

Proposed Academic Policy Manual-Revisions Fall 2011- PENDING BOARD APPROVAL

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**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE: Academic Affairs ISSUED BY: W. Watson

DATE: 8/89

REVIEWED: 1991, 1998, 2000, 2009, 2010, 2011

REVIEWED BY: ACADEMIC VICE PRESIDENTS, ASSOCIATE VICE CHANCELLORS, AND
PROVOST

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Associate in Arts (A.A.) Degree

POLICY:

The Associate in Arts degree prepares an individual for transfer to a four-year college or university. The general education and concentration course components are covered under the Illinois Articulation Initiative (IAI).

The Associate in Arts degree program places emphasis on the communications, social sciences, humanities and professional fields. The program requires the successful completion, with a minimum of an overall "C" (2.00) grade point average of 62 semester hours. However, a student must earn a grade of C or better for all courses used to complete the general education core requirements. All courses submitted for graduation must be numbered 101 or higher and have a PCS code of 1.1 and/or 1.2. All courses submitted for graduation must be part of the approved program of study. Applicable course work with a minimum grade of "C" may be transferred to any of the City Colleges of Chicago from external institutions, as well as among any of the City Colleges of Chicago. A minimal of 21 credit hours must be earned at one or more of the CCC in order to fulfill the residency requirements. The City Colleges of Chicago from which the majority of the credits were earned, will be the college that is authorized to award the AA degree.

Consistent with the IAI model, the City Colleges of Chicago requires that thirty-eight (38) of the total sixty-two (62) semester hours be taken in the General Education areas of: Communications, Mathematics, Humanities and Fine Arts, Social and Behavioral Sciences, and Physical and Life Sciences. The general education component enables students to understand and appreciate their culture and environment, to develop a system of personal values that lead to civic and social responsibility, and to attain skills in communication, computation, and critical thinking necessary for future growth as learners and productive members of society. City Colleges of Chicago policy requires that students earn a minimum grade of "C" in all general education courses.

Effective Spring 2012, students seeking an Associate in Arts degree at the City Colleges of Chicago are required to take at least one course to fulfill the State of Illinois' Human Diversity requirement for an Associate degree, providing that no additional credits are added to the student's degree completion requirements. Courses that fulfill the Human Diversity requirement can be found on the IAI website or the college catalog. Students should meet with a college Academic Advisor to select general education courses shown on the City Colleges of Chicago Associate Degree template under

Humanities/Fine Arts, and Social/Behavioral Sciences. These courses are designated as “D” (diversity within the USA) or “N” (diversity from a non-western perspective). Additionally, students must complete with a grade of “C” or better two foreign language courses of a Foreign Language offered at the City Colleges of Chicago or demonstrate competency equivalent to the stated outcomes of a second semester course.

Competency in a foreign language may be demonstrated in any of four ways;

1. A student may successfully complete with a “C” or better two City Colleges of Chicago courses in the **same** foreign language (e.g., Spanish 101 and Spanish 102 or Arabic 101 and Arabic 102) to meet the City Colleges of Chicago foreign language requirement.
2. A student may take one of two proficiency exams in a language offered by the City Colleges of Chicago: College-Level Examination Program® (CLEP) exam or the American Council on the Teaching of Foreign Language (ACTFL®) exam. Students must demonstrate **at least a 102** proficiency level on either the CLEP or the ACTFL® exam. Students who have successfully passed either the CLEP or the ACTFL® exam will have met the City Colleges of Chicago foreign language requirement for the Associate of Arts (AA) degree.
3. Based upon transcript review, a student may transfer credit earned for at least two courses, in the same foreign language, from a regionally accredited college or university. The credit earned must be in a foreign language offered by the City Colleges of Chicago in order to fulfill the City Colleges of Chicago foreign language requirement for the AA degree.
4. A student may satisfy the foreign language requirement by earning credits from the College Board Advanced Placement (AP) Exam in a foreign language offered by the City Colleges of Chicago. A student must receive a 3 or higher on the AP Exam, which is the course equivalent of 8 earned credits, to fulfill the City Colleges of Chicago foreign language requirement for the AA degree.

The remaining 16 semester hours of elective courses shall be selected to meet the transfer and career goals of the student. However, a student may elect to earn an A.A. degree without following any specific area of concentration of study, provided all minimum degree requirements, as stated above are met.

The wording on the diploma for the Associate in Arts degree shall stipulate only the Associate in Arts degree.

**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE: Academic Affairs ISSUED BY: W. Watson

DATE: 8/89

REVIEWED: 1991, 1998, 2000, 2009, 2010, 2011

REVIEWED BY: ACADEMIC VICE PRESIDENTS, ASSOCIATE VICE CHANCELLORS, AND
PROVOST

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Associate in Applied Science (A.A.S) Degree

POLICY:

The Associate in Applied Science degree prepares an individual for career entry immediately upon completion of the degree, and is not considered a transfer degree. However, some four-year colleges and universities may accept course work pursued for an A.A.S. degree towards their degree completion requirement.

Emphasis in the Associate in Applied Science degree program is placed on the specialized skills that prepare the individual for employment at the professional/technical level. The program requires the successful completion with a minimum of an overall "C" (2.00) grade point average of 60 to 72 semester hours. Additionally, a student must earn a grade of C or better for all courses used to complete the general education core requirements. The total number of required hours varies by program; however, a student must earn at least 60 credit hours and no more than 72 credit hours, except in such fields in which accreditation or licensure by a state or national organization requires additional course work.

All courses submitted for graduation must be numbered 101 or higher and have a PCS code of 1.1 or 1.2. All courses submitted for graduation must be part of the approved program of study. Applicable course work with a minimum grade of "C" may be transferred to any of the City Colleges of Chicago from external institutions, as well as among any of the City Colleges of Chicago. A total of 21 credit hours must be earned at one or more of the City Colleges of Chicago in order to fulfill the residency requirements. The City Colleges of Chicago, from which the majority of the credits were earned, will be the college that is authorized to award the AAS degree.

A minimum of 15 credit hours of the required 60 to 72 semester hours must be distributed among the general education areas. The choice of courses used to meet the general education requirements is established for each program, and some A.A.S. degree programs may have specific general education requirements. The general education component enables students to understand and appreciate their culture and environment, to develop a system of personal values that lead to civic and social responsibility, and to attain skills in communication, computation, and critical thinking necessary for future growth as learners and productive members of society.

Effective Spring 2012, students seeking an Associate in Applied Science degree at the City Colleges of Chicago are required to take at least one course to fulfill the State of Illinois' Human Diversity requirement for an Associate degree, providing that no additional credits are added to the student's degree completion

requirements. Courses that fulfill the Human Diversity requirement can be found on the IAI website or the college catalog. Students should meet with a college Academic Advisor to select general education courses shown on the City Colleges of Chicago Associate Degree template under Humanities/Fine Arts, and Social/Behavioral Sciences. These courses are designated as “D” (diversity within the USA) or “N” (diversity from a non-western perspective).

The following Associate in Applied Science degree programs are exempt from fulfilling the Human Diversity Requirement:

Communications Technology
Electrical Construction Technology
Mortuary Science
Nephrology/Renal
Nursing
Nursing (RN Completion Program)
Occupational Therapy
Physician Assistant
Radiography
Surgical Technology

City Colleges of Chicago policy requires that students earn a minimum grade of “C” in all general education courses. The remaining semester hours must be concentrated in the required course work.

The wording on the diploma for the Associate in Applied Science degree shall stipulate the Associate in Applied Science degree in (Specific Program Name).

PENDING BOARD APPROVAL

**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE: Academic Affairs ISSUED BY: W. Watson

DATE: 8/89

REVIEWED: 1991, 1998, 2000, 2009, 2010, 2011

REVIEWED BY: ACADEMIC VICE PRESIDENTS, ASSOCIATE VICE CHANCELLORS, AND
PROVOST

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Associate in General Studies (A.G.S) Degree

POLICY:

The Associate in General Studies degree program places emphasis on the exploration and development through the study of a variety of subject offerings, with the option for the individual to select one of the other degree programs upon satisfying admissions standards and/or criteria, or reaching a career/academic goal decision. The program requires the successful completion, with a minimum of an overall "C" (2.00) grade point average of a total of 60 semester hours. However, a student must earn a grade of "C" or better for all courses used to complete the general education core requirements. The total number of required hours varies by program. All courses submitted for graduation must be part of the approved program of study.

All courses submitted for graduation must be part of the approved program of study. Applicable course work with a minimum grade of "C" may be transferred to any of the City Colleges of Chicago from external institutions, as well as among any of the City Colleges of Chicago. A total of 21 credit hours must be earned at one or more of the CCC in order to fulfill the residency requirements. The City Colleges of Chicago from which the majority of the credits were earned, will be the college that is authorized to award the AGS degree.

A minimum of thirty (30) of the required 60 semester hours must be distributed among the four general education areas of Communications, Mathematics and Science, Humanities and Fine Arts and the Social and Behavioral Sciences. One course required in Communications, and two courses are required in each of the other three areas. The choice of courses used to meet the general education requirements differs among each of the City Colleges of Chicago. The general education component enables students to understand and appreciate their culture and environment, to develop a system of personal values that lead to civic and social responsibility, and to attain skills in communication, computation, and critical thinking necessary for future growth as learners and productive members of society.

Effective Spring 2012, students seeking an Associate in General Studies at the City Colleges of Chicago are required to take at least one course to fulfill the State of Illinois' Human Diversity requirement for an Associate degree, providing that no additional credits are added to the student's degree completion requirements. Courses that fulfill the Human Diversity requirement can be found on the IAI website or the college catalog. Students should meet with a college Academic Advisor to select general education courses shown on the City Colleges of Chicago Associate Degree template under

Humanities/Fine Arts, and Social/Behavioral Sciences. These courses are designated as “D” (diversity within the USA) or “N” (diversity from a non-western perspective). City Colleges of Chicago policy requires that students earn a minimum grade of “C” in all general education courses.

The wording on the diploma for the Associate in General Study’s degree shall stipulate only the Associate in General Studies degree.

PENDING BOARD APPROVAL

**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE: Academic Affairs ISSUED BY: O. Suarez

DATE: 7/96

REVIEWED: 1998, 2000, 2009, 2010, 2011

REVIEWED BY: ACADEMIC VICE PRESIDENTS, ASSOCIATE VICE CHANCELLORS, AND
PROVOST

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Associate in Engineering Science (A.E.S) Degree

POLICY:

The Associate in Engineering Science degree prepares an individual for transfer to a four-year college or university. The general education and concentration course components are covered under the Illinois Articulation Initiative (IAI).

Emphasis in the Associate in Engineering Science degree program is placed on the preparation of the student to transfer to baccalaureate programs in Aeronautical, Manufacturing, Mechanical, Civil and Industrial Engineering. The program requires the successful completion, with a minimum of an overall "C" (2.00) grade point average. However, a student must earn a grade of C or better for all courses used to complete the general education core requirements. All courses submitted for graduation must be numbered 101 or higher and have a PCS code of 1.1 and/or 1.2. All courses submitted for graduation must be part of the approved program of study. Applicable course work with a minimum grade of "C" may be transferred to any of the City Colleges of Chicago from external institutions, as well as among any of the City Colleges of Chicago. A total of 21 credit hours must be earned at one or more of the CCC in order to fulfill the residency requirements. The City Colleges of Chicago from which the majority of the credits were earned will be the college that is authorized to award the AES degree.

A minimum of twenty (20) of the required 64 semester hours must be distributed among the four general education areas of Communications, Humanities and Fine Arts, Social and Behavioral Sciences, and Mathematics and Science. The choice or availability of courses used to meet the general education requirements differs among each of the City Colleges of Chicago, per final approval by the Illinois Community College Board. The general education component enables students to understand and appreciate their culture and environment, to develop a system of personal values that lead to civic and social responsibility, and to attain skills in communication, computation, and critical thinking necessary for future growth as learners and productive members of society.

Effective Spring 2012, students seeking an Associate in Engineering Science degree at the City Colleges of Chicago are required to take at least one course to fulfill the State of Illinois' Human Diversity requirement for an Associate degree, providing that no additional credits are added to the student's degree completion requirements. Courses that fulfill the Human Diversity requirement can be found on the IAI website or the college catalog. Students should meet with a college Academic Advisor to

select general education courses shown on the City Colleges of Chicago Associate Degree template under Humanities/Fine Arts, and Social/Behavioral Sciences. These courses are designated as “*D*” (diversity within the USA) or “*N*” (diversity from a non-western perspective). City Colleges of Chicago policy requires that students earn a minimum grade of “*C*” in all general education courses.

The remaining semester hours must be concentrated in the required course work.

The wording on the diploma for the Associate in Engineering Science degree shall stipulate only the Associate in Engineering Science degree.

PENDING BOARD APPROVAL

**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE: Academic Affairs ISSUED BY: O. Suarez DATE: 11/96

REVIEWED: 1998, 2000, 2009, 2010, 2011

REVIEWED BY: ACADEMIC VICE PRESIDENTS, ASSOCIATE VICE CHANCELLORS, AND
PROVOST

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Associate in Fine Arts (A.F.A) Degree

POLICY:

The Associate in Fine Arts degree prepares an individual for transfer to a four-year college or university. The general education and concentration course components are covered under the Illinois Articulation Initiative (IAI).

Emphasis in the Associate in Fine Arts degree program is placed on the concentrations in art and music. The program requires the successful completion with a minimum of an overall "C" (2.00) grade point average. However, a student must earn a grade of "C" or better for all courses used to complete the general education core requirements. The total number of required hours varies at some colleges, as per degree approval by the Illinois Community College Board. All courses submitted for graduation must be numbered 101 or higher and have a PCS code of 1.1 and/or 1.2. All courses submitted for graduation must be part of the approved program of study. Applicable course work with a minimum grade of "C" may be transferred to any of the City Colleges of Chicago from external institutions, as well as among any of the City Colleges of Chicago. A total of 21 credit hours must be earned at one or more of the City Colleges of Chicago in order to fulfill the residency requirements. The City Colleges of Chicago from which the majority of the credits were earned will be the college that is authorized to award the AFA degree.

Twenty-nine to thirty-five (29-35) of the required 60 to 68 semester hours must be distributed among the five general education areas of Communications, Mathematics,, Humanities and Fine Arts, Social and Behavioral Sciences, and Physical and Life Sciences. The general education component enables students to understand and appreciate their culture and environment, to develop a system of personal values that lead to civic and social responsibility, and to attain skills in communication, computation, and critical thinking necessary for future growth as learners and productive members of society.

Effective Spring 2012, students seeking an Associate in Fine Arts degree at the City Colleges of Chicago are required to take at least one course to fulfill the State of Illinois' Human Diversity requirement for an Associate degree, providing that no additional credits are added to the student's degree completion requirements. Courses that fulfill the Human Diversity requirement can be found on the IAI website or the college catalog. Students should meet with a college Academic Advisor to select general education courses shown on the City Colleges of Chicago Associate Degree template

under Humanities/Fine Arts, and Social/Behavioral Sciences. These courses are designated as “D” (diversity within the USA) or “N” (diversity from a non-western perspective). City Colleges of Chicago policy requires that students earn a minimum grade of “C” in all general education courses.

The remaining semester hours must be concentrated in the required course work for the A.F.A. degree.

The wording on the diploma for the Associate in Fine Arts degree shall stipulate the Associate in Fine Arts degree in (Specific Program Name).

PENDING BOARD APPROVAL

**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE: Academic Affairs ISSUED BY: W. Watson DATE: 3/09

REVIEWED: 2009, 2010

REVIEWED BY: ACADEMIC VICE PRESIDENTS, ASSOCIATE VICE CHANCELLORS, AND
PROVOST

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Associate of Arts in Teaching Degree (A.A.T.)

POLICY:

The Associate of Arts in Teaching degree program places emphasis on the study of teacher education with a specialization in High School Mathematics or Early Childhood Education for students who plan to transfer to a baccalaureate degree program in teacher education at a college or university. The program requires the successful completion with a minimum of an overall "C" (2.00) grade point average of a total of 61-63 semester hours. However, a student must earn a grade of "C" or better for all courses used to complete the general education core requirements. The total number of required hours varies by program.

All courses submitted for graduation must be part of the approved program of study. Applicable course work with a minimum grade of "C" may be transferred to any of the City Colleges of Chicago from external institutions, as well as among any of the City Colleges of Chicago. A total of 21 credit hours must be earned at one or more of the CCC in order to fulfill the residency requirements. The City Colleges of Chicago from which the majority of the credits were earned will be the college that is authorized to award the AAT degree.

Thirty-nine to forty-two (39-42) of the required 61-63 semester hours must be distributed among the five general education areas of Communications, Mathematics, Humanities and Fine Arts, Social and Behavioral Sciences, and Physical and Life Sciences. The choice of courses used to meet the general education requirements may differ among each of the City Colleges of Chicago. The general education component enables students to understand and appreciate their culture and environment, to develop a system of personal values that lead to civic and social responsibility, and to attain skills in communication, computation, and critical thinking necessary for future growth as learners and productive members of society.

Effective Spring 2012, students seeking an Associate of Arts in Teaching degree at the City Colleges of Chicago are required to take at least one course to fulfill the State of Illinois' Human Diversity requirement for an Associate degree, providing that no additional credits are added to the student's degree completion requirements. Courses that fulfill the Human Diversity requirement can be found on the IAI website or the college catalog. Students should meet with a college Academic Advisor to select general education courses shown on the City Colleges of Chicago Associate Degree template under Humanities/Fine Arts, and Social/Behavioral Sciences. These courses are designated as "D" (diversity within the USA) or "N" (diversity from a non-western perspective).

City Colleges of Chicago policy requires that students earn a minimum grade of “C” in all general education courses. The wording on the diploma for the Associate of Arts in Teaching degree shall stipulate only the Associate of Arts in Teaching degree.

PENDING BOARD APPROVAL

**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE: District Office

ISSUED BY: K. Quartey Date: 7/20/2011

REVIEWED: 2011

REVIEWED BY: ACADEMIC VICE PRESIDENTS, ASSOCIATE VICE CHANCELLORS, AND PROVOST

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Human Diversity Requirement

POLICY:

Effective Spring 2012, students seeking any degree at the City Colleges of Chicago are required to take at least one course to fulfill the State of Illinois' Human Diversity requirement for an Associate degree, providing that no additional credits are added to the student's degree completion requirements.

Students should meet with a college Academic Advisor to select general education courses shown on the City Colleges of Chicago Associate Degree template under Humanities/Fine Arts, and Social/Behavioral Sciences in order to fulfill the requirement. These courses are designated as "D" (diversity within the USA) or "N" (diversity from a non-western perspective) and are designed specifically to examine aspects of human diversity from a non-European perspective.

Students seeking an Associate of Applied Science Degrees in the following programs are exempt from fulfilling this requirement:

Communications Technology
Electrical Construction Technology
Mortuary Science
Nephrology/Renal
Nursing
Nursing (RN Completion Program)
Occupational Therapy
Physician Assistant
Radiography
Surgical Technology

**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE: Labor Relations ISSUED BY: W. Holm DATE: 8/7/80

REVIEWED: 1991, 1998, 2000, 2003, 2009, 2011

REVIEWED BY: ACADEMIC VICE PRESIDENTS, ASSOCIATE VICE CHANCELLORS, AND
PROVOST

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Extra Work Compensation

POLICY:

Extra work time and compensation shall be in accordance with the collective bargaining agreement between the Board of Trustees and the Cook County College Teachers Union, Local 1600 as follows:

Semester Teaching Load

Full- Time Faculty

After July 14, 2008, the load for all faculty members, except those who teach English Composition, shall be fifteen (15) class contact hours per semester.

Effective spring 2009:

1. In order to receive the class load of 12 hours, English faculty must teach a minimum of nine (9) contact hours of English Composition.
2. The following courses are English Composition courses in department 035: 098, 100, 101, 102, 105, 107, 201, and 241. The following courses are ESL English Composition courses in department 135: 098, 099, and 100.
3. Integrated courses, which are six-hour courses in department 136 and 139, shall be counted as three (3) contact hours of English Composition. English faculty who teach two integrated courses and teach an additional English Composition course, as defined in #2 will be compensated for overload for the additional three-hour composition course.
4. Faculty with three (3) hours of release time in an English Department must teach six (6) contact hours of English Composition in order to receive the class load of 12 hours. Faculty with six (6) hours of release time must teach three (3) contact hours of English Composition in order to receive the class load of 12 hours.

Effective fall 2005, faculty members assigned to teach clinical hours in nursing shall receive one contact hour for each hour of clinical work.

Semester Teaching Load

Part-Time Faculty

(Per the Memorandum of Understanding Regarding Workloads, January 2009)

Maximum Contact Hours- Probationary and non-probationary part-time faculty members may be assigned to teach up to four (4) courses or twelve (12) contact hours, whichever is less, per regular academic term.

Part-time faculty teaching Composition may be assigned to teach no more than three (3) courses or eleven (11) contact hours, whichever is less per regular academic term. English Composition courses are courses in department -035: 098 100, 101, 102, 105, 107201, 241 and ESL English Composition courses in department 135: 098, 099, and 100.

Part-time faculty may be assigned to teach up to two (2) courses or ten (10) contact hours during the summer term. The foregoing workloads are exclusive of intermittent substitution assignments.

Overload and Summer Session Pay

The rate of pay for overload assignments for a faculty member shall be 30% of a pro-rata portion of his/her base rate of pay. However, the minimum rate of pay for overtime assignments shall be \$625 per contact hour.

PENDING BOARD APPROVAL

**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE: Academic Affairs ISSUED BY: W. Watson DATE: 3/09 Chancellor

REVIEWED: 2009, 2011

REVIEWED BY: ACADEMIC VICE PRESIDENTS, ASSOCIATE VICE CHANCELLORS, AND
PROVOST

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Faculty (credit and foundational studies) and Adult Educator Credential Review

POLICY:

Copies of official transcripts from regionally accredited institutions of higher education showing award of degree (Masters or Ph.D. degree as appropriate) accompanied by a current resume/curriculum vitae shall be submitted for all new faculty hires to District Office of Academic Affairs for review and approval. Current licensure documents, as appropriate, as well as copies of an official foreign transcript evaluation must be submitted for review and approval. Foreign transcripts must be evaluated by official foreign educational credential evaluation service (e.g. World Education Services (WES), Inc or Educational Credential Evaluators (ECE), Inc.).

Faculty transcripts, resumes/CV, and other licensure documents must be submitted for approval prior to the offer of employment at the City Colleges of Chicago.

The appropriate Vice President in consultation and collaboration with the appropriate Associate Vice Chancellor will determine the teaching field for the given faculty candidate. Whenever a consensus cannot be reached, the Provost and the College President will determine the teaching field.

In addition, official transcripts showing award of degree, as appropriate, accompanied by a current resume/CV shall be submitted for all new hires in Adult Education to the District Office of Adult Education for review and approval. Transcripts, resumes/CVs must be submitted for approval prior to the offer of employment at the City Colleges of Chicago.

The District Office of Academic Affairs maintains the current list of approved credentials guidelines necessary for the teaching of all academic disciplines, including, foundational studies, credit and skills courses and Interdisciplinary Studies 101.

SOURCE OFFICE: Chancellor ISSUED BY: Chancellor DATE: 8/28/81

REVIEWED: 1991, 2002, 2009, 2011

REVIEWED BY: ACADEMIC VICE PRESIDENTS, ASSOCIATE VICE CHANCELLORS, AND PROVOST

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Awarding an Incomplete Grade of "I"

POLICY:

"I" designations (Incomplete) are non-grades received by students who have actively pursued the course and are doing passing work at the end of the course, but who have not completed the course's final examination and/or other specific course assignments due to extenuating circumstances. "I" grades are awarded at the discretion of the faculty and must be supported by documentation and explicitly explain the extent of the extenuating circumstance.

If an "I" grade is listed, faculty are to complete the appropriate forms or attach a note on the reverse side of the signed grade roster describing all requirements which must be met by the student(s) for the removal of the grade "I". A student who receives an "I" grade may not enroll in any course for which that is a prerequisite until the "I" grade is removed.

Either the faculty or the department chair must inform the student in writing, of the requirements needed for removal of the "I" grade and the date the requirements must be met.

To remove an "I" grade, a student must make arrangements with the faculty to complete the course work and/or take the final examination by the mid-point of the following semester (not including the summer term). If the course work is not completed and turned in to the faculty by this deadline, the "I" grade will convert to an "F" grade.

If the faculty is not available, the student should contact the Department Chair. A student who has an "I" grade may not re-register in that course. However, if the "I" grade is changed to an "F" grade, the student may then re-register for the course.

The Department Chair or Registrar shall further verify that a copy of all assignments and/or tests required for the removal of each "I" grade have been placed in the department files and shall so certify to the Academic Vice President.

**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE: District Office ISSUED BY: Student Policy Manual DATE: Fall 2001

REVIEWED: 2002, 2003, 2009, 2010, 2011

REVIEWED BY: ACADEMIC VICE PRESIDENTS, ASSOCIATE VICE CHANCELLORS, AND
PROVOST

ISSUER'S SIGNATURE: ON FILE

SUBJECT: NON Grade Designations

POLICY:

All credit program letter grades earned in addition to ADWs and WTHs will be included in a student's permanent academic record or transcript.

"I" designations (Incomplete) are non-grades received by students who have actively pursued the course and are doing passing work at the end of the course, but who have not completed the course's final examination and/or other specific course assignments due to extenuating circumstances. "I" grades are awarded at the discretion of the faculty and must be supported by documentation and explicitly explain the nature of the circumstance.

If an "I" grade is listed, faculty are to complete the appropriate forms or attach a note on the reverse side of the signed grade roster describing all requirements which must be met by the student(s) for the removal of the "I" grade. A student who receives an "I" grade may not enroll in any course for which that is a prerequisite until the "I" grade is removed.

To remove an "I" grade, a student must complete all requirements by the mid-term of the following semester (not including a Summer term). If the completed course requirements are not received by the faculty by the deadline, the "I" grade will be converted to an "F" grade. When the faculty cannot be contacted for purposes of completion, the student should contact the department chair.

Students with an "I" grade will not be allowed to re-register for that course. However, if the "I" is changed to an "F" grade, the student may then re-register for that course.

AUD – Audit Students may register for courses as auditees (that is, without receiving credit) if space is available in the class after all credit-earning students have been enrolled. Auditees must follow all registration procedures and pay all appropriate charges. Audit status may not be changed after the close of registration. A student who audits a class will be issued the final grade of AUD. This grade will not be calculated in the student's grade point average or as registered hours for the purpose of academic warning and exclude status.

NSW – No-Show Withdrawals

No refunds of tuition and/or fees will be issued for classes with no-show withdrawals (NSW). Students will be held accountable for the payment of tuition and fees of NSW courses. Federal financial aid cannot be processed for NSW classes. Students who do not attend at least one of the first two class sessions will be withdrawn from the class by the faculty and issued an NSW. Students who do not attend the first class session of a course, which meets only once per week, will be considered a no-show (NSW).

NSW – Center for Distance Learning (CDL)

Students registered in distance learning courses who fail to log-on to the Blackboard website of their course at least once on two different days within the first week of the term will be withdrawn from the class and issued an NSW.

Students are required to navigate each course they registered for during the term. Absolutely no tuition or fee refunds or adjustments will be given after these dates.

ADW – Administrative Withdrawals

Students who are not actively pursuing the course at midterm will be withdrawn from class and issued a grade of ADW (Administrative Withdrawal) by the faculty. Active pursuit should be measured by class participation, taking required examinations, quizzes, submission of required papers, work assignments and class attendance.

A student who receives an ADW at mid-term and is reinstated may not elect to withdraw from the class at a later time. If a student receiving an ADW repeats that course, only the last grade received will be calculated in the GPA; however, both grades will appear on the permanent academic record and will be counted as registered hours to determine satisfactory progress, academic warning, and exclude status. ADW's received from Fall 1982 through Spring 1988 will be counted as F's in a student's GPA.

A student taking a Foundational Studies class who receives an ADW and is reinstated may not elect to withdraw from the class at a later time.

Distance learning students (CDL) who have not logged in during the three-week period just prior to midterm of the class will be withdrawn from class and issued a grade of ADW by the faculty, unless the faculty had documentation that the student is still actively pursuing the course, as evidenced by completed paper, exams, quizzes or projects.

The Blackboard (Bb) Course Statistics, Grade book, Discussion Board, Digital Drop box, Tests, Quizzes, CCC email as well as student and faculty interactions are the methods used to verify student activity in an online course.

WTH – Student Initiated Withdrawals

It is the student's responsibility to officially withdraw from courses. Failure to withdraw may result in mandatory payment of tuition/fees, forfeiture of financial aid eligibility, and/or a failing grade. A student may withdraw from a course prior to or on the date specified in the College Class Schedule if s/he has not already received an ADW or NSW from the faculty. Thereafter, the student may withdraw during the remainder of that term only with the approval of the College President or designee upon demonstration of extenuating circumstances. A student initiated withdrawal must be requested on the college's official withdrawal form, which may be obtained in the Registrar's Office. The WTH will appear on the

student's permanent academic record but will not be used to calculate cumulative grade point average. Student Initiated Withdrawals occurring after the Census date will be counted as registered hours.

Midterm Grades

Midterm grades are issued to students via the internet after the mid-point of the semester/term. They are provided as an indicator to let students know how they are progressing through their course work. Credit students receiving midterm grades below "C" should meet with their faculty immediately to seek ways to improve their standing in the course. A student whose midterm grade is not "C" or better in the first course in a sequence will not be allowed to pre-register for the next course in that sequence, or for any course requiring "successful completion" as a prerequisite. Grades can be accessed at (my.ccc.edu).

PENDING BOARD APPROVAL

**CITY COLLEGES OF CHICAGO
ACADEMIC and PROGRESSION POLICY**

SOURCE OFFICE: Academic Affairs ISSUED BY: W. Watson Chancellor DATE: 08/20/90

REVIEWED: 1991, 2002, 2004, 2006, 2008, 2010, 2011

REVIEWED BY: NURSING FACULTY, NURSING DIRECTORS, EXECUTIVE DIRECTOR –
NURSING PROGRAMS, VICE PRESIDENTS AND PRESIDENTS,
ASSOCIATE VICE CHANCELLORS, AND PROVOST

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Associate in Applied Science for the City Colleges of Chicago (A.A.S.)

POLICY:

In order to maintain high quality programs which successfully prepare Associates in Applied Science students to enter nursing practice, the following policies have been established:

1. The number of new enrollees will be limited to the number of available faculty, including full time and part time faculty members.

In order to be considered for admission to the A.A.S. Degree in the Nursing Program, a student must successfully complete all prerequisite coursework prior to submitting an online application by the posted application deadline date.

Prerequisite requirements for admission::

- Biology 121 with a "C" or higher
- Chemistry 100/121 with a "B" or higher or Chemistry 201 with a "C" or higher
- Math 118 or 125 or higher with a "C" or higher or equivalent transferred Math course
- English 101 with a "C" or higher
- Documented reading score of 90 or above on COMPASS Placement Exam for A.A.S. applicants. Documented score of 90 or above on THE Assessment Technology Institute Test for Essential Academic Skills (ATI TEAS), which is the equivalent of a 90 on the COMPASS.
- A minimum cumulative GPA of 2.50 or higher at City Colleges of Chicago. An applicant must have an established cumulative GPA at City Colleges of Chicago prior to applying to the Nursing Program.
- All Nursing, Chemistry and Biological Science courses must be completed within five years of admission to the nursing program. Students must retake

nursing courses and audit or retake Chemistry and Biological Science courses after five years. If a course is audited it must be audited for a grade.

- Prior to registering for program courses, students must meet health and CPA requirements, as outlined by clinical agencies, before to the first day of clinical or will not be eligible to participate in their clinical experience.
 - Submit a criminal background check and 10 panel drug screen prior to program registration. Certain criminal offenses may make a student ineligible for admission or progression in the City Colleges of Chicago Nursing Programs.
2. All student applicants will be reviewed for selection by the Nursing Admission Committee. The college president or his/her designee(s) are to review and approve all applicants considered for admission to the program.
 3. A comprehensive assessment examination is administered to all students prior to completion of the nursing program to assist them in studying for the NCLEX-RN Examination.
 4. Criteria for student readmission will be determined by the Academic and Program Progression policy, and is also stated in the City Colleges of Chicago Nursing Student Handbook.
 5. Each student must earn a minimum grade of “C” for all courses required for progression and completion of the Associate in Applied Science Nursing degree, as per the following Nursing Courses:

Nursing 101	Nursing 210	Nursing 212
Nursing 102	Nursing 211	Nursing 213
		Nursing 203

6. Program Progression
Students who do not earn a minimum grade of "C" in 100 and 200 level nursing courses will be allowed two (2) attempts to successfully obtain the required minimum grade of “C” for program progression. A maximum of two (2) nursing courses can be repeated. Students will be allowed to repeat a single course only once. Courses withdrawn with a failing grade will be considered a failed course.

BRIDGE COURSE POLICY:

- A. Students successfully completing the Nursing Bridge course (Nursing 140) will be considered as advanced standing students in the A.A.S. in Nursing Program. Prospective LPN candidates will be admitted if space is available, and after continuing students and auditing students have completed their registration. LPN/ ADN Bridge program completion students have priority for admission to the A.A.S. in Nursing Program before returning "repeat" students.

If an LPN student, admitted to one college campus, successfully completes the Nursing Bridge course and wishes to complete the nursing program at another college campus, the student may do so provided the student formally requests to be transferred and a seat is available. It is to be

understood that a student cannot automatically transfer from one college campus to another just on the basis of successfully completing the LPN/ADN Bridge course.

B. Admissions Requirements to Bridge Program

1. Must successfully complete all A.A.S. courses before starting Nursing 140.
2. All general education and prerequisites courses must be successfully completed before starting Nursing 140.
3. Must possess current LPN License.
4. Applications will be accepted for potential students who meet the following criteria:
 - Meets all requirements
 - Possess a current LPN license

C. LPNs accepted to the program and who successfully complete the LPN/ADN Bridge course can then enroll in second level (semester 3) nursing courses:

These courses will be taken in the following semesters/sequences. *

Semester III	Semester IV
Nursing 210	Nursing 212
Nursing 211	Nursing 213
	Nursing 203

* See college course catalog.

D. Credit for Nursing 101 and Nursing 102 will be recommended for a LPN by the Office of Testing and Assessment to the College Registrar contingent upon the following:

1. Successful completion of Nursing 140 with a minimum grade of "C."
2. The recommendation to award credit for Nursing 101 and Nursing 102 is to be held in escrow and issued by the Office of Testing and Assessment upon completion of Nursing 210 and 211. Students will be assessed a fee for this service.
3. Recommendation by the Nursing Program Director of the sponsoring college will be made to the Office of Testing and Assessment upon completion of Nursing 210 and 211.
4. The credit for Nursing 101 and Nursing 102 shall be listed on the student's transcript as "credit only"; no grade is to be awarded for this assessment; and this course is not to be used in calculating the student's GPA.

E. Students who do not earn a minimum grade of "C" in nursing courses will be allowed two (2) attempts to successfully obtain the required minimum grade of "C" for program progression. A maximum of two (2) nursing courses can be repeated. Students will be allowed to repeat a single course only once. If a student fails the same course after a second attempt, he/she will be dismissed from the nursing program. For the purpose of determining program progression, courses withdrawn from with a failing grade, will be considered a failed course.

REGISTERED NURSE COMPLETION PROGRAM COURSE POLICY

- A. Students who successfully complete a PN program will be considered for admission into the Registered Nursing Completion program. Students must have a GPA of 2.5 on a 4.0 scale for all course work at the City Colleges of Chicago.
- B. Admission Requirements to Registered Nursing Completion Program
 - 1. Must meet all prerequisites for A.A.S. in Nursing Program.
 - 2. All general education courses must be completed before starting A.A.S. 200 level courses.
- C. Program Progression:

Students who do not earn a minimum grade of "C" in nursing courses will be allowed two (2) attempts to successfully obtain the required minimum grade of "C" for program progression. A maximum of two (2) nursing courses can be repeated. Students will be allowed to repeat a single course only once. If a student fails the same course after a second attempt, he/she will be dismissed from the nursing program. For the purpose of determining program progression, courses withdrawn from with a failing grade, will be considered a failed course.

* All references to faculty include part time faculty.

Academic Policies are Subject to review and change.

**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE: Chancellor

ISSUED BY: O. Shabat

DATE: 5/21/79

REVIEWED: 1991, 1998, 2002, 2009, 2011

REVIEWED BY: ACADEMIC VICE PRESIDENTS, ASSOCIATE VICE CHANCELLORS, AND
PROVOST

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Acceptance of Credit at City Colleges of Chicago from Other Sources

POLICY:

1. Transfer of course credits from regionally accredited institutions will be made for courses for which there is an approved equivalent on the college's ICCB master file and for which the student has earned a grade of "C" or better.
2. Non-traditional credits: City Colleges of Chicago students may earn credit by examination (CLEP or other nontraditional credits). Credit for life experience, work experience, or for adult education courses, may be validated through examination, portfolio, or other means of validation by the Office of Academic Affairs.
3. Program admission and degree completion requirements must be met by all students.
4. Advanced placement credits will be awarded for scores of 3, 4, and 5 on the ETS certified exam with grade equivalencies of "C", B, and A, respectively.
5. A student must earn a minimum of 21 credits from within any one of the City Colleges of Chicago to be awarded an Associate's Degree.
6. The City College of Chicago from which the majority of the credits were earned will be the college that is authorized to award the Associates Degree.
7. Degrees may be awarded after a student transfers to a four year institution, but must be awarded before the four year institution has awarded the student a degree.
8. A student may transfer from a regionally accredited institution of higher education a maximum of 39 hours of transfer credit toward the completion of an Associate's degree.

CITY COLLEGES OF CHICAGO
ACADEMIC POLICY

SOURCE OFFICE: Academic Affairs

ISSUED BY:

DATE: 9/22/10

REVIEWED: 2010

REVIEWED BY: ACADEMIC VICE PRESIDENTS, ASSOCIATE VICE CHANCELLORS, AND PROVOST

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Adult Education Evaluation of Instruction

POLICY:

The four methods in which the City Colleges of Chicago use Adult Educator evaluation results are: to inform personnel decisions; to make suggestions for instructional improvement; to inform AE professional development goals and; to determine remediation or follow-up procedures.

Therefore, in order to maintain effectiveness of instruction, adult educator accountability and to encourage high performance standards, Adult Educators are to be evaluated in accordance with the process and procedures established in the *Adult Education Evaluation for Instructional Excellence Handbook*.

Frequency of Evaluation:

Each Adult Educator must be evaluated within the 32 week probationary period upon hire and every subsequent two-year period. More frequent evaluations are recommended given available time and resources. If a program is unable to comply with the two-year period, a written request for an extension is required and must include a plan and timeline for compliance.

After the completion of an unsatisfactory evaluation, the college administration must follow Article VIII, Section 1b in the AFSCME Agreement if such employee continues to perform unsatisfactorily.

Process:

Evaluations are to be completed by an administrator (i.e. VP, Dean, Assistant Dean, and/or AE Manager, VP etc.) using the process and tools provided in the *Adult Education Evaluation for Instructional Excellence Handbook* and the provisions of Article VI, Section 6 of the AEs' AFSCME agreement.

After the evaluation of instruction is completed by the evaluator, a post-conference with the Adult Educator must be held by the evaluator in a timely manner in order to review the evaluation. Each evaluation must be signed by the evaluator, program Dean, and Adult Educator. A copy of the completed evaluation is given to the Adult Educator and the original must be filed in the AE's HR file.

An electronic copy of the Instructional Evaluation Summary page, including the evaluation's main points, recommendations, and signatures must be provided to the District-Office, Adult Education Department.

**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE: Adult Education ISSUED BY:

DATE: 9/22/10

REVIEWED: 2010

REVIEWED BY: ACADEMIC VICE PRESIDENTS, ASSOCIATE VICE CHANCELLORS, AND PROVOST

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Adult Educator Compliance with Professional Development Hours

POLICY:

ICCB requires that all adult educators receive a minimum of six hours of professional development training each fiscal year, which runs from July 1st through June 30th. The purpose of this policy is to enable adult educators to effectively meet the critical needs of students and to enhance student learning achievement. Professional development activities assist adult educators in improving their understanding of philosophies, methods, materials, and the latest research in their profession.

The following policy is proposed under the collective bargaining agreement between the Board of Trustees of Community College District No. 508, County of Cook, State of Illinois, and the American Federation of State, County and Municipal Employees, Council 31, AFL-CIO and its Local 3506 Article VI, Section 5: Rules of Conduct, which states, "The Board may establish reasonable rules of conduct. The Union shall be notified of such rules at least twenty-five (25) days in advance whenever reasonably possible, which shall also be made available for employee inspection at each President's Office and at each Learning Resource Center."

Each adult educator must demonstrate that he or she has earned six hours of ICCB mandated professional development during each fiscal year. Adult Educators who have not completed the six ICCB mandated professional development hours by May 31st shall be given timely notice that they are in danger of being out of compliance and will not be assigned to teach the following fall term unless they provide proof of having fulfilled the required hours by June 30th. The Adult Educator will not be reinstated to teach at City Colleges until he or she provides proof of having fulfilled the required hours from the previous fiscal year.

In accordance with this policy, management will:

- Provide and promote ample opportunities for both on campus and off campus professional development;
- Maintain records of professional development activities attended by adult educators in paper files and in the PeopleSoft System. (The Adult Educator is responsible for submitting records of attendance in professional development activities to management in a timely manner.)
- Provide timely notice of failure to accrue the required hours and of suspension of assignment due to a failure to comply with this policy;

- Comply with the requirements of the collective bargaining agreement of the Board of Trustees of Community College District No. 508, County of Cook, State of Illinois, and the American Federation of State, County and Municipal Employees, Council 31, AFL-CIO and its Local 3506, Article VI, Section I: Staff Development.

PENDING BOARD APPROVAL

CITY COLLEGES OF CHICAGO
ACADEMIC POLICY

SOURCE OFFICE: Academic Affairs ISSUED BY: DATE: 7/13/2011

ISSUER'S SIGNATURE: ON FILE

REVIEWED: 2011

REVIEWED BY: ACADEMIC VICE PRESIDENTS, ASSOCIATE

SUBJECT: Adult Education GEDi (General Education Development Online) Faculty Hiring Policy

POLICY:

The following guidelines must be adhered to by all colleges, sub-campuses; and sites offering Adult Secondary Education (ASE) courses.

Current Adult Educators who have taught or are teaching at the ASE (9.0-12.9) level may apply to teach GEDi courses by completing an online application.

Application does not guarantee an appointment to teach GEDi. Approval to teach GEDi is at the discretion of the Dean of Adult Education at the Adult Educator's home campus.

All GEDi faculty must meet the following qualifications:

- Have an Online Teaching Degree/Certificate from regionally accredited institution of higher education or its equivalent as defined by CDL;

or

- Complete three, eight week Illinois Online Network (ION) courses (Online Learning An Overview, Instructional Design for Online Course Development, Student Assessment in Online courses) which are paid for by CDL and can lead to a Master of Online Teaching Certificate (The three required courses take approximately two semesters to complete);

and

- All GEDi faculty must complete the GEDi New User Training offered through CAIT (Center for the Application of Information Technologies).

Faculty can teach both GEDi and regular AE classes during the same term. Adult Educators teaching 16 hours or more of regular AE classes are limited to teaching one GEDi class. Those teaching between 8 and 16 hours of regular AE classes are limited to teaching two GEDi classes. Adult Educators who also teach GEDi classes will be paid the CDL rate for the GEDi classes.

**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE: Academic Affairs

ISSUED BY:

DATE: 1/22/2009

REVIEWED: 2009

REVIEWED BY: ACADEMIC VICE PRESIDENTS, ASSOCIATE VICE CHANCELLORS AND PROVOST

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Adult Education Math Course Testing and Placement Guidelines

POLICY:

The following guidelines must be adhered to by all colleges, sub-campuses, and sites offering ABE and/or ASE courses.

Students who are enrolled in any math course or in any course that includes math as a subject must be pre-tested using the math portion of the TABE in addition to the reading portion already in use.

- Students enrolled in a standalone math class must be tested using the math portion of the TABE test and placed into the math course according to their math scores. This testing and placement guideline must be used regardless of the student's enrollment in other classes, including reading.
- Students enrolled in a general studies course that includes math instruction must be tested using the math portion of the TABE. Students may be placed in a course level using the TABE reading score, but the faculty is expected to take the math scores into account when providing math instruction. Adult Educators teaching such classes should be prepared to provide multi-level instruction.
- College administration will provide all Adult Educators with the TABE pre-test report for every student enrolled in their class by the end of the first week of class. Adult educators are expected to use the pre-test reports to determine skill- gaps and guide instruction.

Administration responsibilities

- Provide math testing to all ABE/ASE students enrolled in a math course or math inclusive general studies course following publisher's testing guidelines.
- Place students according to policy and National Reporting System (NRS) guidelines.
- Provide TABE pre-test reports to all adult educators by the end of the first week of class.

Adult Educator responsibilities

- Provide level appropriate math instruction to students in general studies courses.
- Use TABE pre-test reports to guide instruction.

**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE: Adult Education

ISSUED BY:

DATE: 7/22/2011

REVIEWED:

REVIEWED BY:

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Fast Track GED Class

POLICY:

Adult Education programs must provide a 12 to 16-week fast track GED preparation course for students scoring at the 10.0 level and above on the TABE reading and math tests. In addition to teaching the content areas of reading, writing, math, social studies, science and constitution, the class must incorporate:

- College Transition and Career Preparation Skills
- Test Taking Skills
- The official GED practice test under ideal testing environmental conditions
- GED test orientation (to include filling out the test application)
- Student completion of Constitution Tests
- College Support Services (to include Advising, Financial Aid, and Tutoring Services)

**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE:

ISSUED BY:

DATE: 3/20/09

SUBJECT: Adult Education Student Class Transfers

POLICY:

According to ICCB policy, adult education student class transfers are only allowed within the first 14 calendar days of the class the student is entering. In addition, students must have met the enrollment requirements of the original class they are transferring out of. This means that they must have been pre-tested and present within the first three days of class and cannot have violated the five-day absence rule.

In order to be in compliance with ICCB policy, all college adult education programs must develop procedures to ensure the following:

1. That some form of documentation is required to do a class transfer that includes: attendance from the original class; reason for transfer; and the signature of the original class faculty. Documentation must be maintained in the student's file.
2. Reasons for Transfer:
 - a) Teacher Request
 - b) Student Request
 - c) Initial placement was inappropriate based on student's current level
 - d) Other Administrative Reason
3. That attendance from the previous class is entered before the class transfer is conducted in PSSA.
4. To ensure placement class transfers are conducted "live" or "in real time" before the student is allowed to attend the new class.

A copy of these procedures must be provided to the AVC of Adult Education at the district office and approved prior to offering class transfers to students.

Programs that are not able to successfully implement the above requirements regarding class transfers will be placed on probation for one semester. If after that semester they are still unable to comply, the College will not be allowed to continue to offer class transfers to students in its program until the College is able to ensure compliance.

**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE: ISSUED BY: DATE: 7/22/11

ISSUER'S SIGNATURE: ON FILE

REVIEWED:

REVIEWED BY:

ISSUER'S SIGNATURE: ON FILE

SUBJECT: Adult Education ABE and/or ASE Testing and Placement Guidelines

POLICY:

The following guidelines must be adhered to by all colleges, sub-campuses, and sites offering ABE and/or ASE courses.

All students who are enrolled in any ABE and/or ASE course must Pre/Post-test using the TABE Survey. Students are to be tested in the following subjects: Mathematics Computation, Applied Mathematics, Reading, and Language.

To ensure that the correct level of TABE is given to students, the Locator Test must be administered prior to giving the TABE Survey. Based on the Locator results, the only students who are exempt from the TABE Survey Pre/Post-tests are students who score at the Literacy Level (0 – 1.9). These students will take the Level L Pre-Reading and Beginning Mathematics Tests, depending on their academic math and reading functioning levels.

Administration responsibilities

1. Based on the Locator, provide TABE Survey testing to all ABE/ASE students (Level L is not available as a Survey test)
2. Enroll students according to policy.
3. Provide TABE Survey Student Pre-test reports (to all adult educators by the end of the first week of class).
4. Ensure that proper testing procedures include alternating forms (i.e. 9M to 10M), according to ICCB Policy revision PM2011-2. Students must not be given the same form of the test, according to ICCB Policy revision PM2011-2.
5. Survey reading and math raw scores must be entered in PeopleSoft.

Adult Educator responsibilities

1. Utilize the TABE Survey student Pre-test reports to assist in helping students in goal setting.
2. Readjust topical outline/syllabus where applicable to incorporate best practices to support and enhance delivery of instruction, increase attendance, and impact student retention.
3. Utilize TABE Survey Pre-test reports to guide delivery instruction.

**CITY COLLEGES OF CHICAGO
ACADEMIC POLICY**

SOURCE OFFICE: Adult Education ISSUED BY: M. Lizzette Richardson, Associate Vice Chancellor, Adult Education

DATE: 7/28/11

ISSUER'S SIGNATURE: On file

SUBJECT: ESL Assessments for FY11

POLICY:

All ESL and EL/Civics students must be pre-and post-tested in order to document educational gains. Educational gains are defined as advancement from one functioning level to the next. The three state-approved ESL tests are the BEST Literacy Skills Test, BEST Plus, and the Comprehensive Adult Student Assessment Systems (CASAS).

Programs have the discretion to select one or more of the three ESL assessments. It is important to follow the assessment procedures outlined in the *Administration Manual* for each test in order to ensure the validity and reliability of the results.

The following guidelines must be adhered to by all colleges, sub-campuses and sites offering ESL courses:

- Students with six years or less of formal education, or students whose first language does not utilize the Roman alphabet, should be screened for basic literacy skills with the BEST Literacy Screener or a program-developed instrument or process.
- Students must be post-tested with a different form of the test to document progress in the ESL course with the exception of BEST Plus, where variable forms are not applicable.
- The answer sheets and scores from any of the tests must be kept in each student's file, per ICCB policy.
- Programs may also elect to administer multiple ESL tests during the same FY.
- In order to claim gains on both tests, a pre and post test must be administered on a test series before the student is administered a second test type.
- Student level gains are determined by the post-test results (final assessment of the year) for the student in comparison with the pre-test score.
- If the student earns enough points on the post-test, a level gain is granted.

CASAS

Effective for FY 2011 a new assessment CASAS will be allowed for ESL placement in Adult Education and Family Literacy programs. This policy serves to outline information related to the use of CASAS.

The **CASAS** Life and Work Reading tests assess reading in life and work contexts through a multiple choice format. The tests may be administered in a paper-and-pencil format or an electronic format (the eTest). For the paper-and-pencil format, a 25-minute Appraisal identifies the correct pre-test level and

form to give initially, while the pre-test score identifies the correct post-test to administer. The eTest moves seamlessly from a computer-adaptive locator into the correct pre-test level and form and identifies the correct post-test to administer. Both the paper and eTest formats take approximately 60 minutes to administer. **The CASAS should not be administered to Beginning ESL Literacy students (NRS level 1).**

FY11 CASAS administration, providing accommodations and level placement

Programs that use the CASAS should ensure that individuals administering the CASAS assessment have been properly trained to do so. When determining accommodations that can be provided to students, please consult the Life and Work Reading Test Administration Manual. The only accommodations allowed for the CASAS are those permitted per the test publishers guidelines.

The CASAS assessment will be allowed for all ESL levels except ESL Beginning Literacy. The following scale score ranges correspond to the various ESL levels:

Scale Score Range	NRS Level
181-190	ESL Low Beginning
191-200	ESL High Beginning
201-210	ESL Low Intermediate
211-220	ESL High Intermediate
221-235	ESL Advanced**

** Students scoring above 235 fall in the Exit Criteria range for ESL. These students should transition as appropriate to ABE/ASE or other instruction. If additional ESL services are needed, the student should be tested with another approved assessment that reflects the need for those services.

CASAS pre/post testing guidelines

Pre-testing is required by either the third class meeting for the class (fixed-entry) or by the student’s third class period (open-entry), to establish a baseline of student progress.

Per the CASAS test publisher’s guidelines, the following pre/post testing guidelines apply when determining appropriate post-testing timeframes:

Programs may assess after a minimum of 40 hours of instruction.

BEST LITERACY

The BEST Literacy Skills Test is an assessment that is appropriate for lower levels of ESL, has a maximum time for administration of 60 minutes, and can be administered individually or to a group. These are three forms of the test, **B, C, and D which can be alternated for pre and post-testing.** Typically programs assess after approximately a minimum of 60 hours of instruction.

If a student lacks literacy skills to be validly assessed with the BEST Literacy Test (for example a student is not literate in his or her native language), then administer the BEST Literacy Test Screener which can be found in the Provider Manual Appendices along with directions for administration.

BEST Plus

The Best Plus is a face-to-face interview that assesses a learner’s oral proficiency. The ^BEST Plus is a computer adaptive test; therefore, there is only one test and no forms. *Typically programs assess after approximately a minimum of 60 hours of instruction.*

Criteria for Standardized Test Selection

- Appropriate selection of testing instruments should be based on the ranged of student proficiency being assessed.
- The BEST Literacy Screener may be used to determine whether the BEST Literacy test is appropriate as a pre-test for beginning-level students.
- Program curriculum, enrollment size, qualified staff and available technology are some additional factors that must be considered when determining the appropriate standardized assessment instrument(s) for placement and pre- and post-testing in a program.
- One of more of these instruments can be integrated into the process of placing and/or pre- and post-testing students.

ESL Tests and NRS Levels

NRS Levels	BEST Literacy Scale Score	^BEST Plus Scale Score	CASAS Scale Score	Pre-/Post-Test Sequence
Beginning Literacy	0-20	Below 402	N/A	BEST Literacy Form B, C, and D
Low Beginning	21-52	401-417	181-190	BEST Literacy Form B, C, and D
High Beginning	53-63	418-438	191-200	BEST Literacy Form B, C, and D
Low Intermediate	64-67	439-472	201-210	BEST Literacy Form B, C, and D
High Intermediate	68-75	473-506	211-220	BEST Literacy Form B, C, and D
Advanced	76-78	507-540	221-235	BEST Literacy Form B, C, and D

**EXECUTIVE SUMMARY
PROPOSED REVISIONS TO THE
ACADEMIC POLICY AND PROCEDURES MANUAL OF
THE CITY COLLEGES OF CHICAGO
2011-2012**

Index Number 1.10A – Associate in Arts (A.A.) Degree

- In order to complete an associate degree, students will no longer be required to take the last 15 credit hours at one City College.
- The foreign language was revised. Students will no longer need to take 8 credit hours. Instead, they will now take 2 courses in the same language.
- The Human Diversity Requirement was added.

Index Number 1.12A – Associate in Applied Science (A.A.S.) Degree

- In order to complete an associate degree, students will no longer be required to take the last 15 credit hours at one City College.
- The Human Diversity Requirement was added.

Index Number 1.13A – Associate in General Studies (A.G.S.) Degree

- In order to complete an associate degree, students will no longer be required to take the last 15 credit hours at one City College.
- The Human Diversity Requirement was added.

Index Number 1.14A – Associate in Engineering Science (A.E.S.) Degree

- In order to complete an associate degree, students will no longer be required to take the last 15 credit hours at one City College.
- The Human Diversity Requirement was added.

Index Number 1.15A – Associate in Fine Arts (A.F.A.) Degree

- In order to complete an associate degree, students will no longer be required to take the last 15 credit hours at one City College.
- The Human Diversity Requirement was added.

Index Number 1.16A – Associate in Teaching Degree (A.A.T.) Degree

- In order to complete an associate degree, students will no longer be required to take the last 15 credit hours at one City College.
- The Human Diversity Requirement was added.

Index Number 1.4- Human Diversity Requirement

- This is a new policy. Students seeking an associate degree must take one Human Diversity course.

Index Number 2.15E-Extra Work Compensation

- The memorandum of understanding regarding semester teaching load for part time faculty was add.

Index Number 2.21D- Faculty (credit and foundational studies) and Adult Educator Credential Review

- Transcripts must be from a regionally accredited institution of higher education was added.
- Foreign transcripts must be evaluated by official foreign educational credential evaluation service) was added.

Index Number 2.30F- Awarding an incomplete grade of “I”

- Requires students to provide supporting documentation for circumstances.
- Students cannot take other courses where the course they received an “I” grade is the prerequisite.

Index Number 2.30G – NON Grade Designations

- Students must provide supporting documentation for extenuating circumstances.
- Students cannot take other courses where the course they received an “I” grade is the prerequisite.

Index Number 2.32A– Associate Degree Nursing Programs for the City Colleges of Chicago

- Revised course prerequisites were added.
- Criminal background check is now required for all students.
- Admission and Progression Requirements were revised.

Index Number 2.33A- Acceptance of Credit at City Colleges of Chicago from Other Sources

- The number of credits a transfer student needs to earn an associate degree from the City Colleges of Chicago was revised to 21 credit hours.
- The number of credits a student can transfer to the City Colleges of Chicago was revised to 39 credit hours.
- Students will be eligible to earn an associate degree after transferring to a four-year institution (reverse transfer).

Index Number 3.1- Adult Education Evaluation and Instruction

- This Adult Education policy is a new policy and requires all adult educators to be

evaluated every two years.

Index Number 3.2- Adult Education Compliance with Professional Development Hours

- This Adult Education policy is a new policy and requires all adult educators receive a minimum of six hours of professional development training each fiscal year.

Index Number 3.3- Adult Education GEDi (General Education Development Online) Instructor Hiring Policy

- This Adult Education policy is a new policy and requires all adult education GEDi (General Education Development Online) instructors to meet specific hiring guidelines.

Index Number 3.4- Adult Education Math Course Testing & Placement Guidelines

- This Adult Education policy is a new policy and requires all adult education students to be pre-tested using the math portion of the Test of Adult Basic Education (TABE).

Index Number 3.5- Fast Track GED Courses

- This Adult Education policy is a new policy and requires all colleges to provide a Fast Track GED Course.

Index Number 3.6- Adult Education Student Class Transfers

- This Adult Education policy is a new policy and allows adult education students the opportunity to transfer to another class within the first 14 calendar days of the class.

Index Number 3.7- Adult Education ABE and/or ASE Testing and Placement Guidelines

- This Adult Education policy is a new policy that requires all adult education students to take the TABE Survey Pre/Post-tests in math computation, applied mathematics, reading and language.

Index Number 3.8- ESL Assessment FY 2011

- This Adult Education policy is an updated policy that details the ESL Assessment pre/post testing policies