled in a Secondary School Program. Students currently enrolled in a secondary school program may be accepted into college courses. If the courses are offered during the regular school day established by the secondary school or are offered for secondary school credit, prior approval of the chief executive officer of the secondary school must be received.

c) Admission of Students in Programs. Students shall be admitted to instructional programs supported by State funds for which they are otherwise qualified without regard to race, religion, sex, ethnic origin, sexual orientation, disability, or membership in any profession, group, organization or association.

d) Designating Specific Sections. Course enrollments shall be open to those individuals identified in this subsection (c). However, the nature of the

instructional unit may make it desirable to offer specific sections for students with certain common backgrounds, experiences, and future aspirations.

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

Section 1501.403 Student Services

Student services including, but not limited to, advising and counseling, financial aid, and placement, shall be provided by the college in a manner convenient to students as defined below.

a) Advising and Counseling. The college shall have a comprehensive and organized program of academic advising and career counseling.

b) Financial Aid. The college shall provide a financial aid program, which provides students with information about and access to available financial support.

c) Placement. The college shall provide job placement services for students.

Section 1501.404 Academic Records

The college shall maintain permanent academic records for each student and protect them against loss, damage, or unauthorized alteration.

Section 1501.405 Student Evaluation

A system of evaluating and recording student performance in courses shall be in effect as per district policies and shall be available for review.

Section 1501.406 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) Basic characteristics, including sex, date of birth, ethnic classification, and instructional area of enrollment, of each student enrolled in all courses offered for credit during each term within the following schedule:

1) Students enrolled as of the end of the regular registration during the fall term shall be reported on or before October 1 of that year.

2) Students enrolled and/or completing a certificate or degree program during the fiscal year shall be reported on or before August 1.

b) Student headcount and full-time equivalent enrollments as of the end of regular registration for fall and spring/winter terms within the following schedule:

1) Fall Term: On or before October 1

2) Spring Semester: On or before February 15

c) An annual noncredit course enrollment data submission (N1) on or before July 15.

d) Summer graduate reporting (for the Integrated Postsecondary Educational Data System Graduation Rate Survey) submitted on or before November 1.

e) An annual Student Identification data submission on or before September 1.

f) An annual course submission on or before September 1.

g) An annual report on student parents and child care center information pursuant to the Student Parent Data Collection Act [110 ILCS 149] on or before October 15.

SUBPART E: FINANCE

Section 1501.501 Definition of Terms

"Annual Financial Statement" means an annual financial report and an annual program report that are required to be published by a district. An annual financial report includes a statement of revenues and expenditures, along with other basic financial data. An annual program report includes a narrative description of programs offered, goals of the district, and student and staff data.

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

"Deferred Maintenance Grants" means State grants allocated proportionally to a community college district based on the latest on-campus nonresidential gross square feet of facilities as reported to ICCB. These grants are to be used for capital improvements such as rehabilitation and repair; architect/engineer services; supplies, fixed equipment and materials; and all other expenses required to complete the work.

"Healthcare Pathway" means credentials, certificates, and degree programs that allow students to enter into or advance their careers in the healthcare industry.

"Lincoln's Challenge Scholarship Grants" means scholarships provided to a community college for graduates of the Lincoln's Challenge Program is administered by the Illinois Department of Military Affairs.

"Midterm Class List Certification" means the college's process for certifying to ICCB students in attendance at the midterm as part of the proof that a student's credit hours are eligible for State funding. The district shall file with 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.

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:

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, one or two weeks before and one or two weeks after the midpoint of the class);

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

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

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

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

"Pipeline for the Advancement of the Healthcare Workforce Program (PATH) Grants" means State grants allocated to community college districts *to create, support, and expand opportunities of individuals enrolled at a public community college in a healthcare pathway.* [110 ILCS 802/2-12.2]

"Residency − Applicability Proof" means the college's processes, in accordance with Section 2-16.02 of the Act, for verifying to ICCB the residency status of its students as part of the proof that its credit hours are eligible to receive ICCB grants. 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 district shall file descriptions of any revisions to its process with ICCB before their implementation.

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

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

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

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

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

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.

"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 a chargeback or contractual agreement with another community college.

"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 funds for conducting special initiatives activities. Special initiatives activities are based upon criteria specified in a Grant Agreement between the college or vendor and ICCB.

Section 1501.502 Financial Planning

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

Section 1501.503 Audits

a) External Audits.

1) A copy of the annual external audit shall be submitted electronically to ICCB on or before December 30 following the close of the fiscal year. If the audit cannot be completed by this date, the district may submit a request for extension of time to the Executive Director on or before December 30 following the close of the fiscal year. This request shall be with an explanation of the circumstances that cause the report to be delayed, along with an estimated date for submission.

2) An audit report shall contain financial statements composed of the funds established in Section 1501.511, a comment on internal control, a comment on basis of accounting, uniform financial statements prepared

using the modified accrual basis of accounting, a certificate of per capita cost and a State grant compliance section that includes a schedule of enrollment data, a proof of enrollment data, a description of the process for verifying residency status, a schedule of the district equalized assessed valuation, schedules for the restricted/special initiative grants distributed by ICCB and received by the district in the manner and format established by ICCB, and a schedule of federal financial assistance and related reports as prescribed by the federal Office of Management and Budget.

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

b) Confirmation of ICCB Grants. To confirm district records, a district shall provide a copy of ICCB allocation of grants to its external auditor. External auditing firms can confirm allocations using the community college Operating Budget and Technical Appendix located on the ICCB website.

Section 1501.504 Budgets

An electronic copy of the official district budget shall be filed with ICCB by October 15 of each year in the format prescribed by the ICCB. An electronic copy of amended budgets shall also be filed with ICCB within 30 days after their adoption. Colleges may develop a budget format for internal use that reflects their own individual organizational structures.

Section 1501.505 Student Tuition

A community college district will establish its own student tuition rates for in-district residents, in-state out-of-district residents, out-of-state residents, and out-of-country residents in accordance with the Act and 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:

b) 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 Act.

c) 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.

d) 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.

e) 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:

f) The college will use the calculation for out-of-district tuition for chargeback purposes as prescribed in Section 6-2 of the 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 a year for eight years and for permanent facilities 2 percent a year for 50 years.

g) The college may use the variable tuition provision in Section 6-4 of the Act to set market-driven out-of-district tuition rates for courses offered via Internet, correspondence, and other distance learning modes.

h) 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 10-22.20 of the School Code.

i) 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.

j) 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.

k) 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.

l) 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.

m) Out-of-State Tuition. The local community college board of trustees may set the tuition rates for out-of-state residents within the following policies:

n) The college may use the variable tuition provision specified in Section 6-4 of the Act to set market-driven out-of-state tuition rates for courses offered via Internet, correspondence, and other distance learning modes.

o) The college may set the out-of-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 10-22.20 of the School Code.

p) The college may charge in-district tuition to a student who is an out-of-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.

q) The community college board of trustees may at its option charge in-district tuition to students who are out-of-state residents but who are attending educational institutions within the college district.

r) The college may set out-of-state tuition rates within interstate agreements for instruction with out-of-state institutions in accordance with the agreement, subject to approval by the ICCB.

s) The college may set out-of-state tuition rates for all other credit instruction offered by the college at a minimum of 1.67 times its in-district tuition rate.

t) 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 residents described in subsection (c).

u) 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.

Section 1501.506 Published Financial Statements

The Annual Financial Statement shall be published in at least one newspaper having general circulation within the district. If no such newspaper exists, then publications shall be made in 2 or more newspapers which together cover the district. This statement shall be published not later

than December 31 following the close of the fiscal year. A copy shall be filed with ICCB on or before January 15 following the close of the fiscal year.

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;

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.

c) Student Requirements. The following requirements shall apply to students who generate credit hours eligible for ICCB grants.

1) Students shall be certified by their instructors as being in attendance at midterm by including a certification statement on the midterm class roster, signed and dated by the instructor.

2) Students who complete a course with a passing grade by the end of the term and who were not certified as being in attendance at midterm by the instructor shall be considered as having been in attendance at midterm.

3) Students enrolled in variable entry/variable exit classes or short-term classes of less than eight weeks may be certified by their instructors as having been in attendance at midterm by including a certification statement on the final class roster, signed and dated by the instructor.

4) Students shall be residents of the State of Illinois.

5) Auditors or visitors in a course shall not produce eligible credit hours.

6) Students who repeat enrollment in a course shall produce credit hours eligible for ICCB grants when one of the following conditions is met.

A) If the student completed the course the first time of enrollment with less than a grade of C (or equivalent) and if the student was claimed for 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.

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; and

7) credit hours generated by freshman and sophomore students for dual credit courses.

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.

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 August 1 of each year.

b) Annual Instruction Cost Report in a format prescribed by ICCB for the previous fiscal year by December 30 following the end of that fiscal year.

c) A survey of local budget and tax extensions and collections by September 1 of each year.

d) Certificate of Tax Levy by January 31 of each year.

e) Annual tuition and fees survey by August 1 of each year.

f) Certificate of Credit Hour Claims by November 1 of each year.

Section 1501.511 Chart of Accounts

a) Community College Funds. The funds listed below or a subset of these funds shall be used for publicly reporting community college financial transactions. The local board of trustees may determine the distribution of unrestricted revenues among the operating funds, that is, the Education Fund; the Operations, Building and Maintenance Fund; and the Public Building Commission Operation and Maintenance Fund.

b) Operating Funds.

c) Education Fund. Local property taxes for educational purposes shall be recorded as revenue in this fund.

d) Operations, Building and Maintenance Fund. Local property taxes for operations, building, and maintenance purposes shall be recorded as revenue in this fund.

e) Public Building Commission Operation and Maintenance Fund. Local property taxes for the operation and maintenance of college buildings leased from the

Public Building Commission shall be recorded in this fund. Each agreement to operate and maintain property must be accounted for using a separate set of self-balancing accounts.

f) Restricted Purposes Fund. This fund is to account for monies that have external restrictions regarding their use. Each of the restricted sources of revenue in this fund shall be accounted for separately using a group of self-balancing accounts.

g) Audit Fund. The audit tax levy shall be recorded in this fund. Monies in this fund shall be used only for the payment of auditing expenses.

h) Liability, Protection and Settlement Fund. The tort liability and Medicare insurance/FICA tax levies should be recorded in this fund. The monies in this fund and interest earned on assets shall be used only for the payment of tort liability, unemployment, worker's compensation insurance and/or claims, or the cost of participation in the federal Medicare/Social Security program.

i) Bond and Interest Fund. Revenues in this fund consist of property taxes for principal and interest bond payments. All principal and interest bond payments shall be expended from this fund. The debt service for each bond issue must be accounted for with a group of self-balancing accounts within the fund.

j) Public Building Commission Rental Fund. Local property taxes for the payment of lease obligations to the Public Building Commission shall be recorded in this fund. Each lease with the Public Building Commission shall be accounted for using a separate group of self-balancing accounts.

k) Operations, Building and Maintenance Fund (Restricted). This fund is used to account for funds which can be used only for site acquisition and construction and equipping of buildings. The monies in this fund shall not be permanently transferred or loaned to any other fund.

l) Building Bond Proceeds Fund. Proceeds from construction bonds shall be recorded in this fund. Each bond issue shall be accounted for using a separate group of self-balancing accounts.

m) Auxiliary Enterprises Fund. This fund is to account for those services for which a fee is being charged students and staff. Only monies that the institution has control of should be included in this fund. Each enterprise service where a fee is being charged should be accounted for using a separate group of self-balancing accounts.

n) Working Cash Fund. This fund shall be used to account for the proceeds of working cash bonds.

o) Trust and Agency Fund. This fund shall be used to receive and hold monies in which the district serves as a custodian or fiscal agent for another body.

p) Investment in Plant Account Group. This group of accounts shall be used to record the cost/value of plant assets.

q) Long-term Liabilities Account Group. This group of accounts shall be used to record liabilities that are payable beyond the current fiscal year.

r) Program and Object Codes. The program and object codes (report structure) used by ICCB shall be used for publicly reporting community college financial transactions.

Section 1501.512 Pipeline for the Advancement of the Healthcare Workforce Program (PATH) Grants

a) PATH grant funds shall be determined annually by allocating the appropriation for this program among each community college district in accordance with the funding formula approved by the ICCB. The formula shall include:

1) Base Funding. A base allocation of $100,000 per district. The base allocation may be prorated if the amount of funds appropriated for this program are insufficient.

2) Student Completion Funding. Each district shall receive an additional amount based upon the average number of completions of students enrolled in eligible healthcare programs in the most recent academic year for which the board has collected data and the two prior academic years.

3) Prioritized Programs. Student completions shall be weighted based upon statewide industry workforce demand as determined by the State Board. Non-prioritized programs will be funded at 67 percent of the amount allocated per completion to prioritized programs. This weighting may be adjusted if the amount of funds appropriated are insufficient.

b) The ICCB will post on its website (www.iccb.org) the list of eligible healthcare programs by Classification of Instructional Program codes and identify those programs that are prioritized for purposes of the funding formula.

c) The target population for each community college district receiving grant funds shall include, but not be limited to, incumbent workers who are already in the workforce looking to continue their education and advance their careers in a healthcare pathway and new students entering in a healthcare pathway with a locally identified need for support as determined by that community college.

d) When sufficient funding is available, the ICCB shall publish on its website the planned PATH grant allocation to each district, implementation plan template, budget template, and standard grant application.

e) Each district shall submit an application, implementation plan, and budget using forms prescribed by the ICCB in subsection (d). These documents may be submitted no later than the date specified by ICCB on its website. The deadline will provide districts with at least 30 calendar days in which to submit their documents.

f) The ICCB shall execute an intergovernmental grant agreement with each district for the distribution of PATH grant funds. Grant funds shall be vouchered to each community college district according to the terms of the agreement.

g) The plan (see subsection (e)) shall represent the programmatic elements that are necessary for each institution to execute the PATH program. The plan should track closely, where appropriate, with the budget submitted. The plan elements themselves will be tied directly to the grant agreement executed for each college in order to access funding.

h) The expenditure of PATH grant funds is limited to those credit and non-credit programs identified as eligible healthcare programs for the purposes of the funding formula in subsection (a)(2), unless specifically approved in writing by the ICCB. All programs developed or supported through this grant should be part of a healthcare pathway.

i) Allowable expenditures of funds, as submitted in the implementation plan, will be specified in an intergovernmental grant agreement executed with each community college district. Colleges should consider capacity-building activities as well as broad, wrap around services and supports for students as a key part of program development.

j) Each community college district receiving grant funds shall administer an exit survey to each student near or upon program completion. This survey shall, at a minimum, ask students to identify their post completion employment or education.

k) PATH grant funds shall be accounted for in a restricted purpose fund.

l) PATH grant funds shall be expended by the date specified in the intergovernmental grant agreement. If the grant agreement allows, goods and services for which funds have been obligated by the contract end date shall be received and paid for not later than 60 days after the grant agreement end date. Unexpended funds shall be returned to ICCB pursuant to the provisions of the Illinois Grant Funds Recovery Act [30 ILCS 705].

m) PATH grant funds not used in accordance with the terms specified in the intergovernmental grant agreement, regardless of the amount, shall be returned to ICCB within six months after receipt of the external audit report by ICCB or other identification of improper expenditures subsequently verified by ICCB.

n) Each community college district receiving grant funds shall file a programmatic and financial report with the ICCB in a format prescribed by the ICCB, and in accordance with the terms of the intergovernmental grant agreement, detailing how the funds were utilized. The frequency and due dates of the reports shall be specified in the grant agreement.

Section 1501.516 Deferred Maintenance Grants

o) Districts may apply annually to ICCB for approval of deferred maintenance grant projects. Requests for ICCB approval of deferred maintenance grant projects shall be submitted using forms prescribed by ICCB.

p) Expenditures of funds from this grant are limited to deferred maintenance projects that are within the scope of the definition of deferred maintenance grants contained in Section 1501.501.

q) Funds received from this grant shall be accounted for in the Operations and Maintenance Fund (Restricted) (see Section 1501.511(a)(7)).

r) Other sources of funding may be added to deferred maintenance grant funds to finance larger projects.

s) Projects shall be designed and constructed to meet all applicable facilities codes as specified in Section 1501.603(g).

t) Authority to approve deferred maintenance grant projects is delegated to the ICCB Executive Director.

Section 1501.519 Special Initiatives Grants

a) Allowable expenditures for special initiatives grants will be specified in the grant agreement between the college or vendor and ICCB.

b) Special initiatives grant funds shall be accounted for in a restricted account.

c) The community college district or other vendor shall file a report with ICCB in a format used by ICCB or in accordance with the grant agreement, detailing how the funds were used.

d) Special initiatives grant funds shall be expended by the date specified in the grant agreement. If the grant agreement allows, goods and services for which funds have been obligated by the contract end date shall be received and paid for not

later than 60 days after the grant agreement end date. Unexpended funds shall be returned to ICCB on or before December 30.

e) Special initiatives grant funds not used in accordance with the terms specified in the grant agreement regardless of the amount shall be returned to ICCB within six months after receipt of the external audit report by ICCB or other identification of improper expenditures subsequently verified by ICCB.

Section 1501.520 Lincoln's Challenge Scholarship Grants

a) Lincoln's Challenge Scholarship funds shall be vouchered to community colleges.

b) A student that earns a State of Illinois High School Diploma through graduation at the Lincoln's Challenge Academy or that attends the Lincoln's Challenge Academy but returns to, and earns a high school diploma from, a public high school recognized by the Illinois State Board of Education, will qualify for a Lincoln's Challenge Scholarship if the student meets the following criteria:

1) Enrolls at an Illinois public community college in a certificate or degree program the next semester following graduation;

2) Maintains and completes an academic course load of at least six credit hours in each fall and spring semester; and

3) Presents the "notification of award" letter signed by the Executive Director of the Illinois Community College Board to the community college at the time of registration.

c) The scholarship amount will be up to $2,000 per student per semester for up to four successive semesters, and must be used toward the completion of a degree or certificate program. Scholarships for the summer semester will not be awarded.

d) The scholarship shall be used to cover the cost of education, which includes tuition, books, fees, and required educational supplies for specific programs or classes.

e) Notwithstanding the requirement in subsection (b)(1), the scholarship may be deferred for up to two semesters through submission of a deferral application. The application must be postmarked by August 10 for the fall semester and January 10 for the spring semester. Deferral applications submitted electronically will be considered postmarked on the date sent. The only criteria for deferral that must be met is timely submission of the request.

f) To remain qualified for a Lincoln's Challenge Scholarship after initial award, each semester a student must:

1) Submit a renewal application to ICCB requesting continuation of the scholarship for the following 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 postmarked by August 10 for application to the fall semester and January 1 for application to the spring semester. 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.

5) Comply with academic standards as defined by college policy. Exceptions to this subsection (f)(5), such as extenuating circumstances, shall be documented and reviewed by ICCB staff and the college's Lincoln's Challenge Scholarship coordinator.

g) 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.

h) The grant will only reimburse the college at the in-district tuition rate.

i) 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.

j) The number of scholarships awarded each year is contingent upon the amount of funds appropriated. The scholarships cannot be guaranteed to students even if all criteria are met. The distribution of available funds among new and renewed scholarships will be determined by the Illinois Community College Board to maximize use of the funds.

k) Community colleges may credit student accounts pending reimbursement but are not required to waive tuition should funds not be appropriated.

l) Scholarship awardees will receive a notification letter providing information on the scholarship's requirements and information to be provided to the community college for reimbursement. Scholarship awardees who become ineligible due to completing the scholarship, no longer meeting the requirements for the scholarship, or not requesting a deferral will be notified that their scholarship eligibility has been terminated.

SUBPART F: CAPITAL PROJECTS

Section 1501.601 Definition of Terms

"Alter" means to remodel or modify a facility, without changing its original purpose or adding to its total dimensions, that would have been constructed differently had existing accessibility, energy conservation, or environmental protection laws, codes or standards (as specified in Section 1501.603(g)(2)) been in effect at the time of construction.

"Building efficiency" means the ratio of the total net assignable square feet (NASF) of a building, which includes the interior of classrooms, class laboratories, offices, study areas, libraries, special or general use areas, and supporting areas for each of these space types, to the total gross square feet (GSF) of a building, which includes circulation areas, custodial areas, mechanical areas and structural areas plus the NASF.

"Capital Project Design Phase" of a capital project means development of detailed architectural plans, specifications and cost estimates.

"Capital Project Needs Assessment" means the initial conceptualization and justification of the scope of the project.

"Credits" means capital project local contribution allowances certified by ICCB at its Board meeting on September 18, 1987.

"Deferred Maintenance Project" means a project that keeps a facility or asset in efficient operating condition, preserves the condition of the property, or restores property to a sound state after prolonged use.

"Facility" means any physical structure or entity that is necessary for the delivery of the district's programs and related services.

"Hazard" means a risk or peril resulting from unsanitary conditions, deficiencies in codes specified in Section 1501.603(g)(2), conditions increasing the risk of fire, or conditions otherwise endangering human life to a degree greater than normal.

"Licensed Architect or Engineer" means an architect or engineer licensed by or registered with the Illinois Department of Financial and Professional Regulation.

"Locally Funded" means a capital project funded totally from local district bond issues, local district operating funds, federal grants, foundation or other grants, gifts, student fees, or any non-state appropriated source.

"Primary Site" means any site constituting a campus as defined in Section 1501.301.

"Repair" means rehabilitate or return a facility to its original condition after damage or deterioration, without changing its original purpose or adding to its total dimensions, when the condition of the facility poses a hazard to individuals or threatens the structural integrity of the facility.

"Scope" means the parameters of the project, primarily the physical dimensions of the project and the function of space included within the project.

"Secondary Site" means any location where the district maintains a permanent presence, but does not meet the criteria of a primary site.

"State-Funded" means a capital project partially or fully funded with a State appropriation.

"Structural Defect/Deficiency Project" means a capital project that has a defect or deficiency directly attributable to inadequate design or construction, or defective construction materials.

Section 1501.602 Approval of Capital Projects

a) Requests for approval of State-funded capital projects shall be submitted to ICCB on the forms prescribed by ICCB.

b) An updated District Site and Construction Master Plan shall be filed with ICCB by July 1 of the year in which the district undergoes its recognition evaluation. The purpose of the plan is to apprise ICCB of possible primary site new construction and secondary site acquisition/construction plans for the next five years throughout the district. The plan should be updated, as needed, to ensure that any project submitted for approval has been reflected in the district plan on file with ICCB at least two months prior to submission of the project. Any primary site new construction or secondary site acquisition/construction projects must be reflected in the plan in order to receive consideration for approval. The plan, at a minimum, shall consist of a map of the district showing the location of all facilities owned by the district or leased for a period exceeding five years and a narrative describing the district's:

c) Current permanent facilities where additions are planned.

d) General plans for future site acquisition or acquisition/construction of permanent facilities either on the primary site or secondary sites. The location may be identified in terms of the general geographic area within the district.

e) Proposed schedule for acquiring additional sites, constructing additions to existing facilities, or acquiring/constructing new permanent facilities.

f) The intended use of all proposed site acquisitions and facility acquisition/construction.

Section 1501.603 State Funded Capital Projects

a) Projects Eligible to Receive State Funds. State funds may be requested for capital projects, both those to be purchased and those to be constructed, as defined in this subsection (a). The funds shall be requested before construction and may include or consist of architectural and engineering fees associated with the project. These projects shall consist of:

1) Buildings, Additions, and/or Structures (including fixed equipment). Types of buildings that may be included are:

A) Administration and student personnel services facilities;

B) Central utility facilities;

C) Classrooms;

D) Fine and applied arts classrooms and laboratories;

E) Libraries;

F) Occupational technical, and semi-technical laboratories, shops and classrooms;

G) Other structures used for the operation and maintenance of the campus;

H) Physical education instructional facilities;

I) Science laboratories and related science facilities; and

J) Student areas appropriate to the needs of a commuter institution, including food services, lounge areas, study areas, storage lockers, child care facilities, and facilities for student activities such as newspaper editing and student government.

2) Land.

3) Movable Equipment.

4) Utilities (those beyond a five-foot perimeter of buildings).

5) Remodeling or Rehabilitation of Existing Facilities. These projects include provision for:

A) Access for students with disabilities;

B) Emergency repairs (including construction defects/deficiencies);

C) Energy conservation; and

D) Programmatic changes.

6) Site Improvements.

A) Clearance;

B) Drainage;

C) Earth movement;

D) Finish grading, seeding, landscaping;

E) Other work required to make land usable as a building site;

F) Parking; and

G) Streets and walkways.

7) Planning. A building project may be divided into sub-projects with planning funds (architect or engineering fees) requested for one fiscal year and construction funds requested in a subsequent year.

b) Application Criteria for New Construction Projects at the Primary Site. The acquisition of buildings/additions/structures through construction of new facilities or purchase of existing facilities includes planning, qualifying fixed and moveable equipment as necessary to support the new facility, land acquisition required for the facility, and any site improvements or utility work necessary to support the facility. In order for capital projects for new construction to be considered for State funding, the following requirements shall be met:

1) Certification of local board approval of the projects requested shall be provided.

2) Certification shall be provided that funds or credits are available to provide the local share of the cost of the projects in accordance with Articles IIIA and V of the Act.

3) Certification shall be provided that a suitable construction site is available. Suitability is determined through a site feasibility study and a Capital Development Board technical evaluation. The feasibility study shall address, at a minimum, the following:

   A) The location of the site in relation to geography and population of the entire district and in relation to sites of the district's other colleges;

   B) The impact on the surrounding environment, including the effect of increased traffic flow;

   C) Accessibility to the site by existing and planned highways and/or streets;

   D) Cost of development of the site in relation to topography, soil condition and utilities;

   E) Size of the proposed site in relation to projected student population (as determined by census data) and land cost;

   F) The number, location and characteristics (type of terrain, geography, roadway access, and suitability of the site for building purposes) of alternative sites considered; and

   G) The location of the site in relation to existing institutions of higher education.

4) Requests for site acquisition shall include a local board of trustees authorization to purchase the site, a copy of the feasibility study, a local board of trustees resolution that local funds are available, a copy of the Capital Development Board evaluation, three appraisals of the property, and a written request for ICCB approval in addition to the information requested in the Resource Allocation and Management Plan/Community Colleges (RAMP/CC).

5) Evidence of need for the space requested shall be provided either on a general enrollment basis as specified in subsection (e)(1)(C) or a specific program need basis as specified in subsection (e)(1)(D).

6) The project shall be within the mission of a community college as set forth in Section 1-2(e) of the Act.

c) Application Criteria for Remodeling and Rehabilitation Projects. Projects to remodel and rehabilitate a facility shall require submittal of the following:

1) An application on forms prescribed by ICCB;

2) Certification of local board approval of the projects requested;

3) Certification that funds or credits are available to provide the local share of the projects in accordance with Articles IIIA and V of the Act;

4) A summary detailing the effects of the remodeling on space usage (classrooms, laboratories, offices, etc.); and

5) A justification statement regarding the need to remodel.

d) Application Criteria for Secondary Site Projects. Projects for the acquisition/construction of a new site and/or structure for purposes other than a primary site facility and projects for acquisition of sites and/or structures adjacent to the primary site shall require submittal of the following:

1) A resolution by the local board of trustees stating that:

A) Local funds or credits are available to provide the local share of the projects in accordance with Articles IIIA and V of the Act; and

B) The programs offered have been approved by ICCB and Illinois Board of Higher Education (IBHE) or approval of these stated programs by those boards is pending.

2) Copies of at least two appraisals of the property.

3) Proof that the condition of the facility is not a threat to public safety. This shall include tests of structural integrity, asbestos, toxic materials, underground storage tanks, and other hazardous conditions. (Findings regarding the existence of these hazards shall not prevent the procurement of the site/structure but the knowledge of the hazardous condition and any costs incurred in correcting the condition shall be incorporated into the total cost of procuring the facility.)

4) Identification of the location of the site and its relationship to the main campus, community college facilities in contiguous districts, and other higher education facilities in contiguous districts.

5) Identification of all estimated costs associated with the purchase and any subsequent construction and/or rehabilitation of the site/structure.

e) Site Purchase. Requests for State funds for land purchases not related to new facilities acquisition will be evaluated based on the need to support existing campus facilities and services. Requests must meet applicable criteria specified in subsection (b) for land purchases at the primary site or subsection (d) for secondary site projects.

f) Utilities. Utilities projects (beyond a five-foot perimeter of buildings) not related to new facility acquisition will be evaluated based on the need to support existing campus facilities and services.

g) Site Improvements. Site improvements not related to new facilities acquisition will be evaluated in conjunction with the facilities to which they relate and other demonstrated need.

h) Project Priority Criteria. All projects must meet requirements as stated in Sections 5-3 and 5-4 of the Act. A maximum of 100 points will be awarded for each submitted capital project. Capital project priorities will be established according to the following criteria:

1) Type of Space (10%). Priorities will be assigned to colleges based on the type of space to be constructed, purchased, improved, or remodeled (in priority order). In the case of site purchases, utilities, and site improvements not related to new facilities acquisition, priorities will be assigned based upon the type of space associated with the project.

A) Instructional, study, office and student areas (all weighted equally):

i) Instructional space, including basic classrooms, lecture halls, seminar rooms and other rooms used primarily for scheduled instruction, both credit and noncredit. These rooms may contain multimedia or telecommunications equipment. Space used as classroom service, that is, projection rooms, telecommunication control booths, closets, etc., are included (FICM Codes 110-115). Instructional space also includes laboratory facilities, both class and open, used for instructional purposes and service areas that serve as an extension of the activities of the laboratory (FICM Codes 210-255).

ii) Study areas, including all library facilities, any rooms or areas used by individuals at their convenience, general learning labs, and any service areas necessary to support

the activities of these rooms (FICM Codes 410-455).

iii) Office facilities that provide work areas to support the academic, administrative, and service functions of the colleges. Also includes rooms such as student counseling rooms and testing areas, staff conference rooms, file rooms, and break rooms (FICM Codes 310-355).

iv) Student service areas include general use facilities such as child care facilities (FICM Codes 640 and 645), food service facilities (FICM Codes 630 and 635), lounge facilities (FICM Codes 650 and 655), merchandise areas such as bookstores, student supply stores, or ticket outlet services (FICM Codes 660 and 665), and rooms used for recreation and amusement (FICM Codes 670 and 675). Meeting rooms used by the institution or the general public for a variety of nonclass meetings also are included (FICM Codes 680 and 685).

B) Support areas, including central administrative computer and telecommunications rooms, maintenance shops, garages, warehouses, and storage facilities (FICM Codes 710-765).

C) Assembly areas, including theaters, auditoriums, arenas, exhibition rooms, and concert halls, used primarily for general presentations or performances (FICM Codes 610-625). Includes areas that serve as an extension of the activities in that facility.

D) Physical education areas used for physical education instructional programs and intercollegiate and recreational activities. Includes areas such as gymnasiums, athletic courts, swimming pools, and other special use athletic facilities (FICM Codes 520, 523, and 525). (Does not include specific classrooms more appropriately classified under FICM Code series 100.)

E) Special use facilities not included elsewhere, such as armory, armory services, media production services, clinics, etc. (FICM Codes 510, 515 and 530-590).

2) Core Campus Considerations (20%). Priorities will be assigned to colleges that do not have adequate core campus components in place. A core campus generally consists of classrooms, laboratories, student services, day care, learning resources/library, business and industry training services, and facilities to support high enrollment programmatic areas.

3) Space Criteria/Considerations (20%). Utilization of existing space will be calculated by annual full-time equivalent enrollment per net assignable square feet (NASF) of the most recently completed fiscal year. Priority will be assigned to those districts that have the highest utilization of owned space.

4) Program Considerations (20%). Consideration will be given to the need for special facilities based on the programs to be housed in the requested facilities. Priorities will be assigned so that the greater the need for special facilities, the higher the priority. Criteria evaluated for need will include (not in priority order), but not be limited to:

   A) Documented need as evidenced by the college's accountability and productivity reviews;

   B) Labor market demand for completers of the program (as indicated by current manpower data);

   C) Unavailability of special facilities needed for the program; and

   D) Other special needs or measures as described in the program justification statement submitted by the college with the project request.

5) College Ranking (10%). Priorities will be assigned to projects that are ranked as a high priority by the college.

6) Prior Commitment (10%). Additional consideration will be given to the project if it had previous ICCB approval for planning or construction or a commitment made through prior appropriations by the State.

7) Structural Considerations (5%). Additional consideration will be given for structural considerations (in priority order).

   A) Those projects that will reduce physical health and safety hazards to the student body and staff (e.g., structural defects/deficiencies, accessibility modifications);

   B) Overall condition of space and/or other structural integrity considerations;

   C) Those projects that will result in financial and/or natural resource savings (energy conservation).

8) Local Resources (5%). Consideration will be given to districts that qualify for Equalization Grants (see Section 2-16.02 of the Act), have a high

poverty level within the district, and have an economically disadvantaged student body.

i) Changes in budget and/or scope to approved construction projects shall be submitted for approval according to the following criteria:

1) Changes in budget/scope totaling five percent or less of the approved project budget/scope shall be reconciled at the completion of the project and submitted to ICCB for information purposes.

2) When changes in the project budget/scope have reached five percent, any subsequent change modifying the budget/scope of the project shall require approval by the ICCB Executive Director, prior to expenditure of funds on the additional work. The criteria the ICCB Executive Director will use for approving changes in the project budget/scope will be the same as are listed in this Section.

j) Construction Standards. The standards listed in this subsection (j) shall be applied in the design and construction of facilities.

1) Building Efficiency. Campuswide building efficiency should be at least 70 percent. However, individual buildings may be below this level if they are high-rise (four or more floors), include a large number of small classrooms and/or labs, or if a large portion of the building is designed for custodial or mechanical purposes to serve the entire campus.

2) Facilities Codes. All construction, remodeling and rehabilitation of facilities shall be in compliance with the following standards:

A) All incorporations by reference refer to the standards on the date specified and do not include any additions or deletions subsequent to the date specified:

i) International Building Code, 2018 Edition (International Code Council, 4051 W. Flossmoor Rd., Country Club Hills, Illinois 60478-5795).

ii) International Mechanical Code, 2018 Edition (International Code Council, 4051 W. Flossmoor Rd., Country Club Hills, Illinois 60478-5795).

iii) National Electrical Code, NFPA 70, 2020 Edition (National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02169-7471).

iv) National Fire Protection Association 101, Life Safety Code,

2018 Edition (National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02169-7471).

B) Illinois administrative rules that are referenced in this Part are:

i) Illinois Plumbing Code (77 Ill. Adm. Code 890).

ii) Illinois Accessibility Code (71 Ill. Adm. Code 400) or the 2010 Americans with Disabilities Standards for Accessible Design (28 CFR 35 and 36), whichever is more stringent.

iii) Fire Prevention and Safety (41 Ill. Adm. Code 100).

iv) Illinois Energy Conservation Code (71 Ill. Adm. Code 600).

C) Any local building codes that may be more restrictive than the codes listed in this subsection (j)(2).

3) State of Illinois Building Related Requirements. To assist the architect in determining which statutes and rules might be applicable to a project, the Capital Development Board (CDB) has assembled an Illinois Construction-Related Statutes and Rules Directory that lists statutory requirements relative to State construction. CDB also maintains an Illinois Municipal Code Director. Both resources are available on CDB's website (https://cdb.illinois.gov/business/codes/buildingcodesregulations.html).

Section 1501.604 Locally Funded Capital Projects

All locally funded capital projects shall meet the same codes or standards listed in Section 1501.603(j)(2).

Section 1501.607 Reporting Requirements

A college shall submit the items listed in this Section in a format prescribed by ICCB by August 1 of each year:

a) Annual facility data, including:

1) acreage;

2) NASF of owned and leased space by classroom, lab, office, study, support, and special use categories;

3) existing space in use for educational purposes at the end of the fiscal year (June 30); and

4) project updates.

b) Estimated deferred maintenance annual cost and current backlog.

c) All completed and in-progress projects using State funds.

d) All completed and in-progress local projects with a cost of $250,000 or more.

Section 1501.608 Approval of Projects from 110 ILCS 805/3-20.3.01

Projects proposed for construction under Section 3-20.3.01 of the Act shall meet the criteria listed in this Section.

a) A proposed project shall meet the definition of "alter" or "repair" in Section 1501.601.

b) A proposed project shall meet the definition of "facility" in Section 1501.601 and be owned by the district or leased where the district has assumed the obligation to make alterations or repairs.

c) A proposed project shall not be considered a maintenance project.

d) Projects to repair facilities shall be to correct a hazard.

e) A proposed project shall have an estimate by a licensed architect or engineer and, if financed through bonds in accordance with Article IIIA of the Act, shall be estimated to cost no more than $4,500,000, unless otherwise stated in statute. A project may have several component parts if these components clearly relate to the same objective.

f) A proposed energy conservation project shall provide an estimated "pay back" of eight years or less as certified by a licensed architect or engineer.

g) A project shall meet the codes specified in Section 1501.603(g)(2).

h) If project costs are financed through bonds as referenced in subsection (e), all bonds for those purposes may not exceed $4,500,000 in the aggregate at any one time unless otherwise stated in statute**.**

Section 1501.609 Completion of Projects from 110 ILCS 805/3-20.3.01

When completed, a project shall be certified by a licensed architect or engineer as having been constructed within the budget and having met applicable plans, codes and specifications.

Section 1501.610 Demolition of Facilities

A district may demolish a facility owned by the district.

SUBPART H: PERSONNEL

Section 1501.801 Definition of Terms

"Automatic Rollover Clause" means the renewal of an employment contract after the anniversary date for an additional term without any additional agreement or signature.

"Misconduct" includes, but is not limited to, the following:

Conduct demonstrating conscious disregard of a *college district's interest and found to be a deliberate violation or disregard of the reasonable standards of behavior the district expects of its employee.*

Carelessness or negligence to a degree or recurrence that manifests culpability or wrongful intent, or shows an intentional and substantial disregard of the district's interests or of the employee's duties and obligations to his or her college district.

Chronic absenteeism or tardiness in deliberate violation of a known policy of the district or one or more unapproved absences following a written reprimand or warning relating to more than one unapproved absence.

A violation of a *college district's rule, unless the claimant can demonstrate that:*

He or she did not know, and could not reasonably know, of the rule's requirements;

The rule is not lawful or not reasonably related to the job environment and performance; or

The rule is not fairly or consistently enforced.

Other conduct, including, but not limited to, committing criminal assault or battery on another employee, student*, customer or invitee of the employer.*

"Severance Pay" means the actual or constructive compensation, including salary, benefits, or perquisites, for employment services yet to be rendered that is provided to an employee who has recently been or is about to be terminated. [5 ILCS 415/5]

"Sabbatical Leave" means a leave of absence granted by the Board of Trustees to eligible employees to provide opportunities for those employees to engage in

activities aimed at developing the employees professionally and improving their abilities to perform their contractual responsibilities.

Section 1501.802 Sabbatical Leave

Any Board of Trustees policy providing for sabbatical leave for its employees shall contain the following provisions:

a) A statement of purpose and/or objectives;

b) A description of the types of leaves (e.g., professional development, project, exchange) that may be granted;

c) A statement of employee eligibility;

d) A procedure for making application;

e) A listing of criteria used in evaluating applications;

f) A procedure for selection;

g) A statement of limitations concerning the granting of leave (e.g., how many employees in a given year and subject to what, if any, financial limitations);

h) A schedule of compensation, if any, to be granted and for what period;

i) A statement of employee obligations (e.g., reporting requirements, returning to work after the leave); and

j) Other conditions the Board believes may affect the employee-employer relationship as a result of a leave being granted.

Section 1501.803 Employment Contracts

a) Severance Pay. Any community college district that *enters into*, amends, renews or extends *an employment contract that includes a provision for severance pay must include the following in the contract*:

1) The limitation of severance pay to *not exceed any amount greater than 20 weeks of compensation; and*

2) *A prohibition of severance pay when an employee has been fired by the district for misconduct.* [5 ILCS 415/10]

b) *Any employment contract entered into,* amended, renewed, or extended *with* an *employee of the community college district* shall adhere to the following limitations:

1) *A contract with a determinate start and end date may not exceed 4 years* [110 ILCS 805/3-65(b)(2)];

2) *The contract may not include any automatic rollover clauses* [110 ILCS 805/3-65(b)(3)]; *and*

3) All renewals or extensions of contracts must be made during an open meeting of the board.

c) President and Chancellor Employment Contracts

1) *Final action on the formation, renewal, extension, or termination of the employment contract of a president or chancellor must be made during an open meeting of the board.* [110 ILCS 805/3-70(2)]

2) *Any performance-based bonus or incentive-based compensation to the president or chancellors must be approved by the board in an open meeting. The performance criteria and goals upon which the bonus or incentive-based compensation is based must be made available to the public* on the district's official website *no less than 48 hours before board approval.* [110 ILCS 805/3-70(4)]

d) Public Notice. *Public notice*, pursuant to the Illinois Open Meetings Act [5 ILCS 120], of an employment contract entered into, amended, renewed, extended, or terminated shall be provided by publication of the board item documenting, at a minimum, *a description of the proposed financial components of the* contract and a description of the action to be taken by the board.

1) If the proposed contract is written prior to the board meeting, a copy of the contract, including all addendums or any other documents that change an initial contract, shall be posted *prior to* board *action* on the district's official website. [110 ILCS 805/3-70(3)]

2) If the proposed contract is not written prior to the board meeting, the board may take action to approve the contract or terms of the contract, provided that public notice was provided pursuant to this Section. As soon as possible following board action, copies of the contract enacted, including all addendums and other documents that change an initial contract, shall be posted to the district's official website.

e) This Section does not apply to collective bargaining agreements.

Section 1501.804 President and Chancellor Performance Review

The board *shall complete an annual performance review of the president* or chancellor. The board *shall consider the annual performance review* when contemplating *a bonus, raise, or severance agreement for the president or chancellor.* [110 ILCS 805/3-75] The annual

performance criteria and goals shall be made available to the public on the district's official website.

Section 1501.APPENDIX A Fee Schedule for Data Matching

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

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD
PART 1502 JOINT RULES OF THE BOARD OF HIGHER EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD: RULES ON REVERSE TRANSFER OF CREDIT

Section 1502.10 Purpose

The purpose of this joint rule is to *foster the reverse transfer of credit 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 State university in the prescribed courses necessary to meet a community college's requirements to be awarded an associate degree.* (Section 23 of the Act)

Section 1502.20 Definitions

"Act" means the Student Transfer Achievement Reform Act [110 ILCS 150].

"Admissions Office" means an office within a community college or State university responsible for recruiting and communicating with new and transfer students.

"Community College" means a public community college in this State. (Section 5 of the Act)

"Eligible Student" means a student who meets the criteria in Section 1502.30.

"Registrar's Office" means an office within a community college or State university responsible for registering students, keeping academic records, and corresponding with applicants and evaluating their credentials.

"Reverse Transfer of Credit" means the transfer of earned academic credit from a State university to a community college for the purpose of obtaining an associate degree at the community college. (Section 23 of the Act)

"Reverse Transfer Data Sharing Platform" means a national electronic data sharing and exchange platform that meets nationally accepted standards, conventions and practices, such as the National Student Clearinghouse or similar platform.

"Reverse Transfer Agreement" means an institutional agreement between one or more community colleges and a State university to share student transcripts when a student requests a reverse transfer of credit.

"Opt-in" means the student's decision to seek a reverse transfer of credit.

"State University" means a public university in this State. (Section 5 of the Act)

Section 1502.30 Student Eligibility

The reverse transfer of credit option is available to a student who is currently enrolled in a State university and has:

a) Transferred to the State university from, or previously attended, a community college;

b) Earned at least 15 credit hours of transferrable course work completed at a community college;

c) Earned a cumulative total of at least 60 credit hours for transferrable course work successfully completed at the student's current or previously attended postsecondary institutions; and

d) Submitted a request to the State university at which the student is currently enrolled.

Section 1502.40 Student Request

A student who meets the eligibility criteria in Section 1502.30 may request a reverse transfer of credit from the State university to the community college previously attended.

a) The opportunity to opt-in may be taken at enrollment or at any time thereafter while enrolled at the State university. The student shall provide the information required in Section 1502.30 (a), (b) and (c) and authorize the release of his or her transcript information, pursuant to State university procedures.

b) In the event that the student has earned credit hours at more than one community college or State university, the student shall:

1) Identify the community colleges and State universities at which any credit hours have been earned; and

2) Authorize release of his or her transcript information from the community colleges and State universities to the community college identified for the purpose of earning an associate degree through a reverse transfer of credit.

Section 1502.50 Institutional Responsibilities

a) Each State university and community college shall make available an opt-in process for the reverse transfer of credit, pursuant to this Part.

b) Each State university shall notify students who meet the eligibility criteria in Section 1502.30 each academic year. The notification shall include information about the State university's process to reverse transfer of credit.

c) State universities and community colleges shall comply with the following process:

1) Information about reverse transfer of credit shall, at a minimum, be clearly identified on the institution's Internet website and printed in course catalogs. This information shall also be made available through the admissions office and the registrar's office.

2) After verifying student eligibility, the student information may be transferred through a reverse transfer data sharing platform or a reverse transfer agreement, or by contacting the institution directly.

Institutions are encouraged to use a Reverse Transfer Data Sharing Platform as a cost-effective method to exchange course level data. Any student information obtained from the platform must be accepted as official documentation of the student record.

3) Transcript fees assessed to prepare and send student transcripts to community colleges may be waived to help promote the reverse transfer of credit. Community colleges may waive fees assessed to conduct degree audits and to process graduation applications as part of the reverse transfer of credits.

4) After receiving the student information, the community college shall review the information and, if the community college determines the student has earned the credits required to receive an associate degree, may award the associate degree.

5) No later than 30 business days after receiving an application for reverse transfer of credit and all required transcripts, a community college shall notify an applicant if he or she qualifies for an associate degree based on the total earned credits. (Section 23 of the Act) The community college shall send the same notification to the State university.

6) In the event that the community college awards an associate degree pursuant to this Part, the community college shall send a student transcript to the State university. The transcript shall include the award of an associate degree.

Section 1502.60 Community College Determination to Award Degree

In awarding an associate degree, the community college shall evaluate the applicant's course work completed, along with the transfer credit earned, and shall determine whether the associate degree requirements have been met. (Section 23 of the Act) Nothing in this Part affects the ability of the community college to determine the course work required to earn an associate degree awarded by that institution.

Section 1502.70 Voluntary Participation by Others

This Part does not preclude private colleges and universities from voluntarily participating in the reverse transfer of credit.

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

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:

b) A community college established and operating under the authority of the Public Community College Act [110 ILCS 85].

c) A nonprofit entity in partnership with the regional superintendent of schools.

d) 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.

e) A school district organized under Article 34 of the Illinois School Code [105 ILCS 5/34A-101].

f) 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:

c) Cover Packet

d) Contact information, including the Chief Executive Officer, the Program Director, and Fiscal Officer or the equivalent.

e) 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).

f) Proposal Narrative

g) 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.

h) Mission and Structure

i) Describe the eligible applicant's mission and past history in serving the adult population.

j) Describe the administrative structure of the Program.

k) Describe the financial commitments to support the Program and ensure that outcomes and goals are met.

l) Instructional Program Design and Activities

m) Describe the instructional activities, including the curriculum, program sequence and multidisciplinary courses. Include any online or technology based curriculum that will be used.

n) Describe the Program and its connection with the Illinois Learning Standards and Illinois Adult Education Content Standards.

o) Describe the intensity, duration and frequency of the activities, including but not limited to the times and location.

p) 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.

q) Partnerships and Collaboration

r) 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.

s) 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.

t) Recruitment, Enrollment and Retention Strategies

u) Describe the recruitment and enrollment process, as well as retention strategies.

v) 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;
- 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.

w) 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).

x) Support Services

y) Describe the support services that will be provided by the applicant or in coordination with partners (e.g., transportation, childcare services, employment).

z) Describe any assessments that will be used to determine eligibility for services.

aa) Describe the academic, behavioral and emotional support services to be offered to adult learners enrolled in the Program.

bb) Program Accountability and Evaluation

cc) Describe specific outcomes, goals and metrics of the Program, including enrollment projections and completions.

dd) Describe the use of any Board approved adult education assessments in determining reading and math levels (i.e., pre- and post-testing).

ee) Describe the use of Program data to evaluate the success of the Program and the outcomes of adult learners.

ff) Professional Development

gg) 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.

hh) 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.

ii) Describe the professional development requirement for all staff, including completion of the required new teacher orientation.

jj) In addition to the above required information, a nonprofit eligible applicant shall provide the following to the Board:

kk) 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.

ll) A description of the coordination and oversight the partner entity will provide in the administration of the Program by the nonprofit entity.

mm) 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:

c) Student progression data;

d) Attendance hours;

e) Enrollment data;

f) Program goals and metrics;

g) Graduation rates and completion;

h) Earning of industry recognized credentials;

i) Program recruitment and retention;

j) Professional development of staff;

k) Program costs; and

l) Evaluation processes.

m) A decision of the Board shall be provided to eligible applicants in writing through U.S. 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:

c) Student enrollment and progression data.

d) Program recruitment, enrollment and retention data.

e) Attendance hours.

f) Program outcomes data.

g) Graduation rates.

h) Earning of high school diplomas.

i) Earning of industry-recognized credentials.

j) 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.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD
PART 1507 HIGH SCHOOL EQUIVALENCY TESTING PROGRAM

Section 1507.100 Definition of Terms

"Candidate" means a resident of Illinois who has not completed a high school diploma or a State of Illinois High School Diploma.

"Competency-Based High School Graduation Requirements Pilot Program" means the program authorized by ISBE [110 ILCS 148/20].

"High School Equivalency (HSE) Test" means a standardized assessment that measures academic knowledge and skills equivalent to those of a graduating high school senior. The test covers core areas, including Mathematics, Reading, Writing, Language Arts, Social Studies, and Science.

"Homeschool Association" means an organization that provides high school curriculum for home schooled students and certifies completion of their program.

"Homeschooled Candidate" means a candidate who was taught at home and not in a public-school setting.

"i-Pathways" means an online instructional system providing high school equivalency preparation for candidates seeking to complete a State of Illinois High School Diploma.

"ICCB" means the Illinois Community College Board.

"ISBE" means the Illinois State Board of Education.

"Jurisdiction" means the service area for which an administrator or faculty have authority over a candidate.

"Residence" means the location and corresponding county for where a candidate lives.

"ROE" means Regional Office of Education.

"State of Illinois High School Diploma" means a high school diploma credential for candidates who have completed all necessary requirements through high school equivalency testing or Transcript-Based Alternative Methods of Credentialing as authorized by ICCB.

"Transcript-Based Alternative Methods of Credentialing" or "AMOC" means a high school equivalency pathway for candidates who have already completed a significant amount of high school or post-secondary education.

Section 1507.110 Eligibility for Testing

a) Candidates are eligible for testing without restriction at 18 years of age.

b) Candidates who are 17 years of age will be granted an age exception approval under the following conditions:

1) A candidate previously enrolled in a public or private high school must provide a withdrawal letter from the candidate's former high school.

A) Withdrawal letters must:

i) Be on school letterhead.

ii) Be physically or digitally signed by a school official.

iii) Include the candidate's full name.

iv) Include the candidate's date of birth.

v) Include the formal withdrawal date or last date of attendance.

B) Transcripts are not acceptable as proof of withdrawal unless the transcript includes the elements required in the withdrawal letter.

2) If a withdrawal letter cannot be provided by the former high school, or the candidate was otherwise not enrolled in high school prior to the candidate's HSE test date, the candidate must provide documentation from the local school district or Regional Office of Education serving the candidate's area of residence indicating the candidate is not currently enrolled, or required to be enrolled, in a public or private high school in the candidate's local school district. The withdrawal letter must:

A) Be on organizational letterhead.

B) Be physically or digitally signed by staff of the local school district or Regional Office of Education.

C) Include the candidate's full name.

D) Include the candidate's date of birth.

E) Include the date the letter was provided.

F) Indicate the candidate is not currently enrolled nor required to be enrolled in a high school in their area of residence.

3) A homeschooled candidate must provide documentation either from the local school district or Regional Office of Education serving the candidate's area of residence indicating the candidate is not currently enrolled, or required to be enrolled, in a public or private high school in the candidate's local school district or from the relevant homeschooling association or program stating the candidate's program has been completed.

A) Documentation from the local school district or Regional Office of Education must:

i) Be on organizational letterhead.

ii) Be physically or digitally signed by staff of the local school district or Regional Office of Education.

iii) Include the candidate's full name.

iv) Include the candidate's date of birth.

B) Documentation from the homeschooling association must:

i) Include the date the letter was written.

ii) Be physically or digitally signed from staff at the relevant homeschooling association or program responsible for the candidate's home schooling. Digital signatures must include a time-stamp.

iii) Include the candidate's full name.

iv) Include the candidate's date of birth.

4) A candidate is a student participating in a competency-based high school graduation requirements pilot program authorized by the Illinois State Board of Education. Documentation must be received directly from the program and must:

A) Be on school letterhead.

B) Be physically or digitally signed by a school official.

C) Include the candidate's full name.

D) Include the candidate's date of birth.

E) Include the testing vendor identification number.

F) Indicate the candidate is currently enrolled in the program and request the candidate be allowed to test.

c) Candidates who are 16 years of age will be granted an age exception approval under the following conditions:

1) A candidate is currently enrolled in the Illinois National Guard's Lincoln's Challenge Academy. Documentation must be received directly from Lincoln's Challenge Academy and must:

A) Be on Lincoln's Challenge Academy letterhead.

B) Include the candidate's full name.

C) Include the candidate's date of birth.

D) Include the testing vendor identification number.

2) A candidate is a student participating in a qualified alternative learning opportunities program (105 ILCS 5/13B) offering academic, behavioral, and social/emotional interventions designed to increase the candidate's academic achievement or a regional safe schools program (105 ILCS5/13A) serving expulsion-eligible and suspension-eligible students authorized by the Illinois State Board of Education. Documentation must be received directly from the program and must:

A) Be on school letterhead.

B) Be physically or digitally signed by a school official.

C) Include the candidate's full name.

D) Include the candidate's date of birth.

E) Indicate the candidate is currently enrolled in the program and request the candidate be allowed to test.

3) A candidate has received a court order mandating testing as part of a court-ordered rehabilitation requirement. The court order should include the candidate's full name and clearly indicate the candidate must complete a high school equivalency exam. The ROE with jurisdiction over the candidate will coordinate with ICCB for approval. ICCB must approve clearance for testing.

d) Candidates are required to provide valid government-issued photo identification on all testing days and for all transcript reviews when using the Transcript-Based Alternative Method of Credentialing in Section 1507.200.

1) Photo identification must display the candidate's full name, matching the name used for exam registration, address, date of birth, and photograph. The candidate will not be allowed to test without a valid government issued photo identification and will not be eligible for a refund for the cost of testing. ICCB will determine acceptable forms of photo identification and list them on ICCB's HSE website and in the ICCB Adult Education Provider Manual.

2) Restricted identifications, including military ID, cannot be used during check-in for the online-proctored testing.

3) If the candidate's photo identification does not indicate a valid Illinois address, the candidate must provide additional documentation to prove residency as specified by ICCB.

Section 1507.120 Issuance of the State of Illinois High School Diploma and Transcripts

a) *The regional superintendent of schools and the Illinois Community College Board shall make available for qualified individuals residing within the region a High School Equivalency Testing Program.* Transcripts and diplomas will be issued by Regional Offices of Education for candidates within their jurisdiction and the ICCB for candidates in Cook County. [105 ILCS 5/3-15.12]

b) Transcripts and diplomas for individuals incarcerated within the Illinois Department of Corrections will be issued by the ICCB.

c) The Regional Offices of Education and the ICCB will charge a fee for the issuance of transcripts and diplomas as determined by ICCB.

d) Honorary State of Illinois High School Diplomas may be issued by a Regional Office of Education upon approval from ICCB.

e) Release of Education Records for Deceased Candidates.

1) Records for a deceased candidate may be requested by the closest living next of kin. A written request must be provided with both of the following notarized documents:

A) Birth certificate or other official documentation showing the requestor's relation to the deceased.

B) Death certificate of former candidate.

2) Records for a deceased candidate may be requested by the executor of the estate or holder of power of attorney for the deceased. A written request must be provided with a notarized copy of documentation verifying the individual's status as executor or holding power of attorney.

3) ICCB may deny the request in whole or in part after evaluation of the request.

4) ICCB may request additional information before a decision is made.

f) When a candidate requires a copy of their transcript or diploma as an official government record, such as to send to a foreign country, ICCB will provide the candidate a notarized copy of their State of Illinois High School Diploma and transcript for apostille by the Secretary of State. The record must be signed by the ICCB High School Equivalency State Administrator.

g) ICCB will determine official transcript and diploma paper to be used for candidates.

h) The Regional Offices of Education and the ICCB will purchase transcript and for a diploma paper in a manner and fee determined by ICCB.

Section 1507.130 Fee Waivers for Hardship

a) *Regional Offices of Education and the Illinois Community College Board shall waive any required fees, pursuant to* 105 ILCS 5/3-15.12*, for an applicant who meets all of the following criteria.*

1) *The applicant qualifies as a homeless person, child, or youth as defined in the Education for Homeless Children Act* [105 ILCS 45].

2) The applicant has not attained 25 years of age as of the date of the scheduled test.

3) The applicant can verify his or her status as a homeless person, child, or youth. A homeless services provider that is qualified to verify an individual's housing status, as determined by the Illinois Community College Board, and that has knowledge of the applicant's housing status may verify the applicant's status.

4) The applicant has completed a high school equivalency preparation course through an Illinois Community College Board-approved provider.

5) *The applicant is taking an HSE test at an official testing center operated by a regional superintendent of schools or the Cook County High School Equivalency Office.* [105 ILCS 5/3-15.12]

b) *ROEs* and the ICCB have discretion to *waive any required fees for an applicant for hardship* in addition to the requirements above. [105 ILCS 5/3-15.12]

c) ROEs and ICCB will waive any required fees for an applicant for hardship for the Transcript-Based Alternative Methods of Credentialing program if the applicant meets all the criteria of subsection (a) of this Section.

Section 1507.140 Maintenance of Records

a) State of Illinois High School Diploma records completed by candidates after December 31, 2013, are the records of the ROE for the county of the candidate's residence at the time of completion. Records will be maintained by the ROE.

b) State of Illinois High School Diploma records completed by candidates before January 1, 2014, are the records of the ROE for the county where testing was completed. Records will be maintained by the ICCB through a statewide system.

c) State of Illinois High School Diploma records completed in Cook County are the records of the ICCB. Records will be maintained by the ICCB through a statewide system.

d) State of Illinois High School Diploma records completed through the Illinois Department of Corrections' facilities are the records of the ICCB. Records will be maintained by the ICCB through a statewide system.

e) ROEs may request that the ICCB review backup records, when available, to assist in locating candidates' records.

f) ICCB will approve access to technology systems utilized in relation to high school equivalency testing and the provision of transcripts and diplomas. Access will only be granted to ICCB staff performing high school equivalency duties at ICCB, ICCB funded adult education programs, Regional Offices of Education, and the Illinois Department of Corrections. Access will be limited to the candidates in the user's jurisdiction.

Section 1507.150 Approval of Testing Vendors

The ICCB will approve high school equivalency testing vendors. Determination for approval will be based on the ability of the vendor to align with the Common Core College and Career Readiness Standards and viability of secure testing strategies.

Section 1507.160 Approval of Testing Fees

a) The ICCB will approve fees charged by testing vendors for high school equivalency testing.

b) The ICCB will approve fees charged by testing centers for high school equivalency testing.

c) The ICCB will approve fees charged for the purchase of transcripts and diplomas.

d) The ICCB may offer a discount program through approved testing vendors to offset the cost of testing fees. Discounts shall be distributed on a first-come, first-serve basis through the ICCB's website.

Section 1507.170 Approval of Testing Centers

a) ICCB will approve high school equivalency testing centers. Testing centers must submit an application to ICCB for approval. Once approved by ICCB, they must apply for approval from approved testing vendors. Final approval is granted by ICCB.

b) Determination for approval will be based on the need in the area and the ability to meet testing vendor requirements.

Section 1507.200 Transcript-Based Alternative Methods of Credentialing

The transcript-based alternative methods of credentialing option is a high school equivalency pathway meant to provide an alternative route to high school equivalency completion for candidates who have already completed a significant amount of high school or post-secondary education.

Section 1507.210 Eligible Candidates

An individual is eligible to complete their State of Illinois High School Diploma through the transcript-based alternative method of credentialing program if the individual meets all of the following conditions:

a) Attended a state-recognized and accredited public or private high school, a state-recognized and accredited postsecondary institution or adult education program, or a foreign institution of higher education.

b) Meets one of the following requirements:

1) Is 18.5 years of age or older and the individual high school graduating class must be, at minimum, in the third quarter of their senior year.

2) 17-year-olds are only eligible if the individual's high school graduating class has graduated, and the individual presents a withdrawal letter as specified in Section 1507.102.

c) Does not have a high school diploma nor a State of Illinois High School Diploma and is not currently enrolled in secondary school.

d) Is a resident of the State of Illinois for at least 30 days prior to the initial transcript evaluation.

e) Has completed at least 75% (13 credits) of the minimum graduation requirements as outlined in this Part.

f) Has paid the application fee and submitted an application that contains:

1) Sealed transcripts for review;

2) A photocopy of acceptable identification; and

3) A certification that the applicant meets the eligibility requirements described in this Section.

Section 1507.220 Eligible Schools

a) Eligible schools for transcript review include:

1) A state-recognized public or private high school.

2) A state-recognized and accredited postsecondary institution.

3) The American School (Lansing IL).

4) The Illinois Virtual School recognized by the Illinois State Board of Education.

5) Foreign institutions of higher education.

b) Home school programs are not eligible for transcript review.

Section 1507.230 Credit Requirements

a) Candidates must provide documentation demonstrating completion of at least 17 credits, equivalent to a year-long high school course, at a state-recognized and accredited public or private high school, a state-recognized and accredited postsecondary institution or adult education program, or a foreign institution of higher education. Credits must include:

1) At least four years of language arts.

2) At least three years of mathematics, which must include one year of algebra and one year of geometry.

3) At least three years of social studies, which must include at least one year on the history of the United States.

4) At least two years of science.

5) At least one year of elective coursework, chosen from art, music, foreign language, consumer education, or vocational education.

6) At least one semester of health.

7) Additional credits required to meet the 17-credit minimum may be filled with elective coursework in any subject area.

b) Completion of the U.S. and Illinois State Constitution requirement.

c) Completion of any national reporting system reading assessment at a 9th grade level.

Section 1507.240 Filling Credit Gaps

a) Candidates may fill credit gaps through:

1) ICCB-funded Adult Education programs. The course title and description must be specific to the credit gap the candidate needs to fill. An adult education course which grants three units of instruction shall be considered equivalent to one year of high school credit in a relevant subject area.

2) Post-secondary credit through a recognized and accredited two- or four-year college or university. The course title and description must be specific to the credit gap the candidate needs to fill. A post-secondary course which grants three semester credits shall be considered equivalent to one year of high school credit in a relevant subject area.

3) i-Pathways curriculum. The course title and description must be specific to the credit gap the candidate needs to fill. The candidate must utilize the system under the supervision of an ICCB-funded Adult Education program or a Regional Office of Education.

4) High school equivalency exam section. Candidates may complete no more than two subject areas of any high school equivalency exam approved by ICCB. A passing score on one subject area of a high school equivalency exam shall be considered equivalent to one year of high school credit in a relevant subject area.

A) Candidates may use passing scores from GED® examinations taken in Illinois prior to 2014.

B) Candidates may use passing scores from TASC™ examinations taken in Illinois between 2016-2020.

C) All high school equivalency scores must be accessed through, and verified by, the Regional Office of Education in which the test score was certified.

b) ROEs will not accept records of high school equivalency test scores brought in by candidates.

Section 1507.250 Transcript Reviews

a) Transcript reviews are completed by the Regional Office of Education for the candidate's county of residence and the ICCB for all Cook County residents.

b) The Regional Offices of Education and the ICCB will charge a fee for the initial transcript review as determined by ICCB.

c) ICCB may be consulted for a second opinion on a transcript review. The reviewer must provide a copy of the candidate's transcripts and a copy of their initial review.

d) Candidates must seek the transcript review at the ROE for their county of residence.

e) Candidates must provide official transcripts from any source utilized to fill credit gaps. No unsealed transcript provided by the candidate will be accepted.

TITLE 2: GOVERNMENTAL ORGANIZATION
SUBTITLE F: EDUCATIONAL AGENCIES
CHAPTER VIII: ILLINOIS COMMUNITY COLLEGE BOARD
PART 5175 PUBLIC INFORMATION, RULEMAKING AND ORGANIZATION

SUBPART A: PUBLIC INFORMATION

Section 5175.20 Appearance at ICCB Meetings

a) Persons desiring to address the Board shall make a written request to the Executive Director at least five business days prior to the meeting, provided that, with respect to any emergency meeting, the person desiring to address the Board shall make a written request at least one business day prior to the date of the emergency meeting. Any request to address the Board must include the name, telephone number or e-mail contact information, and street address of the person requesting to address the Board. The request shall also include the name and street address of the college, organization or group to be represented by the person, if any, and a description of the topic to be presented.

b) The written notice requirement may be waived by the Chair.

c) The Chair (or other presiding officer) may impose appropriate time limits on presentations or public comments. The presiding officer's decision to limit a presentation or comment shall be based on criteria including, but not limited to, the total time available for the Board's deliberations, the number of persons seeking to appear before the Board, and the potential for redundancy in the comments being presented.

d) All presenters are encouraged to submit their presentations in writing.

Section 5175.30 Information Request

Any person seeking information or wishing to make a request of the Illinois Community College Board (ICCB) may do so by contacting the ICCB Executive Director at 401 East Capitol Avenue, Springfield, Illinois 62701.

Section 5175.40 Minutes of Closed Sessions

The Board will review its closed session minutes in March and September of each year to determine if those minutes, or part of those minutes, may be released as public documents. The Board Chair and Vice-Chair, prior to the March and September meetings, will review the minutes of all closed sessions conducted during the previous six months and make a recommendation for action to the Board based on the relevant provisions of the Public Community College Act [110 ILCS 805], the Freedom of Information Act [5 ILCS 140], and the Open Meetings Act [5 ILCS 120].

SUBPART B: RULEMAKING

Section 5175.140 ICCB Rules

a) Initiation of new or amended rules or the repeal of existing rules will begin at the direction of the Board or its Executive Director, or when required by State statute or court decision.

b) The public and advisory organizations may propose the development, amendment or repeal of a rule by writing to the ICCB Executive Director at 401 East Capitol Avenue, Springfield, Illinois 62701. The written statement should cite the specific rule to be amended or repealed or should state proposed specific language for a new rule. Reasons for the proposal shall be included.

c) Proposed new rules, amendments or repealers will be presented as information at an open public meeting of the Board prior to publication in the Illinois Register.

d) Following presentation to the Board, proposed rules, amendments or repealers will be published in the Illinois Register. During the 45-day First Notice period, interested persons or agencies may provide public comment.

e) Proposed new rules, amendments or repealers that have met the requirements for public input will be presented to the Board for approval. Thereafter, the Board shall direct the Executive Director or his or her designee to submit proposed rules, amendments or repealers for review by the Joint Committee on Administrative Rules (JCAR) during the Second Notice period.

f) At the end of the Second Notice period, if no objections are received from JCAR, ICCB may adopt the rules or any modifications in accordance with the Illinois Administrative Procedure Act (IAPA) [5 ILCS 100]. If ICCB receives an objection from JCAR during the Second Notice period, the Executive Director shall present the objection to the Board at its next meeting for consideration.

g) The Executive Director may, without Board approval, promulgate emergency and peremptory rules in accordance with the IAPA. Emergency and peremptory rules shall be presented as information to the Board at its next regularly scheduled meeting.

SUBPART C: ORGANIZATION

Section 5175.200 Organization of the Illinois Community College Board

a) The Illinois Community College Board was created by the Illinois Public Community College Act. Board members are appointed by the Governor with the advice and consent of the Senate, with the exception of one student member appointed by the Student Advisory Committee (see 110 ILCS 805/2-1).

b) The Governor designates one member of the Board, other than the student member, to serve as Chair (see 110 ILCS 805/2-3).

c) The Vice-Chair shall be elected by a vote of the Board for an annual term beginning July 1. An election for Vice-Chair shall occur before the end of June each year at a regular Board meeting.

d) The Chair of the Board presides at Board meetings. The Vice-Chair shall preside at all meetings in the absence of the Chair. In the absence of the Chair and Vice-Chair, a member designated by the Chair shall preside for that meeting only.

e) To the extent practicable, the Board shall convene at least four times per year. The annual meeting schedule shall be adopted by the Board at its last meeting of the fiscal year for the following calendar year. The meeting calendar shall be posted on ICCB's website. All Board meetings shall be conducted in accordance with Section 1.01 of the Open Meetings Act.

f) A special meeting to discuss matters that require consideration or action before the next regularly-scheduled meeting of the Board may be called by the Chair, by the Vice-Chair in the event the Chair is unavailable, or upon written notice signed by at least three members of the Board. All Board members shall be provided with written notice of the time, purpose and location of any special meeting at least five days before the date of the meeting (see 110 ILCS 805/2-3). Matters for consideration at a special meeting are limited to those matters described in the notice.

g) Six members of the Board constitutes a quorum. All official acts of the Board require a majority vote in a meeting at which a quorum is present, except that *approval of a new unit of instruction, research, or a public service for a community college shall require the approval of a majority of all members of the Board* [110 ILCS 805/2-3].

h) Members of the Board serve without compensation, but shall be reimbursed for expenses incurred in performing their duties, in accordance with the rules and guidelines of the Higher Education Travel Control Board (80 Ill. Adm. Code 2900).

Section 5175.210 Board Member Attendance by Means Other Than Physical Presence

a) If a quorum of the members of the Board or any committee of the Board is physically present for a meeting, as required by Section 2.02 of the Illinois Open Meetings Act, a majority of the Board or committee of the Board, as the case may be, may allow a physically absent member to attend the meeting by video or audio conference if the member is prevented from physically attending because of the following:

b) Personal illness or disability;

c) Employment purposes or the business of the ICCB; or

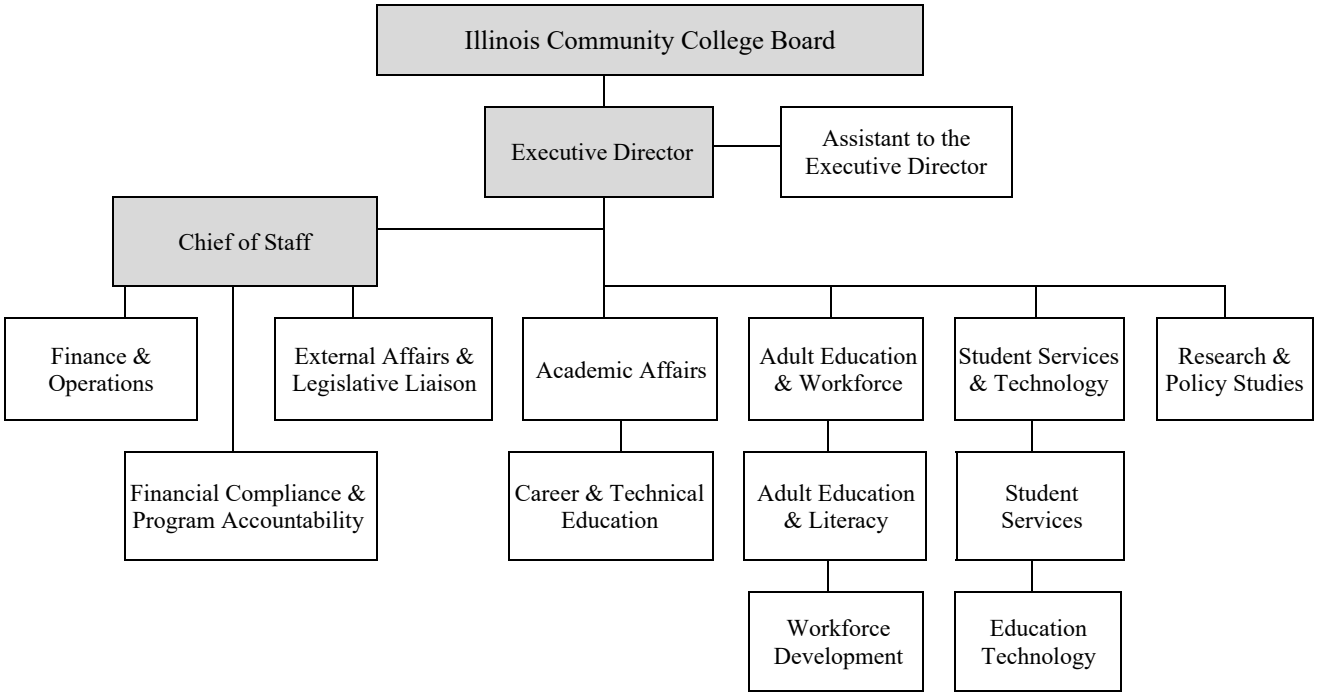
d) Family or other emergency.

e) Any Board member wishing to attend a meeting by other means shall notify the Board Secretary before the meeting unless advance notice is impractical.

Section 5175.220 Organization of ICCB Staff

The Board is supported by a staff headed by an Executive Director. The organizational structure is illustrated by function on the chart in Appendix A.

Section 5175.APPENDIX A Organization Chart



TITLE 2: GOVERNMENTAL ORGANIZATION
SUBTITLE F: EDUCATIONAL AGENCIES
CHAPTER VIII: ILLINOIS COMMUNITY COLLEGE BOARD
PART 5176 ACCESS TO RECORDS OF THE ILLINOIS COMMUNITY COLLEGE BOARD

SUBPART A: INTRODUCTION

Section 5176.100 Summary of Purpose

a) This Part states the policy of the Illinois Community College Board (Board) for making its records available for reasonable public inspection while, at the same time, protecting legitimate interests in confidentiality.

b) This Part:

c) Establishes the following classifications for records in the Board's possession:

d) Records that shall be disclosed; and

e) Records that shall be withheld from disclosure;

f) Contains the procedures by which requesters may obtain records in the Board's possession; and

g) Contains the procedures for claiming and determining that records submitted to the Board are exempt from disclosure.

Section 5176.105 Definitions

Terms not defined in this Section shall have the same meaning as in the Freedom of Information Act [5 ILCS 140]. The following definitions are applicable for purposes of this Part:

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

"Board" means the Illinois Community College Board as established by the Act.

"Commercial purpose" means the use of any part of a record or records, or information derived from records, in any form for sale, resale, or solicitation or advertisement for sales or services. For purposes of this definition, requests made by news media and non-profit, scientific, or academic organizations shall not be considered to be made for a "commercial purpose" when the principal purpose of the request is:

to access and disseminate information concerning news and current or passing events;

for articles or opinion or features of interest to the public; or

for the purpose of academic, scientific, or public research or education. (Section 2(c-10) of FOIA)

"Copying" means the reproduction of any record by means of any photographic, electronic, mechanical, or other process, device or means now known or hereafter developed and available to the Board. (Section 2(d) of FOIA)

"Executive Director" means the executive officer of the Board.

"FOIA" means the Freedom of Information Act [5 ILCS 140].

"Freedom of Information Officer" or "FOI Officer" means an individual or individuals responsible for receiving and responding to requests for public records.

"News media" means a newspaper or other periodical issued at regular intervals, news service in paper or electronic form, radio station, television station, television network, community antenna television service, or person or corporation engaged in making news reels or other motion picture news for public showing. (Section 2(f) of FOIA)

"Person" means any individual, corporation, partnership, firm, organization or association, acting individually or as a group. (Section 2(b) of FOIA)

"Private information" means unique identifiers, including a person's Social Security number, driver's license number, employee identification number, biometric identifiers, personal financial information, passwords or other access codes, medical records, home or personal telephone numbers, and personal email addresses. Private information also includes home address and personal license plates, except as otherwise provided by law or when compiled without possibility of attribution to any person. (Section 2(c-5) of FOIA)

"Public Access Counselor" means an individual appointed to that office by the Attorney General under Section 7 of the Attorney General Act [15 ILCS 205].

"Public body" means all legislative, executive, administrative, or advisory bodies of the State, State universities and colleges, counties, townships, cities, villages, incorporated towns, school districts and all other municipal corporations, boards, bureaus, committees or commissions of this State, any subsidiary bodies of any of the foregoing, including but not limited to committees and subcommittees thereof, and a School Finance Authority created under Article 1E of the School Code [105 ILCS 5]. (Section 2(a) of FOIA)

"Records" means all records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all

other documentary materials pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of or under the control of the Board. (Section 2(c) of FOIA)

"Recurrent requester" means a person that, in the 12 months immediately preceding the request, has submitted to the same public body a minimum of 50 requests for records, a minimum of 15 requests for records within a 30-day period, or a minimum of 7 requests for records within a 7 day period. For the purposes of this definition, requests made by news media and non-profit, scientific, or academic organizations shall not be considered in calculating the number of requests made in the time periods, in this definition when the principal purpose of the requests is to access and disseminate information concerning news and current or passing events, for articles of opinion or features of interest to the public, or for the purpose of academic, scientific, or public research or education. For the purposes of this definition, "request" means a written document (or oral request, if the public body chooses to honor oral requests) that is submitted to a public body via personal delivery, mail, telefax, electronic mail, or other means available to the public body and that identifies the particular public record the requester seeks. One request may identify multiple records to be inspected or copied. (Section 2(g) of FOIA)

"Requester" is any person who has submitted to the Board a written request, electronically or on paper, for records.

"Unwarranted invasion of personal privacy" means the disclosure of information that is highly personal or objectionable to a reasonable person and in which the subject's right to privacy outweighs any legitimate public interest in obtaining the information. (Section 7(1)(c) of FOIA)

SUBPART B: CLASSIFICATION OF RECORDS

Section 5176.200 Records that Will Be Disclosed

Upon request meeting the requirements of this Part, the Board shall disclose to the requester all records requested except that it shall not disclose certain records as provided in Section 5176.205 or 5176.210. Records covered under this Section shall include, but are not limited to:

a) Records of funds. All records relating to the obligation, receipt and use of public funds of the Board are records subject to inspection and copying by the public. (Section 2.5 of FOIA)

b) Payrolls. Certified payroll records submitted to the Board under Section 5(a)(2) of the Prevailing Wage Act [820 ILCS 130] are records subject to inspection and copying in accordance with the provisions of FOIA; except that contractors' and

employees' addresses, telephone numbers, and Social Security numbers will be redacted by the Board prior to disclosure. (Section 2.10 of FOIA)

c) Criminal history records. The following documents maintained by the Board pertaining to criminal history record information are records subject to inspection and copying by the public pursuant to FOIA:

d) Court records that are public;

e) Records that are otherwise available under State or local law; and

f) Records in which the requesting party is the individual identified, except as provided under Section 7(1)(d)(vi) of FOIA. (Section 2.15(b) of FOIA)

g) Settlement agreements. All settlement agreements entered into by or on behalf of the Board are records subject to inspection and copying by the public, provided that information exempt from disclosure under Section 5176.205 or 5176.210 may be redacted. (Section 2.20 of FOIA)

Section 5176.205 Records that Will Be Withheld from Disclosure

a) For exemptions from FOIA that are stated in FOIA, see Section 7(1) of the Act.

b) A record that is not in the possession of the Board but is in the possession of a party with whom the Board has contracted to perform a governmental function on behalf of the Board, and that directly relates to the governmental function and is not otherwise exempt under FOIA, shall be considered a record of the Board for purposes of Subpart C. (Section 7(2) of FOIA)

Section 5176.210 Statutory Exemptions

For exemptions from FOIA that are stated in other statutes, see Section 7.5 of the Act.

SUBPART C: PROCEDURES FOR REQUESTING RECORDS FROM THE BOARD

Section 5176.300 Submittal of Requests for Records

a) Any request for public records should be submitted in writing to the FOI Officer at the Board.

b) The Board has one FOI Officer located in the Springfield office.

c) Contact information for each FOI Officer can be found online at www.Illinois.gov/Pages/FOIAContacts.

d) FOIA requests may be submitted via mail, e-mail, fax, or hand delivery. Requests should be mailed or hand delivered to:

Illinois Community College Board
401 E. Capitol Avenue
Springfield IL 62701-1711
Attn: FOI Officer

e) E-mailed requests should be sent to iccbfoia@iccb.state.il.us, contain the request in the body of the e-mail, and indicate in the subject line of the e-mail that it contains a FOIA request. Faxed FOIA requests should be faxed to 217/524-4981, Attn: FOI Officer.

Section 5176.305 Information To Be Provided in Requests for Records

A request for records should include:

a) The complete name, mailing address and telephone number of the requester;

b) As specific a description as possible of the records sought. Requests that the Board considers unduly burdensome or categorical may be denied. (See Section 3(g) of FOIA and Section 5176.405 of this Part.);

c) A statement as to the requested medium and format for the Board to use in providing the records sought: for example, paper, specific types of digital or magnetic media, or videotape;

d) A statement as to the requested manner for the Board to use in providing the records sought: for example, inspection at Board headquarters or providing paper or electronic copies;

e) A statement as to whether the requester needs certified copies of all or any portion of the records, including reference to the specific documents that require certification; and

f) A statement as to whether the request is for a commercial purpose.

Section 5176.310 Requests for Records for Commercial Purposes

a) It is a violation of FOIA for a person to knowingly obtain a record for a commercial purpose without disclosing that it is for a commercial purpose if requested to do so by the Board. (Section 3.1(c) of FOIA)

b) The Board shall respond to a request for records to be used for a commercial purpose within 21 working days after receipt. The response shall:

c) Provide to the requester an estimate of the time required by the Board to provide the records requested and an estimate of the fees to be charged, which the Board may require the person to pay in full before copying the requested documents;

d) Deny the request pursuant to one or more of the exemptions set out in Section 5176.205 or 5176.210;

e) Notify the requester that the request is unduly burdensome and extend an opportunity to the requester to attempt to reduce the request to manageable proportions; or

f) Provide the records requested. (Section 3.1(a) of FOIA)

g) Unless the records are exempt from disclosure, the Board shall comply with a request within a reasonable period considering the size and complexity of the request, and giving priority to records requested for non-commercial purposes. (Section 3.1(b) of FOIA)

Section 5176.315 Records Maintained Online

a) Notwithstanding any provision of FOIA to the contrary, a public body is not required to copy a public record that is published on the public body's website. The public body shall notify the requester that the public record is available online and direct the requester to the website where the record can be reasonably accessed.

b) If the person requesting the public record is unable to reasonably access the record online after being directed to the website pursuant to subsection (a), the requester may resubmit his or her request for the record stating his or her inability to reasonably access the record online, and the public body shall make the requested record available for inspection or copying as provided in Section 3 of FOIA. (Section 8.5 of FOIA)

SUBPART D: BOARD RESPONSE TO REQUESTS FOR RECORDS

Section 5176.400 Timeline for Board Response

a) Except as stated in subsection (b) or (c), the Board will respond to any written request for records within 5 business days after its receipt of the request. Failure to comply with a written request, extend the time for response, or deny a request within 5 business days after its receipt shall be considered a denial of the request. If the Board fails to respond to a request within the requisite periods in this subsection (a) but thereafter provides the requester with copies of the requested records, it will not impose a fee for those copies. If the Board fails to respond to a request received, it will not treat the request as unduly burdensome as provided under Section 5176.405. (Section 3(d) of FOIA) A written request from the

Board to provide additional information shall be considered a response to the FOIA request.

b) The time limits prescribed in subsection (a) may be extended for not more than 5 business days from the original due date for any of the following reasons:

c) The requested records are stored in whole or in part at locations other than the office having charge of the requested records;

d) The request requires the collection of a substantial number of specified records;

e) The request is couched in categorical terms and requires an extensive search for the records responsive to it;

f) The requested records have not been located in the course of routine search and additional efforts are being made to locate them;

g) The requested records require examination and evaluation by personnel having the necessary competence and discretion to determine if they are exempt from disclosure under Section 7 or 7.5 of FOIA or should be revealed only with appropriate deletions;

h) The request for records cannot be complied with by the Board within the time limits prescribed by subsection (a) without unduly burdening or interfering with the operations of the Board; or

i) There is a need for consultation, which shall be conducted with all practicable speed, with another public body or among two or more components of a public body having a substantial interest in the determination or in the subject matter of the request. (Section 3(e) of FOIA)

j) The person making a request and the Board may agree in writing to extend the time for compliance for a period to be determined by the parties. If the requester and the Board agree to extend the period for compliance, a failure by the Board to comply with any previous deadlines shall not be treated as a denial of the request for the records. (Section 3(e) of FOIA)

k) When additional time is required for any of the reasons set forth in subsection (b), the Board will, within 5 business days after receipt of the request, notify the person making the request of the reasons for the extension and the date by which the response will be forthcoming. Failure to respond within the time permitted for extension shall be considered a denial of the request. If the Board fails to respond to a request within the time permitted for extension but thereafter provides the requester with copies of the requested public records, it may not impose a fee for those copies. If the Board issues an extension and subsequently fails to respond

to the request, it will not treat the request as unduly burdensome under Section 5176.405. (Section 3(f) of FOIA

Section 5176.405 Requests for Records that the Board Considers Unduly Burdensome

a) The Board will fulfill requests calling for all records falling within a category unless compliance with the request would unduly burden the Board, there is no way to narrow the request, and the burden on the Board outweighs the public interest in the information. Before invoking this exemption, the Board will extend to the requester an opportunity to confer with it in an attempt to reduce the request to manageable proportions. (Section 3(g) of FOIA) The amended request must be in writing.

b) If the Board determines that a request is unduly burdensome, it shall do so in writing, specifying the reasons why it would be unduly burdensome and the extent to which compliance will so burden the operations of the Board. The response shall be treated as a denial of the request for information. (Section 3(g) of FOIA)

c) Repeated requests from the same person for records that are unchanged or identical to records previously provided or properly denied under this Part shall be deemed unduly burdensome. (Section 3(g) of FOIA)

Section 5176.410 Recurrent Requesters

a) Notwithstanding any provision of this Part to the contrary, the Board will respond to a request from a recurrent requester, as defined in Section 5176.105, within 21 business days after receipt. The response shall:

b) provide to the requester an estimate of the time required by the Board to provide the records requested and an estimate of the fees to be charged, which the Board may require the person to pay in full before copying the requested documents;

c) deny the request pursuant to one or more of the exemptions set out in this Part;

d) notify the requester that the request is unduly burdensome and extend an opportunity to the requester to attempt to reduce the request to manageable proportions; or

e) provide the records requested.

f) Within 5 business days after receiving a request from a recurrent requester, the Board will notify the requester that the Board is treating the request as a recurrent request, of the reasons why the Board is treating the request as a recurrent request, and that the Board will send an initial response within 21 business days after receipt in accordance with subsection (a). The Board will also notify the requester of the proposed responses that can be asserted pursuant to subsection (a).

g) Unless the records are exempt from disclosure, the Board will comply with a request within a reasonable period considering the size and complexity of the request. (Section 3.2 of FOIA)

Section 5176.415 Requests for Records that Require Electronic Retrieval

a) A request for records that requires electronic retrieval will be treated the same as any other request for records, with the same timeline and extensions as allowed for other records.

b) The Board will retrieve and provide electronic records only in a format and medium that is available to the Board.

Section 5176.420 Denials of Requests for Records

a) The Board will deny requests for records when:

b) Compliance with the request would unduly burden the Board, as determined pursuant to Section 5176.405, and the requester has not reduced the request to manageable proportions; or

c) The records are exempt from disclosure pursuant to Section 7 or 7.5 of FOIA or Section 5176.205 or 5176.210 of this Part.

d) The denial of a request for records must be in writing.

e) The notification shall include a description of the records denied; the reason for the denial, including a detailed factual basis for the application of any exemption claimed; and the names and titles or positions of each person responsible for the denial (Section 9(a) of FOIA);

f) Each notice of denial shall also inform the person of the right to review by the Public Access Counselor and provide the address and phone number for the Public Access Counselor (Section 9(a) of FOIA); and

g) When a request for records is denied on the grounds that the records are exempt under Section 7 or 7.5 of FOIA, the notice of denial shall specify the exemption claimed to authorize the denial and the specific reasons for the denial, including a detailed factual basis and a citation to the supporting legal authority (Section 9(b) of FOIA).

h) A requester may treat the Board's failure to respond to a request for records within 5 business days after receipt of the written request as a denial for purposes of the right to review by the Public Access Counselor.

i) If the Board has given written notice pursuant to Section 5176.400(d), failure to respond to a written request within the time permitted for extension may be

treated as a denial for purposes of the right to review by the Public Access Counselor.

j) Any person making a request for records shall be deemed to have exhausted his or her administrative remedies with respect to that request if the Board fails to act within the time periods provided in Section 5176.400. (Section 9(c) of FOIA)

Section 5176.425 Requests for Review of Denials − Public Access Counselor

a) A person whose request to inspect or copy a record is denied by the Board may file a request for review with the Public Access Counselor established in the Office of the Attorney General not later than 60 days after the date of the final denial. The request for review shall be in writing, be signed by the requester, and include a copy of the request for access to records and any response from the Board. (Section 9.5(a) of FOIA)

b) A person whose request to inspect or copy a record is made for a commercial purpose may not file a request for review with the Public Access Counselor. A person whose request to inspect or copy a record was treated by the Board as a request for a commercial purpose may file a request for review with the Public Access Counselor for the limited purpose of reviewing whether the Board properly determined that the request was made for a commercial purpose. (Section 9.5(b) of FOIA)

c) Within 7 business days after the Board receives a request for review from the Public Access Counselor, the Board shall provide copies of records requested and shall otherwise fully cooperate with the Public Access Counselor. (Section 9.5(c) of FOIA)

d) Within 7 business days after it receives a copy of a request for review and request for production of records from the Public Access Counselor, the Board may, but is not required to, answer the allegations of the request for review. The answer may take the form of a letter, brief, or memorandum. The Public Access Counselor shall forward a copy of the answer to the person submitting the request for review, with any alleged confidential information to which the request pertains redacted from the copy. (Section 9.5(d) of FOIA)

e) The requester may, but is not required to, respond in writing to the answer within 7 business days and shall provide a copy of the response to the Board. (Section 9.5(d) of FOIA)

f) In addition to the request for review, and the answer and response to the request, if any, a requester or the Board may furnish affidavits or records concerning any matter germane to the review. (Section 9.5(e) of FOIA)

g) A binding opinion from the Attorney General shall be binding upon both the requester and the Board, subject to administrative review under Section 5176.435. (Section 9.5(f) of FOIA)

h) If the Attorney General decides to exercise his or her discretion to resolve a request for review by mediation or by a means other than issuance of a binding opinion, the decision not to issue a binding opinion shall not be reviewable. (Section 9.5(f) of FOIA)

i) Upon receipt of a binding opinion concluding that a violation of FOIA has occurred, the Board will either take necessary action immediately to comply with the directive of the opinion or shall initiate administrative review under Section 5176.435. If the opinion concludes that no violation of FOIA has occurred, the requester may initiate administrative review under Section 5176.435. (Section 9.5(f) of FOIA)

j) If the Board discloses records in accordance with an opinion of the Attorney General, the Board is immune from all liabilities by reason thereof and shall not be liable for penalties under FOIA. (Section 9.5(f) of FOIA)

k) If the requester files suit under Section 5176.430 with respect to the same denial that is the subject of a pending request for review, the requester shall notify the Public Access Counselor. (Section 9.5(g) of FOIA)

l) The Attorney General may also issue advisory opinions to the Board regarding compliance with FOIA. A review may be initiated upon receipt of a written request from the Executive Director of the Board or the Board's Chief Legal Counsel, which shall contain sufficient accurate facts from which a determination can be made. The Public Access Counselor may request additional information from the Board in order to assist in the review. If the Board relies in good faith on an advisory opinion of the Attorney General in responding to a request, the Board is not liable for penalties under FOIA, so long as the facts upon which the opinion is based have been fully and fairly disclosed to the Public Access Counselor. (Section 9.5(h) of FOIA)

Section 5176.430 Circuit Court Review

A requester also has the right to file suit for injunctive or declaratory relief in the Circuit Court for Sangamon County or for the county in which the requester resides, in accordance with the procedures set forth in Section 11 of FOIA.

Section 5176.435 Administrative Review

A binding opinion issued by the Attorney General shall be considered a final decision of an administrative agency, for purposes of administrative review under the Administrative Review Law [735 ILCS 5/Art. III]. An action for administrative review of a binding opinion of the Attorney General shall be commenced in Cook County or Sangamon County. An advisory

opinion issued to the Board shall not be considered a final decision of the Attorney General for purposes of this Section. (Section 11.5 of FOIA)

SUBPART E: PROCEDURES FOR PROVIDING RECORDS TO REQUESTERS

Section 5176.500 Inspection and Copying of Records

a) The Board may make available records for personal inspection at the Board's headquarters office located at 401 E. Capitol Avenue, Springfield, or at another location agreed to by both the Board and the requester. No original record shall be removed from State-controlled premises except under constant supervision of the agency responsible for maintaining the record. The Board may provide records in duplicate forms, including, but not limited to, paper copies, data processing printouts, videotape, microfilm, audio tape, reel to reel microfilm, photographs, computer disks and diazo.

b) When a person requests a copy of a record maintained in an electronic format, the Board shall furnish it in the electronic format specified by the requester, if feasible. If it is not feasible to furnish the records in the specified electronic format, then the Board shall furnish it in the format in which it is maintained by the Board, or in paper format at the option of the requester. (Section 6(a) of FOIA)

c) A requester may inspect records by appointment only, scheduled subject to space availability. The Board will schedule inspection appointments to take place during normal business hours, which are 8:30 a.m. to 5:00 p.m. Monday through Friday, exclusive of State holidays. If the requester must cancel the viewing appointment, the requester shall so inform the Board as soon as possible before the appointment.

d) In order to maintain routine Board operations, the requester may be asked to leave the inspection area for a specified period of time.

e) The requester will have access only to the designated inspection area.

f) Requesters shall not be permitted to take briefcases, folders or similar materials into the room where the inspection takes place. A Board employee may be present during the inspection.

g) The requester shall segregate and identify the documents to be copied during the course of the inspection.

Section 5176.505 Fees for Records

a) In accordance with Section 5176.510, unless a fee is otherwise fixed by statute, the Board will provide copies of records and certifications of records in accordance with the fee schedule set forth in Appendix A.

b) In calculating its actual cost for reproducing records or for the use of the equipment of the Board to reproduce records, the Board will not include the costs of any search for and review of the records or other personnel costs associated with reproducing the records. (Section 6(b) of FOIA)

c) In order to expedite the copying of records that the Board cannot copy, due to the volume of the request or the operational needs of the Board, in the timelines established in Section 5176.400, the requester may provide, at the requester's expense, the copy machine, all necessary materials, and the labor to copy the public records at the Board headquarters in Section 5176.500, or at another location agreed to by both the Board and the requester. No original record shall be removed from State-controlled premises except under constant supervision of the agency responsible for maintaining the record.

d) Copies of records will be provided to the requester only upon payment of any fees due. The Board may charge the requester for the actual cost of purchasing the recording medium, whether disc, diskette, tape, or other medium, but the Board will not charge the requester for the costs of any search for and review of the records or other personnel costs associated with reproducing the records. (Section 6(a) of FOIA) Payment must be by check or money order sent to the Board, payable to "Treasurer, State of Illinois".

e) If a contractor is used to inspect or copy records, the following procedures shall apply:

f) The requester, rather than the Board, must contract with the contractor;

g) The requester is responsible for all fees charged by the contractor;

h) The requester must notify the Board of the contractor to be used prior to the scheduled on-site inspection or copying;

i) Only Board personnel may provide records to the contractor;

j) The Board must have verification that the requester has paid the Board, if payment is due, for the copying of the records before providing the records to the contractor; and

k) The requester must provide to the Board the contractor's written agreement to hold the records secure and to copy the records only for the purpose stated by the requester.

l) The Board may charge up to $10 for each hour spent by personnel in searching for and retrieving a requested record. No fees shall be charged for the first 8 hours spent by personnel in searching for or retrieving a requested record. The Board may charge the actual cost of retrieving and transporting public records from an off-site storage facility when the public records are maintained by a third-party storage company under contract with the Board. If the Board imposes a fee pursuant to this subsection (f), it must provide the requester with an accounting of all fees, costs, and personnel hours in connection with the request for public records. The provisions of this subsection (f) apply only to commercial requests. (Section 6(f) of FOIA

Section 5176.510 Reduction and Waiver of Fees

a) Fees may be reduced or waived by the Board if the requester states the specific purpose for the request and indicates that a waiver or reduction of the fee is in the public interest. In making this determination, the Board will consider the following:

b) Whether the principal purpose of the request is to disseminate information regarding the health, safety, welfare or legal rights of the general public; and

c) Whether the principal purpose of the request is personal or commercial benefit. For purposes of this subsection (a), "commercial benefit" shall not apply to requests made by news media when the principal purpose of the request is to access and disseminate information regarding the health, safety, welfare or legal rights of the general public. (Section 6(c) of FOIA)

d) In setting the amount of the waiver or reduction, the Board will take into consideration the amount of materials requested and the cost of copying them. (Section 6(c) of FOIA)

e) The Board will provide copies of records without charge to federal, State and municipal agencies, Constitutional officers and members of the General Assembly, and not-for-profit organizations providing evidence of good standing with the Secretary of State's Office.

f) Except to the extent that the General Assembly expressly provides, statutory fees applicable to copies of records when furnished in a paper format will not be applicable to those records when furnished to a requester in an electronic format. (Section 6(a) of FOIA)

Section 5176.APPENDIX A Fee Schedule for Duplication and Certification of Records

TYPE OF DUPLICATION	FEE (PER COPY)

Paper copy from original, up to and including 50 copies of black and white, letter or legal sized copies	No charge
Paper copy from original, in excess of 50 copies of black and white, letter or legal sized copies	$.15/page
Paper copy from microfilm original	$.15/page
Microfilm diazo from original	$.50/diazo
VHS video copy of tape	Actual cost of the reproduction
Audio tape copy of tape	Actual cost of the reproduction
CD ROM disk	Actual cost of the reproduction
Photograph from negative	Actual cost of the reproduction
Blueprints/oversized prints	Actual cost of the reproduction
Paper copies in color or in a size other than letter or legal	Actual cost of the reproduction
Certification fee	$1.00/record

NOTE: Expense for delivery other than by First Class U.S. Mail must be borne by the requester.

TITLE 4: DISCRIMINATION PROCEDURES
CHAPTER XXXIX: ILLINOIS COMMUNITY COLLEGE BOARD

PART 1050 AMERICANS WITH DISABILITIES ACT GRIEVANCE PROCEDURE

Section 1050.10 Purpose

a) This Americans With Disabilities Act Grievance Procedure (Procedure) is established pursuant to the Americans With Disabilities Act of 1990 (42 USC 12101 et seq.) ("ADA"), and specifically Section 35.107 of the Title II regulations (28 CFR 35), requiring that a grievance procedure be established to resolve grievances asserted by qualified individuals with disabilities. Should any individual desire to review the ADA or its regulations to understand the rights, privileges, and remedies afforded by it, please contact the ADA Coordinator.

b) In general, the ADA requires that each program, service, and activity offered by the Board, when viewed in its entirety, be readily accessible to and usable by a qualified individual with disabilities.

c) It is the intention of the Board to foster open communications with all individuals requesting readily accessible programs, services and activities. The Board encourages supervisors of programs, services and activities to respond to requests for modifications before they become grievances.

Section 1050.20 Definitions

"Board" is the Illinois Community College Board.

"Complainant" is an individual with a disability who files a Grievance Form provided by the Board under this procedure.

"ADA Coordinator" is the chief human resource officer of the Board who is responsible for the coordination of efforts of the Board to comply with and carry out its responsibilities under Title II of the ADA, including investigation of grievances filed by complainants. The ADA Coordinator for the Board may be contacted at 401 E. Capitol Ave., Springfield IL 62701 or by telephone at 217-785-0123. (See 28 CFR 35.107.)

"Disabilities" has the meaning ascribed in the Americans With Disabilities Act.

"Grievance" is any complaint under the ADA by an individual with a disability who meets the essential eligibility requirements for participation in or receipt of the benefits of a program, activity or service offered by the Board, and believes he or she has been excluded from participation in, or denied the benefits of, any program, service, or activity of the Board or has been subject to discrimination by the Board.

"Grievance Form" is the form prescribed for use in filing a grievance pursuant to this Part. It includes information such as the complainant's name, address and telephone number; the nature of the grievance, including the date, time and place of the incident; and any witnesses.

Section 1050.30 Procedure

a) Grievances must be submitted in accordance with procedures established in 1050.40 and 1050.50, in the form and manner described and within the specified time limits. It is mutually desirable and beneficial that grievances be satisfactorily resolved in a prompt manner. Time limits established in this procedure are in calendar days, unless otherwise stated, and may be extended by mutual agreement in writing by the complainant and the reviewer at the ADA Coordinator and Final Levels.

b) A complainant's failure to submit a grievance, or to submit or appeal it to the next level of procedure within the specified time limits, shall mean that the complainant has withdrawn the grievance or has accepted the Board's last response given in the grievance procedure.

c) The Board shall, upon being informed of the individual's desire to make a formal grievance, instruct the individual on the process of filing the grievance.

Section 1050.40 ADA Coordinator Level

a) If an individual desires to file a formal written grievance, the individual shall promptly, but no later than 180 days after the alleged discrimination, submit the grievance to the ADA Coordinator in writing on the Grievance Form. The Grievance Form must be completed in full to receive proper consideration by the ADA Coordinator.

b) Upon request, assistance shall be provided by the Board to complete the Grievance Form.

c) The ADA Coordinator, or his or her representative, shall investigate the grievance and, if the grievance is found to be valid, shall make reasonable efforts to resolve it. The ADA Coordinator shall provide a written response to the complainant and the Executive Director within 15 business days after receipt of the Grievance Form.

Section 1050.50 Final Level

a) If the grievance has not been resolved at the ADA Coordinator Level to the satisfaction of the complainant, the complainant may submit a copy of the Grievance Form and Designated Coordinator's response to the Executive Director of the Board for final review. The complainant shall submit these documents to the Executive Director, together with a short written statement explaining the reasons for dissatisfaction with the Designated Coordinator's written response,

within five business days after receipt by the complainant of the Designated Coordinator's response.

b) Within 15 business days, the Executive Director shall appoint a three-member panel to review the grievance at the Final Level. One member so appointed shall be the designated chairperson. The panel shall schedule a review of the grievance, which shall commence no later than 15 business days after the last member of the panel is appointed.

c) The complainant shall be afforded an opportunity to appear before the panel and shall have a right to appoint a representative to appear on his or her behalf. The panel shall review the ADA Coordinator's written response and may conduct interviews and seek advice as it considers appropriate.

d) Upon agreement of at least two of the panel members, but not later than 15 business days after the review described in subsection (b), the panel shall make a recommendation in writing to the Executive Director as to the proper resolution of the grievance. All such recommendations shall include reasons for the recommendations and shall bear the signatures of the concurring panel members. A dissenting member of the panel may make a signed recommendation to the Executive Director.

e) Within 15 business days after receipt of recommendations from the panel, the Executive Director shall approve, disapprove or modify the panel recommendations; render a decision on that recommendation in writing; state the basis for his or her action; and cause a copy of the decision to be served on the parties. The Executive Director's decision shall be final. If the Executive Director disapproves or modifies the panel recommendations, written reasons for the disapproval or modification shall be included in the Executive Director's written decision.

f) The Grievance Form, the ADA Coordinator's response, the statement of the reasons for dissatisfaction, the recommendation of the panel, and the decision of the Executive Director shall be maintained in accordance with the State Records Act [5 ILCS 160] or as otherwise required by law.

Section 1050.60 Accessibility

The Board shall ensure that all stages of the procedure are accessible to and usable by individuals with disabilities.

Section 1050.70 Case-by-Case Resolution

Each grievance involves a unique set of factors that includes, but is not limited to: the specific nature of the disability; the essential eligibility requirements, the benefits to be derived, and the nature of the service, program or activity at issue; the health and safety of others; and whether an accommodation would constitute a fundamental alteration to the program, service or activity, or cause undue hardship for the Board. Accordingly, termination of a grievance at any level,

whether through the granting of relief or otherwise, shall not constitute a precedent on which any other complainants should rely.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER II: BOARD OF HIGHER EDUCATION

PART 1050 APPROVAL OF NEW UNITS OF INSTRUCTION, RESEARCH AND PUBLIC SERVICE AT PUBLIC INSTITUTIONS

Section 1050.10 Institutions Required to Receive Approval

a) The Board of Trustees of the University of Illinois, the Board of Trustees of Southern Illinois University, the Board of Trustees of Chicago State University, the Board of Trustees of Eastern Illinois University, the Board of Trustees of Governors State University, the Board of Trustees of Illinois State University, the Board of Trustees of Northeastern Illinois University, the Board of Trustees of Northern Illinois University, the Board of Trustees of Western Illinois University, or the Illinois Community College Board, and the campuses under their governance or supervision shall not hereafter undertake the establishment of any new unit of instruction, research or public service without the approval of the Board.

b) The term "new unit of instruction, research or public service" includes the establishment of a college, school, division, institute, department or other unit in any field of instruction, research or public service not theretofore included in the program of the institution, and includes the establishment of any new branch or campus. The term does not include reasonable and moderate extensions of existing curricula, research, or public service programs which have a direct relationship to existing programs; and the Board may, under its rulemaking power, define the character of such reasonable and moderate extensions. [110 ILCS 205/7]

Section 1050.20 Definitions

"Ability to benefit" means a standard for admission by which a student who does not possess a high school diploma or GED has demonstrated that he or she can profit materially or personally from a certain course of study through passage of an ability to benefit test or alternative pathways that have been approved by the U.S. Department of Education and administered in compliance with U.S. Department of Education guidelines related to ability to benefit policies and procedures outlined in federal financial aid regulations.

"Annual listing of changes" means the annual notification to the Board of one or more of the following:

Addition of an externally funded research or public service activity labeled as a center or institute because of grant requirements. The activity is temporary, not formally organized, and has no continuous mission.

Change in a degree title (e.g., the name of a discipline or major without changes in objectives or content, such as the change from "medical technology" to "clinical laboratory sciences").

Change in the name of an administrative (including departments), research or public service unit.

Elimination, temporary suspension or phase-down of an existing board-approved program.

Reorganization, restructuring, consolidation, elimination and other changes of existing administrative (including departments), research or public service units that do not result in an increase in subunits.

Creation of a certificate program in a field in which there is a previously approved degree program (e.g., undergraduate certificates at Levels 1 and 2 from a prior approved bachelor's program; post-baccalaureate certificates at Level 5 from a prior approved master's program).

Creation of a joint degree program from two previously approved programs.

"Board" refers to the Board of Higher Education.

"Board of Control" means one of the following:

The Board of Trustees of the University of Illinois, the Board of Trustees of Southern Illinois University, the Board of Trustees of Chicago State University, the Board of Trustees of Eastern Illinois University, the Board of Trustees of Governors State University, the Board of Trustees of Illinois State University, the Board of Trustees of Northeastern Illinois University, the Board of Trustees of Northern Illinois University, the Board of Trustees of Western Illinois University, the Illinois Community College Board, or the campuses under their governance or supervision.

"Certificate or degree program" means a formal award that is included in an institution's catalog and completion of which is noted on students' official transcripts certifying the satisfactory completion of undergraduate, post-baccalaureate or graduate organized program of study at an institution.

"Credit hour" means an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks

for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different period of time; or

Documented student learning outcomes and evidence of student achievement resulting from a program provided through an alternative delivery method that demonstrates equivalency to those competencies achieved through traditional classroom delivery; or

At least an equivalent amount of student work as required to achieve intended learning outcomes or competencies as verified by evidence of student achievement for other academic activities established by the institution, including prior learning assessment, laboratory work, internships, practica, studio work and other academic work leading to the award of each credit hour.

"Degree" means any designation, appellation, series of letters or words, or other symbol that signifies or purports to signify that the recipient has satisfactorily completed an organized program of study of at least one year beyond the secondary school level. It shall include, but not be limited to, the following: certificate, associate, bachelor, post-baccalaureate certificate, master, post-master certificate, doctor's degree − professional practice (degree required for entry into specific profession such as law or medicine), and doctor's degree − research and scholarship.

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

"Faculty" means any individual or group of individuals who are qualified by education and experience to give expert instruction and evaluation in their specialties, to supervise curricular experiences, and to evaluate learning for credit.

"General education" provides students with a broad foundation of study upon which to build an undergraduate education.

"Home campus" is also known as "in-region". Both "home campus" and "in-region" are defined as the Board approved region within which the institution's original campus would have been located had the regions existed at that time.

"Mediated instruction" means, for the purposes of this Part, the delivery of instruction at a distance facilitated by technology, such as via teleconferencing, video-conferencing, or internet.

"New branch" or "new campus" means a new site that houses a full range of instruction, as well as administrative and support services.

A "branch" is an administrative unit of an institution that has a continuing educational mission and serves as a secondary instructional site for the institution.

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

A "new branch" or "new campus" is characterized by the following criteria: the site offers courses in educational programs leading to a degree, certificate or other recognized educational credential; it is permanent in nature; it has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

"New instructional location" means an additional out-of-region instructional site separate from a branch or campus at which 50 percent or more of a program is offered, but that otherwise does not meet the definition of a new branch or campus. A new location does not constitute a new branch or campus unless the site meets the other criteria in the definition of a branch or campus. For programs that are currently authorized by the Board, institutions may request a reasonable and moderate extension request to add the program to an out-of-region new instructional location.

"New geographical location" is also known as "out-of-region". Both "new geographical location" and "out-of-region" sites are those sites located outside of the region within which the institution's original campus would have been located had the regions existed at that time.

"New unit of instruction" means one or more of the following:

Any new organized program of study beyond the secondary school level that results in the formal award of a degree to a student.

Any organized program of study beyond the secondary school level that is offered at a new geographical location and results in the award to a student of an existing degree (i.e., one that is currently granted by the institution).

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

"New unit of instruction, research or public service" includes the establishment of a college, school, division, institute, department or other unit in any field of

instruction, research or public service not previously included in the program of the institution, and includes the establishment of any new branch or campus. The term does not include reasonable and moderate extensions of existing curricula, research, or public service programs that have a direct relationship to existing programs; the Board may, under its rulemaking power, define the character of reasonable and moderate extensions. [110 ILCS 205/7]

"New unit of public service" means any new formally organized administrative entity that would have a continuing public service mission, including but not limited to a school, department, division, institute or center.

"New unit of research" means any new formally organized administrative entity that would have a continuing research mission, including but not limited to a school, department, division, institute or center.

"Notice of intent" or "NOI" means the filing of intent for a new program or unit by the institution that is seeking certificate or degree granting authority. Notices of intent shall be publicly posted on the Board's website for no less than 30 days prior to any Board action on the application and shall remain active for one year after the public posting period has expired.

"Reasonable and moderate extension" or "RME" means one or more of the following:

An addition of a unit supported primarily through external funding, including the establishment of a grant-funded center. When approved under this category, the unit would hold approval through the period of external funding and would not require additional approval unless the external funding was no longer available. The university would not commit to maintain the unit if the external funding was lost and the university would report elimination of the center through the annual listing process provided to the Board.

Creation of a new formally organized research or public service unit that has a temporary mission of up to five years. (Criteria for continuation and a date for submission and request for permanent approval should accompany the RME.)

Creation of a certificate program in a field or at a level in which there is not a previously approved degree program at that level or a higher level.

Creation of a new program that results from the reorganization or restructuring of the curricular elements of an existing program that have over time evolved into separate and distinct programs (e.g., split into two or more autonomous programs, or options have evolved into separate programs).

Reclassification of a program resulting from incremental changes or consolidation of two or more degree programs into a single program with a change of the Classification of Instructional Programs (CIP) developed by the National Center for Educational Statistics.

Changes in degree designation at the same level (e.g., B.A. to B.F.A., B.B.A. to B.S., M.A. to M.S., or D.B.A. to Ph.D.).

Creation of an out-of-region degree program. As much as possible the proposed program should be functionally equivalent to the existing program offered on campus, including curriculum, faculty qualifications, instructional technology, and library resources. The program must have effective student support systems. "Region" refers to a geographical area within which an institution may operate a unit of instruction, research and public service and is not limited to the site within the region where the institution initially applied. A region consists of one or more coterminous community college districts. The community college districts are also property taxing districts established as provided in 110 ILCS 805/Art. III. The ten regions, described by community college district and community college district numbers, are as follows (see also Illustration A):

"North Suburban Region (1)" consists of the Lake County (532), Oakton (535), and William R. Harper (512) community college districts;

"Fox Valley Region (2)" consists of the Elgin (509), Kishwaukee (523), McHenry (528), Rock Valley (511), and Waubonsee (516) community college districts;

"West Suburban Region (3)" consists of the DuPage (502), Morton (527), and Triton (504) community college districts;

"Western Region (4)" consists of the Black Hawk (503), Carl Sandburg (518), Highland (519), John Wood (539), Sauk Valley (506), and Spoon River (534) community college districts;

"Central Region (5)" consists of the Heartland (540), Illinois Central District (514), Illinois Valley (513), and Lincoln Land (526) community college districts;

"South Metro Region (6)" consists of the Joliet (525), Kankakee (520), Moraine Valley (524), Prairie State (515), and South Suburban (510) community college districts;

"Prairie Region (7)" consists of the Danville (507), Lake Land (517), Parkland (505), and Richland (537) community college districts;

"Southwestern Region (8)" consists of the Illinois Eastern (529), Kaskaskia (501), Lewis and Clark (536), and Southwestern Illinois (522) community college districts;

"Southern Region (9)" consists of the John A. Logan (530), Rend Lake (521), Shawnee (531), and Southeastern (533) community college districts; and

"Chicago Region (10)" consists of the City Colleges of Chicago (508) community college district.

"State Authorization Reciprocity Agreement" or "SARA" means the voluntary program that implements reciprocity agreements amongst states, institutions and the National Council for SARA for interstate offering of postsecondary distance education courses and programs, pursuant to the Higher Education Distance Learning Act [110 ILCS 145].

"Terminal degree" means the highest level of college degree available in a particular field.

"Upper-division instruction" means course content and teaching appropriate for junior- and senior-year students in a baccalaureate program or other students with expertise in the subject.

Section 1050.30 Criteria for Approval

The Board of Higher Education will evaluate new units of instruction, research or public service by applying the following criteria:

a) Criteria Applicable to All Units of Instruction, Research and Public Service

b) Mission and Objectives

c) The objectives of the unit of instruction, research or public service are consistent with the mission of the college or university.

d) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

e) Academic Control

The design, conduct and evaluation of the unit of instruction, research or public service are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

f) Faculty and Staff

g) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met.

h) The academic preparation and experience of the faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education and/or Council for Higher Education Accreditation recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed.

i) Faculty providing undergraduate general education coursework shall possess, at a minimum, a master's degree with 18 graduate hours appropriate to the academic field or discipline in which they are teaching.

j) Faculty engaged in providing technical and career coursework at the associate degree level shall possess, at a minimum, at least 2,000 hours of work experience and the appropriate recognized credential depending on the specific field.

k) Faculty teaching in a baccalaureate degree program shall have, at a minimum, a master's degree in the field of instruction.

l) Faculty teaching in a graduate program shall have a doctorate or terminal degree in the field of instruction.

m) Exceptions may be made by the Board for professional experience, equivalent training and other qualifications; however, except in extraordinary circumstances, these should prove the exception and not the rule in meeting faculty qualification requirements.

n) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation.

o) Faculty to student ratios and full time faculty to part time faculty ratios shall be factors in determining appropriate provision of qualified faculty. Institutions shall have policies in place that serve to ensure equivalency of instruction and program delivery across faculty members, including methods of measuring equivalency of student learning outcomes across faculty.

p) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, that are directly assigned to the unit of

instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

q) Support Services

r) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained.

s) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service.

t) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

u) Financial

v) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained.

w) Projections of revenues necessary to support the unit of instruction, research or public service are based upon supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

x) Statewide Needs and Priorities

y) The unit of instruction, research or public service is educationally and economically consistent with the educational priorities and needs of the State of Illinois.

z) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.

aa) Criteria Applicable Only to Units of Instruction

bb) Curriculum

cc) The caliber and content of the curriculum must assure that the objectives of the unit of instruction will be achieved.

dd) The breadth and depth of the curriculum must be consistent with what the title of the unit of instruction implies.

ee) The admission and graduation requirements for the unit of instruction must be consistent with the stated objectives of the unit of instruction.

ff) Institutions must show the capacity to develop, deliver and support academic programs. Procedures and policies that will assure the effective design, conduct and evaluation of the degree program under the academic control of the institution must be developed. Assessment plans must demonstrate that the institution has identified clear and appropriate program and student learning goals and has defined appropriate outcomes. Appropriate data must be collected and may be requested by the Board to show the level of student learning that has occurred as a result of participation in the institution's programs of study.

gg) Appropriate steps shall be taken to ensure that programmatic accreditation needed for licensure or entry into a profession as specified in the objectives of the unit will be sought in a reasonable amount of time and will be maintained throughout the life of the program.

hh) Degree programs must meet the following credit hour requirements:

ii) Associate degree requires at least 60 semester credit hours or 90 quarter credit hours.

jj) Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper-division courses.

kk) Master's degree requires at least 30 semester credit hours or 45 quarter credit hours of appropriate post-baccalaureate coursework.

ll) Doctor's degree – Professional Practice requires the completion of a program providing the knowledge and skills for the recognition, credential or license required for professional practice; at least 60 semester hours of postsecondary credit required for admission to the program; and a total of at least six academic years of college work to complete the degree program, including prior required postsecondary work plus the length of the professional program itself.

mm) Doctor's degree – Research and Scholarship requires the completion of an organized program of study beyond the master's level. The program shall demonstrate full understanding of the level and range of doctoral scholarship; the function of a dissertation and its defense based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement; the nature of comprehensive examination; and other

standards commonly held for these degrees; at least 2 full time years of advanced academic coursework beyond the master's degree; and an independent performance of basic or applied research at the level of the professional scholar, typically a dissertation, or to perform independently the work of a profession that involves the highest levels of knowledge and expertise.

nn) Provision must be made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

oo) Success in student progression and graduation across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum the Board shall consider these factors based on results for similar institutions.

pp) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies.

qq) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions, and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

rr) Additional student success measures shall be considered in the review of applications for authorization. The Board shall establish minimum rates of success based on results for similar institutions.

ss) At a minimum, these data shall include student loan default rates, student indebtedness rates, job placement rates, student learning measures and other success indicators.

tt) The success rate shall be, at a minimum, higher than those of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions, and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

uu) Requirements for Technologically Mediated Instruction Offered at a Distance. In addition to meeting other requirements in this Part, programs offered through electronically mediated distance learning must, at a minimum, meet the following requirements:

vv) The institution assures adequacy of technical and physical plant facilities, including appropriate staffing and technical assistance, to support its electronically offered programs.

ww) The institution provides students, faculty and staff with effective technical support and training for each educational technology hardware, software and delivery system required in a program. The institution provides adequate technical support to ensure students are able to complete coursework and make steady progress in their programs.

xx) Appropriate measures for security of systems and adequacy of support are maintained. The selection of technologies is based on appropriateness for the students, faculty and curriculum.

yy) Faculty are full participants in decisions regarding curricula and program oversight.

zz) Demonstration of student learning and program outcomes are appropriate to the field and degree level and consistent regardless of program delivery method.

aaa) Appropriate admission processes, policies and assessments are used to ensure that students are capable of succeeding in an on-line learning environment. Students shall be adequately informed of the nature and expectations of on-line learning.

bbb) Assessments of student learning, especially exams, take place in circumstances that include definite student identification and assurance of the integrity of student work.

ccc) Assessment of electronically offered programs by the institution occurs in the context of the regular evaluation of all academic programs.

ddd) Program Information

eee) The information the institution provides for students and the public shall include the following:

fff) An accurate description of the unit of instruction, including its objectives, length and residency requirements if any;

ggg) Schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction, and cancellation and refund policies;

hhh) Student rights and responsibilities;

iii) A statement regarding the transferability of college credits, including the fact that the decision to accept transfer credits is determined by the receiving institutions;

jjj) A statement as to how the institution will advise students on the nature of the transfer process, including the importance of consulting with institutions to which the student may seek to transfer;

kkk) Evidence of arrangements for the transfer of courses or credits or both to institutional counterparts, when these arrangements exist; these arrangements are also known as articulation agreements;

lll) A statement of the institution's most recent graduation rates and the number of graduates and enrollments as provided by the institution to the Integrated Postsecondary Education Data System (IPEDS) and any submissions of data to satisfy Board reporting requirements; and

mmm) Other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll.

nnn) The information listed in subsection (b)(2)(A) shall be available to prospective students prior to enrollment and shall be included in the institution's catalog of programs.

ooo) Accreditation and Licensure

Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

ppp) Institutions Exempt from Approval

qqq) Institutions offering a Board approved degree program at another site within the same region shall not be required to apply for additional Board approval.

rrr) Institutions offering a degree program at the University Center of Lake County or the Quad-Cities Graduate Center shall not be required to apply for additional Board approval when offering degree programs approved for their home campus. For these institutions, center approval is required and the center shall be treated as part of their home campus, provided the center has notified the Board of its approval of the new degree program.

sss) Institutions offering a Board approved degree program through mediated instruction shall not be required to apply for additional Board approval.

ttt) Institutions offering temporary programs meeting the following criteria shall not be required to apply for Board approval:

uuu) The unit of instruction is approved for offering in-region, and the academic standards of the in-region unit are maintained at the out-of-region site; and

vvv) The out-of-region unit of instruction is offered under contract to a single business, service organization, or government agency and enrollment is restricted to employees of the contracting business, employees or members of the organization or agency, or, in the case of a regional office of education, to the employees of public school districts within the region; and

www) The contractual arrangement assures that the out-of-region unit of instruction is self-supporting; that is, no State resources are required to support it; and

xxx) The out-of-region unit of instruction is offered to a single group of entering students for a single cycle not to exceed three years. Should the institution wish to continue the unit of instruction at the out-of-region site beyond the single cycle, the institution must submit an application for Board of Higher Education approval.

yyy) Additional Board approval is not required for Board approved institutions offering:

zzz) Programs or courses on federal military bases exclusively to base personnel and their family members;

aaaa) Clinical or practice sites that are utilized as a part of Board approved degree programs;

bbbb) Dual credit courses to Illinois high school students. This does not exclude institutions from annual reporting and evidence of compliance with the Dual Credit Quality Act [110 ILCS 27]; or

cccc) Programs or courses inside public correctional facilities.

Section 1050.40 Procedures of Obtaining Approval

a) Approval of the Board of Control

b) Applications for new units of instruction, research and public service will be reviewed by the appropriate board of control. Upon approval by the appropriate board of control, the institution shall submit to the Board a completed notice of intent on the form provided by the Board. The notice of intent shall include the degree and program name, region located, description of the program, demographics of the intended students, estimated enrollment and contact person. The notice of intent may be submitted prior to or simultaneously with the request for approval. Notices of Intent shall be publicly posted by the Board for no less than 30 days prior to any Board action on the application.

c) The institution requesting permission to offer new units of instruction, research or public service will complete the application as provided by the Board and submit the completed form to the Board.

d) If the appropriate board of control determines that the proposed unit is a reasonable and moderate extension rather than a new unit, the institution will so inform the Board. If the Board does not concur in this determination, the institution shall submit an application requesting approval of the new unit of instruction, research or public service to the Board.

e) Community colleges may be deemed compliant with subsections (a)(1), (2) and (3) by participating in a comparable approval process required by the Illinois Community College Board.

f) Approval by the Illinois Board of Higher Education
Upon determining that the Criteria for Approval are met, the Board will approve the establishment of the new unit of instruction, research or public service, and will so inform the appropriate board of control by letter from its executive director. This letter shall constitute formal authority to establish the new unit of instruction, research or public service.

Section 1050.50 Review of Existing Units of Instruction, Research and Public Service

The Board of Higher Education is authorized to review, periodically, all existing programs of instruction, research and public service at the State universities and colleges and to advise the appropriate board of control if the contribution of each program is not educationally and economically justified. [110 ILCS 205/7]

a) Units of Instruction Approved after December 23, 2008

b) Third Year Progress Report
Three years after approval of a new program, the institution shall provide a program progress report to the Board as part of the institution's annual report. The third year progress report shall describe the institution's performance in meeting program objectives and show where any improvements are necessary. The placement of a program in voluntary temporary suspension will not negate the requirement of submitting a third year progress report.

c) Third Year Status as Determined by the Institution

d) Program in Good Standing: The institution is meeting the program objectives as outlined in the original application that was submitted during the program approval process.

e) Program Flagged for Review: The institution is not meeting the program objectives as outlined in the original application that was submitted during the program approval process. In that event, the institution shall flag the program for review and shall submit a plan for improvement. The plan will outline the steps to be taken, benchmarks indicating adequate progress, and a timeline indicating step completion and/or benchmark achievement points.

f) Additional Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

g) Upon completion of the third year progress report or the annual interim report required for programs flagged for review:

h) If the program is in good standing, the institution will add the program to the eight-year program review cycle as provided in subsection (b).

i) If the program has been flagged for review, the institution shall submit annual interim reports until the status of good standing is achieved. A flagged program will no longer be considered a Board approved program beyond the fifth anniversary of its original approval. If no required annual interim report is submitted for a flagged program, the Board will interpret the absence of an annual interim report as an indication that the institution has terminated the program and the program will no longer be considered a Board approved program.

j) Annual interim reports on flagged programs shall:

k) Delineate actions taken to resolve the issues or improve the program;

l) Identify areas for further action or improvement; and

m) Describe how the program will be monitored to ensure continued improvement until the next review.

n) An institution may request approval to place a program in voluntary temporary suspension. That status does not negate the requirement for submitting annual interim reports and does not negate the limitation of five years duration as a program flagged for review.

o) Community Colleges

Community colleges may be deemed compliant with the program review process by participating in a comparable review required by the Illinois

Community College Board. This will not abrogate the Board of Higher Education's authority to request reviews of community college programs.

p) Existing and newly approved units of instruction that have been identified as being in good standing will be reviewed on an eight-year cycle.

q) Eight-year Program Review Process

Programs deemed to be in good standing will be reviewed by the institution on a staggered eight-year cycle, with the institution determining the schedule for individual programs, but requiring that each program be reviewed at least once every eight years. Each institution will implement a program review process that best meets its unique needs and that is consistent with Board requirements as contained in this subsection (b) for the eight-year cycle. Institutions have the discretion to use findings from specialized program accreditations and other reviews as the basis of the program review as long as the findings are not more than two years old. When an existing report or review is to be used, the institutions will inform the Board of the process prior to the review. While the institution is responsible for developing its unique program review procedures, it shall include, at a minimum, the following components:

r) A statement of program goals and intended learning outcomes;

s) An end- or near-end-of-program assessment of student learning, in addition to course-by-course assessments;

t) Multiple performance measures, if necessary, that reflect the uniqueness of academic programs and disciplines;

u) Feedback from key stakeholders (e.g., current students, alumni, employers and graduate schools);

v) Evidence of a formal feedback or improvement mechanism (i.e., a regular review process in place) and that the results are used to improve curriculum, instruction and learning;

w) Improvements to its capacity to efficiently and effectively deliver programs using technological innovation and comprehensive data systems; and

x) Findings and recommendations for improvement, suspension or closure.

y) Status Report

z) Upon the conclusion of the eight-year review, the institution shall provide to the Board a summary report that contains, at a minimum, the following:

aa) Description and assessment of any major changes in the program, including changes in the discipline or field, student demand, societal needs, institutional context for offering the degree, and other elements appropriate to the discipline;

bb) Major findings and recommendations, including evidence of student learning outcomes and identification of opportunities for program improvement;

cc) Actions taken since the last review, including instructional resources and practices, and curricular changes; and

dd) Actions to be taken as a result of this review, including changes in instructional resources and practices, curriculum and assessment of student learning.

ee) The institution shall determine the status of the program. A program may be in one of three categories: in good standing; flagged for review; or under temporary suspension.

ff) Community Colleges

Community colleges may be deemed compliant with the eight-year program review cycle by participating in a comparable review required by the Illinois Community College Board. This will not abrogate the Board of Higher Education's authority to request reviews of community college programs.

gg) Units of instruction that have been reviewed as part of an eight-year review process and are not considered to be in good standing will be reviewed annually beginning December 23, 2008.

hh) Programs Flagged for Review

If the program has been flagged for review, the institution shall submit annual interim reports until the status of good standing is achieved, but the program will no longer be considered a Board approved program beyond the fifth anniversary of the year the program was flagged for review. If no required annual interim report is submitted for a flagged program, the Board will interpret the absence of an annual interim report as an indication that the institution has terminated the program and the program will no longer be considered a Board approved program. Annual interim reports on flagged programs shall:

ii) Delineate actions taken to resolve the issues or improve the program;

jj) Identify areas for further action or improvement; and

kk) Describe how the program will be monitored to ensure continued improvement until the next review.

ll) Programs Placed in Temporary Suspension Status

An institution may place any approved program on temporary suspension after receiving Board approval. The institution shall provide an annual status report to the Board on any program under temporary suspension status. The Board will consider a program placed on temporary suspension status to be terminated if an annual status report is not received or if no reinstatement request is received within the first five years after the program was placed on temporary suspension. An institution may petition for reinstatement during the five-year period.

mm) Community Colleges

Community colleges may be deemed compliant with the review process by participating in a comparable review required by the Illinois Community College Board. This will not abrogate the Board of Higher Education's authority to request reviews of community college programs.

nn) Annual Report

Each authorized institution shall file annually with the Board its current catalogs. In addition, institutions must comply with any data requests to satisfy Board reporting requirements.

oo) Complaints Concerning Institutional Degree Practices

The staff of the Board may initiate an investigation in response to written or oral information suggesting that changes have occurred in the conditions under which authorization to award degrees was given. During the investigation, there may be a temporary hold placed on the institution's applications to the Board for new program approvals and other programs. The hold will be for a specified period of time not to exceed six months, at which time the hold will continue until the Board decision is made.

pp) Voluntary Relinquishing of Approval

qq) Institutions may voluntarily relinquish their approvals for units of instruction, research or public service, and for reasonable and moderate extensions. The voluntary relinquishment shall be in writing and does not require a hearing or any other Board action to be effective.

rr) Institutions relinquishing approval shall be required to provide for an appropriate repository of records and may be required to provide a student completion plan that must be approved by the Board.

ss) Institutional Closure and Teach Out

An institution that is closing one or more units shall send to the Board the following:

tt) Notice Required

uu) Notice of the closure immediately by email or certified mail;

vv) The name, address and telephone number of the person who will be responsible for closing arrangements;

ww) A list of students affected and anticipated decisions regarding teach out for each student (e.g., graduation, transfer, remain at institution, and participate in teach out, etc.);

xx) Information on the remaining credit and other requirements outstanding for each student to complete the program;

yy) Copies of the student-directed communication plan that includes the proposed timeline and methods for notifying students of teach-out options. Plans must include communication with any students who may be on approved leaves of absence or otherwise difficult to reach.

zz) Copies of the communication plans for informing faculty, staff and other institutional constituents.

aaa) Teach-Out Plan

bbb) After December 31, 2017, when a Board approved educational institution proposes to discontinue its operation, that institution shall cause to be created a teach-out plan acceptable to the Board. The teach-out plan shall fulfill the institution's educational obligations to its students. Should the institution fail to deliver or act on the teach-out plan, the Board is in no way responsible for providing the teach out.

ccc) A school shall have written plans designed to protect the contractual rights of its students and graduates in the event the school closes or undergoes a change of status (e.g., if the school changes location or if its authority is revoked), including the right to complete the course of instruction in which the students or graduates enrolled.

ddd) If students are receiving instruction prior to the school's closing, the school shall file a plan to ensure that the school's students will continue to receive training of the same quality and content as that for which they contracted.

eee) Arrangements for transferring students to a public or another approved private institution shall be filed with the Board prior to any student transfer. Prior to approving the school's arrangements for completing its teaching obligations to students, the Board shall verify that students transferring will receive the same kind of program and instructional services as those for which they contracted.

fff) Academic Records

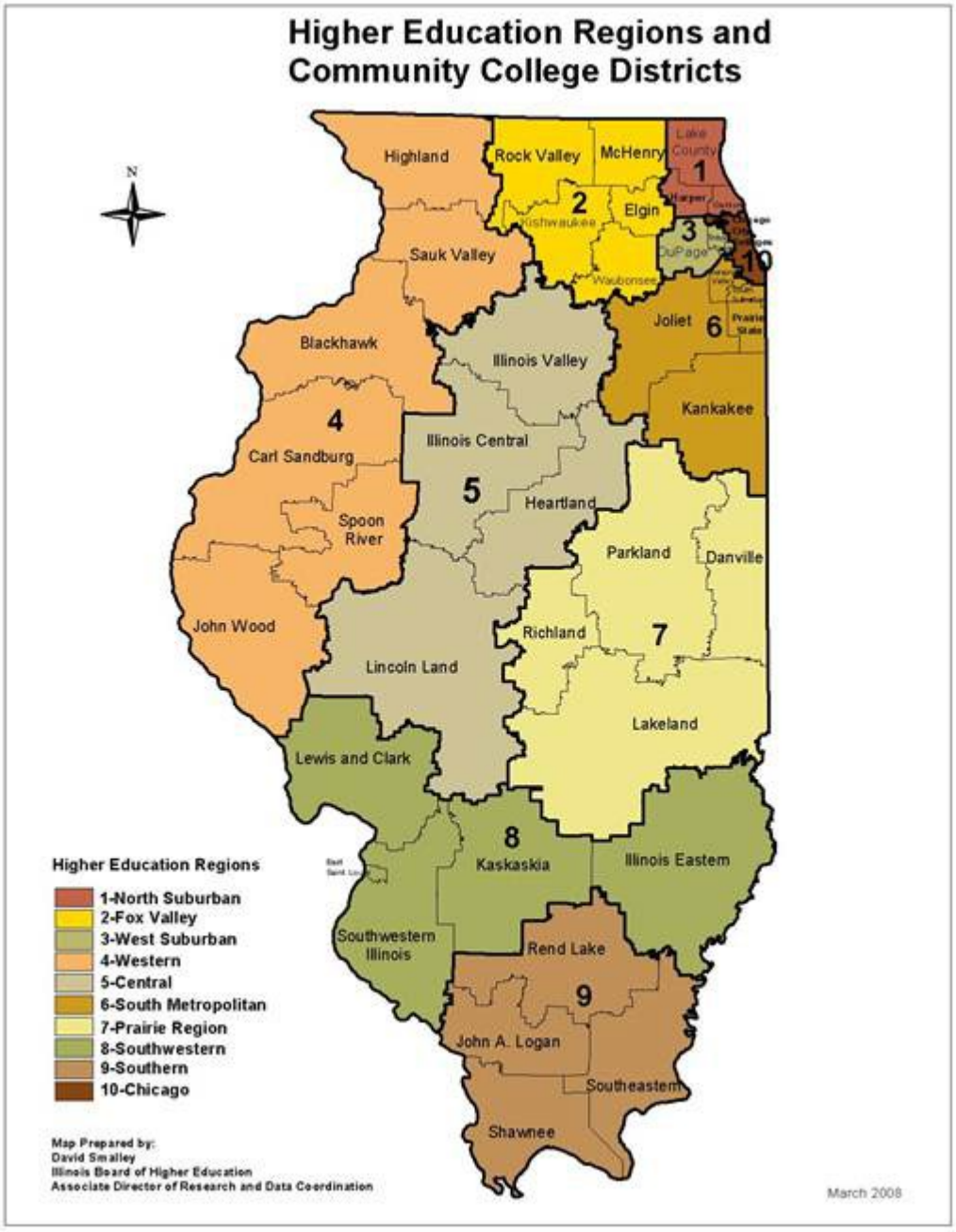
In the event a school proposes to discontinue its operations, the chief administrative officer of the school shall arrange for all original or legible true copies of all such academic records of the institution to be maintained in a safe and suitable place as determined by the Board (such as a third party provider, a like institution, or the Board).

ggg) These records shall include, at a minimum, the academic records of each former student that are traditionally provided on an academic transcript, such as, but not limited to, courses taken, terms, grades and other such information.

hhh) The institution shall make students aware of how to obtain transcripts from either the closed institution and/or new institution permanently retaining the records.

iii) The institution must release any holds on student records before operation is discontinued and the records are transferred.

Section 1050.ILLUSTRATION A Map of Regions



TITLE 29: EMERGENCY SERVICES, DISASTERS, AND CIVIL DEFENSE
CHAPTER I: ILLINOIS EMERGENCY MANAGEMENT AGENCY
SUBCHAPTER C: ADMINISTRATION AND ORGANIZATION OF LOCAL POLITICAL SUBDIVISION EMERGENCY SERVICES AND DISASTER AGENCIES

PART 305 ALL HAZARDS CAMPUS EMERGENCY PLAN AND VIOLENCE PREVENTION PLAN

SUBPART A: GENERAL

Section 305.10 Purpose

Pursuant to the Campus Security Enhancement Act of 2008, each higher education institution is required to develop a National Incident Management System-compliant all hazards emergency response plan and an inter-disciplinary and multi-jurisdictional campus violence prevention plan. This Part provides guidelines for the creation, review, training and exercise of each higher education institution's Campus All-Hazards Emergency Response and Violence Prevention Plan.

Section 305.20 Definitions

"Act" means the Campus Security Enhancement Act of 2008 [110 ILCS 12].

"Campus" means any higher education facility that offers post-secondary education, including an annex or satellite campus away from the main campus, that includes, but is not limited to, rented classrooms in a commercial building or at a secondary school.

"Campus Emergency Operations Center" or "CEOC" means a location where policy and strategic management decisions are made during a disaster or disaster exercise.

"Campus Emergency Operations Plan" or "CEOP" means the written plan of a higher education institution describing the organization, mission and functions of the higher education institution and supporting services for responding to and recovering from disasters/emergencies and for violence prevention.

"Campus Incident Command" means a system that combines facilities, equipment, personnel, procedures and communications to operate within a common organizational structure and that designates responsibility for the management of assigned resources to effectively accomplish stated campus goals and objectives.

"Campus Incident Commander" means the individual responsible for the management of all campus incident command operations as provided for by law.

"Campus Incident Command Post" means the location at which the primary command functions for the CEOP are executed.

"Campus Violence Prevention Plan" or "CVPP" means the written plan of a higher education institution describing the creation of multi-disciplinary and multi-jurisdictional violence prevention strategies, including formation of a Campus Violence Prevention Committee and implementation of a Campus Threat Assessment Team to address aberrant, dangerous or threatening behavior on campus.

"Concept of Operations" means the overall approach of the higher education institution to the preparation and management of a disaster/emergency, including response efforts and how the higher education institution will implement the concepts and procedures of an incident command system.

"Disaster" means *an occurrence or threat of widespread or severe damage, injury or loss of life or property resulting from any natural or technological cause, including but not limited to fire, flood, earthquake, wind, storm, hazardous materials spill or other water contamination requiring emergency action to avert danger or damage, epidemic, air contamination, blight, extended periods of severe and inclement weather, drought, infestation, critical shortages of essential fuels and energy, explosion, riot, hostile military or paramilitary action, or acts of domestic terrorism*. [20 ILCS 3305/4]

"Emergency Management" means the efforts of the higher education institutions to develop, plan, analyze, conduct, provide, implement and maintain programs for disaster/emergency mitigation, preparedness, response and recovery.

"Emergency Services and Disaster Agency" or "ESDA" means the *agency by this name, by the name emergency management agency or by any other name that is established by ordinance within a political subdivision to coordinate the emergency management program within that political subdivision and with private organizations, other political subdivisions, the State and federal governments*. [20 ILCS 3305/4]

"Exercise" means a planned event realistically simulating a disaster/emergency, conducted for the purpose of evaluating the higher education institution's coordinated emergency management capabilities, including, but not limited to, testing emergency operations plans.

"Full-Scale Exercise" means a time-pressured exercise of a minimum of six functions of the emergency operations plan, involving strategic and tactical decision making, including the direction and control function, activating the emergency operations center and incident command post and deploying responders, equipment and resources to the field.

"Functional Exercise" means a time-pressured exercise of a minimum of four functions of the emergency operations plan, involving strategic and tactical

decision making, including the direction and control function, activating the emergency operations center or the incident command post, or both.

"Higher Education Institution" means a public university, a public community college, or an independent, not-for-profit or for-profit higher education institution located in this State. [110 ILCS 12/20(a)]

"IBHE" means the Illinois Board of Higher Education.

"ICCB" means the Illinois Community College Board.

"IEMA" means the Illinois Emergency Management Agency.

"National Incident Management System" or "NIMS" means the comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents. (See Homeland Security Presidential Directive-5.)

"Preparedness" means actions taken and programs and systems developed prior to a disaster/emergency to support and enhance response to and recovery from a disaster.

"Recovery" means restoration actions and programs associated with recovering from a disaster/emergency, including, but not limited to, academic recovery, physical/structural recovery, business/fiscal recovery and psychological/emotional recovery for students and campus personnel.

"Response" means the actions taken to address the immediate and short-term effects of a disaster/emergency.

"Table Top Exercise" means a low stress, non-time-pressured, discussion based exercise of a minimum of four functions of the emergency operations plan, including the direction and control function.

"Threat Assessment" means a process of evaluating the actions and conduct of individuals, and the circumstances surrounding those actions and conduct, to uncover any facts or evidence that indicate that violence is likely to be carried out. A threat assessment should occur when a person (or persons) threatens or induces others to commit a violent act or engages in behavior that appears to threaten "targeted violence".

"Targeted Violence" means an incident of physical violence in which both the perpetrator and targets are identified or identifiable prior to the incident.

SUBPART B: GUIDELINES FOR THE CAMPUS EMERGENCY OPERATIONS PLAN

Section 305.30 Initial Analysis and Assessment

To begin the planning process and in conjunction with the annual review and updates, as provided in Subpart D, the higher education institution should perform all of the following tasks:

a) Conduct an all hazard analysis for the higher education institution.

b) Identify all hazards, including natural, man-made and technological. The following should be included:

c) Severe weather

d) Fire

e) Bomb threats or the discovery of suspicious items

f) Structural failure or loss of utility service

g) Mass casualty event

h) Release of hazardous materials (indoor/outdoor)

i) Use of weapons/hostage situations/active shooter

j) Public health emergency

k) Earthquakes

l) Nuclear power plant accidents, where applicable

m) Cyberthreat;

n) Profile hazards, considering frequency, magnitude, intensity, location, spatial extent, duration, seasonal patter, speed of onset and availability of warning, using historical data, scientific methods or other sources; and

o) Compare and prioritize risks of the hazards identified.

p) Assess vulnerabilities within the higher education institution.

q) Collect demographic data (such as daily population patterns, traffic patterns, seasonal population changes, special needs populations) to determine potential consequences of identified hazards on people and community functions.

r) Collect structural inventory data (including data on critical facilities, residential, commercial and industrial structures, lifelines, and transportation) to determine potential consequences of identified hazards on community functions, property and sites of potential secondary hazards.

s) Assess response capabilities of the higher education institution, identify shortfalls in response capabilities and develop strategies to alleviate shortfalls, such as memorandums of understanding, mutual aid agreements or Good Samaritan agreements.

t) In analyzing and assessing the CEOP, higher education institutions may include, but not be limited to, the designated campus public safety officer, the campus emergency planning team, the campus emergency management director, local mental health community providers, local first responder agencies and ESDAs, county or major municipal emergency managers, or other persons deemed appropriate.

Section 305.40 Basic Plan Guidelines

a) The CEOP should have a foreword that includes:

b) A document signed and dated by the president or most senior level administrator of the higher education institution approving the plan.

c) A register for recording changes and entering change dates.

d) A distribution list of the plan recipients, indicating whether complete plans or specific portions were distributed. Specifically this item should address the method of providing the CEOP to the campus community.

e) A table of contents listing all Sections of the plan.

f) The CEOP should have a Basic Plan Overview detailing the higher education institution's approach to emergency operations, including:

g) A general purpose statement of the CEOP.

h) A list of assumptions used in developing the plan.

i) A concept of operations Section, including, but not limited to, how the higher education institution will implement the concepts and procedures of a recognized incident command system (e.g., NIMS).

j) Identification of the line of succession, by title and position (with up to two alternates), of who will implement the plan, direct emergency response and recovery, and provide leadership, authority and responsibility.

k) A description of the functions and responsibilities assigned to each organization, including private and volunteer organizations or groups, in support of emergency response and recovery operations in the higher education institution. This information may also be exhibited in a chart or matrix designating who has primary and support responsibilities.

l) Maps, or references to maps pertinent to emergency operations planning for the higher education institution and including, but not limited to, locating fixed hazards.

m) An attachment, if applicable, containing written mutual aid agreements, memorandums of understanding (MOUs), and other written agreements affecting the emergency response and recovery functions of the higher education institution.

n) Procedures detailing how the higher education institution will request outside assistance in a disaster, such as assistance from the ESDA or IEMA, or both.

o) Citations to the legal authorities for emergency operations, including, but not limited to, ordinances.

p) Assignment of responsibility for plan maintenance, review, evaluation and updating.

Section 305.50 Campus Functional Annex Guidelines

a) The CEOP should include an annex addressing how the higher education institution will perform each of the following functions:

b) Direction and Control – What means the higher education institution will use to direct and control activities during and following disaster/emergency situations.

c) Communications – How information will be exchanged among responders, administrative officials, teachers and students and other interested persons during and after a disaster/emergency situation.

d) Warning/Disaster/Emergency Information – How the public and campus community will be warned and instructed regarding actual or threatened hazards through the public media or other means.

e) Public Information – The means, organization and process by which a higher education institution will provide timely, accurate and useful information and instructions to the community throughout a disaster/emergency. It includes information disseminated to the public through the media and other information sources on what is happening, what the response organization is doing, and what the public should do for its safety. The higher education institution should

address the circumstances of special needs populations, including limited English proficiency populations.

f) Disaster Intelligence/Damage Assessment/Recovery Planning – The means the higher education institution will use to identify, collect, analyze and disseminate information on the extent and impact of the disaster and those plans for recovery and restoration of operations.

g) Evacuation/Shelter-in-Place/Lockdown – The movement of people to a safe area from an area believed to be at risk, when disaster/emergency situations necessitate that action.

h) Mass Care – Actions taken to ensure appropriate services are provided at a mass care facility, including, but not limited to, providing temporary shelter, food, medical care, clothing and other essential life support needs to people displaced from their homes because of a disaster situation.

i) Health and Medical – The activities associated with providing health and medical services in emergencies and disasters, including emergency medical, hospital, public health, environmental health and mental health services.

j) Mortuary Services – Activities including the collection, identification and care of human remains; determining the cause of death; inventorying and protecting deceased's personal effects; and locating and notifying the next of kin.

k) Resource Management – The process of managing people, equipment, facilities, supplies and other resources to satisfy the needs generated by a disaster. This includes the management of volunteer response teams and spontaneously responding volunteers.

l) Each campus functional annex identified by subsection (a) should individually address:

m) The purpose of the function.

n) A description of situations that trigger implementation of the function.

o) A description of assumptions that apply to the function.

p) The concept of operations for the function.

q) Assignment of responsibility for annex maintenance, review and updating.

r) In addition to subsection (b), the Campus Direction and Control annex should also:

s) Describe the direction and control relationship of tasked organizations, including:

t) The command structure – specifically who will be in charge during disaster/emergency response operations.

u) The authorities of, and limitations on, key response personnel such as the on-scene Campus Incident Commander.

v) How disaster/emergency response organizations will be notified when it is necessary to respond.

w) The means that will be used to obtain, analyze and disseminate information (for decision making, requesting assistance, reporting, etc.).

x) The relationship between the CEOC and the Campus Incident Command Post.

y) List the organizations that are tasked with specific direction and control responsibilities and describe those responsibilities. Include the assignment of responsibility for:

z) Reporting to the CEOC when activated.

aa) Coordinating press releases among response organizations.

bb) Managing the primary and alternate CEOCs.

cc) Maintaining a significant events log.

dd) Removing debris.

ee) In addition to subsection (b), the Campus Communications annex should also:

ff) Describe the total emergency communications system used for communication among all groups and individuals involved in the higher education institution's response to a disaster/emergency.

gg) Describe the primary and backup communication methods and personnel.

hh) Identify the organization assigned to coordinate all communication activities.

ii) List the organizations that are tasked with specific communications responsibilities and describe those responsibilities.

jj) Identify the representative from each tasked organization who will report to the CEOC when activated.

kk) Describe plans for notification of next-of-kin and the establishment, on or in the vicinity of campus, of a Family Assistance Center to address the needs of next-of-kin of deceased or seriously injured students, faculty or staff.

ll) In addition to subsection (b), the Campus Warning/Disaster/Emergency Information annex should also:

mm) Identify the methods used to provide warning/disaster/emergency information for the public and special populations, including limited English proficiency populations.

nn) Identify the locations of outdoor warning/disaster/emergency information devices and define the geographical areas covered.

oo) Describe the specific warning/disaster/emergency information responsibilities assigned to the tasked organizations.

pp) Identify the department or agency responsible for activating public warning/disaster/emergency information systems.

qq) In addition to subsection (b), the Campus Public Information annex should also:

rr) Assign a person to be the Campus Public Information Officer (CPIO) responsible for coordinating information gathering and production, rumor control, public inquiries, and media relations.

ss) Designate a facility or site as the public information center.

tt) List the organizations that are tasked with specific public information responsibilities and describe those responsibilities.

uu) Assign a public information representative to report to the CEOC when activated.

vv) Identify a facility or site for the Joint Information Center during major incidents on campus.

ww) In addition to subsection (b), the Campus Disaster Intelligence/Damage Assessment/Recovery Planning annex should also:

xx) List the organizations that are tasked with specific disaster intelligence/damage assessment/recovery planning responsibilities and describe those responsibilities.

yy) Assign a disaster intelligence/damage assessment/recovery planning representative to report to the CEOC when activated.

zz) In addition to subsection (b), the Campus Evacuation/Shelter-in-Place/Lockdown annex should also:

aaa) List the organizations that are tasked with specific evacuation/shelter-in-place/lockdown responsibilities and describe those responsibilities.

bbb) Identify the department, agency or organization responsible for coordinating all transportation resources planned for use in an evacuation.

ccc) In addition to subsection (b), the Campus Mass Care annex should also:

ddd) List the organizations that are tasked with specific mass care responsibilities and describe those responsibilities, including:

eee) Identification of the department, agency or organization responsible for determining the need to open shelter.

fff) Identification of the department, agency or organization responsible for disaster/emergency mass feeding operations.

ggg) Identification of the department, agency or organization responsible for providing health and/or medical care, including mental health services, at shelter and/or congregate care facilities.

hhh) Assign a mass care representative to report to the CEOC when activated.

iii) Identify the mass care representative who will coordinate press releases with the CPIO.

jjj) In addition to subsection (b), the Campus Health and Medical Services annex should also:

kkk) List the organizations and individuals that are tasked with responsibilities for providing disaster/emergency health and medical services and describe those responsibilities, including:

lll) Identification of the department, agency or organization responsible for arranging crisis counseling for emergency workers.

mmm) Identification of the department, agency or organization responsible for sanitation services.

nnn) Assign a health and medical services representative to report to the CEOC when activated.

ooo) Identify the department, agency or organization responsible for providing post-incident mental health care.

ppp) In addition to subsection (b), the Campus Mortuary Services annex should also:

qqq) List the organizations and individuals that are tasked with mortuary services responsibilities and describe those responsibilities.

rrr) Describe how mortuary services will be expanded during a mass casualty incident, if necessary.

sss) In addition to subsection (b), the Campus Resource Management annex should also:

ttt) List the organizations and individuals that are tasked with resource management responsibilities and describe those responsibilities. Include identification of who will organize, manage, coordinate and distribute the donations of money, goods and labor received from individual citizens and volunteer groups during a disaster/emergency.

uuu) Inventory the resources available, such as emergency supplies and equipment maintained for the campus community to use during a disaster/emergency.

vvv) Assign a resource management representative to report to the CEOC when activated.

www) The higher education institution may include additional functional annexes in the CEOP as determined by the higher education institution to be necessary for the emergency management efforts of the higher education institution in the event of a disaster, including, but not limited to, the following functions: search and rescue, law enforcement, public works, transportation, energy management, animal welfare, legislative relations, aviation operations and/or others.

SUBPART C: GUIDELINES FOR THE CAMPUS VIOLENCE PREVENTION PLAN

Section 305.60 Campus Violence Prevention Plan

a) Pursuant to the Act, each higher education institution is required to develop an inter-disciplinary and multi-jurisdictional Campus Violence Prevention Plan (CVPP).

b) The CVPP should have a foreword that includes:

c) A document signed and dated by the president or most senior level administrator of the higher education institution approving the plan.

d) A register for recording changes and entering change dates.

e) A distribution list of the plan recipients, indicating whether complete plans or specific portions were distributed. Specifically, this item should address the method of providing the CVPP to the campus community.

f) A table of contents listing all Sections of the plan.

g) The body of the CVPP should include:

h) Integration of existing campus programs and policies that deal with associated issues (e.g., workplace violence, suicide prevention, anti-bullying, stigma reduction, sexual assault prevention);

i) Incorporation of violence prevention strategies into related policies and/or procedures;

j) Encouragement of zero tolerance policy statements that reaffirm violence prevention strategies; and

k) Development and implementation of a Campus Violence Prevention Committee and Campus Threat Assessment Team.

Section 305.70 Campus Violence Prevention Committee

a) Pursuant to the Act, each higher education institution is required to develop and implement a Campus Violence Prevention Committee (CVPC). The CVPC should be tasked with implementing the CVPP.

b) The CVPC should determine the committee structure and the individuals responsible for education and prevention of violence on campus.

c) Participants from faculty, campus administration, student affairs, law enforcement, human resources, counseling services, residence life, county or major municipal emergency managers and others deemed appropriate are recommended for the CVPC.

Section 305.80 Campus Threat Assessment Team

a) Pursuant to the Act, each higher education institution is required to develop and implement a Campus Threat Assessment Team. The team should conduct threat assessments, address aberrant, dangerous, or threatening behavior on campus and provide guidance and best practices for preventing violence and providing supportive services.

b) The team should consist of faculty, law enforcement, human resources, legal counsel, and mental health professionals. It may also include other persons and organizations deemed appropriate to a particular circumstance.

c) The team should create a written threat assessment policy that provides:

d) Guidance to students, faculty and staff about how to recognize, address and report aberrant and threatening behavior;

e) Identify individuals that will have access to information;

f) Use a fact-based assessment process to investigate threats, actions or conduct that may lead to targeted violence and determine situation specific response action plans;

g) Access a range of support services for students, faculty and staff that includes mental health services, crisis management and comprehensive services for victims, whether provided on campus or by accessing community resources; and

h) Requirements for protecting the privacy of persons providing information to and subject to scrutiny by the threat assessment team.

i) All areas of the campus community should be required to cooperate with requests from the threat assessment team relative to successfully monitoring any threatening behavior.

j) The team should meet regularly to provide post-incident assessments and evaluate the effectiveness and response to incidents on a case or aggregate basis.

SUBPART D: COORDINATION, SUBMISSION AND REVIEW GUILDELINES FOR CAMPUS EMERGENCY OPERATIONS PLAN AND CAMPUS VIOLENCE PREVENTION PLAN

Section 305.90 Coordination, Submission and Review

a) The CEOP and CVPP should be coordinated with the local ESDA. Where the CEOP and/or CVPP cannot be coordinated with ESDA capabilities, the IEMA Regional Office should provide guidance to help identify resources. Upon completion of the CEOP and CVPP by the higher education institution, a copy of each should be provided to the local ESDA, IEMA Regional Office, and either IBHE or ICCB, as appropriate.

b) Each higher education institution should conduct an annual review and update. The review and update should include the components in Subparts B and C.

c) The campus administrators responsible for the execution of the CEOP and CVPP should participate in the review. Participation by the director of campus public

safety, campus emergency planning team, local mental health provider, local first responder agency, county or major municipal emergency manager, and other persons deemed appropriate by the higher education institution is recommended.

d) If amendments are deemed appropriate by the higher education institution, those amendments should be coordinated with the local ESDA. A copy of the amendments should be provided to the local ESDA, IEMA Regional Office, and either IBHE or ICCB, as appropriate.

SUBPART E: TRAINING AND EXERCISE GUIDELINES

Section 305.100 Training

Pursuant to the Act, each higher education institution shall conduct training on its CEOP and CVPP annually. Training should include all administrators, faculty, staff, students and any other members of the campus community so they are familiar with key components of the CEOP and CVPP.

Section 305.110 Exercise Guidelines for the Campus Emergency Operations Plan and Campus Violence Prevention Plan

a) Pursuant to the Act, each higher education institution shall conduct an annual exercise of its CEOP and CVPP. This requirement should be in coordination with the local ESDA and can be satisfied with a full scale, functional or tabletop exercise.

b) CEOP and CVPP exercises should be conducted to examine the objectives identified in this Part.