

NEW UNITS OF INSTRUCTION AT PUBLIC COMMUNITY COLLEGES

Submitted for: Action.

Summary: This item requests approval of eight new associate degree programs to be offered at seven community colleges.

Action Requested: That the Illinois Board of Higher Education approves the following programs at the colleges indicated:

College of Lake County

- Associate of Applied Science in Medical Assisting

Kennedy-King College

- Associate of Applied Science in Baking and Pastry Arts

Lincoln Land Community College

- Associate of Arts in Teaching Early Childhood Education
- Associate of Arts in Teaching Special Education

Oakton Community College

- Associate of Arts in Teaching Special Education

Rock Valley College

- Associate of Applied Science in Industrial Computer Systems

Sauk Valley Community College

- Associate of Arts in Teaching Secondary Mathematics

Waubonsee Community College

- Associate of Applied Science in Health Care Interpreting

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

NEW UNITS OF INSTRUCTION AT PUBLIC COMMUNITY COLLEGES

By statute, the Illinois Board of Higher Education is responsible for approving new associate degree programs proposed by public community colleges. The Board's approval criteria, defined in administrative rules, address relevance to college mission, academic control, faculty and staff, support services, financial resources, student demand, employer demand, curriculum, and congruence with IBHE policies and priorities. Before a recommendation for approval of an associate degree program is submitted to the IBHE for approval, staffs of the IBHE and the Illinois Community College Board (ICCB) review the proposal. Once agreement is reached on a proposal having met the approval criteria, a recommendation for approval is presented to each board.

College of Lake County
19351 West Washington Street
Grayslake, Illinois 60030
President: Gretchen Naff

- Associate of Applied Science (A.A.S.) in Medical Assisting

Institutional Accreditation: The Higher Learning Commission of the North Central Association of Colleges and Schools

Background and History. The College of Lake County was founded in 1969, within the framework of the Illinois Master Plan for Higher Education, to serve the residents of the most northeastern portion of the state. Its main campus is in Grayslake and the College maintains a lakeshore campus in Waukegan.

The college is now seeking approval to offer a 61-semester-credit-hour A.A.S. degree in Medical Assisting.

Mission and Objectives

Criterion 1050.30(a)(1) states: A) The objective of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The College of Lake County's mission is "to provide high quality general education in the liberal arts and sciences, career education commensurate with student occupational needs and opportunities, continuing education, and basic skills that are essential for success." The College is also committed to providing leadership in promoting the community's cultural, aesthetic, and intellectual life. The College has set forth the following strategic goals:

- Learning: The College of Lake County will enhance student and organizational learning and development.
- Outreach: The College of Lake County will strengthen its outreach to the community.
- Access: The College of Lake County will continue to work to reduce barriers and increase opportunities to meet the diverse needs of the people of Lake County.
- Accountability: The College of Lake County will continue to evaluate and improve all academic and nonacademic departments to ensure high quality. The College also will work to ensure resources are used efficiently and effectively.

The proposed program is consistent with the College's mission.

Curriculum/Assessment

Criterion 1050.30(b)(1) states: A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with stated objectives of the units of instruction; D) Provision is made for guidance and counseling of students, evaluations of students performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Criterion 1050.30(a) (2) states: 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.

Curriculum

The curriculum consists of 16 semester credit hours of general education requirements, 39 semester credit hours of career and technical education requirements, including a medical assisting externship, and six (6) semester credit hours of related technical electives. The career and technical component of the program consists of coursework in medical terminology, medical office procedures, insurance procedures in the medical office, medical transcription, pharmacology, basic CPT (current procedural terminology) coding, basic ICD-9-CM (International Classification of Diseases, 9th Revision, Clinical Modification) coding, introductory medical lab technology, phlebotomy techniques, introductory and advanced medical assisting procedures, and a work-based learning component. The development of the program's curriculum was based on competencies identified by the American Association of Medical Assistants (AAMA). It was done in cooperation with the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Assessment

The assessment of student learning objectives throughout the program will be accomplished using written examinations, clinical skills demonstrations, and projects. The capstone assessment of student learning objectives will be accomplished through an end-of-program simulated certification exam as well as an evaluation of the student's externship performance by the employer.

Facilities (space, equipment, instructional materials)

Criterion 1050.30(a) (4) states: A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) 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

No additional facilities will be needed. The College has the instructional materials necessary to support the proposed program.

Faculty and Staff

Criterion 1050.30(a) (3) states: A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of 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 able to fulfill their academic responsibilities; C) 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; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out assigned responsibilities.

The proposed program will require additional faculty. The college expects to hire one new full-time faculty coordinator for the proposed program. The program will also utilize three full-time existing faculty and three existing part-time faculty.

Fiscal/Personnel Resources

Criterion 1050.30(a) (5) states: A) 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; B) Projects of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local taxes support, student tuition and fees, private gifts, and/or government grants and contracts.

The college anticipates an enrollment of 20 part-time students the first year, increasing to 45 part-time students by the third year. The new project first-year cost is \$62,000; for the second year, it is \$60,400; and for the third year, it is \$61,488. The cost reflects the hiring of a full time faculty member for the program as well as fees related to program accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Accreditation and Licensure

Criterion 1050.30(b) (3) states: Appropriate steps have been 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.

As the curriculum was developed based on competencies developed by the American Association of Medical Assistants (AAMA) in cooperation with CAAHEP, students will be prepared to sit for several optional credentialing exams, including the Certified Medical Assistant (CMA) offered by the AAMA. The College of Lake County intends to seek CAAHEP accreditation as soon as it is eligible.

Need

Criterion 1050.30 (a) (6) states: A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions, and units of instructions, research or public service.

The labor market information provided by the college supports the need for and interest in a formalized medical assistant training program within the college district. Currently, the college sends students to neighboring districts for this training.

Program Information

Criterion 1050.30(b) (2) states: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, 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, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

Information in the College's catalog and on its Web site provide necessary information regarding the unit of instruction, including information about tuition, fees, and refund policies, enabling students, parents and other interested individuals to make informed decisions about enrolling in the program.

Staff Conclusion. College of Lake County and its proposed program meet the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Kennedy-King College
6800 South Wentworth Avenue
Chicago, IL 60602
President: Clyde El-Amin

- Associate of Applied Science (A.A.S.) in Baking and Pastry Arts

Background and History. Kennedy-King College was originally known as Woodrow Wilson Junior College. The College was established in 1935 and was one of three colleges in the junior college system in Chicago. The name of the college was officially changed in 1969 to Kennedy-King College to honor Robert F. Kennedy and Martin Luther King, Jr. Dawson Technical Institute and Washburne Culinary Arts program have since then become units of Kennedy-King College. Kennedy-King College is one of seven of Chicago's City Colleges.

Kennedy-King College is seeking approval to offer a 60-semester-credit-hour A.A.S. degree program in Baking and Pastry Arts.

Mission and Objectives

Criterion 1050.30(a)(1) states: A) The objective of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

As one of the City Colleges of Chicago, Kennedy-King College "is dedicated to providing high quality, comprehensive, accessible education and training opportunities that respond to changing community needs and that enables individuals to reach their full potential and successfully compete in the global marketplace." The proposed A.A.S. in Baking and Pastry Arts is consistent with the mission of the College and builds upon other culinary programs offered at the institution.

Curriculum/Assessment

Criterion 1050.30(b)(1) states: A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with stated objectives of the units of instruction; D) Provision is made for guidance and counseling of students, evaluations of students performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Criterion 1050.30(a)(2) states: 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.

Curriculum

The curriculum consists of 15-16 semester credit hours of required general education coursework and 45 semester credit hours of required career and technical coursework. The program is a combination of new core courses and pre-existing approved general education courses. The career and technical component includes introductory and advanced baking, baking safety and sanitation, baking techniques, pastry techniques, cookies and tarts, basic/classical and specialty cakes, individual pastries, confectionary arts, hearth breads and rolls, specialty breads, chocolate confections and contemporary desserts. The curriculum was developed according to the Illinois Occupational Skill Standards and Credential Council's (IOSSCC) standards for cooks and bakers.

Assessment

Assessment of student learning objectives will be accomplished through the evaluation of a final project including the planning, preparation and service of bakery goods.

Facilities (space, equipment, instructional materials)

Criterion 1050.30(a)(4) states: A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) 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.

No additional facilities or classrooms are required to implement this program. It will be offered through the college's Washburne Culinary Institute, which provides students state-of-the-art facilities and equipment, as well as catering services, and a full-service restaurant. In plans for the new Kennedy-King campus, the Washburne Culinary Institute has included a bakeshop, which will enhance the proposed program.

Faculty and Staff

Criterion 1050.30(a)(3) states: A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of 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 able to fulfill their academic responsibilities; C) 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; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out assigned responsibilities.

The proposed program will require additional staff. Kennedy-King expects to hire one new faculty member the first year. The second year, the college will hire two more full-time faculty members and anticipates that no new faculty will be required in the third year. The basic requirements for faculty teaching in this program include at least five years of on-the-job occupational experience and at least one year of teaching experience.

Fiscal/Personnel Resources

Criterion 1050.30(a)(5) states: A) 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; B) Projects of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local taxes support, student tuition and fees, private gifts, and/or government grants and contracts.

The College anticipates an enrollment of 48 full- and part-time students during the first year. The program will require one new faculty the first year, and two the second year. Costs for implementing this program will be \$60,000 the first year and \$120,000 the second year, with no new costs being projected during the third year. The total new projected cost for the program is \$180,000.

Accreditation and Licensure

Criterion 1050.30(b)(3) states: Appropriate steps have been 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.

Currently, no state has instituted general licensure for cooks. The basic skills addressed in the program conform to the IOSSCC's standards for cooks and bakers.

Need

Criterion 1050.30 (a)(6) states: A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions, and units of instructions, research or public service.

As stated by the College, the current and projected need implies that there is a demand for cooks, bakers and pastry chefs in Chicago and beyond. Chicago has quickly gained a reputation as one of the leading restaurant and food centers in not only the U.S. but in the world. The field of culinary arts is a growth industry and Kennedy-King College wants to be able to provide its students with the best opportunity for success in the industry. By developing this new program the College will stay competitive in the culinary arts education.

Program Information

Criterion 1050.30(b)(2) states: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, 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, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

The information provided by the College's Web site includes all of the relevant information pertaining to tuition, fees, and other policies from which a potential student can make informed decisions about enrolling in the Baking and Pastry Arts A.A.S. degree program.

Staff Conclusion. Kennedy-King College and its proposed program meet the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Lincoln Land Community College
5250 Shepherd Road
P.O. Box 19256
Springfield, IL 62794-9256
President: Charlotte Warren

- Associate of Arts in Teaching Early Childhood Education

Background and History. In September 2002, the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the Illinois State Board of Education (ISBE), in cooperation with the University of Illinois, formed a steering committee to develop A.A.T. degree models. Representatives of public universities, community colleges and the three state education agencies (IBHE, ICCB, and ISBE) came together to undertake this task. The primary focus of the steering committee's work was to:

Develop A.A.T. degree models that will attract students into high-need teaching disciplines and facilitate the transfer of students desiring to become teachers in those disciplines into upper-division teacher education programs. Students obtaining an A.A.T. degree in the identified shortage areas should have equal status with university native students at the beginning of the junior year.

The steering committee identified three high-need areas on which to focus its initial efforts—secondary math, secondary science, and special education. Three subcommittees were formed to address recommended curricula for these three discipline areas. A fourth committee addressed general education and the selection of appropriate lower-division professional education courses.

On June 26, 2003, workgroups comprised of approximately 100 community college and university faculty met at the University of Illinois in Springfield to: link professional teaching standards to the mathematics and science teaching models; identify appropriate artifacts demonstrating mastery of the standards; and develop sample course syllabi for the selected education courses. Detailed matrices that identify standards, indicators and artifacts for general education and the professional education courses in the A.A.T. degree models, as well as sample syllabi, were produced by the workgroups. The matrices and sample syllabi are available on the ICCB website at <http://www.iccb.org/HTML/what/aat/html>. These materials, along with a draft report of the steering committee, were widely disseminated to faculty and administrators at all the public community colleges and universities for review and comment.

On June 21, 2004, House Resolution 845 was adopted which directed the Illinois P-16 Initiative to also develop a model A.A.T degree in Early Childhood Education. The A.A.T. Steering Committee convened working groups that included community college and university faculty, as well as representatives from Early Childhood and Special Education constituencies, in June 2004, to develop degree models.

On September 16, 2005, ICCB granted approval for a model A.A.T. degree in Early Childhood Education. IBHE endorsed the model on August 23, 2005.

This item recommends approval of the A.A.T. degree in Early Childhood Education at Lincoln Land Community College. The College is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools.

Mission and Objectives

Criterion 1050.30(a)(1) states: A) the objectives of the unit of instruction, research or public service are consistent with the mission of the college or university, and B) the objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

One of the missions of all community colleges is to provide education leading to employment for residents of the community college district. Central to this mission is the need for colleges to keep abreast of changes in professions for which it prepares students. The adoption of the A.A.T. models, and their incorporation into the offerings of the colleges, is an example of the responsiveness that the community college system and colleges display in providing up-to-date curricula to students.

Curriculum/Assessment

Criterion 1050.30(b)(1) states: A) The caliber and content of the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the state objectives of the unit of instruction; D) Provision is 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.

Criterion 1050.30(a) (2) states: 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.

Curriculum

Community colleges wishing to offer A.A.T. degrees are required to apply for approval through both the ICCB and the IBHE. Application materials for this degree are comprehensive and detailed. They include an admissions statement and catalog description, college-specific curriculum information, and information on assessment of student learning—including matrices describing standards addressed, and related artifacts and assessments.

The 60-to-64-semester-credit-hour A.A.T. curricula consist of coursework in general education, professional education, and major area requirements. Elective hours building on courses that are part of the major are also available. For the A.A.T. degree in Early Childhood Education, students must complete between 40 credits of general education courses in composition/speech, mathematics, physical/life sciences, humanities/fine arts, and social/behavioral science.

Professional education coursework consists of between six to nine hours and includes Introduction to Education and Child Growth and Development as required courses. The A.A.T. in Early Childhood Education permits three additional hours from the following to complete this component: Educational Technology, Educational Psychology, Students with disabilities in School, and Development.

The A.A.T. in Early Childhood Education student must take 15 to 18 credit hours of Early Childhood Education courses and includes Introduction to Early Childhood Education as a required course. The remaining semester credits must include identified standards in the

following areas: Learning Experiences; Learning Environment; Relationships: Child, Family, Community; and Assessment.

Assessment

The college has aligned its degree program with the teacher education standards identified in the model. These standards are knowledge- and performance-based and are tied to artifacts and assessments. At a minimum, each college requires that students complete a faculty-evaluated portfolio to demonstrate that students have satisfactorily completed the A.A.T. degree in Early Childhood Education learning experiences and attained the learning objectives intended. This portfolio transfers with the student to the senior institution where it is completed during the final two years of the baccalaureate degree. In addition, all students must complete the Illinois Enhanced Test of Basic Skills before they are awarded the degree.

Facilities (space, equipment, instructional materials)

Criterion 1050.30(a)(4) states: A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) 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.

Since the proposed program is composed entirely or almost entirely of courses already offered by the colleges, there is no need for additional space, equipment or instructional materials.

Faculty and Staff

Criterion 1050.30(a)(3) states: A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of 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; C) 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; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which 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.

Since the college already employs major education and professional education faculty, no additional faculty are needed at the present time

Fiscal/Personnel Resources

Criterion 1050.30(a)(5) states: 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; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

Since no new facilities, equipment, or faculty are required, there are no additional costs associated with offering the program.

Accreditation and Licensure

Criterion 1050.30(b)(3) states: Appropriate steps have been 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.

No accreditation is available or required for the proposed program. However, ISBE requires all individuals pursuing teacher certification to have met appropriate standards by the completion of a four-year program. This degree will provide individuals preparing the transfer to a university teacher education program with a heightened beginning portfolio with related artifacts and assessments. In addition, to complete the program individuals must pass the Enhanced Basic Skills Test.

Need

Criterion 1050.30(a)(6) states: A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) 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.

The need for this program grows from the movement in teacher education to enhance the role that community colleges play in preparing prospective educators. The goal of the A.A.T. initiative is to develop degree models that will attract students into high-need teaching disciplines, one of which is Early Childhood Education, and better facilitate that transfer of students desiring to become teachers in those disciplines into upper-division teacher education programs. In addition, these programs respond to the need to help prepare “highly qualified” teachers as found in the *No Child Left Behind* federal legislation.

Lincoln Land Community College operates a child care center on its campus, which serves as a lab school effectively mirroring the theory taught in Early Childhood Education courses. This Center is accredited by the National Association for the Education of Young Children.

Program Information

Criterion 1050.30(b)(2) states: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, 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, students rights and responsibilities, and such other materials facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective student prior to enrollment.

Public information about the proposed program indicates that it is designed for transfer into teacher education programs.

Staff Conclusion. Lincoln Land Community College and its proposed program meet the criteria to implement the Illinois Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, meet the model degree requirements endorsed by the Illinois Board of Higher Education, and meet the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Lincoln Land Community College
5250 Shepherd Road
P.O. Box 19256
Springfield, IL 62794-9256
President: Charlotte Warren

Oakton Community College
1600 East Golf Road
Des Plaines, IL 60016
President: Margaret Lee

- Associate of Arts in Teaching (A.A.T.) Special Education

Background and History. In September 2002, the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the Illinois State Board of Education (ISBE), in cooperation with the University of Illinois, formed a steering committee to develop A.A.T. degree models. Representatives of public universities, community colleges, and the three state education agencies (IBHE, ICCB, and ISBE) came together to undertake this task. The primary focus of the steering committee's work was to:

Develop A.A.T. degree models that will attract students into high-need teaching disciplines and facilitate the transfer of students desiring to become teachers in those disciplines into upper-division teacher education programs. Students obtaining an A.A.T. degree in the identified shortage areas should have equal status with university native students at the beginning of the junior year.

The steering committee identified three high-need areas on which to focus its initial efforts—secondary math and science, and special education. Three subcommittees were formed to address recommended curricula for these three discipline areas. A fourth committee addressed general education and the selection of appropriate lower-division professional education courses.

On June 26, 2003, workgroups comprised of approximately 100 community college and university faculties met at the University of Illinois in Springfield to: link professional teaching standards to the mathematics and science teaching models; identify appropriate artifacts demonstrating mastery of the standards; and develop sample course syllabi for the selected education courses. Detailed matrices that identified standards, indicators, and artifacts for general education and the professional education courses in the A.A.T. degree models, as well as sample syllabi, were produced by the workgroups. The matrices and sample syllabi are available on the ICCB website at <http://www.icb.org/HTML/what/aat/html>. These materials, along with a draft report of the steering committee, were widely disseminated to faculty and administrators at all the public community colleges and universities for review and comment.

On June 21, 2004, House Resolution 845 was adopted, which directed the Illinois P-16 Initiative to also develop a model AAT degree in Early Childhood Education. The A.A.T. Steering Committee convened two working groups that included community college and university faculties, as well as representatives from Special Education and Early Childhood Education constituencies, respectively, in June 2004 to develop these degree models.

On September 16, 2005, ICCB granted approval for a model A.A.T. degree in Special Education. IBHE endorsed the model on August 23, 2005.

This item recommends approval of the A.A.T. degrees in Special Education at Lincoln Land Community College and Oakton Community College. Both colleges are accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools.

Mission and Objectives

Criterion 1050.30(a)(1) states: A) the objectives of the unit of instruction, research or public service are consistent with the mission of the college or university, and B) the objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

One of the missions of all community colleges is to provide education leading to employment for residents of the community college district. Central to this mission is the need for colleges to keep abreast of changes in professions for which it prepares students. The adoption of the A.A.T. models, and their incorporation into the offerings of the colleges, is an example of the responsiveness that the community college system and colleges display in providing up-to-date curricula to students.

Curriculum/Assessment

Criterion 1050.30(b)(1) states: A) The caliber and content of the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the state objectives of the unit of instruction; D) Provision is 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.

Criterion 1050.30(a) (2) states: 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.

Curriculum

Community colleges wishing to offer A.A.T. degrees are required to apply for approval through both the ICCB and IBHE. Application materials for this degree are comprehensive and detailed. They include an admissions statement and catalog description, college-specific curriculum information, and information on assessment of student learning—including matrices describing standards addressed, and related artifacts and assessments.

The 60-to-64-semester-credit-hour A.A.T. curricula consist of coursework in general education, professional education, and major area requirements. Elective hours building on courses that are part of the major are also available. For the A.A.T. degree in Special Education,

students must complete between 40 to 44 credits of general education courses in composition/speech, mathematics, physical/life sciences, humanities/fine arts, and social/behavioral science.

Professional education and Special Education coursework consists of between 18 to 21 hours and include Introduction to Education, Educational Technology, Students with Disabilities in School, Educational Psychology and Development as required courses. The A.A.T. in Special Education requires one or two additional courses to be chosen from the following to complete this component: Diversity in Schools, Language Development or Introduction to the Foundations of Reading.

Assessment

The colleges have aligned their degree programs with the teacher education standards identified in the model. These standards are knowledge- and performance-based and are tied to artifacts and assessments. At a minimum, each college requires that students complete a faculty-evaluated portfolio to demonstrate that students have satisfactorily completed the A.A.T. degree in Special Education learning experiences and attained the learning objectives intended. This portfolio transfers with the student to the senior institution where it is completed during the final two years of the baccalaureate degree. In addition, all students must complete the Illinois Enhanced Test of Basic Skills before they are awarded the degree.

Facilities (space, equipment, instructional materials)

Criterion 1050.30(a)(4) states: A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) 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.

Since the proposed programs are composed entirely or almost entirely of courses already offered by the colleges, there is no need for additional space, equipment or instructional materials.

Faculty and Staff

Criterion 1050.30(a)(3) states: A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of 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; C) 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; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which 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.

Since the colleges already employ major education and professional education faculty members, no additional members are needed at the present time.

Fiscal/Personnel Resources

Criterion 1050.30(a)(5) states: 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; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

Since no new facilities, equipment, or faculty are required for the proposed program, there are no additional costs associated with offering the programs.

Accreditation and Licensure

Criterion 1050.30(b)(3) states: Appropriate steps have been 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.

No accreditation is available or required for the proposed program. However, ISBE requires all individuals pursuing teacher certification to have met appropriate standards by the completion of a four-year program. This degree will provide individuals preparing to transfer to a university teacher education program with a heightened beginning portfolio with related artifacts and assessments. In addition, to complete the program individuals must pass the Enhanced Basic Skills Test.

Need

Criterion 1050.30(a)(6) states: A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) 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.

The need for this program grows from the movement in teacher education to enhance the role that community colleges play in preparing prospective educators. The goal of the A.A.T. initiative is to develop degree models that will attract students into high-need teaching disciplines, one of which is Special Education, and better facilitate the transfer of students desiring to become teachers in those disciplines into upper-division teacher education programs. These programs respond to the need to help prepare “highly qualified” teachers as found in the *No Child Left Behind* federal legislation.

Lincoln Land Community College’s geographic region includes four large special education districts (District #186, Sangamon Area Special Education District, Four Rivers and Midstate Special Education), two major state special education schools (Illinois School of the Deaf and Illinois School of the Visually Impaired) and a large, private, special education school, Hope School.

Oakton Community College’s geographic area includes three special education districts (North Suburban Special Education District, Maine Township Special Education Program, and

Niles Township District for Special Education), as well as Evanston Township High School District #202, Evanston/Skokie CC School District #65, and Wilmette School District #39, which provide direct services.

Program Information

Criterion 1050.30(b)(2) states: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, 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, students rights and responsibilities, and such other materials facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective student prior to enrollment.

Public information about the proposed programs indicates that they are designed for transfer into teacher education programs.

Staff Conclusion. Lincoln Land Community College and Oakton Community Colleges and their proposed programs meet the criteria to implement the Illinois Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, meet the model degree requirements endorsed by the Illinois Board of Higher Education, and meet the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Rock Valley College
3301 N. Mulford Road
Rockford, IL 61114-5699
President: Jack J. Becherer

- Associate of Applied Science (A.A.S.) in Industrial Computer Systems (ICS)

Background and History. For 40 years, Rock Valley College (RVC) has offered comprehensive educational opportunities in a broad range of subjects to the residents of its six-county district. The college was established in 1964 through a district-wide referendum after a two-year study established the need for a community college. RVC's district is comprised of Winnebago and Boone countries and parts of Stephenson, Ogle, Mc Henry and DeKalb counties. Since opening its doors in 1965, RVC has grown from a small community college with 35 faculty members and 1,100 students to an institution of 140 faculty members, 500 part-time lecturers and more than 9,500 students. The college continues to be involved in workplace training programs, cooperation programs with area high schools and technology programs for business and industry.

The college is seeking authorization to offer a 65-semester-credit-hour A.A.S. in Industrial Computer Systems.

Mission and Objectives

Criterion 1050.30(a)(1) states: A) The objective of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

According to its mission statement, “Rock Valley College is an educational leader in providing quality, accessible, lifelong learning opportunities, cultural enrichment, and support for economic and technological development.” The proposed new program in Industrial Computer Systems is well-suited to the mission and vision of the college.

Curriculum/Assessment

Criterion 1050.30(b)(1) states: A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with stated objectives of the unit of instruction; D) Provision is 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.

Criterion 1050.30(a)(2) states: 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.

Curriculum

RVC is seeking approval to offer a 65-semester-credit-hour Associate of Applied Science in ICS. The proposed program will prepare individuals for employment as network technicians and system support analysts in manufacturing and medical facilities. In addition to courses in general education, the A.A.S. in Industrial Computer Systems consists of coursework from the Engineering and Technology Division, and the Business & Computers and Information Systems Division. The new program has been developed to enable graduates to transfer to a four-year university as part of 2+2 articulation agreement.

The curriculum of the proposed program consists of 25 credits in general education; 31-32 credits in career & technical courses; and 9 hours of electives. The core courses consist of the following: Introduction to Computers & Information Systems; Introduction to Visual Basic Programming or Introduction to C/C Programming; Introduction to DC/AC Networks; Advanced DC/AC Networks; Electronic Devices & Circuits I; Digital Electronics; Programmable Logic Controllers; Electronic CAD; and Network Essentials or Cisco Networking. The electives are selected from programming, networking, and electronics.

Assessment

RVC is developing a plan to conduct campus-wide assessment in writing, speaking, listening, and reading. Class and program assessment will be done at each division level using pre- and post-tests. Assessment of student learning objectives will be accomplished through a cumulative performance examination. Program reviews, advisory committee findings, and advising will all be considered in on-going program assessment.

Facilities (space, equipment, instructional materials)

Criterion 1050.30(a)(4) states: A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary

to meet the objectives of the unit of instruction, research or public service; C) 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.

No additional facilities, classrooms or funds are required to implement this program. The proposed program consists of a combination and blending of existing courses that will not represent additional costs to the institution.

Faculty and Staff

Criterion 1050.30(a)(3) states: A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of 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; C) 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; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out assigned responsibilities.

Faculty members' qualifications include master's degrees in electronics; computers and information systems; networking; and programming. Additional occupational and teaching experience is preferred but not required. The proposed program will utilize existing faculty that are currently teaching in other technology and computer programs. The college does not foresee hiring any additional faculty during the first three years of the program. Existing College faculty will teach the general education courses.

Fiscal/Personnel Resources

Criterion 1050.30(a)(5) states: A) 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; B) Projection of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local taxes support, student tuition and fees, private gifts, and/or government grants and contracts.

To implement the proposed program, the College anticipates a minimal expenditure in order to cover the cost of advisory committee meetings and program brochures. The College indicates that faculty, administration, support personnel, equipment, library, and facilities necessary for the program are part of currently existing resources.

Accreditation and Licensure

Criterion 1050.30(b)(3) states: Appropriate steps have been 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.

There is no special accreditation for the proposed program, nor are there licensure requirements for graduates of the program.

Need

Criterion 1050.30 (a)(6) states: A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions, and units of instructions, research or public service.

Employment in the areas related to technology, networking and computers represent some of the fastest growing occupations in both Winnebago County and the state. It is projected that there will be an annual growth rate of 5.7 percent, a much faster growth rate than other occupations in the area. The College anticipates an enrollment of four full-time and two part-time students the first year, increasing to eight full-time and four part-time students by the third year.

Program Information

Criterion 1050.30(b) (2) states: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, 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, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

The proposed program description for the College catalog includes program information, expectations for graduates, and information on tuition, fees, and refund policies, enabling students, parents and other interested individuals to make informed decisions about enrolling in the program.

Staff Conclusion. Rock Valley College and its proposed program meet the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Sauk Valley Community College

173 IL Route 2

Dixon, IL 61021

President: George Mihel

- Associate of Arts in Teaching (A.A.T.) in Secondary Mathematics

Background and History. In September 2002, the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the Illinois State Board of Education (ISBE), in cooperation with the University of Illinois, formed a steering committee to develop A.A.T. degree models. Representatives of public universities, community colleges and the three state education agencies (IBHE, ICCB, and ISBE) came together to undertake this task. The primary focus of the steering committee's work was to:

Develop A.A.T. degree models that will attract students into high-need teaching disciplines and facilitate the transfer of students desiring to become teachers in those disciplines into upper-division teacher education programs. Students obtaining an A.A.T degree in the identified shortage areas should have equal status with university native students at the beginning of the junior year.

The steering committee identified three high-need areas on which to focus its initial efforts—secondary math, secondary science, and special education. Three subcommittees were formed to address recommended curricula for these three discipline areas. A fourth committee addressed general education and the selection of appropriate lower-division professional education courses.

On June 26, 2003, workgroups comprised of approximately 100 community college and university faculty met at the University of Illinois in Springfield to link professional teaching standards to the mathematics and science teaching models, to identify appropriate artifacts demonstrating mastery of the standards, and to develop sample course syllabi for the selected education courses. Detailed matrices that identify standards, indicators and artifacts for general education and the professional education courses in the A.A.T. degree models, as well as sample syllabi, were produced by the workgroups. The matrices and sample syllabi are available on the ICCB website at <http://www.icb.org/HTML/what/aat/html>. These materials, along with a draft report of the steering committee, were widely disseminated to faculty and administrators at all the public community colleges and universities for review and comment.

On October 17, 2003, ICCB granted approval for a model A.A.T. degree in Secondary Mathematics. IBHE endorsed the model on December 9, 2003.

This item recommends approval of the A.A.T. in Secondary Mathematics at Sauk Valley Community College. The College is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools.

Mission and Objectives

Criterion 1050.30(a)(1) states: A) the objectives of the unit of instruction, research or public service are consistent with the mission of the college or university, and B) the objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

One of the missions of all community colleges is to provide education leading to employment for residents of the community college district. Central to this mission is the need for colleges to keep abreast of changes in professions for which it prepares students. The adoption of the A.A.T. models, and their incorporation into the offerings of the colleges, is an example of the responsiveness that the community college system and colleges display in providing up-to-date curricula to students.

Curriculum/Assessment

Criterion 1050.30(b)(1) states: A) The caliber and content of the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the state objectives of the unit of instruction; D) Provision is 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.

Criterion 1050.30(a) (2) states: 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.

Curriculum

Community colleges wishing to offer A.A.T. degrees are required to apply for approval through both the ICCB and the IBHE. Application materials for this degree are comprehensive and detailed. They include an admissions statement and catalog description, college-specific curriculum information, and information on assessment of student learning—including matrices describing standards addressed, and related artifacts and assessments.

The 60-to-64-semester-credit-hour A.A.T. curricula consist of coursework in general education, professional education, and major area requirements. Elective hours building on courses that are part of the major are also available. For the A.A.T. degree in Secondary Mathematics, students must complete between 37 to 41 credits of general education courses in composition/speech, mathematics, physical/life sciences, humanities/fine arts, and social/behavioral science.

Professional education coursework consists of between three to nine hours and includes Introduction to Education as a required course. The A.A.T. in Secondary Mathematics permits one or two additional courses to be chosen from the following to complete this component: Educational Technology, Educational Psychology, Students with disabilities in School, and Development.

The A.A.T. in Secondary Mathematics student must take nine to 15 credit hours of mathematics comprised of Calculus I, Calculus II, and Calculus III. Linear Algebra is offered if Calculus I is used to fulfill general education requirements.

Assessment

Sauk Valley Community College has aligned its degree program with the teacher education standards identified in the model. These standards are knowledge- and performance-based and are tied to artifacts and assessments. At a minimum, the college requires that students complete a faculty-evaluated portfolio to demonstrate that students have satisfactorily completed the A.A.T. degree in Secondary Mathematics learning experiences and attained the learning objectives intended. This portfolio transfers with the student to the senior institution where it is completed during the final two years of the baccalaureate degree. In addition, all students must complete the Illinois Enhanced Test of Basic Skills before they are awarded the degree.

Facilities (space, equipment, instructional materials)

Criterion 1050.30(a)(4) states: A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) 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.

Since the proposed program is composed almost entirely of courses already offered by the college, there is no need for additional space, equipment or instructional materials.

Faculty and Staff

Criterion 1050.30(a)(3) states: A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of 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; C) 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; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which 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.

Since the college already employs major education and professional education faculty, no additional faculty are needed at the present time

Fiscal/Personnel Resources

Criterion 1050.30(a)(5) states: 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; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

Since no new facilities, equipment, or faculty are required for the proposed program, there are no additional costs associated with offering the programs.

Accreditation and Licensure

Criterion 1050.30(b)(3) states: Appropriate steps have been 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.

No accreditation is available or required for the proposed program. However, ISBE requires all individuals pursuing teacher certification to have met appropriate standards by the completion of a four-year program. This degree will provide individuals preparing the transfer to a university teacher education program with a heightened beginning portfolio with related artifacts and assessments. In addition, to complete the program individuals must pass the Enhanced Basic Skills Test.

Need

Criterion 1050.30(a)(6) states: A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) 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.

The need for this program grows from the movement in teacher education to enhance the role that community colleges play in preparing prospective educators. The goal of the A.A.T. initiative is to develop degree models that will attract students into high need teaching disciplines, one of which is Secondary Mathematics, and better facilitate that transfer of students desiring to become teachers in those disciplines into upper-division teacher education programs. In addition, these programs respond to the need to help prepare “highly qualified” teachers as found in the *No Child Left Behind* federal legislation.

Program Information

Criterion 1050.30(b)(2) states: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, 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, students rights and responsibilities, and such other materials facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective student prior to enrollment.

Public information about the proposed program indicates that it is designed for transfer into teacher education programs.

Staff Conclusion. Sauk Valley Community College and its proposed program meet the criteria to implement the Illinois Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, meet the model degree requirements endorsed by the Illinois Board of Higher Education, and meet the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Waubonsee Community College
Rt. 47 at Waubonsee Drive
Sugar Grove, IL 60554
President: Christine J. Sobek, Ed.D.

- Associate of Applied Science (A.A.S.) in Health Care Interpreting

Institutional Accreditation: The Higher Learning Commission of the North Central Association of Colleges and Schools

Background and History. Waubonsee Community College was organized in 1966, as mandated by the Illinois Community College Act, to provide education and training services for individuals in portions of Kane, Kendall, DeKalb, and Will counties. Since it was founded, the College has served over 200,000 students in credit and non-credit classes. In fall 2005, the College enrolled approximately 8,800 students.

The college is now seeking authorization to offer a 64-semester-credit-hour A.A.S. in Health Care Interpreting.

Mission and Objectives

Criterion 1050.30(a)(1) states: A) The objective of the unit of instruction, research or public service are consistent with the mission of the college or university; B) The objectives of the unit of instruction, research or public service are consistent with what the unit title implies.

The mission of Waubensee Community College is defined as:

- Providing quality educational programs and services which are academically, geographically, financially, technologically and physically accessible to meet the educational and training needs of a diverse multicultural population and the organization within its community.
- Maintaining institutional policies, programs, practices and efforts which provide an emphasis on a learning-centered college for students and the community.
- Committing to the intellectual, physical, social, cultural and career development of the individual.
- Promoting diversity in faculty, staff and student recruitment, staff development, curriculum development, and cultural enrichment activities.
- Contributing to the economic, workforce, social, recreational and cultural quality of life of the community.
- Cooperating with other local, state and national organizations and providing leadership that will enhance educational services and avoid duplication of services.

The proposed A.A.S. in Health Care Interpreting is well-suited to the mission and vision of the college.

Curriculum/Assessment

Criterion 1050.30(b)(1) states: A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with stated objectives of the units of instruction; D) Provision is made for guidance and counseling of students, evaluations of students performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Criterion 1050.30(a) (2) states: 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.

Curriculum

The program will offer students an opportunity to work as healthcare interpreters in medical offices, hospitals, blood banks, clinics and other health-related work that may include social service agencies. The curriculum consists of 19 semester credit hours of required general education coursework, 35 semester credit hours of required career and technical education

coursework, and 10 semester credit hours of related electives. The career and technical component of the curriculum includes communications strategies for healthcare careers, English and Spanish healthcare interpreting and translation, racial and ethnic relations, anatomy and medical procedures for healthcare interpreting, mental health and substance abuse issues for interpreting, anatomical terminology, cultural approaches to healthcare, Spanish for native speakers, business communications, English/Spanish translation laboratory, simultaneous healthcare interpreting, medical translation laboratory, and a required healthcare interpreting practical experience. The emphasis is on providing a program that will act as a voice to a growing population for non English-speaking patients. Even though the program's focus is on English-Spanish interpreting, the curriculum permits development into other languages as needed. Also, the program has a relationship to existing curricula. The College now offers three certificates in Health Care Interpreting, and credits earned in the certificate programs can be applied toward the A.A.S. in Health Care Interpreting.

Assessment

Before a student is accepted in the Health Care Interpreting program, s/he will be required to take the Nelson-Denny Reading Test and the CASAS (Comprehensive Adult Student Assessment System) tests to show proficiency in English and Spanish. A Spanish essay and personal interview are also required.

Throughout the program, faculty will assess student progress using quizzes, tests, student-created reference sheets that include vocabulary, idioms, diagrams and tables, and student-created medical glossaries. Students will also participate in role plays that simulate the interpreting environment and will listen to audiotapes and prepare consecutive and simultaneous interpretation.

Facilities (space, equipment, instructional materials)

Criterion 1050.30(a)(4) states: A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, supplies and equipment, instructional materials, computational equipment) necessary to support the high quality academic work in the unit of instruction, research or public service are available and maintained; B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service; C) 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.

The proposed program is a combination and blending of three existing certificate programs, resulting in no additional cost to the institution. Because the program replaces the certificate program in Health Care Interpreting, no additional facilities or classrooms are required for its implementation. The program will be housed within the Division of Communication, Humanities, and Fine Arts.

Faculty and Staff

Criterion 1050.30(a) (3) states: A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of 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 able to fulfill their academic responsibilities; C) 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; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out assigned responsibilities.

The minimum qualifications for faculty to teach in the proposed program include two years of experience in healthcare interpreting and two years of teaching experience. An associate degree in the field of language is also a minimum requirement; however, a bachelor's degree is preferred. Existing faculty members have been teaching healthcare interpreting courses at the certificate level and also serve as adjunct faculty for English as a Second Language. Currently, there are three part-time faculty members and the College is looking to hire one additional full-time faculty member to provide leadership for the program in anticipation of growth.

Fiscal/Personnel Resources

Criterion 1050.30(a) (5) states: A) 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; B) Projects of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local taxes support, student tuition and fees, private gifts, and/or government grants and contracts.

The College anticipates an enrollment of ten part-time students the first year, increasing to 20 part-time students by the third year. The estimated cost to implement this program is \$75,700 the first year, \$82,150 the second year, and \$93,100 the third year. The College has the resources required to support the proposed program while continuing to support existing programs.

Accreditation and Licensure

Criterion 1050.30(b) (3) states: Appropriate steps have been 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.

As stated in program information, “there are no accreditation programs but guidance and resources are taken from the National Council on Interpreting in Health Care and the American Translation Association.” The Illinois Association of Healthcare Interpreters works closely with the National Council on Interpreting in Healthcare for guidance and future accreditation.

Need

Criterion 1050.30 (a) (6) states: A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois; B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions, and units of instructions, research or public service.

This program has been developed to meet the growing demand for Spanish language interpreting in the medical and other fields. In the application, the College indicates that in 2000,

there were 1,093 interpreters and translators in Illinois. By 2010, the demand is expected to increase by 19 percent.

Program Information

Criterion 1050.30(b) (2) states: The information which the institution provides for students and the public accurately describes the unit of instruction, including its objectives, length, 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, student rights and responsibilities, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

The College's catalog provides information about existing Health Care Interpreter programs that includes expectations for graduates, and information on tuition, fees, and refund policies, enabling students, parents and other interested individuals to make informed decisions about enrolling in the program.

Staff Conclusion. Waubonsee Community College and its proposed program meet the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

The staff recommends that the Illinois Board of Higher Education adopt the following resolutions:

The Illinois Board of Higher Education hereby grants authority to College of Lake County to offer the Associate of Applied Science in Medical Assisting.

The Illinois Board of Higher Education hereby grants authority to Kennedy-King College to offer the Associate of Applied Science in Baking and Pastry Arts.

The Illinois Board of Higher Education hereby grants authority to Lincoln Land Community College to offer the Associate of Arts in Teaching Early Childhood Education.

The Illinois Board of Higher Education hereby grants authority to the following institutions to offer the Associate of Arts in Teaching Special Education:

*Lincoln Land Community College
Oakton Community College*

The Illinois Board of Higher Education hereby grants authority to Rock Valley College to offer the Associate of Applied Science in Industrial Computer Systems.

Illinois Board of Higher Education hereby grants authority to Sauk Valley Community College to offer the Associate of Arts in Teaching Secondary Mathematics.

The Illinois Board of Higher Education hereby grants authority to Waubonsee Community College to offer the Associate of Applied Science in Health Care Interpreting.

