

HIGHLAND COMMUNITY COLLEGE

District #519

AGENDA

Board of Trustees Meeting

February 19, 2019 – 4:00 p.m.

Robert J. Rimington Board Room (H-228)

Highland Community College Student/Conference Center

Freeport, Illinois

- I. Call to Order/Roll Call
- II. Approval of Agenda
- III. Approval of Minutes: November 20, 2018 Special Meeting and Regular Meeting
December 5, 2018 Board Retreat
- IV. Public Comments
- V. Introductions
- VI. Presentation: Northwest Illinois Enterprise Zone Request
- VII. Budget Report
- VIII. Foundation Report
- IX. Consent Items
 - A. Academic (None)
 - B. Administration
 1. Board Meeting Schedule (Page 1)
 - C. Personnel
 1. Part-time Instructors, Overload, and Other Assignments (Page 2)
 - D. Financial (None)
- X. Main Motions
 - A. Academic
 1. CollegeNOW Agreements Between Highland Community College and Forrester, Freeport, Orangeville, Pearl City, and Pecatonica High School for the 2019 – 2020 (FY20) Academic Year (Page 5)
 2. New Program: Patient Care Technician Certificate (Page 16)
 - B. Administration
 1. Compensation Philosophy (Page 32)
 2. Authorization to Submit Updated Facilities Master Plan to the Illinois Community College Board (Page 34)
 - C. Personnel
 1. Seniority Lists (Page 46)
 2. Revised Job Descriptions (Page 54)
 3. Appointment: Coordinator, Upward Bound (Page 266)

D. Financial

1. Resolution to Approve a Locally Funded Capital Project: Greenhouse Adjacent to Building E (Page 267)
2. Acceptance of Bid for Protection, Health, and Safety Projects: Building E Room #102 Agriculture Laboratory Remodel and Building M Room #120 ADA Accessibility (Page 269)
3. Approval of Bid for Protection, Health, and Safety Project: Interior Lighting Energy Efficiency (Page 272)
4. First Reading – Tuition (Handout)
5. Payment of Bills and Agency Fund Report – November 2018 (Page 275)
6. Payment of Bills and Agency Fund Report – December 2018 (Page 277)
7. Payment of Bills and Agency Fund Report – January 2019 (Page 279)

XI. Reports

- A. Treasurer's Report: Statements of Revenue, Expenditures and Changes in Fund Balance (Page 281)
- B. Student Trustee
- C. Audit and Finance Committee Co-Chairs
- D. ICCTA Representative
- E. Board Chair
- F. Administration
- G. Strategic Plan
- H. Association of Community College Trustees Annual Leadership Congress 2018

XII. Old Business

- A. Digital Signs at College Entrances
- B. Use of Remaining Bond Funds

XIII. CLOSED SESSION

- A. Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees of the Public Body or Legal Counsel for the Public Body, Including Hearing Testimony on a Complaint Lodged Against an Employee of the Public Body or Against Legal Counsel for the Public Body to Determine its Validity
- B. Collective Negotiating Matters Between the Public Body and its Employees or Their Representatives, or Deliberations Concerning Salary Schedules for One or More Classes of Employees

XIV. ACTION, IF NECESSARY

- A. Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees of the Public Body or Legal Counsel for the Public Body, Including Hearing Testimony on a Complaint Lodged Against an Employee of the Public Body or Against Legal Counsel for the Public Body to Determine its Validity

- B. Collective Negotiating Matters Between the Public Body and its Employees or Their Representatives, or Deliberations Concerning Salary Schedules for One or More Classes of Employees

XV. New Business

- A. Appoint Trustees to Review Closed Session Minutes

XVI. Dates of Importance

- A. Next Regular Board Meeting – March 19, 2019 at 4:00 p.m. in the Robert J. Rimington Board Room (H-228)
- B. Next Quarterly Board Retreat – March 6, 2019 at 8:30 a.m. in the Student/Conference Center room H-206 (breakfast available at 8:00 a.m.)

XVII. Adjournment

**AGENDA ITEM #IX-B-1
FEBRUARY 19, 2019
HIGHLAND COMMUNITY COLLEGE**

BOARD MEETING SCHEDULE

RECOMMENDATION OF THE PRESIDENT: It is recommended that the Board of Trustees reaffirms its regular meeting date and time as the third Tuesday of the month at 4:00 p.m., with the exception of the April 2019 meeting, which will be held on the fifth Tuesday. All regular meetings of the Board will be held in the Robert J. Rimington Board Room (Room H-228) located on the second floor of the Student/Conference Center on the Highland Community College campus in Freeport, Illinois. Following are the Board meeting dates through the organizational meeting in April 2019:

January 23, 2019 (4th Wednesday) – cancelled due to inclement weather
February 19, 2019
March 19, 2019
April 30, 2019 (5th Tuesday)

BACKGROUND: The Public Community College Act (110 ILCS 805/3-8) requires that at the organizational meeting of the board, the board "... shall fix a time and place for its regular meetings." The Act also requires that "public notice of the schedule of regular meetings for the next calendar year, as set at the organizational meeting, must be given at the beginning of that calendar year." Notice of the schedule of meetings will be sent to area media, as required by law.

BOARD ACTION: _____

**AGENDA ITEM #IX-B-1
FEBRUARY 19, 2019
HIGHLAND COMMUNITY COLLEGE BOARD**

PART-TIME INSTRUCTORS, OVERLOAD, AND OTHER ASSIGNMENTS

RECOMMENDATION OF THE PRESIDENT: That the part-time instructors, overload and other assignments be approved for the Fall of 2018.

BACKGROUND: The individuals listed have been certified by the hiring supervisor as having the required training and experience to perform duties or teach courses offered by Highland Community College. Each course is contingent upon appropriate enrollment.

BOARD ACTION: _____

Fall 2018								
FIRST	LAST	CRN	SUBJECT	COURSE TITLE	CLOCK HRS	CREDIT HRS	RATE	TOTAL SALARY
Michael	Jazo	3788	PERS037PCC	How to Trade Stocks	6		\$25.00	\$150.00
Cristina	Szterensus	3740	PERS037GCC	Spanish Movie Night				\$12.50
Cristina	Szterensus	3741	PERS037HCC	Spanish Movie Night				\$12.50
Cristina	Szterensus	3438	PERS037ECC	Spanish Movie Night				\$12.50
Cristina	Szterensus	3739	PERS037FCC	Spanish Movie Night				\$12.50
Cristina	Szterensus	3737	PERS037CCC	Spanish Movie Night				\$12.50
Cristina	Szterensus	3736	PERS037BCC	Spanish Movie Night				\$12.50
Shara	Ibalio	3801	PERS032ACC	Windows 10	3		\$26.00	\$78.00
Michael	Staver	3823	PERS036ECC	Pizza	3		\$30.00	\$90.00
Michael	Staver	3828	PERS036JCC	Italian	3		\$30.00	\$90.00
Lyle	Dirks	3928	SPTP160ACC	Prop/Liability Ins	10		\$25.00	\$250.00
Stacey	McDonald	3798	SPTP120ECC	Ceramics	24		\$25.00	\$600.00
Stacey	McDonald	3799	SPTP120FCC	Ceramics	24		\$25.00	\$600.00
Robin	Natanel	4035	PERS032VCC	Tai Chi II	6		\$50.00	\$300.00
Gordon	Dammann	3795	PERS037VCC	Medicine of the Civil W	6		\$45.00	\$270.00
Shara	Ibalio	3804	PERS032ECC	Selling on eBay	6		\$26.00	\$156.00
Amanda	Lessman	3691	NURS091BHX	Portion of BNA Clinical	20		\$30.00	\$600.00
Amanda	Lessman	3692	NURS091XBH	BNA Clinical	40		\$30.00	\$1,200.00
Cassie	Mekeel	3690	NURS091HBB	Portion of BNA		0.44	\$1,269.03	\$558.37
						2.98	\$1,395.93	\$4,159.87
Cliff	Klenke	3990	WFD048B	Solder Qualification				\$1,268.97
Cliff	Klenke	3989	WFD048A	Solder Qualification				\$1,268.97
Aaron	Sargent			One-on-One CNC Lathe Training				\$300.00
Shelly	Morgan	3687	NURS091HBX	Portion of BNA Clinical		0.71	\$1,395.93	\$991.11
Jennifer	Roser			Development/Evaluation Proficiency Exam				\$100.00
Jennifer	Roser			Dual Credit Observation				\$75.00
Paul	Rabideau			Dual Credit Observation				\$75.00
Cristina	Szterensus			Dual Credit Observation				\$75.00
Chelsea	Martinez			Dual Credit Observation				\$75.00
Jacqueline	Bennett			Careers to Consider event host				\$100.00
Kayla	Clark			Careers to Consider event presenter				\$200.00
Eric	Piper			Careers to Consider event presenter				\$200.00
Amy	Chamberlin			Careers to Consider event presenter				\$200.00
Steve	Gellings			Careers to Consider event presenter				\$200.00
Jeremy	Monigold			Careers to Consider event presenter				\$200.00
Jim	Palmer			Careers to Consider event presenter				\$200.00
Lily	Priewe			Careers to Consider event presenter				\$200.00
Aaron	Sargent			Careers to Consider event presenter				\$200.00
Kristin	Stinnett			Careers to Consider event presenter				\$200.00
Todd	Vacek			Careers to Consider event presenter				\$200.00
Robin	Natanel	4127	PERS037YCC	Beg Tai Chi				\$250.00

November 2018								
Other Assignments								
FIRST	LAST	CRN	SUBJECT	TITLE	HRS	HRS	RATE	SALARY
Other Assignments								
Joseph	Quiroz		Drawing assistant		3		12	\$ 36.00
Kenji	Grahame		Sound for Newsies					\$ 100.00
Joshua	Naujokas		Sound for Newsies					\$ 120.00
Mark	Schaer		Speaker for High School Servant Leadership meeting 10/20/18					\$ 300.00
Lindsay	Westwood		Re-designed the branding for the High School Servant Ldrship					\$ 280.00
Kyler	Hartje		Freeport High School presentation 10/		6		22.37	\$ 134.22
Abby	Merriman		Lifelong Learning instructor					\$ 140.00
Dean	Buckwalter		Worked 3 basketball games in November					\$ 75.00
Kim	Grimes		Worked 3 basketball games in November					\$ 75.00
Joseph	Masterson		Drawing assistant		3		12	\$ 36.00
Stacy	Sammul		Stage manager for Newsies					\$ 200.00
Misty	Witt		Worked 3 basketball games in November					\$ 75.00
Camelot Costumes LLC			Labor for Newsies					\$ 1,950.00
John	Hartman		Piano tuning					\$ 130.00
Joseph	Quiroz		Drawing assistant		3		12	\$ 36.00
Stacy	Sammul		Directing Miss Nelson is Missing					\$ 400.00
Kurtis	Wagner		Drawing assistant		3		12	\$ 36.00
December 2018								
FIRST	LAST	CRN	SUBJECT	TITLE	HRS	HRS	RATE	SALARY
Other Assignments								
Camelot Costumes			Labor for Children's Show					\$ 500.00
Annaliesa	Caswell		Instrumentalist for Holiday concert					\$ 75.00
Ella	Caswell		Instrumentalist for Holiday concert					\$ 75.00
Hannah	Caswell		Instrumentalist for Holiday concert					\$ 75.00
Laura	Caswell		Instrumentalist for Holiday concert					\$ 75.00
Kenji	Grahame		Lights for Holiday concert					\$ 100.00
Alexander	Jansen		Lights for Holiday concert					\$ 100.00
Diane	Navickis		Business Institute instructor					\$ 891.56
Joseph	Masterson		Drawing assistant		2		12	\$ 24.00
Joseph	Quiroz		Drawing assistant		3		12	\$ 36.00
Kurtis	Wagner		Drawing assistant		2		12	\$ 24.00
John	Hartman		Instrument repair					\$ 55.00
John	Hartman		Harpsichord and piano tuning					\$ 130.00
Jeff	Slattengren		Stats for William R Bear tournament - 10 games					\$ 400.00
Harold	Mailand		International Preservation Studies Center instructor					\$ 4,800.00
Big River Bindery LLC			International Preservation Studies Center instructor					\$ 1,800.00
Camelot Costumes LLC			Labor for Madrigal dinner					\$ 500.00
Tammy	Abell		High School Servant Leadership trainer					\$ 750.00
Dean	Buckwalter		Worked 5 games 12/14/18 and 6 games 12/15/18 for tournament					\$ 275.00
Bradley	Curtis		Security guard for William R Bear tournament					\$ 520.00
Kim	Grimes		Worked 5 games 12/14/18 and 7 games 12/15/18 for tournament					\$ 300.00
Jaime	Hare		Security guard for William R Bear tournament					\$ 320.00
Eric	Langarica		Filmed 10 basektball games					\$ 250.00
Misty	Witt		Worked 5 games 12/14/18 and 7 games 12/15/18 for tournament					\$ 300.00

**AGENDA ITEM #X-A-1
FEBRUARY 19, 2019
HIGHLAND COMMUNITY COLLEGE BOARD**

**COLLEGENOW AGREEMENTS BETWEEN HIGHLAND COMMUNITY COLLEGE
AND FORRESTON, FREEPORT, ORANGEVILLE, PEARL CITY, AND PECATONICA
HIGH SCHOOLS FOR THE 2019 – 2020 (FY20) ACADEMIC YEAR**

RECOMMENDATION OF THE PRESIDENT: That the Board of Trustees approves the attached CollegeNOW agreements for the 2019 – 2020 (FY20) academic year for qualified students attending Forreston, Freeport, Orangeville, Pearl City, and Pecatonica high schools.

BACKGROUND: The CollegeNOW program at Highland Community College provides students with an opportunity to enroll in college-level courses full-time while earning dual credit toward a high school diploma and an associate's degree. The program has grown from two participating high schools in the Fall Semester of 2012 to an anticipated 10 participating high schools in the Fall Semester of 2019. The College is renewing the annual agreement with Forreston, Freeport, Orangeville, Pearl City, and Pecatonica high schools. The terms of the agreements for these schools are consistent with the agreements approved last year.

BOARD ACTION: _____

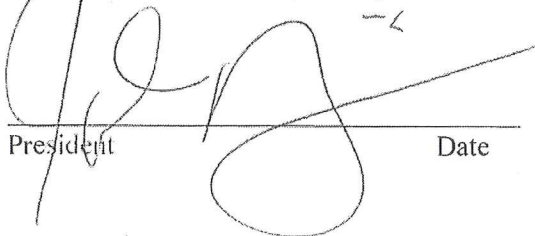
CollegeNOW
TERMS of AGREEMENT
2019 – 2020 Academic Year (FY'20)
Forreston High School and Highland Community College

General Provisions

- Students are expected to follow the Highland catalog, including academic and graduation requirements, FERPA, code of conduct and appeal procedures.
- The majority of the Associate of Arts and Associate of Science general education courses will be available between 8:00 a.m. and 2:30 p.m. Students will be required to take First Year Experience Seminar (FYES) the summer prior to fall enrollment. Students may take classes outside of the 8:00 a.m. – 2:30 p.m. Students are responsible for providing their own transportation.
- Individual advising and counseling will be available to students. An advisor will be assigned and regular advising appointments required.
- For the 2019-2020 year, the CollegeNOW students and their parent or guardian from Forreston High School will pay all charges including tuition, universal, lab and course fees for the Summer, Fall and Spring Semesters; FYES orientation class in the Summer Semester; and Freshman Seminar (a specialized course designed for Fall Semester CollegeNOW students only). Books, supplies, and transportation are also the responsibility of the student/family.
- Students will be provided a Highland GroupWise E-mail account and expected to check E-mail communications daily.
- To qualify, students must have completed sophomore year; be on track and in good standing; 3.0 minimum GPA; meet college-level entrance scores on Accuplacer, SAT exam, ACT exam, or equivalent; have parent/guardian approval; must attend orientation meeting; and recommendation by the high school.
- Students (in junior standing at Forreston High School) will be excused from class to complete the required state and college entrance exams.
- Students will abide by the Highland Community College calendar.
- Individual instructors will determine attendance policies by course.
- Following fall 2019, registration will occur within the first two weeks of the registration period.
- Students may register for online courses with the consent of the advisor.

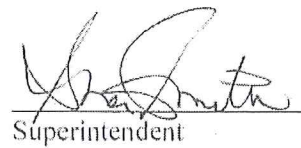
- Student records in this program will follow the FERPA law. Students must sign a release of information so that mid-term and final grades can be shared with the high school.
- The High School will provide consent for each participating student by signing the Participant Agreement allowing the student to enroll in CollegeNOW. The student will present the agreement to the College admissions office upon registration.
- Reimbursement for students who drop or withdraw would follow college policy.
- For new students, the Freshman Seminar will meet once per week and promote student development and include other topics determined by the needs of the students. Students will meet monthly with an advisor in the second semester and at least twice a semester in subsequent semesters.
- Early alert and mid-term progress will be monitored by the advisor.
- Final grades will be provided to the high school guidance counselor.

For Highland Community College



President Date

For Forrester School District

 11/1/18

Superintendent Date

Chair Date
Board of Trustees

President Date
Board of Education

CollegeNOW
TERMS of AGREEMENT
2019 – 2020 Academic Year (FY'20)
Freeport School District #145 and Highland Community College

General Provisions

- Students are expected to follow the Highland catalog, including academic and graduation requirements, FERPA, code of conduct and appeal procedures.
- The majority of the Associate of Arts and Associate of Science general education courses will be available between 8:00 a.m. and 2:30 p.m. Students will be required to take First Year Experience Seminar (FYES) the summer prior to fall enrollment. Students may take classes outside of the 8:00 a.m. – 2:30 p.m. but must provide their own transportation. Students are responsible for providing their own transportation to the FYES course.
- Individual advising and counseling will be available to students. An advisor will be assigned and regular advising appointments required.
- For the 2019-2020 year, the CollegeNOW cost of \$5,700 includes tuition, universal, lab and course fees for the Fall and Spring semesters only; FYES orientation class in the Summer semester; and Freshman Seminar (a specialized course designed for Fall semester CollegeNOW students only). Students may enroll in a full load of general education and elective credit hours (approximately 18) applying to AA and AS degrees under CollegeNOW each fall and spring semester. Books, supplies, and transportation not included.
- Students will be provided a Highland GroupWise E-mail account and expected to check E-mail communications daily.
- To qualify, students must have completed sophomore year; be on track and in good standing; 3.0 minimum GPA; meet college-level entrance scores on Accuplacer, SAT exam, ACT exam, or equivalent; have parent/guardian approval; must attend orientation meeting; and recommendation by the high school.
- Students (in junior standing at Freeport High School) will be excused from class to complete the required state and college entrance exams.
- Students will abide by the Highland Community College calendar.
- Individual instructors will determine attendance policies by course.
- Following fall 2019, registration will occur within the first two weeks of the registration period.

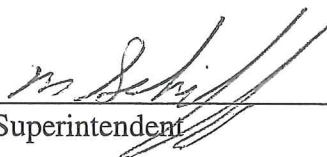
- Students may register for online courses with the consent of the advisor.
- Student records in this program will follow the FERPA law. Students must sign a release of information so that mid-term and final grades can be shared with the high school.
- The High School will provide each participating student with a letter indicating the High School's intent to pay the student's tuition, universal fees, and course fees. The student will present this letter to the College cashier's office upon registration.
- The High School will provide students who participate in the free and reduced lunch program with a letter indicating the High School's intent to cover textbooks. The student will present this letter to the College's bookstore upon purchase of textbooks. Billing information will be provided to the Highland bookstore.
- The College will bill Freeport School District by September 15th and February 15th in two payments of \$2,850 per student to occur by fall and spring deadlines.
- Reimbursement for students who drop or withdraw would follow college policy.
- The Freshman Seminar will meet once per week and cover student development and other topics determined by the needs of the students. Students will meet monthly with an advisor in the second semester and at least twice a semester in subsequent semesters.
- Early alert and mid-term progress will be monitored by the advisor.
- Final grades will be provided to the high school guidance counselor.

For Highland Community College

For Freeport School District #145

President
Date

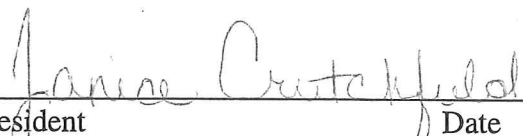
Date



Superintendent

Chair
Board of Trustees

Date

 11-6-18

President
Board of Education

Date

CollegeNOW
TERMS of AGREEMENT
2019 – 2020 Academic Year (FY'20)
Orangeville High School and Highland Community College

General Provisions

- Students are expected to follow the Highland catalog, including academic and graduation requirements, FERPA, code of conduct and appeal procedures.
- The majority of the Associate of Arts and Associate of Science general education courses will be available between 8:00 a.m. and 2:30 p.m. Students will be required to take First Year Experience Seminar (FYES) the summer prior to fall enrollment. Students may take classes outside of the 8:00 a.m. – 2:30 p.m. but must provide their own transportation. Students are responsible for providing their own transportation to the FYES course.
- Individual advising and counseling will be available to students. An advisor will be assigned and regular advising appointments required.
- For the 2019-2020 year, the CollegeNOW students and their parent or guardian from Orangeville High School will pay all charges including tuition, universal, lab and course fees for the Summer, Fall and Spring Semesters; FYES orientation class in the Summer Semester; and Freshman Seminar (a specialized course designed for Fall Semester CollegeNOW students only). Books, supplies, and transportation are also the responsibility of the student/family.
- Students will be provided a Highland GroupWise E-mail account and expected to check E-mail communications daily.
- To qualify, students must have completed sophomore year; be on track and in good standing; 3.0 minimum GPA; meet college-level entrance scores on Accuplcer, SAT exam, ACT exam, or equivalent; have parent/guardian approval; must attend orientation meeting; and recommendation by the high school.
- Students (in junior standing at Orangeville High School) will be excused from class to complete the required state and college entrance exams.
- Students will abide by the Highland Community College calendar.
- Individual instructors will determine attendance policies by course.
- Following fall 2019, registration will occur within the first two weeks of the registration period.
- Students may register for online courses with the consent of the advisor.

- Student records in this program will follow the FERPA law. Students must sign a release of information so that mid-term and final grades can be shared with the high school.
- The High School will provide consent for each participating student by signing the Participant Agreement allowing the student to enroll in CollegeNOW. The student will present the agreement to the College Admissions office upon registration.
- Reimbursement for students who drop or withdraw will follow college policy.
- The Freshman Seminar will meet once per week and cover student development and other topics determined by the needs of the students. Students will meet monthly with an advisor in the second semester and at least twice a semester in subsequent semesters.
- Early alert and mid-term progress will be monitored by the advisor.
- Final grades will be provided to the high school guidance counselor.

For Highland Community College

For Orangeville School District

President Date

Deborah DeScha 11/8/18
Superintendent Date

Chair Date
Board of Trustees

Amy Baker 11/12/18
President Date
Board of Education

CollegeNOW
TERMS of AGREEMENT
2019 – 2020 Academic Year (FY'20)
Pearl City High School and Highland Community College

General Provisions

- Students are expected to follow the Highland catalog, including academic and graduation requirements, FERPA, code of conduct and appeal procedures.
- The majority of the Associate of Arts and Associate of Science general education courses will be available between 8:00 a.m. and 2:30 p.m. Students will be required to take First Year Experience Seminar (FYES) the summer prior to fall enrollment. Students may take classes outside of 8:00 a.m. – 2:30 p.m. Students are responsible for providing their own transportation.
- Individual advising and counseling will be available to students. An advisor will be assigned and regular advising appointments required.
- For the 2019-2020 year, the CollegeNOW student and his/her parent or guardian from Pearl City High School will pay all charges including tuition, universal, lab and course fees for the Summer, Fall and Spring Semesters; FYES orientation class in the Summer Semester; and Freshman Seminar (a specialized course designed for Fall Semester CollegeNOW students only). Books, supplies, and transportation are also the responsibility of the student/family.
- Students will be provided a Highland GroupWise E-mail account and expected to check E-mail communications daily.
- To qualify, students must have completed sophomore year; be on track and in good standing; 3.0 minimum GPA; meet college-level entrance scores on Accuplacer, SAT exam, ACT exam, or equivalent; have parent/guardian approval; must attend orientation meeting; and recommendation by the high school.
- Students (in junior standing at Pearl City High School) will be excused from class to complete required state and college entrance exams.
- Students will abide by the Highland Community College calendar.
- Individual instructors will determine attendance policies by course.
- Following fall 2019, registration will occur within the first two weeks of the registration period.
- Students may register for online courses with the consent of the advisor.

- Student records in this program will follow the FERPA law. Students must sign a release of information so that mid-term and final grades can be shared with the high school.
- The High School will provide consent for each participating student by signing the Participant Agreement allowing the student to enroll in CollegeNOW. The student will present the agreement to the College Admissions office upon registration.
- Reimbursement for students who drop or withdraw will follow college policy.
- The Freshman Seminar will meet once per week and cover student development and other topics determined by the needs of the students. Students will meet monthly with an advisor in the second semester and at least twice a semester in subsequent semesters.
- Early alert and mid-term progress will be monitored by the advisor.
- Final grades will be provided to the high school guidance counselor.

For Highland Community College

For Pearl City School District

 President Date

[Signature] 11/14/18

 Superintendent Date

 Chair Date
 Board of Trustees

[Signature] 11-14-18

 President Date
 Board of Education

CollegeNOW
TERMS of AGREEMENT
2019 – 2020 Academic Year (FY'20)
Pecatonica School District #321 and Highland Community College

General Provisions

- Students are expected to follow the Highland catalog, including academic and graduation requirements, FERPA, code of conduct and appeal procedures.
- The majority of the Associate of Arts and Associate of Science general education courses will be available between 8:00 a.m. and 2:30 p.m. Students will be required to take First Year Experience Seminar (FYES) the summer prior to fall enrollment. Students may take classes outside of 8:00 a.m. – 2:30 p.m. but must provide their own transportation. Students are responsible for providing their own transportation to the FYES course.
- Individual advising and counseling will be available to students. An advisor will be assigned and regular advising appointments required.
- For the 2019-2020 year, the CollegeNOW cost of \$5,700 includes tuition, universal, lab and course fees for the Fall and Spring semesters only; FYES orientation class in the Summer semester; and Freshman Seminar (a specialized course designed for Fall semester CollegeNOW students only). Students may enroll in a full load of general education and elective credit hours (approximately 18) applying to AA and AS degrees under CollegeNOW each fall and spring semester. Books, supplies, and transportation not included.
- Students will be provided a Highland GroupWise E-mail account and expected to check E-mail communications daily.
- To qualify, students must have completed sophomore year; be on track and in good standing; successfully completed Geometry and Algebra II; 3.0 minimum GPA; meet college-level entrance scores on COMPASS, ACT exam, or equivalent; have parent/guardian approval; must attend orientation meeting; and recommendation by the high school.
- Students (in junior standing at Pecatonica High School) will be excused from class to complete the required state and college entrance exams.
- Students will abide by the Highland Community College calendar.
- Individual instructors will determine attendance policies by course.
- Following fall 2019, registration will occur within the first two weeks of the registration period.

**AGENDA ITEM #X-A-2
FEBRUARY 19, 2019
HIGHLAND COMMUNITY COLLEGE BOARD**

**NEW PROGRAM
PATIENT CARE TECHNICIAN CERTIFICATE**

RECOMMENDATION OF THE PRESIDENT: That the Board of Trustees approves the new Patient Care Technician Certificate program.

BACKGROUND: The purpose of this program is to direct community resources towards entry level health care employment opportunities. This provides a valuable resource for both students seeking entry level employment and those students seeking a stepping stone toward additional health care careers.

The Division of Nursing and Allied Health has made a commitment to the college to provide stepping stone pathways toward degree completion. The Phlebotomy courses and the Basic Nursing Assistant courses have been offered regularly at Highland for a number of years with great success. By joining the four courses proposed into a certificate, the students would be able to utilize individual courses to create a certificate, sit for a certification exam, and be employable upon completion.

If approved by the Highland Board of Trustees, the program will be submitted to ICCB for approval.

BOARD ACTION: _____

Form 20
(September 2013)

Illinois Community College Board

Application for Permanent Approval Career & Technical Education Curriculum

Submit TWO Complete Copies

COLLEGE NAME:	Highland Community College	5-DIGIT COLLEGE NUMBER:	51901
CONTACT PERSON:	Jennifer Grobe	PHONE:	815.599.3688
EMAIL:	Jennifer.grobe@highland.edu	FAX:	815.599.3537

CURRICULUM INFORMATION

AAS TITLE:		CREDIT HOURS:		CIP CODE:	
AAS TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:	Patient Care Technician	CREDIT HOURS:	16	CIP CODE:	
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	

PROPOSED CLASSIFICATION:	District	<input checked="" type="checkbox"/> XX	Regional	<input type="checkbox"/>	Statewide	<input type="checkbox"/>
PROPOSED IMPLEMENTATION DATE:	August 19, 2019					

SUBMISSION INCLUDES:	
x	Part A: Feasibility, Curriculum Quality and Cost Analysis
x	Part B: Supportive Documentation and Data

<i>This curriculum was approved by the college Board of Trustees on:</i>	Date:	
State approval is hereby requested:		
<i>Required- Chief Administrative Officer Signature</i>		<i>Date</i>

ICCB USE ONLY:			
ICCB APPROVAL DATE:	AAS:	7-29 cr. hrs Cert:	30+ Cert:
IBHE APPROVAL DATE for AAS:			

Cover Page must remain in this format, "ICCB USE ONLY" box must remain at the bottom of this page.

**APPLICATION FOR PERMANENT APPROVAL
CAREER & TECHNICAL EDUCATION CURRICULUM**

INSTRUCTIONS

Community Colleges are required to submit requests to offer new degrees and certificate programs to the ICCB for review and approval. The curriculum approval application includes two parts:

Part A: Feasibility, Curriculum Quality and Cost Analysis. This part of the application is designed to:

- 1) verify that the program is feasible from a labor market standpoint and solicits convincing evidence of labor market need,
- 2) demonstrate the college has developed quality curricula that aligns with federal, state and local requirements, is responsive to local workforce needs, and will prepare graduates with the appropriate level of skill to meet their educational goals, and
- 3) verify the college has the fiscal resources in place or budgeted for to support the program in a cost-effective manner.

Part B: Supportive Documentation and Data. This part of the application is designed to document the program-to-occupational demand connection, the college's projected enrollments, proposed curricular structure, faculty requirements, and fiscal support.

Approval of Related AAS Degree and Certificate Curricula. When applying for approval of closely related AAS degree and Certificate programs, the college should submit a **single** application that reflects all programs. (For example, a Hospitality Management AAS and a related Hospitality Certificate would use a single application.) In the application, ensure that information is tailored as needed to each curriculum, as the rationale and supporting information may vary for each program.

Application Submission. Submit **two (2)** complete copies of the application.

Application Timeline. Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB. The Board considers new program requests at each meeting. The ICCB meeting schedule is posted on the ICCB Board Meeting calendar.

Timeline Note: Assuming a complete and quality program approval application packet, the ICCB cannot guarantee board approval for programs by the fall semester for applications submitted after March 31st of each year. The ICCB cannot guarantee board approval for programs by the spring semester for applications submitted after October 31th of each year.

For More Information. Community colleges are encouraged to contact ICCB staff with questions on the application process. Pertinent information is also contained in the Administrative Rules of the Illinois Community College Board.

**OCCUPATIONAL CURRICULUM APPROVAL APPLICATION
PART A: Feasibility, Curriculum Quality and Cost Analysis**

FEASIBILITY

1. Labor Market Need. Verify that the program is feasible from a labor market standpoint and demonstrate convincing evidence of labor market need.

a. Program purpose: Briefly describe the purpose of the program. (i.e. "...to provide entry-level employment training or support the pursuance of advancement opportunities".) If more than one program is included in the application, delineate the purpose for each program.

The purpose of the program is to direct community resources toward entry level health care employment opportunities. The Patient Care Technician is an employee who is not only trained as a certified nurse's aid, but also has phlebotomy skills and the ability to perform and assist with EKGs. This provides a valuable resource for both students seeking entry level employment and those students seeking a stepping stone toward additional health care careers.

b. Target population. Describe the target audience for the proposed program. Indicate whether this program is intended for individuals seeking entry-level employment, for advancement or cross-training opportunities for existing employees, or for those looking to increase their skill set through specialized education and training.

The target audience is high school students seeking a career in one semester post-graduation, adults seeking entry-level job training or re-training. The program is also a potential significant training program for existing CNAs who want to transition into a higher level of care. Currently, the college works with local health care systems to train existing staff on two or more of these courses. The Certificate would package the courses into a program that allows for confirmation of skills through a state or national exam.

c. Related occupations. Describe the types of jobs for which the program(s) will train graduates (i.e. specific occupational titles and/or multiple jobs within a Career Cluster/Pathway(s) and specify cluster). See CTE Career Clusters or Illinois Programs of Study for more information on Career Clusters and Programs of Study in Illinois. Complete the **Occupational Chart** (Part B).

This program trains graduates in the CTE Health Science Career Cluster and has elements of other Common Career Technical Core competencies in Biotechnology Research & Development Career Pathway (HL-BRD), Diagnostics Career Pathway (HL-DIA), Health Informatics Career Pathway (HL-HI), Support Services Career Pathway (HL-SUP), and Therapeutic Services Career Pathway (HL-THR). Students will learn the basics in patient care, therapeutic communication and patient advocacy, confidentiality, and cellular function.

d. Supply-Demand Information. Append in Part B labor market information from current sources (i.e., the Illinois Department of Employment Security) which represent projected demand/job openings versus existing supply/completers in related programs in *your district and/or neighboring districts as appropriate*. For comparison purposes you may want to include statewide data and/or regional data. Regional proposals should include data reflective of all districts to be served. Complete the **Enrollment Chart** (Part B).

There are a large number of entry level jobs in the area for basic nurse assistants (CNA). Upon hire, the facilities have been training their new employees to complete the skills of phlebotomy and EKGs. This takes students away from the work environment and costs the institutions a great deal of time and money. By creating a certificate, the college is providing a valuable service to the community. We provide a certificate that allows the student to gain access to financial aid and come in to a certificate program with little to no preparation. The only requirement for the certificate would be a reading score equal to an 8th grade level (currently required for BNA). The target would be high school

students who are not seeking a degree, but a job right out of high school. The second target would be those adults seeking a job change. The certificate courses transfer into Nursing (ADN), Medical Assistant (MA), and Health Science. The courses also have the potential for work force development funding and other developmental funding. The second reason for the course offering is the professional development of health care workers in our area. Students who are currently earning these skills through their work experience can now be eligible for a certificate. The students can enter a job with three skills where they previously entered with only one. This also will save time and money for our health care partners in the region.

Industries with the highest levels of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
<u>Nursing Care Facilities (Skilled Nursing Facilities)</u>	594,460	36.66	\$13.20	\$27,470
<u>General Medical and Surgical Hospitals</u>	365,360	6.64	\$14.73	\$30,640
<u>Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly</u>	164,580	18.03	\$12.84	\$26,700
<u>Home Health Care Services</u>	78,940	5.65	\$13.08	\$27,210
<u>Employment Services</u>	39,300	1.09	\$13.88	\$28,870

While the Nurse's Aid is in high demand, adding skills to the role of the CNA continues to add demand and pay increases. A quick search on indeed.com showed 2,153 full time openings and 955 part-time openings. 101 full-time jobs are available for EKG technicians, and 217 openings for phlebotomists were available, regionally. Most often employed by acute care settings in the Emergency Department or outpatient clinic, these highly skilled individuals are also found in long-term care facilities.

According to the IDES website, state and local/district data show the increased need for nursing assistants and health care aids at 69%. A local growth prediction of 53 (13 growth/40 replacement) and a short term growth of 330 hires warrants additional seats in educational programs. Locally, the need for nursing assistants, phlebotomists, and electrocardiography techs can be seen with the growth and expansion of senior living facilities and health care facilities such as Winn Prairie, the Parkview expansion, the Liberty Village expansion, Physician's Immediate Care, and the Monroe Clinic expansion. Not only do we need to produce a workforce for Illinois, but many of our students are drawn out of state to Wisconsin for work. Keeping up with the demands of the work force in the region requires a competitive edge and a renewed interest in growing health care careers. Students can be challenged by the combination of courses to improve their health care training and increase their marketability.

e. Alternate Documentation. If labor market data is not applicable (such as with some new and emerging occupations), or not available (such as for your district) provide alternate documentation of program need. This might include survey data, local classified /online advertisements for related occupations, or job outlook information from reputable sources. Append to Part B of this application. See ICCB's "Labor Market

Analysis: Ten Easy Steps to Conduct a Basic Analysis for Program Approval” for more information. [Appendix B - Labor Market Need Analysis: Ten Easy Steps to Conduct a Basic Analysis for Program Approval](#)

f. Planning and Collaboration. Describe how the proposed curriculum fits into the colleges overall plans and goals to meet career and technical education/workforce preparation needs within the district/region.

1) Educational & Workforce Partnerships. Address how the program meets priority needs, and describe steps taken to plan and deliver the curriculum in collaboration with others, such as the Program Advisory Committee, Secondary institutions, Baccalaureate Institutions, Local Workforce Boards, Labor Councils and other appropriate partners.

The Division of Nursing and Allied Health has made a commitment to the college to provide stepping stone pathways toward degree completion. The Phlebotomy courses and the Basic Nursing Assistant courses have been offered regularly at Highland for a number of years with great success. The classes are full and the students are successful upon completion. By joining the four courses proposed into a certificate, the students would be able to utilize individual courses to create a certificate, sit for a certification exam, and be employable upon completion. This satisfies a large need in the community for health care workers, but also provides a continuous flow of students into the Medical Assistant and Nursing programs once students are ready to move toward an Associate Degree. Advisory committees for both Nursing and Medical Assistants stress the need for more entry-level candidates with an opportunity to grow internally. This program also allows for viable employment when returning to school for degree completion at a later date.

2) Employer Input. Append employer advisory committee meeting minutes and other pertinent documents to reflect the private sector input obtained in the development of the proposed curriculum.

g. Related Offerings: Describe what similar programs are being offered by your institution and other training providers within your district. Include information on neighboring districts or border state providers as appropriate.

The community colleges and regional education programs offer courses such as Basic Nursing Assistant, Phlebotomy, Practical Nursing, Medical Assistant, Emergency Medical Technician, and Associate Degree Nursing. A community college in the region also offers an EKG class, however it is an E-Learning course. No area college offers the degree programs in a package in the way we are proposing. The need in the region is great for health care workers, the neighboring districts are providing some services, however a shortage continues to exist in health care. The program offered at Highland Community College would serve to package 4 classes into one program allowing students to leave the college, take a certification exam, and go to work in an easy, streamlined process.

h. Regional Programs: If the college is seeking "regional" designation for the proposed program, define the "region" to be served, describe how the college will ensure the region is adequately served by the program, (i.e. via distance learning, online education or campus branches) and include separate letters from each of the colleges within the defined region indicating their support for the proposed program at your college.

The courses will be offered face-to-face, or hybrid style. The region served will be the district of Highland Community College as it stands.

2. Need Summary. Provide a brief summary of your findings which support the need to develop and offer the proposed program(s) within your district. Include any additional information not already reported that illustrates demand for the program(s).

CURRICULUM QUALITY

1. Curriculum Information. Demonstrate the college has developed quality curricula that aligns with federal, state and local requirements, is responsive to local workforce needs, and will prepare graduates with the appropriate level of skill to meet their educational and employment goals.

a. Program purpose: Describe the goal for individuals completing this program(s) in terms of gaining employment and continuing their education. If submitting a degree and certificate together, delineate the level of education, skill and employment for each.

Upon completion of the Patient Care Technician/Assistant Program, students will be able to:

- Provide safe, basic patient care in the role of the nursing assistant
- Accommodate the special needs of patients considering cultural, spiritual, and individual patient needs
- Obtain EKG readings and monitor vital signs
- Perform phlebotomy procedures
- Communicate effectively to a health care team

1) Catalog description. Provide a description of the program(s) as it will appear in the college's catalog.

Patient Care Technicians function as a member of the health care team. Their comprehensive knowledge of electrocardiography, phlebotomy, and basic nursing assistant skills develop a well-rounded patient care provider in multiple health care settings such as immediate care facilities, emergency departments, hospitals, clinics, and out-patient centers. Students will not only learn the skills necessary to function as a patient care technician, they will be eligible to sit for the Illinois Department of Public Health Nurse Aide Training certificate and the American Medical Technologists – Registered Phlebotomy Technician certification.

2) Curriculum. Complete the Curriculum Chart (Part B) indicating the general education, career and technical education, work-based learning and elective requirements and options to complete the program. Include a Curriculum Chart for each program.

Patient Care Technician (PCT) (427)

Certificate		16 Credits
Required Courses		
NURS 091	Basic Nursing Assistant	8
NURS 110	Principles of Electrocardiography	2
NURS 107	Intro to Phlebotomy	2
NURS 108	Phlebotomy Techniques	4

b. Educational alignment: Describe how the proposed program(s) illustrate a Program of Study. See ICCB's Programs of Study website for more information: [Illinois Programs of Study](#).

1) Academic/Curricular Alignment. Describe the alignment of content between secondary and postsecondary coursework and curricula. Include opportunities for dual credit or articulated credit in both academic and career/technical areas between high school and community college. How will the college ensure a smooth transition for students entering the program, whether from high school, adult education, or other workforce training pipelines?

As a CTE program, the Patient Care Technician program seeks to build on the knowledge, skills, and abilities of the high school curriculum to encourage an extension of Biology, Mathematics, English, and Chemistry. Basic skills learned in the secondary environment will translate to the objectives within the program, such as written and oral communication with the patient and the health care team, A&P of the human body in relation to blood products, body systems, and hygiene, and nutrition and calculation of appropriate meals for patients. Students in dual credit-eligible high schools may also take the NURS 091 Basic Nursing Assistant course as a dual credit opportunity. The connection to the post-secondary environment seeks to encourage and engage a student in a higher level of communication, increased knowledge of body systems and patient care, and a higher understanding of the health care population.

Transition from any previous course work (secondary or post-secondary) and previous job experience will be completed through an extensive orientation process. Students will be guided through the expectations of the health care setting and challenged to undergo rigorous professionalism exercises to encourage a smooth transition from pre-health to health care. Courses are also repeatable to allow for changes in the health care sector to be noted in the classes as State and Federal regulations change.

2) Relationship to existing curricula at the college: Indicate how this program(s) may provide educational laddering opportunities between short- and long-term certificates and degree curricula.

Students taking the courses within the Patient Care Technician Program are able to transfer their knowledge into Medical Assistant (AAS), Nursing (AAS), or Emergency Medical Services/Paramedic (AAS). Skills for CNA are required for entry into nursing. Phlebotomy is a required course in the Medical Assistant Sequence. All program courses are considered elective or required courses for the other programs within the Division of Nursing and Allied Health at Highland Community College.

3) Articulation. Specify how the program is structured or articulated to provide educational opportunities for students beyond community college (i.e. baccalaureate capstone programs). If applicable, include information on the specific programs and baccalaureate institutions with which the college has been working towards articulation.

The Certificate Program is designed to ladder to the Associate Degrees offered at Highland Community College or serve as a stand-alone certificate for entry-level health care careers. Because the courses feed into several options for Nursing and Allied Health and our AAS degrees are articulated to multiple baccalaureate programs, a seamless transition to a BS at multiple locations.

4) Academic & Technical Skill Requirements. Describe how the college ensures that the proposed curricula will provide needed education and skills for the occupation and will meet program objectives by addressing the following:

(a) Academic Entry Skills: Describe the reading, writing, math and/or science knowledge/skill requirements for students to enter and be successful in the proposed program. How will the college ensure appropriate remediation for students (e.g. through Academic Support Services or CTE/DevEd Bridge Instruction).

Placement into Reading 083 or higher.

(b) General Education: Describe how the general education requirements support the technical skill requirements of the CTE program. Do each of the courses in Math, Communication, Science, etc. support the level of technical skill required to complete the program and obtain employment?

This proposed program requires the students to test upon acceptance to HCC at a proficiency level. No additional testing is required. The students are then required to read, write, and compute at the level of proficiency stated at "college ready".

(c) Technical Skills: Describe what industry skill standards have been set for related occupations and what professional credentialing (licensure, certification, registration, etc...) is required or optional to students, when and through what agency/entity? Is it optional or required (i.e., is licensure or certification required or optional for job entry?) What steps has the college completed to ensure that students will learn the skills required to obtain the necessary licensure or certification?

American Medical Technologists and the National Health Career Association recognize industry standards for Phlebotomy and EKG. Certifications for both of these professions are accomplished by an exam. Basic Nursing Assistant is credentialed by IDPH. Students are required to hold a certification as a CNA for hire, however the credentials for Phlebotomy and EKG are at the discretion of the employer. Regardless, the program has been designed to assist the student in preparing for the exams after course completion.

5) Career Development. Describe how career information, resume building and job search activities are incorporated into the curriculum.

Students are encouraged through orientation and the final project to identify professionalism and job readiness. Career information, resume building, and job search is assisted by the Career Center on campus and is available to any student at any time.

6) Course Syllabi. Append in Part B the appropriate ICCB course forms and course syllabi or new courses or any existing courses that are being modified significantly for the proposed curricula.

c. Work-Based Learning. Describe how work-based learning will be incorporated into the curricula. Append to Part B a list of work-based learning sites to be used for internship, career exploration, job shadowing, clinical practicum, or apprenticeship coursework.

Clinical is mandatory throughout the program and is completed at health care facilities in the region. Simulation and lab experiences also encourage work-based learning in all courses within the program.

d. Accreditation for Programs. Describe what external approval or accreditation is required and/or optional for this program, when and through what agency/entity it is available. (i.e., is program

approval/accreditation by a regulatory agency or industry-related entity required prior to enrolling students or graduates earning their licensure/certification? What steps has the college completed to obtain that approval/accreditation?)

Illinois Department of Public Health approves and regulates the basic nursing assistant program. This professional body also provides testing for certification.

e. Assessment of Student Learning: Describe how the college plans to ensure students will meet the objectives for this program through evaluation of knowledge and skills at both the course and program-level.

- 1) **Student Learning Objectives.** Describe or list the broad program-level learning objectives/outcomes that each student is expected to have mastered upon completion of each program related to:
 - the general education component of the curriculum, and
 - the career and technical education component of the curriculum.

Upon completion of the Patient Care Technician/Assistant Program, students will be able to:

- Provide safe, basic patient care in the role of the nursing assistant
- Accommodate the special needs of patients considering cultural, spiritual, and individual patient needs
- Obtain EKG readings and monitor vital signs
- Perform phlebotomy procedures
- Communicate effectively to a health care team

- 2) **Assessment of Student Learning Objectives.** Describe the overall course-level assessment method(s) to be used, and the end-of-program assessment method(s) the college will use to ensure that students demonstrate these learning objectives just prior to program completion. (i.e., assessment through portfolio review, cumulative course completion, team project, comprehensive written/performance test, or industry/state pre-certification/licensure examination).

The course will be assessed using exams, discussions, rubric-based projects, lab skills with competency check lists, and clinical evaluations.

f. Continuous Quality Improvement.

- 1) Describe how the college will utilize continuous quality improvement to ensure the curricula remains rigorous and relevant.

This course will be taught by nursing and allied health professionals employed full-time at the college as well as nursing and allied health professionals employed part-time at the college and employed in another health care setting. This allows the department to constantly stay abreast of changes in best-practices throughout the region. Our faculty attend regional and national conferences, complete continuing education, and have access to updates in the specific courses they teach.

- 2) Describe how the college will use Assessment of Student Learning information/data to improve the curricula.

The college has a specific and intentional assessment plan that specifically identifies and addresses course and program assessment. First, faculty design the course and program outcomes necessary for student success. Next, the outcomes are documented on the assessment form due at the 10th day of each semester. The outcomes and assessment criteria are reviewed by the faculty, curriculum committee, and the dean of the content area. Next, the faculty carry out the assessment and document the results on the assessment form. The dean once again reviews the data (due one week after the final exam). Finally, a team of assessment mentors review the plans, assessments, and outcomes for consistency, accuracy, and learning opportunities. The assessment mentors communicate suggestions back to the faculty member and the dean and store all comments in the shared drive for reflection in the next semester. Students are made aware of required outcomes and assessments through the syllabus.

- 3) Include a list of educational, business and community partners that participate in the improvement process.

FHN Memorial Hospital, SSM/Monroe Clinic, Swedish American Health System, Mercy Health/RMH, OSF St. Anthony Medical Center, CGH Medical Center, KSB Hospital, Stephenson County Health Department, Jo-Carroll CTE Academy, HOYA/Career Tech – Freeport School District, U of I Extension Office, Adult Education, and the Regional Office of Education.

- 2. Unique or noteworthy features of the program.** Describe how the proposed program(s) stands apart from other programs similar in nature. Include information on instructional delivery method(s). (i.e., classroom only, online only, hybrid, distance learning).

This program offers a hybrid approach to learning where students get hands-on experience, classroom experience, and online learning. Students are able to take the courses in 8 weeks and 16 weeks, allowing for flexibility in their schedules. Students are also able to take one class at a time or all together, allowing for flexibility and employability.

- 3. Faculty Requirements.** Describe the number of other faculty, existing and new, that will be required to implement and support the program.

- a) **Faculty Qualifications.** Complete the **Faculty Qualifications Chart** (Part B). Include general minimum qualifications and those credentials that are specific to instructors in the proposed field of study (i.e. Cosmetology Instructor Certification to teach Cosmetology).
- b) **Faculty Needs.** Complete the **Faculty Needs Chart** (Part B) to specify the number of full- and part-time faculty the program will need for each of the first three years, including new and existing faculty.

- 4. Academic Control.** Describe how the college will maintain academic control over the program, including student admissions, faculty, and program content and quality.

- a) **Internal Oversight.** Indicate what department and staff at the institution are responsible for maintaining the academic integrity of the program.

The Division of Nursing and Allied Health will maintain academic integrity of the program. The courses are already taught by full- and part-time faculty in this division and the Dean is responsible for the admission and supervision of these students. The courses are annually reviewed by a faculty curriculum committee and the overall course structure is monitored by the College Curriculum and Instruction Committee.

- b.) Contractual/Cooperative Agreements.** Append to Part B a copy of the contractual or cooperative agreement to the application if another entity is involved in the delivery of the program. This includes any partnership agreement with another college, university, the regional consortia, an apprenticeship or labor organization, a private institution, business, or other outside entity.

COST ANALYSIS

Verify the college has the fiscal resources in place or budgeted to support the program in a cost-effective manner. Document the financial feasibility of the proposed program.

- 1. Source of Funds.** Specify the source of funds the college will use to support the proposed program and note what portion of funds will come from reallocation of existing resources as compared to new resources. Indicate how this program(s) will share resources (i.e. faculty, facilities, etc...) with existing programs. Include grant resources and amounts (i.e. Postsecondary Perkins, \$5,000 for program development; or USDOL Grant, \$10,000 for equipment).

The funding for the courses is already in place. The program is a compilation of the existing courses, therefore no new funding is necessary. Faculty in the Nursing and Allied Health Division will teach the courses and revenue will be generated from student fees, tuition, and other registration funds.

- 2. Equipment.** If necessary, append to Part B of the application a list of new (new to the institution or program) equipment to be purchased, shared, or leased to implement the curriculum. Include donations of equipment.
- 3. Facilities.** Verify the college has adequate facilities (i.e. classroom or laboratory space) to implement and support the program. Include plans for utilizing facilities through partners (i.e. local businesses, labor councils, community organizations, etc...) to deliver the program accordingly. Also describe any new costs associated with renovation or development of facilities.

The courses are already being taught at HCC. No new space will be necessary. Clinical sites are also secured and available to the students at a variety of institutions.

- 4. Finance.** Complete the **Finance Chart** (Part B) to identify new direct costs to establish the program over the next three years.

OCCUPATIONAL CURRICULUM APPROVAL APPLICATION

PART B: Supportive Documentation and Data

This part of the application is designed to document the program-to-occupational demand connection, the college's projected enrollment, proposed curricular structure, faculty requirements, and fiscal support.

OCCUPATIONAL DEMAND

OO

- 1. a) Labor Market Data.** *Append* any occupational or industry projections data that supports the need for the proposed program(s).

1. b) Occupational Chart. List occupational titles related to the proposed program(s) and corresponding employment projections and completer data.

Soc Job Titles & Codes * (and other Job titles if alternate date also submitted	Annual District Openings*	Employment Projections: Annual Program Completers ** (indicate from which surrounding districts)
31-9099	508	12
31-1014	7341	14
31-9097	694	0

* SOC (Standard Occupational Classification) Job titles/codes & AAJO (Average Annual Job Openings) by Community College district can be found through the IDES Illinois Dept. of Employment Security website.

** Program completer data can be used from the most current ICCB Data and Characteristics Report or completer data provided by the college.

1. c) Enrollment Chart. Provide an estimate of enrollments and completions over the first three years of the program. Include separate figures for each program (i.e. separate estimates for each degree and/or certificate included in this application).

	First Year	Second Year	Third Year
Full-Time Enrollments:	10	10	15
Part-Time Enrollments:	15	15	20
Completions:	20	20	25

CURRICULUM STRUCTURE

2. a) Curriculum Chart. List general education, career and technical education, work-based learning, and elective courses within the proposed program. Asterisk "*" courses with pre-requisites; *Italicize* transferrable courses. **BOLD** new courses.

Program Title:	Patient Care Technician				
	Course Prefix/#	Course Title	Credit Hours	Lecture Hours (include contact hrs <u>new</u> courses only)	Lab Hours (include contact hrs <u>new</u> courses only)
General Education Courses (<i>required</i> coursework). Specify Courses.					

Total					
Career and Technical Education (CTE) Courses (required coursework)	NURS 107	Intro to Phlebotomy	2	2	0
	NURS 108	Phlebotomy Techniques	4	2	4
	NURS 091	Basic Nursing Assistant	8	6	4
	NURS 110	Principles of Electrocardiography	2	2	0
Total			16		
Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)					
Total					
CTE Electives					
Total					
TOTAL CREDIT HOURS REQUIRED FOR COMPLETION				16	

2. b) **Curriculum Sequence.** Provide a copy of the term-by-term sequence of courses required to complete the program as it will appear in the college's catalog.

NURS 107	Intro to Phlebotomy	2
NURS 108	Phlebotomy Techniques	4
NURS 091	Basic Nursing Assistant	8
NURS 110	Principles of Electrocardiography	2

2. c) **Contractual/Cooperative Agreements.** Append to Part B a copy of the contractual or cooperative agreement if another entity is involved in the delivery of the program. This includes any partnership agreement with another college, university, the regional consortia, an apprenticeship or labor organization, a private institution, business, or other outside entity.

FACULTY REQUIREMENTS

3. a) **Faculty Qualifications.** Cite the minimum qualifications for new and existing faculty.

Degree	Field	Credential	Years of Related Occupational Experience	Years of Teaching Experience
BSN	Nursing	BSN with IDPH Course	2	2

3. b) **Faculty Needs.** Cite the number of faculty, including new and existing faculty that the program will need for each of the first three years noting if they will serve as full-time faculty or part-time.

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
# of New Faculty	0	1	0	1	0	2
# of Existing Faculty	2	0	2	0	2	0

FISCAL SUPPORT

4. a) **Equipment.** If necessary, append to Part B a list of new (new to the institution or program) equipment to be purchased, shared, or leased to implement the curriculum. Include donations of equipment.

4. b) **Finance Chart.** Identify projected new direct costs to establish the program.

	First Year	Second Year	Third Year
Faculty Costs	5,00* if additional part time instruction is needed for 16 credits	5,700	11,400
Administrator Costs			
Other Personnel costs (specify positions)			
Equipment Costs	\$200-500 * replacement equipment for extra use		

Library/LRC Costs			
Facility Costs*			
Other (specify)			
TOTAL NEW COSTS	5,900-6,200	5,700	11,400

*Capital projects that use state funds require prior ICCB approval, as do capital projects over \$250,000 that use local funds.

**AGENDA ITEM #X-B-1
FEBRUARY 19, 2019
HIGHLAND COMMUNITY COLLEGE BOARD**

COMPENSATION PHILOSOPHY

RECOMMENDATION OF THE PRESIDENT: That the Board of Trustees reaffirms the attached Compensation Philosophy originally adopted in May 23, 2006.

BACKGROUND: The Board adopted the current Compensation Philosophy for all employees at the College upon recommendation of Public Sector Personnel Consultants, prior to implementation of the results of a salary study conducted in 2006. The Board has reviewed the compensation philosophy and requested an action item to reaffirm the compensation philosophy at the January 23, 2019, regular meeting.

BOARD ACTION: _____

Compensation

It is the philosophy of the Highland Community College Board of Trustees that compensation shall include salary and a comprehensive benefit program. The compensation system should be fiscally responsible and support the hiring and retention of excellent employees while being externally competitive, internally equitable, non-discriminatory, and understood by employees. The Board of Trustees recognizes that it is the combined efforts of all employees that allow Highland Community College to achieve its comprehensive community college missions. Therefore, our compensation goals for all employees should be comparable.

**AGENDA ITEM #X-B-2
FEBRUARY 19, 2019
HIGHLAND COMMUNITY COLLEGE BOARD**

**AUTHORIZATION TO SUBMIT UPDATED FACILITIES MASTER PLAN
TO THE ILLINOIS COMMUNITY COLLEGE BOARD**

RECOMMENDATION OF THE PRESIDENT: That the Board of Trustees authorizes the submission of an updated Facilities Master Plan to the Illinois Community College Board.

BACKGROUND: All community colleges in Illinois are required to have a Facilities Master Plan on file with the Illinois Community College Board. The purpose of the plan is to apprise the ICCB of any possible primary site construction, secondary site acquisition, or acquisition of new land. The plan is to be updated as plans change or prior to an ICCB Recognition Report review. Any such construction or acquisition planned by the College must be reflected in the Master Plan in order to receive consideration for approval by the ICCB.

BOARD ACTION: _____

Highland Community College Facilities Master Plan January 2019

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Section 1

Introduction

The purpose of this document is to record a physical facilities design vision for the next five to ten years for Highland Community College.

Section 1 introduces the plan. Sections 2 through 4 discuss needs for different types of space at the College, both indoors and out. Section 5 summarizes the recommendations that are made throughout the plan.

Section 2

Land Usage

The Highland campus is located in a mostly rural agricultural area on the west edge of Freeport along Pearl City Road. The College district encompasses 1,640 square miles and includes portions of Stephenson, Carroll, Jo Daviess, and Ogle counties in northwest Illinois.

The campus covers approximately 140 acres. The buildings on the Campus are as follows:

Building Name	Occupied	Purpose
Building "A"	2003	Athletic Field Storage
Building "E"	2009	Agriculture/Technology
Building "F"	1974	Fine Arts
Building "G"	1970	Recycling/Storage
Building "H"	1993	Admin/Conf. & Student Center
Building "I"	2001	Child Care Center
Building "M"	1971	Liberal Arts
Building "N"	1971	Natural Science
Building "N" Addition	2009	Nursing
Building "N"-Greenhouse	2011	Greenhouse
Building "R"	1985	GED/RSVP/Cont. Ed.
Building "S"	1980	Sports
Building "T"	1973	Business & Technology Center
Building "U"	2003	Grounds Storage
Building "V"	1978	Automotive Storage
Building "W"	1970	Maintenance Offices/Shop
Building "X"	1970	Shop/Storage
Building "Y"	1970	Office/Storage
Building "Z"	1985	Storage

Portions of the campus have been developed into prairie plots, athletic fields and storm water retention pond.

Adequacy of Land

The College owns sufficient land for its purposes and has no plans to acquire additional land.

Recommendations

None

Section 3

Roads and Grounds

Driveways

Vehicles access the campus by way of three entrances; Kiwanis Drive and Pearl City Road are the main entrances and the third is for receiving off of Pearl City Road. A loop road encircles the campus. Lighting along this road was updated in 2010 to LED lighting for energy efficiency and safety.

Parking

There is more than sufficient parking space on campus to meet demand with a sufficient number of accessible spaces in each lot to comply with current ADA standards. All lots are reasonably close to buildings. Well-placed sidewalks currently access each lot. Lots on campus are in good condition. Lighting in the parking lots was updated in 2010 to motion-detected bi-level LED lighting for energy efficiency and safety.

Sidewalks

Sidewalks are for the most part appropriately placed. It has been an ongoing effort to replace old damaged and unsafe sidewalks as the need arises. The college replaced approximately 10% of its sidewalks in 2018.

Lighting for all of the sidewalks and building overhangs was updated in 2015 to LED lighting for energy efficiency and safety.

Recommendations

Driveways: Repaving driveways as needed through the use of the “Loop Road Fund”.

Parking: Repaving lots as the need arises. Funds for repaving of parking lots are not available at this time.

Sidewalks: The College will continue address sidewalk replacement as needed.

Section 4

Building Structures

Adequacy of Building Structures

The Campus buildings are listed below along with comments in regards to condition:

Building Name	Condition	Comments
Building "A"	Good	Adequate for needs
Building "E"	Excellent	Agriculture greenhouse is needed. Agriculture laboratory space is needed.
Building "F"	Good	Storage for stage props and costumes is limited
Building "G"	Good	Storage for excess equipment and supplies is limited and over capacity
Building "H"	Good	Adequate for needs
Building "I"	Good	Adequate for needs
Building "M"	Good	Adequate for needs.
Building "N"	Good	Science laboratories are outdated
Building "N" Wing	Excellent	Nursing laboratory space is limited
Building "R"	Good	Space is limited and at capacity
Building "S"	Fair	Storage space is limited, updating of facilities is needed
Building "T"	Good	Adequate for needs
Building "U"	Good	Adequate for needs
Building "V"	Good	Adequate for needs
Building "W"	Good	Adequate for needs

Building "X"	Fair	Adequate for needs
Building "Z"	Good	Adequate for needs
Building "Y"	Fair	Adequate for needs

Building HVAC Control

- The College completed a Building Automation System update in 2016.

Emergency Notification System

- The College completed a full replacement of its telephone and emergency notification systems in 2018.

Fire Alarm System

- The College is currently completing a replacement of the campus fire alarm system including adding fire alarms to many buildings that did not have fire alarms previously.

Recommendations

- Continue to evaluate condition of buildings and usability of space to prioritize needs.

Section 5

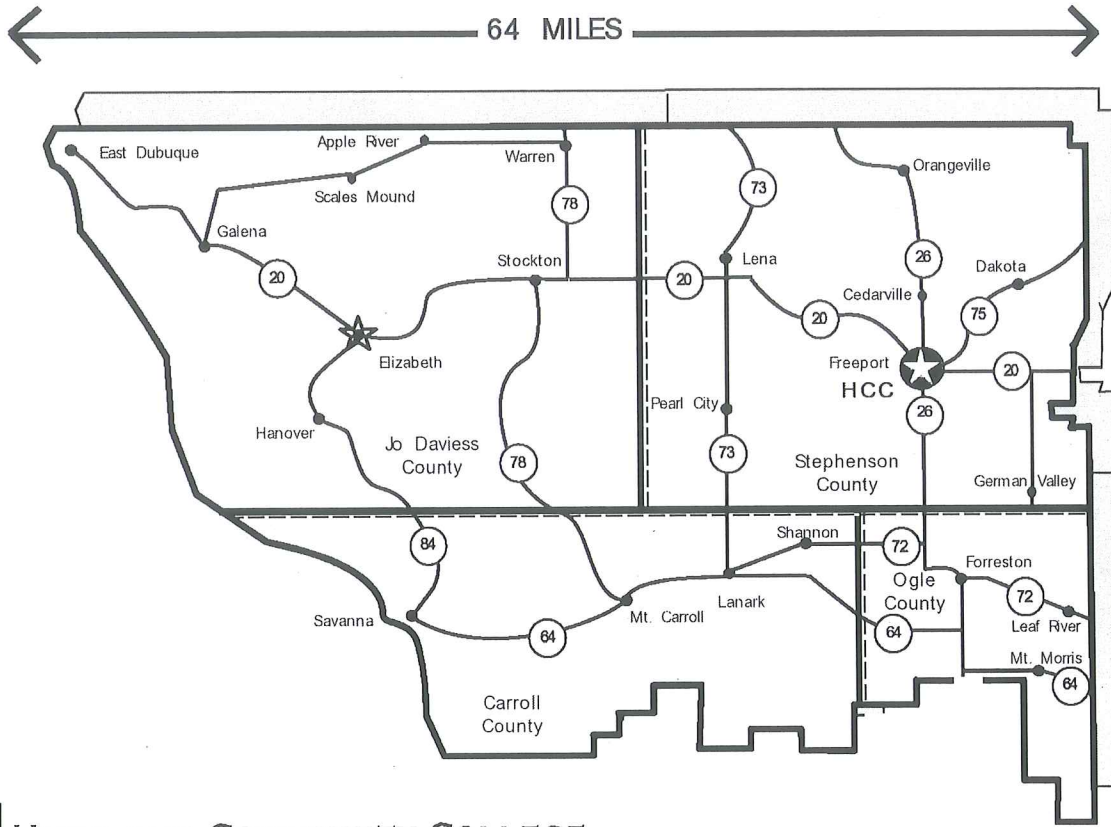
Summary

Though our current facilities are operational and for the most part adequate in size, the infrastructure and functionality of many spaces are aging, outdated, and not optimal for Students, Staff, and Faculty.

The College continues to look at ways to make more efficient use of our current facilities through re-organization of space to better fit the needs of our Students.

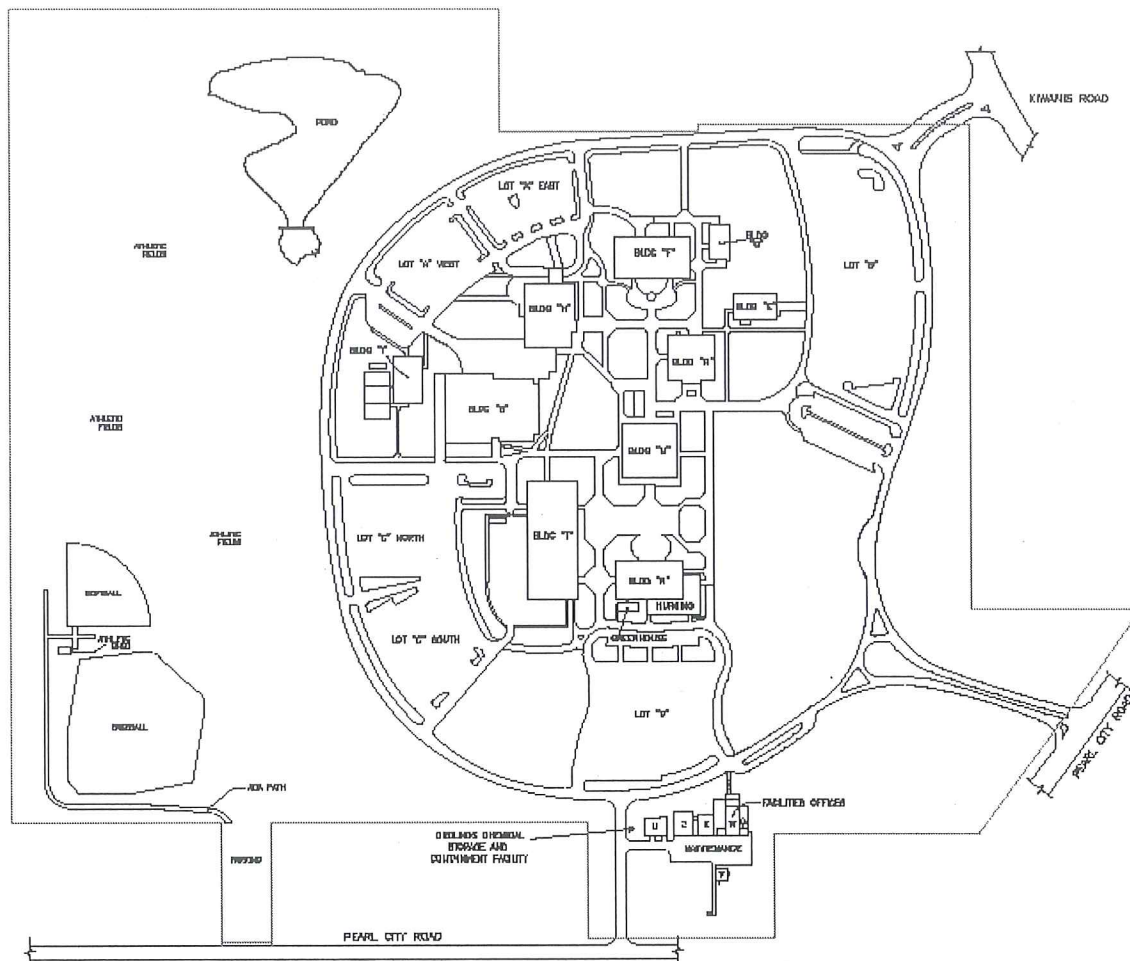
The College continues to evaluate needs and prioritize improvements utilizing any available and appropriate funding sources including operating funds, bond sales, and Protection, Health & Safety levies.

HCC District Map



 **HIGHLAND COMMUNITY COLLEGE**
DISTRICT #519

HCC Campus Boundary Map



**AGENDA ITEM #X-C-1
FEBRUARY 19, 2019
HIGHLAND COMMUNITY COLLEGE BOARD**

SENIORITY LISTS

RECOMMENDATION OF THE PRESIDENT: That the Board of Trustees approves the attached seniority lists for each full-time Highland faculty member that shows the services each faculty member is competent to render.

BACKGROUND: An amendment to the Illinois Community College Tenure Act, which became effective January 1, 1990, provides as follows:

"Each board, unless otherwise provided in a collective bargaining agreement, shall each year establish a list, categorized by positions, showing the seniority of each faculty member for each position entailing services such faculty member is competent to render. Copies of the list shall be distributed to the exclusive employee representative on or before February 1 of each year."

BOARD ACTION: _____

Business and Technology FT Faculty
(Updated at the end of May, 2018)

<u>Name</u>	<u>Years of FT Teaching at HCC</u>	<u>Primary Discipline(s)</u>	<u>Courses Outside of Primary Discipline(s)</u>
Amy Chamberlin	4	Cosmetology	
Justin Ebert	4	Agriculture	
Steve Gellings	31	Electronics	BUSN 141/COMM 101/MTEC 164
Joe Grove	9	Economics	BUSN 121
Rich Jacobs	8	Business	
Denise Johnson	11	Information Technology	
Jeremy Monigold	13	Information Technology	BUSN 141
Jim Palmer	17	Automotive	
Monica Pierce	1	Agriculture	
Aaron Sargent	4	Industrial Manufacturing	MATH 111
Evan Talbert	3	Hospitality Management	

Reviewers: If teaching assignments change which could support a change in primary discipline, the change in primary discipline must be requested in writing to the appropriate Dean who will deliver the request to the Executive Vice President by November 12. The Executive Vice President will call together the Seniority List Committee to discuss. The primary discipline is based on what the faculty member was originally hired to teach or what they have been primarily teaching (over 50% of assigned teaching) over the past 5 years.

If a faculty member has taught a course outside his or her primary discipline at least three times in the last five years, they should see the appropriate Dean to complete a form which shall then be submitted to the Executive Vice President by November 12. The Executive Vice President will make the determination of approval. The Committee may be convened if necessary. The committee will base its decision on the broadest practical interpretation of primary discipline.

Business and Technology FT Faculty
(Updated at the end of May, 2018)

<u>Name</u>	<u>Years of FT Teaching at HCC</u>	<u>Primary Discipline(s)</u>	<u>Courses Outside of Primary Discipline(s)</u>
Todd Vacek	4	Auto Body	
Carol Wilhelms	6	Accounting	

Reviewers: If teaching assignments change which could support a change in primary discipline, the change in primary discipline must be requested in writing to the appropriate Dean who will deliver the request to the Executive Vice President by November 12. The Executive Vice President will call together the Seniority List Committee to discuss. The primary discipline is based on what the faculty member was originally hired to teach or what they have been primarily teaching (over 50% of assigned teaching) over the past 5 years.

If a faculty member has taught a course outside his or her primary discipline at least three times in the last five years, they should see the appropriate Dean to complete a form which shall then be submitted to the Executive Vice President by November 12. The Executive Vice President will make the determination of approval. The Committee may be convened if necessary. The committee will base its decision on the broadest practical interpretation of primary discipline.

Humanities, Social Sciences and Fine Arts FT Faculty
(Updated at the end of May, 2018)

<u>Name</u>	<u>Years of FT Teaching at HCC</u>	<u>Primary Discipline(s)</u>	<u>Courses Outside of Primary Discipline(s)</u>
Robert Apolloni	16	Art	
Jeff DeLay	1	Vocal Music	
Andrew Dvorak	23	History/Political Science	
Laura Early	2.5	Theatre	
Sam Fiorenza	20	English	
Julie Hartman-Linck	1	Sociology	
Bill Lucio	1	Speech Communication	
Chelsea Martinez	6	Psychology/Education	
Tracy Mays	16	English/German	
Kay Ostberg	10	English	PHIL 281

Reviewers: If teaching assignments change which could support a change in primary discipline, the change in primary discipline must be requested in writing to the appropriate Dean who will deliver the request to the Executive Vice President by November 12. The Executive Vice President will call together the Seniority List Committee to discuss. The primary discipline is based on what the faculty member was originally hired to teach or what they have been primarily teaching (over 50% of assigned teaching) over the past 5 years.

If a faculty member has taught a course outside his or her primary discipline at least three times in the last five years, they should see the appropriate Dean to complete a form which shall then be submitted to the Executive Vice President by November 12. The Executive Vice President will make the determination of approval. The Committee may be convened if necessary. The committee will base its decision on the broadest practical interpretation of primary discipline.

Humanities, Social Sciences and Fine Arts FT Faculty
(Updated at the end of May, 2018)

<u>Name</u>	<u>Years of FT Teaching at HCC</u>	<u>Primary Discipline(s)</u>	<u>Courses Outside of Primary Discipline(s)</u>
Kathrine Perkins	5	English	
Paul Rabideau	15.5	Psychology	
Jennifer Roser	3	Criminal Justice	
Cristina Sztrensus	1	Spanish/English	
Donna Tufariello	15.5	English	
Jim Yeager	13	Speech	HUMA 110 and MCOM 205

Reviewers: If teaching assignments change which could support a change in primary discipline, the change in primary discipline must be requested in writing to the appropriate Dean who will deliver the request to the Executive Vice President by November 12. The Executive Vice President will call together the Seniority List Committee to discuss. The primary discipline is based on what the faculty member was originally hired to teach or what they have been primarily teaching (over 50% of assigned teaching) over the past 5 years.

If a faculty member has taught a course outside his or her primary discipline at least three times in the last five years, they should see the appropriate Dean to complete a form which shall then be submitted to the Executive Vice President by November 12. The Executive Vice President will make the determination of approval. The Committee may be convened if necessary. The committee will base its decision on the broadest practical interpretation of primary discipline.

Library FT Faculty
(Updated at the end of May, 2018)

<u>Name</u>	<u>Position Title</u>	<u>Date of Position Hire</u>
Michael Skwara	User Services Librarian	01/24/2005
Laura Watson	Reference Librarian	03/25/1998

Natural Science and Mathematics FT Faculty
(Updated at the end of May, 2018)

<u>Name</u>	<u>Years of FT Teaching at HCC</u>	<u>Primary Discipline(s)</u>	<u>Courses Outside of Primary Discipline(s)</u>
David Esch	3	Physics/Engineering	
Karla Giuffre	9	Biology	
Tony Grahame	22	Biology	
Steve Mihina	22	Mathematics	
Juliet Moderow	12	Biology	
Alan Nowicki	25	Biology	
Jenna Rancingay	6	Mathematics	
John Sullivan	19	Chemistry	

Reviewers: If teaching assignments change which could support a change in primary discipline, the change in primary discipline must be requested in writing to the appropriate Dean who will deliver the request to the Executive Vice President by November 12. The Executive Vice President will call together the Seniority List Committee to discuss. The primary discipline is based on what the faculty member was originally hired to teach or what they have been primarily teaching (over 50% of assigned teaching) over the past 5 years.

If a faculty member has taught a course outside his or her primary discipline at least three times in the last five years, they should see the appropriate Dean to complete a form which shall then be submitted to the Executive Vice President by November 12. The Executive Vice President will make the determination of approval. The Committee may be convened if necessary. The committee will base its decision on the broadest practical interpretation of primary discipline.

Nursing and Allied Health FT Faculty
(Updated at the end of May, 2018)

<u>Name</u>	<u>Years of FT Teaching at HCC</u>	<u>Primary Discipline(s)</u>	<u>Courses Outside of Primary Discipline(s)</u>
Jessica Larson	7.5	Nursing	
Cassie Mekeel	3	Nursing	
Shelly Morgan	3.5	Nursing	
Chrislyn Senneff	9	Nursing	
Kay Sperry	9.5	Nursing	
Jen Yeager	.5	Nursing	

Reviewers: If teaching assignments change which could support a change in primary discipline, the change in primary discipline must be requested in writing to the appropriate Dean who will deliver the request to the Executive Vice President by November 12. The Executive Vice President will call together the Seniority List Committee to discuss. The primary discipline is based on what the faculty member was originally hired to teach or what they have been primarily teaching (over 50% of assigned teaching) over the past 5 years.

If a faculty member has taught a course outside his or her primary discipline at least three times in the last five years, they should see the appropriate Dean to complete a form which shall then be submitted to the Executive Vice President by November 12. The Executive Vice President will make the determination of approval. The Committee may be convened if necessary. The committee will base its decision on the broadest practical interpretation of primary discipline.