BOARD OF TRUSTEES  
McHENRY COUNTY COLLEGE DISTRICT #528

Thursday, April 24, 2014  
Board Room  
6:30 p.m.

AGENDA

1. CALL TO ORDER
2. ROLL CALL
3. PLEDGE OF ALLEGIANCE
4. COLLEGE MISSION STATEMENT
5. ACCEPTANCE OF AGENDA
6. ACCEPTANCE OF MINUTES: Regular Board Meeting, February 27, 2014  
    Regular Board Meeting, March 27, 2014
7. OPEN FOR RECOGNITION OF VISITORS AND PRESENTATIONS  
   Three (3) minutes per person or less.
8. CHAIRMAN’S REPORT: Mr. Ron Parrish
9. PRESIDENT’S REPORT: Dr. Vicky Smith
10. PRESENTATION
    Presentation on Manufacturing Processes in the Digital Fabrication I Course: Mr. Bob Mihelich, 
    Instructor of Applied Technology (10 minutes)
11. COMMUNICATIONS
    A. Faculty Report: Ms. Anne Humphrey and Ms. Elaine Whalen
    B. Adjunct Faculty Report: Mr. Peter Ponzio
    C. Staff Council Report: Ms. Tawnja Trimble
    D. Student Trustee Report: Ms. Natalie Diversiev
    E. Comments from the Board
    F. Attorney Report: Ms. Nanci Rogers
12. APPROVAL OF CONSENT AGENDA  
    For Approval
    A. Executive Summary, Board Report #14-57
    B. Financial Statements
        1. Treasurer’s Report, Board Report #14-58
        2. Ratification for Accounts Payable Check Register, Board Report #14-59
    C. Requests to Purchase
        1. Adult Education Laptop Computers, Board Report #14-60
        2. Annual SchoolDude Contract, Board Report #14-61
        3. Annual Symantec Anti-Virus Support, Board Report #14-62
        4. Apple Wi-Fi iPads, Protection Plans, Cases, and a Bretford PowerSync Roller, Board Report #14-63
        5. Career Readiness Software and Testing Materials, Board Report #14-64
        6. Desktop and Laptop Computers, Board Report #14-65
        7. Email Archiving Appliance, Board Report #14-66
        8. Incubator for Microbiology Lab, Board Report #14-67
        9. InfoBurst Dash Annual Software Maintenance, Board Report #14-68
        10. Video Recording Equipment for Nursing Simulation Laboratory, Board Report #14-69
        11. Air Conditioner in Building E, IT Closet, Board Report #14-81
        12. Domestic Hot Water Heaters in Buildings B, C and D, Board Report #14-82
        13. LED Lamps, Board Report #14-83
    D. Destruction of Closed Session Recordings, Board Report #14-70
E. Appointment of Investment Advisor, Board Report #14-71
F. Associate of Applied Science Degree in Baking and Pastry, Board Report #14-72
G. Associate of Applied Science Degree in Health Information Technology, Board Report #14-73
H. Associate of Applied Science Degree in Paralegal Studies, Board Report #14-74
I. Review of Closed Session Minutes, Board Report #14-75
J. Personnel
   1. Workforce and Community Development Personnel Considerations for Spring 2014, Board Report #13-239, Addendum
   3. Appointment Replacement, Instructor of Programming, Board Report #14-77
   4. Request for Retirement, Board Report #14-78
   5. Request for Retirement, Board Report #14-84
   6. Request for Retirement, Board Report #14-85
   7. Request for Retirement, Board Report #14-86
   8. Request for Retirement, Board Report #14-87
   9. Salary Adjustment/Advance Placement, Board Report #14-79

13. ACTION ON ITEMS REMOVED FROM CONSENT AGENDA

14. AGREEMENT BETWEEN THE BOARD OF TRUSTEES OF MCHENRY COUNTY COLLEGE AND THE MCHENRY COUNTY COLLEGE FACULTY ASSOCIATION, Board Report #14-80

15. RESTRUCTURE OF CAMPUS PUBLIC SAFETY AND FACILITIES OPERATIONS, Board Report #14-54, Postponed

16. APPOINTMENT OF EXECUTIVE DIRECTOR OF PUBLIC SAFETY AND FACILITIES, Board Report #14-55, Postponed

17. DISCUSSION OF POLICY PROPOSALS ON DEBT MANAGEMENT

18. BOARD COMMITTEE REPORTS
   A. Evaluation and Policies Committee: Ms. Cynthia Kisser
   B. Committee of the Whole: Ms. Linda Liddell

19. ICCTA REPORT: Ms. Linda Liddell

20. FRIENDS OF MCC FOUNDATION REPORT: Ms. Mary Miller and Ms. Molly Walsh

21. FOR INFORMATION
   A. Resignations
   B. Program Articulation Agreements Southern Illinois University at Carbondale and National Louis University
   C. Quarterly Report on Grants
   D. Reverse Transfer Agreement Northern Illinois University
   E. Office of Marketing and Public Relations Update
   F. Office of Resource Development Update
   G. Office of Sustainability Center Update

22. SUMMARY COMMENTS BY BOARD MEMBERS

23. FUTURE AGENDA ITEMS

24. CLOSED SESSION
   A. 120/2(c) Exception #1, Personnel
   B. 120/2(c) Exception #21, Review of Closed Session Minutes
   C. Other matters as pertain to the exceptions of the Open Meetings Act

25. ACCEPTANCE OF CLOSED SESSION MINUTES: Regular Board Meeting, March 27, 2014

26. ADJOURNMENT

Ron Parrish
Chair
Student Trustee Report

During the past month there have been various activities on campus such as the Student Senate Outreach initiative and the annual Spring Fling festival. The College Activities Board (CAB) hosted the annual Spring Fling events week, with henna tattoos, photos in the Big Red Chair, and a talent show with 10 acts. The winners featured original songs, comedy, and storytelling as their talents. CAB raised over $200 for the Chicago Coalition for the homeless. CAB, SPAN (Student Peace Action Network) and Student Life will collaborate to hold the annual Cardboard City program in May. It is an overnight homelessness awareness event which features speakers, music and a homelessness simulation experience. All of the donations made from the Talent Show and Cardboard City will be donated to the Chicago Coalition for the Homeless.

The 2014 Alternative Spring Break trip to Chicago was a success with 12 students and 2 advisors participating in service and cultural exploration throughout the city. Students assisted with projects at the St. James food pantry which serves over 1,500 families in need every week; they assisted with the Genesis Program, which teaches horticulture to inner-city schoolchildren and offers leadership mentorship; the students also heard speakers on homelessness in Chicago at the Chicago Coalition for the Homeless. The Alternative Spring Break trip has proven to be a highlight of the opportunities offered through Student Life. It features significant service, reflection, and teambuilding components. The different types of volunteer work brought insight and gave perspective to the students that attended.

Advising and Transfer Center began summer and fall registration. Advising is also starting to train New Student Orientation Leaders for the summer of 2014. This leadership job offers students leadership skills, connections and networking and the ability to learn skills that are necessary for jobs, interviews, etc.

The Office of Student Conduct has been utilizing the peer mediation coaches. There are well-trained peer mentors to help mediate conflict between students. This is the first year that the Office of Student Conduct has offered peer mediation coaches.

Student space continues to be a significant concern due to limited space for activities, studying, and lounging. The Student Senate has been working with various offices on campus to seek more information about this topic.

The Student Senate held elections for the new executive board for 2014-2015. The new leadership of the Student Senate will Jake Kvidera as President, Amanda Brickwood as Vice President, Evelyn Guarneros as the CAPC representative, Justin Peters as the Student Trustee, Erick Marchessault as the Treasurer, and Justin Rodriguez as a Finance Senator.

Natalie Diversiev
Student Trustee
Executive Summary

Information

Attached is the Executive Summary of financial information with year-to-date results for FY14 through the month of March.

Recommendation

It is recommended that the Board of Trustees accepts the Executive Summary as presented.

Vicky Smith
President
Executive Summary

Fiscal Year 2014 is currently 75% complete with the year-to-date results ending March 31, 2014 being reported. In the Operating Funds, total revenue is 68% of budget, as compared with 61% at the same time last year. Total expenditures are 54% of budget, as compared with 58% of budget at the same time last year. The Operating Funds include both the Education Fund and the Operations and Maintenance Fund, and together comprise most of the instruction and instructional support activities of the College.

The following items relate to the Operating Funds (Fund 01 and Fund 02) as a whole:

Revenue

- **Local governmental** revenue is 75% of budget. FY14 revenue is $20,045,926 vs. FY13 revenue of $13,527,806. For FY14, this revenue is derived from 50% of the 2012 tax levy (as approved by the Board in December 2012) and 50% of the 2013 tax levy (as approved by the Board in December 2013).
- **State government** revenue is 64% of budget. FY14 revenue is $1,479,550 vs. FY13 revenue of $1,820,045.
- **Student tuition and fees** is 81% of budget. FY14 revenue is $12,644,380 vs. FY13 revenue of $11,937,750.
- **Sales and service fee** revenue is comprised of Continuing Education activity and is at 186% of budget. FY14 revenue is $46,519 vs. FY13 revenue of $745,208.
- **Facilities** revenue is comprised of activity relating to the use or rental of college facilities. Currently, this activity is at 61% of budget. FY14 revenue is $14,000 vs. FY13 revenue of $16,533.
- **Investment** revenue is currently 37% of budget. FY14 revenue is $11,470 vs. FY13 revenue of $23,428. The limited interest rates available in the market will continue to inhibit the growth in this revenue category. Changes in investment strategies such as active investment management and investments in longer term maturities allowable under the investment policy statement will help to increase returns going forward.
- **Other** revenue is currently 34% of budget. FY14 revenue is $3,945,474 vs. FY13 revenue of $4,338,739. This category consists mainly of employee contributions to health insurance and other insurance related activities. The employee health insurance contributions account for $3,725,829 of the total. Two other larger items are from Retiree health contributions and Retiree Drug costs of $74,525 and 22,354, respectively. The remaining balance is made up smaller accounts such as NSF charges, assorted fines, fees, and miscellaneous income all of which total $122,766.

Expenditures

- **Salaries** expenditures are currently 68% of budget. FY14 expenditures are $18,047,086 vs. FY13 expenditures of $18,567,944. The significant change from last year is due primarily from the outsourcing of the custodial staff which reduced salary expense by $420,325 over last year. The following other departments were down, Communications Technologies $130,963 due to reorganization, General Institutional $93,107 due to termination of retirement payments, and ERP Implementation $77,488 due to the ERP contract ending.
- **Employee benefit** expenditures are currently 39% of budget. FY14 expenditures are $6,399,225 vs. FY13 expenditures of $5,768,142. This account group will be significantly below budget until year-end adjustments are made for SURS contributions paid by the State on behalf of the employees. The amount expensed for SURS contributions range between $6 -$8 million
depending on the actuarial tables maintained by the State but this expense is offset by an equal amount in “other revenue”.

- **Contractual services** are currently 52% of budget. FY14 expenditures are $2,836,747 vs. FY13 expenditures of $2,607,241. The account includes contractual services for custodial services, legal services, construction management, roads and grounds, and architectural type services.

- **Materials and supplies** are currently 55% of budget. FY14 expenditures are $1,578,632 vs. FY13 expenditures of $1,529,977.

- **Travel and meeting** expenditures are currently 41% of budget. FY14 expenditures are $331,286 vs. FY13 expenditures of $361,415.

- **Fixed charge** expenditures are currently 70% of budget. FY14 expenditures are $1,236,374 vs. FY13 expenditures of $1,168,628. Included in this category are bond principal $430,000, interest payments $163,941, computer master leases $421,748, and general insurance $200,914.

- **Utilities** expenditures are currently 76% of budget. FY14 expenditures are $667,627 vs. FY13 expenditures of $554,405.

- **Capital** expenditures are currently 40% of budget. FY14 expenditures are $2,234,622 vs. FY13 expenditures of $1,020,725. The B&D Parking Lot Project accounted for $2,014,936 of this expense.

- **Other** expenditures are currently 96% of budget. FY14 expenditures are $612,036 vs. FY13 expenditures of $685,610. This category includes tuition waivers, tuition related refunds, and miscellaneous expense.

Vicky Smith
President
## All Funds Statement of Net Position (Balance Sheet)

**March 31, 2014**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>1,908,616</td>
<td>804,541</td>
<td>479,493</td>
<td>-</td>
<td>-</td>
<td>95,646</td>
<td>-</td>
<td>-</td>
<td>528,935</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investments</td>
<td>36,508,885</td>
<td>17,545,938</td>
<td>1,024,386</td>
<td>13,101,933</td>
<td>-</td>
<td>-</td>
<td>2,725,306</td>
<td>-</td>
<td>-</td>
<td>103,795</td>
<td>1,351,946</td>
</tr>
<tr>
<td>Receivables</td>
<td>30,871,622</td>
<td>26,159,097</td>
<td>2,968,615</td>
<td>69,942</td>
<td>218,227</td>
<td>187,700</td>
<td>(170,700)</td>
<td>73,405</td>
<td>1,185,698</td>
<td>-</td>
<td>1,351,946</td>
</tr>
<tr>
<td>Interfund Receivables</td>
<td>5,025,330</td>
<td>(1,036,786)</td>
<td>3,100,801</td>
<td>1,024,386</td>
<td>-</td>
<td>1,809,633</td>
<td>(165,055)</td>
<td>-</td>
<td>-</td>
<td>46,621,334</td>
<td>6,648,966</td>
</tr>
<tr>
<td>Inventory</td>
<td>559,288</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>559,288</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Prepaid Expenditures &amp; Deferred Charges</td>
<td>405,488</td>
<td>404,343</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,145</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fixed Assets</td>
<td>46,621,334</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>218,227</td>
<td>46,621,334</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Assets</td>
<td>95,992</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>95,992</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>121,996,555</td>
<td>43,877,133</td>
<td>7,573,295</td>
<td>13,347,267</td>
<td>2,440,008</td>
<td>2,820,953</td>
<td>46,621,334</td>
<td>95,992</td>
<td>341,235</td>
<td>177,200</td>
<td>4,648,966</td>
</tr>
<tr>
<td><strong>Liabilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payroll Deductions Payable</td>
<td>963,600</td>
<td>792,149</td>
<td>50,611</td>
<td>66,821</td>
<td>1,478</td>
<td>-</td>
<td>-</td>
<td>26,824</td>
<td>-</td>
<td>25,716</td>
<td></td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>609,440</td>
<td>623,418</td>
<td>-</td>
<td>5,123</td>
<td>(19,101)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Interfund Payable</td>
<td>5,025,330</td>
<td>-</td>
<td>1,818,040</td>
<td>-</td>
<td>181,116</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Accrued Expense</td>
<td>0</td>
<td>(0)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Deferred Revenue</td>
<td>24,930,343</td>
<td>21,621,518</td>
<td>2,202,739</td>
<td>14,281</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>77,847</td>
<td>-</td>
<td>1,013,960</td>
<td></td>
</tr>
<tr>
<td>Fixed Liabilities</td>
<td>4,652,363</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4,652,363</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Liabilities</td>
<td>3,561,980</td>
<td>88,210</td>
<td>-</td>
<td>5,135</td>
<td>-</td>
<td>3,154,225</td>
<td>314,411</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>39,743,056</td>
<td>23,125,294</td>
<td>2,253,349</td>
<td>1,818,040</td>
<td>91,360</td>
<td>163,493</td>
<td>-</td>
<td>7,806,588</td>
<td>341,235</td>
<td>122,916</td>
<td>4,020,780</td>
</tr>
<tr>
<td><strong>Designated Fund Balance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigned Fund Balance</td>
<td>82,253,499</td>
<td>20,751,839</td>
<td>5,319,945</td>
<td>11,529,227</td>
<td>2,348,648</td>
<td>(110,321)</td>
<td>2,820,953</td>
<td>46,621,334</td>
<td>(7,710,596)</td>
<td>-</td>
<td>54,284</td>
</tr>
<tr>
<td><strong>Assigned Fund Balance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30% Reserve for annual budgeted expenditures</td>
<td>65,075,898</td>
<td>15,716,772</td>
<td>2,641,800</td>
<td>46,621,334</td>
<td>95,992</td>
<td>-</td>
<td>-</td>
<td>54,284</td>
<td>628,186</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>24% Reserve for emergency expenditures</td>
<td>1,914,112</td>
<td>3,024,067</td>
<td>2,641,800</td>
<td>95,992</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>100% for planned growth/restricted purpose</td>
<td>17,270,977</td>
<td>11,529,227</td>
<td>2,348,648</td>
<td>-</td>
<td>(110,321)</td>
<td>2,820,953</td>
<td>46,621,334</td>
<td>(7,710,596)</td>
<td>-</td>
<td>-</td>
<td>54,284</td>
</tr>
<tr>
<td>100% for long term debt liabilities</td>
<td>-4,652,363</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4,652,363</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>100% for long term retirement liabilities</td>
<td>-3,154,225</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3,154,225</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Remaining Unassigned Balance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### All Funds Statement of Net Position (Balance Sheet)  
**March 31, 2014**

#### Assets

<table>
<thead>
<tr>
<th>Asset</th>
<th>All Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>1,908,616</td>
</tr>
<tr>
<td>Investments</td>
<td>36,508,885</td>
</tr>
<tr>
<td>Receivables</td>
<td>30,871,622</td>
</tr>
<tr>
<td>Interfund Receivables</td>
<td>5,025,330</td>
</tr>
<tr>
<td>Inventory</td>
<td>559,288</td>
</tr>
<tr>
<td>Prepaid Expenditures &amp; Deferred Charges</td>
<td>405,488</td>
</tr>
<tr>
<td>Fixed Assets</td>
<td>46,621,334</td>
</tr>
<tr>
<td>Other Assets</td>
<td>95,992</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>121,996,555</strong></td>
</tr>
</tbody>
</table>

#### Liabilities

<table>
<thead>
<tr>
<th>Liability</th>
<th>All Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payroll Deductions Payable</td>
<td>963,600</td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>609,440</td>
</tr>
<tr>
<td>Interfund Payable</td>
<td>5,025,330</td>
</tr>
<tr>
<td>Deferred Revenue</td>
<td>24,930,343</td>
</tr>
<tr>
<td>Accrued Expense</td>
<td>(0)</td>
</tr>
<tr>
<td>Fixed Liabilities</td>
<td>4,652,363</td>
</tr>
<tr>
<td>Other Liabilities</td>
<td>3,561,980</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>39,743,056</strong></td>
</tr>
</tbody>
</table>

#### Designated Fund Balance

| Designated Fund Balance                     | 82,253,499      |

#### Assigned Fund Balance

- 30% Reserve for annual budgeted expenditures: 65,075,898
- 24% Reserve for emergency expenditures: 7,713,212
- 100% for planned growth/restricted purpose: 17,270,977
- 100% for long term debt liabilities: (4,652,363)
- 100% for long term retirement liabilities: (3,154,225)

#### Remaining Unassigned Balance

| Remaining Unassigned Balance              | (0)             |

#### Pie Charts

**Assets - All Funds**

- **Cash**: 1.6%
- **Investments**: 29.9%
- **Receivables**: 25.3%
- **Interfund Receivables**: 4.1%
- **Inventory**: 0.5%
- **Prepaid Expenditures & Deferred Charges**: 0.3%
- **Fixed Assets**: 38.2%
- **Other Assets**: 0.1%

**Liabilities - All Funds**

- **Deferred Revenue**: 62.7%
- **Payroll Deductions Payable**: 9.0%
- **Accounts Payable**: 1.5%
- **Interfund Payable**: 12.6%
- **Accrued Expense**: 0.0%
- **Fixed Liabilities**: 11.7%
- **Other Liabilities**: 2.4%
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March 31, 2014</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Governmental Sources</td>
<td>21,135,375</td>
<td>17,956,380</td>
<td>2,089,546</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Governmental Sources</td>
<td>2,515,276</td>
<td>1,099,992</td>
<td>379,558</td>
<td>321,457</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Governmental Sources</td>
<td>7,561,194</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>12,697,605</td>
<td>10,090,356</td>
<td>2,554,024</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales &amp; Service Fees</td>
<td>4,008,089</td>
<td>46,519</td>
<td>3,561,570</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities Revenue</td>
<td>29,475</td>
<td>14,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment Revenue</td>
<td>15,579</td>
<td>11,329</td>
<td>141</td>
<td>53,225</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nongovernmental Gifts, Scholarships, Grants &amp; Bequests</td>
<td>10,453</td>
<td>5,653</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Revenue</td>
<td>3,945,474</td>
<td>3,896,519</td>
<td>48,955</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>51,918,519</td>
<td>33,120,748</td>
<td>5,072,224</td>
<td>324,040</td>
<td>8,280,263</td>
<td>923</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>77,694</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>19,655,377</td>
<td>17,651,814</td>
<td>395,272</td>
<td>784,978</td>
<td>538,932</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>284,381</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>7,307,893</td>
<td>6,308,997</td>
<td>90,228</td>
<td>125,245</td>
<td>29,654</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>753,769</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>3,386,861</td>
<td>1,790,446</td>
<td>1,046,301</td>
<td>2,438,366</td>
<td>74,121</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>71,145</td>
</tr>
<tr>
<td>General Materials &amp; Supplies</td>
<td>4,104,916</td>
<td>1,406,293</td>
<td>172,339</td>
<td>7,596,697</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13,797</td>
</tr>
<tr>
<td>Travel &amp; Conference/Meeting</td>
<td>368,426</td>
<td>311,824</td>
<td>19,462</td>
<td>23,775</td>
<td>11,859</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,507</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>909,177</td>
<td>1,235,435</td>
<td>939</td>
<td>22,742</td>
<td>44,284</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>104,086</td>
</tr>
<tr>
<td>Utilities</td>
<td>672,919</td>
<td>113,044</td>
<td>554,584</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2,160</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>376,279</td>
<td>88,646</td>
<td>2,145,976</td>
<td>3,001,842</td>
<td>75,296</td>
<td>(4,937,665)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>297</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>8,209,382</td>
<td>612,036</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>44,991,231</td>
<td>29,518,533</td>
<td>4,425,101</td>
<td>3,001,842</td>
<td>3,769,675</td>
<td>8,455,226</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>71,145</td>
</tr>
<tr>
<td><strong>Excess/(deficit) of revenues over expenditures</strong></td>
<td>6,927,288</td>
<td>3,602,214</td>
<td>647,123</td>
<td>(2,677,802)</td>
<td>260,595</td>
<td>(174,963)</td>
<td>923</td>
<td>4,937,665</td>
<td>498,309</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating transfers in</td>
<td>2,500,000</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating transfers out</td>
<td>2,500,000</td>
<td>2,500,000</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>75,326,209</td>
<td>19,649,623</td>
<td>4,672,822</td>
<td>11,707,028</td>
<td>2,088,052</td>
<td>64,643</td>
<td>2,820,030</td>
<td>41,683,670</td>
<td>(8,208,905)</td>
<td>47,736</td>
<td>801,510</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>82,253,497</td>
<td>20,751,837</td>
<td>5,319,945</td>
<td>11,529,226</td>
<td>2,348,647</td>
<td>(110,320)</td>
<td>2,820,953</td>
<td>46,621,335</td>
<td>(7,710,596)</td>
<td>54,285</td>
<td>628,186</td>
</tr>
</tbody>
</table>
All Funds Statement of Activities (Income Statement)
March 31, 2014

Revenue
Local Governmental Sources 21,135,375
State Governmental Sources 2,515,276
Federal Governmental Sources 7,561,194
Student Tuition & Fees 12,697,605
Sales & Service Fees 4,008,089
Facilities Revenue 29,475
Investment Revenue 15,579
Nongovernmental Gifts, Scholarships, Grants & Bequests 10,453
Other Revenue 3,945,474
Total Revenue 51,918,519

Expenditures
Salaries 19,655,377
Employee Benefits 7,307,893
Contractual Services 3,386,861
General Materials & Supplies 4,104,916
Travel & Conference/Meeting 368,426
Fixed Charges 909,177
Utilities 672,919
Capital Outlay 376,279
Other Expenditures 8,209,382
Contingency -
Total Expenditures 44,991,231

Excess/(deficit) of revenues over expenditures 6,927,288
### Operating (Funds 01 & 02) Statement of Activities
March 31, 2014

<table>
<thead>
<tr>
<th>Revenue</th>
<th>FY14 Actual</th>
<th>FY14 Budget*</th>
<th>FY13 Actual</th>
<th>FY13 Budget*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Governmental Sources</td>
<td>$20,045,926</td>
<td>$26,813,710</td>
<td>75%</td>
<td>$13,527,806</td>
</tr>
<tr>
<td>State Governmental Sources</td>
<td>1,479,550</td>
<td>2,303,865</td>
<td>64%</td>
<td>1,820,045</td>
</tr>
<tr>
<td>Federal Governmental Sources</td>
<td>-</td>
<td>-</td>
<td>0%</td>
<td>-</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>12,644,380</td>
<td>15,691,117</td>
<td>81%</td>
<td>11,937,750</td>
</tr>
<tr>
<td>Sales &amp; Service Fees</td>
<td>46,519</td>
<td>25,000</td>
<td>186%</td>
<td>745,208</td>
</tr>
<tr>
<td>Facilities Revenue</td>
<td>14,000</td>
<td>23,100</td>
<td>61%</td>
<td>16,533</td>
</tr>
<tr>
<td>Investment Revenue</td>
<td>11,470</td>
<td>30,600</td>
<td>37%</td>
<td>23,428</td>
</tr>
<tr>
<td>Nongovernmental Gifts, Scholarships, Grants &amp; Bequests</td>
<td>5,653</td>
<td>-</td>
<td>0%</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>3,945,474</td>
<td>11,639,821</td>
<td>34%</td>
<td>4,338,739</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$38,192,972</td>
<td>$56,527,213</td>
<td>68%</td>
<td>$32,409,509</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$18,047,086</td>
<td>$26,688,806</td>
<td>68%</td>
<td>$18,567,944</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>6,399,225</td>
<td>16,545,156</td>
<td>39%</td>
<td>5,768,142</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>2,836,747</td>
<td>5,438,104</td>
<td>52%</td>
<td>2,607,241</td>
</tr>
<tr>
<td>General Materials &amp; Supplies</td>
<td>1,578,632</td>
<td>2,894,806</td>
<td>55%</td>
<td>1,529,977</td>
</tr>
<tr>
<td>Travel &amp; Conference/Meeting</td>
<td>331,286</td>
<td>811,488</td>
<td>41%</td>
<td>361,415</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>1,236,374</td>
<td>1,761,212</td>
<td>70%</td>
<td>1,168,628</td>
</tr>
<tr>
<td>Utilities</td>
<td>667,627</td>
<td>880,985</td>
<td>76%</td>
<td>554,405</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>2,234,622</td>
<td>5,537,185</td>
<td>40%</td>
<td>1,020,725</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>612,036</td>
<td>637,500</td>
<td>96%</td>
<td>685,610</td>
</tr>
<tr>
<td>Contingency</td>
<td>-</td>
<td>1,750,000</td>
<td>0%</td>
<td>10,443</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$33,943,634</td>
<td>$62,945,241</td>
<td>54%</td>
<td>$32,274,530</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Excess/(deficit) of revenues over expenditures</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$4,249,338</td>
<td>$(6,418,028)</td>
<td></td>
<td>$134,979</td>
</tr>
</tbody>
</table>

| Net Transfers Out/(In)                       | $2,500,000  | $4,454,324   |            | $3,840,000   | $8,795,000   |            |

| Net Operating Funds Surplus/(Deficit)         | $1,749,338  | $(10,872,352) |            | $(3,705,021) | $(11,206,500) |            |

*N/A or "-" indicates that there is no activity to record for this category in Fund 01 or 02.
### Operating Funds - Statement of Activities
March 31, 2014

#### Revenue

<table>
<thead>
<tr>
<th>Source</th>
<th>Actual*</th>
<th>Budget*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Governmental Sources</td>
<td>20,045,925.93</td>
<td>26,813,710.00</td>
</tr>
<tr>
<td>State Governmental Sources</td>
<td>1,479,549.82</td>
<td>2,303,865.00</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>12,644,379.91</td>
<td>15,691,117.00</td>
</tr>
<tr>
<td>Sales &amp; Service Fees</td>
<td>46,519.20</td>
<td>25,000.00</td>
</tr>
<tr>
<td>Facilities Revenue</td>
<td>14,000.00</td>
<td>23,100.00</td>
</tr>
<tr>
<td>Investment Revenue</td>
<td>11,469.69</td>
<td>30,600.00</td>
</tr>
<tr>
<td>Nongovernmental Gifts, Scholarships, Grants &amp; Bequests</td>
<td>5,653.41</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>3,945,473.92</td>
<td>11,639,821.00</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>38,192,971.88</td>
<td>56,527,213.00</td>
</tr>
</tbody>
</table>

#### Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Actual*</th>
<th>Budget*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>18,047,085.72</td>
<td>26,688,806.00</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>6,399,225.03</td>
<td>16,545,156.00</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>2,836,747.04</td>
<td>5,438,103.51</td>
</tr>
<tr>
<td>General Materials &amp; Supplies</td>
<td>1,578,631.70</td>
<td>2,894,805.99</td>
</tr>
<tr>
<td>Travel &amp; Conference/Meeting</td>
<td>331,285.50</td>
<td>811,487.99</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>1,236,373.81</td>
<td>1,761,212.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>667,627.49</td>
<td>880,985.00</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>2,234,622.03</td>
<td>5,537,184.51</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>612,035.98</td>
<td>637,500.00</td>
</tr>
<tr>
<td>Contingency</td>
<td>-</td>
<td>1,750,000.00</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>33,943,634.30</td>
<td>62,945,241.00</td>
</tr>
</tbody>
</table>

#### Excess/(deficit) of revenues over expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Actual*</th>
<th>Budget*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excess/(deficit) of revenues over expenditures</td>
<td>4,249,337.58</td>
<td>(6,418,028.00)</td>
</tr>
</tbody>
</table>
Treasurer’s Report

Information

Attached is the Treasurer’s Report for the month of March, including details regarding the College’s investments.

Recommendation

It is recommended that the Board of Trustees approves the Treasurer’s Report as presented.

Vicky Smith
President
# McHenry County College
## Treasurer's Report
### For the Month of March 2014

<table>
<thead>
<tr>
<th>Bank Name Account</th>
<th>Beginning Balance</th>
<th>Deposits (+) Other Additions</th>
<th>Disbursements (-) Other Subtractions</th>
<th>Ending Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crystal Lake Bank &amp; Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating</td>
<td>$2,467,145.62</td>
<td>$4,046,582.61</td>
<td>$4,868,641.09</td>
<td>$1,645,087.14</td>
</tr>
<tr>
<td>Crystal Lake Bank &amp; Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Card</td>
<td>$117,279.47</td>
<td>$244,294.17</td>
<td>$168,693.76</td>
<td>$192,879.88</td>
</tr>
<tr>
<td>Crystal Lake Bank &amp; Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>$25,258.01</td>
<td>$0</td>
<td>$0</td>
<td>$25,258.01</td>
</tr>
<tr>
<td>Crystal Lake Bank &amp; Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>$0</td>
<td>$29,354.27</td>
<td>$29,354.27</td>
<td>$0</td>
</tr>
<tr>
<td>Crystal Lake Bank &amp; Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payroll</td>
<td>$40,343.15</td>
<td>$1,937,445.13</td>
<td>$1,965,077.60</td>
<td>$12,710.68</td>
</tr>
<tr>
<td>Crystal Lake Bank &amp; Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Student Loan</td>
<td>$27,889.94</td>
<td>$3,295,442.67</td>
<td>$3,295,442.67</td>
<td>$27,889.94</td>
</tr>
</tbody>
</table>
## Investments

<table>
<thead>
<tr>
<th>College Fund</th>
<th>Financial Institution</th>
<th>03/31/14 Investments</th>
<th>02/28/14 Investments</th>
<th>03/31/14 % of Total Investments</th>
<th>Interest</th>
<th>No. of Days</th>
<th>Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Illinois Funds</td>
<td>$8,364,408</td>
<td>$8,103,028</td>
<td>23%</td>
<td>see below</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td>Education</td>
<td>JPMorgan Chase</td>
<td>9,181,531</td>
<td>9,180,987</td>
<td>25%</td>
<td>0.07%</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td>Operations &amp; Maintenance</td>
<td>Illinois Funds</td>
<td>1,024,386</td>
<td>1,024,371</td>
<td>3%</td>
<td>see below</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td>Operations &amp; Maintenance (Restricted)</td>
<td>Illinois Funds</td>
<td>12,173,174</td>
<td>12,172,993</td>
<td>33%</td>
<td>see below</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td>Operations &amp; Maintenance (Restricted)</td>
<td>JPMorgan Chase</td>
<td>928,760</td>
<td>928,705</td>
<td>3%</td>
<td>0.07%</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td>Working Cash</td>
<td>Illinois Funds</td>
<td>2,103,008</td>
<td>2,102,977</td>
<td>6%</td>
<td>see below</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td>Working Cash</td>
<td>JPMorgan Chase</td>
<td>622,299</td>
<td>622,262</td>
<td>2%</td>
<td>0.07%</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td>Liability, Protection and Settlement</td>
<td>Illinois Funds</td>
<td>1,756,475</td>
<td>1,756,449</td>
<td>5%</td>
<td>see below</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td>Liability, Protection and Settlement</td>
<td>JPMorgan Chase</td>
<td>354,847</td>
<td>354,826</td>
<td>1%</td>
<td>0.07%</td>
<td>N/A</td>
<td>On Demand</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>$36,508,885</td>
<td>$36,246,596</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interest Revenue

<table>
<thead>
<tr>
<th>College Fund</th>
<th>Mar-14</th>
<th>Fiscal YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>$667</td>
<td>$11,318</td>
</tr>
<tr>
<td>Operations &amp; Maintenance</td>
<td>15</td>
<td>141</td>
</tr>
<tr>
<td>Operations &amp; Maintenance (Restricted)</td>
<td>236</td>
<td>2,584</td>
</tr>
<tr>
<td>Working Cash</td>
<td>68</td>
<td>923</td>
</tr>
<tr>
<td>Liability, Protection and Settlement</td>
<td>47</td>
<td>603</td>
</tr>
</tbody>
</table>

**Total** $1,034 $15,568

*CDARS stands for Certificates of Deposit Account Registry Service. This program allows the College to purchase fully FDIC covered Certificates of Deposit from multiple institutions. All CD's are purchased in increments of less than the FDIC insurance maximum to ensure that both principal and interest are eligible for full FDIC insurance.*
Ratification for Accounts Payable Check Register

Information

The attached accounts payable check register identifies the vendors that have been paid in the past month in the amount of $1,335,527.28. Please note that the expenses are not segregated into the respective funds.

Recommendation

It is recommended that the Board of Trustees ratifies payment of the accounts payable check register, for the period of March 1- March 31, 2014, totaling $1,335,527.28.

Vicky Smith
President
Distribution of Monthly Check Register Payments
3/1/14 through 3/31/14

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Receivables</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Prepaid Expenditures &amp; Deferred Charges</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Payroll Deductions Payable</td>
<td>220,323.70</td>
<td>16.55%</td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>5,702.00</td>
<td>0.43%</td>
</tr>
<tr>
<td>Other Liabilities</td>
<td>13,275.90</td>
<td>1.00%</td>
</tr>
<tr>
<td>State Governmental Sources</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Federal Governmental Sources</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>5.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Fees</td>
<td>122.00</td>
<td>0.01%</td>
</tr>
<tr>
<td>Total All Categories</td>
<td>1,331,372.28</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Other Revenue: 0.00 0.00%
Employee Benefits: 368,113.23 27.65%
Contractual Services: 310,498.52 23.32%
General Materials & Supplies: 208,279.89 15.64%
Travel & Conference/Meeting: 46,573.03 3.50%
Fixed Charges: 36,018.26 2.71%
Utilities: 95,882.85 7.20%
Capital Outlay: 13,038.84 0.98%
Other Expenditures: 13,539.06 1.02%
Total All Categories: 1,331,372.28 100.00%
Information

The Friends of McHenry County College Foundation recently received a $30,000 grant from the Chicago Tribune Charities-Holiday Campaign, a McCormick Foundation fund. With this grant funding, Adult Education services can be enhanced by leasing 10 laptop computers. These computers will be used together with an existing wireless storage cart to create a mobile computer lab. The mobile lab containing the laptops will support the implementation of a career readiness curriculum in Adult Education classes.

Over the past few years, the College has transitioned to become a predominantly Dell environment with Dell as the single source of new acquisitions, using the Master Lease Agreement through Dell's Financial Services organization (approved by the Board in April, 2012), The 10 laptops will be acquired from Dell Financial Services via a three-year lease.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Three Year Lease Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Leased laptop computers</td>
<td>$9,676.92</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$9,676.92</td>
</tr>
</tbody>
</table>

These services and supplies are exempt from bidding requirements as stated in the Illinois Public Community College Act Chapter 110 ILCS 805/3-27.1, exemption (f) which reads, “purchase and contracts for the use, purchase, delivery, movement or installation of data processing equipment, software, or services and telecommunications and inter-connect equipment, software and services.”

The three-year lease expense is budgeted in the McCormick Foundation Grant account in the Restricted Purposed Fund.

Recommendation

It is recommended that the Board of Trustees approves the three-year lease of 10 laptop computers from Dell Financial Services of Round Rock, TX, for $9,616.00 $9,676.92.

Vicky Smith
President
Request to Renew
Annual SchoolDude Contract

Information

SchoolDude is a job-ticketing and inventory tracking system. The system is used by the College’s Facilities department to track campus infrastructure maintenance orders, including scheduling preventative maintenance, as well as tracking physical assets. It is also used by the Information Technology department for Helpdesk trouble-ticketing and as an asset management system for computer equipment. The software is hosted offsite by SchoolDude.com, Inc. The product is used by several other community colleges in the state of Illinois.

The current SchoolDude software used by the College includes six components:
1. ITDirect (for IT Help Desk)
2. ITAM (for computer asset management)
3. MaintenanceDirect (Facilities ticket system)
4. PMDirect (for preventative maintenance)
5. MySchoolDude (site configuration)
6. InventoryDirect (Facilities asset management which was added last year)

The College’s current annual contract with SchoolDude is about to expire. The total annual renewal cost for all components is $24,588.00, which covers the period of July 1, 2014 through June 30, 2015. This contract includes direct support in the use of the software, rights to upgrades, and continued hosting of the service by SchoolDude.com, Inc.

This purchase is exempt from bidding requirements as stated in the Illinois Public Community College Act Chapter 110 ILCS 805/3-27.1, exemption (f) which reads, “purchase and contracts for the use, purchase, delivery, movement or installation of data processing equipment, software, or services and telecommunications and inter-connect equipment, software and services.”

This expense is budgeted in the FY15 IT Technology Support Services account in the Education Fund.

Recommendation

It is recommended that the Board of Trustees approves the contract renewal, for one year (July 1, 2014 – June 30, 2015), of the SchoolDude system from SchoolDude.com, Inc., of Cary, NC for $24,588.00.

Vicky Smith
President
Request to Renew
Annual Symantec Anti-Virus Support

Information

Anti-Virus protection is an essential IT security component protecting the College’s desktop computers and servers from malicious attack. Symantec currently provides the College’s Anti-Virus protection software. Annual support for Symantec Anti-Virus software expires May 28, 2014. Annual support cost for Symantec Anti-Virus software is based on the number of computers and servers that will be in use from May 29, 2014 through May 28, 2015, which will be 1,600 at the College. This support allows access to the daily/hourly virus definition updates published by Symantec and the new software releases and security updates that are published frequently throughout the year. McHenry County College has successfully used the Symantec Anti-Virus product for several years and is planning to do so for the next year as well. Support for Symantec Anti-Virus software is provided by a number of different providers, so five quotes were secured:

<table>
<thead>
<tr>
<th>Description</th>
<th>Intuitive Technology Group</th>
<th>ITS</th>
<th>Xtek Partners, Inc.</th>
<th>CDW-G</th>
<th>XCEND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows and Macintosh Symantec</td>
<td>$11,152.00</td>
<td>$11,808.00</td>
<td>$11,712.00</td>
<td>$11,472.00</td>
<td>$11,284.86</td>
</tr>
<tr>
<td>Endpoint Protection for 1,600 clients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These services and supplies are exempt from bidding requirements as stated in the Illinois Public Community College Act Chapter 110 ILCS 805/3-27.1, exemption (f) which reads, “purchase and contracts for the use, purchase, delivery, movement or installation of data processing equipment, software, or services and telecommunications and inter-connect equipment, software and services.”

This expense is budgeted in the IT Infrastructure Operations account in the Education Fund.

Recommendation

It is recommended that the Board of Trustees approves the renewal of annual Symantec Anti-Virus support from Intuitive Technology Group of Bloomington, MN, for $11,152.00.

Vicky Smith
President
Request to Purchase
Apple Wi-Fi iPads, Protection Plans, Cases, and a Bretford PowerSync Roller

Information

The Applied Technology Department is part of the Education, Career and Technical Education division. The department offers programs in Architectural and Engineering Design Technology, Construction Management, and Manufacturing Management. Within these academic programs, students are required to do a variety of software-related activities such as digital sketching and design, using mobile building information modeling (BIM) software. Throughout the industry, these activities are increasingly being accomplished through a mobile environment on tablets and Apple iPads.

In order to provide students with the experience needed for them to be successful in the industry, the College is requesting the purchase of 11 Apple iPads for student use. Specifically, the purchase request is for one (1) Bretford PowerSync Roller, eleven (11) Apple iPads with cases, and eleven (11) protection plans to cover hardware and software. The iPads will be configured to connect to the wireless network at the College. The Bretford PowerSync Roller recharges iPads as a group and provides storage for the student iPads when not in use. The Bretford PowerSync also is on rollers, which allows faculty to easily and safely transport the iPads between classrooms.

This purchase will be made directly from Apple Inc., which is the sole-source provider for all Apple products purchased or leased by McHenry County College. The cost of the items from Apple, Inc., is as follows:

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>iPad Air Wi-Fi 32GB and protection plan</td>
<td>$ 698.00</td>
</tr>
<tr>
<td>1</td>
<td>iPad Air Smart Case</td>
<td>79.00</td>
</tr>
<tr>
<td>10</td>
<td>Pack Personalized iPad Air Wi-Fi 16GB and protection plans</td>
<td>5,580.00</td>
</tr>
<tr>
<td>10</td>
<td>iPad Air Smart Cases</td>
<td>790.00</td>
</tr>
<tr>
<td>1</td>
<td>Bretford PowerSync Roller 10 for iPad</td>
<td>1,399.95</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>$8,546.95</td>
</tr>
</tbody>
</table>

This purchase is exempt from bidding requirements as stated in the Illinois Public Community College Act Chapter 110 ILCS 805/3-27.1, exemption (f) which reads, “purchases and contracts for the use, purchase, delivery, movement, or installation of data processing equipment, software, or services and telecommunications and inter-connect equipment, software, and services.”

This expense is budgeted in the Program Improvement Grant account in the Restricted Purposes Fund.

Recommendation

It is recommended that the Board of Trustees approve the purchase of eleven (11) iPads, protection plans, cases, and one (1) Bretford PowerSync Roller from Apple, Inc., Austin, TX, for a total cost of $8,546.95.

Vicky Smith
President
Request to Purchase  
Career Readiness Software and Testing Materials

**Information**

The Friends of McHenry County College Foundation recently received a $30,000 grant from the Chicago Tribune Charities-Holiday Campaign, a McCormick Foundation fund. The grant was written with the intention of enhancing instruction in Adult Education by integrating career readiness skills into the curriculum. WorkKeys© software and testing materials allows students to build career readiness skills, explore career interests, and build soft skills such as resume writing and job interviewing techniques.

An annual software license is required from ACT Workforce Education to use the WorkKeys software, plus a charge is made for each test that is administered.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3-year license/ KeyTrain©</td>
<td>$10,525.00</td>
</tr>
<tr>
<td>85</td>
<td>WorkKeys Test administrations</td>
<td>$7,225.00</td>
</tr>
<tr>
<td>1</td>
<td>Key Train shipping &amp; handling</td>
<td>$25.00</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>$17,775.00</td>
</tr>
</tbody>
</table>

The purchase of these testing units and license is exempt from bidding requirements as stated in the Illinois Public Community College Act Chapter 110 ILCS 805/3-27.1, (I) which reads, "contracts for goods and services which are economically procurable from only one source" and (f) which reads, "purchases and contracts for the use, purchase, delivery, movement, or installation of data processing equipment, software, or services."

The expense is budgeted in the McCormick Foundation grant account in the Restricted Purposes Fund.

**Recommendation**

It is recommended that the Board of Trustees approves the expenditure for career readiness software and test administration from ACT Workforce Education in Iowa City, IA for $17,775.00.

Vicky Smith  
President
Request to Lease
Desktop and Laptop Computers

Information

The College’s annual spring computer lease refresh is now coming due. All desktop and laptop computers on campus (Dell PC’s and Apple Macs) are leased through a three-year Master Lease Agreement (MLA) with Dell Financial Services. Leasing, as opposed to outright purchasing, enables the College to provide the latest hardware platforms to students and staff, move out old computer assets on a timely basis, ensure the latest software releases will run on appropriate hardware, and manage overall computer resources more efficiently.

This May, 685 desktop and laptop computers on campus will reach the end of their three-year lease cycle and must be returned to the vendor. Each system being returned is assessed in terms of whether it needs to be replaced with a newer computer, or can instead be replaced by a thin client through the College’s Desktop Virtualization strategy. Each system replaced by a thin client represents a savings to the College of $508.00 per system. Since thin clients also have a 6+ year lifetime, additional future savings occur by not needing to replace the thin clients in the next three-year lease cycle. This year, 191 systems can be replaced by thin clients, representing an approximate savings of $97,000.00. This leaves 494 computer systems remaining to be replaced.

Additionally, new educational programs in health information technologies, digital media, and manufacturing have generated a need for more computer systems on campus. This year, 107 additional computer systems are needed in the College to support these new programs, as well as support expected growth in other areas of the College. These additional 107 systems bring the grand total of computers needed to 601, down from the 685 being returned to the leasing company. These 601 systems will be added to the College’s current Dell Master Lease Agreement on a new three-year term, at an annual cost of $241,646.86.

These services and supplies are exempt from bidding requirements as stated in the Illinois Public Community College Act Chapter 110 ILCS 805/3-27.1, exemption (f) which reads, “purchase and contracts for the use, purchase, delivery, movement or installation of data processing equipment, software, or services and telecommunications and inter-connect equipment, software and services.”

This expense is budgeted in the FY15 General Institutional account in the Education Fund.

Recommendation

It is recommended that the Board of Trustees approves the three-year lease of 601 desktop and laptop computers from Dell Financial Services, Inc., of Round Rock, TX at an annual lease payment of $241,646.86.

Vicky Smith
President
Request to Lease
Email Archiving Appliance

Information

Since the Freedom of Information Act (FOIA) has been enacted, McHenry County College has had several dozen requests requiring IT to search and pull information from numerous electronic data repositories. The most frequent data repository searches have been in the College’s email system. Currently, the College has no alternative “offline” email repository to search, so all FOIA searches must be done on the live production email system. Every time an email search is done for a FOIA request (or any other type of system-wide search); additional strain is created on the live production email system. During these occasions, the additional drain on the system caused by the search slows daily operations. On numerous occasions, the drain has been severe enough to entirely stop the College’s live production email system, which has an obvious negative impact on College operations and efficiency.

To alleviate the drain on the live production email system, an email archive appliance could periodically move old email off the live production system onto the appliance. Since older emails would be archived, it would shift much of the performance drain caused by FOIA searches off the live production system and onto the appliance. Additionally, archiving email off the live production system would save multiple Terabytes of backup space currently consumed by the College’s nightly data backup processes. Because email would be archived onto the appliance, email would not need to be backed up again by the nightly backup processes.

Since additional data backup licensing is priced at approximately $10,000.00 per Terabyte of storage, using an email archiving appliance would reduce future needs to increase data backup storage by approximately 3-4 Terabytes, resulting in approximate future savings of $30-40,000.00 by not needing to increase backup storage for growing email usage. Additionally, the backup data storage no longer consumed by email would reduce overall online disk storage, reduce the computing time needed to process nightly backups, and reduce the number of backup tapes needed to store the data offline. Because FOIA email searches would be moved off the live production environment, it would improve overall performance of the College’s live production email system and not impact College operations. The appliance would also allow the College to institute more granular and flexible policies regarding email retention on active mailboxes for improved legal compliance. The email archive appliance being requested by the College has the capacity to save seven years of email archives.

Three email archiving products were considered, with quotes received for all three. The lowest cost, and best option, is the Razorsafe 8000-B8 product from Intradyn at a total purchase cost of $32,500.00. This product is eligible to be added to the College’s Dell Master Lease Agreement at an annual cost of $7,014.48 over a five-year term, so this Board report is recommending a five-year lease of the Intradyn email archiving appliance at an annual lease cost of $7,014.48 per year:

<table>
<thead>
<tr>
<th>Description</th>
<th>Intradyn (Razorsafe 8000-B8 Archiver)</th>
<th>Jatheon (PnC1000 Ultra 8TB Archiver)</th>
<th>CDW-G (Quoting Barracuda Message Archiver 650)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email archiving appliance with Five Years of Maintenance and Support</td>
<td>$32,500.00</td>
<td>$42,942.00</td>
<td>$42,249.00</td>
</tr>
</tbody>
</table>
These services and supplies are exempt from bidding requirements as stated in the Illinois Public Community College Act Chapter 110 ILCS 805/3-27.1, exemption (f) which reads, “purchase and contracts for the use, purchase, delivery, movement or installation of data processing equipment, software, or services and telecommunications and inter-connect equipment, software and services.”

This expense is budgeted in the General Institutional account in the Education Fund.

**Recommendation**

It is recommended that the Board of Trustees approves the five-year lease of one Intradyn Razorsafe 8000-B8 email archiving appliance from Dell Financial Services of Round Rock, TX, at an annual lease cost of $7,014.48.

Vicky Smith
President
Request to Purchase Incubator for Microbiology Lab

Information

Microbiology is a required course for biology and healthcare related majors. A large component of this course is the study of microorganisms grown here on campus in an incubator. The current incubators used to grow the microorganisms are over 20 years old and are becoming unreliable. Therefore, the Biology department is requesting a replacement incubator. In addition to Microbiology, this incubator can be used to support a variety of student based Science, Technology, Engineering, and Mathematics (STEM) and Undergraduate Research Program projects.

Three bids were obtained for an incubator. The requested specifications were for an incubator to be at least 25 cubic feet and to have a temperature control range from 5°C above ambient to 60°C.

<table>
<thead>
<tr>
<th>Vendor</th>
<th>ThermoFisher</th>
<th>Grainger</th>
<th>VWR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Forma 3960</td>
<td>Nor Lake</td>
<td>Capro</td>
</tr>
<tr>
<td>Price</td>
<td>$7,311.00</td>
<td>$8,900.00</td>
<td>$11,057.42</td>
</tr>
<tr>
<td>Shipping</td>
<td>$505.00</td>
<td>Free</td>
<td>Free</td>
</tr>
<tr>
<td>Total</td>
<td>$7,816.00</td>
<td>$8,900.00</td>
<td>$11,057.42</td>
</tr>
</tbody>
</table>

This expense is budgeted in the Math, Sciences, and Health Professions Equipment account in the Education Fund.

Recommendation

It is recommended that the Board of Trustees approves the purchase of an incubator from ThermoFisher Scientific in Ashville, NC in the amount of $7,816.00 $7,253.50.

Vicky Smith
President

*The vendor reduced the price from $7,816 to $7,253.50 after the board report was distributed to the Trustees.
InfoBurst Dash is a software package that creates interactive dashboards from the College’s operational ERP system data. The MCC Strategic Plan emphasizes the increasing importance of measurements and metrics for all divisions. Dashboard reports are an effective means to publish measurements and metrics information. Mining and consolidating complex measurements and metrics data into understandable dashboard-style reports requires software tools that are well-integrated with the College’s ERP database.

The data is analyzed by the Office of Institutional Research (OIR) for continuous improvement and decision-making purposes. Dissemination of the analytical results by OIR in a dashboard format to internal and external entities requires a reporting tool that is powerful, yet easy to use for internal staff. At the same time, the reporting tool must provide the necessary information in an understandable dashboard format so decision-makers can determine where the College must focus its attention. InfoBurst Dash software provides the tool to enable clear and concise visual representation of key performance indicators that can be communicated throughout the College. It works with Microsoft SQL databases, which is the technology used to store the College’s Ellucian ERP data. This software is also capable of generating dashboards from data not residing within the College’s central ERP data repository, such as spreadsheets or other external data formats.

Although InfoBurst Dash software is used in conjunction with the College’s Ellucian ERP system, it is not an Ellucian product. It is provided by a third-party company called Infosol. As a result, support and maintenance for the product is separate from the ERP system’s annual maintenance and must be handled independently. Software maintenance allows the College to receive software updates and upgrades to the product, as well as receive help and support in use of the product. The annual software maintenance for InfoBurst Dash is due on May 1, 2014. The cost for one year of software maintenance is $5,925.00 and covers the period of May 1, 2014 through April 30, 2015.

Since software maintenance for InfoBurst Dash is solely provided by Infosol, no other quoting options are available from other potential providers.

These services and supplies are exempt from bidding requirements as stated in the Illinois Public Community College Act Chapter 110 ILCS 805/3-27.1, exemption (f) which reads, “purchase and contracts for the use, purchase, delivery, movement or installation of data processing equipment, software, or services and telecommunications and inter-connect equipment, software and services.”

This expense is budgeted in the IT Software Solutions account in the Education Fund.

**Recommendation**

It is recommended that the Board of Trustees approves the purchase of annual software maintenance for InfoBurst Dash software from Infosol of Phoenix, AZ for $5,925.00.

Vicky Smith
President
McHenry County College

Board Report #14-69
April 24, 2014

Request to Purchase
Video Recording Equipment for Nursing Simulation Laboratory

Information

The College’s Nursing program provides registered nurses for the healthcare industry in McHenry and surrounding counties. This is accomplished by providing high quality, innovative learning opportunities for students within the program. The high quality learning opportunities have helped McHenry County College nursing students exceed the nation and state average for pass rates of the licensure exam.

In order to continue to provide high quality and innovative learning opportunities for students, the nursing department is requesting the purchase of video recording equipment. The video recording equipment will be used to record and stream patient simulations to the classroom and allow students to review these patient simulations. Simulation is a learning activity that is designed to replicate clinical practice for student. The purchase will include software, cameras, and installation of the system in the nursing simulation laboratory.

Quotes were requested from the following companies for the software, cameras, and installation of the video recording equipment.

<table>
<thead>
<tr>
<th>Company</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-Line Medical</td>
<td>N/R</td>
</tr>
<tr>
<td>Kb Port LLC</td>
<td>$22,500.00</td>
</tr>
<tr>
<td>Laerdal</td>
<td>$22,057.63</td>
</tr>
</tbody>
</table>

This purchase is exempt from bidding requirements as stated in the Illinois Public Community College Act Chapter 110 ILCS 805/3-27.1, exemption (f) which reads purchases and contracts for the use, purchase, delivery, movement, or installation of data processing equipment, software, or services and telecommunications and inter-connect equipment, software, and services.

This expense is budgeted in the Math, Sciences, and Health Professions Equipment account in the Education Fund. The expense will be reimbursed by the Friends of MCC Foundation.

Recommendation

It is recommended that the Board of Trustees approves the purchase of video recording equipment for the nursing simulation laboratory to include software, cameras, and installation from Laerdal Medical Corporation in Wappingers Falls, NY in the amount of $22,057.63.

Vicky Smith
President
Information

In March 2011, the I.S.E.S. Corporation did a complete infrastructure condition analysis of the College and made recommendations for infrastructure improvements throughout the campus facility. Among their recommendations was project number EHV04 “Install Split DX System” in Building E. ISES identified the need for the Information Technology network closet in Building E to have its own independent cooling system. The current building HVAC only provides cooling during normal building occupancy time, not around the clock. It would be inefficient to climate control the entire building to supply the needs of one closet. Furthermore, to achieve maximum air change volumes in the space, the IT support staff has resorted to removing ceiling tiles, which on a continuous basis will result in a fire code violation.

The maintenance department’s HVAC specialist solicited three quotes from local contractors to provide independent HVAC control to this space using equipment specifically designed for network spaces. All suppliers were asked to quote labor and installation for similar products. Jensen’s Plumbing and Heating was the lowest quote proposing a Samsung 36,000 BTU unit model AQV36JA with a low temperature control kit for $8,933.00.

<table>
<thead>
<tr>
<th></th>
<th>Jensen’s Plumbing</th>
<th>HR Stewart</th>
<th>MG Mechanical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parts, labor, and materials to install Samsung #AQV36JA, 36,000 BTU Split Air Conditioning Unit to IT Closet in Building E</td>
<td>$8,933.00</td>
<td>$11,135.00</td>
<td>$11,240.00</td>
</tr>
</tbody>
</table>

This purchase is budgeted in the ISES/Deferred Maintenance account in the Operations and Maintenance Unrestricted Fund.

Recommendation

It is recommended that the Board of Trustees approves the installation of one 36,000 BTU Split Air Conditioning Unit for Building E, in the IT Closet from Jensen’s Plumbing and Heating of Woodstock, IL for $8,933.00.

Vicky Smith
President
Request to Replace and Install
Domestic Hot Water Heaters in Buildings B, C and D

Information

In March 2011, the I.S.E.S. Corporation did a complete infrastructure condition analysis of the College and made recommendations for infrastructure improvements throughout the campus facility. Included in their recommendations were project numbers BPL01, CPL01, and DPL01 Domestic Hot Water Heater replacements for Buildings B, C, and D. The existing equipment has exceeded its rated life expectancy. The project will consist of the purchase and installation of one (1) BTH-100 or comparable natural gas water heater/tank in Building B; one (1) BTX-100 or comparable natural gas water heater in Building C; and one (1) BTH-199 or comparable natural gas water heater in Building D. The existing hot water heaters and storage tanks in Buildings B and C are original equipment from 1989, and the equipment in Building D is from 1974. The replacement water heaters will offer enhanced energy savings, reduced combustion emissions, improved reliability, and use less space in the mechanical room versus the existing heating plant.

The scope of work includes:

- Disassemble and remove from the site three existing hot water heaters, tank, pumps, and insulation from Buildings B, C and D
- Proper disposal and recycling of material as appropriate
- Provide and install new hot water heaters and associated pumps, piping, wires, and insulation
- Flue ducting and roof repair at abandoned flue pipe

The College initiated a request for bids, and the following bids were received:

<table>
<thead>
<tr>
<th></th>
<th>Jensen’s Plumbing</th>
<th>Orbis Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parts, labor, and materials to replace the domestic hot water heaters in Buildings B, C and D</td>
<td>$27,450.00</td>
<td>$56,792.00</td>
</tr>
</tbody>
</table>

Funding for this project is budgeted in the Deferred Maintenance account in the Operations and Maintenance Unrestricted Fund.

Recommendation

It is recommended that the Board of Trustees approves the request to replace and install three (3) new replacement hot water heaters for Buildings B, C and D, including parts, labor, and materials from Jensen’s Plumbing and Heating of Woodstock, IL for $27,450.00.

Vicky Smith
President
Information

There are presently 20 campus classrooms that still have incandescent lamps inside dimming recessed can lights. The incandescent lamps have a very short useful life expectancy, add significant heat to these spaces, and use significantly more energy than their LED counterparts.

The 20 classrooms contain 186 incandescent lamps that need retrofitting with LED lamps. If purchased, the lamps would be installed by College maintenance personnel at a cost savings in lieu of contracting out the work to an outside vendor.

The new LED lamps would be purchased using funds from an Illinois Green Economy Network (IGEN) grant that was received by the Sustainability Center. These funds are being used to improve energy efficiency throughout the Campus.

The College obtained three quotes from the following suppliers:

<table>
<thead>
<tr>
<th>Description</th>
<th>Grainger</th>
<th>Crescent Electric Supply</th>
<th>Steiner Electric Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>186 LED Lamps</td>
<td>$5,431.20</td>
<td>$6,021.75</td>
<td>$5,766.00</td>
</tr>
</tbody>
</table>

The funds for this project are in the IGEN Renewable Grant account in the Restricted Purposes Fund.

Recommendation

It is recommended that the Board of Trustees approves the purchase of 186 LED lamps from Grainger of Elgin, IL, for $5,431.20.

Vicky Smith
President
Destruction of Closed Session Recordings

Information

Public Act 93-523 amended the Open Meetings Act to require public bodies in Illinois to keep “verbatim records” of their closed (executive) sessions. The verbatim record needs to be in the form of an audio or video recording. The law provides for the following regarding destruction of the recording:

- At least 18 months must have passed since the date of the meeting
- The public body approves the destruction of the particular recording
- The public body approves properly detailed minutes of the closed session

The recordings identified below will be physically destroyed; paper copies of the Closed Session minutes will be retained.

- Committee of the Whole Meeting, July 17, 2012
- Board of Trustees Meeting, July 26, 2012

Recommendation

It is recommended that the Board of Trustees approves the destruction on April 25, 2014 of the recordings of the Committee of the Whole Meeting, July 17, 2012 and the Regular Board Meeting, July 26, 2012.

Vicky Smith
President
Appointment of Investment Advisor

Information

During recent history, the College had relied on investment returns to supplement its budget to help cover normal operating expenses. However, since 2009 returns have plummeted in relation to the decline in the national and global economy. In the last year alone, the College has only been able to earn 10 basis points or less. One basis point is equal to .01%, 100 basis points is equal to 1.00%. One of the initiatives the College has set for itself was to re-evaluate its investment strategy in order to improve or optimize investment returns allowed under the Investment Policy Statement (IPS) and the 30 ILCS 235 Illinois Public Funds Investment Act.

For the last year, the College has examined all available opportunities and spoken with multiple firms and determined that by updating the Investment Policy Statement, shifting funds into longer duration financial vehicles and working closely with an investment advisor, returns of 100 to 150 basis points can be achieved in the current market. This is about a tenfold increase over current returns. The investment advisor will be responsible for actively managing investments for the College and working very closely with the Treasurer to identify funds available for longer duration investments and those needed for short term operating needs in order to optimize investment returns. The investment advisor will also provide benchmarked performance data.

In order to identify a potential investment advisor, the College issued a Request for Qualifications in February 2014. The College received responses from 12 firms, which were then reviewed and evaluated. As part of the evaluation process, the College looked at multiple quantitative and qualitative measures such as fees, location to college (accessibility), credentials, public funds experience, which includes work with community colleges, and services provided. The evaluation determined that PFM, Chicago, IL provided the best fit to the needs of the College for the fees charged. In the review, fees ranged from a low of $9,000 to a high of $192,000. PFM had the second lowest fee, but also the most complete response in the RFQ. The lowest responding vendor did not provide a complete RFQ and did not match well to the needs of the College and therefore was not considered as the primary choice.

Typically, an investment advisor’s compensation is based upon the amount of funds actively managed for a customer. For example, using an assumed average portfolio balance of $30,000,000 with PFM’s weighted average fee of 9.67 basis points (.097%) the charge for services is $29,100 ($30,000,000 x .00097). Additionally, there is a set minimum regardless of the portfolio value. In PFM’s case, there is a minimum annual charge of $15,000; the cost for these services from PFM will range from a low of $15,000 to approximately $29,100 annually.

This expense will be paid from the General Institutional account within the Education Fund.

Recommendation

It is recommended that the Board of Trustees approves PFM, Chicago, IL, to provide investment advisory services for three years at a minimum annual guaranteed rate of $15,000 up to an estimated annual rate of $29,100.

Vicky Smith
President
Associate of Applied Science Degree in Baking and Pastry

Information

McHenry County College is seeking approval from the Illinois Community College Board (ICCB) for an Associate in Applied Science (AAS) degree in Baking and Pastry and an Assistant Confectioner Certificate. The new degree and certificate program will be taught within the Culinary Management Department (CLM), which is part of the Education, Career and Technical Education Division.

The Associate in Applied Science degree in Baking and Pastry is a 67-68 credit hour degree program. The Baking and Pastry AAS Degree will target students who are interested in expanding their culinary skills. The Degree will prepare students for employment as bakers, pastry chefs, cake decorators and designers, chocolatiers and confectioners, and pastry kitchen managers. Graduates of the degree will work at catering companies, country clubs, hotel restaurants, pastry and confectionary shops and in institutional settings.

The Assistant Confectioner Certificate is 25-credit hour certificate program. The Certificate prepares students for entrance into the food service industry in positions such as qualified bakers and baker assistants in institutional, retail and commercial bakeries.

It is expected that more than half of the students in the new degree program will come directly from high school. The remaining students are expected to be adult students returning to college to learn a new skill or expand their current capabilities in the field. Data from the past five academic years (2009-2013) indicate that 128 McHenry County college students enrolled at neighboring community colleges for baking and pastry arts and completed 716 credit hours at those colleges.

Nationally, the U.S. Bureau of Labor Statistics (BLS) projects that employment in the industry will remain stable with 6% growth in all small and large company openings. The BLS information covers a wide variety of operations from small, mom and pop operations to large corporate kitchens. The growth trend in baking and pastry is tending toward wholesale and retail operations as well as health care and social service industries. Food service industries, such as Sara Lee, Kraft, Fanny Mae and other batch food manufacturers, are the areas that expect the most growth.

With the remodeling and installation of the new culinary laboratory in 2012, the Baking and Pastry degree option for students was a natural addition to the existing culinary management program. The kitchen is equipped with large scale mixers, marble top baking tables, proofers and a dough-sheeter that are designed to handle batch pastry operations. In 2011 the College created a Baking and Pastry Assistant Certificate, since then students have been continually requesting more course work in the field of pastries and chocolates. This new degree and certificate provide students with opportunities to continue their education beyond the Baking and Pastry Assistant Certificate.

The degree was developed with the assistance from adjunct faculty and professionals in the areas of confections, baking and chocolates. The curriculum was then vetted over the course of the last year during two meetings of advisory committee members that were comprised of McHenry County business owners and managers in the baking, pastry and hospitality fields. The faculty in the Education, Career, and Technical Education Division also approved the curriculum. In addition, the College’s Curriculum Development & Review (CD&R) committee approved the curriculum. The final faculty vote on the
curriculum will come on April 24, 2014 by the College’s Curriculum and Academic Policy Council (CAPC) with a final College review by Administration immediately following. If approved by CAPC and Administration it is recommended that the Board of Trustees also approve this Degree and Certificate.

Recommendation
It is recommended that the Board of Trustees approves the Associate in Applied Science degree in Baking and Pastry and the related Assistant Confectioner certificate.

Vicky Smith
President
# Application for Permanent Approval Career & Technical Education Curriculum

**Submit TWO Complete Copies**

<table>
<thead>
<tr>
<th>COLLEGE NAME:</th>
<th>McHenry County College</th>
<th>5-DIGIT COLLEGE NUMBER:</th>
<th>52801</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTACT PERSON:</td>
<td>Tina Drzal</td>
<td>PHONE:</td>
<td>815-455-8732</td>
</tr>
<tr>
<td>EMAIL:</td>
<td><a href="mailto:tdrzal@mchenry.edu">tdrzal@mchenry.edu</a></td>
<td>FAX:</td>
<td>815-455-8991</td>
</tr>
</tbody>
</table>

## CURRICULUM INFORMATION

<table>
<thead>
<tr>
<th>AAS TITLE:</th>
<th>Baking &amp; Pastry Management</th>
<th>CREDIT HOURS:</th>
<th>67-68</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS TITLE:</td>
<td></td>
<td>CREDIT HOURS:</td>
<td></td>
</tr>
<tr>
<td>CERTIFICATE TITLE:</td>
<td>Assistant Confectioner</td>
<td>CREDIT HOURS:</td>
<td>25</td>
</tr>
<tr>
<td>CERTIFICATE TITLE:</td>
<td></td>
<td>CREDIT HOURS:</td>
<td></td>
</tr>
<tr>
<td>CERTIFICATE TITLE:</td>
<td></td>
<td>CREDIT HOURS:</td>
<td></td>
</tr>
<tr>
<td>CERTIFICATE TITLE:</td>
<td></td>
<td>CREDIT HOURS:</td>
<td></td>
</tr>
</tbody>
</table>

**PROPOSED CLASSIFICATION:**

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>Regional</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PROPOSED IMPLEMENTATION DATE:**

<table>
<thead>
<tr>
<th>SUBMISSION INCLUDES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Part A: Feasibility, Curriculum Quality and Cost Analysis</td>
</tr>
<tr>
<td>X Part B: Supportive Documentation and Data</td>
</tr>
</tbody>
</table>

**This curriculum was approved by the college Board of Trustees on:**

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
</table>

State approval is hereby requested:

<table>
<thead>
<tr>
<th>Required - Chief Administrative Officer Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**ICCB USE ONLY:**

<table>
<thead>
<tr>
<th>ICCB APPROVAL DATE:</th>
<th>AAS: 7-29 cr. hrs Cert:</th>
<th>30+ Cert:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBHE APPROVAL DATE for AAS:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 31st 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.
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 provides 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 Associate in Applied Science Baking and Pastry program prepares individuals to be employable in any type of hospitality operation on land, water or air. Restaurants, hotels, banquet halls, cruise ships and airlines are some of the potential employers. Pastry training will allow graduates to pursue positions as Executive Pastry Chefs, Pastry Chefs, Banquet Pastry Chefs, Pantry Chefs, Pastry Kitchen Managers, Bakers, Cake Decorators & Designers, Chocolatiers and Confectioners.

   The Assistant Confectioner Certificate prepares individuals for entrance into the food service industry in positions such as qualified bakers and baker’s assistants in institutional, retail and commercial bakeries.

   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 population for this degree and certificate is both employed adults looking to change careers as well as traditional students who want to begin careers in the culinary field. As more culinary training has become accessible, more employers are requiring certificates or a 2 year associates degree in order to attain employment.

   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).

   Baking and Pastry prepares graduates for positions such as Executive Pastry Chefs, Pastry Chefs, Banquet Pastry Chefs, Pantry Chefs, Pastry Kitchen Managers, Bakers, Cake Decorators & Designers, Chocolatiers and Confectioners, SOC Job Titles and Codes in both 35-1011 (Chefs and Head Cooks) and 51-3011 (Bakers) in the CTE Hospitality and Tourism Career Cluster.

   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).

   Pastry related job data is unique in that the job titles are spread throughout many categories. Pastry related jobs can be found in the restaurant industry or the retail industry. Cake decorators may be found under artist related positions while chocolate and candy making positions may be found under titles such as batch food operations or manufacturing positions. To address this challenge, the American Bakers Association commissioned and published a study of the economic impact of the baking industry. The summary of the study:
“The baking industry is a dynamic part of the U.S. economy, accounting for about $311.0 billion in total economic output or roughly 2.1 percent of GDP. Bakers, product wholesalers and retailers directly or indirectly employed approximately 1.76 million Americans in 2010. These workers earned over $90.2 billion in wages and benefits. Members of the industry and their employees paid $38.5 billion in direct federal, state and local taxes. This does not include state and local sales taxes imposed on baked goods.”  Source:  http://www.bakersenrichamerica.org/ Home/Methodology

The trend in pastry related jobs is now in wholesale and retail operations instead of “in-house” restaurant pastry chefs and bakers. In addition, food sensitivity issues have created a need for skilled bakers trained in baking for special diets.

Currently, students who wish to graduate with a Pastry related degree need to go to another community college district. The number of students in the McHenry County College district interested in Baking and Pastry has been growing. Based on the feedback from current students and tuition charge backs, there is enough demand to offer our own degree to meet this need.

<table>
<thead>
<tr>
<th>Joint Agreement Contracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCC Students Attending Out of District on Joint Agreements</td>
</tr>
<tr>
<td>Duplicated Headcount</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY 2009 # of Students</th>
<th># of Hours</th>
<th>FY 2010 # of Students</th>
<th># of Hours</th>
<th>FY 2011 # of Students</th>
<th># of Hours</th>
<th>FY 2012 # of Students</th>
<th># of Hours</th>
<th>FY 2013 # of Students</th>
<th># of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elgin</td>
<td>21</td>
<td>215.5</td>
<td>19</td>
<td>208</td>
<td>23</td>
<td>228.5</td>
<td>29</td>
<td>241.5</td>
<td>35</td>
<td>335.5</td>
</tr>
<tr>
<td>Harper</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>215.5</td>
<td>19</td>
<td>208</td>
<td>23</td>
<td>228.5</td>
<td>30</td>
<td>245.5</td>
<td>35</td>
<td>335.5</td>
</tr>
</tbody>
</table>

McHenry County College participated in an environmental scan conducted by the Center for Governmental Studies, Northern Illinois University. In this scan, the job category of “Accommodation and Food Services” was noted as the 5th largest rise in employment offerings in McHenry County from 2000-2012. There were 1288 jobs created in the county in this category over 12 years. Source: Illinois Department of Employment Security, Quarterly Workforce Indicators.

The projected outlook for bakers remains somewhat stable with 6% growth in all small and large company openings. This information is somewhat misleading as it covers such a wide variety of operations, from mom and pop operations to large corporate kitchens where baking and pastry work take place. The growth trend in the baking and pastry is tending toward wholesale and retail operations as well as healthcare and social services industries. The program at McHenry Community College will train students to be successful in all baking and pastry areas, including wholesale and retail operations, thus providing a workforce to fill the majority of openings currently and expected in the future in this field.
Another of the growth areas in baking and pastry is in positions categorized as batch maker, positions where the focus is on large wholesale production where foods are prepared in batches. These positions include industry positions for companies such as Sara Lee, Kraft, Fanny Mae, and others. Though batch maker positions include batches for all foods, baking and pastry positions are also included in these growth areas.
Baking and pastry positions are also available in the cooking machine operator positions in wholesale and retail positions. Though overall growth in this area is also fairly stable, again the growth is outside the smaller mom and pop operations in large wholesale and retail organizations.

**PROJECTED JOB OUTLOOK 2010-2020**

**CATEGORY:** FOOD COOKING MACHINE OPERATORS & TENDERS  
**SOURCE:** WWW.BLS.GOV

![Graph showing projected job outlook for food cooking machine operators and tenders](image)

No alternate labor market data was reviewed.

**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 college has successfully implemented a PCCS (Partnerships for Career and College Success) program with local high schools. Currently, culinary classes are offered at Woodstock North High School (WNHS), District 200. Pastry related classes are continuously requested and will be integrated into the existing PCCS program as well. This collaboration allows McHenry County College to offer extra evening classes at the WNHS location for college district residents.
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.

The following people have been and will continue to be involved in the yearly review of the program: Nabil Baaklini (Vittles), Carrie Curie (SweetPea Cakes), Jim Hoover (Chili’s Grill & Bar), Scott Lager (Strategic Hospitality Search), Erin McElroy (Lakeside Legacy Foundation – Dole Mansion), Simon Pedersen(Woodstock North High School), Elizabeth Porter (Key Lime Cove), Haji Black (Salute Farms), Mike Tanescu (MCC Culinary student), and Paul Tinaglia (department chair and full time faculty member).

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.

No similar programs are offered by the college or in the McHenry County College district. A similar program to the McHenry County College can be found in the Elgin Community College district.

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.

McHenry County College is not seeking regional status.

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).

Currently, students who wish to graduate with a Pastry related degree need to go to another community college district. In 2013, 335 class hours were generated at other colleges by McHenry County College (MCC) students wishing to pursue degrees in the field of Baking and Pastry. Based on the feedback from current students and tuition charge backs, there is enough demand to offer our own degree to meet this need. McHenry County College already has the facilities to accommodate the Baking and Pastry program and the program complements the Culinary Management Program already available at MCC. McHenry County College participated in an environmental scan conducted by the Center for Governmental Studies, Northern Illinois University. In this scan, the job category of “Accommodation and Food Services” was noted as the 5th largest rise in employment offerings in McHenry County from 2000-2012. There were 1288 jobs created in the county in this category over 12 years. Source: Illinois Department of Employment Security, Quarterly Workforce Indicators.

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

The Baking and Pastry Associate in Applied Science program will prepare individuals to be employable in any type of hospitality operation on land, water or air. Restaurants, hotels, banquet halls, cruise ships and airlines are some of the potential employers. Pastry training will allow graduates to pursue positions as Executive Pastry Chefs, Pastry Chefs, Banquet Pastry Chefs, Pastry Chefs, Pastry Kitchen Managers, Bakers, Cake Decorators & Designers, Chocolatiers and Confectioners.

The Assistant Confectioner Certificate prepares individuals for entrance into the food service industry in positions such as qualified bakers and baker’s assistants in institutional, retail and commercial bakeries.

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.

See Curriculum Chart (Part B).

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?

All potential Baking and Pastry students will receive advising and be invited to programs that showcase the Baking and Pastry program. These programs will include faculty teaching in the program. The department chair will discuss program requirements and expectations with interested students. Students will receive information on attending McHenry County College and will learn how any prior education may apply to the McHenry County College Baking and Pastry program. The program includes general education requirements and some culinary courses that are also in the Culinary Management program, offering opportunities for students interested in these career paths to obtain both degrees and certificates.

Dual credit opportunities are already in place for a few of the culinary courses included in the Baking and Pastry program. Additional dual credit opportunities may be established in general education courses for the program as high school teachers are more likely to be credentialed to teach these courses.

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.

The Baking and Pastry degree and Assistant Confectioner certificate complement the current culinary program. Students can move from the Baking and Pastry Assistant I certificate into the Assistant Confectioner Certificate and then into the Baking and Pastry Degree. In addition, the curriculum is written to make it desirable for students to complete both a
culinary and pastry degree. All core general education requirements will be the same for culinary and pastry students. Each degree will have seven specific topics classes depending on the culinary or pastry path students choose. In addition, the bakery operations class will use business planning software currently in use by the business entrepreneurship classes offered at the 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 college will seek opportunities for our AAS in Baking and Pastry graduates to pursue baccalaureate degrees at the colleges listed below. Each is accredited by the Higher Learning Commission.

Kendall College
- BA in Culinary Arts
- BA in Hospitality Management

Illinois Institute of Art
- Bachelor of Applied Science in Culinary Management
- BS in Hospitality Management

Robert Morris University
- Bachelor of Professional Studies in Advanced Culinary Arts and Hospitality

Roosevelt University
- BS in Hospitality and Tourism Management

Southern Illinois University Carbondale
- BS in Hospitality and Tourism Administration (capstone program)

Lexington College
- Bachelor of Applied Science in Hospitality Management (Specialization in Baking & Pastry)

Additional articulation opportunities may be pursued in the future.

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:

Based on advisory board meetings, the Pastry program will follow the same core principles as the previously implemented culinary program. Advisory board meetings have indicated the need for documentable skills such as a degree program. See Appendix A.

(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/Dev Ed Bridge
The entrance requirements for this AAS program include scoring at or above basic mathematical, reading and writing skills as identified by specific scores obtained on the ACT or Compass tests. Students who request admission to the Baking and Pastry program who have not taken the ACT test will have the ability to take the Compass test to determine if they have the requisite reading, writing and mathematics skills to be successful in the program. Students without the appropriate reading, writing and mathematical skills will be referred to developmental education courses that will help them increase their academic competencies in these areas to ensure their eventual success in the program.

(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?

The Baking and Pastry industry positions all require strong written and oral communication skills for working with the public, vendors, staff, local units of government, and developing print materials commonly used in the industry. These skills are supported by the General education courses included in the degree program and activities throughout the curriculum in culinary courses. The mathematics skills are needed for ordering, purchasing, and calculating quantity of product needed on hand and to purchase. In addition, costing out product to maintain profit margins is very important.

(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?

The curriculum is designed to meet industry standards set by the American Culinary Federation (ACF) as well as the National Restaurant Association Educational Foundation (NRAEF). The NRAEF prepares students for the NRAEF Manage First industry certification as well as the Servsafe sanitation manager certification. The Baking and Pastry program will implement the same skill standards as the currently existing culinary program: The National Restaurant Association Educational Foundation (NRAEF) and the American Culinary Federation (ACF). Students must meet or exceed these standards in order to successfully complete this program. Students completing the degree will have the minimum education requirements to attempt first level ACF certification examination. The program includes four core NRAEF Manage First courses. Successful completion allows the students to apply for the NRAEF Manage First Diploma.

5) **Career Development.** Describe how career information, resume building and job search activities are incorporated into the curriculum.
All of the Culinary and Pastry courses will be taught by professionals working in the field, including sous chefs and executive chefs as well as restaurant and bakery owners. These professionals will make available career information to the students throughout their tenure in the program. In addition, toward the end of the program, the career services coordinator will meet with classes to help students construct resumes, begin the job search process, participate in mock interviews, and other activities that will prepare students for their career search and success in the Baking and Pastry field.

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

No new courses are being developed for the associate in applied science or certificate programs. The courses are already in the Culinary Management program at McHenry County College.

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.

Students will do the majority of their coursework in two different industry certified professional kitchens. Work-based learning is significantly incorporated into the Bakery Operations class where students will run a student managed bakery and café. In addition, students will have the opportunity to participate in the student run hospitality club, giving them real-world food-related event experience.

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?)

There is no external approval or accreditation required for this program beyond that of ICCB, IBHE and the Higher Learning Commission.

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

General education courses provide the foundation for reading, writing, and analytical skills as well as build an appreciation for the arts and cultures so important to culinary arts in baking and pastry. Students will refine their reading, writing and analytical skills in courses within the culinary and baking and pastry courses focusing on various aspects of the industry as well as computation skills necessary for accurate results in the kitchen as well as business operations. Because today’s baking and pastry professionals need to be both computer and internet literate, the program will require computer training and internet access.
Students will be expected to communicate clearly, both verbally and in writing. Students will also be expected to demonstrate proficiency with critical thinking, basic math, science, project management, and business writing skills. Students will be expected to comprehend, explain and demonstrate how to organize, manage and supervise a profitable hospitality operation. Students will also develop skills for problem solving, decision making, and critical thinking relevant to the baking and pastry industry and personnel.

- the career and technical education component of the curriculum.

The Associate of Science degree in Baking and Pastry Arts provides instruction in the art and science of baking and pastry preparation. Students use a variety of tools and equipment to produce items such as quick breads, yeast breads, cakes, frozen desserts, centerpieces, candies, cookies and various pastries. Students also study proper foodservice sanitation, supervisory procedures and nutrition.

Students will be expected to:

- Prepare, produce, and present pastry, baked products and desserts utilizing professional techniques.
- Apply food safety and sanitation principles in the preparation of food products.
- Utilize healthful baking and dessert preparation techniques to modify and develop formulas that are healthy and flavorful.
- Demonstrate professional leadership attributes necessary for operating responsibly in the food and beverage industry.
- Demonstrate display techniques as they apply to hot and cold dessert presentations.
- Implement cost control measures to track goods, services and costs through the cycle of cost control and to evaluate revenue and expenses and their effects on profitability.
- Interpret general management concepts relating to food, beverages, and the overall menu.
- Demonstrate quality supervisory and people skills

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).

Both formative and summative assessments will be used to track student progress. Portfolios, kitchen performance and participation, quizzes and comprehensive tests will be required. In addition, students will have practical testing twice a semester for each lab related class. Practical testing will follow the guidelines of the American Culinary Federation (ACF).

f. Continuous Quality Improvement.

1) Describe how the college will utilize continuous quality improvement to ensure the curricula remains rigorous and relevant.
Advisory committee meetings have been and will continue to be held at least once a semester to engage experts in the baking and pastry industry to review the curricula and program design to ensure that coursework and the overall Baking and Pastry program is training students in a way that stays current with the baking and pastry industry and best meets the needs of regional proprietors currently operating in this service sector. A comprehensive program review will take place every five years as required by McHenry County College and ICCB. In addition to the 5 year cycle of program reviews, MCC uses bi-annual progress reports that are presented to the program review committee of the college. In this way, faculty are encouraged to be continually assessing their program outcomes. Faculty teaching in the Baking and Pastry program will be encouraged to participate in workshops and conferences sponsored by the NRA and ACF to remain current in their field and regularly asked to apply that learning to the curricula.

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

Assessment of student learning data will be used by faculty to determine if course and program outcomes are being met. Student evaluations and surveys will be distributed at the end of each course to help the faculty evaluate the overall program design and determine class effectiveness. Faculty will make adjustments to improve and better align the curriculum to meet requisite student learning outcomes. Student portfolios will be reviewed to determine if graduates are meeting the broad program learning objectives, general education learning objectives and career and technical learning objectives. Information from assessment tools will be used to make adjustments to courses, sequencing, pedagogy, and other instructional factors as appropriate. Faculty and the advisory committee members will look at the rates at which graduates obtain and maintain employment as well as enrollment and retention data.

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

The following people have been and will continue to be involved in the yearly review of the program:

The following people have been and will continue to be involved in the yearly review of the program: Nabil Baaklini (Vittles), Carrie Curie (SweetPea Cakes), Jim Hoover (Chili’s Grill & Bar), Scott Lager (Strategic Hospitality Search), Erin McElroy (Lakeside Legacy Foundation – Dole Mansion), Simon Pedersen(Woodstock North High School), Elizabeth Porter (Key Lime Cove), Haji Black (Salute Farms), Mike Tanescu (MCC Culinary student), Paul Tinaglia (department chair and full time faculty member).

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).

A hands-on bakery operations class offered each Fall will provide students with the real-life experience of running an onsite campus bakery. Students will determine the menus, cost out the ingredients, and prepare and sell all the goods that are produced in the kitchen making sure that they cover the costs of the product. Triton College is the only other community college in the greater Chicago suburban area to offer this class. In addition, McHenry County College is privileged to have a Sustainability Center located on campus to assist the program with sustainability training in the hospitality field. The Sustainability Center has actively engaged with the department
to seek grants for recycling and composting of leftover products and waste.

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).

      This chart has been completed.

   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.

      This chart has been completed.

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

   MCC believes that its classes and programs should be available to all members of our community. With this goal in mind, the following individuals may enroll in credit classes as full-time or part-time students:

   - A graduate of an accredited high school or home-school program
   - GED recipient
   - Non-graduates who are no longer attending high school
   - Students in high school who may benefit from taking courses through the High School Plus program.

   This program will be overseen by a Pastry trained faculty member to ensure that the quality of the curriculum is meeting the goals and requirements necessary to provide students the training needed to be successful in the industry.

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

      The Baking and Pastry program will be offered and overseen by the faculty chairperson of the Culinary Management program and department faculty members. The faculty member will maintain control over the program, including the quality of the curriculum, in collaboration with the advisory committee and the dean of education, career and technical education. Degree audit will be completed by the registrar’s office personnel to ensure that students have completed all degree requirements before graduation.

   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.

      No other entity will be contractually involved in the delivery of program content.

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).

McHenry County College has the human and fiscal reserves to support the Baking and Pastry Associate in Applied Science and certificate programs. The college will dedicate funding in the budget for fiscal year 2015 to enhance and expand this academic initiative. This program will continue to be supported by tuition and course fees and will share resources currently allocated to the Culinary Management budget.

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.

All equipment needed is already in place at both locations-Woodstock North High School and McHenry County College.

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.

McHenry County College has the classroom space and computer labs to implement and support the program.

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

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

   Pastry related job data is unique in that the job titles are spread throughout so many categories. Pastry related jobs can be found in the restaurant industry OR the retail industry. Cake decorators may be found under artist related positions while chocolate and candy making positions may be found under titles such as batch food operations or manufacturing positions. To address this challenge, the American Bakers Association commissioned and published a study of the economic impact of the baking industry. The summary of the study:

   “The baking industry is a dynamic part of the U.S. economy, accounting for about $311.0 billion in total economic output or roughly 2.1 percent of GDP. Bakers, product wholesalers and retailers directly or indirectly employed approximately 1.76 million Americans in 2010. These workers earned over $90.2 billion in wages and benefits. Members of the industry and their employees paid $38.5 billion in direct federal, state and local taxes. This does not include state and local sales taxes imposed on baked goods.” *Source:*  
   [http://www.bakersenrichamerica.org/Home/ Methodology](http://www.bakersenrichamerica.org/Home/ Methodology)

   The trend in pastry related jobs is now in wholesale and retail operations instead of “in-house” restaurant pastry chefs and bakers. In addition, food sensitivity issues have created a need for skilled bakers trained in baking for special diets. *See Appendix A, pages 12-19 for www.bls.gov statistics*

<table>
<thead>
<tr>
<th>Soc Job Titles &amp; Codes *( and other Job titles if alternate date also submitted</th>
<th>Annual Openings*</th>
<th>District</th>
<th>Employment Projections: Annual Program Completers ** (indicate from which surrounding districts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>35-1011 (Chefs and Head Cooks)</td>
<td></td>
<td></td>
<td>Specific completor information for bakers in this category cannot be disaggregated from the broader statistical information available at this time.</td>
</tr>
</tbody>
</table>

* 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](http://www2.doleta.gov/aces/).  
** 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).

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baking &amp; Pastry Arts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Enrollments:</td>
<td>16</td>
<td>30</td>
<td>38</td>
</tr>
<tr>
<td>Part-Time Enrollments:</td>
<td>8</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Completions:</td>
<td>8</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td><strong>Assistant Confectioner</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Enrollments:</td>
<td>16</td>
<td>30</td>
<td>38</td>
</tr>
<tr>
<td>Part-Time Enrollments:</td>
<td>16</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Completions:</td>
<td>8</td>
<td>16</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assistant Confectioner</strong></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Enrollments:</td>
<td>16</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Part-Time Enrollments:</td>
<td>8</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Completions:</td>
<td>8</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>Program Title: Baking and Pastry Management, AAS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix/#</strong></td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td><strong>General Education Courses</strong> (required coursework). Specify Courses.</td>
</tr>
<tr>
<td><strong>Communications</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Humanities and Fine Arts</strong> Recommended: SPA151 Elementary Spanish I</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Mathematics or Physical Sciences or Life Sciences</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Social and Behavioral Sciences</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>Career and Technical Education (CTE) Courses (required coursework)</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>CTE Electives</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>TOTAL CREDIT HOURS REQUIRED FOR COMPLETION</strong></td>
</tr>
</tbody>
</table>
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; italize transferrable courses. **BOLD** new courses.

<table>
<thead>
<tr>
<th>Assistant Confectioner Certificate</th>
<th>Course Prefix/#</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Lecture Hours (include contact hrs new courses only)</th>
<th>Lab Hours (include contact hrs new courses only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td></td>
<td>(required coursework). Specify Courses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career and Technical Education (CTE) Courses (required coursework)</td>
<td>PAS 101</td>
<td>Pastry Skills I</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAS 102</td>
<td>Pastry Skills II</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAS 250</td>
<td>Confections &amp; Chocolates</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAS 260</td>
<td>Baking for Restricted Diets</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLM 100</td>
<td>Introduction to Hospitality</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLM 105</td>
<td>Sanitation</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td></td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTE Electives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDIT HOURS REQUIRED FOR COMPLETION</td>
<td>25</td>
<td></td>
<td>25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

### Baking and Pastry Management AAS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit hours</th>
<th>Career and Technical Courses</th>
<th>General Education Courses and Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>15-16</td>
<td>(2) CLM 105 Sanitation</td>
<td>(3-4) MAT/SCIENCE elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) CLM 100 Intro to Hospitality</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(7) PAS 101 Pastry Skills I</td>
<td></td>
</tr>
<tr>
<td>Second Semester</td>
<td>16</td>
<td>(7) PAS 102 Pastry Skills II</td>
<td>(3) ENG 151 Composition I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) PAS 250 Confections &amp; Chocolates</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) CLM 150 Inventory &amp; Purchasing</td>
<td></td>
</tr>
<tr>
<td>Summer Semester</td>
<td>5-7</td>
<td>(5) PAS 103 Pastry Skills III</td>
<td>(2) Internship Elective</td>
</tr>
<tr>
<td>Third Semester</td>
<td>16</td>
<td>(5) PAS 208 Bakery Operations</td>
<td>(3) FRE 151, French I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) CLM 106 Nutrition</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) CLM 170 Cost Control</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) PAS 240 Decorative Skills</td>
<td></td>
</tr>
<tr>
<td>Fourth Semester</td>
<td>15</td>
<td>(3) CLM 107 Supervision</td>
<td>(3) Social/Behavioral Science Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) CLM 160 Menu Planning</td>
<td>(3) SPE 151 Intro to Speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) PAS 260 Baking for Restricted Diets</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>67-68</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assistant Confectioner Certificate

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit hours</th>
<th>Career and Technical Courses</th>
<th>General Education Courses and Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>12</td>
<td>(2) CLM 105 Sanitation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) CLM 100 Intro to Hospitality</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(7) PAS 101 Pastry Skills I</td>
<td></td>
</tr>
<tr>
<td>Second Semester</td>
<td>13</td>
<td>(7) PAS 102 Pastry Skills II</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) PAS 250 Confections &amp; Chocolates</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) PAS 260 Baking for Restricted Diets</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

No contractual or cooperative agreements are involved with the degree or certificate.
FACULTY REQUIREMENTS

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

<table>
<thead>
<tr>
<th>Degree</th>
<th>Field</th>
<th>Credential</th>
<th>Years of Related Occupational Experience</th>
<th>Years of Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>Baking or Pastry Arts</td>
<td></td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Associate</td>
<td>Culinary Arts or Hospitality Management</td>
<td></td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td># of New</td>
<td>Full-Time</td>
<td>Part-time</td>
<td>Full-Time</td>
</tr>
<tr>
<td>Faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># of Existing</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Administrator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library/LRC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility Costs*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL NEW COSTS</td>
<td>$</td>
<td>$13,000</td>
<td>$13,000</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Costs</td>
<td>$</td>
<td>$13,000</td>
<td></td>
</tr>
<tr>
<td>Administrator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library/LRC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility Costs*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL NEW COSTS</td>
<td>$</td>
<td>$13,000</td>
<td></td>
</tr>
</tbody>
</table>

*Capital projects that use state funds require prior ICCB approval, as do capital projects over $250,000 that use local funds.
MCHENRY COUNTY COLLEGE
ADVISORY BOARD MINUTES

Culinary Management Advisory Committee Meeting
March 18, 2013
9:30 a.m. – 11:00 a.m.
The Scot Room – MCC

Attendees: Nabil Baaklini (Vittles), Tony Capalbo, Carrie Curie (SweetPea Cakes), Tina Drzal, Jim Hoover (Chili’s Grill & Bar), Thomas Kaltenecker, Scott Lager (Strategic Hospitality Search), Erin McElroy (Lakeside Legacy Foundation – Dole Mansion), Julie Nordholz, Simon Pedersen, Elizabeth Porter (Key Lime Cove), Mike Tanescu (MCC Culinary student)

Minutes: Kathy Hoover

Welcome
Thomas welcomed all to the meeting, and the attendees introduced themselves. Thomas proceeded to conduct the meeting.

Our Instructors
This semester, we have two new instructors, Ken Teets and Aaron Valdez, which brings the total number of instructors to eight. Our other instructors are Tina Drzal, Sandra Johnston, Jeff Lemke, Simon Pedersen, Pili Rios, and Jake Rosborough. The team has been growing, with growing enrollment.

Culinary Lab
Our lab capacity allows us to add approximately three more lab classes. We have capability to allow two lower level lab classes at the same time in our new culinary lab at MCC. We have been seeing a completely different demographic of students coming to us, as we can now expand our class time beyond our 4:00 p.m. - 9:50 p.m. timeframe; we now have classes held 10:00 – 3:50 p.m. We have a great support system for our students, including our library, which adds to student success, as part of MCC’s mission statement.

Thomas gave this group a tour of the new Culinary lab area. Some points made:
• The Scot Room, where we have this meeting and where the Slainte Restaurant is located, used to be the old Employee Dining Room.
• We have kept some of the old culinary equipment.
• Currently, the health department doesn’t allow us to do food preparation in The Scot Room, nor can we do tableside. We will try to make modifications to the ceiling tiles to allow this in the future.
• From The Scot Room, there is now an access to the outside, so Sandra can do barbecuing there.
• We purchased a POS (point of sale) machine, with Perkins funding. We will have better credit/debit card utilization with this in the future.
• We need to adjust the lighting in The Scot Room to be more optimal for Slainte use.
• The Scot Room seats 100 people; it used to seat 48 people. The numbers for restaurant reservations are currently low, and we would like more reservations.
• The kitchen is used by MCC Food Service during the day. At 4:00 p.m., it is used for instruction, and the Slainte restaurant. This area is potentially another classroom for a Culinary class.
• About 1.3 million dollars was spent on the kitchen upgrades. The whole remodeling was 5.3 million dollars.
• We used the former “Belly of the Whale” student lounge to be a part of the new kitchen.
• The whole remodeling process took about one year. We wanted the most cost-effective and most transferable and transformative floor plan. We wanted to be able to teach as many different classes at the same time as possible.
• We have a Rationale oven, which is a high quality machine. It does many things, including different types of food preparation and auto-cleaning.
• During instruction, teachers can use a specialized camera that assists teaching the students.
• We have many different mixers, and a dough sheeter. We can allow businesses to come in and try out the specialized equipment we have.
• It took us about five tries to set up this kitchen, the preparation areas are portable.
• We have a walk-in cooler and a walk-in freezer.

Guest Lecture/Field Trips
It is a little harder to have a guest lecture here, as we are located far away for guests to attend. It is easier to secure a guest lecturer when located closer to the more heavily populated areas. It is difficult to do the field trips, since each students needs to drive to the location; it also takes time away from the lab and lecture time, which are a vital part of the class. But, it is important to have some guest lectures that help to teach some real-world application, perhaps a counterpoint to what is taught here. It is helpful to compare requirements from education, to the requirements of the National Restaurant Association (NRA), for example.

Events
• We run many events here. The Hospitality Club is led by Simon, formerly by Tina.
• We receive a lot of requests from the outside for Culinary and Pastry to do outside work, but we are not to do private parties, as this was made clear by the Executive Dean of our division. Any money that would be paid from a private party event technically goes to our school, so it wouldn’t benefit the student financially.
• We do not have event planning yet; this may or may not be a part of our program in the future.
• Tina – Our Culinary students do get involved in the events we have at MCC, such as the Career and College Readiness Fair, MCC night, and the Employee Appreciation Event.
• College events involving food usually come through the Culinary Department or the Hospitality Club.
• Certain catering events can be done through our facilities, as both WNHS and MCC facilities are licensed to do outside events.
• At our Employee Appreciation Event, we provide some of the food, all of the labor in the front of the house. We do not have labor covered, though, as this is the student’s experience and/or time off from class.
• Any money raised at events can be used for other things, such as an NRA food show ticket.
• Nabil – Students who work at the events get experience with some pressure associated with working in the food/hospitality industry.

Program Review – Past, Present, Future
To be certified by the Illinois Community College Board, a program review needs to be written. It is used to assess a program, to see where you came from, to where you are going. There has been so much expansion in the culinary program that we have overshot most of our goals. Thomas talked about where we came from, where we are, and where we are going in the Culinary Management Department:

Past
• One of our department goals was to develop a culinary incentive to meet educational needs. We accomplished this.
• Perkins money is still given to us. We will be spending money for $8,800 on pastry equipment, fryer filters, and $4,500 for mixers. In the first year of the Culinary program, we spent about $18,000.
• The Perkins money has been vital to our program; it allows us to buy the equipment and tools we have now. We are in need of small wares now, requesting $14,000 for this. When we have a wish list prepared, instructors now need to specify what they need the items for.
• Another goal we addressed was to provide the students with the most up-to-date equipment.
• We have increased student enrollment by well over one percent each year.
• I have been looking for more partnerships with PCCS; we are possibly starting Baking and Pastry next year, which gives high school students another option.
• Simon had done Culinary demonstrations for second-graders, which shows we’re trying to introduce students to this at a very early age.
• Our high school program, held at Woodstock North High School, allows students to obtain college credit for those classes. If we offer many different Culinary classes at the high school, a student could obtain many credits before coming to MCC as a college student.
• Tony – This fall we would like to have a high school program, where students from various high schools could attend culinary classes at MCC, since there are often no openings at WNHS.
• Tony – This Wednesday, we have a meeting planned, where students and instructors from the high schools can tour MCC, so they can see our culinary program. MCC Night is for juniors and seniors. This is new: On April 12 and 13, there is a career awareness program for 8th – 12th graders, parents, and businesses, where they can see culinary demonstrations here to bring about awareness.
• There aren’t too many certificate completers in culinary because the certificate program has evolved into degree programs, so students aren’t as interested in applying for the certificate; rather, many have moved onto the degree program.
• For the last three years, our program has had the highest retention rate in the ECTE division, according to our Institutional Research office. One objective we have not addressed, but would like to, is working with the Chamber of Commerce for events.
• Our Study Abroad program was turned down by MCC due to a lack of funding. There is a lot of work involved in setting this up; it was to be a 4-credit program, associated with the Garde Manger class. It is different from the student exchange program. Most culinary schools that I know of do have some type of study abroad program, so I think it is important to have one here.

Present
• The certification we are doing now is Management First, an NRA product. We have a workbook we use, which is cost-effective. I allow my instructors to teach in their style, as long as the learning objectives are instilled. This workbook we use is driven by a good assessment tool, which is the final exam. The instructors can use this book along with any other book they want. Current trends in culinary can be combined in the instruction.
• Mike – The tests are a good indication of what you are learning. They are not easy; you do have to study. I am almost done with my associate’s degree in culinary, and I may come back for the baking and pastry degree. The program has really grown.
• Simon – A student from Woodstock North had earned her certificate before she was a senior in high school. She is continuing classes, and will have 26 credits before she enters college. She plans to enter MCC for her associate’s degree, then go on to get her bachelor’s degree at another college.
• Tony – Many of the high school districts will pay for these classes, so students are saving this money they would otherwise spend at the college. It is also an incentive for them to continue with their degrees at MCC.
  o Tina – There is a small flat fee charged, maybe $100.
• Tony – This particular student who has already earned credits in high school wants to major in hotel management, but she is getting her experience with the inner workings of culinary, via our classes.
• I would like to see students having culinary experiences early in life, and hopefully to follow through with it.
• We want to see students able to get a job after they leave here. Also, I encourage students to get a job to have some experience in the culinary industry, as the education and experience together will prepare them.
• Students who get practice with events will be exposed to the reality of this career.
• Tina – We can see students’ work ethics, so we know who we can recommend to outside businesses if those businesses need help.
• Nabil – I feel your school helps guide the students in the right direction.
• Scott – Students should get experience in this field to get a feel for what it is, and this will show on their resume that they have some practical experience. They should not expect to have their ultimate job right out of school.
  o Mike – MCC does provide some experience in the classes, via washing dishes and waiting tables.
  o Tina – I encourage students to work at stores that make cakes, so they can get experience with the repetition of piping a cake, for example.
• Mike – My aspiration is to work in the culinary industry, maybe as an owner.
• Tina – We have special software implemented for the new Baking Operations class; it involves students setting up a baking plan.

Internships
• Scott – Internships are hard to find. Students who work in the food industry should probably have the internship done there.
• Tina – At ECC, students weren’t able to get their internships from the places they worked, but slowly, they allowed this.
• I have not had Internship class in my curriculum because there aren’t a lot of businesses around MCC where this could be done. Also, students already have hands-on experience at MCC, internships may not be paid, the experience at these internship places may not be beneficial, it is difficult to get the students in the right internship, and the school tuition for this needs to be paid.
• Tina – We are calling our internship BUS 290; the hours students work at their employment may be applied toward this.
• For certification for Management First, students need to do 800 hours.
• Tina – Internship is done by hours at their employment, or by hours done elsewhere. At Triton College, students can acquire hours from doing events. We will help students find internships.
• Each college can decide how many hours an internship is worth.
• Erin – The foundation board for the Chamber of Commerce in Crystal Lake is getting ready to launch an internship program. It will be for 18- to 22-year olds right now. It will be for fall or spring. Some are paid, some are unpaid. This is in an effort to give these students real life experience with businesses; hopefully, many businesses will work with us. For MCC, it could be part of the curriculum, or in addition to the curriculum.
• Julie N. – MCC does have the Illinois Cooperative Work Study Grant, where we can help pay for half of someone’s internship salary, as long as they are enrolled in an MCC internship class and program.
• Tina – Right now, we have the internship as part of the Baking and Pastry degree at 70 hours; if we took it out, we’d still have plenty of hours for the degree program.
• Mike – If you volunteer enough hours to do the functions with the Hospitality Club, it is somewhat like an internship.

Future
We have a five-year plan.
• One of our objectives is to improve employability traits and secure jobs. We would partner with McHenry County Food Service Operations.
• Developing our Study Abroad Program is scheduled for 2016.
• We are improving the quality for the Associates degree in Culinary and Baking by hiring a second full-timer or
hiring support staff. I currently procure all orders for all food purchases, which takes several hours each week to do. The purchasing is part of what I teach here. I included all of my instructors to budget what they need for their classes. This can be incorporated into classes, teaching students how to budget.

- Alternative delivery creative scheduling is slated for 2014. We have to alter the way we schedule classes to be the most optimal for students to complete classes. Also, we could try doing some teaching overnight, baking breads, maybe? We could possibly put classes online—there is a need, but I’m not a fan of this; I prefer hands-on.

  - Scott – Classes that I teach, Intro and Supervision, are now 8-week classes because enrollment was up and they wanted to get the students through quicker; they used to be 16-weeks.
  - Tina – For Supervision, they hybrid class would work, and it would not be enough to have it online.
  - Thomas – as an instructor, it is very difficult to teach culinary classes online. The face-to-face is much more effective.
  - Erin – I had taught MCC 101 in the past; Normally a face-to-face class, I made my class hybrid to help push critical thinking, etc. that online provides.
  - Tina – Intro could be online, but not other culinary classes.
  - Scott – Hospitality class has to be face-to-face.
  - Thomas – I’m still a fan of Friday and Saturday classes.

- The Associate’s degree in Hospitality and Management and Sustainable Restaurant Operations, as well as bar management, casino management, event management, and a food truck (which includes different departments of the college)—this is for 2017. The Associate’s Degree in Baking Manufacturing and Pastry Arts classes is still being developed — this is for fall.

- Tina – I tell students if they are in Culinary, take Baking; if they are in Baking, take Culinary.

- Tina - There are some core bakery classes that are different for this degree. Some classes include restricted diet baking, decorative pastry skills, and confections and chocolate. Specific skill-set classes will not have a prerequisite—for students who just want to learn those skills sets.

  - Thomas – there is not much cost added for this for equipment that is needed, as we have most of it, so we expect this degree to be approved.

- Tina – Cake decorators are considered to fall under two categories: batch food operators and paint manufacturers. Candy and chocolates are under batch food operators.

  - Carrie – I consider myself to be more of an artist, rather than a pastry chef.

- Tina – We recommend students take a foreign language as part of this degree, but also drawing and painting for the art element.

- We had the ACF Junior Hot Food Team practicing for a while, but we kept losing students, so this is on hold now; possibly making an elective class out of this.

- We have inducted an ethics code, taken directly from the ACF, which would apply to ownership of recipes and also proper language on the job, for two examples.

- We want to make students focus on what this industry is about. Their experiences working in the food industry do count, whether they may think so, or not.

- We want to empower our students to bring up problems to their employers if they notice something, not to ignore it.

- We need the industry to help us create the type of students the industry wants to work with. We need to know what we can do to make teaching our students better. Our students need to know the basics and to be able to apply them.

  - Tony – I have an example of a student who was excellent, except she did not care for the hands-on part of the class. This shows how necessary hands-on experience is in the class, so the students know
what is expected in the industry.

Adjournment
Meeting adjourned at 11:10 a.m.
Culinary Management Advisory Committee Meeting  
March 19, 2012  
9:30 – 11:00 a.m.  
Employee Dining Room  

Attendees: Chris Amico (District Manager, Jamba Juice), Carrie Curie (Owner, SweetPea Cakes), Tina Drzal, Jim Falco, Dawn Gerth (Owner, LePetit Marché), Sandra Johnston, Thomas Kaltenecker, Peter Linden, Perry Ludy (COO, Jamba Juice), Julie Nordholz, Toby Onsott (Corporate Sales Manager, Jamba Juice), Simon Pedersen, Mike Schuette (Executive Sous Chef, Bull Valley Golf Club), Angie Tragianese (Culinary Management Student and MCC Hospitality Club President), Aaron Valdez (Chef, Thirsty Whale)  

Minutes: Kathy Hoover  

Thomas welcomed all to the meeting, and introductions were made. Thomas gave all attendees an agenda handout. He mentioned that we have five chefs who teach our classes: Thomas, Sandra, Simon, Tina, and Pili. Thomas proceeded with the meeting agenda:  

Committee Report  
We do have the approval from ICCB for the A.A.S. Degree in Culinary Management. The enrollment numbers do look low now, particularly because we only offer culinary classes from 4 p.m. to 10 p.m. We do also offer classes for the high school students at Woodstock North High School from 7:10 to 9:20 a.m. These times make it difficult for all students to be here, since in the restaurant industry, hours are typically in the p.m. But, because we will have a new culinary facility at MCC built by September 2012, we will have a whole new segment of students to work with, allowing classes to be taken between 10 a.m. and 4 p.m. We should be able to increase student count dramatically.  

Enrollment  
We currently have 80 to 100 students in our program. The first group of students who have earned an associate’s degree in Culinary Management will graduate in May. Our lab classes hold a maximum of 16 students.  

Focus  
• We do try to push our students hard in their classes so they understand all of the components of working in the restaurant industry, such as lifting, a lot of standing, and organizational issues and difficulties that can occur with having a restaurant job.  
• Requirements for classes, including coming to class on time and not leaving early, are part of traits we look for with the classes, as it relates to actually working in the restaurant industry.  
• We try to get these employability traits trained in all classes across so students know what we expect of them.  
• We want feedback from any advisory board member about our students who work for them.  
• I will only refer a student to a business if I think it is a good fit.  
• Our classes reflect real-world-experience from our instructors. Our students are trained in a real-world environment with the leadership and mentoring of experienced professionals to keep the student stress under control.  
• The capstone class, Restaurant Operations (CLM 104), can be a stressful for the students, as some of them have never been in a situation of serving to the public.  

Events  
We cater many events, including MCC night, “Take a Walk in Her Shoes Ball,” a fund-raiser for Friends of MCC, and Taste of McHenry County. We try to give the students as much exposure to real guests as possible. The teaching we do translates into student skills at these events. This advisory board is here to offer us information on how we can improve our program.
Curriculum
- Any changes we have had to our curriculum have been successfully achieved by the department chair, supported by our associate dean and executive dean, and approved by the appropriate groups on campus, and also through ICCB if applicable.
- We do have a new class premiering this summer, Pastry Skills III. It is a credit class, but it does not apply to any program yet. This class was created because so many students requested to learn more in the pastry classes.
- Garde Manger class - We have processes, such as smoking and curing meat, and making our own cheeses. We apply techniques to the international flavors. We also have to teach the ingredients. And, we experiment with unusual ingredients.
- Student retention is rather high in the Culinary Management program, as we try to instill in the students what the program is about early.

Professional
*All of our instructors* are either in the food industry or have a connection to the food industry. We are able to place the students in jobs that fit them; each instructor has input into where a student would best fit in, based on his/her knowledge of that student. We do work with chefs outside of MCC, showing our broad connection to the industry. Some establishments are Duke’s Alehouse and Kitchen, DC Cobbs, and Niko’s. They do give us advice in areas related to our program.

The health department has been very helpful in the last couple of years. We have a license here to serve hot food, but we cannot do any tableside cooking. We have a full kitchen license at Woodstock North High School (WNHS) and at MCC. Although MCC already has a license for the cafeteria, variances were applied for to accommodate the Culinary program. The health department does give our 101 students some instruction on sanitation rules and guidelines in addition to what they learn with CLM. We have WNHS, in addition to our MCC location, which allows us to do many events. Most of our instructors hold an ILDPH FSSMC, which is not a requirement, but a preference.

We collaborated with the McHenry County Restaurant Association and with Taste of McHenry County that is held at MCC. This event occurs in November. Everyone in the county gets invitations to participate in this, and we invite the public for tasting. The students participate in the event. Simon mentioned that four of his students had job offers by the end of this event. This event has helped students, particularly high school students, to learn networking skills. It is important for career and technical education students to have this kind of exposure, as it helps with their work ethic, which is different than skills they learn.

Greening our curriculum
With the rebuilding of the Culinary Management work area at MCC, we will be composting here. We do have composting at WNHS. We have successfully harvested 300 pounds of produce there last year. This translates into money saved on the tomatoes, cucumbers, herbs, etc. that were grown there. We do have a “lot” at MCC where we can compost, but it is very far from the area where we work. Once construction is done, we will likely have a composting area close to our culinary kitchen.

Collaboration with Bioneers
We have collaborated with Bioneers, which is a group here on campus. They are helping me to push for the garden so we can recycle here. We received money for that, as well as from Perkins. Now that we are in our second year of the restaurant, we have to replenish items, and consider maintenance expenses, which can be helped by funding from Perkins.

Use of local vendors
- We haven’t implemented this much, as we’ve had volume and consistency issues. We did work with Saluté Farm and Vineyard for about a year, but then the volume and consistency wasn’t there. We will still
investigate and pursue this. An on-campus farm would be ideal! The horticulture program we have at MCC will likely help us attain our goals.

• Jones Meats had cost issues with competitors, but they do a great job for us. We have brought our students there to the slaughterhouse. I think it is important the students see this, as a respect to how the food is obtained.

• I try to instill in the students that they are the ones responsible for changing things that need to be changed in the food industry. Food industry owners make decisions on what food to use. I think the farms in America should be respected more.

• More owners would probably go with healthier versions of food if it wasn’t such a financial strain.

• Simon – Duke’s Alehouse and Kitchen is very busy; it is likely due to the healthy choices the restaurant makes in serving food.

• Thomas – We also have to teach customers to rethink food purchases, to not buy unhealthy food just because it is cheap; rather, buy the healthier versions that are probably more expensive. If we buy more of this healthier food, we help the farmers to eventually produce cheaper products.

• Dawn – I have a particular brand of organic coffee that my customers love; they wouldn’t like it if I switched to a cheaper coffee.

Future Academic Plans

Baking Manufacturing and Pastry Arts - I am working on developing an associate’s degree in Baking Manufacturing and Pastry Arts. I need to find labor projections that will help push this program through the MCC board and ICCB. We already have the equipment and facility to make this happen. Unfortunately, the baking manufacturing industry is outside of McHenry County. McDonald’s has a bread company on the outskirts of Chicago, which produces hamburger buns for the tri-state area. Sara Lee is one company that is close to us. But, because manufacturing is located mainly outside of McHenry County, it is hard to ask for a program where employment within McHenry County is not likely a result. I thought it would be better to have the dual program of Baking Manufacturing and Pastry Arts to better allow the program to happen. Even though companies may be hiring fewer pastry chefs, there is still a demand for pastry chef skills. Right now, our culinary program does not require pastry skills. The Pastry Arts degree would give those students the ability to obtain a certificate or degree there.

Other comments:

• Aaron – When I was in culinary school, I had to take two baking classes.

• Tina – At Elgin Community College and College of Lake County, the culinary students are required to take Baking 101. I tell my students they would be well rounded if they had culinary and baking credentials. Pastry chefs may not be hired in this area, but “pastry chef” as a profession is not going away; the Food Network is the best marketing tool we have. I push students to do well with their knife skills.

• Dawn – There is a pastry chef at my business who does my prep work.
  o Mike – We also have someone like that who does our pastries and baking.

• Tina – We can’t justify the numbers for Pastry Chef, as this position is typically under other titles, such as Chef, Batch Operator, and Chocolatiers. CLC is running three Baking I’s and two Baking II’s and now a Baking III class, so it is growing.

• Thomas – As other areas are growing, we need to grow, too.

• Carrie – Do you see an increase in student interest in high-scale pastry decorating? As an owner, I have students who come in, but they can barely roll fondant. I might want to hire an artist instead because those art skills are needed; ideally, I would like to have a student with a combination of pastry and art skills. There was a French pastry student I hired who couldn’t pipe a cupcake.

• Tina – I teach that anything you can do with clay, you can do with modeling chocolate.
  o Because that is one skill a student needs, it would be good to have particular art classes as electives in the pastry degree.

• Perry – When I was at Dunkin Donuts/Baskin Robbins, they had trouble finding people to do ice cream cakes. Also, the donuts needed to be made consistently the same way.

• Tina – My emphasis is on consistency in baking classes.

• Thomas – At Panera bread, we had to use plastic molds to ensure the right size of the donut; visualizing what size it should be is not enough.
• Thomas – Manufacturing gets a lot of publicity right now. Students would need to train on large machines, which we don’t have. But, the internship program would enable our students to go elsewhere for this training.

• Peter – In Baking and Pastry, pastry instills both production and the arts; baking is instrumental in teaching precision and measuring—math and computation skills.

• Tina – I’m afraid that the “Baking and Manufacturing” degree will pigeon-hole a student into certain jobs. So, my suggestion is that the degree should be called “Baking and Pastry Arts” and we should have a certificate in Manufacturing.

• Thomas – We should look out for what other schools do, as far as transferring and moving of students.

• Mike – Culinary and pastry skills are integral; for example, the dough in pizza involves pastry skills.

• Thomas – Every chef should know math, in addition to reading a recipe, to help with details. In baking, it is very difficult to fix things last minute.

**Hospitality Management** – In our restaurant, located in the Employee Dining Room, we do have an espresso machine and a POS system, due to Perkins funding. The espresso machine is a used one from Conscious Cup, and the POS machine is brand new. We are happy to receive the Perkins money and would like to continue doing so. Chef Simon and I are pushing for an associate’s degree in Hospitality Management, and are looking at Restaurant Supervision, Casino Management, and Catering Event Planning in the future. The credits for these classes that we could run are likely to transfer to other colleges, while we look to have an associate degree put in place. We are working on a Coffee Brew Meister Certificate and have an interest in Cheese Sommelier Certificate, module I. There is a demand for Casino Management employees—a certificate for this may be appropriate. There is great interest in Catering and Event Planning, as most businesses rely on catering. If anyone has an interest in teaching our classes, there will be postings for jobs fairly soon.

**Study Abroad**
I am working with Lindsay Carson on the first Culinary Management study abroad program. There are exchange programs out there now, but not with transferrable credits. We could be the first community college in Illinois to have transferable credits with another school in Europe. I think Switzerland would be the best spot because English language is spoken there. We also have connections with France, Spain, England, and Austria. The class we would transfer would be Garde Manger and International Cuisine, a 5-credit class. This class encompasses so many techniques that transfer into any cuisine. It should be possible to obtain this as a 7-8 week program during the summer. Garde Manger is currently taught in the summer; with International Cuisine as an addition to that class, you would take these credits abroad.

**New Facilities**
Thomas distributed lists of our facilities at MCC, with the new construction included. In the new construction, there are 18 stations; one is accessible for Special Needs students. The new kitchen will make it possible to teach two classes at the same time. There is a lot of work space. The new facilities allows for a 10 a.m. – 4 p.m. class to exist, a second PCCS class can be opened for non-District 200 students, and two work study students can be hired. In the future, we could prepare lunch caterings, run a bakery café, work with Blackbox Theatre to prepare dinners, and/or work Friends of MCC events. With growth, there are more choices; at this time, we are somewhat limited in what we can do. This facility should be completed by September 2012; we hopefully will be able to use it for that fall semester. We also want to make good use of it. Five lab classes will be added to the existing five we have.

**Perkins Funding**
There is a possibility we will purchase ProStart books for District 200 high school students. ProStart is a high school program supported by the National Restaurant Association Educational Foundation. This means the students would be switching from their current books. They would be able to obtain their ServSafe Sanitation at the high school level, which helps with employment at the high school level. This would be a two-credit class. They would get credit for Intro, which is 3 credits. They would possibly get credit for CLM 101, which would now push us to teaching CLM 101 and 102 as a dual-credit program, which would actually push this out to CLM 102 and 103. This means it feeds more into my capstone class, where I get students in much earlier and much faster. We also have a
good report with the high school, thanks to Chef Simon. Simon – There are 30 potential students on the waiting list, just from Woodstock, with only 16 openings currently in each skills class.

Hopefully, we will be able to offset small ware purchases that are not funded by our culinary management supplies budget.

- Peter – We are working on the next fiscal year. Thomas’ list gives you a glimpse of what his wish list will be. We want to keep the program growing strong. Perkins is a federal grant; postsecondary Perkins is management by the State through ICCB. The money is specific to career and technical education programs, of which Culinary Management is a part. In our division, there is also Automotive and Manufacturing, which benefits from Perkins funding. Perkins also builds bridges between the high schools and the colleges. They’re interested in students making seamless transitions from high school to career-producing college-level programs, so that they are career-ready and also college-prepared at the same time. This also extends to bridges from a 2-year institution to a 4-year institution. Parents are realizing the importance of this, as well. It is critical we have a good relationship with the high schools.
  - Tina – This also gives students a reality check about future requirements while still in high school.
  - Thomas – This funding has been very helpful to Culinary Management. The bridge program also gives the student a real and broader sense of what managing product means, for example.

If anyone has a question or needs to be trained on anything, I am available, and the college is open for these questions. We have a large culinary library at MCC. Also, if there is any equipment you know longer use, but it is still functioning, we may be able to use it here.

- Tina – Our primary goal in the Hospitality Club is to raise as many funds throughout the semester as possible, so we can bring as many students to the Food Show—a great experience for them. We go the last day, when the Food Show has giveaways.
  - Thomas – You are welcome to join us for any field trips that we take with the students. You are welcome to come to our culinary management restaurant on Monday and Tuesday, until April 30.

Curriculum

*Pastry Chef Assistant I and II* - We have Introduction to Hospitality, Pastry Skills I and II, and Sanitation and Safety. Sanitation and Safety will soon be developed into another class because we are trying to convince our students to get their food service license from the State of Illinois. Right now, we do not offer this; we do teach ServSafe Sanitation for the National Restaurant Association. We don’t have a state license examiner right now. We teach this class non-credit at this time; it costs $35 to take the test.

*Associate’s Degree in Culinary Management*

- The only change from last semester is that we shortened the CLM 103 class to two credits, but the Restaurant class is two credits longer because the students have needed to stay longer in class. The students had been dedicated in staying the longer time, when technically they could have left earlier. Chef Simon’s class is run as individualized, and the students showed their dedication by staying the necessary times for the Restaurant.
- In the core credits for the A.A.S. in Culinary Management, all classes are face-to-face.
- We try to use as many hands-on examples as possible.
- I encourage our instructors to add any supplemental instruction to the learning materials we have in class. The supplemental information is to assist students additionally.
- We try to not use books that are outdated or are untrendy. Most of our books are made to guide us through the entire culinary program. We try to give students only the books they can really use. We also try to stay trendy by using software instead of paper copies.
- We currently have a program that is very helpful; it also helps with pricing of product.
  - Mike – We are looking at this type of system for efficiency, too.
- Regarding our degree requirements, we make it so students should be able to attain their goal in two years, if one summer semester is taken. We try to make sure our students stay on track, treating this somewhat as a cohort, so students will be successful in getting through the program.
• With the new culinary center we will have, this will mean more labs and more classes, so students will more easily get through the program.
• Our Culinary Skills IV (CLM 104) class is part of our Slainté Restaurant.
• Every class we have has a standardized test; every standardized test comes from the National Restaurant Association. Instructors keep up with our certifications, in connection with the professional institutions and associations. Chef Simon and I are certified in ServSafe Alcohol and Bassett.

Internship and Work Placement
We follow the Career Services instructions regarding resume, job search, recruitment, etc. Any job fair information, etc. can be sent to Kathy Hoover, to me, or to the Hospitality Club. Job descriptions can also be sent, as well.

Guest Lectures and Field Trips
I am always looking for guest lectures and field trips. I need more for theory, nutrition, purchasing, and inventory classes. Students would like to see someone from the outside of MCC who work in the culinary industry to address these subjects. We try to do field trips at least once or twice in the program. Examples of field trips taken are the NRA Show, the Baking Show, and the Gordon Food Service Show.

Events
The events catered by Culinary Management are listed on the handout. When requested, we may be able to take care of the event; much of it is sent to the Hospitality Club to organize. Mike stated that since there might be tightening of labor at the country club, this event assistance from the Culinary Management Department might help; or his business could work with students who would be a good fit. Tina suggested that Culinary be emailed about helping with events.

Biographies
The biographies of our instructors show the diversity within the group. We are enthusiastic, dedicated professionals, who teach high school and college students to be ready for employment in the food industry. We are happy to take any suggestions for our program.

What we stand for as Culinary Department
Our mission, vision, and core values are listed in the handout provided.

Meeting adjourned.
Associate of Applied Science Degree in Health Information Technology

Information

McHenry County College is seeking approval from the Illinois Community College Board (ICCB) for an Associate in Applied Science degree in Health Information Technology. This new degree is designed to build upon the Medical Billing and Coding Certificate currently offered by the College.

The Associate in Applied Science degree in Health Information Technology is a 62 credit hour degree program. It is anticipated that approximately half of the students entering the AAS in HIT will be directly from high school with the other half consisting of adult students. Currently, McHenry County College students pursuing this academic program do so at neighboring community colleges. In the last six years, 614 credit hours were completed by 91 McHenry County College students in health information technology at neighboring community colleges.

Nationally, the U.S. Bureau of Labor Statistics projects employment for health information technicians to grow by 22% per year between 2012 and 2022. This growth is expected to result in an increase of 41,100 jobs by 2022. In Illinois, the job market is expected to grow 7% by the year 2020.

Searches for positions within a 50 mile radius of the McHenry County College campus indicated that health information is an important function across many health professions positions. In order to determine the local need, data was analyzed on websites such as www.indeed.com (where 40 jobs in the field were listed on April 11, 2014), www.healthjobs.com (where 12 jobs in related fields were listed on April 11, 2014), and www.simplyhired.com (where 16 jobs in related fields were listed on April 11, 2014). Positions listed above included only those titles focused on health information analysts, coders, managers, compliance auditors, instructors in this field of study, and other related health data-related informatics positions.

According to the IDES 2012 occupational wage data, an entry level health information technician earned an annual wage of $24,862, the median annual wage for a health information technician is $33,281 and an experienced health information technician can earn $42,333 annually.

The degree was developed with the assistance from adjunct faculty and professionals in the field. The curriculum was then vetted over the course of the last two years during two meetings of advisory committee members that were comprised of health information professionals from our local health system and approved by faculty in the Math, Science, Health Professions Division. In addition, the College’s Curriculum Development & Review (CD&R) committee approved the curriculum. The final faculty vote on the curriculum will come on April 24, 2014 by the College’s Curriculum and Academic Policy Council (CAPC) with a final College review by Administration immediately following. If approved by CAPC and Administration it is recommended that the Board of Trustees also approve this Degree.

Recommendation

It is recommended that the Board of Trustees approves the Associate in Applied Science degree in Health Information Technology.

Vicky Smith
President
Illinois Community College Board

Application for *Permanent* Approval Career & Technical Education Curriculum

Submit TWO Complete Copies

<table>
<thead>
<tr>
<th>COLLEGE NAME:</th>
<th>McHenry County College</th>
<th>5-DIGIT COLLEGE NUMBER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTACT PERSON:</td>
<td>Amy Maxeiner</td>
<td>PHONE: 815-455-8717</td>
</tr>
<tr>
<td>EMAIL:</td>
<td><a href="mailto:amaxeiner@mchenry.edu">amaxeiner@mchenry.edu</a></td>
<td>FAX: 815-479-7550</td>
</tr>
</tbody>
</table>

### CURRICULUM INFORMATION

<table>
<thead>
<tr>
<th>AAS TITLE:</th>
<th>Health Information Technology</th>
<th>CREDIT HOURS:</th>
<th>62</th>
<th>CIP CODE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS TITLE:</td>
<td>CREDIT HOURS:</td>
<td>CIP CODE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CERTIFICATE TITLE:</td>
<td>CREDIT HOURS:</td>
<td>CIP CODE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CERTIFICATE TITLE:</td>
<td>CREDIT HOURS:</td>
<td>CIP CODE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CERTIFICATE TITLE:</td>
<td>CREDIT HOURS:</td>
<td>CIP CODE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CERTIFICATE TITLE:</td>
<td>CREDIT HOURS:</td>
<td>CIP CODE:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PROPOSED CLASSIFICATION: District ☒ Regional ☐ Statewide ☐

PROPOSED IMPLEMENTATION DATE: Spring 2015

**SUBMISSION INCLUDES:**

- Part A: Feasibility, Curriculum Quality and Cost Analysis
- Part B: Supportive Documentation and Data

*This curriculum was approved by the college Board of Trustees on:* Date

State approval is hereby requested:

*Required* - Chief Administrative Officer Signature Date

**ICCBE USE ONLY:**

<table>
<thead>
<tr>
<th>ICCB APPROVAL DATE:</th>
<th>AAS:</th>
<th>7-29 cr. hrs Cert:</th>
<th>30+ Cert:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBHE APPROVAL DATE for AAS:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cover Page must remain in this format, “ICCB USE ONLY” box must remain at the bottom of this page.
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 31st 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.
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 Health Information Technology (HIT) degree program will prepare students for a career in Health Information Technology or Health Information Management. The students will also be prepared to sit for the registered health information technologist certification.

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 population for the HIT degree will be students who have been working on or completed the Medical Billing and Coding Certificate at McHenry County College. Students interested in the health professions both directly from high school as well as adult returning students will be encouraged to enroll in the program.

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).

Health Information Technician curriculum prepares students for positions as Health Information Technicians, SOC Job Titles and Codes 29-2071 under the CTE Career Cluster of Health Sciences. The Health Information Technician falls under the category of Health Informatics. People in health informatics “organize and manage health information data” and “ensure the quality, accuracy, accessibility, and security in both paper and electronic systems” and “use various classification systems to code and categorize patient information for insurance reimbursement purposes, for databases and registries, and to maintain patients’ medical and treatment histories “ (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Medical Records and Health Information Technicians, on the Internet at http://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm (visited April 11, 2014). Positions in this field of study include health information coding technicians, medical records managers, medical coding compliance officers, medical office records assistants, patient charts and records medical assistants, remote medical encoders, medical reimbursement specialist, medical information technology educators, and a variety of other titles focused on working with the data needs in all types of medical-related professions and organizations.

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).

Nationally, the U.S. Bureau of Labor Statistics projects employment for health information technicians to grow by 22% by the year between 2012 and 2022, and increase of 41,100 jobs in the next 10 years (http://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm#tab-1). In Illinois, the job market growth for health information technicians is 7% by the year 2020 (http://www.ides.illinois.gov/page.aspx?item=911). Searches for positions within a 50 mile radius of the
McHenry County College campus indicated that health information is an important function across many health professions positions. To get a more accurate count of positions open that were focused on health information management professionals, data was analyzed on websites such as www.indeed.com (where 40 jobs in the field were listed on April 11, 2014; 16 positions were available on February 21, 2014), www.healthjobs.com (where 12 jobs in related fields were listed on April 11, 2014), and www.simplyhired.com (where 16 jobs in related fields were listed on April 11, 2014). Positions listed above included only those titles focused on health information analysts, coders, managers, compliance auditors, instructors in this field of study, and other related health data-related informatics positions.

There were no health information technology (HIT) degree completers over the last 5 years within McHenry County. College of Lake County has had 49 completers over the last 5 years. The next closest county with HIT degree completers is College of DuPage with 75 completers over the past 5 years.

McHenry County residents are interested in completing this degree. McHenry County College started Medical Billing and Coding Certificate in spring of 2012. The students who are completing that certificate are currently traveling to other community colleges to complete the degree. These students are incurring additional travel time as well as other expenses due to the degree not being offered at McHenry County College. In the last six years, 614 credit hours were completed by 91 McHenry County College students in health information technology at neighboring community colleges.

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

Labor market data was used to answer previous questions.

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 HIT degree is built upon the foundation of the Medical Billing and Coding Certificate. Students can complete the certificate in two semesters and then either continue coursework toward the completion of the HIT degree or stop out to work for some time and then return to complete the degree.

The McHenry County College Educational Master Plan identified access to education within the healthcare fields as a priority. President Vicky Smith’s goals also address the college’s plan and goal to increase economic, workforce and community development. Healthcare is the second largest employment sector in McHenry County. This program will assist in meeting the needs of the healthcare employers in the county.

Two advisory committee meetings have been held for the HIT degree. The largest health system in McHenry County, Centegra Health Systems, was represented and encouraged MCC to establish the degree within the county and confirmed the need for employing graduates who are qualified in the field. These representatives had input into the curriculum and expressed how pleased they were with the curriculum that has been developed. They are very anxious for students to be available for employment.
The following are some Health Information Management degree completion programs in the area of McHenry County College: Illinois State University- BS in Health Information Management; University of Illinois at Chicago- BS in Health Information Management; Chicago State University- BS in Health Information Administration and UW Parkside- BS in Health Information Management and Technology. Other degree completion program opportunities: Northern Illinois University- BS in Health and Human Sciences or BS in Public Health; Governors State University- BS in Health Administration; and National Louis University- BS in Health Care Leadership.

The Workforce Investment Board (WIB) has indicated that Health Information/ Medical Records Technician is a curriculum that is on their approved training list.

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.

Advisory committee meeting minutes attached.

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.

As stated before, the Medical Billing and Coding Certificate will be incorporated into the HIT degree. Students can earn the stand alone certificate or apply all of the courses from the certificate toward the degree.

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 college is not seeking regional designation.

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).

McHenry County residents are interested in completing this degree. McHenry County College started Medical Billing and Coding Certificate in spring of 2012. The students who are completing that certificate are currently traveling to other community colleges to complete the degree. These students are incurring additional travel time as well as other expenses due to the degree not being offered at McHenry County College. In the last six years, 614 credit hours were completed by 91 McHenry County College students in health information technology at neighboring community colleges. The college solicited input from local health care providers and found that they supported the idea of the College offering the program and will assist with its creation and implementation.

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.

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

The Health Information Technology degree program is designed to provide students with knowledge, skills and abilities required for an entry position in the field of health information technology. The program integrates the application of information technology to healthcare and medical information operations.

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.

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?

All students interested in pursuing the degree in Health Information Technology will be invited to an information session related to the program. The program administrator and faculty will be present to provide an overview of the program, answer questions, and provide advising related to entry into the program. Students who have completed the Medical Billing and Coding Certificate at MCC will have completed 20 credit hours towards the AAS degree in HIT.

It is anticipated that approximately half of the students entering the AAS in HIT will be directly from high school with the other half consisting of adult students. Courses that are within the curriculum for the HIT degree and offered as dual credit are CIS 110 (Computer Literacy), ENG 151 (Composition I) to district High school students. Discipline based courses in the Health Information Technology program require special credentialing of faculty typically not found in the high school environment making it more difficult to have a broader spectrum of coursework.

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. Educational laddering will be available to students who have completed the Medical Billing & Coding Certificate as all of the courses in the certificate are requirements to complete the HIT degree.

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.

Students who complete the AAS degree in Health Information Technology and pass the Registered Health Information Technician certification exam, are eligible to apply for a Bachelor's degree completion program at the University of Illinois at Chicago and Illinois State University. Upon approval of the program, articulation agreements will be pursued with both colleges and shared with the students if obtained.
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).

Students will need to have intermediate reading, writing and math skills to ensure success in the courses within the HIT curriculum. ENG 151 (Composition I) and AOM 135 (Medical Terminology) require intermediate reading, writing and math over the two courses. Students are required to place into ENG 151 either though ACT placement scores or the COMPASS test. Students who do not meet with placement score for this course are referred to developmental coursework to ensure they meet the standards for success. Students have the opportunity to use the Sage learning center for free tutoring in the areas of reading, writing, and math to assist in their success.

(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?

Health Information Technology students are required to have a broad understanding of the human body and its systems. Introduction to Human Biology (BIO 110) is a lab science course that introduces students to the human organism and the impact on modern biology and medical discoveries on humans. The course covers anatomy, nutrition, immunity, reproduction, development, genetics and the relationship between humans and their environment. This foundation in the human body is fundamental to the success of the student in HIT coursework. Introduction to Psychology (PSY 151) is instrumental to assisting students in the understanding of field of mental health. Composition I (ENG 151) and II (ENG 152) as well as Introduction to Speech (SPE 151) will help prepare the student with the foundational skills for oral and written communication, and in conjunction with all of the general education courses build the student’s critical thinking skills.

(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?

Once the program has been approved, accreditation by Commission on Accreditation for Health Informatics and Information Management (CAHIIM) will be pursued. The curriculum has been written to ensure adequate coverage of the American Health Information Management Health Information Management (AHIMA HIM) entry-level curriculum competencies and knowledge clusters. Once the program has received accreditation, graduates will be eligible to apply to write for the certification examination of the American Health Information Management Association for the designation Registered Health Information Technician (RHIT). Certification is not required for entry into the job market.

5) **Career Development.** Describe how career information, resume building and job search activities are incorporated into the curriculum.
All of the Health Information Technology courses will be taught by professionals working in the field. These professionals will make available career information to the students throughout their tenure in the program. In addition, toward the end of the program, the career services coordinator will meet with classes to help students construct resumes, begin the job search process, participate in mock interviews, and other activities that will prepare students for their career search and success in the Health Information Technology field.

6) **Course Syllabi.** Append in Part B the appropriate ICCB course forms and course syllabi for 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.

The capstone course HIT Practicum is an internship that students will be required to complete after all other coursework is completed. The internship is designed to provide students with the opportunity to gain hands-on professional practice experience in a healthcare related organization.

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?)

Accreditation is required if students wish to apply to write for the certification examination of the American Health Information Management Association for the designation of RHIT (Registered Health Information Technician). The curriculum has been written using the American Health Information Management Health Information Management (AHIMA HIM) entry-level curriculum competencies and knowledge clusters ensuring all are adequately covered. Following program approval, a full-time program director and full-time faculty member will be hired. At that point, McHenry County College will initiate the accreditation process. The accreditation process prescribes that a full-time program director and faculty member be hired as well as students are admitted to the Health Information Technology program prior to initiating the accreditation process. The timeline for the accreditation process is approximately 12-18 months from start of program.

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
   Students will be expected to:

   - Use effective written and oral communication skills appropriate to the field of study.
   - Apply mathematical concepts to problem solve.
   - Demonstrate ability to think critically in a multifaceted fast paced environment.
   - Work ethically with others in a diverse environment.
   - Use technology effectively and efficiently.

   • The career and technical education component of the curriculum.
Graduates of the Health Information Technology program are prepared to succeed in entry level positions in a variety of health care settings. Students will be able to:

Health Data Management
- Collect, maintain, and analyze health data.
- Apply healthcare information requirements and standards to the organization and accuracy of data.
- Use, maintain, and validate clinical classification systems.

Health Statistics, Biomedical Research, and Quality Management
- Collect, maintain, and report healthcare for research and quality management.

Health Services Organization and Delivery
- Apply laws and standards related to health information initiatives from various levels and from healthcare providers.
- Adhere to healthcare privacy, confidentiality, and ethical standards.

Information Technology and Systems
- Use technology, including hardware and software, to ensure data collection, storage, analysis, and reporting of information.
- Maintain data security.

Organizational Resources
- Use tools and techniques to monitor, report, and improve human resources.
- Manage and monitor financial and material resources.

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 though portfolio review, cumulative course completion, team project, comprehensive written/performance test, or industry/state pre-certification/licensure examination).

Students will have written performance assessments and tests, as appropriate in each course (see each course outline for specifics assessments for each class) to assure that appropriate learning outcomes are reached. Students will regularly demonstrate having met the learning objectives of the course through case studies that comprehensively apply the knowledge and skills developed throughout the course. Students will complete a portfolio throughout their course work that will be assessed at the end of their program to assure that overall Health Information Technology program and related general education outcomes are reached.

The college will use both formative and summative assessments of student learning. Summative assessment will be measured by unit tests, midterm and final examinations, and projects. Formative assessment will be accomplished through practical midterm and examinations to test mastery of skills learned.

f. Continuous Quality Improvement.

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

Advisory committee meetings will continue to be held once a semester to engage experts in the health information technology field to review the curricula and program design to ensure that coursework and the overall Health Information program is training students in a way that stays current with the field of study and best meets the needs of health
information technology providers. A comprehensive program review will take place every five years as required by McHenry County College and ICCB. Faculty teaching in the Health Information Technology program will be encouraged to participate in workshops and conferences sponsored by the AHIMA to remain current in their field and regularly asked to apply that learning to the curricula.

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

Assessment of student learning data will be used by faculty to determine if course and program outcomes are being met. Student evaluations and surveys will be distributed at the end of each course to help the faculty determine class effectiveness and overall program design. Faculty will make adjustments to improve and better align the curriculum to meet requisite student learning outcomes. Information from assessment tools will be used to make adjustments to courses, sequencing, pedagogy, and other instructional factors as appropriate. Faculty and the advisory committee members will look at the rates at which graduates obtain and maintain employment as well as enrollment and retention data.

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

The following people have been and will continue to be involved in the yearly review of the program: Julie Freelove (Department Chair and Instructor MCC, Administrative Office Management), Allison Minicz (Adjunct Instructor MCC, Administrative Office Management/Billing and Coding Certificate), Robin Stoen (Centegra Health System, Manager Patient Business Services), and Jan Howard (Centegra Health System, Physician Billing Manager).

Once the program is approved and a program manager is hired, one of the responsibilities of that individual will be to work with additional healthcare providers within the community and engage them in the process as well.

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).

The Health Information Technology program is built upon the Medical Billing and Coding certificate offered within McHenry County College’s Administrative Office Management Department. This provides students with a pathway from certificate through Applied Associate’s Degree with potential to continue onto a Bachelor’s degree. The program will be offered in both a face to face and online instructional delivery mode so that students may choose the instructional delivery mode that best meets their learning style and or needs. The final practicum experience will be the opportunity for students to work within the field and demonstrate their skills.

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.
McHenry County College believes that its classes and programs should be available to all members of our community. With this goal in mind, the following individuals may enroll in credit classes as full-time or part-time students:

- Graduates of an accredited high school or home-school program
- GED recipients
- People at least 17 years old who withdrew from high school and did not earn a diploma
- Students in high school who may benefit from taking courses through the High School Plus program.

The courses within the Health Information Technology program require intermediate level reading and writing skills on the McHenry County College Academic tiers. These tiers do not restrict admission into the course, but do help directly students toward the skills needed to be successful in the program.

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

The Health Information Technology program will be offered and overseen by the program director for Health Information Technology and a faculty member. The program director and faculty member will maintain control over the program, including the quality of the curriculum, in collaboration with the advisory committee and the dean of mathematics, sciences and health professions. Degree audit will be completed by the registrar’s office personnel to ensure that students have completed all degree requirements before graduation.

**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.

No contractual/cooperative agreements are expected in the Health Information Technology Program.

**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).

McHenry County College has the human and fiscal reserves to support the Health Information Technology Associate in Applied Science program. The college will dedicate funding in the budget for fiscal year 2015 to enhance and expand this academic initiative. This program will continue to be supported by tuition, Health Information Technology course fees, and has resources currently allocated to the Health Information Technology budget.

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.

McHenry County College has state-of-the-art smart classrooms. No new program equipment needs to be purchased, shared or leased to implement the curriculum. Students in the program will be required to have an access code to the e-HIM virtual lab. The course fees include the cost for the access code.

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. McHenry County College has the classroom space and computer labs to implement and support the program. Partners in healthcare organizations within the county will assist with practicum sites for students in the program. There are no new costs associated with renovation or development of facilities.

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

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.

<table>
<thead>
<tr>
<th>Soc Job Titles &amp; Codes * (and other Job titles if alternate date also submitted)</th>
<th>Annual Openings*</th>
<th>District</th>
<th>Employment Projections: Annual Program Completers ** (indicate from which surrounding districts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Information Technicians, SOC Job Titles and Codes 29-2071</td>
<td>4</td>
<td>124 students have completed the Health Information Technology degree in the last 5 years between College of DuPage and College of Lake County.</td>
<td></td>
</tr>
</tbody>
</table>

* 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).

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Enrollments: 24</td>
<td>45</td>
<td>56</td>
</tr>
<tr>
<td>Part-Time Enrollments: 24</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Completions: 0</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>
### 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.**

<table>
<thead>
<tr>
<th>Program Title:</th>
<th>Course Prefix/#</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Lecture Hours (include contact hrs new courses only)</th>
<th>Lab Hours (include contact hrs new courses only)</th>
</tr>
</thead>
</table>
| **General Education Courses**  
(required coursework). Specify Courses. | | | | | |
| Communications | ENG 151 | Composition I | 3 | | |
| | SPE 151 | Introduction to Speech | 3 | | |
| Social & Behavioral Sciences | PHY 151 | Introduction to Psychology | 3 | | |
| Mathematics or Physical Sciences or Life Sciences | BIO 110 | Introduction to Human Biology | 4 | | |
| Humanities & Fine Arts | | Choose 1 course from the following prefixes and numbers (100 or 200 level courses):  
ART (not 166, 190, 290, 299); AET141, 142, 241;ENG (not 105, 151, 152); FRE; GER; JRN; MUS (not 100, 104, 111, 160, 161, 162, 201-218); PHI; SPA (not 101, 102); SPE (not 151); THE | 3 | | |
| **Total** | | | 16 | | |
| Career and Technical Education (CTE) Courses  
(required coursework) | CDM 110 | Computer Literacy | 3 | | |
| | AOM 135 | Medical Terminology | 3 | | |
| | HCE 120 | Pharmacology for Health Professions | 3 | | |
| | HIT 160 | Introduction to HIT | 3 | | |
| | AOM 137 | Basic CPT coding | 3 | | |
| | AOM 138 | ICD Coding | 3 | | |
| | AOM 139 | Healthcare Reimbursement | 3 | | |
| | HIT 180 | Healthcare Delivery Systems | 3 | | |
| | HIT 210 | Healthcare Law and Ethics | 3 | | |
| | HIT 230 | Pathophysiology for Health Info Tech | 3 | | |
| | HIT 240 | Electronic Health Records | 3 | 3 | 0 |
| | HIT 250 | Health Data Applications | 3 | | |
| | HIT 260 | Healthcare Management | 3 | | |
| | HIT 270 | Healthcare Statistics and Research | 3 | | |
| **Total** | | | 42 | 3 | 0 |
| Work-Based Learning Courses  
(internship, practicum, apprenticeship, etc.) | HIT 280 | HIT Practicum | 4 | | |
<p>| <strong>Total</strong> | | | 4 | | |</p>
<table>
<thead>
<tr>
<th>CTE Electives</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDIT</td>
<td>62</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>HOURS REQUIRED FOR COMPLETION</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit hours</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(3) CDM 110- Computer Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) AOM 135- Medical Terminology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) BIO 110- Intro Human Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) ENG 151- Composition I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) HCE 120-Pharmacology for Health Professions</td>
<td></td>
</tr>
<tr>
<td>Second Semester</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) AOM 137- Basic CPT Coding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) AOM 138- ICD Coding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) HIT 160- Intro to Health Information Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) SPE 151 Introduction to Speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) AOM 139 Healthcare Reimbursement</td>
<td></td>
</tr>
<tr>
<td>Third Semester</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) HIT 210- Healthcare Law and Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) HIT 230 Pathophysiology for HIT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) HIT 240-Electronic Medical Record</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) HIT 250- Health Data Applications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) PSY 151- Introduction to Psychology</td>
<td></td>
</tr>
<tr>
<td>Fourth Semester</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) HIT 260- Healthcare Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) HIT 270- Healthcare Statistics and research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) HIT 280- HIT Practicum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) Humanities or Fine Arts Elective</td>
<td></td>
</tr>
</tbody>
</table>

| Total Credits | 62 |

### 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.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Field</th>
<th>Credential</th>
<th>Years of Related Occupational Experience</th>
<th>Years of Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate degree</td>
<td>Health related</td>
<td>Registered Health Information Technician or Registered Health Information Administrator certification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-time</td>
</tr>
<tr>
<td># of New Faculty</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td># of Existing Faculty</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Costs</td>
<td>$70,000</td>
<td></td>
<td>$3,000</td>
</tr>
<tr>
<td>Administrator Costs</td>
<td>$95,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Personnel costs (specify positions)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment Costs</td>
<td>$8,750</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library/LRC Costs</td>
<td>$400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility Costs*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>$7,500</td>
<td>$4,000</td>
<td></td>
</tr>
<tr>
<td>Accreditation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL NEW COSTS</td>
<td>$181,650</td>
<td>$3,000</td>
<td>$4,000</td>
</tr>
</tbody>
</table>

*Capital projects that use state funds require prior ICCB approval, as do capital projects over $250,000 that use local funds.
Meeting Minutes  
HIT advisory committee  
March 14, 2013

Attendance: Amy Maxeiner, Julie Freelove, Allison Minicz

Reviewed the proposed courses and curriculum sequence for the Health Information Technology degree.

**MCHENRY COUNTY COLLEGE ONLINE PROGRAM**  
**ASSOCIATE OF APPLIED SCIENCE (AAS) DEGREE IN HEALTH INFORMATION TECHNOLOGY**

---

**Program Overview**

The Associate of Applied Science (AAS) in Health Information Technology program is designed to provide students with knowledge, skills and abilities required for an entry position in the field of health information technology. The program integrates the application of information technology to healthcare and medical information operations. The curriculum covers general education, biomedical sciences, and healthcare management courses.

**Associate of Applied Science in Health Information Technology Program Outcomes**

- Develop effective communication skills needed in healthcare environments
- Explain the essentials of information technology as related to health systems
- Utilize medical computer applications and software to collect, store, create and retrieve healthcare data
- Develop clinical knowledge base through the study of the structure and function of the human body, pathophysiology, and diagnosis and treatment modalities
- Discuss the content, use and structure of healthcare data and data sets and how these components relate to primary and secondary record systems
- Apply statistical tools, methods, and techniques to healthcare data collection, treatment and research
- Develop practical and hands-on experience on coding and classification systems required in assigning valid diagnosis and procedure codes
- Gain practical skills and hands-on experience on reimbursement methodologies appropriate to health care institutions
- Discuss legal and ethical issues as related to health information
- Describe the organization, operation, financing and management of healthcare systems
- Explain how clinical quality assessment and performance improvement are conducted in a health information department
- Develop appropriate career and professional skills needed to work in health information technology and related fields

---

**Program Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>16</td>
</tr>
<tr>
<td>Core Program Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Major Program Requirements</td>
<td>37</td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

**Program Course Requirements**
## General Education Requirements (16 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 157</td>
<td>Fundamentals of Biology</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td>BIO 110 Introduction to Human Biology</td>
<td>3</td>
</tr>
<tr>
<td>ENG 151</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 152</td>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>SPE 151</td>
<td>Introduction to Speech</td>
<td>3</td>
</tr>
<tr>
<td>PSY 151</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

## Core Program Requirements (9 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110</td>
<td>Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>CIS 1XX Fundamentals of Information Technology*</td>
<td>3</td>
</tr>
<tr>
<td>AOM 135</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>HIT 161</td>
<td>Introduction to Health Information Technology*</td>
<td>3</td>
</tr>
</tbody>
</table>

## Major Program Requirements (37 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOM 137</td>
<td>Basic CPT</td>
<td>3</td>
</tr>
<tr>
<td>AOM 138</td>
<td>ICD Coding</td>
<td>3</td>
</tr>
<tr>
<td>AOM 139</td>
<td>Insurance</td>
<td>3</td>
</tr>
<tr>
<td>HIT 1XX</td>
<td>Healthcare Delivery Systems*</td>
<td>3</td>
</tr>
<tr>
<td>HIT 1XX</td>
<td>Healthcare Law and Ethics*</td>
<td>3</td>
</tr>
<tr>
<td>HIT 2XX</td>
<td>Pharmacology*</td>
<td>3</td>
</tr>
<tr>
<td>HIT 2XX</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>HIT 2XX</td>
<td>Reimbursement Procedures *</td>
<td>3</td>
</tr>
<tr>
<td>HIT 2XX</td>
<td>Healthcare Statistics and Research*</td>
<td>3</td>
</tr>
<tr>
<td>HIT 2XX</td>
<td>Healthcare Management*</td>
<td>3</td>
</tr>
<tr>
<td>HIT 2XX</td>
<td>Health Data Applications (Data Content and Structure)*</td>
<td>3</td>
</tr>
<tr>
<td>HIT 2XX</td>
<td>Health Information Practicum*</td>
<td>4</td>
</tr>
</tbody>
</table>

## Associate of Science Degree

|                 |                                           | 62           |

## Notes:
* are new courses to develop for the HIT program

Based on the courses already in the Medical Billing and Coding Certificate, the pharmacology course for that program should be brought into the HIT degree. Committee suggested replacing Composition II with Humanities elective in order to meet the college minimums for an AAS degree.

Further discussion regarding gaining business partner involvement with the advisory committee. Allison suggested that contacting hospice centers, physician’s offices as well as the hospitals for broader participation. Also discussed the CAHIIM accreditation process and the status of the program at Harper College.

Medical billing and Coding students are requesting the degree be offered at McHenry County College. Currently students are traveling to Harper to enroll in courses for the degree and Harper is having difficulty obtaining accreditation.

Meeting concluded with expectation that another meeting will be set once the courses are written and the advisory committee will review the courses and make suggestions at that time.
ELECTRONIC HEALTH RECORDS
HIT 240- Section: [Insert]

[Insert other course information (optional): blended, honors]

Credit Hours: 3.00  Lab Hours: 0.00  Lecture Hours: 3.00
IAI Core:       IAI Majors:   PCS: 1.2 Articulated
Semester: [Insert]  Course Begins: [Insert]  Course Ends: [Insert]
Days: [Insert]     Times: [Insert]     Room: [Insert]

Instructor: [Insert]
E-mail: [Insert your @mchenry.edu email address or LMS information]
Phone: [Insert]
Office Hours: [Insert]
Office Location: [Insert]
Other Contact Information [Insert]
Website (optional): [Insert]

Required Course:

Supplies (if desired): [Insert]

Course Description:
Electronic Health Records (EHR) introduces the students to the history, concepts and operations of the EHR. Students will perform a variety of hands-on exercises learning the importance of data entry at the time of care, electronic orders, problem lists, results management, flow sheets and trending. Health Information Privacy and Accountability Act (HIPAA) privacy and security regulations of health records will be emphasized.

Course Prerequisite: AOM135 with a C or better

Section Notes:
[Insert if applicable]

Course Objectives:
Upon completion of this course the student will be able to:

1. Define electronic health records and the importance to the future of healthcare.
2. Differentiate between problem lists, results management and trending and understand the importance of each within the EHR.
3. Explain the importance and accuracy of data entry at the time of care.
4. List the Institute of Medicine’s 8 core functions of an EHR.
5. Describe the functional benefits of an EHR.
6. Define meaningful use and its relation to EHR’s.
7. Explain the workflow of electronic orders and the effect they have on the accuracy of the EHR.

8. Describe telemedicine, teleradiology and E-visits.

9. Explain HIPAA and its effect on the privacy and security of EHR’s.

Course Outline:

I. History of Electronic Health Records
   1. Electronic Health Records defined
   2. Institute of Medicine’s 8 core functions
   3. The HITECH Act
   4. Meaningful use
   5. Adoption of EHR

II. Functional benefits of EHR
    1. Three forms of EHR data
       i. Digital images
       ii. Text files
       iii. Discrete data
    2. Nomenclatures in EHR
    3. Data capture of EHR
    4. Improved patient care and safety

III. Data entry at the time of care
    1. Efficiency and accuracy of EHR data entry
    2. Reducing errors in EHR

IV. Electronic orders
    1. Computerized provider order entry
    2. Workflow of electronic orders and results
    3. Closed loop safety medication administration

V. Patient management in the EHR
1. Problem lists
2. Results management
3. Flow sheets
4. Trending
5. Citing

VI. Privacy and security of health records
1. HIPAA
2. Transactions and code sets
3. Uniform identifiers
4. Privacy
5. Security
   i. Administrative
   ii. Physical
   iii. Technical
6. Electronic signatures

VII. The internet’s impact on health care
1. EHR and the internet
2. Telemedicine
3. Teleradiology
4. E-Visits

Assignments and Grading Criteria
[Insert. Must include the value of each project, skill, exam, etc. as it relates to the final grade.]

Policies

Attendance policy: [Insert]

Late work/make-up policy: [Insert]

Weekly Course Schedule
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Lecture and In Class Activities</th>
<th>Homework and Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Introductions</td>
<td>• Discussion Board Questions 1, Critical Thinking Exercise 1, page 6-EHR research and EHR Debate Follow up discussion topic</td>
</tr>
<tr>
<td></td>
<td>• Syllabus</td>
<td>• Chapter 1 Test Your Knowledge</td>
</tr>
<tr>
<td></td>
<td>• EHR Debate</td>
<td>• Read Chapter 2</td>
</tr>
<tr>
<td></td>
<td>• Medcin software intro</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chapter 1, EHR Overview</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>• Chapter 2 Functional Electronic Health Record Systems</td>
<td>• Chapter 2 Test Your Knowledge</td>
</tr>
<tr>
<td></td>
<td>• Critical Thinking Exercise 3 and 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Meaningful Use</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>• Chapter 3 Learning Medical Record Software</td>
<td>• Chapter 3 Testing Your Knowledge</td>
</tr>
<tr>
<td></td>
<td>• Medcin Exercises</td>
<td>• Discussion Board Question 2: Read Real-Life Story on pages 113-114 answer the following question: What surprised you the most about Dr. Wenner’s experience? Why?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Study for Quiz-Chapter 1-3</td>
</tr>
<tr>
<td>Week 4</td>
<td>• Epic Medical Record Software</td>
<td>• Discussion Board Question 3: Read Real Life Story, page 44-145 and answer the following question: How did the nurse’s experiences with the EHR differ from Dr. Wenner’s experience that we read about in chapter 3, p, 113-114? Describe what surprised you most about Sharyl Beal’s story. Be specific and use examples.</td>
</tr>
<tr>
<td></td>
<td>• QUIZ: Chapter 1-3</td>
<td></td>
</tr>
</tbody>
</table>
| Week 5 | • Chapter 4 Increased Familiarity with the Software  
       • Medcin Exercises | • Chapter 4 Test Your Knowledge |
| Week 6 | • Chapter 5 Data Entry at the Point of Care  
       • Medcin Exercises | • Chapter 5 Test your Knowledge |
| Week 7 | • Chapter 6 Understanding Electronic Orders  
       • Medcin Exercises | • Chapter 6 Test Your Knowledge  
       • Study for Midterm, Chapters 1-6 |
| Week 8 | • **Midterm** | • Discussion Board Question 4: Read the Real Life Story on page 234-235 regarding "When Orders and Results are Critical." After reading, answer discussion board topic questions on blackboard. |
| Week 9 | • Chapter 7 Problem Lists, Results Management, and Training  
       • Medcin Exercises  
       • Allscripts EHR overview | • Chapter 7 Test your Knowledge  
       • Discussion Board Question 5: Read the Real Life Story on page 289-290, “Experiencing the Functional Benefits of an EHR”. Share your impressions of Dr. Palmer’s experiences regarding the functional benefits of EHR’s. |
| Week 10 | • Chapter 8 Data Entry Using Flow Sheets and Anatomical Drawings  
       • Medcin Exercises | • Chapter 8 Test Your Knowledge  
       • Discussion Board Question 6: Read the Real Life Story on page 333. What are your thoughts? Give me your opinion on patients taking care of their own care. |
| Week 11 | • Chapter 9 Using the Electronic Health Record to Improve Patient Care | • Chapter 9 Test your Knowledge  
       • Study for Quiz, Chapter 7-9 |
## Week 12
- Quiz - Chapter 7-9
- Chapter 10 Privacy and Security of Health Information
- In Class Critical Thinking Exercises
- Chapter 10 Test Your Knowledge
- Discussion Board Question 7: Find 2 HIPAA violation cases via the internet and summarize them. Describe why it was a HIPAA violation and give suggestions on how this violation could have been avoided. Provide links to your articles. Be prepared to discuss in class.

## Week 13
- Chapter 11 Using the Internet to Expedite Patient Care
- Medcin Exercises
- Chapter 11 Test Your Knowledge

## Week 14
- Chapter 12 Electronic Health Record Coding and Reimbursement
- Medcin Exercises
- Chapter 12 Test Your Knowledge

## Week 15
- Group Presentations
- Review for Final Exam
- Study for Final Exam

## Week 16
- Final Exam

**Withdrawals:** The last day to drop this course is [Insert date according to www.mchenry.edu/academiccalendar.asp]. Failure to attend class does not constitute official withdrawal. If students are considering a withdrawal, they should consult directly with the instructor and an academic advisor. Students may withdraw from a class through the Registration Office, either in person or by fax: (815) 455-3766. In their request, students should include their name, student ID number, course prefix, number and section, course title, instructor, reason for withdrawing, and their signature. Withdrawal from a course will not be accepted over the telephone.

Please refer to the following link for other important college dates: www.mchenry.edu/academiccalendar.asp

**General Education Goals:**
1. Critical Thinking: To identify, define, analyze, synthesize, interpret, and evaluate ideas.
2. Information Literacy: To locate, evaluate, and use resources effectively.
3. Effective Communication: To develop, articulate, and convey meaning.
4. Ethical Awareness: To identify and make responsible choices in a diverse world.
5. Technological Literacy: To use tools skillfully.

Assessment:
Some student work may be collected for the purpose of assessment, including student competency in the general education goals, the program, or the course.

Effective Fall 2014: Student E-Portfolio:
The instructor of the course will designate at least one graded assignment for possible inclusion in the student E-portfolio. Students applying for an AA, AS, AFA, AES, or AGE degree must document their learning outcomes with a graded assignment for each of the five general education goals by the time of graduation. These five assignments and a cover letter will be in the student E-portfolio in Canvas.

Academic Support for Special Populations Students
McHenry County College offers support services for students with special needs. It is the student's responsibility to meet with the Special Needs Coordinator and provide current documentation regarding his/her disability and receive information about the accommodations that are available.

In addition, as a student enrolled in a career or technical education program at McHenry County College, you may be eligible for services and assistance under the Carl D. Perkins III Grant. Grant funds are used, in part, to assist students who are at risk of not succeeding in their educational pursuits.

The traits that often prevent students from succeeding are: economic disadvantage, academic disadvantage, disability/disabilities, single parent, displaced homemaker, nontraditional, and limited English proficiency (LEP). The definitions of each trait are available in the Special Needs Office. Students with one or more of these traits are referred to as Perkins Special Populations Students.

If you would like to know if you are eligible for services at anytime during the semester, please do not hesitate to contact the Special Needs Coordinator. The office is Room A260, and phone number is (815) 455-8676.

Academic Integrity
As an educational community, McHenry County College values the pursuit of academic excellence and integrity. In accordance with this philosophy and Chapter 10, Act 5 of the 1994 Illinois Community College Act, academic dishonesty in any form, including cheating, plagiarism, and all other acts of academic theft, is considered intolerable. Appropriate sanctions, up to and including suspension from the College will be imposed by authorized College personnel.

Copyright Policy
MCC will maintain current procedures and guidelines to ensure that all staff and students comply with applicable copyright laws and other intellectual property protection laws. The College will encourage staff and students to engage in the development of intellectual property and facilitate ownership protections with respect to such development of intellectual property.

The College expects that staff and students will act responsibly and ethically in a manner consistent with all copyright laws and College copyright procedures and guidelines. This policy authorizes the College to adopt and maintain such procedures and guidelines necessary to ensure compliance with copyright laws and to facilitate ownership protection with respect to the development of intellectual property.

Student Code of Conduct and the Judicial Process
Consistent with the MCC mission is an expectation that students will govern themselves in terms of appropriate behavior with emphasis on self-respect and respect for others. It is the practice of the College to respect the properly exercised rights of its students. The College recognizes a student’s rights within the institution to freedom of speech, inquiry and assembly; to the peaceful pursuit of education; and to the reasonable use of services and facilities at MCC.

MCC has adopted a Student Code of Conduct and judicial process to maintain a learning environment of respect, civility, safety, and integrity for all members of the MCC community.

Whenever possible, sanctions for violations of the Student Code of Conduct may be educational in nature. However, violations affecting the health and safety of members of the MCC community are deemed to be the most serious. Therefore, acts of violence, threats or dangerous behavior are most likely to result in a suspension from the College. Violations of the academic dishonesty policy may also result in suspension or expulsion from the institution and/or reduced or failing grade.

**Children on Campus**
For the safety of children on campus, children (i.e., less than 16 years of age) are not permitted on campus unattended by a parent/guardian, except when they are attending classes offered by MCC for children. The College requires that no children be allowed into a classroom/laboratory environment, including the Testing Center, Learning Center and computer labs, solely for the purpose of a parent/guardian to provide direct supervision of his/her child.

**Teaching Schedule**
The scheduling of the activities and teaching strategies on this syllabus, but not the objectives or content, may be altered at any time at the discretion of the instructor.

---

**Resources**
The following are useful resources available to you as a student at McHenry County College:

**Advising and Transfer Center:**  
Phone (815) 479-7565; Office A257  
www.mchenry.edu/atc

**Counseling:**  
Phone (815) 455-8765; Office A257  
www.mchenry.edu/counseling

**Financial Aid:**  
Phone (815) 455-8761; Office A262  
www.mchenry.edu/financialaid

**Library:**  
Phone (815) 455-8533; Office A212  
www.mchenry.edu/library

**Special Needs:**  
Phone (815) 455-8676; Office A260  
www.mchenry.edu/specialneeds

**Tutoring and Study Skills (Sage Learning Center):**  
Phone (815) 455-8579; Office A247  
www.mchenry.edu/sage
Information

McHenry County College is seeking approval from the Illinois Community College Board (ICCB) for an Associate in Applied Science degree in Paralegal Studies. The Paralegal AAS degree is a 60 to 63 credit hour degree program, which will target students who are interested in beginning legal studies while preparing them for entry level employment as paralegals, working with lawyers and judges in law firms, corporations, legal aid offices and government agencies.

Nationally, the U.S. Bureau of Labor Statistics projects employment for paralegals to grow 22% by the year 2016. In Illinois, according to the Illinois Department of Employment Security (IDES), the job market for paralegals in the Chicago metropolitan area is projected to grow by 25% by the year 2016. Within a 50-mile radius of McHenry County College campus on April 11, 2012, there were 3,336 job listings seeking to employ paralegals. Within McHenry County, the need for paralegals is projected to increase 20.44% from 2008 to 2018. Factors contributing to the growth in the paralegal field include job attrition and a healthy legal market. Due to rising legal fees, more clients are demanding the use of paralegals over higher priced attorneys when possible. Increasing caseloads have encouraged lawyers to delegate tasks formerly reserved for attorneys and professional staff, creating more opportunities for paralegals.

According to the IDES 2011 occupational wage data, an entry level paralegal earned an annual wage of $35,540. The median annual wage earned for a paralegal is $51,410 and an experienced paralegal can earn $61,780 annually.

Since McHenry County does not offer a Paralegal Studies degree, students interested in this curriculum must attend neighboring community colleges. Data from the past five academic years (2009-2013) indicate that 244 McHenry County College students enrolled at neighboring community colleges for Paralegal Studies, and completed 1,886 credit hours at those colleges.

The degree was developed with the assistance from adjunct faculty and professionals in the legal field. The curriculum was then vetted over the course of the past year, during three meetings of advisory committee members that were comprised of McHenry County judges and lawyers, lawyers from the States Attorney’s office and paralegals, and approved by faculty in the Education, Career, and Technical Education division. The College’s Curriculum Development & Review (CD&R) committee as well as the Curriculum and Academic Policy Council (CAPC) and administration, have all reviewed and approved the new degree program.

Recommendation

It is recommended that the Board of Trustees approves the Associate in Applied Science degree in Paralegal Studies.

Vicky Smith
President
Form 20
(September 2013)

Illinois Community College Board

Application for Permanent Approval Career & Technical Education Curriculum

Submit TWO Complete Copies

| COLLEGE NAME: | McHenry County College | 5-DIGIT COLLEGE NUMBER: | 52801 |
| CONTACT PERSON: | Julie Freelove | PHONE: | 815-455-8739 |
| EMAIL: | jfreelove@mchenry.edu | FAX: | 815-455-8991 |

CURRICULUM INFORMATION

| AAS TITLE: | Paralegal Studies | CREDIT HOURS: | 60-63 | CIP CODE: |
| CERTIFICATE TITLE: | | CREDIT HOURS: | | CIP CODE: |
| CERTIFICATE TITLE: | | CREDIT HOURS: | | CIP CODE: |
| CERTIFICATE TITLE: | | CREDIT HOURS: | | CIP CODE: |
| CERTIFICATE TITLE: | | CREDIT HOURS: | | CIP CODE: |

PROPOSED CLASSIFICATION: District X Regional Statewide

PROPOSED IMPLEMENTATION DATE: Spring 2015

SUBMISSION INCLUDES:

X Part A: Feasibility, Curriculum Quality and Cost Analysis
X Part B: Supportive Documentation and Data

This curriculum was approved by the college Board of Trustees on:

State approval is hereby requested:

Signature

Required- Chief Administrative Officer Date

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 31st 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 Paralegal Studies degree program will prepare students for a productive paralegal or investigative assistant career. The program also serves as a foundation for students who may later pursue baccalaureate or professional degrees in law.  

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.  

Half of the students in the Paralegal Studies program are expected to come directly from high school. The other half of the Paralegal Studies students are expected to be adult students returning to higher education to improve their position in the workforce. The Paralegal Studies program prepares students for entry-level employment as paralegals working with lawyers and judges in law firms, corporations, legal aid offices or government agencies. The program is also an educational ladder for students who started in Administrative Office Management programs and careers to allow them to move into more advanced positions in public and private law firms and organizations.  

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).  

Paralegal Studies prepares students for Paralegal and Legal assistant positions, SOC Job Titles and Codes 23-2011 under the CTE Career Cluster of Law, Public Safety, Corrections and Security. The Paralegal positions fall under the category Legal Services in this CTE Career Cluster. In the Chicago metropolitan area, positions are currently available in law specialty fields of real estate, intellectual property and trademarks, corporate, estate and trust, litigation, regulatory compliance, workers compensation and personal injury, tax, family, business, bankruptcy, and constitutional law.  

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).  

Nationally, the U.S. Bureau of Labor Statistics projects employment for paralegals to grow by 22% by the year 2016 (www.bls.gov/oco/ocos114.htm#outlook). In Illinois, the job market for paralegals is also projected to grow by 22% by the year 2016 (http://lmi.ides.state.il.us/projections/statefiles/IL0616LTOccpdf). Within a 50-mile radius of the McHenry County College campus, on April 11, 2012, there were 3,336 job listings seeking to employ paralegals.
Students in the McHenry County College district are within the Chicago metropolitan area which employs thousands of paralegals. Growth in this metropolitan area is projected to increase by 25% by 2016. (State of Illinois, Departments of Employment Security, (IDES), Economic and Analysis Division Employment Projections for 2008 – 2018). Within McHenry County, the need for paralegals is projected to increase by 20.44% from 2008 – 2018 (IDES).

Ranked as the twentieth best job in America by CNN, opportunities in the paralegal field are plentiful. Factors contributing to growth in the paralegal field include job attrition and a healthy legal market. Due to rising legal fees, more clients are demanding the use of paralegals over high-priced attorneys when possible. Increasing caseloads have encouraged lawyers to delegate tasks formerly reserved for attorneys and professional staff, creating more opportunities for paralegals. With average salaries of $50,496, paralegal positions are very competitive. Experienced, formally trained Paralegal Studies graduates with strong research, writing and computer skills have the best job prospects according to the U.S. Bureau of Labor Statistics www.bls.gov/oco/ocos114.htm#outlook.

The following Illinois and Chicago Metropolitan area Paralegal Job Market data was extracted on April 2, 2013 from Martindale.com, a legal resource organization on the internet:

<table>
<thead>
<tr>
<th>Illinois Lawyer’s Fields of Specialty</th>
<th>Number of Lawyers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Law</td>
<td>2,529</td>
</tr>
<tr>
<td>Real Estate</td>
<td>4,365</td>
</tr>
<tr>
<td>Civil Litigation</td>
<td>1,427</td>
</tr>
<tr>
<td>Criminal</td>
<td>1,892</td>
</tr>
<tr>
<td>Estate Planning</td>
<td>1,808</td>
</tr>
</tbody>
</table>

Paralegal job listings for Chicago Area (135 listings were found on 4/2/13):

<table>
<thead>
<tr>
<th>Field of Specialty</th>
<th>Number of Listings</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real Estate</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td>Intel. Prop. Trademark</td>
<td>32</td>
<td>24</td>
</tr>
<tr>
<td>Corporation</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>Trusts/Estates</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Litigation</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Regulatory Compliance</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Workers Compensation</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Tax</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Bankruptcy</td>
<td>1</td>
<td>.1</td>
</tr>
</tbody>
</table>
Legal Assistant/Paralegal Completers at all Illinois Community Colleges*
2009 through 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Legal Assistant/Paralegal Completers</th>
<th>Percentage Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>289</td>
<td>NA</td>
</tr>
<tr>
<td>2010</td>
<td>292</td>
<td>1%</td>
</tr>
<tr>
<td>2011</td>
<td>327</td>
<td>11%</td>
</tr>
<tr>
<td>2012</td>
<td>381</td>
<td>16.5%</td>
</tr>
<tr>
<td>2013</td>
<td>413</td>
<td>8%</td>
</tr>
</tbody>
</table>

*Data obtained from ICCB Annual Enrollment and Completion reports, Tables III-9 for years 2009 through 2013

McHenry County College district residents are interested in completing the Paralegal Studies programs. Currently, the majority of McHenry County College students pursuing this academic program do so at neighboring community colleges. These students incur increased travel time and expense to complete the Paralegal program outside the McHenry County College district.

Data from the past five academic years, including summers, indicates that 1886 credit hours were completed by 244 McHenry County College students in Paralegal programs at neighboring community colleges.
McHenry County College Students Completing Paralegal AAS or Certificate Programs at College of Lake County, Elgin Community College and Harper College from 2009 through 2013

<table>
<thead>
<tr>
<th>Academic Year 2013</th>
<th># of Students</th>
<th># of Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Lake County</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>Elgin Community College</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td>Harper College</td>
<td>6</td>
<td>48</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>21</strong></td>
<td><strong>138</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Year 2012</th>
<th># of Students</th>
<th># of Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Lake County</td>
<td>11</td>
<td>90</td>
</tr>
<tr>
<td>Elgin Community College</td>
<td>20</td>
<td>187</td>
</tr>
<tr>
<td>Harper College</td>
<td>7</td>
<td>42</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>38</strong></td>
<td><strong>319</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Year 2011</th>
<th># of Students</th>
<th># of Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Lake County</td>
<td>14</td>
<td>112</td>
</tr>
<tr>
<td>Elgin Community College</td>
<td>21</td>
<td>129</td>
</tr>
<tr>
<td>Harper College</td>
<td>11</td>
<td>76</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>46</strong></td>
<td><strong>317</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Year 2010</th>
<th># of Students</th>
<th># of Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elgin Community College</td>
<td>39</td>
<td>321</td>
</tr>
<tr>
<td>Harper College</td>
<td>16</td>
<td>118</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>76</strong></td>
<td><strong>629</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Year 2009</th>
<th># of Students</th>
<th># of Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Lake County</td>
<td>13</td>
<td>116</td>
</tr>
<tr>
<td>Elgin Community College</td>
<td>31</td>
<td>219</td>
</tr>
<tr>
<td>Harper College</td>
<td>19</td>
<td>148</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>63</strong></td>
<td><strong>483</strong></td>
</tr>
</tbody>
</table>

| Total 2009 to 2013       | **244**       | **1886**          |

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](#)
Labor market data was available and used to answer prior sections of this report.

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.

McHenry County College assembled a Paralegal Advisory Committee comprised of 35 working professionals from district academic and legal communities including paralegals, judges from McHenry County, and lawyers working in corporations, as sole practitioners, in small, medium and large law firms and for various government agencies throughout the district. Professors, adjunct professors, the college librarian and various other college personnel also are members of the Paralegal Advisory Committee. Collaborations with members of the Paralegal Advisory Committee have helped McHenry County College faculty and administration develop curriculum specifically designed to meet the needs of the paralegal marketplace in McHenry County, as well as the greater Chicago metropolitan area, while also anticipating future trends in the ever-changing legal services environment.

The Paralegal Studies curriculum complements the McHenry County College Administrative Office Management (AOM) curriculum. It offers an avenue to introduce and provides a pathway for students to move into legal studies work. Paralegal Studies also expands McHenry County College's program emphases in Administrative Office Support, which is part of the Business Management and Administration career cluster.

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.

McHenry County College held three Paralegal Advisory Committee meetings attended by local professionals in legal and education fields who have encouraged McHenry County College to pursue the Paralegal Studies degree due to employment needs in McHenry County College's district and beyond. Offering this program at McHenry County College better serves district residents allowing them to take classes within their district, reducing travel time and expense required for completing comparable programs outside the district. Paralegal Advisory board members plan to offer their expertise to the program by providing instruction in some of the paralegal courses; offering internships at their law offices; and offering internships in the county court system where students will also be able to serve as aids to local judges.

Southern Illinois University at Carbondale has expressed interest in developing an articulation program with McHenry County College's future Paralegal program to provide graduates with bachelor completion programs (BA and BS) in this field of study. Course articulations, as well as whole program articulations, will be pursued with this institution, as well as others, once the Paralegal program is approved by ICCB and IBHE.

The Workforce Investment Board (WIB) has indicated that they will be ready to add the approved Paralegal Studies program to the fields of study available to the unemployed in the McHenry County district. The average wages of a paralegal as well as the many employment opportunities in the paralegal field make this program of high interest.
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.

The Paralegal Advisory Committee meeting minutes from the first three meetings of the committee are attached as appendices to this document.

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.

No similar programs are offered by the college or in the McHenry County College district.

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.

McHenry County College does not seek regional designation for this program.

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).

The need for a Paralegal Studies degree to be developed and offered at McHenry County College is being pursued to help meet the 22% increase in employment opportunities in this career field in the McHenry County College district. Lawyers and judges in the district are very supportive of the opportunity to have a Paralegal program in the district and are currently partnering with McHenry County College to develop the program, offer their expertise to teach in the program, and are willing to provide opportunities for student paralegal internships in a variety of public and private legal and judicial offices. Over the past five years, 20 to 60 students from McHenry County College have pursued paralegal studies opportunities at community colleges including Elgin Community College, College of Lake County and Harper College for which they incur additional travel time and expense to complete the degree. McHenry County College is focused on student learning and student success and is eager to best serve the students in our district by providing the educational programs that they seek. For this reason, McHenry County College is pursuing the ability to offer the Associate in Applied Science in Paralegal Studies program in our district.

**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.

      1) **Catalog description.** Provide a description of the program(s) as it will appear in the college's catalog.
The Paralegal Studies degree program will prepare students for a productive paralegal or investigative assistant career. The program also serves as a foundation for students who may later pursue baccalaureate or professional degrees in law.

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.

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?

All potential Paralegal Studies students will receive advising and be invited to an open house to introduce them to the Paralegal Studies program. The open house will include faculty teaching in the program. The department chair will discuss program requirements and expectations with interested students. Students will receive information on attending McHenry County College and will learn how any prior education may apply to the McHenry County College Paralegal Studies program.

Half of the students in the Paralegal Studies program are expected to come directly from high school. One of the courses in the Paralegal Studies program is CDM 110, McHenry County College’s Computer Literacy course, which is currently offered as dual credit to district high school students. Additional dual credit opportunities may be established in general education courses for the program as high school teachers are more likely to be credentialed to teach these courses. Discipline based courses in the Paralegal Studies program require special credentialing of faculty typically not found in the high school environment making dual credit more difficult in this degree program.

Half of the students pursuing Paralegal Studies are expected to be adult students returning to higher education to improve their position in the workforce or to obtain employment. McHenry County College’s Accelerating Opportunities program, available to adult education students, offers a 20 credit hour Administrative Office Skills certificate that will serve as a foundation for program students who may be interested in pursuing further education in Paralegal Studies. The Administrative Office Skills certificate includes CDM 110, a course required in the Paralegal Studies program. The Administrative Office Skills program is also offered outside the Accelerating Opportunities program to students in the McHenry County College district. The Paralegal Studies program will be part of a career ladder for students who pursue the Administrative Office Skills certificate.

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.

Educational laddering will be directly available for students who start in the Administrative Office Skills Certificate program as they will have the skills to move seamlessly into the Paralegal Studies program, if they so desire. Students pursuing the
Legal Administration certificate will also be a career ladder target population as they will have completed some basic courses focused on the legal environment and working in a legal office. The Paralegal Studies program will serve as the next step on this career path ladder to prepare students for the higher level of work of a paralegal. Other career ladders may flow from students enrolled in McHenry County College’s Computer Skills Certificate and Advanced Computer Skills Certificate which focus on using word processing and other administrative related software in the office environment. These skill sets will prepare students to expand their skills in the legal workplace environment after completing the Paralegal Studies program.

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 Paralegal Studies program is structured to lead to further pursuits in legal studies at four-year institutions and beyond. Educational partners, as well as lawyers and judges serving on the Advisory Committee, have helped McHenry County College to develop a curriculum that will move students through the program and seamlessly on to four year institutions with which we develop articulation agreements. Preliminary discussions have been held with Southern Illinois University Carbondale with interest in partnering with McHenry County College to provide bachelor degree completion programs for students taking courses in the paralegal studies program as well as graduates of the program. Upon approval of the McHenry County College Paralegal Studies program, the following articulations will be pursued:

- Southern Illinois University Carbondale – course and program articulation partnerships will be pursued.
- Illinois State University – articulations for the BA or BS in Legal Studies will be pursued. ISU’s program was recently approved by the American Bar Association (ABA) and they will begin to offer this major in August, 2014.
- Roosevelt University – articulation for the Bachelor of Professional Studies (BPS) in Paralegal Studies will be pursued.
- Dominican University has an online BA in Legal Studies program that is not ABA approved but is open for articulation with the McHenry County College program.

Articulation agreements will be shared with students through the advising processes at McHenry County College and will be made available to students through Paralegal Studies courses.

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).

The entrance requirements for the Paralegal Studies program include scoring at or above the 80th percentile on the Watson-Glaser Critical Thinking Examination and intermediate mathematical, reading and writing skills as identified by specific scores obtained on the ACT or Compass tests. The Watson-Glaser Critical
Thinking Examination will be administered regularly at McHenry County College specifically to meet the Paralegal Studies program requirement. The ACT test is regularly administered in high schools in Illinois and is also available at various locations throughout the state. Students who request admission to the Paralegal Studies program who have not taken the ACT test will have the ability to take the Compass test to determine if they have the requisite reading, writing and mathematics skills to be successful in the program. Students without the appropriate reading, writing and mathematical skills will be referred to developmental education courses that will help them increase their academic competencies in these areas to ensure their eventual success in the Paralegal Studies program. Students who do not score in the 80th percentile or above on the Watson-Glaser Critical Thinking Examination will be encouraged to take PHI155, Introduction to Logic, a course that is designed to improve critical thinking and problem solving skills. Students will also be encouraged to take the general education courses in the Paralegal Studies program while improving their skills to re-take the Compass or the Watson-Glaser Critical Thinking Examination. Courses that may be appropriate for students to take at this time, based on student skill levels, may include English Composition I, Introduction to Speech, United States Government, Introduction to Ethics, Computer Literacy, State and Local Government, and a mathematics or science course.

(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?

Sometimes known as legal assistants, paralegals work closely with lawyers to support and supplement legal analysis and work products. The Paralegal Studies curriculum therefore is designed to prepare students for the demands and pressures of a law office. The general education requirements and courses in the program that focus on reading, writing and mathematics skill development reinforce and build the proficiency needed to support the level of technical skills, research and analysis required to complete the Paralegal Studies program, obtain employment, and be successful in this career field as confirmed by the McHenry County College Paralegal Advisory Committee. General education skills will also be imbedded in courses in the discipline to further student understanding, reinforce concepts, and provide students with practice utilizing these skills within the discipline to further hone their general education skills to be successful in this career field.

General education courses include two semesters of English Composition, and at least one course focused on State and Local Government, Speech, United States Government, and Ethics. These courses will provide the foundation for reading, writing, and analytical skills as well as build the political, societal, and ethical foundations to help students understand law and how it is enacted in the United States local, state, and federal governments. Students will refine their reading, writing and analytical skills in courses within the discipline beginning with a Legal Research and Writing class.

Because today’s paralegals need to be both computer and internet literate, the program will require computer training and internet access. Much of the legal research that a paralegal conducts will be done via the internet, and the knowledge of how to access ever-expanding computer databases is of vital
importance. In addition, ethical use of information and the ability to analyze the information will be taught through the general education courses and reinforced in discipline based coursework.

Many duties assigned to paralegals involve paperwork, often of a highly technical nature. With a blending of computer skills, critical thinking skills, reading and writing skills, and basic legal and government studies, students will learn how to organize and prepare court motions and exhibits. They will also draft legal memoranda, pleadings, contracts, shareholder agreements, trademark registration applications, depositions and many other legal documents.

(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?

The Paralegal Studies program has been designed to prepare students to work as paralegals and all coursework meets the standards and expectations held for this career field in legal and corporate environments. Courses in the program will prepare graduates to know how to conduct legal research, writing, and analysis across a wide range of paralegal specialty areas. Paralegals are hired by corporations involved in specific legalities such as real estate, bankruptcy, immigration, labor relations, entertainment, banks and the government. The curriculum will allow students to specialize in these areas. Students with a social conscience focus may look for employment in legal aid programs that provide service in helping the poor, underprivileged, elderly or disabled. Duties in the public sector often include conducting research into social complaints and, in some circumstances, conducting research in immigration and labor relations. Students must meet or exceed the learning outcomes focused on professional standards in the coursework in order to successfully complete this program.

In the final semester, McHenry County College's program requires students to participate in an internship to gain practical experience working in an actual law firm, corporation, legal aid office or government agency. Internships provide students with hands-on experience and an understanding of the demands of the job and culture of the workplace. Internships also offer graduates a definite advantage when looking for a job. Internships are an important part of the McHenry County College paralegal program.

The American Bar Association (ABA) accredits Paralegal programs ensuring that industry standards are met through the courses and educational rigor in which the students engage. The college will pursue ABA accreditation once McHenry County College has completed the required two years of producing graduates from the program, the minimum ABA requirement for first seeking ABA accreditation. McHenry County College faculty and administration have been working closely with the local American Bar Association in Chicago, IL to ensure that the McHenry County College program and courses in the program have sufficient rigor and the requisite educational outcomes for these entry level professionals in the Paralegal field.
4) **Career Development.** Describe how career information, resume building and job search activities are incorporated into the curriculum.

All of the Paralegal courses will be taught by professionals working in the field, including lawyers, judges and paralegals. These professionals will make available career information to the students throughout their tenure in the program. In addition, toward the end of the program, the career services coordinator will meet with classes to help students construct resumes, begin the job search process, participate in mock paralegal interviews, and other activities that will prepare students for their career search and success in the Paralegal field.

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

No new courses are being proposed for this program. All courses in the program have all been approved by ICCB prior to submission of this form 20.

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.

Work based learning will be embedded in the curricula in the form of internships, field trips, and court apprenticeships. Students will be able to do internships in local law offices and at the county law library and will be able to do apprenticeships with local judges who sit on the Advisory Committee. In addition, legal research will be conducted in each of the specific law courses, for example, family law, real estate law, and criminal law. For a complete list of current work-based learning opportunities, please review the minutes from the October 30, 2012 Advisory Committee meeting which includes a survey of the attorneys, paralegals and judges who are part of the advisory committee who volunteered opportunities to use their worksites for student internships.

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?)

The American Bar Association (ABA) accreditation will be sought for the Paralegal Studies program once the college has two successive years of graduates completing the program, the minimum years of graduates required to begin the accreditation process with the ABA. McHenry County College has been working closely with the ABA while developing the Paralegal Studies program to ensure that the program is aligned with best practices of the ABA. The college is following their standards and approval guidelines as they designed the courses for the program, including standards for community involvement and market needs assessment.

There is no standardized test or individual certification process required for paralegal graduates.

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.

The Student Learning Objectives for the Paralegal Studies Program are as follows:

**Broad program learning objectives:**

1. Understand basic legal terminology and the way legal system is organized.
2. Demonstrate the requisite legal research and writing skills necessary to communicate and competently perform as a paralegal within the legal profession.
3. Complete legal research projects using West Law.
4. Understand the basic laws and procedures associated with civil and criminal litigation and draft relevant pleadings, motions, and memoranda.
5. Demonstrate proficiency in commonly used computer technology for law offices.
6. Understand the ethical issues and rules commonly encountered by paralegals.
7. Perform as a paralegal intern, producing a portfolio of work samples.
8. Demonstrate critical thinking skills necessary to identify, research and analyze standard legal issues.
9. Demonstrate the ability to organize large quantities of diverse documents related to civil or criminal cases.
10. Demonstrate the communication skills necessary to obtain and maintain employment as a paralegal.

**General education learning objectives:**

Students will be expected to demonstrate proficiency with understanding a broad cross-section of substantive law, identifying legal issues, and writing legal analysis. To be able to do so, students will need to be proficient in reading, writing, and analyzing information. They will also need to be proficient with computer technology and research skills needed in the legal environment. Learning objectives for general education are incorporated in the Broad Program Learning objectives listed above.

**Career and technical education component objectives:**

Students will be expected to understand and demonstrate legal research and writing skills, as well as familiarity with basic legal terminology and local court forms and procedures. The complete learning objectives for this area are incorporated in the Broad Program Learning objectives listed above.

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 though portfolio review, cumulative course completion, team project, comprehensive written/performance test, or industry/state pre-certification/licensure examination).

Students will have written performance assessments and tests, as appropriate in each course (see each course outline for specifics assessments for each class) to assure that
appropriate learning outcomes are reached. Students will regularly demonstrate legal research skills and written performance skills by researching and providing written work regarding these legal topics in each of their legal courses. Students will complete a portfolio throughout their course work that will be assessed at the end of their program to assure that overall Paralegal Studies program and related general education outcomes are reached.

The college will use both formative and summative assessments of student learning. Summative assessment will be measured by unit tests, midterm and final examinations, and projects. Formative assessment will be accomplished through practical midterm and examinations to test mastery of skills learned.

f. Continuous Quality Improvement.

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

Advisory committee meetings have been and will continue to be held once a semester to engage experts in the legal field to review the curricula and program design to ensure that coursework and the overall Paralegal Studies program is training students in a way that stays current with the paralegal field of study and best meets the needs of legal services providers. A comprehensive program review will take place every five years as required by McHenry County College and ICCB. Faculty teaching in the Paralegal Studies program will be encouraged to participate in workshops and conferences sponsored by the ABA to remain current in their field and regularly asked to apply that learning to the curricula.

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

Assessment of student learning data will be used by faculty to determine if course and program outcomes are being met. Student evaluations and surveys will be distributed at the end of each course to help the faculty determine class effectiveness and overall program design. Faculty will make adjustments to improve and better align the curriculum to meet requisite student learning outcomes. Student portfolios will be reviewed to determine if graduates are meeting the broad program learning objectives, general education learning objectives and career and technical learning objectives. Information from assessment tools will be used to make adjustments to courses, sequencing, pedagogy, and other instructional factors as appropriate. Faculty and the advisory committee members will look at the rates at which graduates obtain and maintain employment as well as enrollment and retention data.

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

The following people have been and will continue to be involved in the yearly review of the program:

Mary Ambrose-Gerak (attorney/adjunct instructor, MCC), Michelle Clesceri (attorney/adjunct instructor, MCC), Jim Falco (Executive Dean of ECTE, MCC), Julie Freelove (Department Chair of Administrative Office Management [AOM] and AOM instructor, MCC), Kate Harger (Dean of the Library, MCC/former paralegal), Janet Mazurek (attorney - Law Offices of Janet L. Mazurek, P.C.), Lisa Overbey (former
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).

The Paralegal program expands McHenry County College's Administrative Office Management offerings and provides a pathway for students into the legal studies field. Student interest and pursuit may ultimately lead students to a baccalaureate degree and law school. The program will include faculty who are current paralegals, attorneys and judges who are active in their profession and who will bring related work-based learning opportunities into the classroom. Instructional delivery will be expanded beyond the classroom to include internships in legal offices throughout the district.

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.

McHenry County College believes that its classes and programs should be available to all members of our community. With this goal in mind, the following individuals may enroll in credit classes as full-time or part-time students:

- A graduate of an accredited high school or home-school program
- GED recipient
- People at least 17 years old who withdrew from high school and did not earn a diploma
- Students in high school who may benefit from taking courses through the High School Plus program.

The requirements for the Paralegal Studies program courses are at a higher level than those for general admission requirements due to the skills needed to successfully complete the program. The entrance requirements include scoring at or above the 80th percentile on the Watson-Glaser Critical Thinking Examination and intermediate mathematical, reading and writing skills as identified by scores on the ACT or Compass tests. The Watson-Glaser Critical Thinking Examination will be administered regularly at McHenry County College specifically to meet the Paralegal Studies program requirement. The ACT test is regularly administered in high schools in Illinois. Students who request admission to the Paralegal Studies program who have not taken the ACT test will have the ability to take the Compass test to determine if they have the requisite reading, writing and mathematics skills to be successful in the program.

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

The Paralegal program will be offered and overseen by the faculty chairperson of the Administrative Office Management and department faculty member. The faculty member will maintain control over the program, including the quality of the curriculum, in collaboration with the advisory committee and
the dean of education, career and technical education. Degree audit will be completed by the registrar's office personnel to ensure that students have completed all degree requirements before graduation.

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.

No contractual/cooperative agreements are expected in the Paralegal Studies program.

**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).

McHenry County College has the human and fiscal reserves to support the Paralegal Studies Associate in Applied Science program. The college will dedicate funding in the budget for fiscal year 2015 to enhance and expand this academic initiative. This program will continue to be supported by tuition, Paralegal course fees, and will share resources currently allocated to the Administrative Office Management budget.

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.

McHenry County College has state-of-the-art smart classrooms fully loaded with appropriate software for the Paralegal Studies program. No new program equipment needs to be purchased, shared or leased to implement the curriculum. Students in the program will be required to purchase a notebook computer in their first Paralegal Studies course. The fee for the first class will include the cost of this notebook computer and common software for word processing and spreadsheets. McHenry County College will sell these computers and the software to students at cost. This equipment becomes the property of the students.

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.

McHenry County College has the classroom space and computer labs to implement and support the program. Partners in legal offices and county government will assist with internship sites for students in the program. There are no new costs associated with renovation or development of facilities.

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

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

The following data was included in the supply and demand for the program section in Part A:

1. Nationally, the U.S. Bureau of Labor Statistics projects employment for paralegals to grow by 22% by the year 2016. (www.bls.gov/oco/ocos114.htm#outlook)
2. In Illinois, the job market for paralegals is also projected to grow by 22% by the year 2016. (http://lmi.ides.state.il.us/projections/statefiles/IL0616LTOcc.pdf)
3. Within a 50-mile radius of our campus, as of 4/11/12, there were 3,336 current job listings for paralegals. (www.indeed.com, a website that combines various job search engines.)
4. The Chicago metropolitan area employs thousands of paralegals and growth is projected to increase by 25% by 2016. (State of Illinois, Departments of Employment Security, IDES), Economic and Analysis Division Employment Projections for 2008 – 2018)
5. Within McHenry County, the need for paralegals is projected to increase by 20.44% from 2008 – 2018. (IDES)
6. Ranked as the twentieth best job in America by CNN. Money opportunities in the paralegal field are plentiful. Factors contributing to growth in the paralegal field include job attrition and a healthy legal market. Due to rising legal fees, more clients are demanding the use of paralegals over high-priced attorneys when possible. Increasing caseloads have encouraged lawyers to delegate tasks formerly reserved for attorneys and professional staff, creating more opportunities for paralegals.
7. Because the average paralegal salary is $50,496, there is a good deal of competition for jobs. Experienced, formally trained graduates of a paralegal program who have strong research, writing and computer skills will have the best job prospects. (The U.S. Bureau of Labor Statistics www.bls.gov/oco/ocos114.htm#outlook.

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

<table>
<thead>
<tr>
<th>Soc Job Titles &amp; Codes *</th>
<th>Annual District Openings*</th>
<th>Employment Projections: Annual Program Completers **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paralegal and Legal Assistants, 23-2011</td>
<td>428</td>
<td>381 students have completed Paralegal Studies programs in the state of Illinois in 2012. The largest graduating classes are from McHenry County College's surrounding districts including Elgin Community College, College of Lake County and Harper College.</td>
</tr>
</tbody>
</table>

*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).

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Enrollments:</td>
<td>24</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>Part-Time Enrollments:</td>
<td>12</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Completions:</td>
<td></td>
<td>20</td>
<td>24</td>
</tr>
</tbody>
</table>
## 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:

<table>
<thead>
<tr>
<th>Course Prefix/#</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Lecture Hours (include contact hrs new courses only)</th>
<th>Lab Hours (include contact hrs new courses only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG151</td>
<td><em>English Composition I</em></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG152</td>
<td><em>English Composition II</em></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT/SCI</td>
<td><em>Math/Science option</em></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLT155</td>
<td><em>State and Local Government</em></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPE151</td>
<td><em>Introduction to Speech</em></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLT151</td>
<td><em>United States Government</em></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHI251</td>
<td><em>Introduction to Ethics</em></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**: 21

<table>
<thead>
<tr>
<th>Course Prefix/#</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Lecture Hours (include contact hrs new courses only)</th>
<th>Lab Hours (include contact hrs new courses only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAR101</td>
<td><em>Introduction to Paralegal Studies</em></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAR102</td>
<td>Legal Research and Writing*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAR103</td>
<td>Civil Litigation and Discovery*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAR123</td>
<td>Family Law*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAR110</td>
<td>Law Office Technology*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAR120</td>
<td>Torts and Insurance Law*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAR122</td>
<td>Real Property Law*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAR121</td>
<td>Contract Law*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAR124</td>
<td>Intellectual Property Law*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAR125</td>
<td>Estate Planning and Probate Law*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJT115</td>
<td>Criminal Law</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDM110</td>
<td>Computer Literacy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**: 36

<table>
<thead>
<tr>
<th>Course Prefix/#</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Lecture Hours (include contact hrs new courses only)</th>
<th>Lab Hours (include contact hrs new courses only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOM 255</td>
<td>Internship</td>
<td>3-6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**: 3-6

### CTE Electives

**Total**: }

**TOTAL CREDIT HOURS REQUIRED FOR COMPLETION**: 60-63
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.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hours</th>
<th>Courses</th>
<th>Degree</th>
<th>Field</th>
<th>Year</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>15</td>
<td>(3) PAR101 Introduction to Paralegal Studies (3) CDM 110 Computer Literacy (3) PAR 102 Legal Research and Writing</td>
<td>BS or BA</td>
<td>Paralegal Studies or related field</td>
<td>At least 2000 hours of work experience</td>
<td></td>
</tr>
<tr>
<td>Second Semester</td>
<td>15</td>
<td>(3) PAR 110 Law Office Technology (3) PAR 125 Estate Planning and Probate Law (3) PAR 123 Family Law</td>
<td>JD</td>
<td>General Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Semester</td>
<td>15</td>
<td>(3) PLT 155 State and Local Government (3) Math/Science Gen Ed Requirement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth Semester</td>
<td>15-18</td>
<td>(3) PHI 251 Introduction to Ethics (3) PLT 151 United States Government</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Field</th>
<th>Credential</th>
<th>Years of Related Occupational Experience</th>
<th>Years of Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS or BA</td>
<td>Paralegal Studies or related field</td>
<td>At least 2000 hours of work experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JD</td>
<td>General Law</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time</th>
<th>Part-time</th>
<th>Full-Time</th>
<th>Part-time</th>
<th>Full-Time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Second Year</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Costs</td>
<td>$27,024</td>
<td>$27,024</td>
<td>$13,512</td>
</tr>
<tr>
<td>Administrator Costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Personnel costs (specify positions)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment Costs**</td>
<td>$9096.96</td>
<td>$9096.96</td>
<td></td>
</tr>
<tr>
<td>Library/LRC Costs</td>
<td>$10,000</td>
<td>$7,000</td>
<td></td>
</tr>
<tr>
<td>Facility Costs*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL NEW COSTS</strong></td>
<td>$46,120.96</td>
<td>$34,930.96</td>
<td>$13,512</td>
</tr>
</tbody>
</table>

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

**Students in the Paralegal Studies program will be required to have notebook computers with word processing and spreadsheet software. These will be made available to students in their first Paralegal course and the cost will be covered by the fee for that course. The notebook and software will become the property of the student upon receipt.
APPENDIX

Minutes from the first three Paralegal Advisory Committee Meetings

1. October 30, 2012
Paralegal Advisory Committee Meeting

Tuesday, October 30, 2012

Present: Mary Ambrose-Gerak (attorney/adjunct instructor/MCC), Robin Berry (attorney/Donahue & Walsh, P.C. and adjunct instructor/MCC), Michelle Clesceri (attorney/adjunct instructor/MCC), Michael Caldwell (circuit judge/State of Illinois), Linda Cunabaugh (attorney/Campion, Curran, Lamb & Cunabaugh, P.C.), Jim Falco (executive dean of ECTE/MCC), Julie Freelove (department chair/MCC), Mark Gerhardt (McHenry County judge), Steve Greeley (attorney/Franks, Gerkin & McKenna, P.C.), Kate Harger (dean of the library/former paralegal/MCC), Dave Hixson (attorney [retired]/adjunct instructor/MCC), Linda Kuziel (paralegal/Zanck, Coen, Wright & Saladin, P.C.), Wendy Lauen (divisional secretary/MCC), Peter Linden (associate dean of ECTE/MCC), Melissa Massey (attorney/adjunct instructor/MCC), Janet Mazurek (attorney/Law Offices of Janet L. Mazurek, P.C.), Julie Nordholz (administrative assistant/MCC), Lisa Overbey (former paralegal), Jamie Rein (attorney/Aleen R. Tiffany, P.C.), Demetri Tsilimigras (deputy chief of the criminal division/State’s Attorney’s Office and adjunct instructor/MCC), Robert Wilbrandt (McHenry County judge/adjunct instructor/MCC), Jamie Wombacher (attorney/Gummerson, Rausch, Wand, Lee, Wombacher, LLC), Marianne Wood (former paralegal/adjunct instructor/MCC)

Jim Falco, the executive dean of Education, Career & Technical Education, welcomed everyone to the meeting and thanked everyone for coming. He introduced Dr. Peter Linden, the associate dean of ECTE, and Julie Freelove, department chair for Administrative Office Management and Business. He also introduced Julie Nordholz and Wendy Lauen, support staff for the Education, Career & Technical Education division.

Everyone else in the room introduced themselves and described their experience with the legal field.

Jim told the group about the number of students who live in McHenry County College’s district who have attended another college to earn their paralegal degree. In Illinois, if a particular program is not offered in the student’s college district, the student can attend another college that offers the program without having to pay out-of-district tuition. For example, since MCC does not offer a paralegal program, students who live in MCC’s district can attend a college that does offer the program without paying any financial penalty. Since 2009, MCC has sent 60 students to the College of Lake County, 91 students to Elgin Community College and 64 students to Harper College – 215 students, for a total of 1,717 credits in paralegal programs. That tells us that there is the potential for a paralegal program at MCC.

As we have begun to explore the possibility of starting a paralegal program, one of the first things the state requires us to do is to call together content experts to advise us, which is what we are doing with this meeting. MCC needs the help of our advisory committee to write courses, teach courses and to tell us what the program should look like.

Jim asked the group if they felt there was a need for paralegal training in the legal field in general, and specifically in McHenry County. Some responses included:

- Yes, especially in this economy. Many attorneys are looking to our secretaries to help us draft letters and pleadings. Some firms would rather hire a paralegal than a new associate.
- As a paralegal, it’s helpful to train in the county in which you plan to work. Previously, our county wasn’t really big enough to sustain a training program for paralegals because there wasn’t enough need for paralegals. But now the McHenry County Bar Association has grown to the point that it is needed.
- The Bureau of Labor Statistics (BLS) predicts that the paralegal profession should continue to grow at 18%, and all legal professions will continue to grow at 11%.
- Linda Kuziel said that 20 years ago when she chose to be a paralegal, the BLS was saying it would grow at the fastest rate of all professions, so it’s obviously continuing to be a good field with a lot of opportunity. She also mentioned that hiring a paralegal can be a good option for a law firm, because paralegals don’t require liability insurance, but their work can still be billed at an hourly
rate. That can help make money for a firm while also saving money for clients. Her firm has also sponsored two internship students from other programs and she thinks that other firms would also be willing to sponsor interns.

- Someone noticed that some firms are advertising to hire either an attorney or an experienced paralegal, which is interesting. The field wasn’t like that 20 years ago.
- Several people said they had mentioned the potential of a paralegal program to their colleagues, who were also very excited about the prospect.
- The general consensus among the group was that there was definitely a need for a paralegal training program in McHenry County, and that they and their firms would be happy to support it.
- The current MCC instructors pointed out that their students are asking for paralegal certifications.

Jim then asked the group about any possible concerns, issues or complications we might run into. He mentioned that for example, we know we would want our program to be accredited by the American Bar Association, and we know the program has to be in existence for two years prior to accreditation. What else does MCC need to be aware of as we move forward?

- Someone mentioned that when hiring for paralegals recently, they have noticed that candidates are completing online paralegal programs. How does MCC plan to compete with that?
- Jim said that we can offer online classes, and that we do offer online classes in other areas. Would it be all right to offer paralegal classes online?
  - The group agreed that it would be fine to offer some (although probably not all) classes online. Some said that we would have to offer online classes in order to compete.
- One possible concern is that to have a program comparable with other ABA programs, we will need quite a few courses. Most schools offer at least 10 specialty classes, which is a lot of courses to design and write, especially if you are planning to start with a certificate.
- Jim said that we are planning on starting with an associate’s degree. We hope to offer a certificate at some point down the road.

How will MCC market to students who still want to go to CLC or Elgin, because those colleges already have an ABA-approved program?

- Jim explained that once we have a program, students can no longer travel to another college out-of-district without paying out-of-district tuition. Most students will choose to stay in district.
- One suggestion was to market to people considering going to law school. It won’t matter as much to them whether they graduate from an ABA-accredited program, since they are going on to law school anyway.
- Not only will MCC have to market our program to potential students, but we will have to market it to attorneys in the area. If we make sure that our program focuses on the needs of local practices, that will help encourage local attorneys to hire our graduates.
- Mary Ambrose-Gerak mentioned that law firms in the area are very excited. In every class she’s taught at MCC in her five years here, she has five to seven students who tell her that they are hoping to become paralegals. She said we will have to be sure our program is certified; when she hires paralegals, she only hires certified paralegals. We have to be sure we offer our students a valuable credential that will help them get a better job.

Jim introduced Michelle Clesceri, who is an attorney and also an adjunct instructor for some of MCC’s criminal justice courses. Michelle has already started writing a few courses. She handed out a rough draft of MCC’s proposed curriculum.
Michelle mentioned that we are planning to use the ABA as our accrediting body, and the ABA is very specific about what we need to do to be accredited. They require that we have at least 60 credits for our AAS degree, along with a number of other requirements.

Michelle and Jim asked the group what classes we should offer to set us apart, and what other feedback they had on our proposed curriculum. The group’s responses included:
- We can have an edge by keeping up-to-date with trends in our county.
- A tax law class is probably not needed for a paralegal program.
- It would be very helpful if we offered a class on document retention and management, medical record keeping, e-filing, etc.
- Many of our proposed classes are very subject-matter oriented. We might want to offer classes that give a more day-to-day, practical overview of what a paralegal will need to know.
- Although it’s nice have theoretical classes, they might not apply all that much to our students.
- It might be good to narrow our program focus now to help people get jobs, then expand into more subject matter classes.
- Maybe it would be good to offer a survey course to give people an introduction to many various topics, without having to offer quite so many subject matter courses.
- A course in the basics of practical legal investigation could be very useful.
- Once the topics in the core courses are covered, we might better know where to go. For example, we are proposing a course in litigation. That’s a very broad area – once we know specifically what that course will cover, we might have a better idea of what kinds of electives we will want to offer.
- Although there are a number of law firms in the county that we hope will hire paralegals, we should remember that paralegals also work at banks, insurance companies and government agencies, among others.

Jim asked the lawyers in the room what knowledge they are looking for in a paralegal. The responses varied, but the group generally agreed that to work in McHenry County, a paralegal would need a background in:
- Family law
- Real estate
- Bankruptcy
- Civil discovery
- Small claims and collections

Any paralegal also needs a background in document retention standards and basic record-keeping. Peter Linden told the group that we need everyone’s help to get this program off the ground. He passed around a sign-up sheet with various ways the committee can help MCC and asked everyone to indicate whether they or their firm would be willing and able to help in the following ways:
- Serve on the advisory committee (approximately 2 meetings per year)
- Write a course proposal
- Teach a course in the program (subject to meeting minimum qualification requirements)
- Provide internship opportunities
- Be a guest speaker in a class
- Host a class field trip

Peter asked for any final thoughts from the group. The remarks included:
- MCC will need to offer students career counseling and practice interviews, etc. Internships can also really help with job placement.
- It might be worth it to develop a survey and ask the McHenry County bar association for their input on our program.
- One concern the group had was how we will vet our students to be sure we are admitting students who can succeed in the program.
Michelle said that other schools have an entrance exam, basically to be sure students can read and write at the level required to be successful. We will need to look into doing something similar for our students.

We want our students to succeed, and we also want to be sure our graduates are a credit to the program and the college.

Peter told the group that we are working toward an anticipated program launch of 2014. Even that far in the future means we need to have all our course proposals written and ready to go by next August, in less than a year.

He asked the group about another meeting in late January or early February. The group agreed that time frame would work, but said that a 5 p.m. start time would be better.

Peter thanked everyone again for attending the meeting. We appreciate your attendance and your feedback! We could not start a paralegal program without your help.
<table>
<thead>
<tr>
<th>Name</th>
<th>Would you be interested in being a continued member of this advisory committee? (1-2 meetings/year)</th>
<th>Would you be willing to write a course for this program?</th>
<th>Would you be interested in teaching for this program?</th>
<th>Would you consider providing internship opportunities to one or more of our students in this program?</th>
<th>Would you be willing to be a guest speaker for a class in this program?</th>
<th>Would you be willing to host a field trip for a class in this program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kate Harger</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dave Hixson</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Steve Greeky</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Mark Berhardt</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Mary Gerak</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Marianne Wood</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Demetri Tsimigos</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Michael Caldwell</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Maybe</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Robert Wilbrandt</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Maybe</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Melissa Massey</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Linda Cunabaugh</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Lisa Overbey</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Jamie Rein</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Janet Mazurek</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Possible</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Jamie Wombacher</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Robin Berry</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Carolina Schottland</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Linda Kuziel</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Paralegal Advisory Committee Meeting  
Tuesday, January 29, 2013

Present: Mary Ambrose-Gerak (attorney/adjunct instructor/MCC), Robin Berry (attorney/Donahue & Walsh, P.C. and adjunct instructor/MCC), Michelle Clesceri (attorney/adjunct instructor/MCC), Michael Caldwell (circuit judge/State of Illinois), Melissa Cooney (attorney/Zukowski, Rogers, Flood, McArdle), Linda Cunabaugh (attorney/Campion, Curran, Lamb & Cunabaugh, P.C.), Julie Freelove (department chair/MCC), Mark Gerhardt (McHenry County judge), Steve Greeley (attorney/Franks, Gerkin & McKenna, P.C.), Kate Harger (dean of the library/former paralegal/MCC), Dave Hixson (attorney [retired]/adjunct instructor/MCC), Kathy Hoover, division secretary/MCC), Linda Kuziel (paralegal/Zanck, Coen, Wright & Saladin, P.C.), Peter Linden (associate dean of ECTE/MCC), Janet Mazurek (attorney/Law Offices of Janet L. Mazurek, P.C.), Jamie Rein (attorney/Aleen R. Tiffany, P.C.), Bob Stephens (retired/Motorola), Demetri Tsilimigras (deputy chief of the criminal division/State’s Attorney’s Office and adjunct instructor/MCC), Robert Wilbrandt (McHenry County judge/adjunct instructor/MCC), Jamie Wombacher (attorney/Gummerson, Rausch, Wand, Lee, Wombacher, LLC)

Introductions
Peter thanked all meeting attendees for their participation and contribution toward developing the paralegal program.

Review and Approval of Last Advisory Board Meeting Minutes
Peter asked that all attendees review the last meeting minutes given to them at this meeting.

The meeting minutes were approved.

Recap of Last Meeting Highlights
Peter affirmed the need for a paralegal program, based on the minutes from the last meeting. This includes a need to offer some of the courses online. This also includes a need to differentiate MCC in the marketplace. It includes such courses as Document Retention and Management, Medical Recordkeeping, and E-Filing.

Progress-To-Date – Michelle Clesceri
Michelle shared information about “Paralegal Programs and Course Sequence.” Each meeting attendee received a copy of this document.

Comments from Michelle
I have obtained a course curriculum sequence for different area colleges, organized by semester. I compared other college information to what McHenry County College could put together as a course sequence for the paralegal program. Other colleges have been running their programs for years and have hundreds of students, which gives them the luxury of having elective classes. But starting out, we need a skeleton version of this, with no electives for the first couple of years; this is because we need to fill classes with students, and electives may produce few or no students. We need to offer classes based on MCC priorities. My layout of classes for MCC can be changed, altered, or deleted, and classes may be added. We should mirror courses being offered by other colleges, but we should develop our own Introduction to Paralegal Studies. I have written a course proposal for this. On recommendation from paralegal educators, I ordered books from Aspen Publishing. I found one that covers what we need very nicely.

Comments by Michelle (and other committee members, noted) regarding the layout for each semester:
First Semester
There are not a lot of paralegal courses; other colleges offer many core courses. This encourages students to enter the program and decide if they want this program; if not, they can apply these classes elsewhere.

Second Semester
• Other colleges offer quite a bit of general education; all have Legal Writing and paralegal electives.
• Julie F. - Program reviews for Introduction to Paralegal, Legal Research and Writing, and Civil Litigation have been completed by Michelle. These courses will soon be going to our curriculum council for approval, and then once approved internally, they will go to the State.
• I wrote the first course proposal based on some books from Aspen Publishing.
• We would like to offer Civil Litigation in one semester; this class distinguishes criminal case from civil case. It includes pre-trial and structure of the trial, evidence, and post-trial and damages phase. It is a very functional and practical class.
• Mary – I taught legal classes in other schools. There are two schools of thought on the textbooks used for the Legal Research and Writing classes. IRAC is often the easiest for paralegals to learn from.
  o IRAC is what is used.
• Introduction to Paralegal Studies goes into a lot of the vocabulary.
• Most classes include vocabulary that is unique to that topic.
• There is a Lexus program, paid for by the college, which allows every student and instructor to the legal research available. This would be great to have.

**Third Semester**
We want students to have U.S. Government, which will teach students differences between State and Federal government, for example. Dave commented that our suggested program is the only one that doesn't have Contracts and Business Law. Mary mentioned that the last time we met, the group did not feel Bankruptcy is appropriate for this county because it is mostly a federal practice downtown.

**Fourth Semester**
We want to establish an internship program that would give students a final “step” out of the college and into the paralegal environment.

**Electives**
Michelle showed the committee members a list of electives she checked off for our college.

*Comments about the paralegal program layout*
- Based on a bar association survey done in this area, Probate and Estate Planning is something that is of interest.
- I do criminal law and do not see a need for McHenry County for paralegals doing criminal law because it is so much different than civil law; we use our paralegals for civil law cases, documents, and discovery.
- I received my paralegal certificate downtown then received my degree at Northern. I worked downtown; a lot of paralegals there worked on patent cases. So, I feel the variety of classes here is good, even though this county doesn't have a need for them. There is a local market, and then a broader market to consider. Students here would benefit, as they could commute to the city where this experience is needed.
- Michelle – We do need a consensus. If probate and estate planning is important to this county, it can be moved to a required course, over the bankruptcy course.
- If we want ABA accreditation, we have to have the bar do a survey of the attorneys to say what they practice out here. This is what limits us to choose certain courses over others. So, initially, we need the attorneys’ support for other courses we’re interested, outside of what is practiced here. But I think we should offered those other classes down the road.
- I think the litigation class is extremely important. We used to hire paralegals right out of school; some of them didn’t know the fundamentals, such as understanding about the court systems.
- Michelle – We are gearing the program towards that. At the first meeting, we talked about e-filing and document retention.
- I initially thought of law office technology, but after receiving feedback from a couple of programs, they dropped the straight technology class and made it more of a law office management and technology class. I talked to paralegals—after they graduated, the straight technology class was either forgotten, not used, or technology changed. The change would focus on the organization of the law firm, the roles and responsibilities of the paralegals, some ethics, and the billing methods, including software to do billing. We could also describe the different systems out there. Document retention and e-filing for practical knowledge and exposure are other items that can be included. Microsoft Office is also needed, at least at a basic level; perhaps students could test out of this.
- Julie F. – We have Computer Literacy (CDM 110), a three-credit class which students are required to have for Administrative Office Management degrees, and it includes some instruction on Microsoft Office—two class sessions each on Word, Excel, PowerPoint, and Access. But, is this enough? Are the full Word, Excel, PowerPoint, and Access classes too much? All of these classes are Microsoft certified, so a student could took the certification exam if they wanted to.
- Students right out of high school may know Microsoft Office, but older students may need a lot of instruction.
- There are a significant number of my students who need computer help. Since last year when I started teaching online, I found there are too many students who don’t have adequate computer skills, and instructors are expected to devote a lot of time in assisting them.
- Julie F. – High School students, even if geared toward college preparation, aren’t required to take any computer classes—they are elective, though. We do have proficiencies available for Computer Literacy, Word, and Excel, to help those who already have this knowledge. Computer Literacy is a prerequisite.
- Michelle – We need to establish what we think is the level of degree our students need to have.
- You might be able to incorporate into a class, such as Drafting Legal Documents class, some computer skills instruction. Also, Technology and Management moves quickly, so maybe this can be in the third or fourth semester.
- Paralegals I have worked with are required to review contracts; this is the context of the business practice.
- Speaking from an in-house perspective, it makes sense to have Law Office Management and Technology, as opposed to the straight technology class.
- There will likely be overlap of instruction with some classes.
- Half of the book you are using will apply to law office technology and management, and the other half will pertain to corporate law. You need a certain book, based on your audience.
- E-filing, for example, is something where you could teach your students how to find out how to do it.
- It would be good for paralegals to at least have an overview on how to do certain things.
- In Business 241, we do teach students how to look things up.

West Law

Comments/questions by committee members
- If a student places into developmental courses, I would like to know what that does for the progression in the program.
- Should there be some kind of entrance exam required, such as Watson Glazer or some kind of bar that needs to be made upon entry?
- Other colleges are put through Watson Glazer, so students are screened this way.
- Peter – So the group has consensus on this? (Answer: Yes.)
- How about students who have been here a year after taking English Comp I and II, Math, and then later decide to take this program? How does that combine with this paralegal program? We may have to have enough classes for students to take, who are in this situation, in order to get their paralegal certification.
- Kate – It may be a problem, initially.
- Peter – It is good to hear that Computer Literacy class information is infused into other classes. This keeps the information up-to-date, rather than having Computer Literacy classes taught at one time, where this information may be outdated later.
- Peter - Of the three, do we prefer Lexus, Nexus, or Westlaw?
- Lexus is new out here; it is being encouraged in the law firms out here.
- Our law firm used Westlaw, and now we use Lexus. Lexus has a great integrated program with Microsoft Office, where you can scan a brief. It gives you all of the sites, even if the cases are out of your jurisdiction.
- Westlaw came from the book publishers, and Lexus is more computer-based; they offer different features; some prefer one over the other.
- Westlaw will give you hard copy books, which is very useful in building a library, and they may also offer them for free.
- Kate – But free items take up shelf space, which we don’t have, and it takes upkeep, which is $10,000 to $15,000 per year. There would have to be someone labeling the books, so we know which are current.

Proposed next meeting date/Adjournment
It is proposed that early April be the next meeting date.

Meeting adjourned – 6:10 p.m.
Paralegal Advisory Committee Meeting  
Wednesday, January 29, 2014

Present: Mary Ambrose-Gerak (attorney/adjunct instructor, MCC), Michelle Clesceri (attorney/adjunct instructor, MCC), Jim Falco (Executive Dean of ECTE, MCC), Julie Freelo (Department Chair of Administrative Office Management [AOM] and AOM instructor, MCC), Kate Harger (Dean of the Library, MCC/former paralegal), Janet Mazurek (attorney - Law Offices of Janet L. Mazurek, P.C.), Lisa Overbey (former paralegal), Demetri Tsilimigras (deputy chief of the criminal division - State's Attorney's Office/adjunct instructor, MCC), Robert Wilbrandt (McHenry County judge, 22nd Judicial Circuit/adjunct instructor, MCC)

Minutes: Kathy Hoover (Division Secretary of ECTE, MCC)

Introductions
Jim Falco welcomed all to the meeting, and introductions were made.

Review Results of Survey
A survey was sent last February to law office throughout McHenry County asking for information regarding the program. It was positively received, similar to input from the advisory board. We went through McHenry County Bar Association, and there were over 300 members who were surveyed. Survey Monkey was used for surveying. Of the 19 respondents:
- 30 percent practice family law, which was the majority.
- 47 percent want paralegal to have an associate’s degree, certificate, or paralegal skills.
- 89 percent would use paralegal for researching public records and legal issues while preparing documents.
- 52 percent use Westlaw.
- 42 percent use Wesley Nexus.
- 94 percent would consider hiring MCC paralegal student graduate.

Comments from the committee:
- We could also survey outside of McHenry County, which could give us useful information.
- Contact the President of the McHenry County Bar Association, Tamara Marshall, to speak to one of the monthly general meetings. They are in great need of speakers. We could introduce our paralegal program at one of those meetings, and we could survey there, too. Allison Lawry or Margaret Engtson, secretary, at the McHenry County Arbitration and Mediation Association can set up speaking appointments.
- Family law has its own section council, as do criminal law and real estate law
- A lot of the members overlap with the Northwest Suburban Bar Association.

List of approved courses from survey feedback – January 29, 2013
Jim said based on past discussion, survey results, and committee recommendations, we have come up with a list of courses that have been written and approved. (Michelle gave each committee member the “Paralegal Studies AAS” academic study plan document, and a document listing the description of each course.) Other comments from Jim:
- The program will start with approximately 24 students
- As the program continues, there will be electives added. This will give students more options as enrollment increases.
- An internship is included in the degree.
- Paralegals had a request to include Intellectual Property as one of the courses.
- Ethics class (Philosophy Dept.) transferability is 1.1 IAI (Illinois Articulation Initiative), and Business Ethics and Ethics in Criminal Law both have 1.2. The 1.1 means classes are transfer courses the 1.2 means classes may or may not be transferable; they could be taken as an elective transfer. This is an internal designation of MCC's.

Comments from the committee:
- There is high number of malpractice claims regarding Intellectual Property, although it may not apply as much to McHenry County.
- Personally, Intellectual Property is preferable over Criminal Law, as Criminal Law does not utilize paralegals as much.
• If our goal is to train people for McHenry County, then Intellectual Property would not be as preferred as Criminal Law. Enrollment is also critical at this time, as well. Criminal is required for lawyers, and Intellectual Property is an elective for us, also.
• Which “Ethics” class is a required class? Will Business Ethics 235 be accepted? This also needs to be addressed for Fast Track classes.
• My students have preferred Criminal Justice Ethics course over the general ethics course. Could this be substitutable now or in the future?
• I want students to be proficient in Excel.

Status of Illinois Community College Board (ICCB) Form 20 – Jim Falco
The Form 20 is written and done for Paralegal Studies AAS. During February 2014 this will go through two college committees for approval. After approval, a board report will be submitted to the Board of Trustees for approval in March. The board will ask questions about the program. If the board approves, this goes to Springfield. If approved, it would be done by June 2014.

Timing of starting program – Fall/Spring 14/15 and Program entrance requirements
We could potentially start the program in the fall. However, students will be required to pass CDM 110 (Computer Literacy) class, which is offered in a variety of ways, and includes Word, Excel, and PowerPoint. They will also need to take the Watson Glacier Critical Thinking Examination before starting the program. Students could do this in the fall, and then the program can begin in spring. We want enough lead time to promote the program, and to let students know this is a limited-enrollment program. Potential students would have to submit a resume with a cover letter.

Comments from committee members:
• This would also give us time to go to high schools and colleges to promote the program.
• MCC night is in November, where we can promote this. The Career Expo is March 19.
• Also a Law Day in April with high school seniors held at MCC – 150 to 200 students attend. The county also celebrates lawyer “birthday” where this can be promoted.
• I think it is important students need writing skills as a prerequisite for this program, so students should demonstrate this skill.

Next Steps – Working with I.T. Dept. to determine which legal software to use: West Law or Nexus Lexus and Library Resources
We will push for West Law to the I.T. Department, as it is most compatible with the college’s system. Robert said his firm has West Law Next, a version of West Law.
Kate commented:
At an institution where I previously worked, we only offered West Law access. The campus only paid for our passwords for students taking Legal Research and Writing courses. Each semester, we would request a certain number of passwords. It could be expensive to purchase passwords for all courses for all students. Prior to ABA requirements, requirements were that there had to be a physical law collection in the libraries or the library had to partner with another place, as the library of record.

Other comments:
• All of the courses would probably require the use of the materials, so passwords should be given to all students.
• You could only offer online access, and not a pricier print collection at MCC.
• Students could use the county law libraries for additional access.
• Barrington Area Library offers West Law information free. Other libraries could also offer free information.
• The Law Library in McHenry County has West Law for free. Dan Wallis from that library could work with the college as a possible partnership.
• Students may need only certain information, for example, information only pertinent to Illinois. Research is typically done by students after general education courses are taken. I think every student in the next level will need access codes.
• Starting with this program, all MCC students will be required to do an e-portfolio. Students may want to earn a certificate, leading to a certification in West Law, for example, as part of their portfolio.

Possible free tablet upon approval into the program
Jim said we are thinking that when students enroll and become accepted into the program, and passed CDM 110 and the Watson Glacier Critical Thinking test, the student would get a free Windows tablet. Assuming students will be writing a lot, this may be an incentive; the device would be provided, not the
service. Students keep the tablet, even if they drop from the program. The cost of the tablet is $390, estimated from last October. Would this be beneficial? Comments from the committee:

- It would entice students to join the program.
- It may not be enough of an incentive for students.
- The tablet could just be used, but then returned.
- My daughter at college received this, pre-loaded with e-books, to be returned after graduating, which is an alternative to purchasing books.
- It could be loaded with law-related items.
- This would eliminate the need for computers in classrooms.
- There would be an additional program fee for using the tablet.
- I would prefer that students go to the library for information.
- It is a good marketing way to get students in the program. It could help a student with future employment, more marketability.
- It separates us from other colleges
- Students could get court-case information from the tablet.
- Students will have free Wi-Fi on campus.
- What if the tablet is broken, lost, or stolen?
  - Jim - Students would be responsible for replacing it. Students would be required to have it in classes.
- This may appeal more to returning adult students.
- Microsoft apps would come with it, and they are very expensive.
- The board may feel this is an expensive proposition.
- Students do like different giveaways, as well—paralegal tote, lanyards, flash drives, anything with the program name on it.

Closing Remarks
Jim mentioned that we need two graduating classes before we can apply for APA approval. He also said we need instructors for our program, as well as internship locations as a way for us to critique our students’ progress. Other comments:

- I wish I had this program; it is a concise program, a good one to build upon.
- Intellectual Law is a good addition.
- It could take less time for a student to get through the program if they already took general education courses.
- We should reach out students we previously lost because we didn’t have this program.
  - Jim - The last count we have is that 211 credits that occurred in other colleges because we didn’t have the program. At this time, students can go to other colleges and pay MCC prices for the classes we do not offer. Once we offer it, students likely come back to us because it is offered locally and may be cheaper.
- Every semester, students ask about a paralegal program.
- Secretaries at the law firms are interested in a paralegal program.

Meeting adjourned
Meeting adjourned at 6:20 p.m.
A Paralegal survey of McHenry County Lawyers was e-mailed, via SurveyMonkey, in February 2013, to over 300 lawyers in McHenry County. Below is a short summary of the results.

### Potential McHenry County College Paralegal Program

Please specify the subject matter and provide an email address to contact:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject matter:</td>
<td>87.5%</td>
<td>7</td>
</tr>
<tr>
<td>Email address:</td>
<td>100.0%</td>
<td>8</td>
</tr>
</tbody>
</table>

*answered question* 8

*skipped question* 11

<table>
<thead>
<tr>
<th>Number</th>
<th>Response Date</th>
<th>Subject matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feb 27, 2013 2:34 PM</td>
<td>Business or Constitutional Law</td>
</tr>
<tr>
<td>2</td>
<td>Feb 25, 2013 8:05 PM</td>
<td>Divorce / Family Law</td>
</tr>
<tr>
<td>3</td>
<td>Feb 25, 2013 7:36 PM</td>
<td>Real Estate/ Business Law/ Corporate</td>
</tr>
<tr>
<td>4</td>
<td>Feb 25, 2013 5:11 PM</td>
<td>Depends on the needs of the program. I am an associate that does all our paralegal work also. I am excellent in research and court document formatting.</td>
</tr>
<tr>
<td>5</td>
<td>Feb 25, 2013 4:51 PM</td>
<td>Any Family Law; Correspondence; Legal Ethics/RPC; ANYTHING!</td>
</tr>
<tr>
<td>6</td>
<td>Feb 25, 2013 4:28 PM</td>
<td>Paralegal</td>
</tr>
<tr>
<td>7</td>
<td>Feb 25, 2013 4:24 PM</td>
<td>Litigation, Family Law, Personal Injury</td>
</tr>
</tbody>
</table>

The results of the Paralegal survey of McHenry County Lawyers. Below is a short summary of the results.

- Of the 19 respondents 37% of them said that they practice family law. Real Estate and Other/non-specific both had 16% of the response.
- 47% of the respondents said that they would want their paralegal to have an Associate degree with a Paralegal Certificate and/or Paralegal skills. 42% said they would want some related work experience.
- 89% of the respondents said that they would use their paralegal for researching public records and legal issues and/or preparing documents. 84% said they would use the paralegal for drafting correspondence. 63% said they would use their paralegal in interviewing/client contact.
- 78% of the respondents said they would use paralegals in litigation. 68% said they would use paralegals in family law.
- 52% of the respondents said they use Westlaw for legal research. 42% said they use Lexis/Nexis. 5 out of the 6 respondents that chose the other category use Fastcase.
- 94% of the respondents said they would consider hiring a MCC Paralegal Studies graduate.
- 73% of the respondents said that they use paralegals.
- 15% of the respondents said that they use paralegals as interns.
- 50% of the respondents said that they would be interested in trying an intern.
- 54% of the respondents said that they would pay average of $27,000 year. 45% respondents said that they would pay hourly had an average hourly wage of $13.30.
- 28% of the respondents said that they would be interested in hosting a field trip to their location.
- 53% of the respondents said that they would be interested in teaching a paralegal class at MCC.
McHenry County College

Board Report #14-75
April 24, 2014

Review of Closed Session Minutes

Information

The College Board of Trustees is required by 5 ILCS 120/2.06 to review its Closed Session minutes to determine if any or all of them should be released to the public. In accordance with this Act and at the direction of the Board, a team consisting of two Trustees and the Board Attorney has reviewed the Closed Session minutes since the last review in July, 2013 to make a determination that: (1) the need for confidentiality still exists as to all or part of those minutes; or, (2) that the minutes or portions thereof no longer require confidential treatment and are available for public inspection in the library.

A review of all Closed Session minutes for the time period May 14, 2013 through November 21, 2013 has been completed and has resulted in the following recommendation.

Minutes to be Released:
- August 22, 2013, Board of Trustees Meeting
- October 15, 2013 Committee of the Whole Meeting
- November 12, 2013, Committee of the Whole Meeting

Minutes to Remain Confidential:
- May 14, 2013 Committee of the Whole Meeting
- May 23, 2013 Board of Trustees Meeting
- June 13, 2013 Special Board Meeting
- June 18, 2013 Committee of the Whole Meeting
- June 27, 2013 Board of Trustees Meeting
- July 19, 2013 Special Board Meeting
- July 25, 2013 Board of Trustees Meeting
- July 27, 2013 Board Retreat
- September 17, 2013 Committee of the Whole Meeting
- September 26, 2013 Board of Trustees Meeting
- October 15, 2013 Special Board Meeting
- October 24, 2013 Board of Trustees Meeting
- November 21, 2013 Board of Trustees Meeting

Recommendation

It is recommended that the Board of Trustees accepts the recommendation to either release and/or to require confidential treatment of the minutes listed above.

Vicky Smith
President
Workforce and Community Development Personnel Considerations for Spring 2014

Information

Listed below are instructors to be hired for the Spring 2014 Semester:

<table>
<thead>
<tr>
<th>Full-time Personnel</th>
<th>Classes and Seminars</th>
<th>These are paid on a per-course basis:</th>
<th>$ Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>DiBona, B</td>
<td>5/20/14</td>
<td>Business Planning Essentials</td>
<td>100.00</td>
</tr>
<tr>
<td>Garrelts, J</td>
<td>5/10/14</td>
<td>TSS – Alive at 25</td>
<td>150.00</td>
</tr>
</tbody>
</table>

Recommendation

It is recommended that the Board of Trustees ratifies the employment additions as listed above.

Vicky Smith
President
Information

In August of 2013 the Board of Trustees approved board report #13-172 Compensation Adjustment for Administrative Personnel for FY 2014. The board report gave College administrators a 1.7% cost of living salary increase. The Board also approved awarding College administrators another 1.3% salary increase based on a merit system. The merit system was to be developed by a group of administrators, and approved by Trustees by the November 2013 Board Meeting.

A diverse group of administrators, within multiple levels of the administrator pay scale, met and developed a merit based compensation system. The system was presented to all administrators at October 2013 Leadership Meeting and to the Board of Trustees at the October 2013 Committee of the Whole Meeting. Questions and feedback were taken into consideration regarding the merit compensation system and adjustments made to the implementation of the system. The following represented how the 1.3% merit pay was distributed in FY 2014.

Merit compensation will be based on administrators’ individual overall score from the MCC performance evaluation.

Administrators will receive one of the three following levels of merit compensation:

- 0% merit increase if an administrator is on discipline, has a Performance Improvement Plan (PIP) or received an individual overall score from the performance evaluation below a 2.0
- 1.0% merit increase if an administrator receives a 2.0 up to the average score on the performance evaluation (Average score will be determined by summing all administrators final administrative score and dividing by the number of administrators)
- 1.5% merit increase if an administrator receives above the average score given on the performance evaluation

In addition to developing the methodology for distributing the merit pay, the Board of Trustees also requested that the system be evaluated and recommend changes as appropriate be presented to the Board for FY 2015. Specifically, the Board wanted the administrative team to focus on how to integrate goal attainment into the merit structure, investigate the use of a 360 degree evaluation component, and determine how to more precisely distribute the merit pay.

Since January of 2014, the same team of diverse administrators has met to review the methodology used and recommend changes as appropriate. The team has developed a system that integrates goal attainment into the evaluation process and precisely distributes all the merit pay. The team is recommending studying the integration of 360 degree evaluation in FY 2015. The system was presented to all administrators at the March 2014 Leadership Meeting and to the Board of Trustees at the April 2014 Committee of the Whole meeting.
It is recommended that the following system of Compensation Adjustment for Administrative Personnel for FY 2015 – 2018 be implemented:

- All eligible administrators will receive a CPI-U increase.
- All salary ranges will increase yearly based on the CPI-U, not to exceed 3% per year.
- 3% of all eligible administrators’ salaries will be used for merit distribution.
  - Distribution of merit:
    - All administrators’ evaluation scores will be summed (Administrators’ evaluation score is the average of their score on their performance evaluation and the rating they received on their goals).
    - Each administrator’s evaluation score will be divided by the sum total to determine their percentage of the available merit funds.
- If the merit increase moves an employee over the top of his/her range, the overage becomes paid as a bonus.
- No salary increase will be over 5.9% or below the CPI-U (merit and CPI-U combined).
- Administrators who were hired after March 1 of the evaluation year will not be eligible for a CPI-U or a merit increase.
- Administrators who score below a 2.0 on the evaluation scores and who have been on a performance improvement plan, or who have been on discipline, will not be eligible for a merit increase.
- The feasibility of the integration of 360 degree evaluations of administrators into the evaluation process will be discuss during FY 2015
- The process will be reviewed each year by the Merit Based Compensation Team with results reported to the College president.

Recommendation

It is recommended that the Board of Trustees approves the revised Merit Compensation System for Administrators as outlined above and the yearly compensation adjustment for administrators for the FY 2015-2018 years.

Vicky Smith
President
Appointment of Replacement Instructor of Programming

Information

The retirement of Chuck Young, effective May 31, 2012, created a vacancy for the full-time faculty position of Instructor of Programming. William Skrzypczak has been recommended to fill this position. Mr. Skrzypczak has a Master of Business Administration from Northern Illinois University, DeKalb, IL and a Bachelor of Science in Industrial Technology from Western Illinois University, Macomb, IL. His experience is as follows:

2013 – Present  Temporary Instructor of Programming
                Adjunct Instructor (2012 – 2013)
                McHenry County College, Crystal Lake, IL

2003 – 2013  President
             Nextuse, Woodstock, IL

1994 – 2000  Vice President, Open Systems
              Comdisco, Rosemont, IL

Fourteen applications were received, fourteen met the position minimum qualifications, and the search committee interviewed seven candidates.

Recommendation

It is recommended that the Board of Trustees approves the appointment of William Skrzypczak to the faculty position of Instructor of Programming, effective August 13, 2014, at a 9-month salary of $61,230.00

Vicky Smith
President

<table>
<thead>
<tr>
<th>Contract Placement*</th>
<th>Placement Multiplier</th>
<th>Base Salary</th>
<th>Contractual 9-month Salary*</th>
<th>Current Salary</th>
<th>Contract Salary of Previous Employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lane 3, Step 4</td>
<td>1.30</td>
<td>$47,100.00</td>
<td>$61,230.00</td>
<td>$58,404.00</td>
<td>$102,357.00</td>
</tr>
</tbody>
</table>

*Contract placement and salary based on FY2013 Faculty Salary Schedule, subject to change upon completion of Faculty Contract negotiations.
POSITION: INSTRUCTOR OF PROGRAMMING

CLASSIFICATION: Faculty / Full-time, Tenure-track

RESPONSIBILITIES:

Including but not limited to:
- Teaching responsibilities will consist of a combination of development, programming, and computer literacy classes; approximately 15 contact hours per week. Available to teach daytime, evening, and weekend classes, and develop/teach online classes, as needed
- Work cooperatively with the department, division, faculty, and staff throughout the College in striving for educational excellence
- General involvement as a faculty member in participatory college governance, advisement of students, and assessment of student learning
- Responsible for writing new curriculum
- Support continuous quality improvement through participation in AQIP

MINIMUM POSITION REQUIREMENTS:

- Bachelor’s degree from a regionally accredited institution in Management Information Systems, Computer Science, Information Technology or a related area. Qualifications to include 2000 hours of related experience
- Experience in at least one of the following: mobile development or web development, or database management
- Proficient in one of the following languages: C++, Java, C#, Objective C
- Successful teaching experience preferred
- Demonstrated commitment to professional growth
- Commitment to the mission of the community college, and to teaching and motivating community college students in ways appropriate to their diverse backgrounds and learning styles

REVISED: November 2013
Request for Retirement

Information

Bev Albright, Manager of Special Needs, has submitted her request for retirement effective June 20, 2014. She has been a valuable member of the College community. At her retirement, she will have over seven years of full-time service at MCC and an additional sixteen years of part-time service.

Recommendation

It is recommended that the Board of Trustees approves Bev Albright’s request for retirement effective June 20, 2014, with appreciation for her many contributions to the College and that she be granted the title and benefits of Administrator Emeritus.

Vicky Smith
President
Request for Retirement

Information

Clark Andelin, Desktop Engineer, has submitted his letter of retirement effective June 26, 2014. He has been a valuable member of the College community. At his leaving, he will have eighteen years of full-time service to McHenry County College.

Recommendation

With appreciation for his many contributions to the College, it is recommended that the Board of Trustees approves Clark Andelin’s request for retirement effective June 26, 2014, and that he be granted full retirement benefits as stipulated in the Staff Council Contract.

Vicky Smith
President
Request for Retirement

Information

Joan Perlman, Cataloging/Collection Development Librarian, has submitted her request for retirement effective May 30, 2014. She has been a valuable member of the College community. At her retirement, she will have over ten years of full-time service at MCC.

Recommendation

It is recommended that the Board of Trustees approves Joan Perlman’s request for retirement effective May 30, 2014, with appreciation for her many contributions to the College and that she be granted the title and benefits of Faculty Emeritus.

Vicky Smith
President
Request for Retirement

Information

Wally Reynolds, Director of Athletics, Intramurals and Recreation, has submitted his request for retirement effective June 26, 2014. He has been a valuable member of the College community. At his leaving, he will have twenty-four years of full-time service at MCC.

Recommendation

It is recommended that the Board of Trustees approves Wally Reynolds’ request for retirement effective June 26, 2014, with appreciation for his many contributions to the College and that he be granted the title and benefits of Administrator Emeritus.

Vicky Smith
President
Request for Retirement

Information

Margaret (Peggy) Smith, Duplication Center Assistant, has submitted her letter of retirement effective September 30, 2014. She has been a valuable member of the College community. At her leaving, she will have twenty years of full-time service to McHenry County College.

Recommendation

With appreciation for her many contributions to the College, it is recommended that the Board of Trustees approves Margaret (Peggy) Smith’s request for retirement effective September 30, 2014, and that she be granted full retirement benefits as stipulated in the Staff Council Contract.

Vicky Smith
President
Salary Adjustment/Advance Placement

The agreement between the Board of Trustees, McHenry County College, Community College District #528 and the McHenry County College Faculty Association includes an advance placement adjustment each time a full-time faculty member obtains 15 additional hours of pre-approved course work. In accordance with this agreement, the following instructor qualifies for advance placement at this time. The salary adjustment will take effect for the academic year listed.

<table>
<thead>
<tr>
<th>Current Placement and Salary</th>
<th>Advanced Placement and Salary Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lane VI, Step 15</td>
<td>Lane VII, Step 15</td>
</tr>
<tr>
<td>$101,736.00</td>
<td>$105,033.00</td>
</tr>
</tbody>
</table>

The agreement between the Board of Trustees, McHenry County College, Community College District #528 and the McHenry County College Faculty Association states that individuals in Lane VII who continue to advance professionally under the guidelines of the Contract shall be rewarded for such advancement with a bonus equal to $3,500.00. Such bonus shall not be added to their base salary. The number of bonuses received for advance placement shall be limited to one (1) every four (4) years. In accordance with this agreement, Maria Luisa Lauf, Counselor, and Sarah Sullivan, Instructor, Business qualify for such a bonus at this time.

The Administrative Advanced Placement Program includes a salary adjustment of $1,400.00 for full-time Administrative staff members upon completion of 15 credit hours of pre-approved course work. In accordance with this program, the following administrator qualifies for a salary adjustment at this time. The salary adjustment will take effect for FY14.

<table>
<thead>
<tr>
<th>Current Salary</th>
<th>Adjusted Salary</th>
</tr>
</thead>
</table>
| Talia Koronkiewicz – 1st Adjustment  
Manager of Student Conduct & Campus Life | $49,639.20 | $51,039.20 |

The agreement between the Board of Trustees, McHenry County College, Community College District #528 and the McHenry County College Staff Council includes a salary adjustment of $1,200.00 for full-time members upon completion of 15 credit hours of pre-approved course work. In accordance with this agreement, the following staff members qualify for adjustment at this time. The salary adjustments will take effect for FY14.

<table>
<thead>
<tr>
<th>Current Salary</th>
<th>Adjusted Salary</th>
</tr>
</thead>
</table>
| Christine Fischer – 3rd Adjustment  
Administrative Assistant of Physical Facilities | $43,691.27 | $44,891.27 |

Recommendation

It is recommended that the Board of Trustees ratifies the advanced placement and salary adjustments as stated above.

Vicky Smith
President
Agreement between the Board of Trustees of McHenry County College and the McHenry County College Faculty Association

Information

Since the current five-year faculty contract, which took effect in August 2009, expired at the end of summer 2014 semester, a team of four administrators and four faculty members met numerous times from December 2012 until April 2014 to negotiate terms of a new contract. The attached contract incorporates all changes the two teams agreed to during the 16 months of negotiations. The new contract was ratified by the faculty union membership.

If approved, the new contract would take effect retroactively August 15, 2013 and remain in effect until the day proceeding the first faculty employment day in the 2016 – 2017 academic school year.

Recommendation

It is recommended that the Board of Trustees approves the attached contract with the McHenry County College Faculty Association, which would take effect retroactively August 15, 2013 and remain in effect until the day proceeding the first faculty employment day in the 2016 – 2017 academic school year.

Vicky Smith
President
AGREEMENT

between

BOARD OF TRUSTEES,
McHENRY COUNTY COLLEGE,
COMMUNITY COLLEGE DISTRICT NO. 528

and

McHENRY COUNTY COLLEGE
FACULTY ASSOCIATION

2013 – 2016
# TABLE OF CONTENTS

| AGREEMENT | 1 |
| PREAMBLE | 1 |
| ARTICLE I | 2 |
| DEFINITIONS | 2 |
| ARTICLE II | 2 |
| TERM OF AGREEMENT | 2 |
| ARTICLE III | 3 |
| RECOGNITION AND REPRESENTATION - PROFESSIONAL | 3 |
| Section 3.1. Recognition | 3 |
| Section 3.2. Meeting With Other Faculty Organizations | 3 |
| Section 3.3. Duty of Fair Representation | 3 |
| ARTICLE IV | 3 |
| BOARD RIGHTS | 3 |
| ARTICLE V | 4 |
| STATUS AND EFFECT OF THE AGREEMENT | 4 |
| Section 5.1. Ratification and Amendment | 4 |
| Section 5.2. Contract Controlling | 4 |
| ARTICLE VI | 4 |
| RESPONSIBILITIES AND RIGHTS - PROFESSIONAL | 4 |
| Section 6.1. No Discrimination | 4 |
| Section 6.2. Good Faith | 5 |
| Section 6.3. Dues Check off | 5 |
| Section 6.4. Distribution of Contract and Board Policy Manual | 5 |
| Section 6.5. College Services and Facilities | 6 |
| Section 6.6. Information to Association | 6 |
| Section 6.7. Faculty Resource Guide | 6 |
| Section 6.8. Board Agenda | 6 |
| Section 6.9. Personnel File | 7 |
| Section 6.10. Patent and Copyrights | 7 |
| ARTICLE VII | 8 |
| NEGOTIATION PROCEDURES | 8 |
| Section 7.1. Selection and Composition of Negotiating Teams | 8 |
| Section 7.2. Commencement of Negotiations | 8 |
| Section 7.3. Agreement and Ratification | 8 |
| ARTICLE VIII | 8 |
| GRIEVANCE PROCEDURE | 8 |
| Section 8.1. Definitions | 8 |
| Section 8.2. Time Limits | 8 |
| Section 8.3. Pre-Grievance Procedure (Informal Resolution) | 9 |
| Section 8.4. Association Representation | 9 |
| Section 8.5. Limitations on Authority of Arbitrator | 9 |
| Section 8.6. Limitations on Authority of Arbitrator | 11 |
| Section 8.7. Grievances Involving the President or Board of Trustees | 11 |
| Section 8.8. No Reprisals | 11 |
AGREEMENT

This AGREEMENT is entered into this 24\textsuperscript{th} day of April, 2014, by and between the BOARD OF TRUSTEES OF MCHENRY COUNTY COLLEGE, DISTRICT No. 528 (hereinafter referred to as the "Board") and the MCHENRY COUNTY COLLEGE FACULTY ASSOCIATION, an affiliate of the NEA/IEA (hereinafter referred to as the "Association"), and only applies to said parties.

PREAMBLE

WHEREAS, the parties agree to continue to work together harmoniously and to promote and maintain relations between the Board and the Association which will serve the best interests of all concerned, and

WHEREAS, the Board and the Association do hereby agree that the welfare of the student is paramount in the operation of the system and will be promoted by both parties, and

WHEREAS, the Board and the Association have voluntarily endorsed the practices and procedures of collective bargaining as a fair and orderly way of conducting relations between the Board and the full-time faculty insofar as such practices and procedures are appropriate to the obligations of the Board to retain the right to effectively operate McHenry County College and are consistent with the paramount interests of the public and the students of McHenry County College, and

WHEREAS, it is the intention of the parties to this Agreement to provide, where not otherwise mandated by law, for the salaries, fringe benefits, and conditions of employment of the full-time faculty members covered by this Agreement, to prevent interruptions of work and interference with the efficient operation of McHenry County College, and to provide an orderly and prompt method of handling and processing grievances;

NOW, THEREFORE, the parties agree with each other as follows:
ARTICLE I

DEFINITIONS

This Agreement shall incorporate the definitions enumerated below:

A. **Board** -- The terms "Board" or "Board of Trustees" shall mean the Board of Trustees of Public Community College District No. 528 operating as McHenry County College, as established and pursuant to Illinois Compiled Statutes, Chapter 122, and its authorized representatives.

B. **College** -- The term "College" shall mean McHenry County College and its authorized representatives.

C. **Full-Time Faculty** -- The terms "faculty", "faculty member", or "full-time faculty member" shall mean those employees specifically included in the bargaining unit as set forth in Article III, Section 3.1 of this Agreement. The term “faculty” shall further mean classroom faculty, counseling faculty, and library faculty, all of whom shall be deemed to have equal status with full rights and benefits under this contract.

D. **CFO** – Chief Financial Officer

E. **CAO** – Chief Academic Officer

F. **CHRO** – Chief Human Resources Officer

G. **Business Days** – is a day on which the administrative offices are open which excludes Saturday and Sunday

H. **CBA** – Collective Bargaining Agreement

ARTICLE II

TERM OF AGREEMENT

This Agreement shall be effective as of August 15, 2013, and shall remain in full force and effect until the day proceeding the first faculty employment day in 2016-2017. It shall automatically be renewed from year-to-year unless either party shall notify the other in writing at least ninety (90) days prior to the end of the contract.
ARTICLE III

RECOGNITION AND REPRESENTATION - PROFESSIONAL

Section 3.1. Recognition

The Board of Trustees of McHenry County College, Illinois Community College District 528, or its agents, hereby recognizes the McHenry County College Faculty Association, an affiliate of the Illinois Education Association and the National Education Association, hereinafter referred to as the Association, as the exclusive and sole collective bargaining representative for all full-time faculty except supervisors, managerial employees, or short-term employees as such excluded employees are defined in Section 2 of the Illinois Educational Labor Relations Act of 1983.

Section 3.2. Meeting With Other Faculty Organizations

The Board agrees not to negotiate with any full-time faculty employee organization other than the Association for the duration of this Agreement. Further, the Board agrees not to negotiate with any full-time faculty member individually during the duration of the Agreement on items covered by this Agreement.

Section 3.3. Duty of Fair Representation

The Association agrees to fulfill its duty to fairly represent all employees in the bargaining unit regardless of Association membership. The Association further agrees to indemnify and hold harmless the Board from any and all liability, including monetary damages, resulting from any failure on the part of the Association to fulfill its duty of fair representation.

ARTICLE IV

BOARD RIGHTS

Nothing contained herein shall be construed to deny or restrict the Board of its rights, responsibilities, and authority under the Illinois Public Community College Act or any other national, state, county, district, or local laws or regulations as they pertain to education.
ARTICLE V

STATUS AND EFFECT OF THE AGREEMENT

Section 5.1. Ratification and Amendment

This Agreement shall become effective when ratified by the Board and Association and signed by authorized representatives thereof.

Section 5.2. Contract Controlling

No agreement, understanding, consideration or interpretation which alters, waives or modifies any of the terms or conditions contained herein shall be made with any Faculty member by the Board or any of its agents or representatives, unless it has been made and agreed to in writing by the Board and the Association. Any such agreement shall not constitute a precedent in the future enforcement of any of the terms contained herein.

ARTICLE VI

RESPONSIBILITIES AND RIGHTS - PROFESSIONAL

Section 6.1. No Discrimination

A. In accordance with applicable federal and state law, neither the Board nor the Association shall discriminate on the basis of a faculty member's race, color, creed or religion, sex, national origin, age, physical or mental disabilities, sexual orientation, veteran status, or other factors which cannot be lawfully the basis for an employment decision. Any disagreement concerning the interpretation and application of this paragraph shall be resolved through the appropriate federal or state agency or court rather than through the grievance procedure set forth in this agreement, unless the grievant and Association shall waive all rights to use any procedure other than the grievance procedure, provided nothing herein shall preclude the use of steps 1 and 2 of the grievance procedure.

B. As a duly elected body exercising governmental power under the law of the State of Illinois, the Board agrees that it will continue not to discourage directly or indirectly, or deprive any faculty member her/his rights in the enjoyment of any rights under the laws of Illinois or the Constitution of the United States. Any dispute concerning said rights shall be resolved through the appropriate federal or state agency or court rather than through the grievance procedure set forth in this Agreement, unless the Association, grievant, and Board agree otherwise. The Board will continue not to discriminate against any faculty member with respect to hours, wages, terms, or conditions of employment by reason of her/his membership in the Association or her/his participation in
negotiations with the Board or to discriminate against any faculty member in her/his institution of any grievance, complaint, or proceeding under this Agreement.

Section 6.2. Good Faith

A. "Good Faith" is defined as the mutual responsibility of the Board and the Association to meet at a reasonable time, to deal with each other openly and fairly, and sincerely to endeavor to reach agreement with respect to all items as identified in the agreed upon substantive portion of this document.

B. The Association subscribes to a code of ethics and agrees to assist the Board and the administration on matters pertaining to professional conduct when requested.

C. Both parties agree that the provisions of this Agreement shall not be applied in a manner that is arbitrary, capricious, or discriminatory.

D. Both parties agree that it is their mutual responsibility to confer upon their respective representatives the necessary power and authority to make proposals, consider proposals, make counter proposals in the course of negotiations, and to reach tentative agreements which shall be presented respectively to the Board and Association for ratification.

Section 6.3. Dues Check off

Upon receipt of a properly executed dues deduction form by a faculty member, the Business Office shall regularly deduct the appropriate monies from such employee’s paycheck in conformity with the Business Office’s regular and ordinary payroll procedures. The specific amount of the dues deduction shall be communicated to the College's CFO in writing by the Association's Treasurer by October 31 of each year. The Association shall hold the Board harmless for all such deductions completed pursuant to the dues authorization form. Such authorization shall be cancelable according to its terms but in no event sooner than thirty (30) calendar days where employment is not terminated.

Section 6.4. Distribution of Contract and Board Policy Manual

A. Within thirty (30) working days following ratification and execution of this Agreement by both parties, the Board will provide three signed copies of the Agreement to the Association President and will also post a copy of the Agreement electronically.

B. Board Policy manual available electronically.
Section 6.5. College Services and Facilities

A. In accordance with applicable Board policy, the Association shall have reasonable use of College office services, to include duplicating, printing, and electronic communication privileges for the conduct of Association business. The Association agrees to pay the standard rates for the duplicating and printing services, supplies, and long distance phone charges related to Union Business. Use of such services and facilities shall be scheduled and prioritized by the appropriate administrative officers.

B. The Board agrees that space for a bulletin board, to be purchased by the Association, shall be provided for the exclusive use of the Association for posting notices of activities and other matters of Association concern, provided such posting shall not include any item attacking the character, integrity, or ability of any member of the Board of Trustees or any of its agents or employees.

C. The Board agrees to provide the Association reasonable access to conference space for the conduct of normal Association business.

D. The Association President may utilize their College office for Union business and it shall not interfere with College business.

Section 6.6. Information to Association

The Board shall make available to the Association upon its reasonable request and within a reasonable time thereafter, information concerning the professional staffing and financial resources of the institution, including but not limited to the current: annual financial reports and audits; registry of professional personnel; the Adopted Budget with all budgetary requirements and allocations; agendas and minutes of all Board meetings, and all attachments thereto at the time of distribution to the Board; treasurer's reports; names, addresses and position on salary schedule of all faculty; and other public information necessary for negotiation and enforcement of the collective bargaining agreement. It is understood that this shall not be construed to require the Board to compile information and statistics in the form requested not already compiled in that form, unless mutually agreed.

Section 6.7. Faculty Resource Guide

A. The Faculty Resource Guide shall be updated through joint effort of the Administration and Association prior to the beginning of each academic year.

B. A copy of the Faculty Resource Guide will be posted electronically.

Section 6.8. Board Agenda

The Association may request to be placed on the agenda of a regular Board meeting in accordance with the Board's Policy Manual and procedures contained therein.
Section 6.9. Personnel File

A. There shall be only one official personnel file, but nothing herein shall preclude retention of identical duplicate information in other files.

B. A faculty member shall have the right, upon request, to review the contents of her/his own personnel file during normal business hours. A representative(s) of the Association may be requested to accompany the faculty member to such review. Confidential credentials (and related personal references) normally obtained prior to the time of employment are specifically exempted from such review and shall be removed prior to the review of the personnel file.

C. Any material that is added to the personnel file shall be done so in a timely manner. The faculty member shall be given a copy of material added to the file within five (5) business days of such addition. A faculty member's response to any material placed in the personnel file shall be made part of said file if submitted within thirty (30) business days of receipt of notification.

Section 6.10. Patent and Copyrights

Faculty Members are encouraged to engage in research and other activities that may result in the creation of devices, books, programs, or other works in which the faculty member may obtain intellectual property rights leading to a market and profit to be obtained, as long as such does not interfere with his/her contractual duties. Use of the College equipment, materials and resources for this purpose must be approved in advance by the Chief Academic Officer.

If a faculty member creates an original work on his/her own resources, the faculty member shall be considered the sole author and owner of the work, and the College shall not be entitled to any royalties or proceeds from the work.

If a faculty member creates an original work and does so with substantial support provided by the College, which may include financial assistance, released time, paid leave of absence, or other incentives provided by the College, then the work will be jointly owned by the faculty member and the College. A prior written agreement must be reached between the faculty member and the College specifying the share of ownership, distribution of materials, and fair use within the College, based on the particular facts and circumstances.

A "work-for-hire" is a work commissioned by the College for its use through a special contract with a faculty member. Commissioned work might include but is not limited to, instructional text, and computer programs. The College will be sole owner of the work, and the work will not be available for use without the College’s prior express written permission.
ARTICLE VII

NEGOTIATION PROCEDURES

Section 7.1. Selection and Composition of Negotiating Teams

The Board and the Association shall each select representatives to act on their behalf in negotiations.

Section 7.2. Commencement of Negotiations

It is in the best interests of both parties to conduct timely, productive, collective bargaining for a successor contract. As a result, it is agreed that negotiations for a successor agreement shall commence within two weeks, either before or after, October 1st of the final academic year of this agreement.

Section 7.3. Agreement and Ratification

When the Association and Board representatives reach tentative agreement on all matters being negotiated, the items will be reduced to writing and shall be submitted to the membership of the Association for ratification and to the Board for official approval within thirty (30) working days following such tentative agreement.

ARTICLE VIII

GRIEVANCE PROCEDURE

Section 8.1. Definitions

A. Grievance: Any written claim by faculty or the Association that there has been a violation, misapplication, or action as a result of a misinterpretation in terms of this Agreement.

B. Business day, for the purpose of the grievance procedure, is a day on which the Administrative Offices are open which excludes Saturday and Sunday.

Section 8.2. Time Limits

A. All time limits shall be in business days.

B. Failure on the part of the administration to communicate the decision on a grievance within the specified time limits shall permit the grievant to proceed to the next step.

C. Failure on the part of the grievant or the Association to meet the time limits shall result
in the grievance being withdrawn and said grievance cannot be re-filed.

D. The time limits may be extended by mutual agreement of the parties.

Section 8.3. Pre-Grievance Procedure (Informal Resolution)

The parties hereto acknowledge that it is professional courtesy for faculty members and their immediately involved supervisor to resolve problems through free and informal communications. When requested by the faculty member(s), an Association representative may accompany the faculty member(s) to assist in the informal resolution of the grievance. If, however, such informal processes fail to satisfy the faculty member(s) or the Association, a formal written grievance may be filed pursuant to section 8.5.

Section 8.4. Association Representation

A. Two Association Officers and/or the Association Uniserv Representative shall have the right to be present at any meeting, hearing, appeal, or other proceeding relating to a grievance in accordance with 8.5. Nothing contained herein shall be construed as limiting the right of the grievant or the Association to discuss the matter informally with administration and to have the grievance informally adjusted or resolved without intervention of the Association provided the adjustment is not inconsistent with the terms of this Agreement. Any such agreement shall not be binding on the Association.

B. The Board acknowledges the right of the Association's grievance representative(s) to participate in the processing of a grievance commencing at Section 8.5. No faculty member will be required to discuss any grievance if an Association's representatives is not present unless the faculty member(s) chooses not to have Association representation present.

C. In the event that a grievant elects to not have an Association representative a grievance settlement may be entered into between a grievant and the College provided that it is in conformity with the terms and conditions of this Agreement. Any such agreement shall not be binding on the Association. Such a grievance settlement shall be made known to the Association President in a timely manner.

Section 8.5. Limitations on Authority of Arbitrator

A. **Filing: Chief Human Resources Officer**

The written grievance shall be filed either by the Association or individual grievant not later than thirty (30) business days from the date of the occurrence giving rise to the grievance or from the date when the grievant might reasonably have become aware of the occurrence. The written grievance shall identify the grievant, summarize the relevant facts, identify the provisions of the Agreement allegedly violated, and describe the remedy which is requested. The grievance shall be filed with the Chief Human Resources Officer and copied to the immediately involved administrator and the Association President.
B. **Step One: Chief Human Resources Officer and Immediately Involved Administrator**

The Chief Human Resources Officer and/or the administrator immediately involved will arrange for a meeting to take place within ten (10) business days after receipt of the grievance. Two Association Officers and/or the Association Uniserv Representative, the aggrieved faculty member(s), the immediately involved administrator, Human Resource Representative and/or legal counsel shall be present at the meeting. The Chief Human Resources Officer shall provide the aggrieved faculty member(s) and the Association with a written response to the grievance with rationale within ten (10) business days after the meeting.

C. **Step Two: College President or Designee**

If the grievance is not resolved at Step One, then the Association may refer the grievance to the President of the College or her/his designee who has not been previously involved in the grievance, within seven (7) business days after the receipt of the Step One answer or within seven (7) business days after the Step One meeting, whichever is later. The President or her/his designee shall arrange for a meeting within ten (10) business days of her/his receipt of the appeal. Two Association Officers and/or the Association Uniserv Representative, the aggrieved faculty member(s), the President or her/his designee, Human Resource Representative and/or legal counsel shall be present at the meeting. The President or her/his designee shall have ten (10) business days in which to provide her/his written response to the grievance with rationale to the Association, unless Board action is required. If Board action is required, the grievance shall be presented at the next Board meeting and the response shall be given within ten (10) business days of the Board meeting.

The Association may present to the Board its position on any grievance that has been processed through Step Two. This may be done with a written statement and/or oral presentation.

D. **Step Three: Arbitration**

1. If the Association is not satisfied with the Step Two response, it may proceed to binding arbitration by notifying the President or designee not later than twenty (20) business days from the date of the Board's written response. No individual or organization other than the Association shall have the right to proceed to binding arbitration.

2. The parties shall attempt to agree upon an arbitrator within seven (7) business days after receipt of the notice of referral. In the event the parties are unable to agree upon an arbitrator within said seven (7) business day period, the parties shall immediately jointly request the American Arbitration Association to submit a panel(s) of arbitrators, and to otherwise administer the arbitration proceedings.

3. More than one grievance may be submitted to the same arbitrator if both parties mutually agree in writing.
4. The fees and expenses of the arbitrator and the cost of a written transcript (if a transcript is jointly requested) shall be shared equally by the parties involved in the arbitration; provided, however, that each party shall be responsible for compensating its own representatives or witnesses.

**Section 8.6. Limitations on Authority of Arbitrator**

The arbitrator shall have no right to amend, modify, nullify, ignore, add to, or subtract from the provisions of this Agreement. The arbitrator's ruling in any grievance shall not violate the relevant decisions of federal and state courts, the appropriate decisions of federal and state regulatory agencies, and applicable federal and state laws. Neither party waives its right to administrative review of any arbitration and award which it feels has violated the above listed criteria. The arbitrator shall have no authority to make a recommendation on any issue not so submitted or raised.

**Section 8.7. Grievances Involving the President or Board of Trustees**

Grievances involving the President or Board of Trustees may be initially filed by the Association at 8.5 C.

**Section 8.8. No Reprisals**

A. No reprisals of any kind shall be taken by the Board or the Association against any individual because of her/his participation in this grievance procedure.

B. All records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.

**Section 8.9. Scheduling of Grievance Meetings**

Should the processing of any grievance require that a faculty member or an Association representative be released from her/his regular assignment, she/he shall be released without loss of pay or benefits, provided that every reasonable attempt has been made by the parties involved to schedule grievance-related meetings during times which do not conflict with her/his regular assignment.

**Section 8.10. Cooperation and Withdrawal Without Establishing Precedent**

A. The Board, Administration, and the Association shall cooperate in the investigation of any grievance, and further, all parties involved shall be furnished with such information requested for the fair and proper processing of any grievance.

B. A grievance may be withdrawn at any level without establishing precedent and without prejudice.
ARTICLE IX

CURRICULUM AND INSTRUCTION

Section 9.1. Academic Freedom

Institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the particular institution. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

A. Faculty members are entitled to academic freedom in the classroom in discussing their subject, but they are responsible not to introduce into their teaching controversial matter which has no relation to their subject and to present controversial material in a fair and reasonable manner consistent with the field of study.

B. Course content and instructional material must be consistent with purpose and objectives of the course as adopted by the College through its collaborative process and approved by the Illinois Community College Board (ICCB).

Faculty members have the latitude to determine appropriate methods for teaching course content. However, the methods utilized to teach course content should be appropriate for the subject matter being taught and subject to applicable College policies and procedures.

The College shall observe due process in investigating any allegations of abuse of academic freedom by faculty members (Section 10.2).

C. Faculty members are citizens, members of a learned profession, and members of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. They should remember that the public may judge their profession and their institution by their communication. Hence, faculty members should at all times endeavor to be accurate, to exercise appropriate restraint, and to show respect for the opinions of others; and should make every reasonable effort to indicate that they are not speaking for the institution. A faculty member who, when speaking or writing as a citizen, has not expressly claimed or acknowledged any connection with the College shall be considered to have made such a "reasonable effort."

D. Faculty members are entitled to academic freedom in research and in the publication of results, subject to the adequate performance of their other academic duties.

Footnote: Section 9.1 was adapted from the 1940 Statement of Principles on Academic Freedom and Tenure as agreed upon by the American Association of University Professors and the Association of American Colleges and
Universities.

Section 9.2. Faculty Council

The Faculty Council represents shared responsibility between the faculty and the college community.

A. Mission:

The Faculty Council has the right and responsibility to participate in shared decision making in matters relating to the development of curriculum and related academic policies and procedures. The Faculty Council has the responsibility to provide leadership for colleagues, the open and free exchange of ideas, and to present a unified voice to the CAO on issues that are directly and substantially relevant to the Faculty. The Faculty Council shall communicate and coordinate with faculty colleagues and other campus groups to achieve its goals and objectives.

Goals:

Annual goals and objectives for the upcoming academic year are to be set by the Faculty Council members and submitted for approval to the CAO prior to the start of Spring Break.

Standing objectives of the Faculty Council include, but are not limited to, the following:

1. To communicate and coordinate with standing committees.
2. To participate in developing the college's educational master plan and other relevant strategic plans.
3. To participate in developing academic policy and planning procedures for areas such as grading procedures and appeals; the academic calendar; course scheduling procedures; student placement, orientation, and assessment; student withdrawals; curriculum development; and instructional equipment and facilities.
4. To provide guidance and leadership for pedagogical and academic policies among colleagues.
5. Collaborate with Human Resources to organize and maintaining the Faculty Resource Guide.

B. Membership:

The primary responsibility of Council members is to provide representation, communication, and leadership. Council members will vote on recommendations to be sent to the CAO for approval.

1. There shall be up to 11 Faculty serving as voting members of the Faculty Council, organized as follows:
   a. Two tenured faculty representatives will be elected from each academic division as voting members as well as one faculty representative from Counseling and one representative from Library Services. Faculty Council is a representational
Members are required to:
I. communicate with the faculty in their area,
II. collect information,
III. lead discussion and initiatives, and
IV. report to the Council.

Council members will serve 3 year terms with no more than 2 consecutive terms of service. Approximately one-third of the Council members will be elected in a given year. The faculty of each division will nominate and elect their representatives by majority vote. If no faculty member is nominated, the Executive Dean will appoint members. The election will be held at the end of the academic year prior to the commencement of the Council member's term.

b. One of the elected members will serve as the Faculty Council Chair. Faculty Council Chair will be elected by the incoming and continuing members. The Faculty Council Chair will receive 6 hours of reassigned time an academic year, and an annual stipend of $4300. Other positions such as Vice-Chair, Sergeant-at-arms, and Secretary may be elected at the discretion of the Council voting members.

c. One of the Tenured Faculty Representatives on the AQIP steering committee will serve as one of the 11 Faculty Council members. AQIP Representatives can serve no more than 2 consecutive terms.

d. Two bargaining-unit adjunct faculty will be invited to serve on the Faculty Council as voting members.

2. All non-faculty members will be appointed by the CAO. There shall be up to 7 Non-Faculty serving as voting members of the Faculty Council, organized as follows:
   a. The CAO will serve as a non-voting consultant to the Faculty Council.
   b. Two staff members will be invited to serve on the Faculty Council as voting members.
   c. A representative from the Student Senate as a voting member.
   d. Two representatives from the non-credit division as voting members.
   e. Two administrators from the Academic and Student Affairs Division as voting members.

   Faculty Council and the CAO may invite additional non-voting resource representatives to provide assistance and support.

C. Business:

Faculty Council will meet Thursday's from 2:35-4:00, twice a month and more frequently as necessary to accomplish the goals and objectives set by the committee and approved by the CAO.

Business shall be conducted according to Robert's Rules of Order, 11th ed. and decisions
made by the simple majority vote of all members. Meeting minutes and/or summary notes shall be generated and submitted by a committee member to the CAO's Office within five (5) working days of a scheduled meeting.

All Full-Time Faculty General Meetings will also be conducted to promote communication, exchange of ideas, and leadership. For the smooth flow of communication the following meeting structure will be adopted:

1st Tuesday 2:35-4:30- Division Meeting (2:35- 3:45) immediately followed by Department Chair Meeting

2nd Tuesday 2:35 - 4:00 - Department Meeting

3rd Tuesday 2:35-4:00- Faculty Council – All Full-Time Faculty General Meeting

5th Tuesday 2:35- 4:00- Full-Time Meeting - led by CAO

All Full-Time Faculty must be in attendance during the above mentioned meetings. Alternative department meeting times may be approved by the Executive Dean/Supervisor. Unexcused absences for Full-Time Faculty will result in the charge of a half of a personal day.

Agendas for the Tuesday Faculty Council meeting will be mutually agreed upon by the Executive Deans and Faculty Council. The agendas will include amount of time for business as well as what business is to be addressed. Executive Deans will have full authority over their respective Division agendas and the Faculty Council may in no way infringe on this.

Fourth Tuesday 2:35-4:00 will be reserved for Faculty Association meetings. Attendance for this meeting will be managed by the Association.

All Full-Time Faculty General Meetings will include but are not limited to reports and discussion from:

Standing Committees
AQIP Steering Committee Faculty Representatives
Faculty Council

Standing Committees are established with the purpose of completing tasks necessary to the curriculum and the institution. Standing committees will meet twice a month and more frequently as necessary to accomplish the goals and objectives set by the committee and approved by the CAO. Standing Committee Chairs will regularly report to the Faculty Council to provide consistent communication. Standing committees may take business to the Faculty Council for advisement and discussion. Standing Committees will not be required to get Council approval on their identified goals and objectives. Voting membership on a standing committee shall be composed of members of the general faculty and appropriate staff and administration of each academic division
1. Curriculum Development and Review (CD&R)

The Faculty Council Chair will recommend the Chair of this committee to the CAO for approval. The chair of the committee shall receive reassigned time to complete the leadership duties required by the position. A total of 4.5 contact hours an academic year shall be given and an annual stipend of $3200.

The responsibilities of this committee include but are not limited to the following:

a. Implement procedures for course and program proposals
b. Implement changes in course descriptions, credits, outlines and articulation
c. Review course and program proposals
d. Final approval of course and program proposals
e. To ensure a balance of educational program opportunities for college stakeholders.

2. Distance Education Team (DE)

Membership of the Distance Education Team will consist of the Distance Education Director, and a faculty representative from each academic division for a total of 3 faculty members. Faculty will be appointed by their divisions. Additional non faculty resource people may be added to this committee with the agreement of the voted in DE representatives and the Director of Distance Education.

The responsibilities of this committee include but are not limited to the following:

a. Review and recommend Distance Education/Learning Management System (LMS) policies and procedures.
b. Review and recommend procedures for the adoption of new technology to enhance or promote curriculum and student success.
c. Review requests for the adoption of new technologies to enhance or promote curriculum and student success.
d. Promote the adoption of new technologies to enhance or promote curriculum and student success through communication with faculty colleagues.
e. Communicate faculty needs and concerns related to training and professional development.

3. Program Review (PR)

The Faculty Council Chair will recommend the Chair of this committee to the CAO for approval. The chair of the committee shall receive reassigned time to complete the leadership duties required by the position. A total of 4.5 contact hours an academic year shall be given and an annual stipend of $3200:

The responsibilities of this committee include but are not limited to the following:

a. Implement procedure for Program Reviews in coordination with IR
b. Review program reviews
c. Final approval of program reviews

4. Assessment Team (AT)

Membership of the Assessment Team will consist of a Faculty Chair, who may come from any academic division, and a faculty representative from each division for a minimum of 4 faculty total. Faculty will be appointed by their divisions. Additional non-faculty resource people may be added to this committee with the agreement of the voted in assessment representatives and the CAO.

The CAO shall serve on the Assessment Team to facilitate necessary communication between the Assessment Team and the larger academic area.

The Faculty Council Chair will recommend the Chair of this committee to the CAO for approval. The chair of the committee shall receive reassigned time to complete the leadership duties required by the position. A total of 6 contact hours an academic year shall be given and an annual stipend of $4300.

Divisional representatives voted onto this committee will be responsible to tasks associated with implementing and tracking assessment within their division. Each faculty representative from their division will be given $1000 stipend per semester.

The responsibilities of this committee include but are not limited to the following:
   a. Organize and implement procedures for the assessment of student learning at the course and department level.
   b. Track transformations
   c. Report transformations to the Faculty Council and larger faculty body.

5. Faculty Development Team (FDT)

Membership of the Faculty Development Team will consist of a Faculty Chair, who may come from any academic division, and faculty representative from each division for a minimum of 4 faculty total. Faculty will be appointed by their divisions. Additional resource people may be added to this committee with the agreement of the voted in faculty development representatives and the CAO. The CAO shall serve on the Faculty Development Team to facilitate necessary communication and planning between the Faculty Development Team and the area of professional development.

The Faculty Council Chair will recommend the Chair of this committee to the CAO for approval. The chair of the committee shall receive reassigned time to complete the leadership duties required by the position. A total of 12 contact hours an academic year shall be given.

Divisional representatives voted onto this committee will be responsible to tasks associated with implementing engaging professional development within their division.

The responsibilities of this committee include but are not limited to the following:
a. Creating and implementing programs for professional development which supports the definition of excellence in teaching
b. Approving faculty advanced placement requests (To begin January 2015)
c. Promote academic dialogue
d. Facilitate discussion and planning for all the faculty development initiatives

6. Ad Hoc Committees

Ad Hoc committees may be appointed at any time by the Faculty Council to facilitate its mission.

Upon the creation of an Ad Hoc Committee the Chair of this committee will be decided upon by the Faculty Council based on election rules established by the Faculty Council. Faculty Council shall recommend appropriate contact hours of reassigned time or an appropriate stipend to be approved by the CAO.

7. Exclusivity

Nothing shall be construed as to render negotiable any aspect of curriculum adoption or development except explicitly set forth herein.

Section 9.3. Extracurricular Activities

Faculty members may participate in school-sponsored extracurricular activities on a voluntary basis. Where supervisory responsibilities are required on programs authorized by the Administration, such as, coaching, or organizing a theatrical or musical presentation, the faculty member shall be compensated according to section 9.6 C.

Section 9.4. Course/Service Offerings

A proposed schedule of departmental course offerings and Counselor/Librarian services for each semester or term shall be initially prepared by the department chairs in consultation with the faculty of the department and submitted to their immediate administrative supervisor for review and approval.

Section 9.5. Faculty Schedules

A. The Department Chair shall prepare a draft of faculty schedules in consultation with faculty members. Faculty schedules shall be reviewed and approved by their immediate administrative supervisor subject to the following:

1. A typical faculty schedule will not exceed three preparations per semester. (e.g., French I and French II are examples of two separate preparations, whereas two sections of French I is an example of a single preparation). Faculty members and immediate supervisors may mutually agree for a faculty member to exceed three preparations.
2. A faculty member shall be notified of her/his schedule at least fourteen calendar
days before the start of the semester. The immediate administrative supervisor shall retain the right to make exceptions when circumstances dictate.

3. The immediate supervisor shall give full-time faculty initial preference regarding the selection of courses and schedules. Assignments shall be distributed as equitably as practical among full-time faculty who express an interest and are equally qualified to fill the position in question.

4. Faculty must teach the required number of contact hours per class.

5. The normal work week of counseling faculty, library faculty, and faculty with special assignments, shall consist of 35 hours per week or 70 hours per two weeks.

6. Classroom Faculty shall be present on campus for a minimum of 8 hours during final exams week. These hours shall be scheduled over three working days of the week. Faculty shall be available to respond to a request for student meetings on a fourth day as needed. These hours shall be scheduled to serve students and submitted to the faculty members’ immediate supervisor for review and approval. These hours shall be in addition to administering final exams.

Counseling faculty, library faculty and other assigned faculty shall be present on campus 14 hours during the final exam week. These hours shall be scheduled to serve students and submitted to the faculty members' immediate supervisor for review and approval. These hours shall be in addition to administering final exams.

7. Faculty members shall consult with their immediate administrative supervisor to resolve scheduling conflicts.

B. Faculty members are expected to be on campus the days their classes meet and to fulfill their schedules.

1. Each full-time classroom faculty member shall teach a minimum of six contact hours of their required load per semester in a face-to-face format. Any exceptions will be mutually agreed upon by the faculty member and their immediate administrative supervisor.

2. All full-time classroom faculty shall schedule a minimum of seven hours for student conferences per week; one online student conference hour per online/blended class may be included in the seven student conference hours. The conference hours shall be scheduled to accommodate students.

Student conference hours shall be submitted for review and approval to the faculty members' immediate administrative supervisor by the completion of the first week of the semester. Changes to the scheduled student conference hours after the first week of the semester must be approved by their immediate administrative supervisor.

3. Faculty are required to attend a Thursday Faculty Workshop Day at the beginning of
fall and spring semesters.

Faculty are required to hold a minimum of 4 student conference hours on the Friday following the Thursday Faculty Workshop Day. In the event that a faculty member is teaching a course on said Friday, the 4 student conference hours will be waived.

4. Faculty must participate in one (1) commencement per academic year. If academic apparel is ordered for a faculty member who subsequently does not participate in the ceremonies, the faculty member will be charged for the rental of the apparel.

C. A faculty member's regular work schedule, or other duties, shall be scheduled within a maximum eight-hour workday unless mutually agreed upon by the faculty member and their immediate administrative supervisor. Faculty shall not be required to have less than a 12 hour period from the end of the last scheduled time on one day to the beginning of a faculty member's first scheduled time on the succeeding day.

The distribution of the classroom faculty members' standard semester teaching load and/or student conference hours shall be 4 calendar days. Faculty must be on campus a minimum of two scheduled hours per day for each of the four calendar days per week. Exceptions based on curricular need must be approved by the faculty members' immediate administrative supervisor in consultation with the faculty member.

A full-time counseling or librarian faculty member's workload shall be scheduled on at least 4 calendar days per week, Monday through Friday, during the fall and spring semesters. Exceptions based on curricular need must be approved by the faculty members' immediate administrative supervisor in consultation with the faculty member.

Section 9.6. Faculty Load

A. All full-time classroom faculty are required to teach a total of 30 contact hours during the fall and spring semesters combined. No classroom faculty member shall be required to teach more than 18 contact hours in a semester. No faculty member shall be required to teach winter intersession.

Counselors and Librarians work 35 hours per week or 70 hours per two weeks during the fall and spring semester.

B. A classroom faculty schedule in excess of 30 contact hours in an academic year is considered an overload. All overloads shall be compensated according to Article 12.9.

C. Special Project Assignments: Faculty members who accept a Notice of Assignment to perform a special project shall be compensated at a mutually agreed upon stipend or load amount specified in a signed contract by the CAO before the commencement of the special project.

D. McHenry County College shall use the largest class sections consistent with quality
instruction appropriate to the subject matter and instructional methods as well as reasonable faculty workload. The CAO has the responsibility and the authority to make the appropriate decisions regarding these matters. Increases to already established class maximums will be agreed upon in consultation with the CAO, immediate administrative supervisor, and the chair of the department in which the course is offered.

Section 9.7. Distribution of Overload and Summer Session (including Intersession)

A. Full-time faculty members shall have first priority in the assignment by administration of overload, summer session, intersession classes, and work schedules.

Following consultation with faculty in their department, the department chair within each department will submit the faculty members' overload schedule to their immediate supervisor. Overload assignments shall be distributed as equitably as possible among faculty members who express an interest and who are equally qualified for the position in question.

The immediate administrative supervisor will establish reasonable deadlines by which faculty must submit requests for overloads or summer assignments. The immediate administrative supervisor shall review and approve the request. Overloads and summer appointments shall be distributed as equitably as possible, based on curricular needs, and meet student needs. Overload will be paid in the semester taught unless approved to be used to reduce load in another semester within the same academic year.

Counselor and Librarians' immediate supervisor shall determine the number of staffing hours needed for the Counseling or Librarian Department for winter break, spring break, and summer assignments. At least 6 weeks before the end of the spring, summer or fall terms, the immediate administrative supervisor will provide a written listing of the staffing needs within the department for the following term.

Banking provision: Faculty with contact hours banked prior to the approval of this contract shall be able to take a reduction in load by the same amount during the following fall semester, spring semester, winter intersession, and/or summer intersession. No additional banked hours will be accumulated effective at the commencement of this contract.

B. Classroom faculty overload shall be limited to 6 contact hours per semester. Overloads exceeding 6 contact hours per semester must be approved by the CAO.

C. Overload Compensation and Summer Compensation shall be compensated according to Article 12.9.
Section 9.8. Reassigned Time

The Faculty Association president shall be granted 12 contact hours reassigned time from instructional responsibilities for the purpose of conducting faculty association business, within an academic year. The faculty association agrees to reimburse the college for each of the twelve contact hours at the summer/overload rate by the end of each spring semester.

The chief negotiator or designated negotiations team member(s) for the faculty association shall be granted 6 total contact hours reassigned time from institutional responsibilities, subject to the limitation of this section, during the fall and/or spring semester of a negotiation year. The faculty association agrees to reimburse the college for each of the six contact hours at the summer/overload rate by the end of each spring semester.

Section 9.9. Evaluation Process for Non-Tenured Faculty

The current language in Appendix B will remain in force until the approved Memorandum of Agreement for the evaluation of Non-Tenured Faculty is ratified and amended to the CBA. Upon amendment of Appendix B, the current Appendix B will be replaced. The process and related documents will be rewritten by an ad hoc committee created by the Faculty Council consisting of:

- Four faculty (including Negotiations Chair)
  - One from each of the three Academic Divisions
  - One Librarian or Counselor
- Four administrators appointed by the CAO one of which is the supervisor of the Library or Counseling Faculty
- One student appointed by the Student Senate President (Advisory input only)
- One divisional administrative assistant. (Advisory input only)

A draft proposal for the evaluation process and related documents of non-tenured faculty shall be submitted to the CAO for review and feedback by August 31, 2015. A final proposal shall be made to the CAO for review and approval by December 1, 2015. The new process and related documents will be based on the definition for excellence in teaching.

The new non-tenure evaluation process and related documents will include but not be limited to the following criteria:
1. Peer evaluation
2. External professional evaluation
3. Student feedback
4. Administrative evaluations both in and out of classroom
5. Additional performance measures such as but not limited to: assessment, retention, and student success
6. Process for dismissal and non-re-employment
7. Create or update instruments to reflect excellence in teaching definitions as applicable.

Upon approval from the CAO and ratification of the MOA by the Faculty Association, and the Board of Trustees the evaluation process of non-tenured faculty will be replaced in the CBA. Related Documents must reference applicable sections of the CBA.
Section 9.10. Department Chair Load

A. The College and the Association seek to provide fair and equitable compensation for the performance of the department chair role reflective of department size and scope of responsibilities.

B. There will be a department chair assignment for each group of disciplines listed below:

| Accounting                                      | ACC     |
| Art                                             | ART     |
| Automotive                                      | AMT     |
| Biology                                         | BIO     |
| Administrative Office Management and Business Management | AOM, BUS, IBS, MKT, MGT, PAR |
| Chemistry, Physics, and Engineering             | CHM, PHY, EGR |
| Computers and Digital Media                     | CIS, CDM, DBM, NET, PRG, ROB ANI, DGM, GRA, WEB |
| Criminal Justice                                | CIS     |
| Culinary Management                             | CLM, PAS |
| Early Childhood Education and Education          | ECE, EDU |
| Earth Science, Geography, and Geology           | EAS, GEG, GEL |
| Economics, History and Political Science        | ECO, HIS, PLT |
| English and Reading                             | ENG, RDG |
| Fire Science and Emergency Medical Services      | FRS, EMT, EMS |
| Foreign Language                                | SPA, FRE, GER |
| Health and Fitness Education                    | HFE     |
| Horticulture                                    | HRT     |
| Mathematics                                     | MAT     |
| Music                                           | MUS     |
| Philosophy                                      | PHI     |
| Psychology                                      | PSY     |
| Sociology and Anthropology                      | SOC, ANT |
| Speech, Journalism, Theater                     | SPE, JRN, THE |
| Nursing Assistant                               | NAE     |
C. To receive a department chair assignment, the faculty member must be qualified to teach at least one course in the subject department. The selection of the department chairs is the responsibility of the appropriate Executive Dean and the CAO. Consideration for the assignment will first be given to full-time faculty.

D. The duties and responsibilities of the department chairs are defined in the "department chair job description" in Section 9.11.

The reassigned time, contact hour designation and compensation for each department chair are defined in Appendix C with the exception of Culinary Management Department as shown below.

For the duration of this CBA, Culinary Department Chair reassigned time will be 12 contact hours per Fall and Spring combined

E. In addition to the above, department chair assignments will be made for the following areas:
   - Honors,
   - International Studies,
   - Learning Communities,
   - Phi Theta Kappa,
   - Librarian, and
   - Counselors.

The reassigned time, contact hour designation and compensation for each department chair assignment are defined in Appendix C attached hereto. The Classroom, Counselor, Librarian Faculty Job Description reflected in Section 9.11 applies to these department chair assignments and, in addition, contains duties and responsibilities particular to these department chair assignments.

F. Each department chair, except librarians and counselors, must at all times maintain thirty (30) contact hours per year based upon a combination of the designated contact hours for each department chair and contact hours for actual teaching load. Department chairs in consultation with their immediate supervisor may adjust the combination of the designated contact hours per department chair assignment and teaching load to maintain a minimum of thirty (30) contact hours. Faculty members with the department chair assignment may exceed the thirty (30) contact hour minimum on a voluntary basis with appropriate overload compensation following guidelines in section 9.6 paragraph C.

Counseling and library chairs in consultation with their immediate supervisor may adjust the combination of the designated hours per department chair assignment and service load following the guidelines in section 9.6 A.

G. As provided in the Section 9.11 Department Chair Job Description, department chairs will conduct peer observations and TABS of non-unit part-time faculty within their
department. As a part of this evaluation process, department chairs will complete the "Content Assessment Report Non-Unit Adjunct Faculty" form from Appendix C. Department chairs will complete the Content Assessment Report Non-Unit Adjunct Faculty form for all part-time faculty during their first two semesters (excluding Summer) with the College.

H. Department Chairs will be evaluated annually by the appropriate administrative supervisor using the form provided in Section Appendix C.

I. Nothing herein is intended to preclude or limit the College's right to engage in operational reorganizations of the College's administrative functions and chair positions.

Section 9.11. Department Chair Job Descriptions and Assessment Forms

Classroom Faculty, Counselor, and Librarian Department Chair Job Description:

The department chair works with the executive dean, dean, faculty and community, to implement activities pertaining to areas of assignment, to promote program success.

JOB TASKS/ELEMENTS:

Work with Deans to Prepare Schedule(s)

1) Obtain faculty input and use enrollment data to optimize course offerings and scheduling
2) Prepare draft schedule
3) Review schedule with appropriate dean or executive dean
4) Verify schedule accuracy
5) Articulate interdepartmental offerings
6) Calculate faculty load with dean or executive dean
7) Recommend faculty assignment to appropriate dean or executive dean
8) Explore innovative scheduling options

Participate in Faculty Staffing Process

1) Participate in the recruitment and interview process of part-time faculty
2) Provide part-time faculty hiring recommendations to appropriate dean or executive dean
3) Participate on search committees for new full-time faculty within their discipline
4) Mentor new part-time faculty
5) Review non-unit part-time faculty's course content and provide comments to appropriate dean or executive dean.
6) Conduct peer observations and TABS of part-time faculty during their first two semesters (excluding summer)
7) Read and provide feedback on part-time faculty's end-of-semester student evaluations during their first two semesters (excluding summer).

Manage Curriculum
1) Coordinate textbook decisions  
2) Submit for deletion of obsolete courses  
3) Update catalog descriptions and program narratives as needed  
4) Facilitate development of new courses and programs  
5) Coordinate standardization of programs/courses internally  
6) Coordinate standardization of programs/courses with external agencies and/or area employers  
7) Initiate and conduct advisory committee activities where applicable  
8) Develop and maintain program entrance standards where applicable  
9) Lead development and implementation of departmental assessment program(s)  
10) Complete and submit to dean or executive dean program review with support of department faculty  
11) Collaborate with transfer coordinator for the development/maintenance of articulation agreements with other institutions  
12) Coordinate with High School Plus Director for Dual Credit classes where applicable  
13) Advise students on curriculum decisions to best fit career and educational goals where applicable  
14) Work with executive dean and/or dean to ensure compliance with external regulatory agencies where applicable

Communication and Coordination of Projects

1) Act as a communication liaison between the executive dean and/or dean and department faculty  
2) Attend Department Chair meetings  
3) Coordinate preparation of report(s)  
4) Submit departmental report(s)  
5) Hold departmental meetings  
6) Collaborate on grant funded project(s) where applicable

Marketing and Promotion (where applicable)

1) Analyze enrollment data to determine marketing and/or promotional needs  
2) Coordinate development and preparation of marketing materials  
3) Develop retention plan(s) for students  
4) Enhance communication with area high schools  
5) Build community and business relations  
6) Coordinate career-oriented activities  
7) Schedule community visits  
8) Recommend advisory committee members
Manage the Budget

1) Work with executive dean and/or dean to create annual budget(s)
2) Submit budget requests
3) Monitor expenditures
4) Develop prioritized equipment list where applicable
5) Prioritize equipment repair list where applicable
6) Work with dean to recognize need for and creation of personnel requests, remodeling requests, and equipment requests
7) Develop and prioritize software requests

If lab(s) is/are involved

1) Maintain Labs, Equipment and Supplies in Conjunction with Laboratory Coordinator
2) Inventory departmental resources
3) Order supplies and parts
4) Maintain lab records
5) Oversee preventative maintenance
6) Schedule equipment service
7) Work with MCC Foundation to solicit donations

Minimum Qualifications:

Preferred: Tenured full-time faculty member with assigned teaching/counseling responsibilities in a discipline or program within area of coordination.

Required: Faculty member with assigned teaching/counseling responsibilities in a discipline or program within area of coordination.

For Department Chairs of Honors, Learning Communities, International Studies and Phi Theta Kappa applicable duties from above and the list below

1. After coordinating with deans and department chairs to create schedules and staff courses submit final schedule to CAO (Honors and Learning Communities Chairs)
2. Advise, Engage and Recruit Students (Honors, Learning Communities, International Studies, and Phi Theta Kappa Chairs)
3. Develop, participate in and coordinate student events related to each program (Honors, Learning Communities, International Studies, and Phi Theta Kappa Chairs)
ARTICLE X

APPOINTMENT, QUALIFICATIONS, RETENTION, DISCIPLINE, AND DISMISSAL OF FACULTY

Section 10.1. Appointments Defined

A. An appointment as a probationary member of the faculty shall be for the length of time specified in the contract. Service as a probationary appointee shall count toward a professional appointment only when the faculty member has performed her/his duties for the duration of the contract. The College President shall inform probationary faculty of her/his intent to recommend their professional appointment to the Board by March 1 of the year in which they are eligible.

Use of Sick Leave and/or FMLA Leave will not impact the completion of the duration of the contract.

B. The granting of tenure to regular, full-time faculty members eligible for that status shall be in strict conformity to appropriately applicable State of Illinois law (Appendix E). The parties to this Agreement agree that tenure shall be defined for purposes of effectuating this Article by appropriate State of Illinois law. This Section shall not be subject to the arbitration provisions of this Agreement.

Section 10.2. Discipline of Faculty Members

A. Except as may otherwise be provided herein, no faculty member shall be demoted, disciplined, or formally reprimanded without just cause. Any such discipline, reprimand, and/or demotion shall be subject to the grievance procedure and to the discipline procedure set forth in this agreement. All information forming the basis of disciplinary action will be made available to the faculty member and the Association. This section shall not apply to a suspension action that is part of the termination of employment. Such suspension and termination shall be in conformity with applicable State of Illinois laws.

B. For sufficient cause, the College President may administratively suspend a faculty member for a period of up to one semester. The suspension may be affected by a written statement to the faculty member setting forth the reasons for suspension and the term of the suspension. An administrative suspension will be with full pay and benefits. Additionally, the Employer shall have the right to reprimand, suspend without pay, and discharge for fair and just cause.

C. As used herein, "personnel file" shall not include recommendations, references or responses from other employers or institutions that may lawfully be kept confidential from the faculty members.
**Section 10.3. Preservation of Federal and State Constitutional and Statutory Rights**

The parties to this Agreement agree that nothing in the paragraphs of this Article cited hereinabove constitute a waiver of any Federal or State of Illinois laws entitling members of the faculty or the Employer to due process of law or fair and just cause in matters of discipline and/or discharge; nor shall any provision of this Agreement be construed as a bar to the assertion of any of those rights. Nothing contained in this Article shall be construed to be in conflict with the Illinois law.

**Section 10.4. Review of Minimum Qualifications**

A. The College Board of Trustees sets minimum qualifications for hiring and assigning faculty. Therefore, any changes in minimum qualifications must be approved by the Board of Trustees.

B. It is assumed that all full-time, tenured faculty employed and assigned to teach in particular subject areas are fully competent to teach in those subject areas by reason of those teaching assignments.

C. At a minimum, all faculty qualifications must meet institutional regional accrediting agency standards, Illinois Community College Board Standards, and individual program accrediting agency standards.

D. A departmental or program faculty group, may request a revision in minimum qualifications. It is understood that the ability to initiate requests for changes in minimum qualifications rests solely and exclusively with a departmental or faculty group. Therefore, administrators may not initiate such requests for changes in minimum qualifications.

E. A simple majority of departmental or program faculty must concur with the need for a change in minimum qualifications for the request to be forwarded to the appropriate Executive Dean.

F. A departmental or program faculty group may submit a written request for a revision in the minimum qualifications for a particular full-time faculty position, with justification and supporting documentation, to their immediate supervisor at any time during the Fall Semester of any academic year.

G. Within ten (10) working days of the receipt of such a revision request, the CAO will convene a meeting of a review committee comprised of the CAO, the appropriate Executive Dean and/or designee and two faculty members appointed by the President of the Faculty Association from subject areas that would not be affected by the requested change. The faculty group making the request will be invited to orally present its arguments for the revision at that meeting.

H. Within five (5) working days following the meeting, the appropriate Executive Dean will submit the review committee's decision on the request in the form of a recommendation to the College President with copies provided to the requesting faculty group.
I. The College President will determine whether or not to support the review committee's recommendation with the obligation to communicate her/his reasons for doing so (in either case) to the review committee and the requesting group. Her/his decision to support or not support a revision will be presented as a recommendation to the Board of Trustees who will make the final decision.

J. Should a request to change minimum qualifications be supported by the administration and approved by the Board of Trustees, it is understood that such change shall be published in the Minimum Qualifications List. Further, it is understood that the Minimum Qualifications List shall be reviewed, approved and published by the Board of Trustees in December of each academic year.

K. Board approved changes in minimum qualifications shall be effective on January 15th of the calendar year following approval by the Board.

L. All faculty must meet the annual Board approved minimum qualifications to teach a course. Any faculty member that does not meet minimum qualifications to teach a course must propose a Faculty Action Plan to obtain minimum credentials in order to teach said course in a reasonable time frame. The proposed Faculty Action Plan will be reviewed and approved by the faculty member's immediate supervisor. This language alone cannot be used to terminate a faculty member so long as the faculty member is making progress on the approved Faculty Action Plan.

M. The annually approved Minimum Qualifications List shall be considered a current and applicable addendum to the Faculty Contract.

**Section 10.5. Job Sharing**

When two full-time tenured faculty members wish to divide and share the responsibilities of one full-time instructor, the Board may appoint both to a job-sharing assignment upon the recommendation of the appropriate Executive Dean. These two persons will each be expected to hold half the office hours of a full-time instructor and shall be compensated each at the rate of one-half (1/2) the compensation of a full-time instructor. Each job sharing participant's salary will be determined on the basis of her/his position on the Salary Schedule. Each job sharing participant shall have the opportunity and right to receive full insurance benefits and other benefits provided any full-time faculty member upon payment of 100% of the employee share of insurance plus one-half (1/2) of the net cost to the college of said benefits. Such payments are to be withheld from job sharing participants through payroll deduction. Any faculty member involved in job sharing shall accrue one-half (1/2) year seniority and tenure and her/his tenure shall not be forfeited.

**Section 10.6. Creation of Full-time Positions**

In order to develop stable staff and ensure that the goal of quality teaching/service is maintained, the Board agrees that the adjunct faculty to full-time faculty ratio of approximately two to one shall continue to serve as its guide to the extent that financial resources permit.
ARTICLE XI

SENIORITY AND REDUCTION IN FORCE

Section 11.1. Definition of Seniority

A. Seniority is defined as the length of a faculty member's continuous MCC full-time service or half-time job sharing service (Section 10.5). Such service shall be computed from the first day of employment in which duties are performed. If two or more faculty members begin full-time employment on the same day, then such service shall be computed from the date on the initial contract of employment.

B. If seniority between two (2) or more faculty members is found to be the same, the faculty member with the most classes taught (semesters worked for Counselors and Librarians) during all MCC service over the three years prior to being hired full-time shall be deemed senior, and if still the same, such identical seniority shall be resolved by the flip of a coin.

C. Unpaid leaves (Section 13.2) of more than one semester's duration shall not be included in the computation of seniority, and shall not interrupt continuous full-time employment. Sponsored Professional Development Leaves (Section 13.1) shall be included in the computation of seniority.

D. Seniority exists for the single purpose of a faculty reduction in force should the Board of Trustees determine that a reduction is necessary. Such reduction would take place based upon the seniority definition (Section 11.1) and the process identified in Section 11.4.

E. Seniority has nothing to do with, nor can it be considered, in situations such as determining benefits or assigning classes to be taught, class schedules, classroom assignments, availability of equipment or supplies.

Section 11.2 Determination of Seniority

A. An Institutional Seniority List for Reduction in Force shall be compiled and posted electronically on an annual basis by September 1 by the Office of Human Resources. This list shall show the number of years of continuous service for each tenured faculty position by academic department (as defined by Section 9.10) and institutional seniority rank as defined in Section 11.1.

B. After consultation with tenured faculty, the department chair shall provide a Discipline Seniority List. The Association will provide to the CAO a compiled Discipline Seniority List by November 1st based on the provided Institutional Seniority List.

A tenured faculty member shall be included on the Discipline Seniority List for the discipline for which he/she was hired except for the following occurrences:
1. If a faculty member was hired to teach in more than one discipline, the tenured faculty member shall maintain seniority within each discipline.

2. A faculty member who has changed to a newly created discipline shall be included in that discipline's seniority list and shall also remain on the seniority list for the prior discipline for 3 years following the change. If a faculty member changes disciplines, the initial date of full-time employment as established by the Institutional Seniority List shall remain as the faculty member's start date.

3. A faculty member may submit a request to the executive dean to be assigned to teach or work in an additional discipline in which they meet minimum qualifications. The faculty member who has taught at least 15 contact hours within the previous 5 years and is qualified to teach at least 2 courses shall be included on the Discipline Seniority List for said discipline.

C. Newly-tenured faculty shall be added to the next published Institutional and Discipline Seniority lists following the attainment of tenure.

D. The Institutional and Discipline Seniority lists will be approved by the Board of Trustees and electronically posted by January 1st.

E. The Institutional and Discipline Seniority lists shall be effective immediately upon Board approval.

F. The annually approved Institutional and Discipline Seniority lists shall be considered a current and applicable addendum to the CBA.

Section 11.3. Seniority Upon Return to Bargaining Unit

If a faculty member is appointed by the Board to an administrative position within the College and outside of the bargaining unit and is subsequently returned to the bargaining unit by the Board, the faculty member shall be placed on the salary schedule in the cell she/he would have been in had she/he remained in the faculty instead of moving to administration. Further, such placement shall take into account advanced placement credit as stipulated in this contract.

If a faculty member is appointed by the Board to a non-administrative position within the College and outside of the bargaining unit and is subsequently returned to the bargaining unit by the Board, the faculty member shall be placed on the salary schedule in the cell she/he left to move into the subsequent position plus one-half (1/2) the time employed by the College outside the bargaining unit.
Section 11.4. Reduction In Force

If the Board, at its sole discretion, determines that it is necessary to institute a reduction in force of tenured faculty members, the procedure will be as follows:

A. Reduction in force will be implemented departmentally according to enrollment trends in a particular content area.

B. Part-time faculty members shall be laid off before full-time faculty members, provided the full-time faculty member otherwise subject to reduction-in-force meets the minimum qualifications (Section 10.4) for each of the content areas taught by the part-time faculty member. Further, if it is determined that the full-time faculty member subject to reduction-in-force does not meet the minimum qualifications under Section 10.4 for the content areas taught by the part-time faculty member, the affected faculty member shall be offered the opportunity to take an appropriate Sponsored Professional Development leave in order to complete a retraining action plan approved by the CAO to specifically update her/his qualifications in conformity with current College degree requirements for that program area. This leave shall be taken during the first semester or through the entire year in which the reduction in force would occur. The leave will not count against the application time limits established under Section 13.1.

C. Non-tenured faculty members shall be laid off before tenured faculty members, provided the tenured faculty member otherwise subject to reduction-in-force meets the minimum qualifications (Section 10.4) for each of the subject areas taught by the non-tenured faculty member.

D. In the event of the reduction of force of tenured faculty members, seniority (Section 11.2B) shall govern. A tenured faculty member shall be retained as long as there are enough courses/services for the faculty member to meet load requirements, provided he/she is qualified across all assigned disciplines.

E. The affected faculty member shall receive written notice as soon as possible, but not later than March 15. The written notice shall include a statement of honorable discharge due to reduction in force.

F. If the Board increases the number of faculty members employed, reinstates a position that has been discontinued, or decides to fill a full-time vacancy that subsequently occurs, the Board shall first offer reemployment to faculty members laid off in the reverse order of layoff, provided they are determined to be qualified to hold such position. A faculty member shall have the right to reemployment pursuant to the provisions of this Article for a period not to exceed twenty-four (24) months from the date of the faculty member’s layoff.

G. Notice of recall shall be sent to the faculty member by certified mail (return receipt requested) to the last address submitted to the College by the faculty member. Failure of the faculty member to affirmatively respond to such notice within fourteen (14) business days of its receipt or within twenty (20) business days of its mailing, whichever
is less, shall result in termination of the faculty member's right to recall hereunder.

However, in the event a vacancy occurs within thirty (30) business days of the start of the semester, notice of recall shall be sent to the faculty member by certified mail (return receipt requested) to the last address submitted to the College by the faculty member. The notice shall include a telephone number of an appropriate administrator in order to facilitate an immediate response. Failure of the faculty member to affirmatively respond to such notice within five (5) business days of its receipt or eight (8) business days of mailing, whichever is less, shall result in termination of the faculty member's right to recall hereunder.

The Association President or her/his designee shall be notified of such recall when the notice of recall is mailed to the faculty member.

Section 11.5. Termination of Seniority

Seniority shall terminate if a faculty member resigns, is terminated, or retires.

Failure of the faculty member to affirmatively respond to a notice of recall (Section 11.4.G) shall result in termination of the faculty member's seniority. It shall be the responsibility of any laid off faculty member to advise the Office of Human Resources in writing of her/his latest address.

Failure to return from an approved leave of absence at its expiration, or an approved extension, shall result in termination of the faculty member's seniority.

Section 11.6. Temporary Full-Time Contract

Those faculty members on temporary full-time contracts shall receive benefits and credit toward seniority and tenure as long as the service has been continuous.
ARTICLE XII

SALARY AND FRINGE BENEFITS

The compensation (salary and fringe benefits) to be paid to faculty members shall be as set forth in the following Sections:

**Section 12.1. Faculty Schedule Index Matrix**

The index matrix of the faculty salary schedule, together with implementing language thereof, is included as Appendix A of this Agreement.

**Section 12.2. Salary Schedule Base**

The salary schedule base shall be $47,100 in FY 2014, $47,100 in FY 2015, $47,100 in FY 2016. The salary for FY 2014 shall be retroactive to the beginning of the academic year.

**Section 12.3. Life and Accidental Death & Dismemberment Insurance**

Life insurance coverage for each faculty member is $50,000.00.

**Section 12.4. Health/Major Medical and Dental Insurance**

The Board will provide a comprehensive program of health/major medical insurance.

A. Annual faculty contributions for medical insurance premiums for the duration of this contract shall be:

   Twenty-five percent (25%) of the premium costs for major medical, whether Employee Only, Employee Plus One or Employee Plus Family, HMO or PPO

   The College is not limited to offering only the above plans, and may make additional options available in consultation with the Insurance Advisory Committee.

   In the event that any insurance plan is considered a Cadillac plan according to the Affordable Care Act (ACA), the College has the option to adjust the plan as needed to remove the Cadillac plan status.

B. Vision and dental insurance will be optional. The employee will pay fifty percent (50%) of the premium costs of the selected optional vision and dental insurance.

C. Should the total insurance premium costs increase more than fourteen percent (14%) from one year to the next; the employee will pay fifty percent (50%) of the increase over the fourteen percent (14%) for all options selected.

D. An Insurance Advisory Committee comprised of an equal number of representative
members from the administration, appointed by the College President, Faculty Association, appointed by the Faculty Association President, and Staff Council, appointed by the Staff Council President shall be formed by October 15, 2004. The Insurance Advisory Committee will be charged with reviewing and recommending to the College President changes in the insurance plan that would limit cost increases for medical insurance and/or provide for cost saving alternatives in the plan design of the medical insurance. Any savings that would be generated by changes in the plan design would be shared with the employee on a pro-rated basis based upon their share of the premiums paid. The Insurance Advisory Committee shall not make recommendations that would provide for an increased cost to the plan.

E. The College will provide flexible spending accounts (FSA) for faculty in compliance with applicable IRS regulations.

Section 12.5. Advance Placement Adjustment

A. Advanced Placement

It is in the best interests of the College, its mission and students, to encourage and support the professional development of faculty. Therefore, the College provides faculty the opportunity to accumulate advanced placement credit which leads to adjustment in salary lane assignment as described in Appendix A. All such crediting is subject to the criteria and procedures outlined in Section 12.7, Sub-section B, Criteria- Advanced Placement, and Subsection C, Application.

B. Credits Required for Lane-Advancement

Each time a full-time faculty member obtains fifteen (15) additional credit hours of preapproved course work, the faculty member will advance one lane on the salary schedule as described in Appendix A. One credit hour of advanced placement shall be awarded for:

- 1 credit hour of graduate level course work at an accredited institution of higher education. (Such credit shall be interpreted and applied as traditional credit hours under Sub-section C below.)
- 1 credit hour of MCC coursework from the list of MCC Advanced Placement Approved Courses as periodically reviewed and jointly approved by the Faculty Council and CAO. (Such credit shall be interpreted and applied as non-traditional credit hours under Sub-section C below.)
- 1 1/2 (1.5) Continuing Education Units. (Such credit shall be interpreted and applied as non-traditional credit hours under Sub-section C below.)
- 15 clock hours of non-credit professional development experience directly related to the role of the faculty member. (Such credit shall be interpreted and applied as nontraditional credit hours under Sub-section C below.)
- 133.3 hours of pre-approved related work experience outside MCC. (Such credit shall be interpreted and applied as non-traditional credit hours under Sub-section C below.)

36
C. **Traditional and Non-traditional Credits for Advanced Placement**

Faculty may apply a maximum of six (6) hours of non-traditional credits per fifteen (15) credit hours required for an advanced placement adjustment until they obtain their terminal degree. Once obtaining their terminal degree faculty may then use up to nine (9) hours of non-traditional credit towards any fifteen (15) hours of advanced placement adjustment. If a faculty member earns more than six (6) or nine (9) such credit hours before attaining the fifteen (15) credit hour total, the additional non-traditional credit hours may be banked to apply toward future advanced placement.

For purposes of interpretation and application, terminal degrees include any doctorate (e.g. Ph.D., Ed.D., J.D., M.D., Psy.D., etc.) or MFA from a regionally accredited institution of higher education.

For faculty in areas where there is no terminal degree (some occupational areas), appropriate external certification, as mutually agreed by the faculty member and the CAO, will be interpreted to meet the requirement of Lane VII. Under such circumstances, certifications must be actively maintained in order to remain eligible for the nine-hour opportunity.

D. **Dissertation Hours Applied To Advanced Placement**

No more than fifteen (15) hours of dissertation research/writing credit will be allowed for tuition reimbursement or applied toward advanced placement.

E. **Non-specified activities eligible for Advanced Placement upon pre-approval and inclusion in the Faculty Action Plan are:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations at Conferences</td>
<td>15-30</td>
</tr>
<tr>
<td>Publishing</td>
<td>15-30</td>
</tr>
<tr>
<td>Musical/Theatrical Performances</td>
<td>15-30</td>
</tr>
<tr>
<td>Art Exhibits</td>
<td>15-30</td>
</tr>
</tbody>
</table>

Clock hours listed are variable and must be determined through discussion between the faculty member and Executive Dean. However, the low end of the range represents the minimum and the high end of the range represents the maximum allowable for any given, single activity. In no case, shall a faculty member be eligible to receive more than a total of 90 contact hours (6 non-graduate credits) for any combination of these types of activities during a given 9-month regular academic year.

1. Conferences and seminars supported through Tuition Reimbursement for Professional Study funds, as identified in Section 12.6.A of the CBA, or supported by a faculty member’s personal funds.
2. Recertification training or courses: Testing for recertification is considered part of the faculty member’s professional responsibility and, while testing fees will be supported by the College, the testing process, repeated test preparation training and/or coursework are not eligible for advanced placement.
F. **Timeframe for Required Reporting**

To receive advanced placement credit, the faculty member must submit a copy of the course completion report (i.e., grade or activity completion report) to the Office of Human Resources within three (3) months of the completion of the course. Submission of course completion reports after three months will render the credit for advance placement null and void, regardless of pre-approval as outlined in Section 12.7, Sub-sections B and C.

**Section 12.6. Tuition Reimbursement**

A. **Tuition Reimbursement for Professional Study**

Tuition, fees and book costs, will be provided for full-time faculty at one hundred percent (100%) to an annual limit of $2,200 in FY 2014, $2,400 in FY 2015 and $2,600 in FY 2016 for additional academic work done in professional areas with prior approval of their immediate supervisor.

Up to $1000.00 of the annual limit may, at the discretion of the faculty member, be applied to meet ordinary and customary expenses associated with pre-approved nontraditional, or CEU-Granting, professional development activities occurring out-of-district. For purposes of this provision, such expenses shall be limited to transportation, lodging, meals, registration fees, and required materials paid for by the faculty member.

B. **Tuition reimbursement for McHenry County College Courses**

Any full-time faculty member may register for a credit course at McHenry County College. The faculty member shall not be required to pay tuition or fees for such credit course. Eligible dependents of faculty members shall be required to pay tuition upon registration but shall have such tuition and fees reimbursed promptly upon successful completion of the course.

**Section 12.7. Tuition Reimbursement/Advance Placement Criteria and Procedures**

A. **Criterion- Tuition Reimbursement**

The College shall provide tuition reimbursement and advanced placement eligibility according to the following criteria:

1. Tuition reimbursement is subject to prior approval and evidence of successful ("C" or better credit courses) completion is necessary. Courses and/or activities considered appropriate for prior approval would be:
   a. Relevant to the role description or professional responsibilities of a faculty/staff member, or
   b. Congruent with areas the College has designated as priorities for development, or
   c. Related to the faculty/staff member’s Professional Development Plan as
mutually agreed upon by the individual and the College.

B. **Criterion- Advance Placement**

Advanced placement is subject to prior approval of courses and/or activities requested and will be awarded upon successful completion of approved courses and/or activities according to College policy and in accordance with the guidelines outlined in Section 12.5.

1. Those courses and activities considered appropriate for advanced placement would be:

   a. Relevant to the role description or professional responsibilities of a faculty member,
   Or

   b. Congruent with areas the College has designated as priorities for development.

C. **Application**

As a professional courtesy, applications for tuition reimbursement and advanced placement shall be made a minimum of 5 days in advance except in extenuating circumstances. The employee will be notified by the Office of Human Resources upon receipt of the approval of the tuition reimbursement/advanced placement.

D. **Reimbursement and Advanced Placement Actualization**

1. To receive reimbursement, the faculty member must submit a copy of the course completion report (i.e., grade, CEU completion report, activity completion report) to the Office of Human Resources within three (3) months of the completion of the course.

2. Effective dates for Advanced Placement shall be in accordance with section titled Advance Placement Criteria (Horizontal Movement) in Appendix A.

**Section 12.8. Number of Pay Periods**

All full-time faculty will be paid over a twelve-month period for a total of 26 pay periods.
Section 12.9. Summer/Overload Pay

Overload pay will be time worked in excess of 30 contact hours per contract year for classroom faculty members. Summer Overload Compensation Pay shall be:

    FY 2015 $850.00 per contact hour (this includes Summer 2014)
    FY 2016 $900.00 per contact hour

Librarian and counselor hourly overload rate:

    FY 2015 $46.87 per hour (this includes Summer 2014)
    FY 2016 $48.25 per hour

Section 12.10. Pay for Individualized Instruction and Independent Study

A faculty member is eligible for an independent study assignment or individualized instruction at the discretion of their immediate supervisor. Independent study and individualized instruction compensation will be calculated at a rate of $75 per student per contact hour. Faculty members shall not be required to teach an independent study or individualized instruction section.

Section 12.11. Double Sections

A. In scheduling students, the College will strive to maintain a "normal class size." For purpose of this agreement, "normal class size" is defined in a list mutually agreed upon by the Faculty Association and the College. The list is maintained in the CAO's office.

B. Where the College designates a class to have the capacity of two times the normal class size, the College will provide additional compensation to faculty assigned to the class in accordance with the following terms:

1. If the first day enrollment in the class (which has been designated by the College to have twice the normal capacity) is twelve students or more in excess of the normal class size, the faculty member will receive $1,000 additional compensation.

2. If first day enrollment in a class (which has been designated by the College to have twice the normal capacity) is one to eleven students in excess of the normal class size, the faculty member will be compensated at a rate of $75 per additional student beyond the normal class size up to eleven student.

3. Faculty members eligible for additional compensation under this paragraph shall not receive any additional compensation for any additional students beyond what is prescribed in this paragraph. Faculty members will be limited to teaching only one class per semester which class size is set at twice the normal course capacity.
C. Section 9.6A stipulates that faculty load is based solely upon contact hours, additional compensation provided under this Agreement will not contribute to teaching load and will be paid during the semester in which the large class is taught.

D. Section 9.6D provides guidelines for class size including but not limited to providing that double sections are appropriate only for those courses in which extra students can be accommodated without substantial changes to content, instructional methods, or student assignments. In addition, online courses and Self-Paced Online Course (SPOC) will not be offered as double sections.

Section 12.12. Special Initial Placement

It is recognized that situations may arise in which it will be impossible to continue to offer certain programs due to the inability to recruit qualified faculty at normal faculty salaries. In this situation, as the search process is beginning, the Chair of the department in question, in consultation with departmental faculty, may request a special initial placement. The procedure is as follows:

A. A committee, consisting of three (3) faculty appointed by the Faculty Association and the CAO, shall meet to determine whether a special placement is justified. Whether special placement is justified shall be based on:

1. Review of salary information from business, industry, or the academic world, as appropriate.

2. Whether extraordinary effort has been made to recruit suitable faculty.

B. If this committee agrees that special placement is justified, they shall communicate their recommendation to the President. If the President approves, the CAO will work with Human Resources to allow the option of special placement for a qualified candidate.

C. Human Resources is permitted to place a newly-hired faculty member up to four schedule steps higher than would otherwise be warranted under the procedure described in Appendix A Initial Placement Matrix. All future placement and advancement of the faculty member would follow the procedures of this Agreement.
ARTICLE XIII

EXTENDED LEAVE FOR FACULTY

Section 13.1. Sponsored Professional Development Leave

The following guidelines have been adopted for extended leave of faculty:

A faculty member may submit a request to the Office of their immediate supervisor for a sponsored leave under the following conditions:

A. The purpose of the leave shall be for graduate study, research, or other professional development activity.

B. The duration of the sponsored leave shall not exceed one (1) academic year.

C. A faculty member may be granted sponsored leave after four (4) years of appointment at the college. If a faculty member should decide to take her/his sponsored leave after four (4) years of appointment at the College, the compensation will be equal to two-thirds (2/3) of the faculty member’s full salary for a one (1) semester leave or one-third (1/3) full salary for a two (2) semester leave. If a faculty member should decide to take her/his sponsored leave after six (6) years of appointment at the college, the compensation will be equal to the faculty member’s full salary for one (1) semester leave or one-half (1/2) full salary for a two semester leave.

D. A faculty member who teaches in an occupational area of the college's offering can request a sponsored leave for the purpose of accepting employment in an area of industry or business directly related to her/his area of teaching responsibilities. Such a request can be made after the faculty member has completed five (5) years of appointment at the College. If a sponsored leave is granted for the purpose of allowing the faculty member to accept related employment and such employment pays less than the faculty member would be compensated on a full salary at the College for that two-semester period, the College will compensate the faculty member for the difference to a maximum of $5,000.00.

E. Application for sponsored leave must be made by the end of the first term of the academic year preceding the leave year.

F. Application for sponsored leave must be responded to no later than March 15 of the academic year preceding the leave year. The immediate supervisor is responsible for giving notification in writing to the applicant.

If the request is accepted, the notification will include terms of acceptance including salary arrangements and advance placement credits upon completion of the leave. If the request is rejected, the notification will include reasons for such rejection. Such rejection shall not be made for arbitrary and capricious reasons.
G. Any full-time faculty member is eligible to apply for a sponsored leave.

H. Up to five percent (5%) of the faculty may be on leave in any given semester.

I. The criteria for granting approval for sponsored leave shall include:

1. Tenure. Persons with more tenure as faculty members will be given priority for sponsored leave unless that person has already been granted a prior sponsored leave at which time tenure for sponsored leave purposes is counted from the date of completion of previous sponsored leave. Eligibility for sponsored leave for persons already given sponsored leave is the same as C above except that eligibility is counted from the date of completion of the prior sponsored leave.

2. Purpose of Leave. Priority will be given to persons requesting leave for purposes directly related to their position or responsibilities at the college. Second consideration will be given to those requesting leave for reasons directly related to their academic or vocational field but not necessarily related directly to their immediate responsibilities or position (e.g., degree sought in college administration taken by a faculty member). Third consideration will be given to persons requesting professional leave for other purposes.

J. Sponsored leaves of absence are to be acted upon by the Board upon recommendation by the President.

K. A faculty member who completes a sponsored leave must agree to return to the College for one year for each half-year of sponsored leave, or repay the salary and benefits. The foregoing shall be guaranteed by the execution of a promissory note in acceptable legal form. The promissory note shall be filed at the College within thirty working days of Board approval of a sponsored leave. In the event of the death of the faculty member before the completion of the promised period, the note shall be void.

L. A faculty member who completes a sponsored leave must agree to submit a written report to her/his immediate supervisor outlining her/his accomplishments during the sponsored year and how those accomplishments will affect the member's contribution to the College. The report will be submitted no later than the end of the first semester after returning to the College.

M. Sponsored leaves accumulate as professional credit and make the recipient eligible for corresponding salary review.

N. When a faculty member is on a sponsored leave, the faculty member will continue to receive the same fringe benefits that are approved by the Board for faculty members generally.
Section 13.2. Unpaid Leave of Absence

A. Upon written application of a faculty member to her/his immediate supervisor, the Board may grant leave of absence without pay, upon such terms and conditions as it may set, to a faculty member who has been employed on a full-time basis for two (2) years for up to one (1) academic year for the following purposes:

1. graduate study;
2. research;
3. other professional development activity;
4. personal health or family hardship (See sections 13.4); or
5. other purposes as agreed upon between the faculty member and her/his immediate supervisor.

B. Written application for a leave of absence shall be made by the end of the first term of the academic year preceding the leave year.

Such leaves shall not be arbitrarily or capriciously denied.

C. A faculty member on an unpaid leave of absence of more than one (1) semester's duration shall, as a condition of such leave, agree to notify the President or designee of her/his intention to return to service at the College, in writing, prior to December 1, preceding the term in which the faculty member would return. In the event that such written notice is not received by the College by the noted due date, the faculty member's position shall be declared vacant as a consequence of the faculty member having submitted her/his resignation, the faculty member shall be so notified by certified mail thirty (30) working days prior to such determination.

D. The granting or withholding of leave to any faculty member shall not constitute a precedent with respect to any other faculty member but each request shall be judged on its own merits.

E. By accepting an unpaid leave of absence the faculty member agrees to make no claim for unemployment compensation during the term of such leave and recess or vacation period immediately preceding or following such leave.

F. In the event of the unexpected change in a faculty member's need for an unpaid leave (e.g. death of a family member under the faculty member's care, speedier recovery than expected.), the faculty member may request cancellation of the unpaid leave and return to work.

G. The Board may grant unpaid leave deemed appropriate and beneficial to the College by the President and appropriate Executive Dean to faculty members with less than two years full-time service with the College under unusual circumstances. Such leaves shall not be considered in computing employment necessary to attain tenure.

H. The Board may grant emergency unpaid leave even though the faculty member has not
adhered to all provisions of this section.

**Section 13.3. Association Leave**

The Association President and/or the officially designated Association delegate shall be granted a total of up to six (6) working days non-accumulative leave in the aggregate per academic year to attend special meetings and/or conventions of the regional, state, or national affiliate of the Association. Requests for such leave must be submitted in writing as soon as possible to the President who will authorize same in the absence of compelling circumstances requiring the faculty member's presence. An individual who is granted such leave shall have the responsibility to make arrangements for the teaching of her/his classes while on such leave and such arrangements shall be subject to the approval of the President. The Parties agree that no more than two (2) days cited hereinabove may be taken consecutively. In granting or denying Association leaves pursuant to this Section, the chief consideration of the President shall be the maintenance of the high quality of instruction at the College.

The Association agrees to reimburse the College the faculty member's salary at the summer/overload rate for Association Leave Days.

**Section 13.4. Family Medical Leave Act of 1993 (FMLA)**

The College complies with the Family Medical Leave Act of 1993 ("FMLA"), as amended and applicable regulations.

A. A faculty member who has been employed with the College for a total of twelve months and has worked at least 1,250 hours in the preceding 12 months is eligible for FMLA benefits.

B. The FMLA entitles an employee up to twelve (12) weeks of unpaid job-protected leave in a 12 month period for the following specified family or medical reasons:

1. For birth and care of the newborn child of the employee;
2. For placement with the employee of a son or daughter for adoption or foster care;
3. To care for an immediate family member (spouse, child, or parent) with a serious condition;
4. To take medical leave when the employee is unable to work because of a serious health condition; or
5. For a "qualifying exigency" arising out of the fact that the employee's immediate family member is on "covered active duty" or call status in the Armed Services of the United States.

The FMLA also provides for up to twenty-six (26) weeks of leave in a 12 month period to care for an immediate family member or next of kin who is a service member with a serious illness or injury and is on covered active duty in the Armed Services of the United States.

C. Group health insurance coverage will be maintained during any period of this leave under the same conditions as if the employee continued to work. Upon return from
FMLA leave, the employee will be reinstated to the same or equivalent position as held before the leave, with equivalent pay, benefits, and other terms of employment.

D. A faculty member may request to take unpaid FMLA leave in lieu of paid sick leave. Such request shall not be arbitrarily or capriciously denied.

E. An intermittent/reduced schedule may be taken when medically necessary to care for a seriously ill family member, a Covered Service Member or because the employee is seriously ill and unable to work. Intermittent/reduced schedule leave may only be taken to care for or bond with a newborn or newly placed adopted or foster care child with the employer's approval and must conclude within 12 months after the birth or placement.

F. FMLA benefits are administered through the Office of Human Resources and pursuant to administrative procedures. For further information or to apply for such a leave, contact Human Resources.
ARTICLE XIV

ALLOWANCE FOR EMPLOYEE ABSENCE

Section 14.1 Illness

A. Faculty members shall be allowed, in each year, twelve working days at full pay for the following reasons:
   1. personal illness,
   2. quarantine at home, or
   3. serious illness in the immediate family or household.

B. Instructors on full-time special assignment in a summer session may utilize the allowance for absence on the same basis as during the nine-month appointment period, although an additional allowance is not made for the summer term.

Section 14.2 Personal Leave

Two working days without loss of pay may be used by the faculty member for personal reasons, including observance of recognized religious holidays of faculty member's faith. Absences for personal reasons and for religious reasons shall be with full compensation upon notification by the faculty member to the faculty member's immediate supervisor. As a professional courtesy, requests for personal leave shall be made a minimum of two (2) days in advance except in the case of an emergency, with consideration of impact on student instruction. Personal leave absences immediately before or after holidays and breaks should be avoided. Requests for personal leave shall not be denied. Absence related to participation in any employment relations dispute shall not qualify hereunder. Personal leave shall not be requested for less than one-half (1/2) day. All unused personal days as accumulated will be transferred to the sick leave account of a faculty member. Such transfer shall not reduce the number of days accumulated sick leave granted. One (1) day per year of accumulated sick leave may be used as an additional personal day. The amount of sick days possible to accumulate is 250 or the current maximum established by SURS, whichever is greater.

Section 14.3 Accumulation of Leave

A. The Office of Human Resources shall maintain an account of days of allowance for absence for each employee, based upon information reported by her/his immediate supervisor. The new annual allowance shall be posted on each employee's account on September 1 of the year in which the allowance shall apply.

B. After absence of three working days for personal illness, or as it may deem necessary in other cases, the College may require a physician's certificate as a basis for compensation during leave.
Section 14.4   Sick Leave Pool

The sick leave pool will be administered by the Faculty Association in accordance with the adopted bylaws and regulations of the sick leave pool as established by the Faculty Association. The maximum number of days a faculty member can use from the sick pool is forty (40) days per academic year.

Section 14.5   Jury Duty

Faculty members who serve on jury duty in a Court of Record of the State of Illinois, or a U.S. District Court, shall be compensated in the amount of the difference between per-diem college salary or wages and per-diem jury duty pay.

Section 14.6   Bereavement Leave

In the event of the death of a member of the faculty member's immediate family, the faculty member shall be entitled to a leave of absence for up to a maximum of five (5) working days. The term "immediate family" shall mean the faculty member's spouse, domestic partner, child, daughter/son-in-law, parent, parent-in-law, brother, sister, grandparent, grandchild, or a legal guardian who has raised the faculty member. In addition, each faculty member may take one bereavement leave for a person not on the above list. Additional leaves for persons not on the list shall be subject to the approval of the President of the College and shall not set a precedent.

ARTICLE XV

FUTURE PLANNING AUTHORITY ON BUILDING ALTERATIONS

The Faculty Association shall have a permanent voting membership on any committees charged with considering alteration of the existing physical facilities or the construction of new facilities.

The number of members that represent the Faculty Association shall be reasonable.

PRESIDENTIAL AND CHIEF ACADEMIC OFFICER SELECTION COMMITTEES

The Faculty Association shall have a voting membership on any advisory search committee involved with selection of a College President and the CAO. The Board of Trustees Chair and the Faculty Association President will determine fair and reasonable membership on these committees. The President of the McHenry County College Faculty Association shall be one of the faculty members of on these committees.
ARTICLE XVI

ENTIRE AGREEMENT

A. This agreement, upon ratification, supersedes all prior agreements, whether written or oral, unless expressly stated to the contrary herein, and constitutes the complete and entire agreement between the parties, and concludes collective bargaining for this term.

B. The parties acknowledge that, during the negotiations which resulted in this Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter not removed by law from the area of collective bargaining, and that the understandings and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this Agreement. Therefore, both the Board and the Association acknowledge that for the duration of this agreement, neither party is obligated to bargain collectively on any subject or matter, whether referred to or covered in this Agreement or not, even though such topics or matters may not have been considered by either or both parties at the time they negotiated or signed this Agreement.

C. Nothing herein shall be construed as precluding the parties, by mutual agreement, to add to, delete or alter this Agreement during the term of this Agreement.

ARTICLE XVII

SAVINGS

If any provision of this Agreement is or shall at any time be contrary to or unauthorized by law, then such provision shall not be applicable or performed or enforced, except to the extent permitted or authorized by law; provided that in such event all other provisions of this Agreement shall continue in effect.

ARTICLE XVIII

AMNESTY PROVISION

A. The Board of Trustees and the Administration of McHenry County College hereby agree that they will not initiate, authorize, commence, or participate in any reprisals or recriminations against any employees of the College as a result of such employees' participation in or support of the collective bargaining process and/or job action, or in any event or activity resulting from their participation in or support of the collective bargaining process and/or job action.

B. The Board of Trustees and the Administration of McHenry County College further agree that they will not discriminate in regard to hiring, discipline, discharge, promotion,
demotion, or assignment; nor in regard to salary, hours, seniority, or working conditions of any employee having participated in or supported said collective bargaining and/or job action.

**ARTICLE XIX**

**AGENCY SHOP**

A. It is recognized that the Association's duties as the sole and exclusive bargaining agent entail expenses for collective bargaining and Contract administration which appropriately are shared by all faculty members who are beneficiaries of said Agreement. To this end, if a faculty member does not join the Association, such faculty member will:

1. Execute an authorization for the deduction of a sum equivalent to the proportionate share of the cost of the services rendered by the Association in the same manner as provided in Section 6.3 of Article VI;
2. Pay directly to the Association a like sum.

B. In the event such an authorization is not signed or such payment is not made within thirty (30) days following the commencement of employment of the faculty member or the effective date of this agreement, whichever is later, the Board shall deduct such amount in equal payments from the regular salary check of the faculty member in the same manner as provided in Section 6.3 of Article VI.

C. The Association, the Illinois Education Association and the National Education Association agree to defend, indemnify, and save the Board harmless against any claims, demand, suit, or other form of liability which may arise by reason of any action taken by the Board in complying with the provisions of this Section, provided that this Section shall not apply to any claim, demand, suit or other form of liability which may arise as a result of the Board's failure to comply with the obligations imposed upon it by this Section.

D. The Association shall annually certify to the Board the amount constituting each non-member employee's share, which amount shall include only such expenses expended for collective bargaining and contract administration. Such certification shall be made in writing by the Association president and submitted to the business office by September 1 of each year. In the event a faculty member objects to the amount of such fee, the Association shall place the objecting faculty member's fees in a blind escrow or blind trust pending final determination on the appropriateness of the fee imposed. Such determination shall be made only after a full hearing before the Illinois Educational Labor Relations Board (IELRB) or any impartial fact-finder appointed by the IELRB. If the faculty member is entitled to a refund, the faculty member shall receive such refund plus any interest earned on the refund during pending action.

E. If a non-member faculty member declares the right of non-association based upon a
bona fide religious tenet of teaching or a church or religious body of which such faculty member is a member, such faculty member shall be required to pay an amount equal to the faculty member's proportionate share to a non-religious charitable organization mutually agreed upon by the faculty member and the Association. If the faculty member and the Association are unable to reach agreement on the matter, a charitable organization shall be selected from a list established and approved by the Illinois Educational Labor Relations Board in accordance with its rules.

ARTICLE XX

NO STRIKE CLAUSE

During the term of this Agreement, no faculty member covered by this Agreement, nor the Association, nor any person acting on behalf of the Association, shall ever or at any time engage in, authorize, or instigate any strike, slow-down, or other refusal to render full and complete services to the Board.

In the event of any violation or violations of any provision of this Article by the Association, its members or representatives, or by any faculty member, the Association shall, upon notice from the Board, immediately direct such faculty members, both orally and in writing, to resume normal operations immediately and make every other reasonable effort to end any violation(s).
Agreed and Attested to Upon Ratification by Both Parties

Date of Ratification by McHenry County College Faculty Association:

________________________

Date of Approval by the Board of Trustees of McHenry County College:

________________________

For the Board of Trustees
College
of McHenry County College
District No. 528:

Signature

Printed Name

Title

Date

For the McHenry County Faculty Association:

Signature

Printed Name

Title

Date


## APPENDIX A

### FACULTY QUALIFICATIONS FOR FUTURE HORIZONTAL LANE PLACEMENT AND LANE MOVEMENT

**FACULTY SALARY INDEX MATRIX**

The following criteria will be followed regarding initial placement and lane/step movement.

**Baccalaureate Faculty Qualifications For Future Horizontal Lane Placement And Lane Movement**

<table>
<thead>
<tr>
<th>Lane</th>
<th>Qualification Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lane I.</td>
<td>Master's Degree in subject area.</td>
</tr>
<tr>
<td>Lane II.</td>
<td>Lane I plus fifteen (15) approved advanced placement credits.</td>
</tr>
<tr>
<td>Lane III.</td>
<td>Lane II plus fifteen (15) approved advanced placement credits.</td>
</tr>
<tr>
<td>Lane IV.</td>
<td>Lane III plus fifteen (15) approved advanced placement credits.</td>
</tr>
<tr>
<td>Lane V.</td>
<td>Lane IV plus fifteen (15) approved advanced placement credits.</td>
</tr>
<tr>
<td>Lane VI.</td>
<td>Lane V plus fifteen (15) approved advanced placement credits.</td>
</tr>
<tr>
<td>Lane VII.</td>
<td>Lane VI plus fifteen (15) approved advanced placement credit and two Master's Degrees or earned terminal degree.</td>
</tr>
<tr>
<td>Lane VIII.</td>
<td>Lane VII plus fifteen (15) approved advanced placement credit, and an earned PhD or Ed.D. **</td>
</tr>
</tbody>
</table>

*Degree limitations to movement into Lane VII will begin with start of Fall 2014 semester. Faculty employed by the College prior to Fall 2014 will be placed no lower than their current lane and will continue to receive step increases according to additional years of service accrued.

**Movement into Lane VIII will begin in Fall 2014. Faculty moving into Lane VIII in Fall 2014 will not receive a step movement.*
Occupational Faculty Qualifications For Future Horizontal Lane Placement And Lane Movement

Lane I. Appropriate degree, license, certification or technical experience in subject area or Bachelor's Degree.

Lane II. Lane I plus fifteen (15) approved advanced placement credits.

Lane III. Lane II plus fifteen (15) approved advanced placement credits.

Lane IV. Lane III plus fifteen (15) approved advanced placement credits and a Bachelor's degree.*

Lane V. Lane IV plus fifteen (15) approved advanced placement credits.

Lane VI. Lane V plus fifteen (15) approved advanced placement credits.

Lane VII. Lane VI, plus fifteen (15) approved advanced placement credits and a Master's degree. *

Lane VIII. Lane VII plus an earned Ph.D. or Ed.D., or a second Master's degree plus thirty (30) approved advanced placement credits. **

*Degree limitations to movement into Lane IV, Lane V, Lane VI and Lane VII will begin with start of Fall 2014. Faculty employed by the College prior to Fall 2014 will be placed no lower than their current lane and will continue to receive step increases according to additional years of service accrued.

**Movement into Lane VIII will begin in Fall 2014. Faculty moving into Lane VIII in Fall 2014 will not receive a step movement.

Advance Placement Criteria (Horizontal Movement)

Advanced placement will result in appropriate lane movement with corresponding salary increases. Advance placement completed in the fall semester will take effect in the year earned. Advance Placement completed in the spring semester will take effect for the spring semester with the effective increase paid over the number of pay periods remaining in the academic year.

In all cases, all paperwork must be turned in by the last day of the summer before the advanced placement takes effect with the exception of final grade reports which may be received no later than 30 business days after the start of the Fall semester. Beginning in FY 2015 faculty will receive a $750 bonus which is not applied to the base salary when all paperwork is complete and approved for lane movement.

Except for FY2014 any faculty who makes a horizontal lane advancement and has received a
step increase will move back one step but over one lane. The lane adjustment bonus and any
difference in salary must be adjusted and paid in the semester according to the terms above.

Qualifications for advanced placement are:

1. Credit hours of approved coursework as outlined in Sections 12.5 of the Contract.
2. Two thousand (2,000) hours of pre-approved related work experience outside MCC
   equals fifteen (15) advance placement credits.

Individuals receiving advanced placement after one (1) year in a top cell move horizontally only
regardless of additional years experience obtained since reaching the top cells.

Horizontal movement at the top cell will generate additional experience possibilities.

Additional Advance Placement

Individuals in Lane VIII who continue to advance professionally under the guidelines of the
Contract shall be rewarded for such advancement with a bonus equal to $3,500. Such bonus
shall not be added to their base salary. The number of bonuses received for advance placement
shall be limited to one (1) every four (4) years.

Vertical Advancement

Step increases reflect monetary recognition for additional teaching and/or professional
experience. Each step represents one year additional teaching and/or professional experience
and shall be awarded automatically each year to individuals completing one year of service.
Except in FY 2014, if a faculty member advances a lane they do not make a vertical
advancement. Faculty members on approved sabbaticals or sponsored leaves shall be awarded
step increases for the years on such sabbatical or leave. Individuals on unpaid leaves of absence
will not be eligible for step increases for the years on unpaid leave.
**Initial Placement Matrix**

Note: This matrix is used to determine a new full-time faculty member’s placement on the approved Salary Schedule. It is indexed to the Salary Schedule to insure consistency in salary administration.

Degree attainment (Columns I - VII) and creditable work experience (Years 1 - 12) serve as the sole bases for determining a new faculty member’s placement on the Salary Schedule.

New faculty will be placed on the Salary Schedule in the column appropriate to degree attainment and in the cell, which corresponds most closely to the index value obtained from this matrix.

<table>
<thead>
<tr>
<th>Years of Creditable Experience:</th>
<th>Degree Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>1</td>
<td>1.00</td>
</tr>
<tr>
<td>2</td>
<td>1.02</td>
</tr>
<tr>
<td>3</td>
<td>1.04</td>
</tr>
<tr>
<td>4</td>
<td>1.06</td>
</tr>
<tr>
<td>5</td>
<td>1.08</td>
</tr>
<tr>
<td>6</td>
<td>1.10</td>
</tr>
<tr>
<td>7</td>
<td>1.12</td>
</tr>
<tr>
<td>8</td>
<td>1.14</td>
</tr>
<tr>
<td>9</td>
<td>1.16</td>
</tr>
<tr>
<td>10</td>
<td>1.18</td>
</tr>
<tr>
<td>11</td>
<td>1.20</td>
</tr>
<tr>
<td>12</td>
<td>1.22</td>
</tr>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
</tr>
<tr>
<td>1</td>
<td>1.00*</td>
</tr>
<tr>
<td>2</td>
<td>1.06</td>
</tr>
<tr>
<td>3</td>
<td>1.12</td>
</tr>
<tr>
<td>4</td>
<td>1.18</td>
</tr>
<tr>
<td>5</td>
<td>1.24</td>
</tr>
<tr>
<td>6</td>
<td>1.30</td>
</tr>
<tr>
<td>7</td>
<td>1.36</td>
</tr>
<tr>
<td>8</td>
<td>1.42</td>
</tr>
<tr>
<td>9</td>
<td>1.46</td>
</tr>
<tr>
<td>10</td>
<td>1.56</td>
</tr>
<tr>
<td>11</td>
<td>1.68</td>
</tr>
<tr>
<td>12</td>
<td>1.80</td>
</tr>
<tr>
<td>13</td>
<td>1.95</td>
</tr>
<tr>
<td>14</td>
<td>1.99</td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

*Base Salary
### SALARY SCHEDULE MATRIX

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>$47,100</td>
<td>$47,100</td>
<td>$49,926</td>
<td>$52,752</td>
<td>$55,578</td>
<td>$58,875</td>
<td>$62,172</td>
<td>$65,469</td>
<td>$68,295</td>
</tr>
<tr>
<td>1</td>
<td>$49,926</td>
<td>$52,752</td>
<td>$55,578</td>
<td>$58,404</td>
<td>$61,701</td>
<td>$64,998</td>
<td>$68,295</td>
<td>$71,121</td>
</tr>
<tr>
<td>2</td>
<td>$52,752</td>
<td>$55,578</td>
<td>$58,404</td>
<td>$61,230</td>
<td>$64,527</td>
<td>$67,824</td>
<td>$71,121</td>
<td>$73,947</td>
</tr>
<tr>
<td>3</td>
<td>$55,578</td>
<td>$58,404</td>
<td>$61,230</td>
<td>$64,056</td>
<td>$67,353</td>
<td>$70,650</td>
<td>$73,947</td>
<td>$76,773</td>
</tr>
<tr>
<td>4</td>
<td>$58,404</td>
<td>$61,230</td>
<td>$64,056</td>
<td>$66,882</td>
<td>$70,179</td>
<td>$73,476</td>
<td>$76,773</td>
<td>$79,599</td>
</tr>
<tr>
<td>5</td>
<td>$61,230</td>
<td>$64,056</td>
<td>$66,882</td>
<td>$69,708</td>
<td>$73,005</td>
<td>$76,302</td>
<td>$79,599</td>
<td>$82,425</td>
</tr>
<tr>
<td>6</td>
<td>$64,056</td>
<td>$66,882</td>
<td>$69,708</td>
<td>$72,534</td>
<td>$75,831</td>
<td>$79,128</td>
<td>$82,425</td>
<td>$85,251</td>
</tr>
<tr>
<td>7</td>
<td>$66,882</td>
<td>$69,708</td>
<td>$72,534</td>
<td>$75,360</td>
<td>$78,657</td>
<td>$81,954</td>
<td>$85,251</td>
<td>$88,077</td>
</tr>
<tr>
<td>8</td>
<td>$69,708</td>
<td>$72,534</td>
<td>$75,360</td>
<td>$78,186</td>
<td>$81,483</td>
<td>$84,780</td>
<td>$88,077</td>
<td>$90,903</td>
</tr>
<tr>
<td>9</td>
<td>$72,534</td>
<td>$75,360</td>
<td>$78,186</td>
<td>$81,012</td>
<td>$84,309</td>
<td>$87,606</td>
<td>$90,903</td>
<td>$93,729</td>
</tr>
<tr>
<td>10</td>
<td>$75,360</td>
<td>$78,186</td>
<td>$81,012</td>
<td>$84,780</td>
<td>$88,077</td>
<td>$90,903</td>
<td>$93,729</td>
<td>$96,555</td>
</tr>
<tr>
<td>11</td>
<td>$78,186</td>
<td>$81,012</td>
<td>$84,780</td>
<td>$89,961</td>
<td>$93,258</td>
<td>$96,555</td>
<td>$99,381</td>
<td>$102,207</td>
</tr>
<tr>
<td>12</td>
<td>$81,012</td>
<td>$84,780</td>
<td>$89,961</td>
<td>$93,258</td>
<td>$96,555</td>
<td>$99,381</td>
<td>$102,207</td>
<td>$105,033</td>
</tr>
<tr>
<td>13</td>
<td>$84,780</td>
<td>$89,961</td>
<td>$93,258</td>
<td>$96,555</td>
<td>$99,381</td>
<td>$102,207</td>
<td>$105,033</td>
<td>$107,895</td>
</tr>
<tr>
<td>14</td>
<td>$89,961</td>
<td>$93,258</td>
<td>$96,555</td>
<td>$99,381</td>
<td>$102,207</td>
<td>$105,033</td>
<td>$107,895</td>
<td>$110,685</td>
</tr>
<tr>
<td>15</td>
<td>$93,258</td>
<td>$96,555</td>
<td>$99,381</td>
<td>$102,207</td>
<td>$105,033</td>
<td>$107,895</td>
<td>$110,685</td>
<td>$113,511</td>
</tr>
<tr>
<td>16</td>
<td>$96,555</td>
<td>$99,381</td>
<td>$102,207</td>
<td>$105,033</td>
<td>$107,895</td>
<td>$110,685</td>
<td>$113,511</td>
<td>$116,337</td>
</tr>
<tr>
<td>17</td>
<td>$99,381</td>
<td>$102,207</td>
<td>$105,033</td>
<td>$107,895</td>
<td>$110,685</td>
<td>$113,511</td>
<td>$116,337</td>
<td>$119,163</td>
</tr>
<tr>
<td>18</td>
<td>$102,207</td>
<td>$105,033</td>
<td>$107,895</td>
<td>$110,685</td>
<td>$113,511</td>
<td>$116,337</td>
<td>$119,163</td>
<td>$121,989</td>
</tr>
</tbody>
</table>

Faculty at the last step in a lane will receive the following bonus payments at the start of the Academic Year: FY 2014- $1500; FY 2015- $1500; FY 2016- $2000.
APPENDIX B

EVALUATION PROCESS FOR NON-TENURED FACULTY

Introduction

Selection and appointment to a full-time faculty position at McHenry County College acknowledges that the successful candidate has been determined to possess the potential, in terms of professional skills and personal qualities, for becoming a quality addition to the College's tenured faculty. The awarding of tenure by the Board of Trustees signifies that the potential recognized at the time of initial appointment has, during a three-year probationary period, been satisfactorily realized and is well documented through established administrative evaluation processes.

A lack of consistent evidence, as documented through on-going evaluation processes, verifying that the noted potential has been ineffectively translated into quality performance as a faculty member at McHenry County College, will result in a decision to recommend that the Board of Trustees not award tenure status. This recommendation may result in a one-year extension of the probationary period to allow sufficient time for the successful completion of a specified remediation plan or in a decision to not rehire.

Evaluation Process

For purposes of determining a non-tenured faculty member's ability and/or willingness to translate her/his initial qualifications into a competency level judged by the College to be necessary for achieving tenured status, the following administrative evaluation processes will be employed:

I. Initial Appointment Period

A. Every effort will be made by the Office of Academic and Student Affairs to recommend for appointment to full-time faculty positions only candidates who meet or exceed established standards for the particular positions, as delineated in the publication minimum “Qualifications for Full-Time Faculty Positions at McHenry County College.”

In those exceptional circumstances where a qualified candidate is not available, the successful appointee's initial employment contract will list specific deficiencies which will need to be corrected within the probationary period. Successful completion of minimum qualification deficiencies will enable the faculty member to become eligible for tenure consideration.

B. In cooperation with her/his Executive Dean or supervisor, the new faculty member will complete the College adopted faculty "Action Plan" at the outset of his/her service with the College. The attached "Action Plan" addresses the following areas:

1. Instructional and Professional Development Goals (including minimum qualifications, deficiencies, if any);
2. Strategies;
3. Support Needed;
4. Target Dates; and
5. Mid-Year and End of Year Reviews.

A standardized form will be utilized for this purpose.

II. Each Year of the Probationary Period (Formative/Developmental)

A. General Classroom (or Program Equivalent) Visit.

1. The Executive Dean or supervisor will conduct a minimum of two pre-arranged class visits per semester. The purpose of the visits is observing and documenting performance in all teaching components, i.e., classroom, lab, etc., with the goal of improving the instructional process. The following will be regarded:
   a. Organization;
   b. Scholarship;
   c. Presentation; and
   d. Classroom relationships.

A standardized form will be utilized for this purpose.

NOTE: With regard to counselors and librarians, instructional components relevant to their specialized roles may be substituted for any of the above, with the consent of the instructor and Executive Dean or supervisor.

2. The involved administrator(s) will meet with the faculty member within one week of each class visit to:
   a. Review observations, with particular attention given to discussing observed strengths and weaknesses; and
   b. Offer specific written suggestions designed to aid the instructor in overcoming identified written deficiencies, if any, and to build upon noted strengths.

B. Informal Assessment and Planning Conferences.

The Executive Dean or supervisor will meet following the first semester of each academic year with her/his non-tenured instructors for the following purposes:

1. Review progress made on priorities included in the individual’s "Action Plan";
2. Summarize and discuss student perceptions of instructor effectiveness, as reflected in the Student Evaluation Instruments completed during the semester;
3. Update, as appropriate, personal/professional development goals reflected in the individual’s "Action Plan".

Upon conclusion of the conference, the Executive Dean or supervisor will prepare a written summary of the conference, with a copy forwarded to the involved faculty member for reference purposes.
C. Annual Evaluation Conference

Near the end of each academic year, the Executive Dean or supervisor will meet with each non-tenured faculty member for the following purposes:

1. Present for discussion and planning purposes a synthesis of performance information developed and compiled throughout the year. This information will be reflected in a completed Administrative Evaluation Instrument prepared by the Executive Dean or supervisor;

2. Review the instructor's completed Self Evaluation Instrument, giving particular attention to discussing any areas where major perceptual differences are apparent;

3. If not sufficiently accounted for in the Administrative Evaluation Instrument, review accomplishments and/or progress made in completing her/his "Action Plan";

4. Review out-of-class performance indicators, including:
   a. Demonstrated commitment to the mission and goals of the College;
   b. Demonstrated interest in promoting the continued improvement of program quality; and
   c. Demonstrated ability/willingness to become a contributing and productive team member.

5. Provide the instructor assistance in formulating an updated "Action Plan" relating to continued personal and professional development for the following academic year.

III. Unsatisfactory Performance Plan - Any given time within the probationary period.

On those occasions where standard evaluation processes indicate that the instructor appears to be experiencing serious difficulty in her/his professional role at the College, the following additional administrative evaluative processes will be utilized:

A. In Class Performance
   1. Agreement on the Problem
      a. Develop a Remediation Plan to address such items as:
         i. Changes to be made;
         ii. Suggested methods for accomplishing the changes to be made include:
             a. use of mentors;
             b. peer observations;
             c. video-taping presentations;
             d. college conferences;
             e. administrative observation;
             f. third party observation
             g. staff development assistance; and
             h. additional formal study;
iii. Establishment of a timetable for changes to be made;
iv. An explanation of the importance of accomplishing all of the changes to be made stressing that failure to accomplish these goals may result in a Board issued Notice to Remedy; and
v. A commitment by the administrator to make every effort possible to support the changes to be made.

b. Focused Class Visits
   1. The Executive Dean or supervisor will conduct one or more unannounced follow-up visits, following the review of earlier observed classroom deficiencies. The primary purpose of the follow-up visit(s) is to assess progress made on previously discussed deficiencies.
   2. Within one week of each visit, the Executive Dean or supervisor will meet with the involved faculty member to review observation results. If substantive progress has been observed, strong encouragement and support to continue will be provided. The Executive Dean or supervisor will continue to monitor progress during the remainder of the probationary period.

c. Substantive Progress Made
   Strong encouragement and support to continue will be provided. The Executive Dean or supervisor will continue to monitor progress during the remainder of the probationary period.

d. Insufficient Progress Made
   1. The Executive Dean or supervisor will inform the faculty member that a conference will be scheduled with the immediate supervisor for the purpose of considering a recommendation for a Board issued Notice to Remedy. The faculty member and or representatives may be present at this conference.
   2. Conference outcome determined by Executive Dean or supervisor:
      a. If outcome is positive, faculty member continues in the Remediation Track;
      b. If outcome is unsatisfactory, the Executive Dean or supervisor will recommend that the Board issue a Notice to Remedy, which will include:
         1. a written summary of findings and concerns;
         2. directed changes to be made;
         3. completion timetable for the directed changes;
         4. suggestions for accomplishing the directed changes; and
         5. an explanation of the importance of accomplishing all of the directed changes.
   3. In the event a Notice to Remedy has been issued, the Executive Dean or supervisor will conduct one or more additional visits to determine whether the directed changes are being made within the established time frame.
      a. If it is determined that all directed changes have been made within a recommended time frame, strong support and encouragement will continue to be provided. The Executive Dean or supervisor will continue to monitor performance during the remainder of the
b. If insufficient progress has been observed, whether due to inability or unwillingness to carry out the directed changes, the Executive Dean or supervisor will inform the faculty member that a written recommendation will be forthcoming to:
   1. extend the probationary period for one additional year to allow for the successful completion of requirements specified in the Notice to Remedy.
   2. not issue a contract for re-employment with the College.

c. If the recommendation is not to rehire, then due process procedures will be followed by the Board of Trustees, prior to a final decision on employment.

2. Disagreement on the Problem
   Due process procedures will be followed to determine outcome. Due process will provide findings from activities such as: peer observation; administrative observation; third party observation; staff development assistance, etc. Outcomes will be:
   a. return to main Probationary Track;
   b. return to Remediation Track.

B. Out-of-Class Performance
   1. The Executive Dean or supervisor will conduct one or more conferences, following review of the impact of earlier informal conferences, concerning unacceptable out-of-class performance. The primary purposes of such conferences are to assess progress made in overcoming previously identified deficiencies. If it is determined that substantial progress has been made in correcting the noted deficiencies, strong support and encouragement will continue to be provided. The Executive Dean or supervisor will continue to monitor performance during the remainder of the probationary period.

   Out-of-Class Performance areas include:
   a. Commitment to the College’s comprehensive mission;
   b. Respect for College policies and procedures;
   c. Involvement in College affairs; and
   b. Professional attitudes and behaviors toward students and peers.

   If insufficient progress is observed, the faculty member will be provided a written Notice to Remedy, which will include:
   a. a written summary of findings and concerns;
   b. directed changes to be made;
   c. completion timetable for the directed changes;
   d. an explanation of the importance of accomplishing all of the directed changes.

2. In the event a Notice to Remedy has been issued, the Executive Dean or supervisor will conduct one or more additional conferences to determine whether the directed changes are being made within the established time frame. If it is determined that all directed changes have been made within the recommended time frame, strong
support and encouragement will continue to be provided. The Executive Dean or supervisor will continue to monitor performance during the remainder of the probationary period.

If insufficient progress has been observed, whether due to inability or unwillingness to carry out the directed changes, the Executive Dean or supervisor will inform the faculty member that a written recommendation will be forthcoming to:

a. Extend the probationary period for one additional year to allow for the successful completion of requirements specified in the Notice to Remedy; and
b. Not issue a contract for re-employment with the College.

CONCLUSION

Our oft-stated concern for providing students with high quality instructional and academic support demands a commitment of the instructional administration to actively support the continuing evaluation of the development of faculty in a variety of ways. Central to this broad responsibility is an on-going assessment process designed to aid non-tenured faculty in developing performance and skill levels that are of high quality and in keeping with what one would expect of tenured faculty. Through a combination of individual goal setting and review, observation and critiques, and regular conferences, the College's commitment to instructional excellence will be furthered and the instructional administration's commitment to each non-tenured faculty member will be realized. It is to each of these ends that the evaluation process for non-tenured faculty is directed.
APPENDIX C

Department Chair Load Spreadsheet

Number of
Credit Hours
in each
department
coordinated
by the
There will be a
deapartment chair for department
chair times
each group of
disciplines listed below $.2
ENG, RDG
$ 2,944.20
$ 1,712.80
SPE, JRN, THE
ART, HUM
$ 1,562.20
SPA, FRE, GER
$
734.40
$
521.00
MUS
PHI
$ 1,241.40
AOM,BUS,IBS,MKT,MGT $ 1,646.60
CIS,DGM
$ 1,743.40
223.80
IMT,CMT,TWl,DRT,MET $
FRS,EMS,EMT
$
872.20
$
570.40
CJS
ACC
$
517.80
AMT
$
390.00
NAE
$
505.40
CLM,PAS
$
230.20
ECO/HIS/PLT
$ 1,660.80
PSY
$ 1,546.80
SOC/ANT
$ 1,192.20
ECE/EDU
$
390.80
HFE
$
705.60
MAT
$ 4,186.20
EAS,GEG,GEL
$ 1,084.20
CHM, PHY, EGR
$
695.40
BIO
$ 1,344.80
HRT
$
243.60

Number of
Full-time
faculty and
support staff
associated
with
departments
times $125
$ 1,437.50
$
812.50
$
750.00
$
250.00
$
250.00
$
375.00
$
625.00
$
750.00
$
250.00
$
125.00
$
250.00
$
250.00
$
375.00
$
375.00
$
125.00
$
500.00
$
500.00
$
625.00
$
250.00
$
250.00
$ 1,375.00
$
500.00
$
125.00
$
875.00
$
125.00

Number of
Part-time
support staff
associated
with
departments
times $125
$
$
$
875.00
$
$
125.00
$
$
$
375.00
$
$
$
$
$
375.00
$
$
$
$
$
$
625.00
$ 1,250.00
$
$
125.00
$
125.00
$
375.00
$
250.00

Number of Contact
hours taught by
adjuncts on the
tenth day of
enrollment at the
beginning of the
semester and fifth
day of enrollment
at the beginning of
the second 8 week
term times $20
$
7,980.00
$
4,200.00
$
7,260.00
$
2,800.00
$
4,040.00
$
2,280.00
$
4,340.00
$
4,460.00
$
880.00
$
3,580.00
$
480.00
$
1,260.00
$
1,560.00
$
1,440.00
$
1,500.00
$
3,720.00
$
1,920.00
$
600.00
$
540.00
$
1,840.00
$
7,700.00
$
1,120.00
$
3,540.00
$
3,600.00
$
900.00

Number of
Transfer
disciplines
coordinated
by the
department
chairs times
$75
$
150.00
$
225.00
$
150.00
$
225.00
$
75.00
$
75.00
$
$
$
$
$
$
$
$
$
$
225.00
$
75.00
$
150.00
$
75.00
$
75.00
$
75.00
$
225.00
$
225.00
$
75.00
$
-

Number of
AAS Degrees
and
Certificates
coordinated
by the
department
chairs times
$750
$
$
$
$
$
$
$ 10,500.00
$ 11,250.00
$ 6,000.00
$ 4,500.00
$
750.00
$ 2,250.00
$ 3,000.00
$
750.00
$ 1,500.00
$
$
$
$ 2,250.00
$ 1,500.00
$
$
$
$
$ 4,500.00

Number of
hours labs
are in use
for the
departments
coordinated
by the
department
chair on the
tenth day of
the
semester
times $8.5
$
$ 1,122.00
$ 2,499.00
$
$
$
$
$
$
$
$
$
$ 2,388.50
$
892.50
$
748.00
$
$
$
$
8.50
$
8.50
$
$ 1,453.50
$ 1,224.00
$ 2,758.25
$
680.00

65

Number of
offsite
locations
used by the
departments
coordinated
by the
department
chair times
$25
$
$
$
$
$
$
$
$
$
$
350.00
$
$
$
200.00
$
400.00
$
$
$
$
$
1,000.00
$
350.00
$
$
$
$
$
125.00

Number of
hours
computer
labs are in
use for the
departments
coordinated
by the
department
chair on the
tenth day of
the semester
times $8.5
$ 3,375.00
$
$
$
$
$
$
427.50
$ 4,102.50
$
675.00
$
$
$
622.50
$
$
$
$
$
$
$
$
$
247.50
$
67.50
$
112.50
$
$
600.00

Sum of all
Columns
$ 15,886.70
$ 8,072.30
$ 13,096.20
$ 4,009.40
$ 5,011.00
$ 3,971.40
$ 17,539.10
$ 22,680.90
$ 8,028.80
$ 9,427.20
$ 2,050.40
$ 4,900.30
$ 8,288.50
$ 4,362.90
$ 4,103.20
$ 6,105.80
$ 4,041.80
$ 2,567.20
$ 5,139.30
$ 5,979.10
$ 13,583.70
$ 4,575.20
$ 6,046.90
$ 9,028.05
$ 7,423.60

Agreed upon
Agreed upon pay each
department
Divide pay number of
contact hours chair will be
by
overload of reassigned eligible for
per Fall and
rate to get time each
Spring
the actual department
semester
number of chair will be
eligible for per combined in
contact
Fall and Spring place of
hours
reassigned
their pay semester
time.
is equal to combined.
23.51
18.00
12,163.50
11.95
12.00
8,109.00
19.38
18.00
12,163.50
5.93
6.00
4,054.50
7.42
7.50
5,068.13
5.88
6.00
4,054.50
25.96
18.00
12,163.50
33.56
18.00
12,163.50
11.88
12.00
8,109.00
13.95
13.50
9,122.63
3.03
6.00
4,054.50
7.25
7.50
5,068.13
12.27
12.00
8,109.00
6.46
6.00
4,054.50
6.07
6.00
4,054.50
9.04
9.00
6,081.75
5.98
6.00
4,054.50
3.80
6.00
4,054.50
7.61
7.50
5,068.13
8.85
9.00
6,081.75
20.10
18.00
12,163.50
6.77
7.50
5,068.13
8.95
9.00
6,081.75
13.36
13.50
9,122.63
10.99
10.50
7,095.38

Contact hour
reassigned time to
be distributed in
the Summer
semester for chair
work during
supplemental days
outside the Fall or
Spring semester
schedules to
include summer,
intersession and
winter break.

Pay For
FY2014 and
FY2015 NonFall Spring
Days
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550
3 $
2,550

Pay For
FY2016 NonFall Spring
Days
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700
$
2,700


Non-Unit Adjunct Faculty Peer Evaluation

<table>
<thead>
<tr>
<th>Adjunct Faculty</th>
<th>Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Semester:</td>
</tr>
</tbody>
</table>

The adjunct-faculty member to be assessed should provide copies of the required documents specified below and any additional items agreed upon between the adjunct-faculty member and the department chair. The purpose of this assessment is to ensure that the content delivered in the assigned course meets professional standards of the discipline and the College.

I. Required Documents and Department Chairs Detailed Comments
   A. Syllabus
      Comments:

   B. Instructional methods used
      Comments:

   C. Assessment tool (e.g. unit tests, assignment, quiz, lab report, project)
      Comments:

II. Department Chair Summary

I have reviewed the required documents and find the content delivered by the instructor on assigned courses to be (check one):

☐ equal to (or) ☐ less than professional standards of the discipline and the College.

Department Chair Signature/Date
Department Chair Evaluation Form
Evaluation is to be completed by the end of the spring semester. Circle one of the following for each category. Provide comments if appropriate.

NI – Needs Improvement  ME – Meets Expectations  EE – Exceeds Expectations

Prepare Schedule(s):  NI  ME  EE
Comments:

Participate in Faculty Staffing Process:  NI  ME  EE
Comments:

Manage Curriculum:  NI  ME  EE
Comments:

Communication and Coordination of Projects:  NI  ME  EE
Comments:

Marketing and Promotion:  NI  ME  EE
Comments:

Manage the Budget:  NI  ME  EE
Comments:

Maintain Labs, Equipment and Supplies:  NI  ME  EE
Comments:
APPENDIX D

PROGRESSIVE DISCIPLINE PROCESS FOR TENURED FACULTY

Introduction

It is the intent of McHenry County College to foster optimum performance and otherwise assist faculty in the accomplishment of their professional responsibilities. Similarly, as a member of a profession that subscribes to a Code of Ethics, each faculty member is assumed to be personally committed to high performance and active participation in the life of the college community.

Upon the determination of the College that a serious problem exists, the informal assistance of the Faculty Association will be sought, as provided in Article V, Section 6.2.B of the Agreement. Through its good offices, the Faculty Association will be asked to assist in the timely resolution of the problem through the use of appropriate peer guidance activities; these may include (but are not necessarily limited to) consultation, formal meeting(s), mentoring assistance, and observation with feedback. The provision of such informal assistance is recognized as being separate from and unrelated to a decision by the College to initiate formal disciplinary processes. The Faculty Association agrees to provide written notification of its disposition of a College request for peer guidance assistance within one week of receipt of the request. Further, respecting the privacy rights of all individuals, the College shall seek to preserve confidentiality regarding identified faculty problems and resulting disciplinary actions.

Recognizing that the preferred outcome of the progressive disciplinary process is permanent positive change in the performance/behavior brought to the involved faculty member's attention, several steps of increasing severity will be utilized. These steps are:

Step 1: Formal Oral Warning:

A. Issued in conference with the faculty member by her/his immediate supervisor, the oral warning is used to:
   1. formally present/define the problem at hand;
   2. convey the expectation that the faculty member will take the step(s) necessary to rectify the problem within a prescribed time period; and
   3. describe the methods for assessing compliance. The information presented in conference will be summarized in written memorandum form within two (2) days of the conference, with copies provided to the faculty member and placed in her/his personnel file.

B. At or about the completion of the time period provided for in the oral warning, a conference will be held with the faculty member to ascertain whether all expectations set forth in the warning have been met. If the identified problem is resolved as expected, the problem and outcome will be documented in writing, placed in the faculty member's personnel file for a period of three (3) years*, with the progressive disciplinary process completed.
*Assumes peer guidance assistance was accepted and no reoccurrence during the three (3) year period.

Step 2: **Written Reprimand:**

A. If the serious problem remains unresolved, a written reprimand will be presented to the involved faculty member in conference with the area Executive Dean and/or CAO. In it will be specified 1.) the nature of the problem; 2.) a summary of prior efforts made on behalf of the College to resolve it; 3.) a listing of the directed change(s) to be made; 4.) the time period prescribed for that purpose; and 5.) a summary of methods for assessing compliance. The written reprimand will become a part of the faculty member's personnel file for a period of seven (7) years**. Depending upon the nature of the problem, the written reprimand may also be accompanied by a suspension, in accordance with the provisions for such as specified within the Agreement.

B. At or about the completion of the time period provided for in the written reprimand, a conference will be held with the faculty member to ascertain whether all directed changes set forth in the reprimand have been met. If the identified problem is resolved as directed, the outcome will be documented in writing, attached to the written reprimand and placed in the faculty member's personnel file for a period of seven (7) years, with the progressive disciplinary process completed.

Step 3: **Notice to Remedy:**

A. If the serious problem remains unresolved, a written notice to remedy will be drawn-up by the President, presented to the Board of Trustees for action, and, if approved, will be formally issued to the involved faculty member. Depending upon the nature of the problem, the notice to remedy may also be accompanied by a suspension, in accordance with the provisions for such as specified within the Agreement. The notice to remedy will include:
   1. a detailed history of the continuing problem;
   2. a chronicle of informal and formal administrative efforts to resolve the problem;
   3. a detailed specification of what is to be remedied, including the timeframe for doing so;
   4. methods for assessing compliance; and
   5. a clear explanation of the consequences for noncompliance.

   The notice to remedy will be issued upon Board resolution served both in-person and by certified mail and will become a permanent part of the faculty member's personnel file.

B. At or about the completion of the time period provided for in the notice to remedy, a conference will be held with the faculty member to ascertain whether all requirements set forth in the notice have been met. The outcome will be documented in writing and become a permanent part of the faculty member's personnel file. If the documentation shows that the problem has been resolved, as specified in the notice to remedy, the progressive disciplinary process will stop. If the documentation shows that the terms of
the notice to remedy have not been fulfilled, a formal recommendation for dismissal will be prepared for Board of Trustee action.

Though the above progressive discipline process will be suitable for resolving most serious problems, extraordinary misconduct may, at the discretion of the President, warrant suspension of the process in favor of an immediate dismissal hearing. Examples of serious misconduct that may necessitate such action include but are not limited to the following:

1. Intentional falsification of credentials and/or College records.
2. Conviction of a felony or misdemeanor for a criminal violation that would impact upon the faculty member's ability to perform her/his job (such as theft of college property and possession, use or sale of illegal drugs on College property).

Note #1: Extenuating circumstances, beyond the direct control of the faculty member, may occur within any step of the progressive disciplinary process. Fair consideration will be given to extending the prescribed time periods in such circumstances.

Note #2: Step 1 and/or Step 2 of the progressive discipline process will be waived upon repetition of the original/similar serious problem within the time period(s) in which documentation pertaining to the original problem is retained in the faculty member's personnel file.

Note #3: As specified by the Agreement, the faculty member has the right to Association representation, upon request, at any disciplinary meeting.

Note #4: Implementation and Compliance/noncompliance with the expected/directed changes presented in the disciplinary steps shall be documented in writing.
APPENDIX E

ILLINOIS COMMUNITY COLLEGE TENURE ACT

This statute is reproduced herein as a convenience to faculty. It is agreed by the Board and the Association that it is not included as part of the collective bargaining agreement between the parties.

805/3B-2 Tenure

§ 3B-2. Tenure. Any faculty member who has been employed in any district for a period of 3 consecutive school years shall enter upon tenure unless dismissed as hereinafter provided. However, a board may at its option extend such period for one additional school year by giving the faculty member notice not later than 60 days before the end of the school year or term during the school year or term immediately preceding the school year or term in which tenure would otherwise be conferred. Such notice must state the corrective actions which the faculty member should take to satisfactorily complete service requirements for tenure. The specific reasons for the one-year extension shall be confidential but shall be issued to the teacher upon request. The foregoing provision for a three-year period and optional one-year extension shall not be construed to interfere with or abrogate local board rules or contracts which now or hereafter may provide for a lesser period of service before entering upon tenure. A tenured faculty member shall have a vested contract right in continued employment as a faculty member subject to termination only upon occurrence of one or more of the following:

a. Just cause for dismissal; or
b. A reduction in the number of faculty members employed by the board or a discontinuance of some particular type of teaching service or program.

Acknowledged to be Complete in Language and Appropriately Appended

For the Board of Trustees
College of McHenry County College
District No. 528:

For the McHenry County Faculty Association:

________________________________________  ________________________________
Signature                                                          Signature

________________________________________  ________________________________
Printed Name                                                        Printed Name

________________________________________  ________________________________
Title                                                              Title

________________________________________  ________________________________
Date                                                               Date
Restructure of Campus Public Safety and Facilities Operations

Information

A successful enterprise periodically reviews its current processes and structures to determine how best to respond to changes in its environment and advance its mission; particularly when there is a vacancy of a high level position. In this case, a significant change occurred with the departure of the Assistant Vice-president for Physical Facilities. The traditions at the College have been to review the position and its role in the organizational structure and make changes as needed. The College has done such a review and is recommending a change. The change involves the restructuring of both the Campus Physical Facilities and the Campus Public Safety operations, by establishing an Executive Director for Public Safety and Facilities position that will oversee both operations.

The Campus Public Safety operation will see the elimination of the Executive Director for Campus Public Safety and Security and the Supervisor of Public Safety positions. The additions that will occur in the Public Safety operation will be a Director of Public Safety Operations and the addition of a full-time sworn police officer position.

Below is the current organizational chart of the Campus Public Safety operation.
The Physical Facilities operation will see the elimination of the Assistant Vice-president for Physical Facilities, the Manager of Custodial Services, and the Coordinator of Maintenance. The additions to the Physical Facilities operation will be a Director of Facility Projects and Contracts and a Director of Maintenance.

Below is the current organizational chart of the Physical Facilities operation.

The proposed organizational structure will consolidate Campus Public Safety and Facilities operations under one managerial/leadership position. The position descriptions for the Executive Director for Public Safety and Facilities, the Director of Public Safety Operations, the Director of Facility Projects and Contracts, and the Director of Maintenance are attached to this Board report.

The restructuring of the public safety and the facility operations will save the College a little over $16,000.00 as shown in the charts below.

**Eliminated Positions**

<table>
<thead>
<tr>
<th>Eliminated Positions</th>
<th>Salary</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director of Public Safety and Security</td>
<td>$96,998</td>
<td>$22,000</td>
</tr>
<tr>
<td>Supervisor of Public Safety</td>
<td>$49,536</td>
<td>$22,000</td>
</tr>
<tr>
<td>Assistant VP for Physical Facilities</td>
<td>$98,998</td>
<td>$22,000</td>
</tr>
<tr>
<td>Manager of Custodial Services</td>
<td>$44,002</td>
<td>$22,000</td>
</tr>
<tr>
<td>Coordinator of Maintenance</td>
<td>$78,561</td>
<td>$22,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$366,095</strong></td>
<td><strong>$110,000</strong></td>
</tr>
</tbody>
</table>
### Proposed New Positions

<table>
<thead>
<tr>
<th>Proposed Positions</th>
<th>Salary (estimate)</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director for Public Safety and Facilities</td>
<td>$101,859</td>
<td>$22,000</td>
</tr>
<tr>
<td>Director of Public Safety Operations</td>
<td>$57,947</td>
<td>$22,000</td>
</tr>
<tr>
<td>Director of Facility Projects and Contracts</td>
<td>$70,000</td>
<td>$22,000</td>
</tr>
<tr>
<td>Director of Maintenance</td>
<td>$82,500</td>
<td>$22,000</td>
</tr>
<tr>
<td>Campus Sworn Police Officer</td>
<td>$37,220</td>
<td>$22,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$349,515</strong></td>
<td><strong>$110,000</strong></td>
</tr>
</tbody>
</table>

Below is the proposed organizational chart for the new Public Safety and Facility operation.
Recommendation

It is recommended that the Board of Trustees approves the elimination of positions, the establishment of new positions, and the attached position descriptions for the public safety and facilities restructure as described above.

Vicky Smith
President
POSITION: EXECUTIVE DIRECTOR OF PUBLIC SAFETY AND FACILITIES

CLASSIFICATION: Administrative / Full-time   WORK YEAR: 12 Months

PAY GRADE: A7   FLSA CODE: Exempt

WORK WEEK: 40 Hours | Flexible schedule to meet department needs to include evenings and weekends

POSITION SUMMARY: Act as the chief public safety and facilities officer for the campus and is responsible for overseeing comprehensive facilities management operations and proactively providing 24/7 security of College buildings and grounds, providing a safe environment for the College community, and enforcing all laws and applicable College policies/regulations. Serve as the Chief Administrator of the College Police Department.

REPORTS TO: President

ESSENTIAL JOB FUNCTIONS AND RESPONSIBILITIES:

• Administer and direct all college functions relevant to public safety and facilities planning, operations, and maintenance, in accordance with policies established by the Board of Trustees, and in accordance with the laws of the State of Illinois
• Provide leadership and recommend initiatives related to college public safety and security, facilities planning, operations, and maintenance, and provide evaluative reports with recommendations for college action
• Develop and manage a long term, deferred maintenance program for the preservation of all areas of the College’s physical assets; manage a well-documented preventative maintenance program for all components of the buildings, grounds, and all associated amenities: and oversee the facility deferred maintenance condition analysis plan and database
• Serve as Chief Administrator of the College Police Department
• Make hiring recommendations, manage, and train all facilities and public safety staff as required to provide safe, cost effective customer service oriented performance
• Work as liaison between project engineers, architects, and construction managers to review complex facility problems and with local police, state police, county police, and other relevant groups on public safety issues
• Communicate public safety and facilities initiatives and directives to the campus community; work collaboratively with others (e.g. colleagues, stakeholders, vendors) to accomplish functions and responsibilities; and establish and maintain a spirit of cooperation with other leadership entities in the College
• Establish and maintain memorandums of understanding with local police department Chief Administration. develop policy and procedures to implement Mutual Aid and service agreements so the College has adequate services to respond to emergencies
• Provide mandatory reports for state agencies such as yearly emissions report for the IEPA, ADA compliance reports, facility condition reports, public safety, and statutorily required reports on public safety
• Serve as Chemical Hygiene Officer, Chairperson for the Safety Committee, Co-Chair for the Threat Assessment Team, and leader of the College Incident Management Team
• Oversee and ensure official College records of all drawings, specifications, layout and design standards of the facilities are properly maintained
• Maintain and direct the maintenance of working and official public safety departmental files, including all databases
• Develop, implement, and disseminate written safety procedures, policies, and manuals and develop procedures and provide guidance in Crisis Management, in conjunction with community resources
• Prepare and administer department budgets
• Enforce laws and court orders (e.g. Orders of Protection)
• Work collaboratively with others (e.g. colleagues, stakeholders, vendors) to accomplish functions and responsibilities
• Attend professional development opportunities to remain current with advancements and developments in public safety and facilities support
• Support and participate in the College’s commitment to continuous improvement and the AQIP process of accreditation through appropriate participation in Action Team activities
• Assume additional duties as assigned by immediate supervisor

QUALIFICATIONS (EDUCATION / CERTIFICATION / EXPERIENCE):
• Bachelor’s Degree from a regionally accredited institution with emphasis in Criminal Justice/Security, Engineering, Construction Management or equivalent
• Ten years related experience in facilities or public safety
• Five years of leadership experience directly managing employees
• Appropriate certification(s) as required by the Illinois Law Enforcement Training and Standards Board
• Possess a thorough knowledge of safety and security practices and procedures and have previous safety and security experience in a supervisory position

DESIRED QUALIFICATIONS:
• Master’s in Engineering, Criminal Justice, Construction Management, or Juris Doctor Degree from a regionally accredited institution
• Management experience with employees in a union environment
• Community college, university or public school experience

SKILLS AND SPECIFICATIONS:
• Proficient in Microsoft Office Suite and internet
• Ability to work with confidential information and/or data, maintain discretion
• Ability to grow with technology and philosophical directions implemented by the College
• Ability to get results within a team environment and to develop productive working relationships at all levels of the organization
• Responsible, honest, thorough, and possess strong organizational and leadership skills
• Ability to maintain effective working relationships
• Ability to oversee, plan, and implement major programs and services for the organization
• Ability to regularly make decisions that could lead to major community or organizational consequences if the incumbent fails to make the appropriate decision at the time
• Ability to work collaboratively with staff and community members
• Ability to create and guide implementation of capital improvement plans or programs and new technology systems
• Ability to safely lift 60 pounds unassisted
• Ability to see, perceive color, depth, and texture
• Ability to smell, hear, and speak
• Ability to work independently yet have a strong team orientation and to develop productive working relationships at all levels of the organization
• Strong analytical, problem solving, organizational, interpersonal, and communication skills
• Strong collaboration skills
• Commitment and respect for diversity
• Understanding of and commitment to the College mission and goals
• Ability to perform all of the essential functions, skills, and specifications of the position

*Position subject to Bloodborne Pathogen Legislation.
*Subject to Criminal Background Check

SUPERVISORY RELATIONSHIPS / DIRECT REPORTS:

• Director of Facility Projects and Contracts
• Director of Public Safety Operations
• Manager of Maintenance
• Campus Public Safety Officer, Records

ISSUED:  March 2014
POSITION: DIRECTOR OF PUBLIC SAFETY OPERATIONS

CLASSIFICATION: Administrative / Full-time WORK YEAR: 12 Months

PAY GRADE: TBD FLSA CODE: Exempt

WORK WEEK: 40 Hours | Flexible schedule to meet department needs to include possible evenings and weekends

PRIMARY SUMMARY: Direct the operations of the Campus Public Safety/Police Department. Provide and maintain College campus public safety.

REPORTS TO: Executive Director of Public Safety and Facilities

ESSENTIAL JOB FUNCTIONS AND RESPONSIBILITIES:

- Direct daily operations of campus sworn police officers and public safety officers and other staff of the Campus Public Safety/Police Department
- Provide operational leadership during-campus emergencies and calls for service resulting in arrests and use of force tactical command
- Direct and assist officers in patrolling the campus and the enforcement of applicable state, federal, and local laws
- Analyze data to make recommendations for operational improvement of public safety
- Assign and monitor progress of criminal investigations, honor code violations, and conduct administrative investigations as required
- Review and approve police and administrative reports prepared by officers to ensure compliance with law enforcement practices, States Attorney and Board Policy
- Schedule officers and support staff to meet minimum staffing levels to meet department goals
- Train and supervise public safety staff within department goals
- Work with external stakeholders to facilitate training, planning and coordination of public safety
- Serve as certified Rangemaster for firearms qualification and design firearms training programs
- Prepare annual Clery Reports and Monthly Uniform Crime Reporting as required by state and federal law
- Provide evaluations and set goals for officers and support personnel within Public Safety
- Direct campus sworn officers and campus public safety officer staff in the enforcement of parking and traffic rules and regulations including establishing procedures for enforcement and appeals, and direct officers in coordination traffic plans for College events
- Act as hearing officer in all traffic appeal matters
- Provide personal security consultation to administrators, faculty, staff, and students who are threatened, being followed, or stalked
- Be on call overnight and weekends for investigative and patrol leadership and assistance
- Support and participate in the College’s commitment to continuous improvement and the AQIP process of accreditation through participation in AQIP Team activities
- Work collaboratively with others (e.g. colleagues, stakeholders, vendors) to accomplish functions and responsibilities
- Assume additional duties as assigned by immediate supervisor
DIRECTOR OF PUBLIC SAFETY OPERATIONS

QUALIFICATIONS (EDUCATION / CERTIFICATION / EXPERIENCE):

- Bachelor’s Degree or higher from a regionally accredited institution
- Law enforcement executive leadership training including Staff and Command, Command College Certified, Staff and Command or Command College
- First Responder Certificate, or equivalent CPR, First Aid, and AED Certification
- Certification by the Illinois Local Governmental Law Enforcement Officer’s Training Board
- Seven years of experience in a law enforcement officer position
- Three years of experience supervising police officers
- Qualified Rangemaster
- Valid Illinois Driver’s License

DESIRED QUALIFICATIONS:

- FBI National Academy Training

SKILLS AND SPECIFICATIONS:

- Possess the highest degree of integrity and discretion
- Thorough knowledge of campus public safety procedures
- Strong knowledge of first responder and general first aid procedures
- Ability to communicate clearly, both orally and in writing, under stressful conditions
- Responsible, dependable, and conscientious
- Ability to maintain effective, collaborative working relationships
- Ability to prioritize incidents as they arise
- Ability to acquire and keep confidential all campus public safety information
- Ability to safely lift up to 50 pounds unassisted
- Possess the physical ability to respond to various emergency situations
- Physical ability to continuously walk during scheduled shift, bend and stoop, and get in and out of a motor vehicle
- Ability to acquire and maintain various access levels to LEADS and other applicable training required
- Commitment and respect for diversity and to the college mission and goals
- Able to perform all of the essential functions, skills and specifications of the position

* Must successfully pass a criminal background investigation, psychological evaluation, drug test, and a fingerprint check prior to appointment.
* Position is subject to blood borne pathogen legislation

SUPERVISORY RELATIONSHIPS / DIRECT REPORTS:

- Campus Police Officers
- Campus Public Safety Officer
- Campus Public Safety Officer, Records

ISSUED: March 2014
POSITION: DIRECTOR OF MAINTENANCE

CLASSIFICATION: Administrative / Full-time WORK YEAR: 12 Months

PAY GRADE: A2 FLSA CODE: Exempt

WORK WEEK: 40 Hours | Flexible schedule to meet demands of 24/7 operations

POSITION SUMMARY: Provide management and leadership for the Facilities Maintenance and Grounds department and all maintenance projects to include capital, deferred maintenance, and functional renovations to suit, and facility infrastructure renewal. Directly responsible for ensuring that equipment and infrastructure of the College is maintained and is in compliance with applicable regulatory requirements and to ensure the safety of the College.

REPORTS TO: Executive Director of Public Safety and Facilities

ESSENTIAL JOB FUNCTIONS AND RESPONSIBILITIES:

- Provide management and leadership to Union employees in Maintenance and Grounds operations ensuring that College buildings and equipment are properly functioning and in compliance with regulatory standards
- Direct inspections of plant facilities and equipment, and submit appropriate reports to local, state, and national regulating entities, including IDPH water quality requirements
- Serve as the primary water manager, overseeing tests and maintains equipment, including pump houses and fire protection system
- Manage the electronic work order database to ensure the priority, follow up and quality assurance of maintenance and repair requests
- Ensure the proper maintenance of the college’s fleet of vehicles including service, bids, request for proposals, trade in, sale and rotation
- In collaboration with Executive Director responsible for the establishment and maintenance of the official College record of all drawings, specifications, layout, and design standard of the College equipment/facilities (in concert with records generated under Executive Director, College Facility Projects and Contracts)
- Supervise the maintenance and grounds employees including scheduling, assigning and directing their job tasks, approving payroll, evaluation and disciplining of staff
- Assess and implement the needs and requirements of Maintenance and Grounds operations including training, budget, deferred maintenance and long range planning
- Responsible for scheduling special projects within areas of responsibility
- Participate in the hiring of new staff and recommends employment of direct reports
- Prepare and submit periodic and special reports regarding deferred maintenance and capital outlay needs
- Respond to emergencies in off-hours as necessary
- Serve (or Chair) on College committees as directed
- Work Collaboratively with others (e.g. colleagues, stakeholders, vendors) to accomplish functions and responsibilities
- Support and participate in the College’s commitment to continuous improvement and the AQIP process of accreditation through appropriate participation in Action Team activities
- Assume additional duties as assigned by immediate supervisor
QUALIFICATIONS (EDUCATION / CERTIFICATION / EXPERIENCE):

- Bachelor’s Degree in Building Maintenance, engineering, or related field from a regionally accredited institution
- Five years of work experience in maintenance/grounds, including supervisory or lead responsibility and administering/monitoring of maintenance contracts
- Seven years in a field related to duties, including three as a supervisor and administering/monitoring of maintenance contracts
- Experience in a maintenance facility operation, supervision or coordination, preferably at a higher education facility
- First aid, CPR, AED certified

DESIRED QUALIFICATIONS:

- Illinois Non-Transient Non-Community Public Water Supply Operator license
- Knowledge of or certification in HVAC
- EPA type II Refrigeration Usage Card

SKILLS AND SPECIFICATIONS:

- Proficient in Microsoft Office (Word/Excel) and job related technology
- Knowledge of budgetary and administrative practices
- Knowledge of principles and practices of staff supervision (training, evaluating, directing, administering discipline, assigning, scheduling)
- Development and management of specifications for outsourced services
- Ability to effectively communicate and work with the appropriate campus faculty, administrators, contractors, staff and community groups
- Ability to develop, implement and interpret goals, policies, procedures and work standards
- Ability to analyze problems, evaluate alternatives and make creative recommendations
- Ability to establish and maintain effective work relations with those contacted in the course of work
- Dependable to consistently and effectively perform under the pressure of deadlines and other administrative demands
- Ability to read blueprints and schematics
- Possess constant traits of honesty, professionalism, integrity, loyalty, confidentiality, and avoidance of conflict of interest situations
- Strong organizational skills and self-directed
- Effective interpersonal skills using tact, patience and courtesy
- Ability to safely lift 60 pounds unassisted
- Ability to see, smell, perceive color, depth, and texture
- Commitment and respect for diversity
- Understanding of and commitment to the College mission and goals
- Ability to perform all of the essential functions, skills, and specifications of the position

SUPERVISORY RELATIONSHIPS / DIRECT REPORTS:

- Maintenance Technicians
- Grounds Keeper

*Position subject to Blood borne Pathogen Legislation

ISSUED: March 2014
POSITION: DIRECTOR OF FACILITIES PROJECTS AND CONTRACTS

CLASSIFICATION: Administrative / Full-time   WORK YEAR: 12 Months

PAY GRADE: TBD   FLSA CODE: Exempt

WORK WEEK: Flexible schedule to meet department needs to include evenings and weekends

POSITION SUMMARY: Provide management and leadership for all facilities projects and facility contractual services. The projects shall include capital, deferred maintenance, and functional renovations to suit changing academic needs, facility renewal and campus improvement for buildings and grounds and off campus properties involving all aspects of project management from a conceptual development stage through final completion. Directly responsible for ensuring that project adheres to scope, schedule and budget as formulated by the College. Oversees all facilities contractual services including, third-party custodial and grounds contracts, yearly inspection and maintenance contracts, and other contracts overseen by the facilities area.

REPORTS TO: Executive Director of Public Safety and Facilities

ESSENTIAL JOB FUNCTIONS AND RESPONSIBILITIES:

• Oversee and direct all College construction, renovation, remodeling, and facility renewal projects from the formulation of the project, to developing specifications, to overseeing bidding, working with contractors, and the completion of each project to include physical facilities and grounds.
• Develop short and long range construction plans and major project related performance targets, metrics and benchmarks for approval by the College
• Lead all projects, monitor progress, and provide regular reports on project status, risks, expectations and reports on any factors affecting project completion.
• Coordinate project needs and execution with other departments such as Maintenance and Finance
• Develop, implement and direct the planning and execution of capital improvement plans that lead to selection of projects in short-term and long-term timelines.
• Serve as College’s point person in working with architects and engineers in the planning, design and construction of new facilities, in the renovation of existing facilities, and in the design and construction of grounds/landscaping projects.
• Oversee contractors and administer construction contracts
• Provide technical direction to projects, work with contractors in the development of project schedules and budgetary cost controls, reviewing architectural drawings and bid documents
• Prepare and maintain records, reports, files related to projects, contractors, plans, specification and financial activities
• Ensure both the project requirements and expectations are met by properly managing and balancing typical constraints (scope, budget, schedule, quality, risks and resources) while providing timely and consistent communication throughout the process
• Develop and manage budget and business aspects of all facility and grounds project matters including:
  o Develop “Request for Proposals”
  o Manage, with CFO, fee negotiations and negotiate effectively
  o Review and approve payment to consultants and contractors
  o Establish and maintain construction document library and project files
• Administer all assigned contractual services within Facilities, in accordance with policies established by the Board of Trustees and the laws of the State of Illinois
• Implement and measure progress of strategic and operational plans for contractual services
• Develop and manage departmental budget and perform periodic cost and productivity analysis
• Interface with a variety of colleges and departments, administrators, officials, contractors, as well as Federal, State and local agencies
• Monitor projects to ensure compliance with College and department policies and procedures; and applicable federal, state, and local laws, ordinances, codes, and regulations
• Provide quality services by assuring that customers are informed of service schedules and statuses of work requests; and promptly address and resolve complaints from faculty and staff members
• Maintain adequate inventory of grounds equipment and supplies
• Conduct quality assurance audits for department operations by:
  o Meeting regularly with managers, supervisors, and other Facilities staff
  o Scheduling and monitoring periodic building inspections to ensure quality standards are being maintained
  o Inspecting sites for work in progress and/or work completed, ensuring conformity with standards and specifications
• Work collaboratively with others (e.g. colleagues, stakeholders, vendors) to accomplish functions and responsibilities
• Support and participate in the College’s commitment to continuous improvement and the AQIP process of accreditation through appropriate participation in Action Team activities
• Assume additional duties as assigned by immediate supervisor

QUALIFICATIONS (EDUCATION / CERTIFICATION / EXPERIENCE):
• Bachelor’s Degree in engineering, construction management or related field from a regionally accredited institution
• A valid Illinois driver’s license
• Seven years of project management work experience in construction projects, including three in a supervisory or lead responsibility and administering/monitoring of construction contracts
• Working knowledge of Public Works laws, design and construction ordinances, and regulations applicable to building construction, maintenance and repair to include codes
• LEED Certification and PMI Certification (or attainment within 1st year of employment)

DESIRED QUALIFICATIONS:
• Advanced knowledge of architectural, engineering, construction technology and/or facilities management
• Licensed Professional Engineer, Construction Manager, or Architect in the State of Illinois
• Experience in complex project management in higher education

SKILLS AND SPECIFICATIONS:
• Proficient in Microsoft Office and knowledge of project management software
• Strong Mechanical logic
• Ability to work independently yet have a strong team orientation and to develop productive working relationships at all levels of the organization
Strong analytical, problem solving, organizational, interpersonal, and communication skills
Ability to effectively communicate and work with the appropriate campus faculty, administrators, contractors, and community groups
Ability to oversee, plan, and implement major programs and services for the organization
Ability to deal with crisis situations, make major decisions involving people, resources, and property
Ability to oversee and manage work involving multiple units
Possess basic traits of honesty, professionalism, integrity, loyalty, confidentiality, and avoidance of conflict of interest situations
Ability to safely lift 40 pounds unassisted
Ability to see, smell, perceive color, depth, and texture
Commitment and respect for diversity
Understanding of and commitment to the College mission and goals
Ability to perform all of the essential functions, skills, and specifications of the position

*Position subject to Bloodborne Pathogen Legislation

ISSUED: March 2014
Appointment of Executive Director of Public Safety and Facilities

Information

A significant part of the reorganization of the public safety and facilities operations involves establishing the position of Executive Director of Public Safety and Facilities. Michael Clesceri has been recommended to fill this important position. Mr. Clesceri has filled the position of Executive Director of Public Safety since August, 2009. In addition, Mr. Clesceri has served in the interim position in 2010 as the Director of Public Safety and Facilities. He has a Bachelor of Science in Business Management from University of Phoenix, Phoenix, AZ, and an Executive Juris Doctor from Concord Law School, Los Angeles, CA. His experience is as follows:

July 2012 - Present
Executive Director of Campus Public Safety and Security, McHenry County College, Crystal Lake, IL

January 2010 - August 2010
Acting Assistant Vice President of Grounds and Maintenance, McHenry County College, Crystal Lake, IL

August 2009 - July 2012
Director of Campus Public Safety and Security, McHenry County College, Crystal Lake, IL

2006 – 2009
Security Account Manager/Abbott Laboratories (2008 – 2009)
Allied Barton Security Services, Naperville, IL

2004 – 2009
Consultant/Private Investigation
Mike Clesceri and Associates, Cary, IL

2004 – 2005
Adjunct Instructor
Everest College, Ontario, CA

1999 – 2004
Assistant Chief Investigator
Orange County District Attorney’s Office, Los Angeles, CA

1984 – 1999
Police Sergeant/Detective
Tustin Police Department, Tustin, CA

<table>
<thead>
<tr>
<th>Pay Grade</th>
<th>Minimum Salary</th>
<th>Midpoint Salary</th>
<th>Maximum Salary</th>
<th>Current Salary</th>
<th>Salary Offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A7</td>
<td>$94,165.00</td>
<td>$115,896.00</td>
<td>$137,628.00</td>
<td>Not Applicable</td>
<td>$101,849</td>
</tr>
</tbody>
</table>

Recommendation

It is recommended that the Board of Trustees approves the appointment of Michael Clesceri to the administrative position of Executive Director of Public Safety and Facilities, effective May 1, 2014, at a twelve-month salary of $101,849.00 for FY2014 and FY2015.

Vicky Smith
President
Discussion of Policy Proposals on Debt Management

**Information**

At the Evaluation and Policy Committee meeting on April 14, 2014, the committee continued its discussion on drafting a Debt Policy. At the meeting, three proposed versions of a policy were presented for discussion. There was no consensus on any of the three proposed policies and it was decided to bring all three versions to the full Board on April 24, 2014 for a full discussion.

When discussing the third policy, it was suggested that the third debt policy was too long and should be revised into a more succinct version. The revision has been done on the third debt policy version and is included in the attached document with the original two debt policies.

Also included are notes from the workshop held at the committee meeting.
Drafts for Proposed Policy: 2.1.2.3 Issuance of Other Debt

Below are three drafts that the Evaluations and Policies Committee reviewed on April 14, 2014. The Committee requested Draft Proposal #3 to be condensed into a succinct version.

Draft Proposal #1: VOTER APPROVAL

The college will not issue “Bonds for working cash fund” as described in 110 ILCS 805/3-33.2. The college will not issue bonds subject to “backdoor referendum”, including “Bonds for the purpose of paying orders for wages of teachers and claims (110 ILCS 805/3A-6) and Alternate Revenue Bonds (30 ILCS 350/15). The college will not issue Debt Certificates as described in 30 ILCS 350/?, except when needed to respond to an emergency situation as defined in Policy 2.1.4.1/2.1.4.2.

Draft Proposal #2: 2.1.2.3 Issuance of Other Debt

In the issuance of debt, the College shall comply with all applicable provisions of the Illinois Public Community College Act, the Illinois Local Government Debt Reform Act, and all other applicable statutes.

Draft Proposal #3 (Modified): DEBT MANAGEMENT POLICY

The purpose of the Policy is to provide a functional tool for debt management and to enhance the College's ability to manage its debt in a conservative and prudent manner.

The key financial management goals that are intrinsic to the Policy include:

(1) The College, with the approval by the Board, may contract to issue debt in any form or structure legally consistent with applicable provision of the Acts below in order to finance capital project costs or other College needs.

(a) the Public Community College Act of the State of Illinois, as amended (the "Community College Act");

(b) the Local Government Debt Reform Act of the State of Illinois, as amended (the "Debt Reform Act");

(c) certain other relevant Illinois laws including, the Property Tax Extension Limitation Law of the State of Illinois, as amended (the...
"Extension Limitation Law") and the Bond Issue Notification Act of the State of Illinois, as amended ("BINA"); and

(d) the Internal Revenue Code of 1986, as amended (the "Code"), and the regulations promulgated thereunder (the "Federal Regulations").

(2) The College will avoid issuing debt for payment of operating expenses unless necessary or in the best interest of the College to meet short-term cash flow needs.

(3) The College shall endeavor to maintain and improve its credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements.

(4) The College shall remain mindful of the debt limits in relation to assessed value growth within the College boundaries and the tax burden on residents of the College needed to meet long-term capital requirements.

(5) The duration of a debt issue shall be consistent, to the extent possible, with the economic or useful life of the need, improvement or asset that the issue is financing. The length of maturity of any debt instrument shall be equal to or less than the useful life of the asset(s) being financed or where the cost of financing is determined to be in the best interest of the College.

(6) The College shall, when planning for the issuance of new debt, consider the impact of such new debt on overlapping debt and the financing plans of local, state and other governments which overlap with the College.
Notes from
Debt Management Workshop:
Evaluation & Policies Committee Meeting, April 14, 2014

Mr. James Snyder of IceMiller LLP conducted a workshop to cover the following topics for the Evaluation and Policies Committee: understanding the types of debt with which the Board should be familiar in managing debt on behalf of the College; understanding the implications, if any, of requiring taxpayer approval when acquiring any of these types of debt, and identifying the purposes the Board wishes to achieve in creating a debt management policy.

Mr. Snyder first provided an overview of the different types of debt/liabilities, which included:

- Lines of Credit
- Tax Anticipation Warrants
- Alternative Revenue Bonds
- Debt Certificates
- General Obligation
- Debt required to be accounted for under Generally Accepted Accounting Principles (GAAP) or Governmental Auditing Standards (GAS)
- Retirement Liabilities
- Other Post-Employment Benefits
- Performance Contracting

Mr. Snyder then spoke about the legislative framework for community college debt; community colleges are permitted by statute to issue general obligation building bonds approved by the voters, health and safety bonds limited to $4.5 million which require Illinois Community College Board approval before issuance, debt certificates, tax anticipation warrants, lines of credit, and swaps which are limited to experienced borrowers with at least $10 million outstanding. Mr. Snyder noted that McHenry County College’s debt limit is 2.875% of the district’s Equalized Assessed Valuation, or $200 million.

Mr. Snyder went on to explain what the general implications would be for a community college if all forms of debt were subject to referendum by the taxpayers. He stated that the state statute is designed to provide flexibility and is also designed to prevent irresponsible borrowing. He added that if all debt required a voter referendum, a lender buying the College’s bond would see that the district does not have flexibility, and would look at the worst case scenario if the College were not able to operate efficiently. The result might be that the interest on the debt could be higher, plus investors may be reluctant to purchase the debt. Mr. Snyder added that by requiring a referendum for all debt the College would no longer be able to take advantage of timing to obtain lower interest rates. He noted that the statute has already specified which instances of debt require voter approval, i.e., when a college is increasing taxes.

The presentation continued with discussion on good debt vs. bad debt; discussing the pros and cons as they relate to the three debt policy versions presented at the March 17, 2014 Evaluation and Policies Committee Meeting. Mr. Snyder explained that good debt is debt for long-term capital projects, and gave an example of bad debt – using 30-year bonds to pay salaries.

Discussion continued on the purposes behind a debt management policy, ensuring the financial health of the college and protecting the interest of taxpayers.
Three proposals were reviewed by the Evaluation and Policies Committee; discussion followed.

**Proposal 1** articulated certain kinds of debt that would require voter approval. **Proposal 2** stated the College would follow State statute. **Proposal 3** stated the College will follow State statute but provides a more conservative approach to managing debt.

Ms. Liddell clarified each proposal’s points; Mr. Snyder stated that Proposal 3 was more conservative than what is permitted by Illinois law and would permit less borrowing. He noted that Proposal 2 would permit the different types of borrowing allowed under Illinois law.

Ms. Liddell commented that all proposals would still require Board approval to borrow and incur debt. She added that Proposal 1 ends up reducing the College’s flexibility and ability to take advantage of timely interest rates, and ties the College’s hands on different options.

Ms. Walsh suggested Proposal 1 could be melded with Proposal 3.

Dr. Smith clarified that Proposal 1 stated four types of debt would require voter approval: 1) working cash funds, 2) back door referendum which includes bonds to pay teachers, 3) alternative revenue bonds, and 4) debt certificates. Dr. Smith added that by statute, currently those four types of debt did not require voter approval.

Ms. Kisser asked whether, in a situation where the College had a project which had half its cost in donor pledges, would Policy 1 or Policy 3 preclude the College from being able to take out debt certificates without a referendum. Mr. Snyder replied that it would preclude the College from taking out debt certificates. Ms. Kisser stated that this was a concern to her as waiting for a referendum might cause the College to lose donors.

Ms. Kisser asked if the College wanted to borrow a significant amount for a capital improvement such as an HVAC system, using an Energy Performance Contract, would Proposals 1 and 3 preclude that? Mr. Snyder replied that the proposals would not restrict that, but that Proposals 1 and 3 would limit other debt alternatives.

The floor was opened for discussion. Ms. Kisser summarized discussion by stating that three proposals have been reviewed. Proposal 2 states that the College follows state law. She added that Proposal 3 is a light version of Proposal 1, which says the College will follow the law, and puts some restrictions on borrowing. It was noted that the way Proposal 1 has been modified, the College’s hands are not tied in an emergency situation. Mr. Jenner spoke about bond issuance in his previous district, bond counsel determined the best time to get the best rate. He supported Proposal 1 as modified.

Mr. Parrish and Ms. Kisser discussed proposed language regarding “absolutely necessary,” and Ms. Kisser stated language could specify “essential to maintain day to day operations and meet responsibilities to students and the community.” Mr. Parrish leaned towards Proposal 1.
Ms. Walsh asked Mr. Jenner why debt certificates were included in Proposal 1; he stated that those can be issued without voter approval, and the philosophical goal is to not issue significant debt without voter approval. Ms. Walsh asked whether a maximum amount could be specified, noting that debt certificates were issued for a recent land purchase and the purchase of the Shah Center. Mr. Jenner questioned whether the Board knows better than the taxpayers; Ms. Walsh responded that the Board is elected by the taxpayers and has a certain amount responsibility to make decisions on these issues. Ms. Walsh stated she prefers that any alternative revenue bonds be approved by the voters but was not sure that voter approval was needed on debt certificates.

Ms. Liddell noted that the Board has to think about sustainability, being able to insure that the Board acts responsibly. She felt Proposal 2 gives the Board the most flexibility to do what needs to be done. She questioned Proposal 3; looking at what the College has done in the past, there have not been any instances of irresponsibility about issuing bonds or having to go to the taxpayers to “bail out” the College. She did not feel that tying the Board’s hands before needs are known would be the right thing to do. Ms. Walsh pointed out that prior to coming aboard; alternative revenue bonds were an issue discussed in the community.

Ms. Liddell spoke about Trustees’ responsibility to advocate for the College. She stated this Board must come up with solid policy that allows Trustees to do their jobs responsibly.

Ms. Kisser stated her concerns. She feels the College should be able to take advantage of investment opportunities, and also feels that when donors are found who want to contribute, taxpayers are informed when part of a project cost has been matched by donors. She stated that it was never the College’s intent to build a $40 million gym, and noted that campaign literature she received had stated just that. She stated that how things are perceived by the public is the Board’s job, having been elected to be intelligent synthesizers of what is going on and to make the best decisions.

Mr. Parrish asked if the newly added sentence from Proposal 1 was added to Proposal 3, would Trustees feel differently about Proposal 3. Ms. Kisser answered yes, if the sentence were removed and added to Proposal 3, she would be as unhappy with Proposal 3 as she is with Proposal 1. Limiting borrowing to only handling emergencies when there might be very good reasons to get a better interest rate or lock in contributors would still be a problem.

In further discussion, the Evaluation and Policies Committee did not reach a consensus on policies to move forward to the Board. Mr. Parrish believed that Trustee Miller’s input was needed. Ms. Kisser stated that feedback would be obtained at the April 24, 2014 Board meeting.
2014 Fall Semester Scholarships
The Friends of MCC Foundation recently posted the 2014 Fall Semester Scholarships on the MCC website. Currently fifty-two (52) scholarships totaling over $78,500.00 are posted for the fall semester. The scholarships will remain posted until the Monday, May 5th deadline for students to submit an application.

Scholarship Highlight
Joe’s Wish Operation Re-Boot
This spring Joe’s Wish Operation Re-Boot Books Scholarship was awarded for the first time. The scholarship was established by Joe’s Wish Foundation that provides assistance to all branches of the military and their families in need. Marianne Ruiz founder of Joe’s Wish said that she established the foundation in honor of her father who served in the Air Force for more than 22 years. Marianne said “Joe’s Wish generates funds to help remove stumbling blocks that would prevent our heroes from moving forward, offering a hand up not a hand out.” Joe’s Wish Operation Re-Boot Books Scholarship was awarded to Ludwig Gilgien. The scholarship provides $1000 to a veteran of the US Military. Ludwig is an active Marine Reservist that will be receiving his AA this spring and will be transferring to a four year university to receive his degree in Business Management. Ludwig will also be pursuing a degree in criminal justice. Marianne Ruiz and Ludwig Gilgien were introduced to the Friends of MCC Foundation board meeting on April 9th where Ludwig thanked the Joe’s Wish foundation and the Friends of MCC for the scholarship.

Scholarship Recipient Highlight
Saida Jimenez was awarded the Spring 2014 Countryside Garden Scholarship. Saida will be graduating from MCC with a AA in Science and will be transferring to the University of Illinois in Champagne-Urbana, where she will be studying Agricultural Education with the hopes to become a teacher and Future Farmers of America (FFA) advisor at her home high school in Harvard. Saida is very active in FAA and has achieved all four levels degrees of FFA. She was the only student in the McHenry County area to receive this degree last year and one of two in the past ten years. One of Saida’s instructors said that “Rarely have I encountered a young person with such determination and focus on career goals”. Saida attended the Countryside Garden Club meeting on April 9th and expressed her deep appreciation to the members for the scholarship. The Countryside Garden Club is an organization of 38 members that meets monthly and discusses current horticultural topics and idea. They hold an annual plant sale every ar that sponsors a scholarship at MCC for a student that is pursuing an Associate’s degree or certificate in Horticulture

Donor Highlight
The Maria and Steve Theofanous Culinary Scholarship established in 2011, has been awarded each semester since fall 2012. On April 11th Maria and Steve Theofanous had the opportunity to meet with their spring 2014 scholarship recipient, Jacqueline Flieth. The Theofanous’s enjoyed lunch from the cafeteria and a tour of the new culinary lab. Mr. Theofanous, owner of Around the Clock restaurant in Crystal Lake was very impressed with the new culinary lab and commented that he is proud of the college and all the new programs the college has established.
2014 Distinguished Alumni Award Reception and Ceremony
McHenry County College and the Friends of MCC Foundation are pleased to announce the recipients of the 2014 Distinguished Alumni Award. The Distinguished Alumni Award recognizes the accomplishments of notable McHenry County College alumni who have demonstrated exceptional achievement in their chosen profession and have made a positive impact on their community.

After a thorough review process by the selection committee, the following individuals were selected as the 2014 Distinguished Alumni Award recipients:

- **Ms. Mary Miller**, CEO/President, Miller Verchota, Inc.
- **Ms. Mary Nader**, Associate Judge of the 22nd Judicial Circuit, McHenry County
- **Ms. Sandra Pierce**, President, Phoenix Woodworking

The 2014 MCC Distinguished Alumni Award Ceremony was held on Thursday, April 17. The 2014 Distinguished Alumni Reception & Ceremony is generously sponsored by Advocate Good Shepherd Hospital. McHenry County College is proud of its graduates and their accomplishments.

2014 MCC Golf Invitational
The Friends of MCC Foundation will be hosting the MCC Golf Invitational on Friday, June 13, 2014 at Turnberry Country Club in Lakewood, Illinois. Robbins Schwartz has generously agreed to be the Premier Event Sponsor for the Invitational. The event is one of McHenry County College’s premier opportunities to interface with our community. The Golf Invitational proceeds benefits student scholarships and innovative programming.

**PLEASE SAVE THE DATE! Friday, June 13, 2014**
Golfing experience includes:

- Hearty brunch before the 10 a.m. shot-gun start
- Selection of golf apparel at Player Gift Tent
- Chance to participate in unique and fun on-course contests
- Prizes for standard contests on the course
- Complimentary golf club and golf shoe cleaning
- Full shoe shine service
- Pro-shop gift cards for top three foursomes
- Silent auction for foursomes at local golf courses
- 50/50 raffle and prizes
- Post-tournament dinner buffet and reception

Participation Options:

- Golf, single = $300
- Golf, foursome = $1,200
- Dinner Guest = $50

To make a golf reservation or to learn about sponsorship opportunities, please contact the Friends of MCC Foundation at 815 455-8721.
Resignations


Justin Hoy, Instructor, Sociology, has submitted his resignation effective May 11, 2014.

Em Rademaker, Coordinator of Student Life and Campus Activities, submitted her resignation effective May 23, 2014.

Sonia Reising, Coordinator of Multicultural Affairs, has submitted her resignation effective April 9, 2014.

Angela Vilchis, Secretary of Adult Education, has submitted her resignation effective March 31, 2014.

Vicky Smith
President
McHenry County College Information Report
April 24, 2014

Program Articulation Agreements
Southern Illinois University at Carbondale
and
National Louis University

Information

McHenry County College (MCC) has articulation agreements with numerous four-year institutions across the country. Articulation agreements are formed when two institutions agree that components of a course or a program of study are similar enough that one institution will accept the credit from the other institution. The purpose of these agreements is to provide students with a clear pathway to baccalaureate degree completion.

MCC has entered into program articulation agreements with Southern Illinois University at Carbondale and National Louis University.

The Agreement with Southern Illinois University at Carbondale (SIUC) is between the Associate in Applied Science (AAS) in Automotive Technology and the Bachelor of Science (BS) in Automotive Technology. It provides a smooth transition for MCC graduates under SIUC’s Capstone Option, which recognizes the value of a career-oriented AAS degree and reduces the SIUC University Core Curriculum from 41 semester hours to 30 semester hours. This, along with taking courses specified in the articulation agreement, makes it possible for MCC students to complete the baccalaureate degree at SIUC in no more than 60 semester hours. A student friendly transfer guide accompanies the Agreement. It became effective April 1, 2014 and automatically renews until either MCC or SIUC terminates the Agreement through written notification of no less than 90 days prior to the end of the semester in effect at the time. No enrolled students will be deprived the opportunity to complete course requirements.

The Agreement with National Louis University (NLU) applies to the following MCC and NLU programs:

- AAS in Criminal Justice (Law Enforcement Security option) to Bachelor of Arts (BA) in Criminal Justice
- AAS in Business Management to BS in Management
- AAS in Computer Information Systems to BS in Management Information Systems
- AAS in Health and Fitness Education (Instruction option) to BS in Health Care Leadership
- AAS in Occupational Therapy Assistant to BS in Health Care Leadership

The Agreement provides that all required courses for specified associate degree programs will transfer into related bachelor degree programs (subject to NLU grade restrictions). NLU will accept a maximum of 90 semester hours from MCC, which will allow students to complete outstanding NLU general education and elective requirements through MCC. Student friendly transfer guides accompany the Agreement. It became effective March 28, 2014 and automatically renews until either MCC or NLU terminates the Agreement through written notification of no less than 90 days. No enrolled students will be deprived the opportunity to complete course requirements.

Vicky Smith
President
Quarterly Report on Grants

Attached is a detailed quarterly report of FY14 Federal, State and Private Grants as of March 31, 2013, with comparisons to the prior year.

Vicky Smith
President
## FEDERAL

### CWS 2014
Source: Department of Education CFDA # 84.033
Purpose: To provide funds to students by providing employment opportunities on campus.

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2014</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund 6</td>
<td>Devenny</td>
<td>$73,441</td>
<td>N/A</td>
<td>$68,386</td>
<td>$5,055</td>
</tr>
</tbody>
</table>

### PELL 2014
Source: Department of Education CFDA #84.063
Purpose: To provide funds to full and part time students enrolled in credit programs.

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2014</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund 6</td>
<td>Devenny</td>
<td>6,792,530</td>
<td>N/A</td>
<td>6,792,530</td>
<td>-</td>
</tr>
</tbody>
</table>

### SEOG 2014
Source: Department of Education CFDA #84.007
Purpose: To provide funds to students enrolled in credit programs with the highest need.

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2014</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund 6</td>
<td>Devenny</td>
<td>64,183</td>
<td>N/A</td>
<td>63,000</td>
<td>1,183</td>
</tr>
</tbody>
</table>

### Post-9/11 GI Bill
Source: US Dept of Veterans Affairs CFDA #64.028
Purpose: To help servicepersons by providing education benefits and opportunities.

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2014</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>901020</td>
<td>Devenny</td>
<td>193,652</td>
<td>N/A</td>
<td>184,457</td>
<td>9,196</td>
</tr>
</tbody>
</table>

### Perkins IV Postsecondary Basic
Source: ICCB CFDA #84.048
Purpose: To increase response to local programs, integrate academic and vocational skills development, support services for special populations and improve linkages between secondary and postsecondary institutions.

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2014</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>901026</td>
<td>Sharp</td>
<td>160,641</td>
<td>N/A</td>
<td>93,394</td>
<td>67,247</td>
</tr>
<tr>
<td>Federal Basic Adult Education</td>
<td>Cost Center</td>
<td>Administrator</td>
<td>Grant Award</td>
<td>Match</td>
<td>Grant Expenditures as of March 31, 2014</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-------------</td>
<td>-------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Source: ICCB</td>
<td>CFDA #84.002A</td>
<td>901016 Pierce</td>
<td>134,734</td>
<td>N/A</td>
<td>75,392</td>
</tr>
<tr>
<td>Purpose: To support instruction of Adult Education and Literacy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Literacy/Civics</th>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2014</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source: ICCB</td>
<td>CFDA #84.002A</td>
<td>901018 Pierce</td>
<td>18,800</td>
<td>N/A</td>
<td>18,800</td>
<td>-</td>
</tr>
<tr>
<td>Purpose: To support instruction of Adult Education regarding the United States and local government systems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Professional Opportunity Grant III</th>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2014</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source: The County of Will and The Workforce Boards of Metropolitan Chicago</td>
<td>CFDA #93.093</td>
<td>902025 Maxeiner</td>
<td>26,957</td>
<td>N/A</td>
<td>26,957</td>
<td>-</td>
</tr>
<tr>
<td>Purpose: To develop a career path that begins with basic certified nursing assistant training and advances individuals from Certified Nursing Assistant to either Registered Nurse or Occupational Therapy Assistant programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Grant Period: September 30, 2012 - September 29, 2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant Description</td>
<td>Cost Center</td>
<td>Administrator</td>
<td>Grant Award</td>
<td>Match</td>
<td>Grant Expenditures as of March 31, 2014</td>
<td>Unexpended Balance</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-------------</td>
<td>----------------</td>
<td>-------------</td>
<td>-------</td>
<td>-----------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Health Professional Opportunity Grant IV</strong></td>
<td>CFDA #93.093</td>
<td>901038 Maxeiner</td>
<td>93,500</td>
<td>N/A</td>
<td>38,434</td>
<td>55,066</td>
</tr>
<tr>
<td>Source: The County of Will and The Workforce Boards of Metropolitan Chicago</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: To develop a career path that begins with basic certified nursing assistant training and advances individuals from Certified Nursing Assistant to either Registered Nurse or Occupational Therapy Assistant programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Grant Period: September 30, 2013 - September 29, 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TAA Grant - INAM</strong></td>
<td>CFDA #17.282</td>
<td>901045 Falco</td>
<td>192,300</td>
<td>N/A</td>
<td>166,799</td>
<td>25,501</td>
</tr>
<tr>
<td>Source: Federal thru Dept of Labor TC-23795-11-60-A-17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: Manufacturing Training for jobless.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Grant Period: October 1, 2012 - September 30, 2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Librarians for the 21st Century</strong></td>
<td>CFDA #45.313</td>
<td>202012 Harger</td>
<td>49,650</td>
<td>20,000</td>
<td>32,088</td>
<td>17,562</td>
</tr>
<tr>
<td>Source: Institute of Museum &amp; Library RE-56-13-0083-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: Library Planning Grades 8 thru College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Grant Period: May 1, 2013 - April 30, 2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Back to Books - The Changing Face of M</strong></td>
<td>Combination Fed/Stat</td>
<td>202011 Harger</td>
<td>5,000</td>
<td>N/A</td>
<td>5,000</td>
<td>-</td>
</tr>
<tr>
<td>Source: Institute of Museum &amp; Library Passthrough</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: Purchase Fiction or Non fiction books in various formats</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Grant Period: May 1, 2013 - September 30, 2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bullet Proof Vest Partnership</strong></td>
<td>Federal</td>
<td>501036 Clesceri</td>
<td>881</td>
<td>N/A</td>
<td>0</td>
<td>881</td>
</tr>
<tr>
<td>Source: Bureau of Justice Assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: Purchase Bullet Proof Vests for Campus Police Officers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Grant Period: April 1, 2013 - August 31, 2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Volunteer Income Tax Assistance</strong></td>
<td>CFDA #21.009</td>
<td>904060 Escarco</td>
<td>17,500</td>
<td>17,500</td>
<td>11,149</td>
<td>6,351</td>
</tr>
<tr>
<td>Source: IRS - Dept of Treasury V14232 Program Source 20-2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: Volunteer Preparation of Federal Income Tax Returns for low income, elderly, and special class individuals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Grant Period: July 1, 2013 - June 30, 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL Federal Grants - March 31, 2014</strong></td>
<td></td>
<td></td>
<td>$ 7,823,769</td>
<td></td>
<td>$ 7,576,385</td>
<td>$ 247,385</td>
</tr>
<tr>
<td>Fiscal Year 2013 Federal Grants - March 31, 2013</td>
<td></td>
<td></td>
<td>$ 7,788,783</td>
<td></td>
<td>$ 6,887,192</td>
<td>$ 901,591</td>
</tr>
<tr>
<td>MAP 2014</td>
<td>State: Illinois Student Assistance Commission</td>
<td>Fund 6</td>
<td>Devenny</td>
<td>600,000</td>
<td>N/A</td>
<td>474,709</td>
</tr>
<tr>
<td>Small Business Development Center State Portion</td>
<td>Source: (DCEO) Department of Commerce * and Economic Opportunity</td>
<td>**902028</td>
<td>Patterson</td>
<td>40,000</td>
<td>30,000</td>
<td>40,000</td>
</tr>
<tr>
<td>Purpose: To provide basic business consulting and training, attract minority businesses and entrepreneurs, and job training.</td>
<td>**902026</td>
<td>Patterson</td>
<td>40,000</td>
<td>30,000</td>
<td>22,746</td>
<td>17,254</td>
</tr>
<tr>
<td>State Basic Adult Education 54V</td>
<td>Source: ICCB</td>
<td>902014</td>
<td>Pierce</td>
<td>150,346</td>
<td>N/A</td>
<td>132,408</td>
</tr>
<tr>
<td>Purpose: To support instruction of Adult Education and Literacy.</td>
<td>Adult Education State Performance</td>
<td>Source: ICCB</td>
<td>902040</td>
<td>Pierce</td>
<td>108,579</td>
<td>N/A</td>
</tr>
<tr>
<td>Purpose: To help meet performance standards in Adult Education programs.</td>
<td>Adult Education - Public Aid</td>
<td>Source: ICCB</td>
<td>902015</td>
<td>Pierce</td>
<td>9,035</td>
<td>N/A</td>
</tr>
<tr>
<td>Purpose: To support instruction of Adult Education and Literacy on Public Aid.</td>
<td>Community Literacy Program</td>
<td>Source: Secretary of State</td>
<td>902016</td>
<td>Pierce</td>
<td>47,200</td>
<td>N/A</td>
</tr>
<tr>
<td>Purpose: To develop a full-time literacy program and train and support volunteer literacy tutors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CTE Program Improvement
Source: ICCB
Purpose: To purchase instructional equipment for vocational education programs.

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2014</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>902050</td>
<td>Sharp</td>
<td>12,200</td>
<td>N/A</td>
<td>-</td>
<td>12,200</td>
</tr>
</tbody>
</table>

Employer Training Investment Program (ETIP)
Source: IDCEO
Purpose: To help fund workforce training needs of local companies of which the Shah Center has an association with. Companies are reimbursed 50% of their training costs.

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2014</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>902046</td>
<td>Maxeiner</td>
<td>106,000</td>
<td>N/A</td>
<td>-</td>
<td>106,000</td>
</tr>
</tbody>
</table>

Family Violence Grant
Source: ICJIS
Purpose: To set up the 22nd Circuit Family Violence Coordinating Council and hire a part-time Local Council Coordinator.

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2014</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>*902036</td>
<td>Maxeiner</td>
<td>8,047</td>
<td>N/A</td>
<td>8,047</td>
<td>-</td>
</tr>
<tr>
<td>**902038</td>
<td></td>
<td>11,430</td>
<td>1,877</td>
<td>9,553</td>
<td></td>
</tr>
</tbody>
</table>

Illinois Family Violence Arrest Grant
Source: ICJIS
Purpose: To set up the 22nd Circuit Family Violence Coordinating Council training for arrest protection

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2014</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>902037</td>
<td>Maxeiner</td>
<td>13,290</td>
<td>N/A</td>
<td>10,405</td>
<td>2,885</td>
</tr>
</tbody>
</table>

Illinois Green Economy - Renewable Energy Task 3
Source: IGEN/SWIC
Purpose: Installation of renewable energy project on Campus - Shah

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2014</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>902033</td>
<td>Hankins</td>
<td>250,000</td>
<td>N/A</td>
<td>-</td>
<td>250,000</td>
</tr>
</tbody>
</table>

Illinois Green Economy - Renewable Energy Task 6
Source: IGEN/SWIC
Purpose: Illinois Power Pack Program to develop solar marketplace and advance demand for
residential, commercial, and municipal PV (photovoltaic) installations

* Grant Period: January 1, 2013 - August 15, 2014

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2014</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>902033</td>
<td>Hankins</td>
<td>2,500</td>
<td>N/A</td>
<td>152</td>
<td>2,348</td>
</tr>
</tbody>
</table>

**Illinois Green Economy - Renewable Energy Task 7**
Source: IGEN/SWIC

Purpose: To teach and provide Illinois Community college, high school, and middle school teachers solar concepts integrated into their curriculum
Grant Expenditures as Unexpended Cost Center Administrator Award Match of March 31, 2014 Balance

* Grant Period: January 1, 2013 - August 15, 2014

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Administrator</th>
<th>Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2014</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois Green Economy - ICCTEMT</td>
<td>902034 Hankins</td>
<td>3,070</td>
<td>N/A</td>
<td>999</td>
<td>2,071</td>
</tr>
<tr>
<td>Source: IGEN/SWIC</td>
<td>14-428007 Com-Ed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: To offer behavior change and energy efficiency/reduction opportunities to Illinois Community Colleges via awareness competition</td>
<td>14-318006 Nicor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Grant Period: July 1, 2013 - May 31, 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Illinois Cooperative Work Study Grant for 2013/2014 | 902013 Falco | 13,946 | N/A | 2,083 | 11,863 |
| Source: IBHE | | | | | |
| Purpose: To strengthen ties to industry partners while expanding internship and employment opportunities for students in the automotive program. | | | | | |
| *Grant Period: February 5, 2013 - June 30, 2014 |

| Illinois Cooperative Work Study Grant for 2014/2015 | 902012 Falco | 11,850 | N/A | - | 11,850 |
| Source: IBHE | | | | | |
| Purpose: To strengthen ties to industry partners while expanding internship and employment opportunities for students in the automotive program. | | | | | |

SUBTOTAL State Grants - March 31, 2014 $ 1,442,993 $ 815,894 $ 627,099

Fiscal Year 2013 State Grants - March 31, 2013 $ 1,061,025 $ 926,036 $ 134,989

PRIVATE

Accelerating Opportunities Grant | 901019 Pierce | 62,500 | N/A | 53,919 | 8,581 |
| Source: ICCB | | | | | |
| Purpose: To implement an I-BEST-like approach developed by the Board's Accelerating Opportunities "Design Team" |

Latino Empowerment Conference | 303038 F Thomas | 4,800 | N/A | 3,591 | 1,209 |
| Source: McHenry County Community Foundation | | | | | |
Purpose: To implement an interest for Latino students to advance their education and completion rates thru the college level

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Cost Center Administrator</th>
<th>Grant Award</th>
<th>Match</th>
<th>Grant Expenditures as of March 31, 2014</th>
<th>Unexpended Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Castle Bank Community Reinvestment Grant</td>
<td>902029 Patterson</td>
<td>17,500</td>
<td>N/A</td>
<td>-</td>
<td>17,500</td>
</tr>
<tr>
<td>Source: Castle Bank through the Friends of MCC Foundation</td>
<td>Purpose: Targeted and expanded training support for local small businesses through the Illinois Small Business Development Center offerings at the Shah Center</td>
<td>*Grant Period: January 2014 - March 2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McCormick Foundation Grant - Beginning Literacy Program</td>
<td>Pierce 903012</td>
<td>30,000</td>
<td>N/A</td>
<td>-</td>
<td>30,000</td>
</tr>
<tr>
<td>Source: Chicago Tribune through the Friends of MCC Foundation</td>
<td>Purpose: Increase the employability of Adult Education Students through certification and testing leading to a National Career Readiness Certificate</td>
<td>*Grant Period: December 15, 2013 - December 16, 2014</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| SUBTOTAL Private Grants - March 31, 2014 | $114,800 | $57,510 | $57,290 |
| Fiscal Year 2013 Private Grants - March 31, 2013 | $192,500 | $135,183 | $57,317 |

| TOTAL ALL GRANTS - March 31, 2014 | $9,381,562 | $8,449,788 | $931,774 |
| Total all Grants - March 31, 2013 | $9,042,308 | $7,948,411 | $1,093,897 |
Reverse Transfer Agreement
Northern Illinois University

Information

A Reverse Transfer Agreement is a partnership between institutions that clearly lays out a process by which a transfer student enrolled at a four-year institution can transfer credits back to a community college for the purpose of associate degree completion. Some students transfer to a four-year institution prior to completing a community college credential. Through Reverse Transfer, a student’s community college achievement can be recognized by applying applicable credits earned at the four-year institution toward the completion of the associate degree.

McHenry County College (MCC) and Northern Illinois University (NIU) have entered into a Reverse Transfer Agreement.

To be eligible to participate in the reverse transfer credit program, students must be admitted to and enrolled at NIU with a minimum of 30 transfer credits from MCC. If students meet the credit criteria, NIU will notify them about the Agreement at the time of their application to the University. They will be provided the opportunity to indicate interest in applying future credits earned at NIU toward completion of the MCC associate degree by signing a transcript release form. By doing so, students agree to have their NIU transcripts sent back to MCC, where NIU coursework will be evaluated for completion of associate degree requirements.

Reverse Transfer benefits for students include the following:
- NIU general education requirements are met through a completed Associate in Arts (AA) or Associate in Science (AS) degree. For some majors, specific general education coursework is required.
- The Agreement allows freedom for students to transfer early and still receive associate degree benefits, especially in academic disciplines that encourage expedient pathways to the four-year institution (e.g. music, studio arts).
- An associate degree can provide better job opportunities while completing the bachelor degree or if progress toward the bachelor degree is delayed.

Reverse Transfer benefits for MCC include the opportunity for a greater number of degree completers, which is currently the most measurable means for providing evidence and receiving credit for educating students.

The Agreement became effective April 1, 2014. Either MCC or NIU may terminate the Agreement through written notification of no less than 180 days. In the case of termination, enrolled students will have the opportunity to complete their programs in accordance with the terms and conditions of the Agreement.

Vicky Smith
President
Office of Marketing and Public Relations Update

McHenry County College’s Office of Marketing and Public Relations (OMPR) supports the institution’s planning efforts through deliberate, strategic marketing and communication efforts to key target markets, including: students, donors, alumni, community, and employees. Taking a full-service, internal marketing agency approach to its projects, OMPR creates and enforces innovative and comprehensive branding initiatives, communications and promotions for the institution and its programs. All efforts integrate a variety of channels/media for every project and campaign, while managing individual initiatives that require a variety of, or all, services. Services often include, but are not limited to:

- Brand Development
- Copywriting
- Event Management and Marketing
- Graphic Design
- Focus Group Coordination
- Illustration
- Information Campaigns
- List Acquisition
- Media Training
- Photography
- Video Production and Audiovisual Services
- Publicity
- Script Development
- Social Networking
- Web Applications
- Web Design and Programming

The following information highlights some of the current marketing and communication efforts underway in April 2014 to grow MCC’s population, strengthen MCC’s identity and share MCC’s stories.

- **College Publications**: OMPR is currently in production on a number of important publications:
  - **Summer 2014 Noncredit Schedule**: This print and online publication supports all noncredit programming, including Workforce and Community Development and other summer programs, including Kids & College and Scot Stars Sports Camp.
  - **New-Student Quick Help Guide**: This new print publication is targeted toward new students, providing them with helpful tips and resources to successfully transition to college life. This piece replaces the print credit schedule, as that search and registration process has moved completely online. The publication will be available in Fall 2014.
  - **Student Viewbook**: Common to many four-year colleges and universities, MCC will launch its first viewbook in Fall 2014, with two separate versions: traditional students and adult students.
  - **2014-2015 Student Planner**: Each spring, OMPR works with the Student Life Office to develop and produce a new student planner that is distributed to all students in anticipation of the coming academic year.

- **Integrated Marketing Campaigns**: Efforts are underway to promote a variety of programs and events that are important to students’ success, as well as increasing enrollment and retention efforts. These campaigns are all focused on providing critical information about time-sensitive processes and activities:
  - Priority Registration Campaign for Fall 2014
  - “Did You Know…” Social Media Campaign (featuring regular factoids about faculty and staff to reinforce the quality and innovation through the employees of MCC)
  - Spring/Summer 2014 Print and Billboard Campaign (focused on student success)
- 2013-2014 Radio Campaign (focused on monthly features of degrees, certificates and programs available to MCC students, and the benefits of attending a community college)
- Various awareness campaigns for new courses in the areas of: art, math and sciences, and robotics
- Campus Conservation Nationals (CCN) “Don’t Be an Energy Hog” campaign
- MCC Bookstore marketing support
- Internal awareness campaign for advancement services: research, professional development and grants
- 2014 Midwest Strength and Conditioning Clinic marketing efforts
- Kids & College promotions for summer classes
- Scot Stars Sports Camp promotions for summer
- Adult “getting started” sessions – campaign and materials
- Suspended Coffee promotion
- Belize Field Study promotions
- 2014 New-Student Convocation Campaign and related efforts/materials
- 2014 Child’s World Conference materials and campaign
- Preparation for awareness and promotion around instant enrollment efforts
- 2014 Employee Appreciation and Recognition Reception materials
- 2014 Distinguished Alumni Campaign (in conjunction with the Friends of MCC Foundation)
- MCC Employee Giving Campaign (in conjunction with the Friends of MCC Foundation)
- Education to Empowerment (in conjunction with the Friends of MCC Foundation)
- Stand Up and Be Counted Alumni Campaign (in conjunction with the Friends of MCC Foundation)
- Annual Golf Invitational Campaign (in conjunction with the Friends of MCC Foundation)

- **MCC Brand Identity Efforts:** The following efforts are underway to support a timely follow-up and measurement of MCC’s brand implementation success to date:
  - Creation and launch of Brand Perception Survey
  - Implementation of new brand standards for employee emails
  - Submission of branded work and materials to national award competitions (in progress)
  - Updates to all department sell sheets with new content, imagery and course prefixes for select course changes

- **Outreach Efforts:** These efforts specifically focus on community outreach and collaborative partnerships:
  - Review of marketing and duplication processes to identify areas of service improvement and efficiency
  - 2014 chamber involvement
  - Website updates to gainful employment pages
  - Student Success web presence (internal and external)
  - Increased social media and interactive content growth, including Pinterest, LinkedIn and Google+
  - Promotion of MCC-sponsored event to support community veterans, Patriot 5K
  - Development of 2014 satisfaction and feedback survey (in conjunction with Institutional Research) to determine areas of improvement for OMPR
Monthly Releases and Features
The following releases and feature stories have been distributed to all local and regional media outlets from March 19-April 14, 2014.

- McHenry County College to Offer Healthcare Provider CPR
- McHenry County College Forensics Team to Present Spring Speech Showcase
- McHenry County College Partners with McHenry County Workforce Network to Host Job Fair on April 4
- McHenry County College Engineering Technology Degree Leads Students to Promising Careers
- McHenry County College to Offer Engineering Graphics Course in Summer
- Gardenfest 2014 Features Humorist and Garden Expert Amanda Thomsen
- McHenry County College Names First Recipient of Robert D. Swain Scholarship; Sponsored by Chroma Corporation
- McHenry County College Offers New Online Associate in Science Degree with Focus in Business
- MCC Black Box Theatre Feature
- Join McHenry County College on a Trip to Chicago Bulls Game; Special Pricing for Students
- Sessions Jazz Quartet to Perform Concert at McHenry County College April 13
- Girl Scouts Visit MCC
- McHenry County College Names Three Distinguished Alumni Award Recipients
- McHenry County College to Offer Solar Energy Information Session April 9 in Algonquin
- Spring Culinary Classes Offered by McHenry County College
- Spring Art Classes Offered at McHenry County College
- Four McHenry County College Employees Honored for Professional Excellence
- McHenry County College Produces Own Greens for Cafeteria, Culinary Program
- McHenry County College Sets Fall Registration Date
- McHenry County College Graphic Arts Students Win Local Design Contests
- Lean Office Course Available at McHenry County College Shah Center
- McHenry County College to Offer APICS Certification Prep Courses
- Workplace Bullying Prevention Training Available Through McHenry County College
- McHenry County College to Offer Microsoft Project Series
- Noncredit Photography Classes at McHenry County College Aim to Transform Hobby into Career
- McHenry County College's Student Managed Restaurant Announces New Spring Menu
- McHenry County College to Host Centegra's Mobile Health Unit For Vascular Screenings
- McHenry County College Retired Adult Program to Offer New Spring Classes
- McHenry County College Student Groups Take Back the Night
- McHenry County College Seeks Literacy Volunteers, Offers Free Training
- McHenry County College Students to Host "Claynation" Ceramics Workshop
- McHenry County College Offers Educational Summer Programming for Kids
- McHenry County College Students Launch Suspended Soup Program in McHenry County
- McHenry County College to Celebrate Worldwide Pinhole Photography Day April 27
- McHenry County College to Host "Eisenhower: A Life" History Lecture April 29

Press clippings about McHenry County College can be found at the following link: www.mchenry.edu/press.

Christina M. Haggerty
Chief Communications Officer
**Story of the Month**

**Focus on MCC Graphic Arts Students: Award-Winning Students Reflect Stellar Programs**

Four McHenry County College students won top honors in two separate graphic design contests, sponsored by the McHenry County Bar Association and the McHenry County Health Department.

First-place winner of the McHenry County Department of Health's annual billboard Design Contest is Brian Kubin of Crystal Lake, for his entry, "Sometimes it's best to be a quitter." This design will be placed on billboards throughout McHenry County this month. Second-place winner of the billboard design contest is R. Michael Holderness of Crystal Lake for his entry, "Tobacco Addiction: Could be the end of the line." His design is displayed inside and outside of Pace buses throughout the county. Third-place winner of the billboard design contest is Sander Irish of Crystal Lake, whose entry was titled "Quit while you still can." This design will be made into posters and distributed to all elementary, middle and high schools throughout the county.

MCC runner-ups included J.T. Mitchell of Cary, Kurt Stier of Crystal Lake, Elizabeth Skalecki and Thomas Neese, both of Woodstock. A total of 34 entries were submitted and were judged on eye appeal, originality, how well the design fit the theme of "Tobacco Addiction" and how concisely the message was stated.

In another contest, a t-shirt logo designed by Adela Micula of Crystal Lake, won first place in a contest sponsored by the McHenry County Bar Association. Micula’s logo design was chosen from more than 20 designs. Members wore the black t-shirt with a pink logo in the Care4 Breast Cancer Run/Walk last fall.

All of the students have taken one or more graphic design classes at MCC with Thomm Beggs, graphic arts instructor, including Graphic Design I (GRA 167), Graphic Design II (GRA 267) and Typography I (GRA 183).
Pictured above: Winners of the 2014 Billboard Contest for anti-smoking: Brian Kubin, 1st place; Michael Holderness, 2nd place; and Sander Irish, 3rd place.

Pictured above: McHenry County Bar Association's t-shirt logo design winner Adela Micula and her instructor, Thomm Beggs.
The following information highlights grants that have been awarded to the College, grants that have been submitted and are awaiting notification of award, grants that were not funded this past month, and grant proposals that are being developed for future submission.

**APPLICATIONS PENDING:**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Brief Description</th>
<th>Amount Requested</th>
<th>Status</th>
<th>Expected Notification Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois Emergency Management Agency</td>
<td>To enhance the video surveillance capacity of MCC’s Public Safety and Police Department by installing additional parking lot security cameras and upgraded video servers.</td>
<td>$111,130</td>
<td>Pending</td>
<td>April 2014</td>
</tr>
<tr>
<td>National Science Foundation – Advanced Technological Education</td>
<td>Proposed partnership with Stevens Institute of Technology, New Jersey and three community colleges to develop a spatial skills training course for community college students.</td>
<td>$82,500</td>
<td>Pending</td>
<td>May 2014</td>
</tr>
<tr>
<td>U.S. Department of Education – Title III</td>
<td>MCC has applied for the Title III eligibility waiver. Eligibility designation qualifies an institution of higher education (IHE) to apply for grants under Title III and Title V programs.</td>
<td>Potential future funding</td>
<td>Pending</td>
<td>May 2014</td>
</tr>
<tr>
<td>McHenry County Community Foundation</td>
<td>To support MCC’s Summer Math Academy: to help at-risk incoming high school freshmen improve their math skills.</td>
<td>$14,555</td>
<td>Pending</td>
<td>May 2014</td>
</tr>
<tr>
<td>McHenry County Community Foundation</td>
<td>To support costs associated with restoring the Portrait in Print Collection that is hung in the MCC Library.</td>
<td>$14,595</td>
<td>Pending</td>
<td>May 2014</td>
</tr>
<tr>
<td>Illinois Secretary of State Adult Volunteer Literacy</td>
<td>To support MCC’s Adult Volunteer Education literacy program.</td>
<td>$47,559</td>
<td>Pending</td>
<td>July 2014</td>
</tr>
<tr>
<td>Dr. Scholl Foundation</td>
<td>To provide climate control renovations to the greenhouse that will enhance Hydroponics production.</td>
<td>$20,000</td>
<td>Pending</td>
<td>November 2014</td>
</tr>
<tr>
<td>Illinois Board of Higher Education - Early Childhood Educator Preparation Program</td>
<td>MCC’s Early Childhood Department would partner with Rockford University to expand articulation agreements, thereby enabling students transferring to Rockford University to finish the Early Childhood Teacher Preparation Program in four</td>
<td>$44,022</td>
<td>Pending</td>
<td>Undetermined</td>
</tr>
</tbody>
</table>
## Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Brief Description</th>
<th>Amount Requested</th>
<th>Status</th>
<th>Expected Notification Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation Grant</td>
<td>semesters. Rockford University would be the fiscal agent.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois Board of Higher Education - Early Childhood Educator Preparation Program Innovation Grant</td>
<td>MCC’s Early Childhood Department would partner with Northern Illinois University to expand awareness of career options and credentials in early childhood education, to facilitate a smooth transfer experience for students, and to develop a leadership cadre of career mentors.</td>
<td>$ 32,815</td>
<td>Pending</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Webb Foundation</td>
<td>To support an inaugural scholarship program for Hispanic women students at MCC.</td>
<td>$ 5,000</td>
<td>Pending</td>
<td>Undetermined</td>
</tr>
<tr>
<td>U.S. Dept. of Commerce – Investing in Manufacturing Communities Partnership</td>
<td>MCC is in partnership with regional Workforce Investment Boards and economic development corporations to be selected for designation as a ‘Manufacturing Community.’ Designation would lead to targeted funding to promote manufacturing.</td>
<td>Potential future funding</td>
<td>Pending</td>
<td>Undetermined</td>
</tr>
</tbody>
</table>

### APPLICATIONS DENIED:

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Brief Description</th>
<th>Amount Requested</th>
<th>Status</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Department of Labor - Youth CareerConnect</td>
<td>Woodstock Schools was the lead applicant to provide high school students with training on in-demand occupations for which foreign workers are currently being recruited under H-1B visas. The partnership included Harvard and Huntley School Districts, MCC, and the Workforce Investment Board.</td>
<td>$3,668,438</td>
<td>Denied</td>
<td>There were 210 requests and 24 funded. Only one award was made in Illinois.</td>
</tr>
</tbody>
</table>

### APPLICATIONS IN DEVELOPMENT:

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Brief Description</th>
<th>Amount Requested</th>
<th>Status</th>
<th>Expected Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Dept. of Labor -</td>
<td>MCC is participating in a consortium with five community colleges to develop a program focused on enhancing educational</td>
<td>TBD</td>
<td>In Progress</td>
<td>July</td>
</tr>
<tr>
<td>Funding Source</td>
<td>Brief Description</td>
<td>Amount Requested</td>
<td>Status</td>
<td>Expected Submission Date</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>TAACCCT Grant</td>
<td>opportunities in Cyber Security. Mountain Empire Community College in Virginia is the lead applicant.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. Dept. of Labor - TAACCCT Grant</td>
<td>MCC is participating in a consortium with 18 Illinois community colleges focused on expanding the Accelerating Opportunities program. Funding would help serve more Adult Education students who can earn credit-bearing credentials leading to gainful employment. Elgin Community College is the lead applicant.</td>
<td>TBD</td>
<td>In Progress</td>
<td>July</td>
</tr>
<tr>
<td>National Science Foundation - Advanced Technological Education</td>
<td>Funding would support MCC’s Digital Media Dept. to develop a program on mobile design and development, leading to a new AAS degree and two new certificates. Elements would include updating instructor skills, creating high school pathways, and increasing women and minority enrollment in the program.</td>
<td>TBD</td>
<td>In Progress</td>
<td>October</td>
</tr>
<tr>
<td>National Science Foundation STEM Scholarship Program</td>
<td>MCC’s Office of Resource Development is exploring the development of a proposal to improve educational opportunities for students pursuing STEM-related careers, and to increase participation of women/minority students in STEM disciplines.</td>
<td>TBD</td>
<td>In Progress</td>
<td>August</td>
</tr>
</tbody>
</table>
Office of Sustainability Center Update

Monthly Highlight:
More than 145 community members attended the *Food for Change* movie screening on March 18, at the Luecht Conference Center. The event was sponsored by McHenry County Food Cooperative, Environmental Defenders of McHenry County, Small Waters Education, The Land Conservancy, Transition Towns and Backyard Chickens. Five panelists answered questions about cooperatives after the movie. Two of the panelists included: Courtney Berner, University of Wisconsin Center for Cooperatives, Cooperative Development Specialist (Willy St. Co-op, Madison, WI) and Kevin Monahan, The Dill Pickle Food Co-op President – Chicago.

The movie gave the history of cooperatives in the United States and provided an overview of the growth of cooperatives in McHenry County. Cooperatives offer opportunities for local healthy food operators, and farmers markets options to reduce pesticide use on farms and contribute to improving the environment.

In addition, to the movie screening, the McHenry County Bioneers Conference and Speaker Series has incorporated the topic of Local Foods in future sessions. The speakers over the years have inspired our local governmental officials, environmental organizations and the community to move forward with local food initiatives. The McHenry County Food Cooperative is a continuing step in that process of expanding markets for our local food producers and residents.

Ongoing initiatives:

Green Curriculum:
- The MCC Sustainability Committee is working closely with the Office of Institutional Research on a survey to determine teaching methods currently in use regarding sustainability concepts. With the help of IR, a survey of all faculty was released in early March. At the end of the month, approximately 40 surveys had been received and they are currently being analyzed. The goal is to identify for students where and how the concepts of sustainability are being addressed within existing curriculum.
- The team of the Sustainability Center, Horticulture Department and Resource Development continue to support Loyola’s USDA Higher Ed. Challenge Grant proposal. Grant will be submitted in mid-April.
- Preliminary meetings were held with the Earth Science Department and the Sustainability Center to brainstorm the creation of a Sustainability Class focused on principles and practice. It is intended to be offered as a credit topics class in the Earth Science Department Spring 2015.
- The Sustainability Center and the Wildflower Preservation and Propagation Committee partnered to bring the McHenry County Conservation District to MCC. The seminar on Native Landscaping for the Home Gardener was hosted by the MCC Sustainability Center. Ed Collins, Director of Land Preservation and Natural Resources for the MCCD, shared some of his stories, ideas and overall vision of native landscaping in the county. Laurie Ryan, plant ecologist for the MCCD, discussed the benefits, both short- and long-term, of using native plants. She showed examples of a variety of landscapes that residents can plant this spring. The community was invited to this special session for students and over 100 people were in attendance.

Green Community:
- There were over 52 calls and visitors to the Sustainability Center this month. Many calls are questions and conversations regarding the Power Pack event in Algonquin on April 9, 2014 and the development of the Green Guide 2014.
Green Campus:

- Work continued throughout the month of March with John Katrakis of J. T. Katrakis & Associates, Inc. and his team on the details surrounding the installation of solar panels at the Shah Center.
- The Sustainability Center met with the Technology Support Services Department, to discuss the managed printer services. Printers of high and low volume were reviewed as was the significant need to decrease the amount of desktop single user printers as they are a source of tremendous waste (paper, energy).
- Baseline energy usage data was collected for the Campus Conservation Nationals competition beginning in April. Funds from IGEN towards this effort were used to replace the lighting in Bersted Hall for a 92% savings. Additional funds are targeted to purchase door sweeps, which will help decrease drafts from doorways.

Area Earth Month events in April and May:

April 24, 7 p.m., Film: “The Price of Sand” - MCC Luecht Conference Center, McHenry County College
The Price of Sand” is a documentary about the frac sand (silica used in hydraulic fracturing) mining boom in Minnesota and Wisconsin. Due to a rapid increase in demand, pure silica sand has become a valuable commodity, and mines are opening at a rapid rate.

April 26, 11-4 p.m., Earth Day at MCCD – Prairieview Education Center, 2112 Behan Road, Crystal Lake
Over 20 Environmentally Themed Exhibitors • Games & Crafts • Food & Beverage Vendors
HOUSEHOLD RECYCLING DROP OFF: A variety of items will be accepted for recycling including athletic shoes, batteries, fluorescent tubes and polystyrene foam.

May 3, 2014, 8-1 p.m., McHenry County Residential Electronics & Recycling Extravaganza - McHenry County Administration Building, 667 Ware Road, Woodstock, IL
Recycling drop off event for: electronics, latex paint (*fee), document destruction, clothing, Fluorescent bulbs and CFLs (*fee), Styrofoam, batteries