



COLLEGE OF DuPAGE

Regular Board of Trustees Meeting

December 18, 2014

Regular Board Meeting Agenda
December 18, 2014

- 1. Call to Order**
- 2. Roll Call**

**COLLEGE OF DuPAGE
REGULAR BOARD MEETING**

STANDARD BOARD APPROVAL

1. **SUBJECT**

Approval of Regular Board Meeting Agenda.

2. **PURPOSE**

At this time, the Board may approve tonight's Agenda.

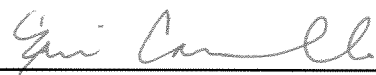
3. **RECOMMENDATION**

It is recommended that the Board of Trustees approve tonight's Regular Board Meeting Agenda.

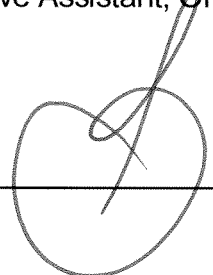
SIGNATURE PAGE FOR APPROVAL OF REGULAR BOARD MEETING AGENDA

ITEM(S) ON REQUEST

That the Board of Trustees approves the December 18, 2014 Regular Board Meeting Agenda.



Administrative Assistant, Office of the President
12/2/14
Date



President
12/2/14
Date





**BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT NO. 502
COUNTIES OF DuPAGE, COOK AND WILL
STATE OF ILLINOIS**

THURSDAY, DECEMBER 18, 2014 ~ SSC-2200

REGULAR BOARD MEETING ~ 7:00 P.M.

AGENDA

1. **CALL TO ORDER**
2. **ROLL CALL**
3. **AGENDA**
 3. A. Approval
 3. B. Public Comment Statement and Rules
4. **PUBLIC COMMENT**
 4. A. **AGENDA RELATED COMMENTS FROM CITIZENS**
 4. A. 1) District No. 502 Citizens
 4. A. 2) Citizens-at-Large
 4. B. **AGENDA RELATED COMMENTS FROM COLLEGE OF DuPAGE**
 4. B. 1) College of DuPage Employees
 4. B. 2) College of DuPage Students
5. **STUDENT TRUSTEE'S REPORT**
 5. A. Globalization of College of DuPage
6. **PRESIDENT'S REPORT**
7. **PRESENTATIONS**
 7. A. Financial Matters
 - Thomas Glaser, Senior Vice President Administration & Treasurer
8. **CONSENT AGENDA**** (Roll Call Vote)
 8. A. **For Information: Standard Items**
 8. A. 1) Gifts and Grants Report
 8. A. 2) Governmental Consortium/Cooperative Purchases Report
 8. A. 3) Financial Statements

- a) Schedule of Investments
 - b) Operating Funds – Budget and Expenditures
 - c) Operating Cash Available to Pay Annual Operating Expenses
- 8. A. 4) Student Election Timetable
- 8. B. For Approval: Standard Items
 - 8. B. 1) Minutes
 - a) November 6, 2014 Special Board Meeting
 - b) November 6, 2014 Closed Session – CONFIDENTIAL – for Board only
 - c) November 20, 2014 Regular Board Meeting
 - d) November 20, 2014 Closed Session – CONFIDENTIAL – for Board only
 - 8. B. 2) Financial Reports
 - a) Treasurer's Report
 - b) Payroll and Accounts Payable Report
 - 8. B. 3) Bid Items
 - a) Two (2) Vascular Systems for the Sonography Department – Bid Rejection
 - b) Food & Beverage Vending Services Program
 - c) Student Resource Center (SRC) Library Furniture Move Services
 - 8. B. 4) Requests for Proposals
 - a) Lobbying Services
 - b) Debt Collection Services
 - 8. B. 5) Purchase Orders
 - a) Culinary & Hospitality (CHC) Waterleaf Restaurant Produce Purchase
 - b) Consulting Service Contract Increase for Tennis Court Revisions
 - c) Tribune Media Group (TMG) Advertising for McAninch Arts Center (MAC) for Fiscal Year 2015
 - d) Comcast Spotlight LLC (Comcast Xfinity) Advertising for McAninch Arts Center (MAC)
 - 8. B. 6) Personnel Actions
 - a) Ratification of Managerial Appointments
 - b) Ratification of Classified Appointments
 - c) Ratification of Operating Engineers Appointments
 - d) Ratification of Administrator Promotions / Transfers
 - e) Ratification of Managerial Promotions / Transfers
 - f) Ratification of Classified Resignations / Terminations
 - g) Ratification of Classified Retirements
- 8. C. For Approval: Construction-Related Items
 - 8. C. 1) Ratification of Construction Change Orders
 - Referendum-Related Projects

- Capital Budget Projects

8. C. 2) Approval of Construction Change Orders

- Referendum-Related Projects
- Capital Budget Projects

9. NEW BUSINESS

9. A. For Information

None

9. B. For Approval

- 1) 2014 Resolution to Abate Taxes Levied to Pay Debt Service on GO Bonds
- 2) Tax Levy Resolution
- 3) Magnetic Resonance Imaging Advanced Certificate Program
- 4) American Sign Language Interpreter AAS Degree
- 5) WDCB-FM Radio Station Audit
- 6) Hearing Instrument Dispensary Program Certificate

10. TRUSTEE DISCUSSION ITEMS

11. CLOSED SESSION

12. GENERAL PUBLIC COMMENTS

13. ANNOUNCEMENTS BY BOARD CHAIRMAN

13. A. Communications

13. B. Calendar Dates

Campus Events (Note: * = Required Board Event)

- *Thursday, January 22, 2015 – Regular Board Meeting – SSC-2200 – 7:00 p.m.

14. ADJOURN

FUTURE MEETING

Thursday, January 22, 2015

7:00 p.m. – Regular Board Meeting – SSC-2200

** Certain recurring recommendations may be included in the Consent Agenda at the discretion of the President. At the request of a Trustee or the President, an item may be removed from the Consent Agenda for separate discussion or approval.



**COLLEGE OF DuPAGE
REGULAR BOARD MEETING**

STANDARD BOARD AGENDA

1. **SUBJECT**

Public Comment Statement and Rules.

2. **PURPOSE**

The opportunity to speak to the Board pursuant to the Public Comment portions of a Board meeting agenda is provided for those who wish to comment on an agenda item or College issue. The Board appreciates hearing from our residents, and your thoughts and questions are valued. The Board strives to make the best decisions for the College, and public input is very helpful.

Respect for the duties of the Board and for the democratic process will be adhered to – in this regard, civility and a sense of decorum will be strictly followed. Comments shall be limited to the Public Comment portions of the agenda. The initial Public Comment segment shall be limited to items specifically on the agenda. The Public Comment segment at the end of the meeting shall be open to any relevant subject matters.

Outbursts from the audience, applause, or other types of disturbances or disruptions will not be tolerated. After one verbal warning, a person disturbing a meeting will be asked to leave the meeting room or be physically removed if the person does not leave voluntarily pursuant to Title 6, Chapter 2, Section 6-2-2.3 of the Village Code of Glen Ellen. In addition, a person disturbing a meeting is subject to the issuance of a citation.

All speakers must address their comments to the Chair. Speakers shall be courteous and should not make statements that are personally disrespectful to members of the Board or other individuals. Foul, abusive, or inappropriate language, displays, actions or materials are prohibited. Additionally, media displays are not allowed. Any individuals using cameras or other video equipment should stand or sit in the College designated area.

Individuals must sign in on the forms provided at the back before you will be able to speak. Speakers or other people attending the meeting may not stand in the aisles. Instead, overflow space is provided across the hall with video displays and sound. When the Chair calls a name to speak, please come to the podium. Use the podium as the proceedings are videotaped. Please announce your name before commenting. All comments under Public Comment are limited to three (3) minutes and each speaker will only be permitted to speak one time for each Public Comment segment.

4. PUBLIC COMMENT

A. Agenda Related Comments from Citizens

- 1. District No. 502 Citizens**
- 2. Citizens-at-Large**

B. Agenda Related Comments from College of DuPage

- 1. College of DuPage Employees**
- 2. College of DuPage Students**

5. STUDENT TRUSTEE'S REPORT

A. Globalization of College of DuPage

6. PRESIDENT'S REPORT

7. PRESENTATIONS

A. Financial Matters

- **Thomas Glaser, Senior Vice
President Administration &
Treasurer**

8. CONSENT AGENDA

A. For INFORMATION: Standard Items

- 1) Gifts and Grants Report**
- 2) Governmental Consortium /
Cooperative Purchases Report**
- 3) Financial Statements**
- 4) Student Election Timetable**

**COLLEGE OF DuPAGE
REGULAR BOARD MEETING**

STANDARD BOARD INFORMATION

1. **SUBJECT**

Grants and Gifts Status Report.

2. **REASON FOR CONSIDERATION**

The Board is provided with a monthly update of grants and gifts.

3. **BACKGROUND INFORMATION**

The attachment reports the current status of operational public and private grants to the College, and status of cash donations and in-kind gifts to the Foundation.

College of DuPage Foundation
Monthly Gift Summary Report
October 27, 2014 - November 18, 2014

Fund Description	Gift Count	Cash	Pledges/Stocks	Gifts-In-Kind	Planned	Total
A. Zarcone Memorial Scholarship	1	\$50.00	\$0.00	\$0.00	\$0.00	\$50.00
A.R.C. Memorial Scholarship	2	\$2.00	\$0.00	\$0.00	\$0.00	\$2.00
ACT-SO (Afro-Academic, Cultural, Technical and Scientific Olympics) Fund	2	\$10.00	\$0.00	\$0.00	\$0.00	\$10.00
Athletic Department Support	2	\$50.00	\$0.00	\$0.00	\$0.00	\$50.00
August Zarcone Endowment	1	\$35.00	\$0.00	\$0.00	\$0.00	\$35.00
Belushi Artist-In-Residence Fund	2	\$8.00	\$0.00	\$0.00	\$0.00	\$8.00
Carol Stream Community College Scholarship	2	\$20.00	\$0.00	\$0.00	\$0.00	\$20.00
Carter Carroll Excellence in History Award	2	\$4.00	\$0.00	\$0.00	\$0.00	\$4.00
Catherine M. Brod Scholarship for Speech and Theatre	2	\$153.84	\$0.00	\$0.00	\$0.00	\$153.84
Center for Entrepreneurship Fund for Workforce Development	2	\$20.00	\$0.00	\$0.00	\$0.00	\$20.00
COD Foundation's Need-Based Scholarship Fund	4	\$17.50	\$0.00	\$0.00	\$0.00	\$17.50
COD Foundation's Returning Adult Scholarship	4	\$12.00	\$0.00	\$0.00	\$0.00	\$12.00
COD Foundation's Single Parent Scholarship	2	\$20.00	\$0.00	\$0.00	\$0.00	\$20.00
College of DuPage Faculty Association Scholarship	4	\$60.00	\$0.00	\$0.00	\$0.00	\$60.00
Community Education Farm Fund	6	\$33.34	\$0.00	\$0.00	\$0.00	\$33.34
Culinary & Hospitality Center	2	\$3.32	\$0.00	\$0.00	\$0.00	\$3.32
Donald Carter Memorial Scholarship	2	\$106.00	\$0.00	\$0.00	\$0.00	\$106.00
Dr. Joseph and Donna Collins Student Success Scholarship	2	\$80.00	\$0.00	\$0.00	\$0.00	\$80.00
Early Childhood Education Fund	3	\$14.00	\$0.00	\$0.00	\$0.00	\$14.00
Ellen Johnson Memorial Scholarship	2	\$6.00	\$0.00	\$0.00	\$0.00	\$6.00
Everyone Matters Scholarship Fund	2	\$4.00	\$0.00	\$0.00	\$0.00	\$4.00
Fashion Program	1	\$0.00	\$0.00	\$900.00	\$0.00	\$900.00
G.E.D. Scholarship Fund	2	\$80.00	\$0.00	\$0.00	\$0.00	\$80.00
General Scholarship Fund	55	\$2,075.34	\$0.00	\$0.00	\$0.00	\$2,075.34
Glenbard North High School Scholarship	1	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
H. J. Kleemann Engineering Scholarship	1	\$250.00	\$0.00	\$0.00	\$0.00	\$250.00
Healthcare Instructional Support	2	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00
Hispanic-Latino Scholarship	2	\$4.00	\$0.00	\$0.00	\$0.00	\$4.00
Homeland Security Programs	3	\$14,610.00	\$0.00	\$0.00	\$0.00	\$14,610.00
John Belushi Memorial Scholarship Fund	3	\$117.82	\$0.00	\$0.00	\$0.00	\$117.82
Lifelong Learning Program	2	\$10.00	\$0.00	\$0.00	\$0.00	\$10.00
MAC General Fund	5	\$4,726.20	\$0.00	\$0.00	\$0.00	\$4,726.20
MAC Madness Event	1	\$1,999.80	\$0.00	\$0.00	\$0.00	\$1,999.80
Margarita Salazar Respiratory Therapy Scholarship	2	\$78.00	\$0.00	\$0.00	\$0.00	\$78.00
Marilyn Casey Scholarship	1	\$800.00	\$0.00	\$0.00	\$0.00	\$800.00
Meteorology Program Fund	1	\$20.00	\$0.00	\$0.00	\$0.00	\$20.00
Music Program Fund	2	\$10.00	\$0.00	\$0.00	\$0.00	\$10.00
New Philharmonic Orchestra	8	\$1,942.50	\$0.00	\$0.00	\$0.00	\$1,942.50
Power Construction Scholarship	1	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
Resource for Excellence Fund	28	\$10,583.73	\$0.00	\$0.00	\$0.00	\$10,583.73

College of DuPage Foundation
Monthly Gift Summary Report
October 27, 2014 - November 18, 2014

Fund Description	Gift Count	Cash	Pledges/Stocks	Gifts-In-Kind	Planned	Total
Ruth Nechoda Memorial Endowment	2	\$5.00	\$0.00	\$0.00	\$0.00	\$5.00
Student Crisis Emergency Fund	87	\$9,612.50	\$4,250.00	\$5,750.00	\$0.00	\$19,612.50
Study Abroad Scholarship Fund	4	\$40.00	\$0.00	\$0.00	\$0.00	\$40.00
Troy Scholarship for Engineering	2	\$25.00	\$0.00	\$0.00	\$0.00	\$25.00
Troy Scholarship for Nursing	2	\$25.00	\$0.00	\$0.00	\$0.00	\$25.00
WDCB Employer Matching Gift Revenue (EMG)	6	\$1,330.00	\$305.00	\$0.00	\$0.00	\$1,635.00
WDCB Future Fund	1	\$132.84	\$0.00	\$0.00	\$0.00	\$132.84
WDCB Individual Gifts	877	\$36,773.91	\$0.00	\$0.00	\$0.00	\$36,773.91
WDCB Merchandising	2	\$41.75	\$0.00	\$0.00	\$0.00	\$41.75
WDCB Underwriting	10	\$4,917.80	\$0.00	\$0.00	\$0.00	\$4,917.80
William W. Steele Memorial Endowed Scholarship	2	\$40.00	\$0.00	\$0.00	\$0.00	\$40.00
Youth Leadership Program	2	\$10.00	\$0.00	\$0.00	\$0.00	\$10.00
Grand Totals:		\$97,070.19	\$4,555.00	\$6,650.00	\$0.00	\$108,275.19

1,169 Gift(s) listed

1,070 Donor(s) listed

College of DuPage Foundation
Fiscal Year 2015 Gift Summary Report
Year-to-Date as of November 18, 2014

Fund Description	Gift Count	Cash	Pledges/Stocks	Gifts-In-Kind	Planned	Total
A. Zarcone Memorial Scholarship	1	\$50.00	\$0.00	\$0.00	\$0.00	\$50.00
A.R.C. Memorial Scholarship	10	\$10.00	\$0.00	\$0.00	\$0.00	\$10.00
ACT-SO (Afro-Academic, Cultural, Technical and Scientific Olympics) Fund	10	\$50.00	\$0.00	\$0.00	\$0.00	\$50.00
Athletic Department Support	10	\$250.00	\$0.00	\$0.00	\$0.00	\$250.00
August Zarcone Endowment	1	\$35.00	\$0.00	\$0.00	\$0.00	\$35.00
Automotive Service Technology Program	4	\$0.00	\$0.00	\$8,892.00	\$0.00	\$8,892.00
Belushi Artist-In-Residence Fund	10	\$40.00	\$0.00	\$0.00	\$0.00	\$40.00
Carol Stream Community College Scholarship	11	\$350.00	\$0.00	\$0.00	\$0.00	\$350.00
Carter Carroll Excellence in History Award	11	\$420.00	\$0.00	\$0.00	\$0.00	\$420.00
Catherine M. Brod Scholarship for Speech and Theatre	10	\$769.20	\$0.00	\$0.00	\$0.00	\$769.20
Center for Advanced Manufacturing Scholarship	1	\$0.00	\$275,000.00	\$0.00	\$0.00	\$275,000.00
Center for Entrepreneurship Fund for Workforce Development	13	\$4,100.00	\$0.00	\$0.00	\$0.00	\$4,100.00
Christopher & Karen Thielman Culinary & Hospitality Scholarship	1	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Christopher & Karen Thielman International Field Studies Scholarship	1	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Cleve Carney Art Gallery Fund	1	\$0.00	\$0.00	\$57,750.00	\$0.00	\$57,750.00
Cleve Carney Endowed Art Fund	1	\$544.00	\$0.00	\$0.00	\$0.00	\$544.00
COD Foundation's Need-Based Scholarship Fund	21	\$637.50	\$0.00	\$0.00	\$0.00	\$637.50
COD Foundation's Returning Adult Scholarship	18	\$50.00	\$0.00	\$0.00	\$0.00	\$50.00
COD Foundation's Single Parent Scholarship	10	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00
College of DuPage Faculty Association Scholarship	20	\$300.00	\$0.00	\$0.00	\$0.00	\$300.00
Community Education Farm Fund	30	\$166.70	\$0.00	\$0.00	\$0.00	\$166.70
Culinary & Hospitality Center	12	\$316.60	\$0.00	\$0.00	\$0.00	\$316.60
Donald Carter Memorial Scholarship	7	\$371.00	\$0.00	\$0.00	\$0.00	\$371.00
Dr. Joseph and Donna Collins Student Success Scholarship	10	\$400.00	\$0.00	\$0.00	\$0.00	\$400.00
DuPage Chapter Mothers and More Scholarship	1	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Early Childhood Education Fund	22	\$140.00	\$0.00	\$0.00	\$0.00	\$140.00
Ellen Johnson Memorial Scholarship	10	\$30.00	\$0.00	\$0.00	\$0.00	\$30.00
Everyone Matters Scholarship Fund	10	\$20.00	\$0.00	\$0.00	\$0.00	\$20.00
Fashion Program	1	\$0.00	\$0.00	\$900.00	\$0.00	\$900.00
Fine Arts Program	2	\$250.00	\$0.00	\$150.00	\$0.00	\$400.00
Football Program Fund	4	\$17,150.00	\$0.00	\$0.00	\$0.00	\$17,150.00
G.E.D. Scholarship Fund	10	\$400.00	\$0.00	\$0.00	\$0.00	\$400.00
General Scholarship Fund	172	\$3,671.70	\$472.50	\$0.00	\$0.00	\$4,144.20
Glenbard North High School Scholarship	1	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
H. J. Kleemann Engineering Scholarship	1	\$250.00	\$0.00	\$0.00	\$0.00	\$250.00
Healthcare Instructional Support	11	\$500.00	\$0.00	\$206.00	\$0.00	\$706.00
Hispanic-Latino Scholarship	10	\$20.00	\$0.00	\$0.00	\$0.00	\$20.00
Homeland Security Programs	10	\$14,635.00	\$95.00	\$4,000.00	\$0.00	\$18,730.00
Horticulture Program	1	\$350.00	\$0.00	\$0.00	\$0.00	\$350.00
Howard K. Canaday Music Scholarship	1	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00
Interior Design Program Fund	1	\$0.00	\$0.00	\$2,750.00	\$0.00	\$2,750.00
Jerry Bradshaw Memorial Scholarship	1	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00

College of DuPage Foundation
Fiscal Year 2015 Gift Summary Report
Year-to-Date as of November 18, 2014

Fund Description	Gift Count	Cash	Pledges/Stocks	Gifts-In-Kind	Planned	Total
Jill Johnson Hall Memorial Scholarship	1	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
John Belushi Memorial Scholarship Fund	15	\$589.10	\$0.00	\$0.00	\$0.00	\$589.10
Kathy Marszalek Memorial Scholarship	1	\$4,500.00	\$0.00	\$0.00	\$0.00	\$4,500.00
Lifelong Learning Program	8	\$35.00	\$95.00	\$0.00	\$0.00	\$130.00
MAC General Fund	50	\$12,005.30	\$595.00	\$150.00	\$0.00	\$12,750.30
MAC Madness Event	2	\$2,749.80	\$0.00	\$0.00	\$0.00	\$2,749.80
Margarita Salazar Respiratory Therapy Scholarship	10	\$390.00	\$0.00	\$0.00	\$0.00	\$390.00
Marilyn Casey Scholarship	1	\$800.00	\$0.00	\$0.00	\$0.00	\$800.00
Meteorology Program Fund	3	\$70.00	\$0.00	\$0.00	\$0.00	\$70.00
Morrissey Dental Hygiene Scholarship	1	\$0.00	\$2,486.03	\$0.00	\$0.00	\$2,486.03
Music Program Fund	11	\$50.00	\$0.00	\$6,900.00	\$0.00	\$6,950.00
Naperville Rotary Charities & the Rotary Club of Naperville Scholarship	1	\$2,855.00	\$0.00	\$0.00	\$0.00	\$2,855.00
New Philharmonic Orchestra	223	\$65,440.44	\$200.00	\$0.00	\$0.00	\$65,640.44
Power Construction Scholarship	1	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
Resource for Excellence Fund	142	\$29,833.44	\$0.00	\$0.00	\$0.00	\$29,833.44
Ruth Nechoda Memorial Endowment	9	\$20.00	\$52.50	\$0.00	\$0.00	\$72.50
Ruth Walbeck Memorial Scholarship	1	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Student Crisis Emergency Fund	129	\$22,952.50	\$4,250.00	\$6,192.00	\$0.00	\$33,394.50
Study Abroad Scholarship Fund	24	\$475.00	\$0.00	\$0.00	\$0.00	\$475.00
The Christopher Drop Welding Scholarship	1	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Troy Scholarship for Engineering	10	\$125.00	\$0.00	\$0.00	\$0.00	\$125.00
Troy Scholarship for Nursing	10	\$125.00	\$0.00	\$0.00	\$0.00	\$125.00
Unrestricted Gallery Art Fund	1	\$0.00	\$0.00	\$549,310.00	\$0.00	\$549,310.00
Veteran Services Program	1	\$50.00	\$0.00	\$0.00	\$0.00	\$50.00
WDCB Employer Matching Gift Revenue (EMG)	17	\$2,595.00	\$955.00	\$0.00	\$0.00	\$3,550.00
WDCB Future Fund	4	\$494.35	\$0.00	\$0.00	\$0.00	\$494.35
WDCB Individual Gifts	5497	\$226,023.87	\$0.00	\$0.00	\$0.00	\$226,023.87
WDCB Merchandising	9	\$499.55	\$0.00	\$0.00	\$0.00	\$499.55
WDCB Underwriting	46	\$30,002.80	\$0.00	\$0.00	\$0.00	\$30,002.80
Wilbur Walker Dodge Memorial Scholarship	1	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
William W. Steele Memorial Endowed Scholarship	10	\$200.00	\$0.00	\$0.00	\$0.00	\$200.00
Youth Leadership Program	8	\$35.00	\$95.00	\$0.00	\$0.00	\$130.00
Grand Totals:		\$478,792.85	\$284,296.03	\$637,200.00	\$0.00	\$1,400,288.88

6,741 Gift(s) listed

3,333 Donor(s) listed

College of DuPage
FY15 Grants Awarded Report
July 1, 2014 - November 30, 2014

Note: New Entries in Bold

ALLOCATED GRANTS								
Grantor	Project Title	Department	Project Director	Type	Amount	Start Date	End Date	Description
Illinois Arts Council Agency	FY15 Partner In Excellence	MAC	Roland Raffel	State	\$24,950	9/15/14	8/31/15	General operating support for the 2014-2015 season.
Illinois Community College Board	FY15 Career & Technical Education Integrated Career and Academic Prep System (ICAPS)	Business & Technology	John Kronenberger	Federal	\$5,000	7/1/14	6/30/15	To support career and technical education in Business & Technology.
Illinois Community College Board	FY15 Adult Education & Family Literacy Integrated Career and Academic Prep System (ICAPS)	Continuing Education	Dan Deasy	Federal	\$5,000	7/1/14	6/30/15	To support adult education and family literacy.
Illinois Community College Board	FY15 Program Improvement	Academic Affairs	Jean Kartje	State	\$74,349	7/1/14	6/30/15	To provide materials to improve CTE programming.
Illinois Community College Board	FY15 Career & Technical Education Program Postsecondary Perkins	Academic Affairs	Jean Kartje	Federal	\$728,379	7/1/14	6/30/15	For CTE programs and activities, equipment acquisition, faculty and staff development, and collaborations that will support students to enhance academic success, build technical skills, and prepare for future careers.
Illinois Community College Board	FY15 Adult Education and Family Literacy	ABE/GED/ESL	Dan Deasy	Federal/State	\$1,999,918	7/1/14	6/30/15	To support the Adult Education and Family Literacy programming.
ALLOCATED GRANTS (Includes grants where it was necessary to develop a concept or project and follow comprehensive guidelines for proposal submission in order to receive allocated funds. Adherence to reporting requirements and ability to measure successful program outcomes determines the level of the award.)					\$2,837,596			

College of DuPage
FY15 Grants Awarded Report
July 1, 2014 - November 30, 2014

Note: New Entries in Bold

COMPETITIVE GRANTS								
Grantor	Project Title	Department	Project Director	Type	Amount	Start Date	End Date	Description
Motorola Solutions Foundation	Local Public Safety Grant Program - Citizen Public Safety Academy	COD Foundation	Cathy Brod Thomas Brady	Private	\$14,600	1/1/15	12/31/15	To provide public safety and emergency response training.
Illinois Community College Board	FY15 Pathways to Results - Programs of Study Local Implementation	Academic Affairs	Kris Fay	Federal	\$5,000	7/1/14	6/30/15	To support the development of a Culinary Arts Program of Study with local high schools.
Illinois Community College Board	FY15 Special Populations Support	Academic Affairs	Jackie Reuland	Federal	\$5,000	7/1/14	6/30/15	To support activities that improve student success and completion rates for students with disabilities.
U.S. Bank	US Bank Scholarship Fund	COD Foundation	Cathy Brod D. Christopher	Private	\$10,000	1/1/15	12/31/15	To provide ten \$1,000 scholarships for low-income students.
U.S. Department of Defense/ Illinois Department of Commerce and Economic Opportunity (DCEO)	FY15 Procurement Technical Assistance Center (PTAC)	Center for Entrepreneurship	Rita Haake	Federal	\$89,000	7/1/14	6/30/15	To support the operations of the Procurement Technical Assistance Center (PTAC).
Illinois Department of Commerce and Economic Opportunity (DCEO)	FY15 Procurement Technical Assistance Center (PTAC)	Center for Entrepreneurship	Rita Haake	State	\$13,000	7/1/14	6/30/15	To support the operations of the Procurement Technical Assistance Center (PTAC).
Small Business Administration/ Illinois Department of Commerce and Economic Opportunity (DCEO)	FY14 Small Business Development Center/International Trade Center (SBDC/ITC)	Center for Entrepreneurship	Martha Carney Zachary Person	Federal	\$2,500	1/1/14	12/31/14	An additional \$2,500 was added to an existing grant to cover general operating expenses for the Small Business Development Center (SBDC) and the International Trade Center (ITC).
Illinois State Library/ Literacy Office	FY15 Adult Volunteer Literacy: People Educating People (PEP)	ABE/GED/ESL	Dan Deasy	State	\$42,260	7/1/14	6/30/15	To provide individualized instruction and tutoring for ABE, GED and ESL classes.

College of DuPage
FY15 Grants Awarded Report
July 1, 2014 - November 30, 2014

Note: New Entries in Bold

COMPETITIVE GRANTS (CON'T)								
Illinois State Library/ Literacy Office	FY15 Bensenville Family Literacy Project	ABE/GED/ESL	Dan Deasy	State	\$35,000	7/1/14	6/30/15	To support the <i>Bensenville</i> family literacy project.
Illinois State Library/ Literacy Office	FY15 West Chicago Family Literacy Project: <i>Leer es Poder</i>	ABE/GED/ESL	Dan Deasy	State	\$35,000	7/1/14	6/30/15	To support the <i>Leer es Poder</i> (Reading is Power) family literacy project.
COMPETITIVE GRANTS (Includes grants from federal, state and private grantors where the proposal was in competition with other proposals and awards were made to a select number of institutions based on the merits of the project and proposal.)					\$251,360			
FY15 Total All Grants Awarded as of November 30, 2014					\$3,088,956			

**COLLEGE OF DuPAGE
REGULAR BOARD MEETING**

STANDARD BOARD INFORMATION

Below is a listing of items purchased using governmental consortium/
cooperative agreements.

These governmental contracts, cooperative/consortium agreements meet the
competitive bidding requirements of Illinois law.

Governmental Consortium/Cooperative Agreements
Purchases for December, 2014

Date	Vendor	Agreement	Description	\$ Amount
11/19/14	Krueger International	NJPA	Furniture for Library	\$293,710.00
09/05/14	Morton Salt	CMS	Roadway Salt	36,379.20
			TOTAL	\$330,089.20

NJPA - National Joint Powers Alliance
CMS – Central Management Services

COLLEGE OF DuPAGE
REGULAR BOARD MEETING

STANDARD BOARD INFORMATION

1. SUBJECT

Financial Statements.

2. REASON FOR CONSIDERATION

For monthly Board information.

3. BACKGROUND INFORMATION

- a) Schedule of Investments - This report is presented to the Board for information each month. It lists the Schedule of Investments for each of the College's Funds. The report details the purchase and maturity dates and interest rate earned.
- b) Operating Funds - Budget and Expenditures - This report is presented to the Board for information each month. It lists the budget-to-actual results for the current fiscal year for the Operating Funds.
- c) Operating Cash Available to Pay Annual Operating Expenses – This report is presented to the Board for information each month. It shows the amount of operating cash and investments on hand and Board approved fund balance restrictions compared to prior year annual operating expenses and presents the ratio of cash available to annual operating expenses.

COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NO. 502
INVESTMENT SCHEDULE
11/30/2014

FINANCIAL INSTITUTION	DATE PURCHASED	DATE OF MATURITY	RATE OF RETURN *	PRINCIPAL
OPERATING INVESTMENTS:				
EDUCATIONAL FUND				
US Bank - IL FUNDS	N/A	N/A	0.01	\$ 1
Wheaton Bank & Trust NOW Acct	N/A	N/A	0.20	16,175,878
PFM Liquidity Acct	N/A	N/A	0.01	559
Certificates of Deposit - 27 purchased	6/25/14 - 11/28/14	12/26/14 - 5/20/16	0.30 - 0.70	6,690,000
Money Market Accounts	N/A	N/A	0.01	650,619
MB Financial NOW Account	11/17/14	N/A	0.20	20,000,000
Chase High Yield Saving NOTE 1	N/A	N/A	0.03	(4,174,210)
IMET Convenience Fund (Unrestricted)	N/A	N/A	0.35	4,713
IMET Convenience Fund (Restricted)	N/A	N/A	0.35	2,221,485
Northern Trust - Ultra-Short Fixed Income	N/A	N/A	0.31	45,466,441
Northern Trust - Goldman Sachs Short Duration Mutual Fund	N/A	N/A	0.68	18,446,760
Northern Trust - Goldman Sachs Short Duration Mutual Fund FMV Adjustment	N/A	N/A	N/A	(89,655)
U.S. Gov't Securities: FNMA	07/26/12	08/14/17	1.00	30,000,000
U.S. Gov't Securities: FHLB	11/25/14	11/25/16	0.63	10,000,000
U.S. Gov't Securities: FHLMC	11/28/14	05/28/17	0.75	15,000,000
U.S. Gov't Securities: FMV Adjustment	N/A	N/A	N/A	(9,627)
Great Lakes Managed Portfolio	N/A	N/A	N/A	20,000,000
PFM Investments	N/A	N/A	0.22	17,680,513
PFM Fair Market Value Adjustment	N/A	N/A	N/A	13,615
PFM IIIT	N/A	N/A	0.03	64,420
				<u>198,141,512</u>
WORKING CASH FUND				
PFM Investments	N/A	N/A	0.22	8,043,874
PFM Fair Market Value Adjustment	N/A	N/A	N/A	5,835
PFM IIIT	N/A	N/A	0.03	27,609
				<u>8,077,318</u>
SUB-TOTAL OPERATING INVESTMENTS				<u>206,218,830</u>
CONSTRUCTION INVESTMENTS:				
SERIES 2013A Bonds				
Chase High Yield Saving NOTE 2	N/A	N/A	0.03	(11,504,805)
Money Market	N/A	N/A	0.01	761,017
Deutsche Bank - Fidelity Mutual Fund	N/A	N/A	0.18	18,128,702
Deutsche Bank - Fidelity Mutual Fund Fair Value Adjustment	N/A	N/A	N/A	3
State Street - Federated Mutual Fund	N/A	N/A	0.10	18,071,377
State Street - Federated Mutual Fund Fair Value Adjustment	N/A	N/A	N/A	(18,072)
				<u>25,438,222</u>
OPERATIONS AND MAINTENANCE (RESTRICTED) FUND				
Chase High Yield Saving NOTE 1	N/A	N/A	N/A	17,721,767
SUB-TOTAL CONSTRUCTION INVESTMENTS				<u>43,159,989</u>
GRAND TOTAL ALL INVESTMENTS				<u>\$ 249,378,819</u>
Year-to-Date Rate of Return on Investments NOTE 3				<u>0.23%</u>

NOTE 1 - Represents amounts owed to construction funds.

NOTE 2 - Represents amounts due from Education Fund.

NOTE 3 - Excludes unrealized gains/(losses).

* All rates of return are annual except for the investment portfolio in the Construction Fund, the Northern Trust and PFM Operating Investments which are fiscal year-to-date.

**COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NO. 502
INVESTMENT SCHEDULE
11/30/2014**

	CASH EQUIVALENTS AND INVESTMENTS	FY2015 INTEREST BUDGET	BUDGETED PLANNED TO DATE	INTEREST EARNED TO DATE
EDUCATIONAL FUND ⁽¹⁾	\$ 135,449,444	\$ 797,129	\$ 331,638	\$ 390,985
OPERATIONS AND MAINTENANCE FUND ⁽¹⁾	26,966,267	134,300	57,519	62,780
OPERATIONS AND MAINTENANCE RESTRICTED FUND ⁽²⁾	43,159,989	266,576	175,000	70,746
DEBT SERVICE FUND ⁽¹⁾	26,054,947	110,051	53,128	53,247
AUXILIARY FUND ⁽¹⁾	9,670,854	54,312	21,532	22,701
WORKING CASH FUND ⁽²⁾	8,077,318	122,295	60,605	17,275
	<u>\$ 249,378,819</u>	<u>\$ 1,484,663</u>	<u>\$ 699,422</u>	<u>\$ 617,734</u>

(1) The actual cash equivalents and investments are held in the Education Fund. The allocation of these cash equivalents and investments are based on the cash balance for each of these funds. Excludes unrealized gains/(losses) of (\$133,505) on investments.

(2) The Education Fund, Operations and Maintenance (Restricted Fund) and the Working Cash Fund interest earned includes realized losses of \$41,507 on the sale and maturities of securities. These securities were purchased in calendar years 2012, 2013 and 2014 for a premium because of the higher coupon rate offered on these securities. Over the period these securities were held, the College earned 1.00%.

**COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NO. 502
CONSTRUCTION BONDS
11/30/2014**

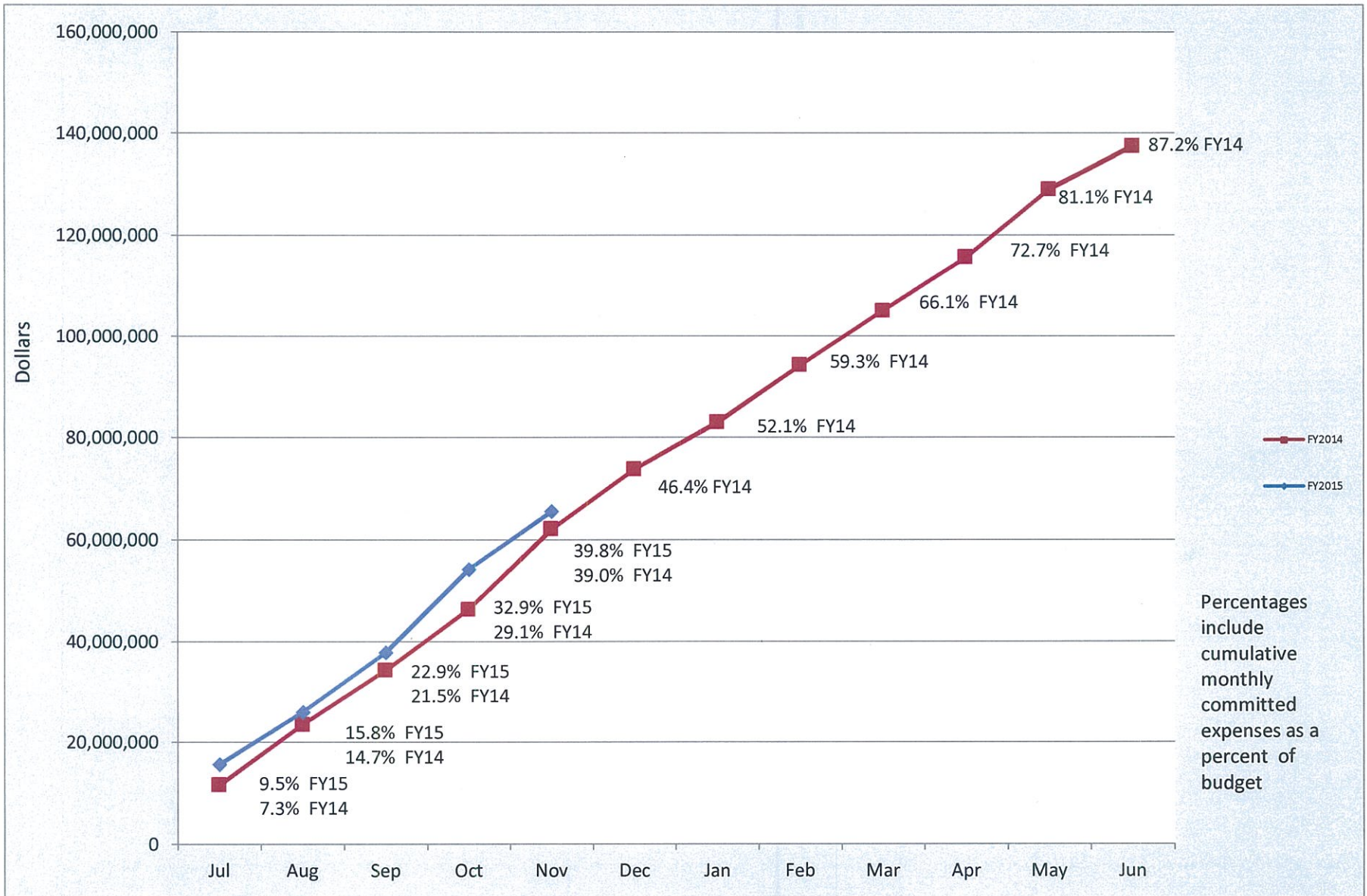
College of DuPage - 2013A Building Bonds

Date of Issue	5/31/2013
Original Bond Proceeds	\$ 93,455,230
Original Expense Budget	93,455,230
Expenses to Date	70,434,076
Future Funds Available	25,438,222

COLLEGE OF DUPAGE
FISCAL YEAR 2015 BUDGET AND EXPENDITURES
November 30, 2014
As of November 30, 2014 11 of 26 Payrolls have occurred = 42.3%

DIVISION	ANNUAL BUDGET	EXPENDITURES YEAR TO DATE	FUTURE COMMITMENTS	TOTAL COMMITTED	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
EDUCATION FUND						
President	\$ 981,081	\$ 380,314	\$ 2,504	\$ 382,818	\$ 598,263	39.02%
Board of Trustees	135,966	44,239	41,212	85,451	50,515	62.85%
Government Relations	323,836	113,422	6,662	120,084	203,752	37.08%
Executive Vice President						
Executive VP Administration	779,367	169,044	-	169,044	610,323	21.69%
Academic Affairs Administration	4,546,747	1,676,936	150,442	1,827,378	2,719,369	40.19%
Business & Technology	16,696,925	7,079,816	343,225	7,423,041	9,273,884	44.46%
Health & Social Sciences	32,644,268	12,974,096	243,202	13,217,298	19,426,970	40.49%
Liberal Arts	22,455,874	8,849,980	123,523	8,973,503	13,482,371	39.96%
Library	10,269,654	3,618,149	119,764	3,737,913	6,531,741	36.40%
Continuing Education	3,040,541	1,842,388	79,883	1,922,271	1,118,270	63.22%
Academic Affairs Total	89,654,009	36,041,365	1,060,039	37,101,404	52,552,605	41.38%
Student Affairs	17,098,079	6,029,097	198,265	6,227,362	10,870,717	36.42%
Information Technology	16,833,836	5,985,276	568,005	6,553,281	10,280,555	38.93%
Plan & Inst Effectiveness	855,014	295,950	-	295,950	559,064	34.61%
Total Executive Vice President	125,220,305	48,520,732	1,826,309	50,347,041	74,873,264	40.21%
Administrative Affairs						
Administrative Affairs Admin.	642,944	189,192	5,374	194,566	448,378	30.26%
Business Affairs	2,533,868	619,820	80,777	700,597	1,833,271	27.65%
Police Department	2,385,889	853,679	70,166	923,845	1,462,044	38.72%
Finance Office	4,532,839	1,771,976	103,969	1,875,945	2,656,894	41.39%
Facilities/Plant Administration	5,176,890	1,653,993	662,651	2,316,644	2,860,246	44.75%
Risk Management	382,841	107,961	10,152	118,113	264,728	30.85%
General Institutional	13,394,829	4,532,948	101,921	4,634,869	8,759,960	34.60%
Total Administrative Affairs	29,050,100	9,729,569	1,035,010	10,764,579	18,285,521	37.06%
Human Resources	2,937,215	936,941	123,572	1,060,513	1,876,702	36.11%
Development & Foundation	1,706,042	616,711	39,105	655,816	1,050,226	38.44%
External Relations	4,264,628	1,457,533	643,076	2,100,609	2,164,019	49.26%
Total Education Fund:	\$ 164,619,173	\$ 61,799,461	\$ 3,717,450	\$ 65,516,911	\$ 99,102,262	39.80%
OPERATIONS & MAINTENANCE FUND						
Administrative Affairs	\$ 15,978,093	\$ 6,069,529	\$ 2,016,186	\$ 8,085,715	\$ 7,892,378	50.61%
Information Technology	686,735	229,042	376,314	605,356	81,379	88.15%
Total Operations & Maintenance Fund:	\$ 16,664,828	\$ 6,298,571	\$ 2,392,500	\$ 8,691,071	\$ 7,973,757	52.15%
Total General Funds	\$ 181,284,001	\$ 68,098,032	\$ 6,109,950	\$ 74,207,982	\$ 107,076,019	40.93%

College of DuPage
FY2014 & FY2015 Education Fund Committed Expenditures



COLLEGE OF DUPAGE
Operating Cash Available to Pay Annual Operating Expenses
as of November 30, 2014

Net % of Operating Cash/Investments Available to Pay Operating Expenses

	<u>Without Restrictions</u>	<u>Net of Board Approved Fund Balance Restrictions</u>
Total Operating Cash/Investments	\$ 206,218,830	\$ 206,218,830
Current Fund Balance Restrictions		
Future Pension Obligations	-	(17,000,000)
Information Technology Plan	-	(5,000,000)
Capital Development Board 25% Match	-	(6,250,000)
Retiree OPEB Liability	-	(14,000,000)
New Teaching and Learning Center	-	(33,000,000)
Funded Depreciation	-	(16,000,000)
Current Fund Balance Restrictions	-	(91,250,000)
Net Operating Cash/Investments	206,218,830	114,968,830
FY2014 Operating Expenses *	151,011,727	151,011,727
Net % Of Operating Cash/Investments Available To Pay Annual Operating Expenses	136.6%	76.1%

* - Includes \$152.8 million of operating expenses, less \$2.0 million of bad debt expense, plus \$0.2 million of transfers out.

**COLLEGE OF DUPAGE
REGULAR BOARD MEETING**

STANDARD BOARD INFORMATION

1. **SUBJECT**

Student Trustee Election Timetable.

2. **REASON FOR CONSIDERATION**

For information purposes.

3. **BACKGROUND INFORMATION**

The election will be held online on Tuesday and Wednesday, March 17 and 18, 2015.

There will be an information meeting for interested candidates during which the Student Life staff will review election procedures and guidelines. There will also be a meeting for the current Student Trustee, the Board Chair, and the College President to present the candidates with information concerning the College and the Board; this is similar to the orientation that all Board candidates receive.

This election is combined with the election of the Student Body President and Vice President. The Student Life staff works with the Student Leadership Council in planning, implementing, and funding the election. The results will be posted online and on the Board of Trustees bulletin board.

The newly elected Student Trustee will be seated at the April 16, 2015 Board meeting.

College of DuPage

STUDENT TRUSTEE ELECTION 2015 TIMETABLE

Friday, January 23	Public notice of election encouraging candidates to run.
Monday, January 26 through Thursday, February 19	Election packets available for pick up in the Office of Student Life SSC 1217 from 8:00 a.m. to 7 p.m. Monday through Thursday and 8:00 a.m. to 5 p.m. Friday.
Wednesday, January 28 through Friday, February 20	Petition papers may be filed with Student Life staff in SSC 1217 between 8:00 a.m. and 7 p.m. Monday through Thursday and 8:00 a.m. to 5 p.m. Friday.
Monday, February 23	Lottery to determine ballot position in the event of multiple candidates arrive at the opening of the office on the first day of filing (if needed), Office of Student Life, SSC 1217, 9:00 a.m.
Week of February 23	Student Trustee Candidate Information Session with current Student Trustee, Board Chairman, College President, and Manager of Student Life. Date and time are to be determined.
Wednesday, February 25	Deadline for Candidate Platform Statements, Office of Student Life, SSC 1217, 5:00 p.m.
Thursday, February 26	Campaign meeting for all candidates with Student Life staff, Office of Student Life, SSC 1217, 4:00 p.m. to 5:00 p.m.
Friday, February 27	Last day to withdraw as a candidate. <u>Withdrawal must be on an official withdrawal form</u> and filed in the Office of Student Life, SSC 1217.
Monday, March 2	Final Specimen Ballot posted online, in the Office of Student Life and in the Student Leadership Council Office.
Wednesday, March 4	Public Notice of election encouraging students to vote.
Tuesday, March 10	Candidate Forum: Student Trustee, Student Body President and Student Body Vice-President candidates will be invited to share their platform statements and answer questions from the student body.
Tuesday & Wednesday, March 17 & 18	Election Days Ballots will be available online from 9:00 a.m. on Tuesday, March 17 to 11:59 p.m. on Wednesday, March 18.
Thursday, March 19	Election results will be verified by a representative from the IT Department and the Manager of Student Life. Results will be posted online, in the Office of Student Life, and in the Student Leadership Council Office.
Thursday, April 16	The newly elected Student Trustee will be sworn in at Board of Trustees Meeting, COD Board Room, SSC 2200, at 7:00 p.m.

8. CONSENT AGENDA

B. For APPROVAL: Standard Items

- 1) Minutes**
- 2) Financial Reports**
- 3) Bids**
- 4) Requests for Proposals (RFP)**
- 5) Purchase Orders (PO)**
- 6) Personnel Actions**

**COLLEGE OF DuPAGE
REGULAR BOARD MEETING**

STANDARD BOARD APPROVAL

1. **SUBJECT**
Approval of Board Meeting Minutes.

2. **REASON FOR CONSIDERATION**
The minutes of all Board of Trustees Meetings of Community College District 502 must be approved by the Trustees at a public Board Meeting.

3. **BACKGROUND INFORMATION**
Minutes are normally approved the month following the meeting dates.

4. **RECOMMENDATION**
That the Board of Trustees approves the following Board Meeting Minutes:
 - a) November 6, 2014 Special Board Meeting;
 - b) November 6, 2014 Closed Session – CONFIDENTIAL – for Board only;
 - c) November 20, 2014 Regular Board Meeting; and
 - d) November 20, 2014 Closed Session – CONFIDENTIAL – for Board only.

SIGNATURE PAGE FOR APPROVAL OF BOARD MEETING MINUTES

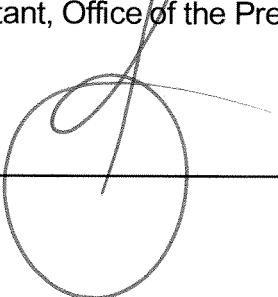
ITEM(S) ON REQUEST

That the Board of Trustees approves the following Board Meeting Minutes:

- a) November 6, 2014 Special Board Meeting;
- b) November 6, 2014 Closed Session – CONFIDENTIAL – for Board only;
- c) November 20, 2014 Regular Board Meeting; and
- d) November 20, 2014 Closed Session – CONFIDENTIAL – for Board only.



Administrative Assistant, Office of the President
12/2/14
Date



President
12/2/14
Date



**BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT NO. 502
COUNTIES OF DuPAGE, COOK AND WILL
STATE OF ILLINOIS**

**MINUTES
SPECIAL BOARD MEETING
THURSDAY, NOVEMBER 6, 2014
HELD ON CAMPUS IN SSC-2200, GLEN ELLYN, IL**

1. CALL TO ORDER

At 7:02 p.m., the Regular Meeting of the Board of the College of DuPage Board of Trustees was called to order by Chairman Birt.

ROLL CALL

Present: Student Trustee Omar Escamilla, Trustees Erin Birt, Katharine Hamilton, Dianne McGuire, Allison O'Donnell, Kim Savage, Nancy Svoboda and Joe Wozniak.

Also Present: Legal Counsel Respicio F. Vazquez of Franczek Radelet P.C. (Minutes prepared by Erin Carrillo, Administrative Assistant, Office of the President.)

AGENDA

Approval of Agenda. Chairman Birt called for a motion to approve tonight's Agenda. Trustee Svoboda moved, Trustee McGuire seconded the motion.

2. PUBLIC COMMENT

2. A. AGENDA RELATED COMMENTS FROM CITIZENS

2. A. 1) District No. 502 Citizens

- None

2. A. 2) Citizens-at-Large

- None

2. B. AGENDA RELATED COMMENTS FROM COLLEGE OF DuPAGE

2. B. 1) College of DuPage Employees

- None

2. B. 2) College of DuPage Students

- None

3. CLOSED SESSION

At 7:03 p.m. Chairman Birt announced that the Board would move into Closed Session for the purpose of discussing the following: "The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body, including hearing testimony on a complaint lodged against an employee of the public body or against

legal counsel for the public body to determine its validity.”

Chairman Birt announced there will be no Board action taken after Closed Session.

Chairman Birt called for a motion, Trustee Savage moved and Secretary O'Donnell seconded. On roll call, voting aye: Student Trustee Escamilla, Co-Vice Chairman Wozniak, Vice Chairman Hamilton, Trustee McGuire, Secretary O'Donnell, Trustees Savage and Svoboda and Chairman Birt. Motion carried unanimously.

4. RESUME OPEN MEETING

At 9:01 p.m. Secretary O'Donnell moved and Trustee Savage seconded closed session be adjourned. The Board of Trustees returned to open session. Secretary O'Donnell called the roll.

Present: Student Trustee Escamilla, Trustees Erin Birt, Katharine Hamilton, Dianne McGuire, Allison O'Donnell, Kim Savage, Nancy Svoboda and Joe Wozniak.

Also Present: Legal Counsel Respicio F. Vazquez of Franczek Radelet P.C.

5. ADJOURN

At 9:03 p.m., Chairman Birt noted that, if there was no further business to come before the Board, she would entertain a motion to adjourn. Trustee Savage moved, Trustee Svoboda seconded, that the Board Meeting adjourn. On voice vote, the motion carried unanimously.

By: _____
Allison O'Donnell, Secretary

Approved: December 18, 2014

By: _____
Erin Birt, Board Chairman



**11/6/14 Closed Session Minutes
Special Board of Trustees Meeting**

CONFIDENTIAL

FOR BOARD ONLY



**BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT NO. 502
COUNTIES OF DuPAGE, COOK AND WILL
STATE OF ILLINOIS**

**MINUTES
REGULAR BOARD MEETING
THURSDAY, NOVEMBER 20, 2014
HELD ON CAMPUS IN SSC-2200, GLEN ELLYN, IL**

1. CALL TO ORDER

At 7:02 p.m., the Regular Meeting of the Board of the College of DuPage Board of Trustees was called to order by Chairman Birt.

2. ROLL CALL

Present: Trustees Erin Birt, Katharine Hamilton, Dianne McGuire, Allison O'Donnell, Kim Savage, Nancy Svoboda and Joe Wozniak.

Absent: Student Trustee Omar Escamilla.

Also Present: President Dr. Robert L. Breuder, Legal Counsel Respicio F. Vazquez of Franczek Radelet P.C., staff members, representatives of the press and visitors. (Minutes prepared by Erin Carrillo, Administrative Assistant, Office of the President.)

3. AGENDA

3. A. Approval of Agenda. Chairman Birt called for a motion to approve tonight's Agenda. Trustee McGuire moved, Trustee Savage seconded the motion.

Chairman Birt asked Secretary O'Donnell to please call for a vote to approve the Agenda. On voice vote, Student Trustee Escamilla, Trustees Birt, Hamilton McGuire, O'Donnell, Savage, Svoboda and Wozniak approved the Agenda for the Regular Board Meeting of October 16, 2014. The motion carried unanimously.

4. PUBLIC COMMENT

4. A. AGENDA RELATED COMMENTS FROM CITIZENS

4. A. 1) District No. 502 Citizens

- Laura Reigle spoke regarding change orders
- Geoff Arata spoke regarding Vascular Systems
- Jerry Vacaparambl spoke regarding second audit
- Mark Kmeicik spoke regarding Treasurer's report and second audit
- Adam Andrzejewski spoke regarding Imprest and Treasurer's report
- Paul LeFort spoke regarding Treasurer's report and second audit
- Rich Panico spoke regarding Imprest

- Edward Franckowiak spoke regarding Imprest

4. A. 2) Citizens-at-Large

- John Kraft spoke regarding Community College Act
- Kirk Allen spoke regarding Imprest
- Roger Kempa spoke regarding Imprest

4. B. AGENDA RELATED COMMENTS FROM COLLEGE OF DuPAGE

4. B. 1) College of DuPage Employees

- None

4. B. 2) College of DuPage Students

- None

5. STUDENT TRUSTEE'S REPORT

None

6. PRESIDENT'S REPORT

Trustee Dianne McGuire spoke regarding recent allegations against Board members and the College.

7. PRESENTATIONS

7. A. Intergovernmental Agreement

- Tom Brady, Associate Dean/Director Homeland Security Education Center and James Joseph, Director DuPage County OHSEM spoke regarding the benefits of the Agreement between the College of DuPage and DuPage County OHSEM.

7. B. Naperville Center Update

- Dr. Jean Kartje, Emmanuel Awuah and Andrea Liedtke spoke regarding the changes to the Naperville Center, and announced that it will be open for Spring classes. Grand opening of the Center will be held in March.

At 8:18 p.m. Chairman Birt called a motion to take a brief break. Trustee Savage moved and Trustee Svoboda seconded the motion. Secretary O'Donnell called a voice vote. On roll voting aye: Trustees Birt, Hamilton, McGuire, O'Donnell, Savage, Svoboda and Wozniak. Motion passed.

At 8:37 p.m. meeting reconvened. Chairman Birt asked Secretary O'Donnell to call the roll.

Present: Trustees Erin Birt, Katharine Hamilton, Dianne McGuire, Allison O'Donnell, Kim Savage, Nancy Svoboda and Joe Wozniak.

Also Present: Legal Counsel Respicio F. Vazquez of Franczek Radelet P.C.

8. CONSENT AGENDA

- Chairman Birt announced that Item 8.B.3)a) has been removed from the Agenda. Chairman Birt asked if there were any Consent Agenda items the Board would like to remove and vote on separately. Vice Chairman Hamilton requested that 8.A.3)c) Operating Cash Available to Pay Annual Operating Expenses and 8.B.2) Financial Reports be pulled from the Consent Agenda to be discussed and voted on separately.

Trustee Svoboda moved and Trustee Savage seconded, that the Board of Trustees approve the Consent Agenda consisting of the following items:

A. The following items for BOARD INFORMATION only:

- 8. A. 1) Gifts and Grants Report
- 8. A. 2) Governmental Consortium/Cooperative Purchases Report
- 8. A. 3) Financial Statements
 - a) Schedule of Investments
 - b) Operating Funds – Budget and Expenditures
 - c) Item Pulled to be voted on separately
 - d) Disposal of Capital Investments

B. The following items for BOARD APPROVAL:

- 1) Minutes
 - a) Revised September 25, 2014 Minutes
 - b) October 16, 2014 Minutes
 - c) October 16, 2014 Closed Session – CONFIDENTIAL – for Board only
- 2) Item Pulled to be voted on separately.
- 3) Bid Items
 - a) Item Removed.
 - b) McAninch Arts Center (MAC) Signage Package (Rebid Rejection) due to budgetary concerns, limited participation, and vendor experience.
- 4) Requests for Proposals:
None
- 5) Purchase Orders
 - a) Anatomage Table for Health and Science Programs to Anatomage, 111 N. Market Street, Suite 500, San Jose, CA 95113, for a total expenditure of \$70,000.00.
 - b) Textbook Purchase for Grant-Funded ESL Programs, Fiscal Year 2015 to Cambridge University Press, 100 Brook Hill Drive, West Nyack, NY 10994-2133, in the amount of \$100,000.00 through June 30, 2015.
 - c) Additional Ellucian Software Licenses to Ellucian, 4375 Fair Lakes Ct.,

Fairfax, VA 22033, for a total of \$39,808.47.

- d) Contractual Fees for the Educational Partner Academy of Polygraph Science Paid Through the Stoelting Polygraph Company, 8695 College Parkway, Suite 2160, Fort Myers, FL 33919, for Fiscal Year 2015 in the amount of \$65,020.00.
- e) Addendum to the Facility Use Agreement Between DuPage Area Occupational Education System (DAOES) and College of DuPage (COD) for the period of September 1, 2014 through June 30, 2015.

6) Ratify the Personnel Actions.

- a) Ratification of Classified Appointments
- b) Ratification of Managerial Promotions / Transfers
- c) Ratification of Classified Promotions / Transfers
- d) Ratification of Faculty Resignations / Terminations
- e) Ratification of Classified Resignations / Terminations
- f) Ratification of Faculty Retirements

8. C. The following Construction-Related items were approved:

- 1) Ratification of Construction Change Orders
 - Referendum-Related Projects

- **HOMELAND TRAINING CENTER – POWER #001: \$50,000.00.** This reallocation is for moving the CM preconstruction services into the overall project budget for tracking purposes. *This change has no effect on the budget or contingency.*
- **HOMELAND TRAINING CENTER – POWER #003: \$1,565.00.** This change is for adding light fixtures to three interior rooms: Office 1009, Work Room 1004 and Ammo/Weapon Storage Room. *This change is the result of an A/E oversight.*
- **HOMELAND TRAINING CENTER – POWER #005: \$1,188.00.** This change is for adding electrical conduit, cable and one circuit to the electrical panel for the Simulator Room handicap lift. *This is an Owner-Requested Change.*
- **HOMELAND TRAINING CENTER – POWER #007: (CM CONTRACT \$11,569,327).** This change is for revising the overall CM contract value of all the subcontractors and General Conditions for cost tracking purposes. *This change has no effect on the budget or contingency.*
- **HOMELAND TRAINING CENTER – POWER #008: CREDIT (\$1848.00).** This credit is for changing exterior fixtures from LED to CFL lamps. *This is an Owner-Requested Change.*
- **HOMELAND TRAINING CENTER – POWER #009: \$3,174.00.** This change is for adding the BDF room equipment on the emergency generator. Additional electrical circuits and wiring are included. *This is an Owner-Requested Change.*

- **HOMELAND TRAINING CENTER – POWER #010: \$4,112.00.** This change is for adding the bond cost of the exterior water proofing contract and to add fire retardant plywood and acoustical panels to the north gun range wall. *This is an oversight by the CM team during bid reviews.*
- **PE RENOVATION – HIGH RISE SECURITY SYSTEM: \$3,870.00.** This change is to provide a fire alarm relay to interrupt the back ground music during an emergency communication event. *This is an Owner-Requested Change.*
- **NAPERVILLE REGIONAL CENTER (NRC) – BAILEY EDWARD #002: \$1,800.00.** This change is for additional services to be provided to design a building dedication plaque. All new and renovated buildings on campus have a plaque installed at project completion dedicating the building, and honoring the efforts of the Board of Trustees, Dr. Breuder, the design team, and construction manager. *This is an Owner-Requested Change.*
- **NAPERVILLE REGIONAL CENTER (NRC) – EDGE DESIGN #001: \$3,673.66.** This change is for additional services to complete furniture inventory for the entire building and includes all reimbursables encumbered on the project. *This is an Owner-Requested Change.*
- **NAPERVILLE REGIONAL CENTER (NRC) – PEPPER #004: \$55,023.00.** This change is for all labor, materials, equipment, and supervision necessary for changes required in the scope of work as shown in the Issued for Construction drawings. This change was anticipated at the beginning of the job and is accounted for in the project budget. *This is an Un-Bought Scope Change.*
- **NAPERVILLE REGIONAL CENTER (NRC) – PEPPER #008: \$21,507.00.** This change is for all labor, materials, equipment, and supervision required to relocate the first floor return air duct main trunk due to conflict with the existing building structure. This change also includes insulation for the new ductwork, as well as masonry infill at existing masonry walls. *This is an Errors and Omissions Change.*
- **NAPERVILLE REGIONAL CENTER (NRC) – PEPPER #009: \$1,109.00.** This change is for all labor, materials, equipment, and supervision required to thicken the new trash enclosure concrete pad and adjacent sidewalk, as well as depress the concrete curb in front of the new pad. This change will increase durability of the new concrete and allow the garbage trucks access to the bins. *This is an Owner-Requested Change.*
- **NAPERVILLE REGIONAL CENTER (NRC) – PEPPER #011: \$4,764.00.** This change is for all labor, materials, equipment, and supervision required for miscellaneous changes in the workroom and adding wall protection in the classrooms. The miscellaneous changes in the workroom include increasing the number of mailboxes available to staff, reducing the amount of casework to accommodate more mailboxes, and adding power and water for a full size refrigerator. *This is an Owner-Requested Change.*
- **NAPERVILLE REGIONAL CENTER (NRC) – PEPPER #012: \$2,755.00.** This change is to furnish new bathroom accessories, in lieu of re-using existing, where existing accessories were in bad condition. Installation of all bathroom accessories was included in base bid. *This is an Owner-Requested Change.*

- **NAPERVILLE REGIONAL CENTER (NRC) – PEPPER #022: \$5,220.00.** This change is for all labor, materials, equipment, and supervision required to repair two existing parking lot storm drains that were damaged before construction started and to repair a sink hole at the storm sewer. *This is an Owner-Requested Change.*
- **NAPERVILLE REGIONAL CENTER (NRC) – PEPPER #023: CREDIT (\$4,400.00).** This credit change is for all labor, materials, equipment, and supervision required to not install the specified thermoplastic parking lot striping. Standard painted striping will be installed, which is consistent with all striping on the main campus. *This is an Owner-Requested Change.*
- **NAPERVILLE REGIONAL CENTER (NRC) – PEPPER #026: \$12,124.00.** This change is for all labor, materials, equipment, and supervision required to remove and re-install curb and sidewalk on the West side of the building. In an effort to save on costs during bidding, the existing concrete was to remain. It was determined that all concrete on the West side of the building should be replaced since all adjacent concrete will be new. *This is an Owner-Requested Change.*
- **NAPERVILLE REGIONAL CENTER (NRC) – PEPPER #027: \$1,291.00.** This change is for all labor, materials, equipment, and supervision required to furnish and install a new pot feeder in the mechanical room. The pot feeder will allow the chemicals to be added to the closed loop water system automatically, in lieu of manually mixing chemicals and pouring the mixture into the piping. *This is an Owner-Requested Change.*
- **NAPERVILLE REGIONAL CENTER (NRC) – PEPPER #029: \$3,555.00.** This change is for all labor, materials, equipment, and supervision required to furnish and install (3) egress lighting fixtures, as required by the City of Naperville. *This is a Permit-Related Change.*
- **NAPERVILLE REGIONAL CENTER (NRC) – PEPPER #033: \$986.00.** This change is for all labor, materials, equipment, and supervision required to furnish and install a new gas regulator for the existing boilers and water heater as required by the City of Naperville. *This is a Permit-Related Change.*
- **NAPERVILLE REGIONAL CENTER (NRC) – PEPPER #034: \$6,597.00.** This change is for all labor, materials, equipment, and supervision required to fire stop existing wall and floor penetrations within the mechanical room, BDF room, and restrooms. This change includes removal and re-installation of the lower level restroom soffit and light fixtures to gain access to the existing plumbing risers to properly fire stop these conditions per the City of Naperville. *This is a Permit-Related Unforeseen Conditions Change.*
- **CAMPUS MAINTENANCE CENTER (CMC) – PEPPER #215: CREDIT (\$95.00).** This credit change is to reconcile previously approved COR 178 due to revised labor rates. *This is a Reconciliation Change.*
- **CAMPUS MAINTENANCE CENTER (CMC) – PEPPER #219: \$2,089.00.** This change is for all labor, material, equipment, and supervision required to install an electric damper within the flue of the CMC pressure washer. This electric damper will help protect the pressure washer parts and pieces from cold temperatures. *This is an Owner-Requested Change.*

- **CAMPUS MAINTENANCE CENTER (CMC) – PEPPER #220: CREDIT (\$1,549.00).** This credit change is for all labor, material, equipment, and supervision required to saw cut and seal a crack in the concrete on the South side of the building. It was determined that the crack is within normal industry tolerance and full replacement would be considered in the future only if the crack became worse. *This is an Owner-Requested Change.*
 - **STUDENT RESOURCE CENTER (SRC) – MORTENSON #070: CREDIT (\$792,700.00).** This credit change is to close out all remaining allowance funds for the SRC construction project. *This is a Final Close-Out Change.*
 - Capital Budget Projects
 - None
- 2) Approval of Construction Change Orders
- Referendum-Related Projects
- **SIGNAGE/WAYFINDING – HERRICANE GRAPHICS CONSTRUCTION MANAGEMENT #001: \$35,818.00.** This change is for all labor, material, equipment, and supervision required to fabricate and install all signage for the Dining & Entertainment signage package. This change order value includes a NTE value of \$3,625 for electrical work where scope will not be fully defined until we start pulling wire. This package has already been accounted for in the Signage budget and will be awarded to Chicago Sign under the previously approved Hurricane Graphics Construction Management Contract. *This is an Owner-Requested Change.*
 - Capital Budget Projects
 - None

Chairman Birt asked if any Trustee had a question regarding a Consent Agenda item. Hearing no questions or comments from the Board, Secretary O'Donnell called the roll for approval of the Consent Agenda items. Voting aye: Trustee McGuire, Secretary O'Donnell, Trustees Savage and Svoboda, Co-Vice Chair Wozniak and Chair Birt. Vice Chairman Hamilton abstained. Motion to approve all Consent Agenda items listed above carried.

Chairman Birt called for a motion to approve Items 8.B.2) and 8.A.3)c) pulled from the Consent Agenda, Trustee Svoboda moved and Secretary O'Donnell seconded:

8. B. 2) Financial Reports

Trustee Savage inquired as to when the check register first started appearing on the Agenda? Trustee Savage commented that Adam Andrzejewski asked for transparency in 2009 so why now was he questioning the College?

Vice Chairman Hamilton again suggested that we disclose items below the \$15,000 mark.

Chairman Birt asked Secretary O'Donnell to call the roll. Voting aye: Trustee McGuire, Secretary O'Donnell, Trustees Savage and Svoboda, Co-Vice Chairman Wozniak, Vice Chairman Hamilton and Chairman Birt. Motion passed unanimously.

8. A. 3) c) Operating Cash Available to Pay Annual Operating Expenses

Vice Chairman Hamilton noted that taxes will be discussed in December and that she would like to see the dollar amount delineated on the report. Vice Chairman Hamilton asked that the item be put up for consideration.

Trustee Savage asked if a motion was necessary as it was just an internal change that was needed.

Trustee McGuire stated she would like to see that information as well.

Chairman Birt asked Secretary O'Donnell to call the roll. Voting aye: Trustee McGuire, Secretary O'Donnell, Trustees Savage and Svoboda, Co-Vice Chairman Wozniak, Vice Chairman Hamilton and Chairman Birt. Motion passed unanimously.

9. NEW BUSINESS

A. For Information Only:
None

B. For Approval:

- 1) Trustee Savage moved and Trustee Svoboda seconded that the Board of Trustees approve the Anesthesia Technology Degree Program. Chairman Birt asked Secretary O'Donnell to call the roll. On roll call voting aye: Trustee McGuire, Secretary O'Donnell, Trustees Savage and Svoboda, Co-Vice Chairman Wozniak, Vice Chairman Hamilton and Chairman Erin Birt. Motion passed unanimously.
- 2) Trustee Svoboda moved and Trustee McGuire seconded that the Board of Trustees approves the Surgical Assistant Certificate Program. Chairman Birt asked Secretary O'Donnell to call the roll. On roll call voting aye: Vice Chairman Hamilton, Trustee McGuire, Secretary O'Donnell, Trustees Savage and Svoboda, Co-Vice Chairman Wozniak and Chairman Erin Birt. Motion passed unanimously.
- 3) Trustee McGuire moved and Trustee Savage seconded that the Board of Trustees approve the Mental Health First Aid Certificate. Chairman Birt asked Secretary O'Donnell to call the roll. On roll call voting aye: Vice Chairman Hamilton, Trustee McGuire, Secretary O'Donnell, Trustees Savage and Svoboda, Co-Vice Chairman Wozniak and Chairman Erin Birt. Motion passed unanimously.
- 4) Secretary O'Donnell moved and Trustee McGuire seconded that the Board

of Trustees approve the Addendum to the Joint Education Agreement between William Rainey Harper College and College of DuPage. Chairman Birt asked Secretary O'Donnell to call the roll. On roll call voting aye: Vice Chairman Hamilton, Trustee McGuire, Secretary O'Donnell, Trustees Savage and Svoboda, Co-Vice Chairman Wozniak and Chairman Erin Birt. Motion passed unanimously.

- 5) Trustee Savage moved and Trustee Svoboda seconded that the Board of Trustees approve the Employee Wellness Screenings. Chairman Birt asked Secretary O'Donnell to call the roll. On roll call voting aye: Vice Chairman Hamilton, Trustee McGuire, Secretary O'Donnell, Trustees Savage and Svoboda, Co-Vice Chairman Wozniak and Chairman Erin Birt. Motion passed unanimously.
- 6) Co-Vice Chairman Wozniak moved and Trustee Savage seconded that the Board of Trustees approve the Independent Third Party Review of Imprest. Chairman Birt asked Secretary O'Donnell to call the roll. On roll call voting aye: none. On roll call voting nay: Vice Chairman Hamilton, Trustee McGuire, Secretary O'Donnell, Trustees Savage and Svoboda, Co-Vice Chairman Wozniak and Chairman Erin Birt. Motion failed.

10. TRUSTEE DISCUSSION ITEMS

Discussion of ICCTA/ACCT Conference in Chicago.

At 9:31 p.m. Chairman Birt called a motion to take a brief break prior to Closed Session. Trustee Svoboda moved and Trustee Savage seconded the motion. Secretary O'Donnell called a voice vote. On roll voting aye: Trustees Birt, Hamilton, McGuire, O'Donnell, Savage, Svoboda and Wozniak. Motion passed.

At 9:52 p.m. meeting reconvened. Chairman Birt asked Secretary O'Donnell to call the roll.

Present: Trustees Erin Birt, Katharine Hamilton, Dianne McGuire, Allison O'Donnell, Kim Savage, Nancy Svoboda and Joe Wozniak.

Also Present: Legal Counsel Respicio F. Vazquez of Franczek Radelet P.C.

11. CLOSED SESSION

At 9:52 p.m. Chairman Birt announced that the Board would move into Closed Session for the purpose of discussing the following: "The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity."

Chairman Birt announced that general comments will be held after Closed Session, however there will be no Board action taken after Closed Session.

Chairman Birt called for a motion, Trustee McGuire moved and Trustee Svoboda seconded. On roll call, voting aye: Co-Vice Chairman Wozniak, Vice Chairman Hamilton, Trustee McGuire, Secretary O'Donnell, Trustees Savage and Svoboda and Chairman Birt. Motion carried unanimously.

12. RESUME OPEN MEETING

At 11:07 p.m. Trustee Svoboda moved and Trustee Savage seconded closed session be adjourned. The Board of Trustees returned to open session. Secretary O'Donnell called the roll.

Present: Trustees Erin Birt, Katharine Hamilton, Dianne McGuire, Allison O'Donnell, Kim Savage, Nancy Svoboda and Joe Wozniak.

Also Present: Legal Counsel Respicio F. Vazquez of Franczek Radelet P.C.

Trustee Hamilton left the meeting at 11:08 p.m.

At 11:09 p.m. Chairman Birt called a motion to take a brief break. Trustee Savage moved and Trustee Svoboda seconded the motion. Secretary O'Donnell called a voice vote. On roll voting aye: Trustees Birt, McGuire, O'Donnell, Savage, Svoboda and Wozniak. Vice Chairman Hamilton note present. Motion passed.

At 11:17 p.m. meeting reconvened. Chairman Birt asked Secretary O'Donnell to call the roll.

Present: Trustees Erin Birt, Katharine Hamilton, Dianne McGuire, Allison O'Donnell, Kim Savage, Nancy Svoboda and Joe Wozniak.

Also Present: Legal Counsel Respicio F. Vazquez of Franczek Radelet P.C.

13. GENERAL PUBLIC COMMENTS

- Glenn Hansen spoke regarding the vote of no confidence
- Richard Jarman spoke regarding SURs annuitants
- Haroon Atcha spoke regarding student advocacy
- Jeff Cooper spoke regarding Trustee Dianne McGuire's remarks
- John Hamilton spoke regarding Trustee Dianne McGuire's remarks

14. ANNOUNCEMENTS:

ICCTA

Trustee Svoboda attended a Board of Representatives meeting. The meeting was centered around the upcoming veto session; pension legislation; baccalaureate degrees and the changes that may occur after the election.

ACCT

The next meeting will be February 8, 2014. Trustee Svoboda will be an associate member of the Finance & Audit Committee; Trustee McGuire will be an associate member of the By

Laws & Governance Committee; Trustee Savage will be an associate member of the Public Policy Committee; and Co-Vice Chairman Wozniak will be an associate member of the Diversity Committee.

Other Announcements

Trustee Svoboda attended two Foundation events as well as the Veteran's Day Read-In. Trustee Svoboda also attended a Lifelong Learning Committee meeting and reported that there may be financial aid available to older adults.

Chairman Birt announced that she will reconsider her decision to let Laura Reigle speak. Chairman Birt asked that in the future Ms. Reigle sign up for general comments if she wishes to speak twice.

- Laura Reigle spoke regarding Trustee Dianne McGuire's remarks.

Foundation Report

- The Foundation has raised nearly \$1.4 million fiscal year to date, 43% of target.
- The Foundation has received a number of corporate and foundation grants recently, including one from Motorola Solutions in support of the Homeland Security Training Center.
- The President launched a new initiative earlier this week, in conjunction with the Foundation, creating a corporate advisory council to the College for philanthropic and partnership engagement.
- The COD Alumni Program, underwritten by the Foundation, recognized and celebrated its Inaugural Class of Distinguished Alumni on Thursday, November 13th. Eight alums represented the more than 120,000 COD Alumni nationwide and were recognized for their personal and professional accomplishments since leaving COD. This annual event will be held each November and nominations are already being accepted for the 2015 class.
- In partnership with the MAC, the Foundation hosted a donor appreciation event on Tuesday this week, unveiling its new donor wall.
- As a follow-up from last month, WDCB exceeded their fall pledge drive goal, raising over \$130,000.

15. ADJOURN

At 11:49 p.m., Chairman Birt noted that, if there was no further business to come before the Board, she would entertain a motion to adjourn. Trustee Savage moved, Trustee Svoboda seconded, that the Board Meeting adjourn. On voice vote, the motion carried unanimously.

By: _____
Allison O'Donnell, Secretary

Approved: November 20, 2014

By: _____
Erin Birt, Board Chairman



**11/20/14 Closed Session Minutes
Regular Board of Trustees Meeting**

CONFIDENTIAL

FOR BOARD ONLY

COLLEGE OF DuPAGE
REGULAR BOARD MEETING

STANDARD BOARD APPROVAL

1. SUBJECT

Financial Reports.

2. REASON FOR CONSIDERATION

For monthly Board approval and information.

3. BACKGROUND INFORMATION

- a) Treasurer's Report - The Treasurer's Report goes to the Board for approval every month except July. The Treasurer's Report includes the receipts and disbursements for each month by fund on strictly a cash basis. Therefore, the ending balance in each fund is equal to the balance of the cash and investments by fund.
- b) Payroll and Accounts Payable Report – This report is presented to the Board for approval each month.

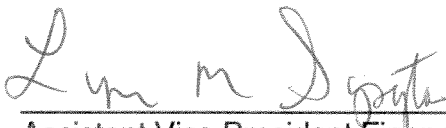
4. RECOMMENDATION

That the Board of Trustees approves the Treasurer's Report and Payroll & Accounts Payable Report.

SIGNATURE PAGE FOR FINANCIAL REPORTS

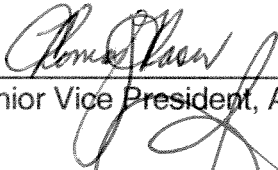
ITEM(S) ON REQUEST

That the Board of Trustees approves the Treasurer's Report and Payroll & Accounts Payable Report.



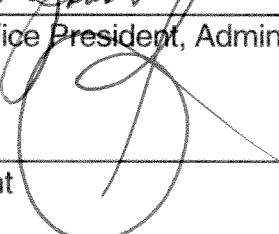
Assistant Vice President Financial Affairs and Controller

11/26/14
Date



Senior Vice President, Administration and Treasurer

12/9/2014
Date



President

12/9/14
Date

College of DuPage
Community College District No. 502
Treasurer's Report as of November 30, 2014

MB Financial and Chase Concentration Accounts

Beginning Balance	\$ 17,357,717
Current Activity	
Cash Receipts	9,626,264
Cash Disbursements	(17,016,771)
Wire Transfer/Bank Charges/Voids	21,312,625
Payroll	(6,111,310)
Total Month Activity	<u>7,810,808</u>
Ending Balance	<u><u>\$ 25,168,525</u></u>

Cash

MB Financial Concentration Account	\$ 7,071,149
Change Funds	18,515
Chase Concentration and Credit Card Accounts	18,097,376
Total Cash	<u><u>\$ 25,187,040</u></u>

Cash Equivalents

ILFUNDS	\$ 1
Wheaton NOW Account	16,175,878
PFM Liquidity Account	559
Money Market Accounts	1,411,635
MB Financial NOW Account	20,000,000
Chase High Yield	2,042,752
IMET Convenience Fund (Unrestricted)	4,713
IMET Convenience Fund (Restricted)	2,221,485
Total Cash Equivalents	<u><u>\$ 41,857,023</u></u>

Investments

Time Deposits	\$ 6,690,000
Northern Trust Mutual Funds	45,466,443
PFM	25,724,387
PFM Fair Value Adjustment	19,449
IIIT PFM	92,029
U.S. Government Securities	55,000,000
U.S. Government Securities Fair Value Adjustment	(9,627)
Managed Portfolio - Great Lakes	20,000,000
Deutsche Bank - Fidelity Mutual Fund	18,128,702
Fidelity Mutual Fund Fair Value Adjustment	3
State Street Bank - Federated Mutual Fund	18,071,377
Federated Mutual Fund Fair Value Adjustment	(18,072)
Northern Trust - Goldman Sachs Mutual Fund	18,446,760
Goldman Sachs Mutual Fund Fair Value Adjustment	(89,655)
Total Investments	<u><u>\$ 207,521,796</u></u>

Total Cash Equivalents & Investments	<u><u>\$ 249,378,819</u></u>
Total Cash, Cash Equivalents & Investments	<u><u>\$ 274,565,859</u></u>

College of DuPage
Community College District No. 502
PAYROLL AND ACCOUNTS PAYABLE REPORT
CASH DISBURSEMENTS
November 30, 2014

Payroll - November 2014

	Gross	Net
Advices	\$ 8,701,789	\$ 5,852,568
Checks	350,723	258,742
Total Payroll	\$ 9,052,512	\$ 6,111,310
% Electronic		95.8%

Accounts Payable - November 2014 ⁽¹⁾

Imprest checks - Vendors	\$	660,973
Imprest Echecks - Vendors		790,944
ACH transfers - Vendors		11,682
Wire transfers - Vendors		10,819
Sub-total Vendors		1,474,418
Imprest checks - Employees	\$	11,377
Imprest Echecks - Employees		68,999
Sub-total Employees		80,376
Imprest checks - Student Refunds	\$	922,978
Imprest Debit Cards - Student Refunds		417,916
Imprest E-commerce - Student Refunds		24,198
Sub-total Students	\$	1,365,092
Total Imprest ⁽²⁾	\$	2,919,886
% Electronic		45.4%
Operating checks - Vendors	\$	683,663
Operating Echecks - Vendors		6,629,496
ACH transfers - Vendors		1,568,348
Wire transfers - Vendors		5,215,378
Total Operating	\$	14,096,885
% Electronic		95.2%

Combined Payroll and Accounts Payable - November 2014

Total Net Payroll Disbursements	\$	6,111,310
Total Accounts Payable Disbursements		17,016,771
Total Cash Disbursements	\$	23,128,081

⁽¹⁾ Includes payroll cash disbursements made to vendors and government agencies for employee withholdings.

⁽²⁾ Imprest payments include invoices that are less than \$15,000. Invoices \$15,000 or greater are shown as Operating.

COLLEGE OF DuPAGE
COMMUNITY COLLEGE DISTRICT NO. 502
ACCOUNTS PAYABLE TO BE APPROVED BY BOARD
AT THE DECEMBER 2014 BOARD MEETING

CHECKS ISSUED DURING ACCOUNTING MONTH - NOVEMBER

<u>NUMBER</u>	<u>PAYEE NAME</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
IM*0162642	Postmaster - Glen Ellyn	Replenish USPS permit usage	\$ 30,000.00
IM*0162643	Postage Reserve Account at USPS	Postage usage replenishment for October 2014	15,000.00
IM*0162672	Armstrong Medical Industries	Simulated manikins for Nursing program	21,202.50
IM*0162673	B&H Photo Video Pro Audio	Camera equipment for the MAC Center project	20,991.50
IM*0162674	Blacktop, Inc.	Artist fee for performance at the MAC	15,000.00
IM*0162675	ComEd/Commonwealth Edison	Distribution charges for September-October 2014	57,406.42
IM*0162676	Community Christian Church	Facility rental fees for summer youth program 2014	30,000.00
IM*0162677	Fisher Scientific Co.	Digital melt point apparatus for Chemistry department	15,716.60
IM*0162678	Harland Clarke Corporation	Email subscription service for Marketing & Creative Services	24,940.00
IM*0162679	HFO Chicago LLC	Manufacturing equipment for CNC training	134,564.00
IM*0162680	Midway Building Services	Janitorial services - September 2014	35,769.69
IM*0162681	SAP Public Services Inc.	Annual Software Maintenance Renewal for IT	47,552.27
IM*0163407	Healthcare Service Corp.	Run out of medical claims; dental claims October 2014	51,362.66
IM*0163408	Reliance Standard Life Insurance	Payroll deductions Life Insurance October 2014	22,586.45
IM*0163408	Reliance Standard Life Insurance	Life Insurance college share October 2014	9,899.75
IM*0163408	Reliance Standard Life Insurance	Long-term disability October 2014	8,702.83
IM*0163409	ScreenScape Networks Inc.	Enterprise network license renewal for IT	15,114.96
IM*0163534	ICCB-IL Community College Board	State apportionment reimbursement for select PE courses	59,835.55
IM*0163535	Robbins, Schwartz, Nicholas, Lifton & Taylor	Legal fees and services September 2014	35,099.58
IM*0163557	Carol Stream Postmaster	Postage for COD Impact Community Publication	32,918.65
IM*E0040814	SURS-State Univ Retirement System	SURS withholding 10/31/14 payroll	364,692.92
IM*E0040814	SURS-State Univ Retirement System	College share SURS health 10/31/14 payroll	14,679.04
IM*E0040814	SURS-State Univ Retirement System	Trust & Federal funds 10/31/14 payroll	2,686.57
IM*E0040815	Valic Retirement Services	Payroll deduction 10/31/14 payroll	136,924.07
IM*E0040859	Breezy Hill Nursery, Inc.	Landscaping services for Athletic Field project	15,200.00
IM*E0040860	Corporate Lakes Property	Rental fees November 2014	15,541.19
IM*E0040861	DuPage Area Occupational Education System	Pass through funds from ISBE	222,136.00
IM*E0040862	Legat Architects	Professional services for Homeland Security Training Center Project	21,348.20
IM*E0040863	Pepper Construction	Construction management services for Naperville Center project	850,183.13
IM*E0040864	Power Construction Co.	Construction management services for Homeland Security II Project	965,042.00
IM*E0040865	RIYA Travel & Tours	Fees for Field Studies India trip (participant paid)	39,208.00
IM*E0041003	Advanced Wiring Solution	Emergency installation of NVR data storage equipment for Police	19,510.00
IM*E0041004	Astral Precision Equipment	Equipment for Manufacturing program	76,483.40
IM*E0041005	Cambridge University Press	Ventures workbooks for ABE program	24,445.12
IM*E0041006	Graybar Electric-Glendale Heights	Camera and electrical supplies for Naperville project	16,889.21
IM*E0041007	Hennessy's River View Ford	Ford transit van for COD Engineering department	22,686.00
IM*E0041008	Lamers Bus Lines Inc.	Charter Bus services to Austin, TX - COD Football Team	15,566.00
IM*E0041009	O'Hara Construction Inc.	Carol Stream testing lab renovation	19,421.20
IM*E0041010	Shop Anatomical	Muscle torso model for Health Sciences department	16,021.20
IM*E0041011	Tribune Media Group	September 2014 advertising fees	16,500.00
IM*E0041137	Village of Glen Ellyn	Water/sewer services 9/8/14-9/30/14	23,666.64
IM*E0041300	College of Dupage Faculty Association	Payroll deduction 11/14/14 payroll	24,616.00
IM*E0041301	College of Dupage-CODAA	Payroll deduction 11/14/14 payroll	30,041.25
IM*E0041302	DuPage Credit Union	Payroll deduction 11/14/14 payroll	38,218.40
IM*E0041303	SURS-State Univ Retirement System	SURS withholding 11/14/14 payroll	369,626.50
IM*E0041303	SURS-State Univ Retirement System	College share SURS health 11/14/14 payroll	14,661.31
IM*E0041303	SURS-State Univ Retirement System	Trust & Federal funds 11/14/14 payroll	3,665.82
IM*E0041304	Valic Retirement Services	Payroll deduction 11/14/14 payroll	131,729.52
IM*E0041305	American Express Travel	Employee airfare/conference fees, online booking September 2014	30,042.20
IM*E0041308	Austin Mechanical Sales, Inc.	Mechanical equipment for electrical plant maintenance	15,750.00
IM*E0041309	Community College Health Consortium	Claims for medical insurance plans November 2014	1,239,610.90
IM*E0041310	DuPage Area Occupational Education System	Pass through funds from ISBE	162,000.00
IM*E0041311	Miller Commons LLC	Rental space for Naperville Center November/December 2014	72,000.00
IM*E0041431	Franczek Radelet	Legal fees and services September 2014	30,104.98
IM*E0041485	Nicor Enerchange	Natural gas supply - October 2014	56,371.47
IM*E0041486	Patriot Paving Maintenance	Labor and materials for concrete work	24,876.00
IM*E0041487	Power Construction Co.	Construction management services for Homeland Security II Project	862,026.00
IM*E0041488	Sound Vision, Inc.	Custom Lectures for Naperville Regional Center	29,604.96
IM*E0041490	West Payment Center	Renewal of WestLaw Pro campus research FY15 Database	17,260.56
IM*E0041634	College of Dupage Faculty Association	Payroll deduction 11/26/14 payroll	24,616.00
IM*E0041635	DuPage Credit Union	Payroll deduction 11/26/14 payroll	38,218.40
IM*E0041636	SURS-State Univ Retirement System	SURS withholding 11/26/14 payroll	366,752.51
IM*E0041636	SURS-State Univ Retirement System	College share SURS health 11/26/14 payroll	14,720.97

COLLEGE OF DuPAGE
COMMUNITY COLLEGE DISTRICT NO. 502
ACCOUNTS PAYABLE TO BE APPROVED BY BOARD
AT THE DECEMBER 2014 BOARD MEETING

CHECKS ISSUED DURING ACCOUNTING MONTH - NOVEMBER

<u>NUMBER</u>	<u>PAYEE NAME</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
IM*E0041636	SURS-State Univ Retirement System	Trust & Federal funds 11/26/14 payroll	\$ 3,085.82
IM*E0041637	Valic Retirement Services	Payroll deduction 11/26/14 payroll	131,066.73
IM*A352	Dept of Treasury	Federal Tax withholding 11/14/14 payroll	535,216.29
IM*A352	Dept of Treasury	College share FICA tax withholding 11/14/14 payroll	2,639.44
IM*A352	Dept of Treasury	College share Medicare tax withholding 11/14/14 payroll	61,815.00
IM*A353	IDES-Magnetic Media Unit	State tax withholding 11/14/14 payroll	187,532.26
IM*A355	IDES-Magnetic Media Unit	State tax withholding 11/26/14 payroll	185,884.15
IM*A356	Dept of Treasury	Federal Tax withholding 11/26/14 payroll	531,629.65
IM*A356	Dept of Treasury	College share FICA tax withholding 11/26/14 payroll	2,398.95
IM*A356	Dept of Treasury	College share Medicare tax withholding 11/26/14 payroll	61,232.01
IM*W223	Amalgamated Bank of Chicago	Bond Interest payments Series 2007, 2011A, and 2013A	5,215,377.50
TOTAL CHECKS, E-CHECKS, ACH & WIRE TRANSFERS ISSUED DURING ACCOUNTING MONTH			<u>\$ 14,096,884.85</u>

COLLEGE OF DuPAGE
REGULAR BOARD MEETING

SUMMARY OF BIDS

Item 8. B. 3) a) Two (2) Vascular Systems for the Sonography Department (Rejection)

That the Board of Trustees rejects all bids received for two (2) Vascular Systems for the Sonography Department due to a change in specifications.

Item 8. B. 3) b) Food & Beverage Vending Services Program

That the Board of Trustees approve the 5-year contract for Food & Beverage Vending Services for the period from January 1, 2015 to December 31, 2019, as follows:

A) Food and Hot Beverage Vending Services awarded to Ace Coffee Bar, Inc., 601 E. Lake Street, Streamwood, IL 60107, per the following commission rates:

Hot Beverage	26.5%
Candy/Snack	26.5%
Cold/Frozen Food	26.5%
Ice Cream/Milk	26.5%

B) Cold Beverage Vending Services awarded to PepsiCo, 1475 E. Woodfield Road, Schaumburg, IL 60173, per the following commission rates:

Bottle Soda/Water	45.0%
Bottle Juice/Sports Drink/New Age	30.0%
Can Soda	10.0%

Item 8. B. 3) c) Student Resource Center (SRC) Library Furniture Move Services

That the Board of Trustees award the bid for Student Resource Center (SRC) Library Furniture Move Services to the lowest responsible bidder, Advantage Moving & Storage, Inc., 2641 Corporate Parkway, Algonquin, IL 60102 for the bid of \$20,888.00.



COLLEGE OF DuPAGE
REGULAR BOARD MEETING

STANDARD BOARD APPROVAL

1. SUBJECT

Two (2) Vascular Systems for the Sonography Department (Rejection).

2. BUDGET STATUS

Funds in the amount of \$50,380.00 are being provided by the Diagnostic Medical Sonography Capital Equipment budget 01-10-00157-5806001.

3. BACKGROUND INFORMATION

This bid represents the purchase of two (2) Vascular Systems for use in the Sonography and Vascular Sonography labs for the Health and Science programs. Current equipment in the Sonography lab is outdated and obsolete. The replacement equipment must be designed to best serve our students with the most current technology available.

A legal notice was published and three (3) vendors responded. Upon review of the bids received, we found that two (2) of the vendors recommended equipment with different technology than was specified. Additional research into the available technologies resulted in a determination that the specifications in the bid document prevented the College from consideration of alternate technologies that may better fit the program objectives. Therefore, we recommend that all bids received be rejected and that bid specifications be revised to allow consideration of a wider array of technologies, so the College may select the best equipment for our students at the most reasonable price.

This purchase complies with State Statute, Board Policy and Administrative Procedures.

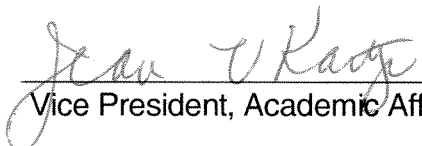
4. RECOMMENDATION

That the Board of Trustees rejects all bids received for two (2) Vascular Systems for the Sonography Department due to a change in specifications.

SIGNATURE PAGE FOR TWO (2) VASCULAR SYSTEMS FOR THE SONOGRAPHY
DEPARTMENT (REJECTION)

ITEM(S) ON REQUEST


That the Board of Trustees rejects all bids received for two (2) Vascular Systems for the Sonography Department due to a change in specifications.

 12/9/14

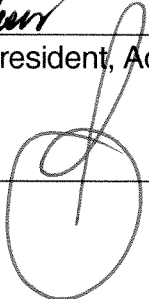
Vice President, Academic Affairs Date

 12-9-14

Director, Business Affairs Date

 12/9/2014

Senior Vice President, Administration and Treasurer Date

 12/10/14

President Date



**COLLEGE OF DuPAGE
REGULAR BOARD MEETING**

STANDARD BOARD APPROVAL

1. SUBJECT

Food & Beverage Vending Services Program.

2. REASON FOR CONSIDERATION

This recommendation is for the award of a proposal request for the operation of vending machines for a five (5) year term from January 1, 2015 through December 31, 2019, as requested by Business Affairs in accordance with Board Policy 10-180, Privatization of College Services. The current contract for vending services will expire on December 31, 2014.

The proposed contract provides all equipment and contents and is responsible for the operation of vending machines at all College facilities. The contract includes the award of exclusive beverage rights at the College. The proposed contract would provide an estimated combined revenue of \$125,000.00 annually, plus \$51,000.00 for exclusive beverage rights. Revenue generated from this contract is deposited in the General Auxiliary Fund #05-60-13160-4900013 and #05-60-13160-4900014.

3. BACKGROUND INFORMATION

Vending services are provided campus-wide for the benefit of students, employees and community members as a supplement to the main Dining Services operations. Vending machines are placed at various locations throughout the campus to provide access to food and beverages for people unable to get to the main Dining Services area, as well as when the facilities are closed.

Board Policy #10-180 delineates the criteria for provider selection by considering the ability to meet the service quality requirements of the College in a satisfactory manner while providing reasonable financial provisions. The operations of vending at the College are monitored through the Dining Services Advisory Committee. This Committee is comprised of representatives from faculty, staff, students and administration.

A legal bid notice was published and ten (10) vendors were solicited. Three (3) responses were received. One vendor, Coca-Cola, was disqualified because the vendor did not submit a required bid security of \$10,000.00 and also offered significantly less in exclusivity payments to the College. Two (2)

qualified vendors, Ace Coffee Bar and PepsiCo, are the recommended awardees of this contract.

The proposed contract with Ace Coffee Bar for food and hot beverage vending services provides the College with a .09% increase in commissions over the current contract, and stipulates a guaranteed minimum annual commission of \$50,000.00. All snack machines will be replaced with Revision Door units to be ADA compliant and include LED lights, coin and debit/credit processing capabilities, 7" touch screens to access nutritional information of all products, Ace's Go-Slow-Whoa healthy vending merchandising, and will include gluten-free and other categories of snacks as requested. Ace Coffee Bar is the College's current food vending provider, and has performed in a satisfactory and responsive manner. References for Ace Coffee Bar included the University of Illinois-Chicago, Waubensee Community College, Cook County, and Rush University Medical Center.

The proposed contract with PepsiCo for all cold beverage vending services includes commission rates equivalent to the current contract. In addition, PepsiCo will be providing \$51,000.00 annually for the right to be our exclusive cold beverage vendor, and \$6,500.00 in sponsorship contributions. PepsiCo is the College's current cold beverage provider, and has performed in a satisfactory and responsive manner. References for PepsiCo included DePaul University, Northeastern Illinois University, Moraine Valley Community College, and University of Illinois-Chicago.

This purchase complies with State Statute, Board Policy and Administrative Procedures.

4. RECOMMENDATION

That the Board of Trustees approve the 5-year contract for Food & Beverage Vending Services for the period from January 1, 2015 to December 31, 2019, as follows:

- A) Food and Hot Beverage Vending Services awarded to Ace Coffee Bar, Inc., 601 E. Lake Street, Streamwood, IL 60107, per the following commission rates:

Hot Beverage	26.5%
Candy/Snack	26.5%
Cold/Frozen Food	26.5%
Ice Cream/Milk	26.5%

Consent Agenda
Item 8. B. 3) b)
December 18, 2014

- B) Cold Beverage Vending Services awarded to PepsiCo, 1475 E. Woodfield Road, Schaumburg, IL 60173, per the following commission rates:
- | | |
|-----------------------------------|-------|
| Bottle Soda/Water | 45.0% |
| Bottle Juice/Sports Drink/New Age | 30.0% |
| Can Soda | 10.0% |

SIGNATURE PAGE FOR FOOD & BEVERAGE VENDING SERVICES
PROGRAM

ITEM(S) ON REQUEST

That the Board of Trustees approve the 5-year contract for Food & Beverage Vending Services for the period from January 1, 2015 to December 31, 2019, as follows:

- A) Food and Hot Beverage Vending Services awarded to Ace Coffee Bar, Inc., 601 E. Lake Street, Streamwood, IL 60107, per the following commission rates:

Hot Beverage	26.5%
Candy/Snack	26.5%
Cold/Frozen Food	26.5%
Ice Cream/Milk	26.5%

- B) Cold Beverage Vending Services awarded to PepsiCo, 1475 E. Woodfield Road, Schaumburg, IL 60173, per the following commission rates:

Bottle Soda/Water	45.0%
Bottle Juice/Sports Drink/New Age	30.0%
Can Soda	10.0%


Director, Business Affairs
11-25-14
Date


Senior Vice President, Administrative Affairs & Treasurer
11/26/2014
Date


President
12/2/14
Date



COLLEGE OF DuPAGE
REGULAR BOARD MEETING

STANDARD BOARD APPROVAL

1. SUBJECT

Student Resource Center (SRC) Library Furniture Move Services.

2. BUDGET STATUS

The College estimated the total cost of this bid package to be \$60,000.00. The recommended contractor's bid is \$20,888.00 or \$39,112.00 below the estimate. These funds are being provided by the Student Resource Center Construction Budget #03-90-36800-5309001.

3. BACKGROUND INFORMATION

The SRC Library Furniture Move Services project was publicly bid in one package and includes one trade: Moving & Storage. Services include removing materials from existing shelving, labeling, storing, removing existing shelving, and re-installing materials on new shelving.

A legal bid notice was published and twenty three (23) bidders were solicited. Six (6) vendors responded of which two (2) were in-district. One (1) bidder was disqualified because the bidder did not acknowledge addenda. One (1) bid was returned because it arrived after the deadline. No minority vendors were identified.

Following is a recap of the bid tabulation:

Vendor	Bid
3MD Relocation Services	\$69,900.00
Advantage Moving & Storage	\$20,888.00
<i>Armstrong Relocation Co. *</i>	<i>\$32,695.00</i>
Hollander International Storage and Moving Co.	\$35,810.00
McCollisters *	\$25,422.00
<i>Dreiske</i>	<i>Bid Returned</i>

Recommended Vendor in Bold

Disqualified Vendor

** In-District*

This purchase complies with State Statute, Board Policy and Administrative Procedures.


4. RECOMMENDATION

That the Board of Trustees award the bid for Student Resource Center (SRC) Library Furniture Move Services to the lowest responsible bidder, Advantage Moving & Storage, Inc., 2641 Corporate Parkway, Algonquin, IL 60102 for the bid of \$20,888.00.

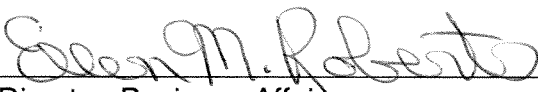
SIGNATURE PAGE FOR STUDENT RESOURCE CENTER (SRC) LIBRARY FURNITURE
MOVE SERVICES, BID

ITEM(S) ON REQUEST

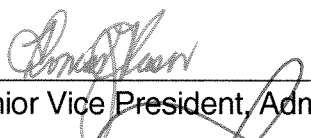
That the Board of Trustees award the bid for Student Resource Center (SRC) Library Furniture Move Services to the lowest responsible bidder, Advantage Moving & Storage, Inc., 2641 Corporate Parkway, Algonquin, IL 60102 for the bid of \$20,888.00.

 12.2.14

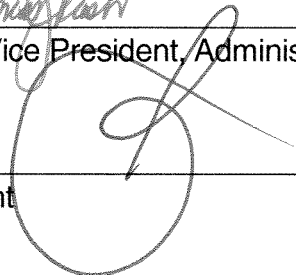
Director, Facilities Planning and Development Date

 12-2-14

Director, Business Affairs Date

 12/3/2014

Senior Vice President, Administration and Treasurer Date

 12/9/14

President Date

COLLEGE OF DuPAGE
REGULAR BOARD MEETING

SUMMARY OF REQUESTS FOR PROPOSALS

Item 8. B. 4) a) Lobbying Services

That the Board of Trustees authorizes the President to execute a contract between College of DuPage and Roger C. Marquardt & Company, Inc., 311 S. County Farm Rd, Suite I, Wheaton, IL 60187 to provide lobbying services on behalf of College of DuPage for the 6-month period of January 1, 2015 to June 30, 2015 for a fee of \$4,500.00 per month, not to exceed \$27,000.00.

Item 8. B. 4) b) Debt Collection Services

That the Board of Trustees approves a three-year contract from January 1, 2015 through December 31, 2017 for Debt Collection Services with Enterprise Recovery Systems, Inc., 2000 York Road, Oak Brook, IL 60523, for a fee of 20% of actual monies received from their collection efforts.



COLLEGE OF DuPAGE
REGULAR BOARD MEETING

STANDARD BOARD APPROVAL

1. SUBJECT

Lobbying Services.

2. BUDGET STATUS

Funds in an amount of \$27,000.00 are being provided by Other Contractual Services Account 01-80-00785-5309001.

3. BACKGROUND INFORMATION

The College has contracted for services with lobbying firms over the past nine (9) years to assist in the implementation of its Government Relations Plan, i.e. to effect legislation favorable to the College and obtain funding to advance College initiatives and programs.

Services are necessary at this time to pursue the College's 2015 Legislative Plan. The focus will be to obtain capital and other funds available through the State, as well as provide support for the community college baccalaureate initiative, issues related to SURS, veterans funding, MAP grants, and other matters impacting the College. The lobbyist will also help the College advance its legislative agenda within DuPage County and in Washington, D.C.

In September, a Request for Proposal was issued to identify qualified firms to provide lobbying services for College of DuPage. Standard RFP protocol was followed. A legal notice was published and notice was placed on the College's website, rendering two (2) inquiries. To ensure due diligence in identification of potential bidders, thirty-three (33) firms with lobbyists registered in Illinois with interest in education were also identified and directly solicited. A total of thirty-five companies received an Invitation to Bid; five (5) of these firms requested RFP documents. One (1) firm was in-district. One (1) firm responded, Roger C. Marquardt & Company, Inc.

The College has a favorable relationship with Roger C. Marquardt & Company, Inc. The firm has provided satisfactory services on behalf of the College for the past four (4) years.

This purchase complies with State Statute, Board Policy and Administrative Procedures. In accordance with 110 ILCS 805/3-27.1 Public Community College Act, contracts for the services of individuals possessing a high degree of professional skill where ability or fitness of the individual plays an important part are exempt from competitive bidding.


4. **RECOMMENDATION**

That the Board of Trustees authorizes the President to execute a contract between College of DuPage and Roger C. Marquardt & Company, Inc., 311 S. County Farm Rd, Suite I, Wheaton, IL 60187 to provide lobbying services on behalf of College of DuPage for the 6-month period of January 1, 2015 to June 30, 2015 for a fee of \$4,500.00 per month, not to exceed \$27,000.00.


SIGNATURE PAGE FOR LOBBYING SERVICES

ITEM(S) ON REQUEST

That the Board of Trustees authorizes the President to execute a contract between College of DuPage and Roger C. Marquardt & Company, Inc., 311 S. County Farm Rd, Suite I, Wheaton, IL 60187 to provide lobbying services on behalf of College of DuPage for the 6-month period of January 1, 2015 to June 30, 2015 for a fee of \$4,500.00 per month, not to exceed \$27,000.00.



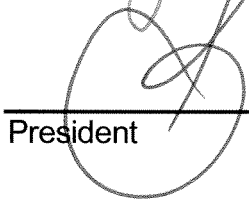
Director, Legislative Relations
12/1/14
Date



Director, Business Affairs
12-2-14
Date



Senior Vice President, Administrative Affairs & Treasurer
12/2/2014
Date



President
12/2/14
Date



**COLLEGE OF DuPAGE
REGULAR BOARD MEETING**

STANDARD BOARD APPROVAL

1. SUBJECT

Debt Collection Services.

2. Reason for Consideration

The current Debt Collection Services contract has expired. Funding for the contract will be provided by the Financial Charges and Adjustments Budget #01-80-00757-5904001.

3. BACKGROUND INFORMATION

This Request for Proposal represents a three-year contract for Debt Collection Services for outstanding receivables. For FY2013, COD's uncollected student tuition balance was \$1,364,208 for 1,149 student accounts. The outstanding student tuition balance for terms prior to FY2013, amount to \$5.5 million and will immediately be transferred to the new collection company from the current collection agency for collection activities.

The College attempts to collect past due accounts after the semester ends. A collection letter is sent to students approximately 60 days after the end of the term after all financial aid return to Title IV adjustments have been finalized. Four months after the term, the accounts are sent to collections. The collection agency is responsible for sending collection letters to students with delinquent accounts informing and advising them of their overdue debt. Other methods of contact include telephone calls to students in an attempt to collect overdue accounts. If all traditional forms of collection fail, the collection agency may with COD's approval seek to have judgments or wage garnishments imposed by a judge.

A committee comprised of College staff from the Financial Affairs Office evaluated all proposals received. Selection criteria included the firms experience in the required area of collections, litigation, similar volume of accounts, performance results, collection techniques utilized and cost of services. After the initial review, the top two firms were interviewed. The recommended firm, Enterprise Recovery Systems, Inc., received the highest overall score.

Enterprise Recovery Systems, Inc. (ERS) is a national collection agency, licensed to collect in all states and municipalities that require agency licensing which extends to 40 states across the country and many foreign countries. ERS is a Chicagoland area company with their headquarters based in Oak Brook, Illinois, serving over 400 colleges and universities and currently employing 623 employees dedicated to Higher Education Account Collections.

4. RECOMMENDATION

That the Board of Trustees approves a three-year contract from January 1, 2015 through December 31, 2017 for Debt Collection Services with Enterprise Recovery Systems, Inc., 2000 York Road, Oak Brook, IL 60523, for a fee of 20% of actual monies received from their collection efforts.


SIGNATURE PAGE FOR DEBT COLLECTION SERVICES

ITEM(S) ON REQUEST

That the Board of Trustees approves a three-year contract from January 1, 2015 through December 31, 2017 for Debt Collection Services with Enterprise Recovery Systems, Inc., 2000 York Road, Oak Brook, IL 60523, for a fee of 20% of actual monies received from their collection efforts.

12/3/14

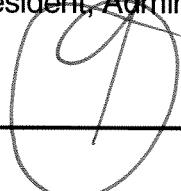
Assistant Vice President, Financial Affairs and ControllerDate

12-3-14

Director, Business AffairsDate

12/4/2014

Senior Vice President, Administrative Affairs & TreasurerDate

12/9/14

PresidentDate

COLLEGE OF DuPAGE
REGULAR BOARD MEETING

SUMMARY OF PURCHASE ORDERS

Item 8. B. 5) a) Culinary & Hospitality Center (CHC) and Waterleaf Restaurant
Produce Purchase

That the Board of Trustees approves the non-bid purchase of produce for the Culinary Arts & Hospitality Center (CHC) in the amount of \$55,000 and for the Waterleaf Restaurant in the amount of \$100,000, for a total expenditure of \$155,000.

Item 8. B. 5) b) Consulting Service Contract Increase for Tennis Court Revisions

That the Board of Trustees approves an increase in the contract for consulting and design services for the Tennis Court Revision project, to Wiss, Janney, Elstner Associates, Inc., (WJE), 330 Pfingsten Road, Northbrook, IL 60062 for an additional amount of \$29,650.00.

Item 8. B. 5) c) Tribune Media Group (TMG) Advertising for McAninch Arts Center
(MAC) for Fiscal Year 2015

That the Board of Trustees approves the marketing and advertising expenses for the McAninch Arts Center (MAC) for Fiscal Year 2015 with Tribune Media Group, 14839 Collections Center Drive, Chicago, IL 60693, in the amount not to exceed \$56,370.00.

Item 8. B. 5) d) Comcast Spotlight LLC (Comcast Xfinity) Advertising for McAninch
Arts Center (MAC) for Fiscal Year 2015

That the Board of Trustees approve the marketing and advertising expenses for the McAninch Arts Center (MAC) for Fiscal Year 2015 with Comcast Spotlight LLC, 12964 Collections Center Drive, Chicago, IL 60693, in the amount not to exceed \$36,000.00.



**COLLEGE OF DuPAGE
REGULAR BOARD MEETING**

STANDARD BOARD APPROVAL

1. **SUBJECT**

Culinary & Hospitality Center (CHC) and Waterleaf Restaurant Produce Purchase.

2. **BUDGET STATUS**

Funds in the amount of \$55,000.00 are being provided by the Culinary & Hospitality Instructional Supplies budget #01-10-00069-5401002 and \$100,000.00 from the Waterleaf Restaurant Food and Beverage Purchases budget #05-60-18001-5408002.

3. **BACKGROUND INFORMATION**

This item represents the purchase of produce for the Culinary & Hospitality Center (CHC) and Waterleaf Restaurant. The two departments purchase a wide variety of fresh and frozen fruits and vegetables. These items will be used on a daily basis throughout the Culinary Arts Program.

Produce is a perishable product and is exempt from the competitive bidding process. The College purchases from more than one source to better meet varying needs relative to product selection and timing. Furthermore, each of the current produce providers offer product options that the other does not.

This purchase complies with State Statutes, Board Policy, and Administrative Procedures.

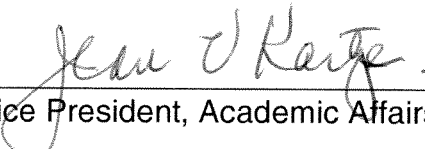
4. **RECOMMENDATION**

That the Board of Trustees approves the non-bid purchase of produce for the Culinary Arts & Hospitality Center (CHC) in the amount of \$55,000 and for the Waterleaf Restaurant in the amount of \$100,000, for a total expenditure of \$155,000.

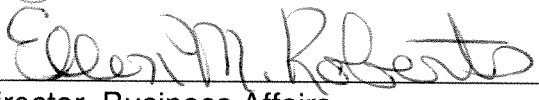
SIGNATURE PAGE FOR CULINARY & HOSPITALITY CENTER (CHC) AND
WATERLEAF RESTAURANT PRODUCE PURCHASE

ITEM(S) ON REQUEST

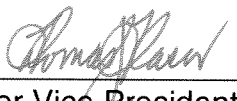
That the Board of Trustees approves the non-bid purchase of produce for the Culinary Arts & Hospitality Center (CHC) in the amount of \$55,000 and for the Waterleaf Restaurant in the amount of \$100,000, for a total expenditure of \$155,000.



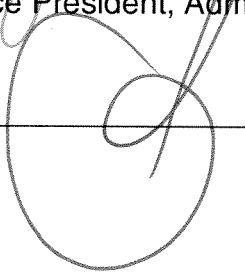
Vice President, Academic Affairs
11/24/14
Date



Director, Business Affairs
11-24-14
Date



Senior Vice President, Administration and Treasurer
11/26/2014
Date



President
12/2/14
Date



COLLEGE OF DuPAGE
REGULAR BOARD MEETING

STANDARD BOARD APPROVAL

1. SUBJECT

Consulting Service Contract Increase for Tennis Court Revisions.

2. BUDGET STATUS

Funds for these consulting services are being provided by: Referendum #2
Other Contractual Services Budget 03-90-36811-5309001.

3. BACKGROUND INFORMATION

The Tennis Court Coating System, applied in late 2012, began to delaminate in 2013. To resolve the deterioration issues, the College contracted consulting and design services to Wiss, Janney, Elstner Associates, Inc. (WJE), who has a prior satisfactory relationship with the College. Additional testing and consultation beyond previously approved Board amounts is required to satisfactorily complete both the legal counsel recommendations and quality control requirements for the resurfacing of the tennis court this calendar year; including humidity testing and analysis and reporting on the failed court coating.

This contract is in compliance with the Local Government Professional Services Section Act 50 ILCS 510/6.

Current Approved Contract Amount	\$83,800.00
Additional Services:	
Relative Humidity Testing and Reporting	\$15,000.00
Meetings, Consultation and Services	\$14,650.00
Revised Contract Amount	\$113,450.00

4. RECOMMENDATION:

That the Board of Trustees approves an increase in the contract for consulting and design services for the Tennis Court Revision project, to Wiss, Janney, Elstner Associates, Inc., (WJE), 330 Pfingsten Road, Northbrook, IL 60062 for an additional amount of \$29,650.00.


SIGNATURE PAGE FOR CONSULTING SERVICE CONTRACT INCREASE FOR
TENNIS COURT REVISIONS

ITEM(S) ON REQUEST

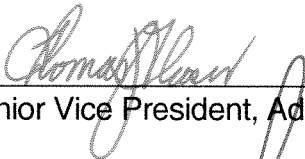
That the Board of Trustees approves an increase in the contract for consulting and design services for the Tennis Court Revision project, to Wiss, Janney, Elstner Associates, Inc., (WJE), 330 Pfingsten Road, Northbrook, IL 60062 for an additional amount of \$29,650.00.

 11.24.14

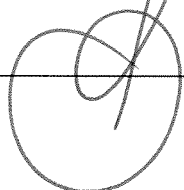
Director, Facilities Planning and Development Date

 11.25-14

Director, Business Affairs Date

 11/26/2014

Senior Vice President, Administration and Treasurer Date

 12/2/14

President Date



**COLLEGE OF DuPAGE
REGULAR BOARD MEETING**

STANDARD BOARD APPROVAL

1. **SUBJECT**

Tribune Media Group (TMG) Advertising for McAninch Arts Center (MAC) for Fiscal Year 2015.

2. **BUDGET STATUS**

Funds in the amount not to exceed \$56,370.00 are being provided by the following Expense Budgets for Fiscal Year 2015:

01-40-11001-5407001	Director Performing Arts
05-60-11401-5407001	MAC Rentals
05-60-11601-5407001	MAC Touring
05-60-11701-5407001	New Philharmonic
01-30-12301-5407001	Gallery
01-30-12331-5407001	Performing Arts

3. **BACKGROUND INFORMATION**

Tribune Media Group is utilized by the MAC to provide media placement and advertising for all touring performances, all New Philharmonic concerts and select Cleve Carney Art Gallery exhibits and rental events. The Chicago Tribune and its subsidiary publications/organizations, which include Triblocal, Naperville Magazine, and their digitization ads, provide opportunities for the MAC to reach targeted audiences and potential ticket buyers in DuPage County and surrounding areas.

This proposal includes print, digital and email advertising as well as content marketing and search engine optimization.

MAC, in conjunction with its contracted public relations/marketing firm Carol Fox and Associates, has created an annual marketing plan for the 2014-15 season to publicize 49 total events comprised of 35 Touring, 5 New Philharmonic, and 9 Lakeside Pavilion events, along with additional selected College theater, music and Carney Gallery events. This plan will help to build awareness of the MAC and drive attendance to the numerous high quality events the MAC offers throughout the season.

Through September, the MAC has spent \$18,000.00 with Tribune Media Group and has additional planned expenditures of \$38,370.00 on the remaining 30 performances. In comparison to Fiscal Year 2012 (most complete season of offerings prior to the renovation) the MAC spent \$38,700.00 on Tribune Media Group for a total of 46 events. Minimal advertising was placed in the Chicago Tribune and its media partners in Fiscal Year 2013 (\$2,000.00) and Fiscal Year 2014 (\$10,640.00) due to the MAC's closing for renovation. Post renovation, the MAC needs to re-connect with lapsed ticket buyers, after an extended 14 month absence in the market place as well as grow its existing subscriber and single ticket audience base. In the recent MAC's 2014 audience survey, 75% of subscribers indicated their preferred newspaper is the Chicago Tribune. The increase in expenditures from Fiscal Year 2012 is the result of the MAC needing to rebuild brand awareness and purchase an increased number of ads with a larger circulation, as well as having to promote a greater number of concerts and performances to the public. The Tribune Media Group, who provides some of the most impactful advertising mediums in Chicagoland and resonate so strongly with MAC audiences, will play a crucial part in accomplishing these objectives.

This purchase complies with State Statute, Board Policy and Administrative Procedures. The purchase of professional services is exempt from bidding under Illinois Public Community College Act, 110 ILCS 805/3-27.1.

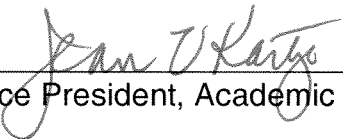
4. RECOMMENDATION

That the Board of Trustees approves the marketing and advertising expenses for the McAninch Arts Center (MAC) for Fiscal Year 2015 with Tribune Media Group, 14839 Collections Center Drive, Chicago, IL 60693, in the amount not to exceed \$56,370.00.

SIGNATURE PAGE FOR TRIBUNE MEDIA GROUP (TMG) ADVERTISING FOR
MCANINCH ARTS CENTER (MAC) FOR FISCAL YEAR 2015

ITEM(S) ON REQUEST


That the Board of Trustees approves the marketing and advertising expenses for the McAninch Arts Center (MAC) for Fiscal Year 2015 with Tribune Media Group, 14839 Collections Center Drive, Chicago, IL 60693, in the amount not to exceed \$56,370.00.

 12/1/14

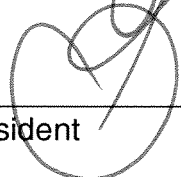
Vice President, Academic Affairs Date

 12-1-14

Director, Business Affairs Date

 12/2/2014

Senior Vice President, Administration and Treasurer Date

 12/2/14

President Date



COLLEGE OF DuPAGE
REGULAR BOARD MEETING

STANDARD BOARD APPROVAL

1. SUBJECT

Comcast Spotlight LLC (Comcast Xfinity) Advertising for McAninch Arts Center (MAC) for Fiscal Year 2015.

2. BUDGET STATUS

Funds in the amount not to exceed \$36,000.00 are being provided by the following Expense Budgets for Fiscal Year 2015:

05-60-11601-5407001	MAC Touring
05-60-11701-5407001	New Philharmonic

3. BACKGROUND INFORMATION

Comcast Spotlight will provide the MAC with targeted cable television and online advertising services to promote the Russian National Ballet, as well as a number of other touring events including the newly introduced family series. The services provided by Comcast Spotlight will allow the MAC to efficiently reach and engage a greater number of potential customers (with similar interests within a targeted area) with the goal to sell tickets and strengthen awareness of the MAC as a world class entertainment destination in DuPage County.

MAC, in conjunction with its contracted public relations/marketing firm Carol Fox and Associates, has created an annual plan for the 2014-15 season which utilizes Comcast Spotlight to provide a mix of television and digital online display advertising to publicize and promote a total of 18 MAC events. To date, \$3,700.00 has been spent on Comcast advertising for the Frank Caliendo show in October, with additional plans for 16 touring performances and one New Philharmonic concert including The Nutcracker, Clint Black, New Year's Eve with New Philharmonic, Russian National Ballet, Second City and Rhythm of the Dance. In past years, the MAC has typically spent from \$400.00 to \$1,500.00 annually to advertise one performance on Comcast. The increased use of Comcast in Fiscal Year 2015 will allow for the opportunity to promote 18 events at the MAC in a more visual and compelling way to a broader portion of the community, while maintaining the emphasis on effectively reaching viewers with interests that align with the MAC's programming and offerings.

This proposal will include both cable television advertising as well as digital promotions, including online banner ads, text links and in-banner videos.

This purchase complies with State Statute, Board Policy and Administrative Procedures. The purchase of professional services is exempt from bidding under Illinois Public Community College Act, 110 ILCS 805/3-27.1.

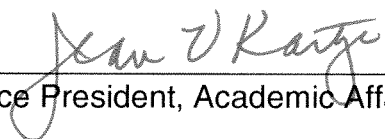
4. RECOMMENDATION

That the Board of Trustees approve the marketing and advertising expenses for the McAninch Arts Center (MAC) for Fiscal Year 2015 with Comcast Spotlight LLC, 12964 Collections Center Drive, Chicago, IL 60693, in the amount not to exceed \$36,000.00.

SIGNATURE PAGE FOR COMCAST SPOTLIGHT LLC (COMCAST XFINITY)
ADVERTISING FOR MCANINCH ARTS CENTER (MAC) FOR FISCAL YEAR 2015

ITEM(S) ON REQUEST


That the Board of Trustees approve the marketing and advertising expenses for the McAninch Arts Center (MAC) for Fiscal Year 2015 with Comcast Spotlight LLC, 12964 Collections Center Drive, Chicago, IL 60693, in the amount not to exceed \$36,000.00.

 12/1/14

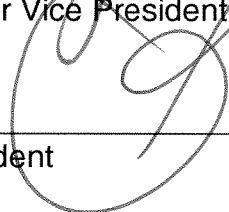
Vice President, Academic Affairs Date

 12-1-14

Director, Business Affairs Date

 12/2/2014

Senior Vice President, Administration and Treasurer Date

 12/2/14

President Date

**COLLEGE OF DuPAGE
REGULAR BOARD MEETING**

STANDARD BOARD APPROVAL

1. SUBJECT

Personnel Actions.

2. REASON FOR CONSIDERATION

Board Action is required to ratify and approve personnel actions for all employees.

3. BACKGROUND INFORMATION

- a) Ratification of Managerial Appointments
- b) Ratification of Classified Appointments
- c) Ratification of Operating Engineers Appointments
- d) Ratification of Administrator Promotions / Transfers
- e) Ratification of Managerial Promotions / Transfers
- f) Ratification of Classified Resignations / Terminations
- g) Ratification of Classified Retirements

4. RECOMMENDATION

That the Board of Trustees ratifies the Managerial Appointments; Classified Appointments; Operating Engineers Appointments; Administrator Promotions / Transfers; Managerial Promotions / Transfers; Classified Resignations / Terminations, and Classified Retirements.

Consent Agenda
Item 8. B. 6)
December 18, 2014

APPOINTMENTS

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Start Date</u>	<u>Type</u>	<u>Salary</u>
<u>MANAGERIAL</u>					
Julie Jancius	Manager – Annual Fund and Alumni/Affinity Groups	Development and COD Foundation	12/01/2014	New Hire Full Time	\$80,000
<u>CLASSIFIED</u>					
Nita Dailey	Administrative Assistant V	Student Affairs	11/24/2014	New Hire Full Time	\$45,355
John Herr	Laboratory Assistant III	Health & Sciences	01/05/2015	New Hire Part Time	\$19,431
Matthew Johnson	Library Assistant IV	Library – LRC	12/01/2014	New Hire Part Time	\$12,480
Allison Lanthrum	Administrative Assistant III	Teaching & Learning Center	11/24/2014	New Hire Full Time	\$33,280
Jeffrey Linton	Laboratory Assistant I – Ceramics	Liberal Arts	11/13/2014	New Hire Part Time	\$17,940
Jourdan Maloney	Specialized Testing Assistant	Testing Center	12/19/2014	New Hire Part Time	\$18,200
Patrice Meyer	Culinary Market Assistant	Culinary & Hospitality	01/05/2015	New Hire Part Time	\$19,685
Timoteo Pablo	Custodian I	Facilities Operations	01/05/2015	New Hire Full Time	\$25,376

APPOINTMENTS – Continued

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Start Date</u>	<u>Type</u>	<u>Salary</u>
<u>OPERATING ENGINEERS</u>					
Michael Kackert	Maintenance Mechanic Helper	Facilities Operations	12/22/2014	New Hire Full Time	\$33,280

PROMOTIONS / TRANSFERS

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>Start Date</u>	<u>Type</u>	<u>Salary</u>
<u>ADMINISTRATOR</u>					
Charles Boone	Interim Associate Dean, Fine and Applied Arts	Liberal Arts	01/05/2015	Transfer Full Time	\$129,217
Sandra Anderson	Interim Associate Dean, Humanities and Speech Communication	Liberal Arts	01/05/2015	Transfer Full Time	\$110,737

MANAGERIAL

Jose Ramirez	Supervisor, Custodial Operations	Facilities Operations	11/10/2014	Promotion Full Time	\$51,209
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RESIGNATIONS / TERMINATIONS

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>End Date</u>	<u>Type</u>	<u>Years of Service</u>
<u>CLASSIFIED</u>					
Genie Bautista	Front Desk/Night Clerk	Culinary & Hospitality	11/13/2014	Resignation	1 Yrs. 6 Mos.
Dana Browne	Administrative Assistant III	Regional Centers	11/25/2014	Resignation	22 Yrs. 5 Mos.

RESIGNATIONS / TERMINATIONS - Continued

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>End Date</u>	<u>Type</u>	<u>Years of Service</u>
<u>CLASSIFIED</u> - continued					
Bryan Grovak	Veterans Services Assistant	Student Records	11/20/2014	Resignation	0 Yrs. 7 Mos.
Suzanne Soukop	Cashier	Financial Affairs	10/31/2014	Resignation	0 Yrs. 1 Mos.

RETIREMENTS

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>End Date</u>	<u>Type</u>	<u>Years of Service</u>
<u>CLASSIFIED</u>					
Salvador Romero	Custodian II	Facilities Operations	02/05/2015	Retirement	22 Yrs. 4 Mos.

8. CONSENT AGENDA

C. For APPROVAL: Construction-Related Items

- 1) *Ratification* of Construction Change Orders**
 - **Referendum-Related Projects**
 - **Capital Budget Projects**

- 2) *Approval* of Construction Change Orders**
 - **Referendum-Related Projects**
 - **Capital Budget Projects**

COLLEGE OF DuPAGE
REGULAR BOARD MEETING

CONSTRUCTION-RELATED BOARD APPROVAL

1. SUBJECT

Ratification of Construction-Related Change Orders.

2. BUDGET STATUS

Change orders will be funded from the designated project's overall budget and fall within the project's approved budget. All change orders not in excess of \$100,000.00, or 10% of the contract price, have been approved by the Director of Facilities Planning and Development. All single change orders exceeding \$50,000.00 have been approved by the President. All single change orders exceeding \$100,000.00, or 10% of the contract price, require approval by the Board of Trustees. Multiple change orders to a single construction-related contract are allowed up to a cumulative limit of 20% of the original contract price. Multiple change orders exceeding 20% of the contract price require approval by the Board of Trustees.

3. BACKGROUND INFORMATION

Referendum-Related Projects

Architect/Engineer Requested Change: Homeland Training Center, Power #012.

Architect/Engineer Oversight: Homeland Training Center, Power #018, and #019.

Code Required Change: Homeland Training Center, Power #006.

Owner-Requested Change: Homeland Training Center, Power #002, #004; Naperville Regional Center, Pepper #041; Signage/Wayfinding, Hurricane Graphics #007.

Capital Budget Projects

Owner-Requested Change: Carol Stream Center, O'Hara #001 & #002.

4. RECOMMENDATION

That the Board of Trustees ratifies the Construction-Related Change Orders from the Summary for December, 2014.

SUMMARY OF RATIFICATION OF CONSTRUCTION-RELATED CHANGE ORDERS

REFERENDUM-RELATED PROJECTS

- **HOMELAND TRAINING CENTER – POWER #002: CREDIT (\$25,377.00).** This credit change is for eliminating the ceramic tile and replacing it with carpet in the lobby. *This is an Owner-Requested change.*
- **HOMELAND TRAINING CENTER – POWER #004: \$839.00.** This change is for moving the power junction box for the exterior capsule sign from the east exterior wall to the north entrance. *This is an Owner-Requested change.*
- **HOMELAND TRAINING CENTER – POWER #006: CREDIT (\$9,389.00).** This credit is for reducing 22 light fixtures, one in each row, in the baffled ceiling area of the gun range. *This is a code required change.*
- **HOMELAND TRAINING CENTER – POWER #012: CREDIT (\$2,812.00).** This credit change order is for changing the coloring in the precast, reducing some panel thicknesses, changing the panel reveals on the precast and reducing the quantity of exterior down spouts on the south precast wall. *This is an Architect/Engineer requested change.*
- **HOMELAND TRAINING CENTER – POWER #018: \$1,347.00.** This change is for modifying stair #1 to add a one-hour fire rated ceiling at the base of the stairs to allow pipes to cross over the area. *This change is the result of an Architect/Engineer oversight.*
- **HOMELAND TRAINING CENTER – POWER #019: \$20,382.00.** This change is for an additional hydrant on the east side of the building. The original design did not meet code. *This change is the result of an Architect/Engineer oversight.*
- **NAPERVILLE REGIONAL CENTER (NRC) – PEPPER #041: \$3,496.00.** This change is to furnish 10 new bathroom faucets. The existing faucets were too corroded to re-use. Installation of faucets is already included in base bid. *This is an Owner-Requested change.*
- **SIGNAGE / WAYFINDING – HERRICANE GRAPHICS #007: \$32,835.00.** This change is for design services for the Dining and Entertainment (\$17,500), Update Exterior Directional (\$7,312.50), and MAC Signage (\$14,820) packages. This change also includes additional services for the MAC Donor Wall (\$7,277.50), as well as a credit for removing design services for the SRC Donor Wall (\$15,000). This change also includes additional review of shop drawings and samples for the Exterior Signage package (\$925). *This is an Owner-Requested change.*

CAPITAL BUDGET PROJECTS

- **CAROL STREAM CENTER – O'HARA #001: \$5,430.99.** This change is for adding new lockers to accommodate the additional seating in the Testing Center. The lockers are required to store the personal items of those who are taking tests. *This is an Owner-Requested change.*
- **CAROL STREAM CENTER – O'HARA #002: \$1,538.13.** This change is for adding additional video cameras to accommodate the additional seating in the Testing Center. The cameras are required as part of the Pearson-Vue, Castle, Comira, Iso-quality and PAN Testing agreements. *This is an Owner-Requested change.*

SIGNATURE PAGE FOR RATIFICATION OF CONSTRUCTION-RELATED
CHANGE ORDERS

ITEM(S) ON REQUEST

That the Board of Trustees ratifies the Construction-Related Change Orders from the Summary for December, 2014.



Director Facilities Planning and Development

11.26.14

Date

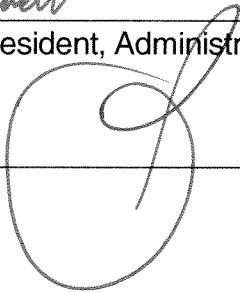


Senior Vice President, Administration and Treasurer

11/26/2014

Date

President



12/2/14

Date

COLLEGE OF DuPAGE
REGULAR BOARD MEETING

CONSTRUCTION-RELATED BOARD APPROVAL

1. SUBJECT

Approval of Construction-Related Change Orders.

2. BUDGET STATUS

Change orders will be funded from the designated project's contingency and fall within the project's approved budget. All change orders not in excess of \$100,000.00, or 10% of the contract price, have been approved by the Director of Facilities Planning and Development. All single change orders exceeding \$50,000.00 have been approved by the President. All single change orders exceeding \$100,000.00, or 10% of the contract price, require approval by the Board of Trustees. Multiple change orders to a single construction-related contract are allowed up to a cumulative limit of 20% of the original contract price. Multiple change orders exceeding 20% of the contract price require approval by the Board of Trustees.

3. BACKGROUND INFORMATION

Referendum-Related Projects

Owner-Requested Change: 2014 Site Improvements, Landworks #001.

Capital Budget Projects

None

4. RECOMMENDATION

That the Board of Trustees approves the Construction-Related Change Orders from the Summary for December, 2014.

SUMMARY OF APPROVED CONSTRUCTION-RELATED CHANGE ORDERS

REFERENDUM-RELATED PROJECTS

- **2014 SITE IMPROVEMENTS – LANDWORKS #001: \$28,798.00.** This change provides approval for bid alternates for West Campus Restoration areas. These areas include turf restoration at the demolition area berm, a previously unaddressed area along College Lot 7, temporary pathways and minor repairs. *This is an Owner-Requested Change.*

CAPITAL BUDGET PROJECTS

None


SIGNATURE PAGE FOR CONSTRUCTION-RELATED CHANGE ORDERS

ITEM(S) ON REQUEST

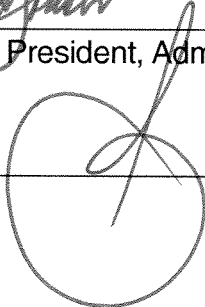
That the Board of Trustees approves the Construction-Related Change Orders from the Summary for December, 2014.



Director Facilities Planning & Development
11.26.14
Date



Senior Vice President, Administration and Treasurer
11/26/2014
Date



President
12/2/14
Date

9. NEW BUSINESS

A. For INFORMATION

None

COLLEGE OF DuPAGE
REGULAR BOARD MEETING

NEW BUSINESS INFORMATION

There is no New Business Information this month.

9. NEW BUSINESS

B. For APPROVAL

- 1) 2014 Resolution to Abate Taxes Levied to Pay Debt Service on GO Bonds**
- 2) Tax Levy Resolution**
- 3) Magnetic Resonance Imaging Advanced Certificate Program**
- 4) American Sign Language Interpreter AAS Degree**
- 5) WDCB-FM Radio Station Audit**
- 6) Hearing Instrument Dispensary Program Certificate**

**COLLEGE OF DuPAGE
REGULAR BOARD MEETING**

NEW BUSINESS APPROVAL

1. SUBJECT

Resolution abating the taxes heretofore levied for year 2014 to pay debt service on General Obligation Refunding Bonds (Alternate Revenue Source), Series 2006, General Obligation Bonds (Alternate Revenue Source), Series 2009B and General Obligation Refunding Bonds (Alternative Revenue Source) Series 2011B of Community College District No. 502, Counties of DuPage, Cook and Will and State of Illinois.

2. REASON FOR CONSIDERATION

This resolution is necessary to abate the taxes levied to pay the debt service on the General Obligation Refunding Bonds Series 2006, General Obligation Bonds Series 2009B and General Obligation Refunding Bonds Series 2011B of Community College District No. 502, Counties of DuPage, Cook and Will and State of Illinois.

3. BACKGROUND INFORMATION

This resolution is used to abate the taxes levied to pay the debt service on the bonds. If the Board of Trustees does not approve this abatement, a tax levy of \$8,742,625 will be levied on the tax payers of Community College District No. 502 to pay the debt service on the General Obligation Refunding Bonds Series 2006, General Obligation Bonds Series 2009B and General Obligation Refunding Bond Series 2011B.

4. RECOMMENDATION

That the Board approves the attached resolution abating the taxes heretofore levied for the year 2014 to pay debt service on the General Obligation Refunding Bonds Series 2006, General Obligation Bonds Series 2009B and General Obligation Refunding Bond Series 2011B of Community College District No. 502, Counties of DuPage, Cook and Will and State of Illinois.

SIGNATURE PAGE FOR Resolution abating the taxes heretofore levied for the year 2014 to pay debt service on General Obligation Refunding Bonds (Alternate Revenue Source), Series 2006, General Obligation Bonds (Alternate Revenue Source), Series 2009B and General Obligation Refunding Bonds (Alternate Revenue Source) Series 2011B of Community College District No. 502, Counties of DuPage, Cook and Will and State of Illinois.

ITEM(S) ON REQUEST

That the Board approves the attached resolution abating the taxes heretofore levied for the year 2014 to pay debt service on the General Obligation Refunding Bonds Series 2006, General Obligation Bonds Series 2009B, and General Obligation Refunding Bonds Series 2011B of Community College District No. 502, Counties of DuPage, Cook and Will and State of Illinois.

Lynn M. Soguta 12/9/2014
Assistant Vice President Financial Affairs and Controller Date

Cheryl K. Kaur 12/9/2014
Senior Vice President, Administration and Treasurer Date

[Signature] 12/10/14
President Date

MINUTES of a regular public meeting of the Board of Trustees of Community College District No. 502, Counties of DuPage, Cook and Will and State of Illinois, held in Room 2200 of the Student Service Center, 425 Fawell Boulevard, Glen Ellyn, Illinois, in said Community College District at 7:00 o'clock P.M., on the 18th day of December 2014.

* * *

The Chairman called the meeting to order and directed the Secretary to call the roll.

Upon the roll being called, _____, the Chairman, and the following Trustees at said location answered present:

The following Trustees were absent from the meeting: _____

* * *

The Chairman announced that the next item of business before the Board of Trustees was the consideration of a resolution abating the taxes heretofore levied for the year 2014 to pay debt service on the General Obligation Refunding Bonds (Alternate Revenue Source), Series 2006, General Obligation Bonds (Alternate Revenue Source), Series 2009B and General Obligation Refunding Bonds (Alternate Revenue Source) Series 2011B of the District.

Whereupon Trustee _____ presented and the Secretary read by title a resolution as follows, a copy of which was provided to each member of the Board of Trustees prior to said meeting and to everyone in attendance at said meeting who requested a copy:

RESOLUTION abating the taxes heretofore levied for the year 2014 to pay debt service on General Obligation Refunding Bonds (Alternate Revenue Source), Series 2006, General Obligation Bonds (Alternate Revenue Source), Series 2009B, and General Obligation Refunding Bonds (Alternative Revenue Source), Series 2011B of Community College District No. 502, Counties of DuPage, Cook and Will and State of Illinois.

* * *

WHEREAS, the Board of Trustees (the "*Board*") of Community College District No. 502, Counties of DuPage, Cook and Will and State of Illinois (the "*District*"), by resolution adopted on the 19th day of October, 2006 (the "*2006 Resolution*"), did provide for the issue of not to exceed \$8,250,000 General Obligation Bonds (Alternate Revenue Source) and the levy of a direct annual tax sufficient to pay the principal of and interest on said bonds; and

WHEREAS, pursuant to the 2006 Resolution, the District has heretofore issued \$7,890,000 General Obligation Refunding Bonds (Alternate Revenue Source), Series 2006, dated November 1, 2006 (the "*2006 Bonds*"), and has filed in the offices of the County Clerks a Direction for Abatement of Taxes for the 2006 Bonds; and

WHEREAS, the Board by resolution adopted on the 16th day of April, 2009 (the "*2009 Resolution*"), did provide for the issue of not to exceed \$75,000,000 General Obligation Bonds (Alternate Revenue Source), Series 2009A and Taxable General Obligation Bonds (Alternate Revenue Source), Series 2009B and the levy of a direct annual tax sufficient to pay the principal of and interest on said bonds; and

WHEREAS, pursuant to the 2009 Resolution, the District has heretofore issued \$62,450,000 Taxable General Obligation Bonds (Alternate Revenue Source), Series 2009B (the "*2009B Bonds*") dated May 4, 2009 and has filed in the offices of the County Clerks a Direction for Abatement of Taxes for the 2009B Bonds; and

WHEREAS, the Board by resolution adopted on the 23rd day of June, 2011 (the "2011" Resolution"), did provide for the issue of one or more series of General Obligation Refunding Bonds (Alternate Revenue Source), Series 2011B and the levy of a direct annual tax sufficient to pay the principal of and interest on said bonds; and

WHEREAS, pursuant to the 2011 Resolution, the District has heretofore issued \$9,460,000 General Obligation Refunding Bonds (Alternate Revenue Source), Series 2011B (the "2011B Bonds") dated July 27, 2011 and has filed in the offices of the County Clerks a Direction for Abatement of Taxes for the 2011B Bonds; and

WHEREAS, the District has Pledged Revenues (as defined in the 2006 Resolution, the 2009 Resolution and the 2011 Resolution) on deposit in the Alternate Bond and Interest Fund of 2006, the Alternate Bond and Interest Fund of 2009 and the Alternative Bond and Interest Fund of 2011 available for the purpose of paying debt service on the 2006 Bonds, the 2009B Bonds and the 2011B Bonds (collectively, the "*Bonds*"); and

WHEREAS, such Pledged Revenues are hereby directed to be used for the purpose of paying debt service on the Bonds; and

WHEREAS, it is necessary and in the best interests of the District that the taxes heretofore levied for the year 2014 to pay the Bonds be abated:

NOW, THEREFORE, Be It and It is Hereby Resolved by the Board of Trustees of Community College District No. 502, Counties of DuPage, Cook and Will and State of Illinois, as follows:

Section 1. Abatement of Taxes. The taxes heretofore levied for the year 2014 in the 2006 Resolution, 2009 Resolution and 2011 Resolution are hereby abated in their entirety.

Section 2. Filing of Resolution. Forthwith upon the adoption of this resolution, the Secretary of the Board shall file a certified copy hereof with the County Clerks and it shall be the

duty of the County Clerks to abate said taxes levied for the year 2014 in accordance with the provisions hereof.

Section 3. Effective Date. This resolution shall be in full force and effect forthwith upon its adoption.

Adopted December 18, 2014.

Chairman, Board of Trustees

Secretary, Board of Trustees

Trustee _____ moved and Trustee _____ seconded
the motion that said resolution as presented and read by title be adopted.

After a full discussion thereof, the Chairman directed that the roll be called for a vote
upon the motion to adopt said resolution.

Upon the roll being called, the following Trustees voted AYE: _____

NAY: _____

Whereupon the Chairman declared the motion carried and said resolution adopted,
approved and signed the same in open meeting and directed the Secretary to record the same in
the records of the Board of Trustees of Community College District No. 502, Counties of
DuPage, Cook and Will and State of Illinois, which was done.

Other business not pertinent to the adoption of said resolution was duly transacted at the
meeting.

Upon motion duly made, seconded and carried, the meeting was adjourned.

Secretary, Board of Trustees

STATE OF ILLINOIS)
) SS
COUNTY OF DUPAGE)

CERTIFICATION OF RESOLUTION AND MINUTES

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Trustees (the "*Board*") of Community College District No. 502, Counties of DuPage, Cook and Will and State of Illinois (the "*District*"), and as such official I am the keeper of the records and files of the District and the Board.

I do further certify that the foregoing constitutes a full, true and complete transcript of the minutes of the meeting of the Board held on the 18th day of December, 2014, insofar as same relates to the adoption of a resolution entitled:

Resolution abating the taxes heretofore levied for the year 2014 to pay debt service on General Obligation Refunding Bonds (Alternate Revenue Source), Series 2006, General Obligation Bonds (Alternate Revenue Source), Series 2009B and the General Obligation Refunding Bonds (Alternative Revenue Source), Series 2011B of Community College District No. 502, Counties of DuPage, Cook and Will and State of Illinois.

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was called and held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board at least 48 hours in advance of the holding of said meeting, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the Public Community College Act of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Acts and with all of the procedural rules of the Board in the passage of said resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 18th day of December, 2014.

Secretary, Board of Trustees

duly adopted by the Board of Trustees of the Community College District No. 502, Counties of DuPage, Cook and Will and State of Illinois, on the 18th day of December, 2014, and that the same has been deposited in the official files and records of my office.

I do further certify that the taxes heretofore levied for the year 2014 for the payment of General Obligation Refunding Bonds (Alternate Revenue Source), Series 2006, General Obligation Bonds (Alternate Revenue Source), Series 2009B and General Obligation Refunding Bonds (Alternate Revenue Source) Series 2011B as described in said resolution will be abated in their entirety as provided in said resolution.

County Clerk

[illegible]

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting County Clerk of **The County of Cook**, Illinois, and as such official I do further certify that on the 18th day of December, 2014, there was filed in my office a duly certified copy of a resolution entitled:

Resolution abating the taxes heretofore levied for the year 2014 to pay debt service on General Obligation Refunding Bonds (Alternate Revenue Source), Series 2006, General Obligation Bonds (Alternate Revenue Source), Series 2009B and General Obligation Refunding Bonds (Alternate Revenue Source) Series 2011B of Community College District No. 502, Counties of DuPage, Cook and Will and State of Illinois.

duly adopted by the Board of Trustees of the Community College District No. 502, Counties of DuPage, Cook and Will and State of Illinois, on the 18th day of December, 2014, and that the same has been deposited in the official files and records of my office.

I do further certify that the taxes heretofore levied for the year 2014 for the payment of General Obligation Refunding Bonds (Alternate Revenue Source), Series 2006, Taxable General Obligation Bonds (Alternate Revenue Source), Series 2009B and General Obligation Refunding Bonds (Alternate Revenue Source) Series 2011B as described in said resolution will be abated in their entirety as provided in said resolution.

In Witness Whereto, I hereunto affix my official signature and the seal of said County,
this 18th day of December, 2014.

County Clerk

(SEAL)

[illegible]

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting County Clerk of **The County of Will**, Illinois, and as such official I do further certify that on the 18th day of December, 2014, there was filed in my office a duly certified copy of a resolution entitled:

Resolution abating the taxes heretofore levied for the year 2014 to pay debt service on General Obligation Refunding Bonds (Alternate Revenue Source), Series 2006, General Obligation Bonds (Alternate Revenue Source), Series 2009B and General Obligation Refunding Bonds (Alternate Revenue Source) Series 2011B of Community College District No. 502, Counties of DuPage, Cook and Will and State of Illinois.

duly adopted by the Board of Trustees of the Community College District No. 502, Counties of DuPage, Cook and Will and State of Illinois, on the 18th day of December, 2014, and that the same has been deposited in the official files and records of my office.

I do further certify that the taxes heretofore levied for the year 2014 for the payment of General Obligation Refunding Bonds (Alternate Revenue Source), Series 2006, Taxable General Obligation Bonds (Alternate Revenue Source), Series 2009B and General Obligation Refunding Bonds (Alternate Revenue Source) Series 2011B as described in said resolution will be abated in their entirety as provided in said resolution.

In Witness Whereunto, I hereunto affix my official signature and the seal of said County, this 18th day of December, 2014.

County Clerk

(SEAL)

COLLEGE OF DuPAGE
REGULAR BOARD MEETING

NEW BUSINESS APPROVAL

1. SUBJECT

Tax Levy Resolution.

2. REASON FOR CONSIDERATION

That amounts in Certificate of Tax Levy be certified and returned to the County Clerks of DuPage, Cook, and Will Counties on or before the last Tuesday in December 2014, and that the Chairman and Secretary of the Board of Trustees certify the tax levy in the form and manner as prescribed by statute.

3. BACKGROUND INFORMATION

Non-home rule taxing districts are subject to the Property Tax Extension Limitation Law (PTELL) passed in 1991. The annual tax increase under PTELL is limited to 5 percent or the Consumer Price Index (CPI), whichever is less. The 2014 tax levy increase is limited to the CPI rate of 1.5 percent.

Historically, the College calculates the tax levy for the next calendar year based on increasing the prior year tax extension by 4.9 percent, which is the maximum increase allowed without going to referendum. The County Clerks then reduce the levy submitted by the College to comply with the PTELL tax limitation. Based on the CPI rate of 1.5 percent, **the tax levy for operations could increase by \$1.3 million.**

We believe that this minimal increase in the property tax levy is warranted based on the following:

Given the roll back of the State's income tax rates, Governor-elect Rauner's transition team has indicated that agencies should prepare for a 20%-30% reduction in funding to narrow the State's budget deficit. Should our Illinois Community College Board (ICCB) funding be cut by 20%, the best case scenario, the College would lose approximately \$2.6 million.

In September, the Board reduced tuition by \$4.00 per credit hour, effective with the Spring 2015 term. The impact of that reduction is expected to be \$2.26 million annually in perpetuity.

One of the strengths cited by the rating agencies in affirming the College's Aaa/AAA ratings, was our level of reserves. One of the risks mentioned to maintaining those ratings is the erosion of our reserves. Not increasing our tax levy will get the attention of the rating agencies. If we continue to compromise the relatively stable portions of our revenue stream, a reduction in our ratings would cause our borrowing costs to increase, thus eroding any benefits to taxpayers derived in these short-term decisions.

With the recent court ruling declaring Public Act 98-0599 unconstitutional, Illinois lawmakers must now prepare a plan on how to address the more than \$100 million pension funding shortfall. Given the State's overall financial condition, it is now more likely that responsibility for the funding of pensions for our employees will become the responsibility of the College. Should the State require the College to absorb that responsibility in one year, our payment would be approximately \$42 million. You may recall that we currently have a reserve of \$17 million to address this possibility.

The College will, at some point, face enrollment challenges as either the economy improves and the adult population (ages 25-54) focuses on obtaining and keeping jobs, or the "topping out" of the high school population in our District. These challenges could have an appreciable effect on our revenue stream in the future.

To put this potential increase into some perspective, there are approximately 307,000 parcels of property in DuPage County. An increase of 1.5% in the tax levy represents only about \$4.23 per parcel of property in DuPage County; a very small amount given the value this institution provides to our residents.

While we strongly believe that it is in the long-term best interest of the College to continue to levy modest annual increases in the property tax levy, with much reservation, the Administration recommends no increase in the College's operating levy for 2014.

Attached documents:

- a. Resolution Making of Tax Levy
- b. Certificate of Compliance with Truth in Taxation
- c. Certificate of Tax Levy

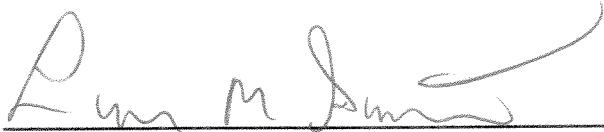
4. RECOMMENDATION

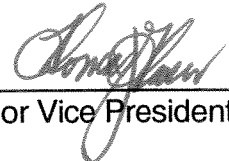
That the Board adopts the resolution, Making of Tax Levy, and authorize the 2014 levy to be filed with the County Clerks of DuPage, Cook and Will Counties, per Certificate of Tax Levy.

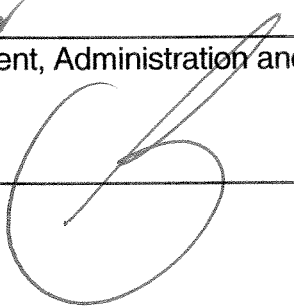
SIGNATURE PAGE FOR
TAX LEVY RESOLUTION

ITEM(S) ON REQUEST

That the Board adopts the resolution, Making of Tax Levy, and authorize the 2014 levy to be filed with the County Clerks of DuPage, Cook and Will Counties, per Certificate of Tax Levy.


Assistant Vice President Financial Affairs and Controller
Date 12/11/14


Senior Vice President, Administration and Treasurer
Date 12/11/2014


President
Date 12/11/14

RESOLUTION
Making of Tax Levy

BE IT RESOLVED THAT the Board of Trustees of Community College District No. 502, Counties of DuPage, Cook and Will, and State of Illinois as ascertained and does hereby ascertain and determine that the sum of Seventy One Million, Nine Hundred Five Thousand, Four Hundred Nineteen Dollars (\$71,905,419) must be raised by special tax for Educational Purposes; the sum of Eleven Million, Seven Hundred Forty One Thousand, One Hundred Seventy Seven Dollars (\$11,741,177) must be raised by special tax for Operations and Maintenance Purposes on the equalized assessed value of the taxable property of Community College District No. 502, County Clerks of DuPage, Cook, and Will Counties, for the year 2014 to be collected in the year 2015; and that the levy for the year 2014 be allocated approximately 50% for Fiscal Year 2015 and approximately 50% for Fiscal Year 2016.

THEREFORE, BE IT RESOLVED that such amounts shall be certified and returned to the County Clerks of DuPage, Cook, and Will Counties on or before the last Tuesday in December 2014; that the Chairman and Secretary of its Board of Trustees certify the tax levy in the form and manner as prescribed by statute.

#####

The 2014 levy is expected to result in a total tax rate of .2282 per \$100 of assessed valuation. This compares to a total tax rate on the 2013 levy of .2258 per \$100 of assessed valuation. This change is based upon an estimated decrease of 0.40 percent in the assessed valuation of the district.

**CERTIFICATE OF COMPLIANCE WITH
TRUTH IN TAXATION
IN ACCORDANCE WITH CHAPTER 35 SECTIONS 200/18-55
THROUGH 200/18-101.65 ILLINOIS COMPILED STATUTES**

I, _____ (Presiding Officer of District No. 502) hereby

Certify to the County Clerk that District No. 502 has complied with all provisions of Truth in
Taxation, as Amended, with respect to the adoption of the tax levy for year 2014.

(CHECK ONE BOX)

☒

The District levied an amount of ad valorem tax that is less than or equal to 105% of the final aggregate extension plus any amount abated prior to extension for the preceding year, therefore the publication and hearing provisions of truth in Taxation are **inapplicable**.

OR

☐

The District levied an amount of ad valorem **tax** that is greater than 105% of the final aggregate extension plus any amount abated prior to extension for the preceding year, therefore the publication and hearing provisions of Truth in Taxation are **applicable** and have been met.

Presiding Officer

Date

CERTIFICATE OF TAX LEVY

Community College District No. 502

County(ies) Cook, DuPage and Will

Community College District Name: College of DuPage and State of Illinois

We hereby certify that we require:

the sum of \$71,905,419 to be levied as a tax for educational purposes(110 ILCS 805/3-1), and

the sum of \$11,741,177 to be levied as a tax for operations and maintenance purposes (110 ILCS 805/3-1), and

the sum of \$_____ to be levied as an additional tax for educational and operations and maintenance purposes (110 ILCS 805/3-14.3), and

the sum of \$_____ to be levied as a special tax for purposes of the Local Governmental and Governmental Employees Tort Immunity Act (745 ICLS 10/9-107), and

the sum of \$_____ to be levied as a special tax for Social Security and Medicare insurance purposes (40 ILCS 5/21-110 and 5/21-110.1), and

the sum of \$_____ to be levied as a special tax for financial audit purposes (50 ILCS 310/9), and

the sum of \$_____ to be levied as a special tax for protection, health, and safety purposes (110 ILCS 805/3-20.3.01), and

the sum of \$_____ to be levied as a special tax for (specify)_____ purposes, on the taxable property of our community college district for the year 20____.

Signed this 18th day of December, 2014

Chairman of the Board of Said Community College District

Secretary of the Board of Said Community College District

When any community college district is authorized to issue bonds, the community college board shall file in the office of the county clerk in which any part of the community college district is situated a certified copy of the resolution providing for their issuance and levying a tax to pay them. The county clerk shall each year during the life of a bond issue extend the tax for bonds and interest set forth in the certified copy of the resolution. Therefore, to avoid a possible duplication of tax levies, the community college board should not include in its annual tax levy a levy for bonds and interest.

Number of bond issues of said community college district which have not been paid in full six.

This certificate of tax levy shall be filed with the county clerk of each county in which any part of the community college district is located on or before the last Tuesday in December.

(DETACH AND RETURN TO COMMUNITY COLLEGE DISTRICT)

This is to certify that the Certificate of Tax Levy for Community College District No. _____ County(ies) of _____ and State of Illinois on the equalized assessed value of all taxable property of said community college district for the year 2014_ was filed in the office of the County Clerk of this county on _____, 2014.

In addition to an extension of taxes authorized by levies made by the board of said community college district an additional extension(s) will be made, as authorized by resolution(s) on file in this office, to provide funds to retire bonds and pay interest thereon. The total amount, as approved in the original resolution(s), for said purpose for the year 20_____ is \$_____.

Date

County Clerk and County

**COLLEGE OF DuPAGE
REGULAR BOARD MEETING**

NEW BUSINESS APPROVAL

1. **SUBJECT**

Approval for a Magnetic Resonance Imaging Advanced Certificate Program.

2. **REASON FOR CONSIDERATION**

Board approval is required for new degree and certificate programs.

3. **BACKGROUND INFORMATION**

The Magnetic Resonance Imaging Advanced (MRI) certificate program will provide students with an opportunity to add to their educational experience and knowledge for advancement in their career field. This certificate program is designed for graduates of a two-year radiography program who possess at least an Associates of Applied Science degree.

This program is currently only offered in the area by the MRI Institute and Consulting, Inc. located in West Chicago. The projected employment growth for Magnetic Resonance Imaging Technologist in the Chicagoland area between 2012 and 2022 is 36.8%.

4. **RECOMMENDATION**

That the Board of Trustees approves a 27 credit hour Magnetic Resonance Imaging Advanced Certificate.

SIGNATURE PAGE FOR APPROVAL FOR A MAGNETIC RESONANCE IMAGING
ADVANCED CERTIFICATE PROGRAM

ITEM(S) ON REQUEST

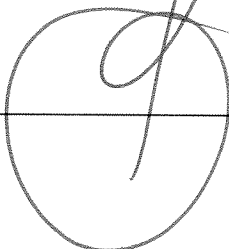
That the Board of Trustees approves a 27 credit hour Magnetic Resonance Imaging
Advanced Certificate.



Dean, Health Sciences
Date 12/1/2014



Vice President of Academic Affairs
Date 12/1/14



President
Date 12/2/14

November 7, 2014

To: Jean Kartje, Ph.D.
Vice President of Academic Affairs

From: 
Tom Cameron, Dean
Health and Sciences Division

Re: Board of Trustee Approval on
New Certificate – **Magnetic Resonance Imaging Advanced Certificate**

I am in support of, and am requesting Board of Trustee Approval on the following new advanced certificate within the Health and Sciences Division:

Magnetic Resonance Imaging Advanced Certificate

The College of DuPage Magnetic Resonance Imaging Technology Program and its curriculum are intended to provide qualified students with the educational experience and practical skills required to function competently in the field of Magnetic Resonance Imaging Technology. Students will meet or exceed the standards of the profession as defined by the American Society of Radiologic Technologists. The program is a primary pathway for certification in Magnetic Resonance Imaging through the American Registry of Radiologic Technologists (ARRT). The only accepted applicants are already registered with the ARRT in another modality. This will allow advancement or cross-training opportunities for existing imaging professionals that are also looking to increase their skill set.

Magnetic Resonance Imaging (MRI) uses strong magnetic fields and radio-frequency waves to obtain cross-sectional anatomical images of the human body. The MRI program at the College of DuPage is a three semester advanced certificate program designed for graduates of a two-year radiography program who possess at least an Associates of Applied Science degree. These occupations would be covered by the Health Science Career Cluster, Diagnostic Services Pathway.

Form 20 is attached; and all required forms (for division and college curriculum committees) have been completed by the faculty and have been forwarded on to Betty Willig, Coordinator of College Curriculum. This certificate will be processed through the Illinois Community College Board once C.O.D.'s Board has approved it.

Please place the Magnetic Resonance Imaging Advanced Certificate on the Thursday, December 18, 2014 Board of Trustees' agenda for approval.

Please contact me if you have any questions.

cc: B. Willig, Curriculum
encl: Form 20 – Magnetic Resonance Imaging Advanced Certificate

Illinois Community College Board

Application for Permanent Approval Career & Technical Education Curriculum

Submit TWO Complete Copies

COLLEGE NAME:	College of DuPage	5-DIGIT COLLEGE NUMBER:	502-01
CONTACT PERSON:	Tom Cameron	PHONE:	630-942-2291
EMAIL:	Cameron@cod.edu	FAX:	630-942-2759

CURRICULUM INFORMATION

AAS TITLE:		CREDIT HOURS:		CIP CODE:	
AAS TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:	MRIT 4179 – MRI Advanced Certificate	CREDIT HOURS:	27	CIP CODE:	51.0920
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	

PROPOSED CLASSIFICATION:	District	<input checked="" type="checkbox"/>	Regional	<input type="checkbox"/>	Statewide	<input type="checkbox"/>
PROPOSED IMPLEMENTATION DATE:	Fall 2015					

SUBMISSION INCLUDES:	
<input checked="" type="checkbox"/>	Part A: Feasibility, Curriculum Quality and Cost Analysis
<input checked="" type="checkbox"/>	Part B: Supportive Documentation and Data

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

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

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

FEASIBILITY

1. Labor Market Need.

a. Program purpose:

The College of DuPage MRI Technology Program and its curriculum are intended to provide qualified students with the educational experiences and practical skills required to function competently in the field of magnetic resonance imaging technology. Students will meet or exceed the standards of the profession as defined by the American Society of Radiologic Technologists.

b. Target population.

The program is a PRIMARY PATHWAY for certification in Magnetic Resonance Imaging through the American Registry of Radiologic Technologists (ARRT). The only accepted applicants are already registered with the ARRT in another modality. This will allow advancement or cross-training opportunity for existing imaging professionals that are also looking to increase their skill set.

c. Related occupations.

The Magnetic Resonance Imaging Technology (MRIT) Advanced Certificate program will train graduates for the field of Magnetic Resonance Imaging Technology. Magnetic Resonance Imaging (MRI) uses strong magnetic fields and radio-frequency waves to obtain cross-sectional anatomical images of the human body. The MRI program at the College of DuPage is a three semester advanced certificate program designed for graduates of a two-year radiography program who possess at least an Associates of Applied Science degree. These occupations would be covered by the Health Science Career Cluster, Diagnostic Services Pathway.

d. Supply-Demand Information.

According to the Bureau of Labor Statistics (<http://www.bls.gov/oes/current/oes292035.htm>), the projected employment change for Magnetic Resonance Imaging Technologists in the Chicago-Joliet-Naperville metropolitan area between 2012 and 2022 is 36.8%. The mean hourly wage is currently \$34.53 and the annual mean wage is \$71, 810.

e. Alternate Documentation.

Not applicable.

f. Planning and Collaboration.

The College of DuPage has over 60 degree and/or certificate programs for career education to train or retrain students for entry into vocational fields or to upgrade skills. This program would further enhance COD's mission of meeting the career and technical education/workforce preparation needs within our district by making sure that qualified technologists with magnetic resonance imaging skills are readily available to meet the healthcare needs of our residents. The program will partner with area hospitals and imaging centers for clinical experience as well as providing faculty made up of imaging specialists with the latest technological information and skills. Imaging professionals from these facilities are working with College of DuPage faculty to develop and implement this program.

g. Related Offerings:

The College of DuPage currently offers both Radiography and Nuclear Medicine programs. Many of the clinical sites that will be used by the MRIT program are currently educating students in these other two programs. Graduates of the College of DuPage imaging programs are always highly sought by employers. Since the MRI program will be unique, the graduates are likely to be readily employed upon program completion and passing the ARRT examination. There are certain conditions that would be considered physically unsafe for an individual to be present in the MRI environment (i.e. metal in the eyes, pacemakers, etc.), so special skills and training are essential to obtain full-time employment. The only

other MRI program in the area is MRI Institute and Consulting, Inc. in West Chicago, IL, a private, for-profit institution.

h. Regional Programs:

The Magnetic Resonance Imaging Advanced Certificate program is not seeking regional designation at this time.

2. Need Summary.

The demand for qualified MRI technologists is growing. This program will allow graduates to meet this demand as well as provide employment and advancement opportunities to graduates of our Radiography program. MRI graduates find opportunities in hospitals, private diagnostic offices, mobile imaging companies, sales, and applications.

CURRICULUM QUALITY

1. Curriculum Information.

a. Program purpose: The College of DuPage MRI Technology Program and its curriculum are intended to provide qualified students with the educational experiences and practical skills required to function competently in the field of magnetic resonance imaging technology. Students will meet or exceed the standards of the profession as defined by the American Society of Radiologic Technologists.

1) Catalog description. Magnetic Resonance Imaging (MRI) uses strong magnetic fields and radio-frequency waves to obtain cross-sectional anatomical images of the human body. This three semester advanced certificate program is designed for graduates of a radiography or nuclear medicine program, allowing graduates of the program to possess multiple credentials upon graduation.

2) Curriculum.

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.

Students entering this program must be graduates of a Radiography or Nuclear Medicine program and have achieved a minimum of an Associate of Applied Science degree. Therefore, general education courses have already been completed as a program prerequisite. Dual credit or articulated credit will not be applicable.

2) Relationship to existing curricula at the college:

The College of DuPage currently offers both Radiography and Nuclear Medicine programs that utilize many of the clinical sites that will be used by the MRIT program. Graduates of the College of DuPage imaging programs are always highly sought by employers. Since the MRI program will be unique, the graduates are likely to be readily employed upon program completion and passing the ARRT examination. There are certain conditions that would be considered physically unsafe for an individual to be present in the MRI environment (i.e. metal in the eyes, pacemakers, etc.), so special skills and training are essential to obtain full-time employment. The only other MRI program in the area is MRI Institute and Consulting, Inc. in West Chicago, IL, a private, for-profit institution.

3) Articulation.

This program is designed to articulate with the current Radiography and Nuclear Medicine programs offered at the College of DuPage. To be admitted into the Magnetic Resonance Imaging Technology program, students must first graduate from either a Radiography or Nuclear Medicine program (usually from the College of DuPage, but would also accept graduates from other approved programs).

4) Academic & Technical Skill Requirements.

(a) Academic Entry Skills:

Students must have an Associate in Applied Science Degree or higher to enter this program. Therefore, all general education requirements will have been met prior to admission.

(b) General Education:

All general education courses support the technical skill requirements of this program.

(c) Technical Skills:

Technical Skills:

- The ability to operate the MRI scanner, coils and equipment to perform diagnostic procedures in a manner consistent with MRI safe practices and maximum image quality.
- The ability to evaluate and interpret requests for MRI procedures and determine the best method of achieving optimal image results. Professional certification in Magnetic Resonance Imaging is required for job entry and is available through the American Registry of Radiologic Technologists in Minneapolis, Minnesota. The curriculum was developed using standards set by both the American Registry of Radiologic Technologists and the American Society of Radiologic Technologists.

5) Career Development.

Career information, resume building and job search activities are covered in previous diagnostic imaging programs from which students have already graduated. This information will be reviewed during the final class before graduation.

6) Course Syllabi.

See attached.

c. Work-Based Learning.

The College of DuPage would utilize many of the hospitals and imaging centers used in Radiography and Nuclear Medicine programs for student clinical experience.

d. Accreditation for Programs.

Specific program accreditation is optional for Magnetic Imaging Technologist programs since institutional accreditation is all that is required for our graduates to be eligible to take the certification examination offered by the American Registry of Radiologic Technologists. Specific program accreditation is available from the Joint Review Committee on Education in Radiologic Technology and the American Registry of Magnetic Resonance Imaging Technology. Program accreditation will be explored once the program is up and running.

e. Assessment of Student Learning:

1) Student Learning Objectives.

Graduates of the Magnetic Resonance Imaging Advanced Certificate are expected to meet the following objectives:

- Demonstrate knowledge of anatomical structures of the body in cross-sectional images.
- Perform the procedures associated with entry-level Magnetic Resonance Technologist employment responsibilities.
- Successfully complete the certificate examination in MRI, administered by the American Registry of Radiologic Technologists (ARRT).
- Establish effective professional relationships with colleagues, patients, and their families.
- Describe and discuss quality management procedures standard in magnetic resonance imaging facilities.
- Practice safety precautions specific to the delivery of magnetic resonance imaging.

2) Assessment of Student Learning Objectives.

Goal: The primary purpose of this program is to educate competent, efficient and effective Magnetic Resonance Imaging Technologists capable of functioning in any magnetic resonance facility.				
Outcomes	Measurement Tool	Benchmark	Time Frame	Responsibility
1. Graduates will be clinically competent.	Clinical Competency Evaluations	Graduates will have an average score of 80% or better.	Each semester	Clinical Instructors
2. Graduates will be adequately prepared to perform as practitioners of magnetic resonance imaging technology.	Employer Surveys	At least 90% of returned surveys will indicate adequate preparation.	Every two to three years (depending on graduating class size).	Program Coordinator and Advisory Committee
3. Graduates will possess the cognitive knowledge necessary for practicing magnetic imaging technology.	Program Exit Examination	100% of those taking the exam will pass at first attempt.	Annually	Program Coordinator
4. Graduates will indicate that they were adequately prepared to perform as magnetic resonance imaging technologists.	Graduate Surveys	At least 90% of returned surveys will indicate adequate preparation.	Every two to three years (depending on graduating class size)	Program Coordinator and Advisory Committee

f. Continuous Quality Improvement.

The College of DuPage has an extensive continuous quality improvement mechanism that is part of the Academic Program Review process. Each program is required to conduct an annual Student Outcomes Assessment Project (SOAP) and report not only the findings of the project each year, but also report how the data obtained from the project was used to improve the quality of the program. All full-time and part-time faculty as well as clinical instructors are involved in this process.

2. Unique or noteworthy features of the program.

This program will incorporate laboratory experience using an actual MRI unit at a local imaging center, along with traditional classroom delivery and clinical experience.

3. Faculty Requirements.

a) Faculty Qualifications.

See Faculty Qualifications Chart (Part B).

b) Faculty Needs.

See Faculty Needs Chart (Part B).

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

a) Internal Oversight.

Academic control of the program will be maintained by the College of DuPage. Administration and in particular the Associate Dean of Health and Biological Sciences, Karen M. Solt, M.Ed., will be responsible for control over the program, faculty, student admissions, and program content and quality.

b) Contractual/Cooperative Agreements.

The MRI Advance Certificate program will use the same work-based learning sites for clinical practicum as those used for the existing Radiography, Nuclear Medicine, and Radiation Therapy programs at College of DuPage. Those sites are:

Adventist Glen Oaks Hospital, Glendale Heights, IL
Adventist Hinsdale Hospital, Hinsdale, IL
Adventist LaGrange Memorial Hospital, LaGrange, IL
Advocate Christ Medical Center, Oak Lawn, IL
Advocate Good Samaritan Hospital, Downers Grove, IL
Cadence Health/Central DuPage Hospital, Winfield, IL
Cadence Health/ Delnor Hospital, Geneva, IL
DuPage Medical Group, Lisle, IL
Edward Hospital, Naperville, IL
Edward Hines Jr. Veterans Administration Hospital, Hines, IL
Elmhurst Hospital, Elmhurst, IL
Presence Mercy Medical Center, Aurora, IL
Rush-Copley Medical Center, Aurora, IL
St. Alexius Medical Center, Hoffman Estates, IL

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.

Program operating budget.

2. Equipment.

The College of DuPage will not need to purchase or lease any equipment as students will utilize MRI equipment at clinical sites.

3. Facilities.

The College of DuPage has extensive classroom and support facilities on campus. Lab and clinical education will be offered at clinical sites with state of the art facilities.

OCCUPATIONAL CURRICULUM APPROVAL APPLICATION

PART B: Supportive Documentation and Data

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

OCCUPATIONAL DEMAND

OO

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

1. b) Occupational Chart. List occupational titles related to the proposed program(s) and corresponding employment projections and completer data.		
SOC Job Titles & Codes * (and other Job titles if alternate date also submitted	Annual District Openings*	Employment Projections: Annual Program Completers ** (indicate from which surrounding districts)
Magnetic Resonance Imaging Technologist 29-2035	25	25

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

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

1. c) Enrollment Chart. Provide an estimate of enrollments and completions over the first three years of the program. Include separate figures for each program (i.e. separate estimates for each degree and/or certificate included in this application).			
	First Year	Second Year	Third Year
Full-Time Enrollments:	8-10	10-12	12-15
Part-Time Enrollments:	0	0	0
Completions:	8-10	10-12	12-15

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:					
	Course Prefix/#	Course Title	Credit Hours	Lecture Hours (include contact hrs. <u>new courses only</u>)	Lab Hours (include contact hrs. <u>new courses only</u>)
General Education Courses (<i>required</i> coursework). Specify Courses.					
Total					
Career and Technical Education (CTE) Courses (<i>required</i> coursework)	MRIT 2101	MRI Instrumentation	3	3	0
	MRIT 2102	MRI Sectional Anatomy	3	3	0
	MRIT 2103	MRI Principles & Procedures I	3	2	2
	MRIT 2105	MRI Pathophysiology	3	3	0
	MRIT 2106	MRI Imaging Applications	3	2	2
	MRIT 2107	MRI Principles & Procedures II	3	2	2
Total			18	15	6
Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)	MRIT 2104	Clinical Practice I	3		3
	MRIT 2108	Clinical Practice II	3		3
	MRIT 2109	Clinical Practice III	3		3
Total			9		9
CTE Electives					
Total					
TOTAL CREDIT HOURS REQUIRED FOR COMPLETION			27	15	15

2. b) Curriculum Sequence.

Fall Semester

MRIT 2101	MR Instrumentation	3 credit hours
MRIT 2102	MRI Sectional Anatomy	3 credit hours
MRIT 2103	MRI Principles & Procedures I	3 credit hours
MRIT 2104	MRI Clinical I	3 credit hours

Spring Semester

MRIT 2105	MRI Pathophysiology	3 credit hours
MRIT 2106	MRI Imaging Applications	3 credit hours
MRIT 2107	MRI Principles & Procedures II	3 credit hours
MRIT 2108	MRI Clinical II	3 credit hours

Summer Semester

MRIT 2109	MRI Clinical III	3 credit hours
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2.c) Contractual/Cooperative Agreements.

The College of DuPage is in the process of securing agreements with the clinical sites mentioned in part A f.4.b., and is awaiting program approval before these agreements can be finalized.

FACULTY REQUIREMENTS

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

Degree	Field	Credential	Years of Related Occupational Experience	Years of Teaching Experience
BS or higher	Diagnostic Imaging	R.T. (R)(MR)	2	2

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

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

FISCAL SUPPORT

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

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

	First Year	Second Year	Third Year
Faculty Costs	\$19,950	\$20,685	\$21,000
Administrator Costs			
Other Personnel costs (specify positions)			
Equipment Costs			
Library/LRC Costs			
Facility Costs*			
Other (specify)			
TOTAL NEW COSTS	\$19,950	\$20,685	\$21,000

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

College of DuPage

Course Syllabus

<http://www.cod.edu>

MRIT 2101 Physical Principles and Instrumentation

Term: Fall - Year: 2015

Course Date:

Credit Hours

Credit Hours: 3

Lab Hours:

Lecture Hours: 3

Contact Hours: 3

Clinical Hours:

Catalog Description

This course provides a comprehensive overview of MR imaging principles as well as the instrumentation associated with MR imaging. This course is required to understand the basic principles and system components of MR image acquisition. This information enables the student to maximize MR image quality by understanding the fundamentals and system components of MR imaging. Topics include the history of MR, nuclear MR signal production, tissue characteristics, pulse sequencing, imaging parameters/options, MR system components, radio frequency (RF) systems, gradient systems, shim systems and system shielding.

Course Methods of Instruction

1. L Lecture 2. D Discussion/Lecture

Objectives/Goals

Upon successful completion of this course, the student should be able to do the following:

Upon completing this course, the student should be able to:

1. Know the researchers who provided the means for MR imaging.
2. Explain how an image is acquired in MR (nuclei in a magnetic field, excitation, and relaxation).
3. Explain how an MR signal is produced and detected.
4. Explain MR tissue characteristics, such as spin density and T1 and T2 relaxation.
5. Understand the behavior of various nuclei in the magnetic field and/or during the application of the radio frequency pulse.
6. Understand the concept of resonance and excitation

in MR.

7. Describe the imaging parameters and options available to the user for optimal MR imaging.
8. Describe the basic types of magnets used in MR equipment.
9. Discuss the differences in low-, mid-, high-, and ultra-high field systems.
10. Describe field strength in relation to image quality (image contrast, SNR and artifacts).
11. Explain the functionality of the radiofrequency system in MR imaging.
12. Explain the functionality of the gradient system in MR imaging.
13. Explain the functionality of the shim system in MR imaging.
14. Explain the functionality of the ancillary equipment in MR imaging.
15. Compare MR instrumentation to other imaging modalities.

Topical Outline

This course will include but not be restricted to the following topics:

1. History of MR
2. Magnetism
3. Nuclear Magnetism
4. Shim Systems
5. Radio frequency Systems
6. MR Signal Production
7. Gradient Systems
8. Ancillary Equipment
9. Computer Systems
10. Operational Flow
11. Imager Maintenance
12. Facility Operational Equipment
13. Introduction to MR Image Formation
14. Imaging Planes
15. K-Space and Image Formation

Course Materials

Required Texts

Bushong, Stewart. Magnetic Resonance Imaging Physical and Biological Principles. 4th Edition. Elsevier/Mosby, 2014.

Supplemental Assignments

Assignments

Activities/Assignments

Other

1. Homework assignments assigned on a weekly basis.

Reading

1. Textbook chapters will be assigned on a daily basis.

Examinations

Your final course grade will be computed as follows:

<u>Grade</u>	<u>Percentage</u>	<u>Points</u>
A=	100 - 93	
B=	92.9 - 85	
C=	79 - 84.5	
D=	75 - 78.9	
F=	74.9 - 0	

Withdrawal Policy

Withdrawal from a Class

The final day for a student to withdraw from any course will be equal to 75% of the time for the respective academic session (see the Registration Calendar (http://www.cod.edu/registration/pdf/reg_calendar.pdf) through myACCESS <https://myaccess.cod.edu> or in person at the Registration office, Student Services Center (SSC), Room 2221.

Administrative Withdrawal

After the deadline, students will be required to appeal for late withdrawal and provide appropriate documentation to the Student Registration Services Office for all requests. Students who are granted approval to withdraw by petition will not be eligible for refunds of tuition or fees and will receive a 'W' grade on their transcript. Appeals must be submitted prior to the designated final exam period for 16-week classes and before the last class meeting for all other session classes.

Date Syllabus Prepared: _____

College of DuPage

Course Syllabus

<http://www.cod.edu>

MRIT 2102 Sectional Anatomy

Term: Fall - Year: 2015

Course Date:

Credit Hours

Credit Hours: 3

Lab Hours:

Lecture Hours: 3

Contact Hours: 3

Clinical Hours:

Catalog Description

This is a study of human anatomy as seen in multiple orthogonal planes. Bone, muscle, vascular structures, organs and soft tissues of the following anatomical regions are studied: central nervous system (brain and spine), other structures in the head, soft tissue neck, musculoskeletal, cardiovascular, thorax, abdomen and pelvis. The student should be able to recognize normal anatomy to ensure that the region of interest is adequately imaged. A study of normal anatomy and normal variations, as well as its appearance in multiple planes, enables the student to better recognize abnormal conditions and make the associated imaging changes required to adequately demonstrate the patient's anatomy and pathology.

Course Methods of Instruction

1. L Lecture 2. D Discussion/Lecture

Objectives/Goals

Upon successful completion of this course, the student should be able to do the following:

Upon completing the course, the student will be able to:

1. Identify anatomical structures as seen in multiple orthogonal planes on MR images.
2. Describe gross anatomic relationships in the body.
3. Describe anterior-posterior, proximal-distal and lateral-medial relationships of anatomy.
4. Distinguish normal anatomy from abnormal anatomy.

Topical Outline

This course will include but not be restricted to the following topics:

1. The Head
2. The Spine

3. The Soft Tissue Neck
4. The Thorax
5. The Abdomen
6. The Pelvis
7. The Upper Extremity
8. The Lower Extremity

Course Materials

Required Texts

1. Kelley, Lorrie. Sectional Anatomy for Imaging Professionals. 3rd Edition. Elsevier/Mosby, 2013
2. Kelley, Lorrie, Workbook for Sectional Anatomy for Imaging Professionals, 3rd Edition. Elsevier/Mosby, 2013.

Supplemental Assignments

Assignments

Activities/Assignments

Other

1. Homework assignments will be given weekly.

Reading

1. Textbook assignments will be given on a daily basis.

Examinations

Your final course grade will be computed as follows:

<u>Grade</u>	<u>Percentage</u>	<u>Points</u>
A=	100 – 93	
B=	92.9 – 85	
C=	84.9 – 79	
D=	78.9 – 75	
F=	74.9 – 0	

Withdrawal Policy

Withdrawal from a Class

The final day for a student to withdraw from any course will be equal to 75% of the time for the respective academic session (see the Registration Calendar http://www.cod.edu/registration/pdf/reg_calendar.pdf) through myACCESS <https://myaccess.cod.edu> or in person at the

Registration office, Student Services Center (SSC), Room 2221.

Administrative Withdrawal

After the deadline, students will be required to appeal for late withdrawal and provide appropriate documentation to the Student Registration Services Office for all requests. Students who are granted approval to withdraw by petition will not be eligible for refunds of tuition or fees and will receive a 'W' grade on their transcript. Appeals must be submitted prior to the designated final exam period for 16-week classes and before the last class meeting for all other session classes.

Date Syllabus Prepared: _____

College of DuPage

Course Syllabus

<http://www.cod.edu>

MRIT 2103 Principles & Procedures I

Term: Fall - Year: 2015

Course Date:

Credit Hours

Credit Hours: 3

Lab Hours:

Lecture Hours: 3

Contact Hours: 3

Clinical Hours:

Catalog Description

This course provides the student with the imaging techniques related to the central nervous system (CNS), neck, thorax, musculoskeletal system and abdominopelvic regions. The content covers specific clinical application, coils that are available and their use, considerations in the scan sequences, specific choices in the protocols (e.g., slice thickness, phase direction, and flow compensation), and positioning criteria. Anatomical structures and the plane that best demonstrates anatomy are discussed as well as signal characteristics of normal and abnormal structures.

Course Methods of Instruction

1. L Lecture 2. D Discussion/Lecture

Objectives/Goals

Upon successful completion of this course, the student should be able to do the following:

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

1. State the coils available for MR and their specific application.
2. Describe considerations in designing an imaging protocol and state the application of protocols in specific situations.
3. Demonstrate proper patient screening.
4. Demonstrate knowledge of scanning menus, archival procedures and display functions.
5. Demonstrate proper windowing levels and widths.
6. Demonstrate proper use of MR-safe monitoring devices.

7. Demonstrate how to prepare contrast materials and use MR injectors.
8. State positioning criteria for different areas of the body.
9. State advantages and disadvantages of axial, sagittal, coronal and oblique images (i.e., what structures are best demonstrated).
10. Describe common pulse sequences used to evaluate the different areas of the body.
11. State tissue signal characteristics of anatomical structures with and without contrast.
12. Explain the use of contrast media in evaluating pathology.
13. Describe common artifacts that occur during imaging.
14. Describe the differences between adult and pediatric pulse sequences in MR.
15. Describe the differences in tissue signal characteristics between adult and pediatric examinations.
16. Describe the criteria for imaging windows for different areas of the body.
17. Describe the MR characteristics of blood as seen on arterial and venous magnetic resonance angiography (MRA).
18. Identify how field strength affects the ability to visualize select pathology.
19. Describe the MR tissue characteristics of select pathological processes.
20. Discuss saturation pulses, which help to identify arteries and veins.
21. Evaluate images for appropriate positioning, anatomy, pulse sequences and overall quality.
22. Identify the common indications and common pathology for the central nervous system, soft tissue structures of the head and face, orbit, nasopharynx, oropharynx, neck, and spine, the abdomen, the musculoskeletal system, the soft tissue pelvis that includes the male and female reproductive systems, the chest, the heart, mediastinum, the brachial plexus and breast exams.
23. Demonstrate effective communication skills with patients, their family members and staff.
24. Demonstrate MR safety and protective practices associated with MR examinations.
25. Cite the components of the central nervous system, including the brain and spinal cord.

26. Identify the normal anatomic location of the components of the central nervous system, including the brain and spinal cord, on diagrams and scan images.
27. Describe the normal MR tissue characteristics of the components of the brain and spine.
28. Explain the principles of MR spectroscopy.
29. Discuss the current and future development of in vivo spectroscopic diagnosis of disease processes.

Topical Outline

This course will include but not be restricted to the following topics:

1. Imaging Considerations
2. Imaging Planes
3. Signal Characteristics
4. General Considerations
5. Considerations for Routine MR Procedures
6. Positioning and Procedural Considerations for Specific Studies
7. Procedural Considerations for Contrast Studies
8. Procedural Considerations for Special Studies
9. Patient Education

Course Materials

Required Texts

Burghart & Finn. Handbook of MRI Scanning. 1st Edition. Elsevier/Mosby 2011.

Supplemental Assignments

Assignments

Activities/Assignments

Other

1. Homework assignments will be given on a weekly basis.

Reading

1. Textbook assignments will be given on a daily basis.

Examinations

Your final course grade will be computed as follows:

<u>Grade</u>	<u>Percentage</u>
A=	100 – 93
B=	92.9 – 85
C=	84.9 – 79
D=	78.9 – 75
F=	74.9 - 0

Withdrawal Policy

Withdrawal from a Class

The final day for a student to withdraw from any course will be equal to 75% of the time for the respective academic session (see the Registration Calendar http://www.cod.edu/registration/pdf/reg_calendar.pdf) through myACCESS <https://myaccess.cod.edu> or in person at the Registration office, Student Services Center (SSC), Room 2221.

Administrative Withdrawal

After the deadline, students will be required to appeal for late withdrawal and provide appropriate documentation to the Student Registration Services Office for all requests. Students who are granted approval to withdraw by petition will not be eligible for refunds of tuition or fees and will receive a 'W' grade on their transcript. Appeals must be submitted prior to the designated final exam period for 16-week classes and before the last class meeting for all other session classes.

Date Syllabus Prepared: _____

College of DuPage

Course Syllabus

<http://www.cod.edu>

MRIT 2104 Clinical Practice I

Term: Fall - Year: 2015

Course Date:

Credit Hours

Credit Hours: 3

Lab Hours:

Lecture Hours:

Contact Hours:

Clinical Hours: 24

Catalog Description

Content is presented as a progression in competency levels through clinical performance objectives and competency exams. Activities include demonstration and observation, after which the student assists in performing the activity. When a satisfactory degree of proficiency is apparent, the student can perform the activity under direct supervision. When both the student and instructor are satisfied with the student's proficiency, the student performs studies under indirect supervision to gain experience and expertise in MR imaging. Technologists performing magnetic resonance imaging must competently apply basic protocols, recognize when and how to appropriately alter the standard protocol and recognize equipment and patient considerations that affect image quality. The technologist is responsible for maintaining a safe MRI environment. This course provides the necessary supervised clinical education to become proficient in these skills.

Course Methods of Instruction

1. X Lab/Lab Discussion
2. Clinical site participation.

Objectives/Goals

Upon successful completion of this course, the student should be able to do the following:

Upon completion of the clinical education, the student will:

1. Maintain a safe work environment for patients, visitors and health care workers.
2. Properly schedule and prescreen patients.
3. Communicate professionally with patients and staff members.
4. Use standard protocols to perform routine MR examinations.

5. Use Digital Imaging and Communications in Medicine (DICOM) to archive and send images.
6. Identify when to modify a protocol and successfully perform the modification.
7. Identify the probable cause of image quality problems and recommend an appropriate solution.
8. Perform and monitor quality assurance tests.
9. Power up and shut down the system.
10. Correlate the requested exam with clinical history and reported physical exam findings.
11. Ensure patient safety by correlating surgical, accident and occupational history.
12. Properly screen patients for contraindications to MR.
13. Monitor the patient to ensure proper attire and that no unauthorized metals enter the exam room.
14. Maintain a clean, comfortable and safe environment.
15. Employ proper precautions to prevent disease transmission.
16. Monitor linens and supplies and restock when necessary.
17. Demonstrate how to properly prepare a patient for the requested exam.
18. Demonstrate the actions required if a patient requires sedation.
19. Demonstrate the actions required if a patient requires contrast media.
20. Demonstrate the actions required for allergic reactions.
21. Demonstrate the actions required if a patient is claustrophobic.
22. Demonstrate how to use earplugs or headphones to reduce possible acoustic damage.
23. Ensure proper setup of MR coils, equipment, table accessories and cushioning.
24. Demonstrate an understanding of a patient's cultural, ethnic or value system differences.
25. Speak with patients in a professional and empathetic manner to alleviate any concerns they express.
26. Demonstrate professional ethics by preserving the patient's modesty.
27. Demonstrate how to give proper instructions to optimize patient comfort and cooperation.
28. Respond appropriately in emergency situations.
29. Recognize patient adverse reactions during MR procedures to contrast administration and act appropriately.

30. Identify and report equipment problems.
31. Adhere to national, organizational and departmental standards, protocols, policies and procedures regarding MR exams and patient care.
32. Ensure that professional performance and competence is reflected throughout an exam.
33. Critique images for appropriate clinical information, image quality and patient information.
34. Demonstrate the appropriate corrective actions to improve inadequate image information.
35. Consistently maintain patient confidentiality standards.
36. Perform safe, ethical and legal practices.

Topical Outline

This course will include but not be restricted to the following topics:

1. Clinical Practice
2. Procedural Performance
3. Infection Control
4. Medical Emergencies
5. Contrast Studies
6. Tubes, Catheters, Lines and Collection Devices
7. Imaging
8. Complete any 12 Competencies from ARRT Clinical Experience Requirements
 - A) MRI Safety Requirements – 8 required to graduate program
 - A1) Screening patients, personnel, and non-personnel for MRI safe, conditional, and unsafe devices and objects
 - A2) Identify MRI safety zones
 - A3) Static field (e.g., projectiles)
 - A4) Radiofrequency field (e.g., thermal loading, coil positioning, patient positioning, and insulation)
 - A5) Time-varying gradient magnetic fields (e.g., induced voltages, auditory considerations)
 - A6) Communication and monitoring considerations (e.g., sedated patients, verbal and visual contact, vital signs)
 - A7) Contrast media safety (e.g., NSF, renal function)
 - A8) Other MRI safety considerations (e.g., cryogen safety, fire, medical emergencies, laser alignment lights)
 - B) MRI Procedures – 18 mandatory and 10 electives to

be selected from a list of 24 to graduate

- B1) Head and Neck
- B2) Spine
- B3) Thorax
- B4) Abdomen and Pelvis
- B5) Musculoskeletal
- B6) Special Imaging Procedures

C) Quality Control Tests – 7 required to graduate program

- C1) Signal to noise
- C2) Center frequency
- C3) transmitter gain or attenuation
- C4) Geometric accuracy
- C5) Equipment inspection (e.g., coils, cables, door seals)
- C6) Monitor cryogen levels
- C7) Room temperature

Course Materials

Required Texts

None
required.

Supplemental Assignments

Assignments

Activities/Assignments

Other

1. Perform Competencies at clinical site.

Examinations

Your final course grade will be computed as follows:

<u>Grade</u>	<u>Percentage</u>	<u>Points</u>
A=	100 – 93	
B=	92.9 – 85	
C=	84.9 – 79	
D=	78.9 – 75	
F=	74.9 – 0	

Withdrawal Policy

Withdrawal from a Class

The final day for a student to withdraw from any course will be equal to 75% of the time for the respective academic session (see the Registration Calendar http://www.cod.edu/registration/pdf/reg_calendar.pdf) through myACCESS <https://myaccess.cod.edu> or in person at the Registration office, Student Services Center (SSC), Room 2221.

Administrative Withdrawal

After the deadline, students will be required to appeal for late withdrawal and provide appropriate documentation to the Student Registration Services Office for all requests. Students who are granted approval to withdraw by petition will not be eligible for refunds of tuition or fees and will receive a 'W' grade on their transcript. Appeals must be submitted prior to the designated final exam period for 16-week classes and before the last class meeting for all other session classes.

Date Syllabus Prepared: _____

College of DuPage

Course Syllabus

<http://www.cod.edu>

MRIT 2105 MR Pathology

Term: Fall - Year: 2015

Course Date:

Credit Hours

Credit Hours: 3

Lab Hours:

Lecture Hours: 3

Contact Hours: 3

Clinical Hours:

Catalog Description

This course familiarizes the student with the common pathologies found in magnetic resonance imaging and the appearance of these pathologies in various imaging protocols. The course content is inclusive of all commonly-imaged body systems and areas. The technologist should recognize the need for additional sequences and changes in protocols based upon recognizing pathological changes. In addition, a technologist must be aware of indications that show a contrast agent is required. The knowledge of disease processes and their signal characteristics on various imaging sequences is essential to ensure the best practices in patient care and quality imaging.

Course Methods of Instruction

1. L Lecture 2. D Discussion/Lecture

Objectives/Goals

Upon successful completion of this course, the student should be able to do the following:

Upon completing the course, the student will be able to:

1. State pathologies that commonly require an MR study.
2. Display understanding of the signal characteristics displayed by abnormal tissues during various pulse sequences and imaging modes in illustrating pathological processes.
3. Recognize changes in anatomical sizes and shapes of structures that can indicate pathology.
4. Describe basic pathological processes demonstrated by MR.
5. Identify the nature and courses of the pathologies

listed in the course outline.

6. Describe the effect of contrast agents on visualizing pathology.

Topical Outline

This course will include but not be restricted to the following topics:

1. Central Nervous System
2. Head and Neck
3. Thorax
4. Abdomen
5. Pelvis
6. Musculoskeletal
7. General Vascular Disorders

Course Materials

Required Texts

Damjanov, Ivan. Pathology for the Health Professions. 4th Edition. Elsevier/Saunders, 2012.

Supplemental Assignments

Assignments

Activities/Assignments

Other

1. Homework assignments will be given on a weekly basis.

Reading

1. Textbook assignments will be given on a daily basis.

Examinations

Your final course grade will be computed as follows:

<u>Grade</u>	<u>Percentage</u>
A=	100 – 93
B=	92.9 – 85
C=	84.9 – 79
D=	78.9 – 75
F=	74.9 - 0

Withdrawal Policy

Withdrawal from a Class

The final day for a student to withdraw from any course will be equal to 75% of the time for the respective academic session (see the Registration Calendar (http://www.cod.edu/registration/pdf/reg_calendar.pdf) through myACCESS <https://myaccess.cod.edu> or in person at the Registration office, Student Services Center (SSC), Room 2221.

Administrative Withdrawal

After the deadline, students will be required to appeal for late withdrawal and provide appropriate documentation to the Student Registration Services Office for all requests. Students who are granted approval to withdraw by petition will not be eligible for refunds of tuition or fees and will receive a 'W' grade on their transcript. Appeals must be submitted prior to the designated final exam period for 16-week classes and before the last class meeting for all other session classes.

Date Syllabus Prepared: _____

College of DuPage

Course Syllabus

<http://www.cod.edu>

MRIT 2106 Imaging Applications

Term: Fall - Year: 2015

Course Date:

Credit Hours

Credit Hours: 3

Lab Hours: 2

Lecture Hours: 2

Contact Hours: 3

Clinical Hours:

Catalog Description

This course provides the student with a comprehensive overview of MR pulse sequences, image formation, and image contrast, as well as the knowledge of the parameters and imaging options used to create MR images. Pulse sequences include spin echo, fast spin echo, gradient echo, inversion recovery, echo planar, parallel imaging and spectroscopy. In addition, tissue characteristics, contrast agents, post-processing techniques and quality assurance measures used in maintaining image quality are covered.

Course Methods of Instruction

1. X Lab/Lab Discussion 2. L Lecture 3. D Discussion/Lecture

Objectives/Goals

Upon successful completion of this course, the student should be able to do the following:

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

1. Describe the imaging parameters that determine image contrast.
2. Describe the imaging parameters that determine spatial resolution on MR images.
3. Describe the imaging parameters involved in MR image formation.
4. Describe many typical imaging options used to optimize image quality.
5. Understand parameters and imaging options to obtain diagnostic MR images with minimal image artifacts.
6. Describe the routine quality assurance practices that are used to maintain high-quality MR images.

7. Define the use of gradient and RF pulses in acquiring MR images.
8. Understand the concepts of image formation in MR
9. Describe scan time and the associated parameters.
10. Describe image contrast appearance according to image weighting.

Topical Outline

This course will include but not be restricted to the following topics:

1. MR Signal Induction/Sampling/Conversion
2. Intrinsic (Tissue) MR Image Contrast Characteristics
3. Extrinsic MR Contrast Characteristics (User-selection parameters for Image Contrast)
3. Pulse Sequences
4. MR Imaging Parameter and Sequence Selections
5. MR Contrast Media
6. MR Image Formation
7. Post-processing
8. Imaging Options
9. Quality Assurance

Course Materials

Required Texts

Bushong, Stewart. Magnetic Resonance Imaging Physical and Biological Principles. 4th Edition. Elsevier/Mosby, 2014.

Supplemental Assignments

Assignments

Activities/Assignments

Other

1. Homework assignments will be given on a weekly basis.

Reading

1. Textbook assignments will be given on a daily basis.

Examinations

Your final course grade will be computed as follows:

<u>Grade</u>	<u>Percentage</u>
A=	100 – 93
B=	92.9 – 85
C=	84.9 – 79
D=	78.9 – 75
F=	74.9 - 0

Withdrawal Policy

Withdrawal from a Class

The final day for a student to withdraw from any course will be equal to 75% of the time for the respective academic session (see the Registration Calendar http://www.cod.edu/registration/pdf/reg_calendar.pdf) through myACCESS <https://myaccess.cod.edu> or in person at the Registration office, Student Services Center (SSC), Room 2221.

Administrative Withdrawal

After the deadline, students will be required to appeal for late withdrawal and provide appropriate documentation to the Student Registration Services Office for all requests. Students who are granted approval to withdraw by petition will not be eligible for refunds of tuition or fees and will receive a 'W' grade on their transcript. Appeals must be submitted prior to the designated final exam period for 16-week classes and before the last class meeting for all other session classes.

Date Syllabus Prepared: _____

College of DuPage

Course Syllabus

<http://www.cod.edu>

MRIT 2107 Principles & Procedures II

Term: Fall - Year: 2015

Course Date:

Credit Hours

Credit Hours: 3

Lab Hours:

Lecture Hours: 3

Contact Hours: 3

Clinical Hours:

Catalog Description

This course provides the student with the continuation of the imaging techniques related to the central nervous system (CNS), neck, thorax, musculoskeletal system and abdominopelvic regions. The content covers specific clinical application, coils that are available and their use, considerations in the scan sequences, specific choices in the protocols (e.g., slice thickness, phase direction, and flow compensation), and positioning criteria. Anatomical structures and the plane that best demonstrates anatomy are discussed as well as signal characteristics of normal and abnormal structures.

Course Methods of Instruction

1. L Lecture 2. D Discussion/Lecture

Objectives/Goals

Upon successful completion of this course, the student should be able to do the following:

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

1. Discuss the hardware requirements for MR spectroscopy.
2. Describe and discuss the various imaging planes and pulse sequence parameters that maximize the diagnostic value of an MR scan of the central nervous system including the brain and spine.
3. Describe the normal MR tissue characteristics of the soft tissue structures of the head and face, orbit, nasopharynx, oropharynx, neck and spine.
4. Describe the effects of blood flow characteristics on

image quality, including laminar turbulent, vortex and stationary or stagnant flow.

5. Identify common pathology of the soft tissue structures of the head and face, orbit, nasopharynx, oropharynx, neck and spine on MR images.
6. Identify common vascular lesions on MRA images.
7. Identify the normal anatomic location of the soft tissue structures of the head and face, orbit, nasopharynx, oropharynx, neck, spine and vasculature of the neck on scan images.
8. Review the components of the abdomen.
9. Identify the normal anatomic location of abdominal components on diagrams and scan images.
10. Describe the normal MR tissue characteristics of the components of the abdomen.
11. Describe and discuss imaging planes and pulse sequence parameters that maximize the diagnostic value of an MR scan of the abdomen.
12. Discuss the different types of MRA procedures, when they are used and the characteristics of the resultant images.
13. Identify common pathology of the abdomen on MR images.
14. Review the anatomy of the musculoskeletal system.
15. Identify the normal anatomic location of musculoskeletal system components on diagrams and scan images.
16. Describe and discuss the imaging planes and pulse sequencing parameters that maximize the diagnostic value of an MR scan of the upper extremity, lower extremity, shoulder girdle and pelvic girdle.
17. Identify common pathological conditions seen in the musculoskeletal system on MR images.
18. Review the components of the soft tissue pelvis including the male and female reproductive systems.
19. Identify the normal anatomic location of the components of the male and female pelvis on diagrams and scan images.
20. Describe the normal MR tissue characteristics of the components of the male and female pelvis.
21. Describe and discuss imaging planes and pulse sequence parameters that maximize the diagnostic value of an MR scan of the pelvis including the male and female reproductive systems.
22. Identify common pathology of the pelvis, including the male and female reproductive systems and their tissue characteristics on MR images.

23. Review the components of the chest, heart, mediastinum, brachial plexus and breast.
24. Identify the normal anatomic location of the components of the chest, heart, mediastinum, brachial plexus and breast on diagrams and scan images.
25. Describe the normal MR tissue characteristics of the components of the chest, heart, mediastinum, brachial plexus and breast.
26. Describe and discuss imaging planes and pulse sequence parameters that maximize the diagnostic value of an MR scan of the chest, heart, mediastinum, brachial plexus and breast.
27. Discuss the various saturation techniques used in breast imaging.
28. Identify common pathology of the chest, heart, mediastinum, brachial plexus and breast on MR images.

Topical Outline

This course will include but not be restricted to the following topics:

1. Imaging Considerations
2. Imaging Planes
3. Signal Characteristics
4. General Considerations
5. Considerations for Routine MR Procedures
6. Positioning and Procedural Considerations for Specific Studies
7. Classification of Contrast Agents
7. Procedural Considerations for Contrast Studies
8. Procedural Considerations for Special Studies
9. Patient Education
10. Drug Nomenclature
11. Methods of Drug Classification
12. General Pharmacologic Principles
13. Drug Categories of Relevance to MR (Side Effects, Uses and Impacts on Medical Imaging)

Course Materials

Burghart & Finn. Handbook of MRI Scanning. 1st Edition. Elsevier/Mosby 2011.

Supplemental Assignments

Assignments

Activities/Assignments

Other

1. Homework assignments will be given on a weekly basis.

Reading

1. Textbook assignments will be given on a daily basis.

Examinations

Your final course grade will be computed as follows:

<u>Grade</u>	<u>Percentage</u>	<u>Points</u>
A=	100 – 93	
B=	92.9 – 85	
C=	84.9 – 79	
D=	78.9 – 75	
F=	74.9 - 0	

Withdrawal Policy

Withdrawal from a Class

The final day for a student to withdraw from any course will be equal to 75% of the time for the respective academic session (see the Registration Calendar http://www.cod.edu/registration/pdf/reg_calendar.pdf) through myACCESS <https://myaccess.cod.edu> or in person at the Registration office, Student Services Center (SSC), Room 2221.

Administrative Withdrawal

After the deadline, students will be required to appeal for late withdrawal and provide appropriate documentation to the Student Registration Services Office for all requests. Students who are granted approval to withdraw by petition will not be eligible for refunds of tuition or fees and will receive a 'W' grade on their transcript. Appeals must be submitted prior to the designated final exam period for 16-week classes and before the last class meeting for all other session classes.

Date Syllabus Prepared: _____

College of DuPage

Course Syllabus

<http://www.cod.edu>

MRIT 2108 Clinical Practice II

Term: Fall - Year: 2015

Course Date:

Credit Hours

Credit Hours: 3

Lab Hours:

Lecture Hours:

Contact Hours:

Clinical Hours: 24

Catalog Description

Content is presented as a progression in competency levels through clinical performance objectives and competency exams. Activities include demonstration and observation, after which the student assists in performing the activity. When a satisfactory degree of proficiency is apparent, the student can perform the activity under direct supervision. When both the student and instructor are satisfied with the student's proficiency, the student performs studies under indirect supervision to gain experience and expertise in MR imaging. Technologists performing magnetic resonance imaging must competently apply basic protocols, recognize when and how to appropriately alter the standard protocol and recognize equipment and patient considerations that affect image quality. The technologist is responsible for maintaining a safe MRI environment. This course provides the necessary supervised clinical education to become proficient in these skills.

Course Methods of Instruction

1. X Lab/Lab Discussion
2. Clinical site participation.

Objectives/Goals

Upon successful completion of this course, the student should be able to do the following:

Upon completion of the clinical education, the student will:

1. Maintain a safe work environment for patients, visitors and health care workers.
2. Properly schedule and prescreen patients.
3. Communicate professionally with patients and staff members.
4. Use standard protocols to perform routine MR examinations.

5. Use Digital Imaging and Communications in Medicine (DICOM) to archive and send images.
6. Identify when to modify a protocol and successfully perform the modification.
7. Identify the probable cause of image quality problems and recommend an appropriate solution.
8. Perform and monitor quality assurance tests.
9. Power up and shut down the system.
10. Correlate the requested exam with clinical history and reported physical exam findings.
11. Ensure patient safety by correlating surgical, accident and occupational history.
12. Properly screen patients for contraindications to MR.
13. Monitor the patient to ensure proper attire and that no unauthorized metals enter the exam room.
14. Maintain a clean, comfortable and safe environment.
15. Employ proper precautions to prevent disease transmission.
16. Monitor linens and supplies and restock when necessary.
17. Demonstrate how to properly prepare a patient for the requested exam.
18. Demonstrate the actions required if a patient requires sedation.
19. Demonstrate the actions required if a patient requires contrast media.
20. Demonstrate the actions required for allergic reactions.
21. Demonstrate the actions required if a patient is claustrophobic.
22. Demonstrate how to use earplugs or headphones to reduce possible acoustic damage.
23. Ensure proper setup of MR coils, equipment, table accessories and cushioning.
24. Demonstrate an understanding of a patient's cultural, ethnic or value system differences.
25. Speak with patients in a professional and empathetic manner to alleviate any concerns they express.
26. Demonstrate professional ethics by preserving the patient's modesty.
27. Demonstrate how to give proper instructions to optimize patient comfort and cooperation.
28. Respond appropriately in emergency situations.
29. Recognize patient adverse reactions during MR procedures to contrast administration and act appropriately.

30. Identify and report equipment problems.
31. Adhere to national, organizational and departmental standards, protocols, policies and procedures regarding MR exams and patient care.
32. Ensure that professional performance and competence is reflected throughout an exam.
33. Critique images for appropriate clinical information, image quality and patient information.
34. Demonstrate the appropriate corrective actions to improve inadequate image information.
35. Consistently maintain patient confidentiality standards.
36. Perform safe, ethical and legal practices.
37. Apply the principle of pulse sequences and image formation to appropriate clinical applications.
38. Apply the imaging parameters and options available to the user for optimal MR imaging.

Topical Outline

This course will include but not be restricted to the following topics:

Course Materials

Required Texts

None
required.

Supplemental Assignments

Assignments

Activities/Assignments

None

Examinations

Your final course grade will be computed as follows:

<u>Grade</u>	<u>Percentage</u>
A=	100 – 93
B=	92.9 – 85
C=	84.9 – 79
D=	78.9 – 75
F=	74.9 - 0

Withdrawal Policy

Withdrawal from a Class

The final day for a student to withdraw from any course will be equal to 75% of the time for the respective academic session (see the Registration Calendar http://www.cod.edu/registration/pdf/reg_calendar.pdf) through myACCESS <https://myaccess.cod.edu> or in person at the Registration office, Student Services Center (SSC), Room 2221.

Administrative Withdrawal

After the deadline, students will be required to appeal for late withdrawal and provide appropriate documentation to the Student Registration Services Office for all requests. Students who are granted approval to withdraw by petition will not be eligible for refunds of tuition or fees and will receive a 'W' grade on their transcript. Appeals must be submitted prior to the designated final exam period for 16-week classes and before the last class meeting for all other session classes.

Date Syllabus Prepared: _____

College of DuPage

Course Syllabus

<http://www.cod.edu>

MRIT 2109 Clinical Practice III

Term: Fall - Year: 2015

Course Date:

Credit Hours

Credit Hours: 3

Lab Hours:

Lecture Hours:

Contact Hours:

Clinical Hours: 24

Catalog Description

Content is presented as a progression in competency levels through clinical performance objectives and competency exams. Activities include demonstration and observation, after which the student assists in performing the activity. When a satisfactory degree of proficiency is apparent, the student can perform the activity under direct supervision. When both the student and instructor are satisfied with the student's proficiency, the student performs studies under indirect supervision to gain experience and expertise in MR imaging. Technologists performing magnetic resonance imaging must competently apply basic protocols, recognize when and how to appropriately alter the standard protocol and recognize equipment and patient considerations that affect image quality. The technologist is responsible for maintaining a safe MRI environment. This course provides the necessary supervised clinical education to become proficient in these skills.

Course Methods of Instruction

1. X Lab/Lab Discussion
2. Clinical site participation.

Objectives/Goals

Upon successful completion of this course, the student should be able to do the following:

Upon completion of the clinical education, the student will:

1. Maintain a safe work environment for patients, visitors and health care workers.
2. Properly schedule and prescreen patients.
3. Communicate professionally with patients and staff members.
4. Use standard protocols to perform routine MR examinations.

5. Use Digital Imaging and Communications in Medicine (DICOM) to archive and send images.
6. Identify when to modify a protocol and successfully perform the modification.
7. Identify the probable cause of image quality problems and recommend an appropriate solution.
8. Perform and monitor quality assurance tests.
9. Power up and shut down the system.
10. Correlate the requested exam with clinical history and reported physical exam findings.
11. Ensure patient safety by correlating surgical, accident and occupational history.
12. Properly screen patients for contraindications to MR.
13. Monitor the patient to ensure proper attire and that no unauthorized metals enter the exam room.
14. Maintain a clean, comfortable and safe environment.
15. Employ proper precautions to prevent disease transmission.
16. Monitor linens and supplies and restock when necessary.
17. Demonstrate how to properly prepare a patient for the requested exam.
18. Demonstrate the actions required if a patient requires sedation.
19. Demonstrate the actions required if a patient requires contrast media.
20. Demonstrate the actions required for allergic reactions.
21. Demonstrate the actions required if a patient is claustrophobic.
22. Demonstrate how to use earplugs or headphones to reduce possible acoustic damage.
23. Ensure proper setup of MR coils, equipment, table accessories and cushioning.
24. Demonstrate an understanding of a patient's cultural, ethnic or value system differences.
25. Speak with patients in a professional and empathetic manner to alleviate any concerns they express.
26. Demonstrate professional ethics by preserving the patient's modesty.
27. Demonstrate how to give proper instructions to optimize patient comfort and cooperation.
28. Respond appropriately in emergency situations.
29. Recognize patient adverse reactions during MR procedures to contrast administration and act appropriately.

30. Identify and report equipment problems.
31. Adhere to national, organizational and departmental standards, protocols, policies and procedures regarding MR exams and patient care.
32. Ensure that professional performance and competence is reflected throughout an exam.
33. Critique images for appropriate clinical information, image quality and patient information.
34. Demonstrate the appropriate corrective actions to improve inadequate image information.
35. Consistently maintain patient confidentiality standards.
36. Perform safe, ethical and legal practices.
37. Apply the principle of pulse sequences and image formation to appropriate clinical applications.
38. Apply the imaging parameters and options available to the user for optimal MR imaging.
39. Apply MR imaging parameters in the clinical setting.
40. Perform routine quality assurance practices to maintain high-quality MR images.

Topical Outline

This course will include but not be restricted to the following topics:

1. Clinical Practice
2. Procedural Performance
3. Infection Control
4. Medical Emergencies
5. Contrast Studies
6. Tubes, Catheters, Lines and Collection Devices
7. Imaging
8. Complete any 15 Competencies from ARRT Clinical Experience Requirements
 - A) MRI Safety Requirements – 8 required to graduate program
 - A1) Screening patients, personnel, and non-personnel for MRI safe, conditional, and unsafe devices and objects
 - A2) Identify MRI safety zones
 - A3) Static field (e.g., projectiles)
 - A4) Radiofrequency field (e.g., thermal loading, coil positioning, patient positioning, and insulation)
 - A5) Time-varying gradient magnetic fields (e.g., induced voltages, auditory considerations)
 - A6) Communication and monitoring considerations (e.g., sedated patients, verbal and visual

contact, vital signs)

A7) Contrast media safety (e.g., NSF, renal function)

A8) Other MRI safety considerations (e.g., cryogen safety, fire, medical emergencies, laser alignment lights)

B) MRI Procedures – 18 mandatory and 10 electives to be selected from a list of 24 to graduate

B1) Head and Neck

B2) Spine

B3) Thorax

B4) Abdomen and Pelvis

B5) Musculoskeletal

B6) Special Imaging Procedures

C) Quality Control Tests – 7 required to graduate program

C1) Signal to noise

C2) Center frequency

C3) transmitter gain or attenuation

C4) Geometric accuracy

C5) Equipment inspection (e.g., coils, cables, door seals)

C6) Monitor cryogen levels

C7) Room temperature

Course Materials

Required Texts

None
required.

Supplemental Assignments

Assignments

Activities/Assignments

Other

1. Perform competencies at clinical site.

Examinations

Your final course grade will be computed as follows:

<u>Grade</u>	<u>Percentage</u>	<u>Points</u>
A=	100 – 93	
B=	92.9 – 85	
C=	84.9 – 79	
D=	78.9 – 75	
F=	74.9 - 0	

Withdrawal Policy

Withdrawal from a Class

The final day for a student to withdraw from any course will be equal to 75% of the time for the respective academic session (see the Registration Calendar http://www.cod.edu/registration/pdf/reg_calendar.pdf) through myACCESS <https://myaccess.cod.edu> or in person at the Registration office, Student Services Center (SSC), Room 2221.

Administrative Withdrawal

After the deadline, students will be required to appeal for late withdrawal and provide appropriate documentation to the Student Registration Services Office for all requests. Students who are granted approval to withdraw by petition will not be eligible for refunds of tuition or fees and will receive a 'W' grade on their transcript. Appeals must be submitted prior to the designated final exam period for 16-week classes and before the last class meeting for all other session classes.

Date Syllabus Prepared: _____

EXHIBIT A

Facility location

EXHIBIT B

Programs

**COLLEGE OF DuPAGE
REGULAR BOARD MEETING**

NEW BUSINESS APPROVAL

1. SUBJECT

Approval for an American Sign Language Interpreter AAS Degree Program and embedded certificates; American Sign Language certificate and American Sign Language Interpreting certificate.

2. REASON FOR CONSIDERATION

Board approval is required for new degree and certificate programs.

3. BACKGROUND INFORMATION

The American Sign Language Interpreter Associate in Applied Science degree will prepare students to be a licensed sign language interpreter. Upon completion of the certificates and degree, graduates will be prepared to sit for the State of Illinois certification examination and national accrediting agencies.

This degree will train graduates for the occupations of: Sign Language Interpreter, American Sign Language Interpreter, Certified Interpreter in American Sign Language, Educational Sign Language Interpreter, Deaf Interpreter, and Sign Language Assistant.

4. RECOMMENDATION

That the Board of Trustees approves a 67 credit hour American Sign Language Interpreter AAS Degree Program and embedded certificates; Sign Language certificate and American Sign Language Interpreting certificate.

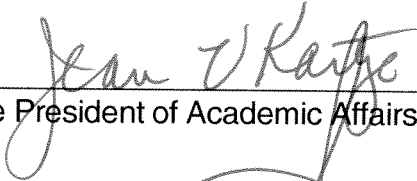
SIGNATURE PAGE FOR APPROVAL FOR AN AMERICAN SIGN LANGUAGE
INTERPRETER AAS DEGREE PROGRAM AND EMBEDDED CERTIFICATES

ITEM(S) ON REQUEST

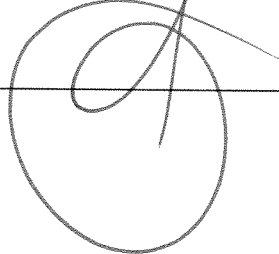
That the Board of Trustees approves a 67 credit hour American Sign Language Interpreter AAS Degree Program and embedded certificates; Sign Language certificate and American Sign Language Interpreting certificate.



Dean, Health Sciences
Date 12/1/2014




Vice President of Academic Affairs
Date Dec 1, 2014



President
Date 12/4/14

November 18, 2014

To: Jean Kartje, Ph.D.
Vice President of Academic Affairs

From: 
Tom Cameron, Dean
Health and Sciences Division

Re: Board of Trustee Approval on New Degree and Embedded Certificates:
American Sign Language Interpreter AAS degree; American Sign Language
certificate; American Sign Language Interpreting certificate

I am in support of, and am requesting Board of Trustee Approval on the following new degree and embedded certificates within the Health and Sciences Division:

American Sign Language Interpreter AAS degree
American Sign Language certificate
American Sign Language Interpreting certificate

The American Sign Language Interpreter (ASLI) AAS degree prepares students to be licensed American Sign Language interpreters. This degree is designed to allow for completion of the 19-22 general education credit hours required for the Associates in Applied Science degree, while simultaneously completing the 45 program-specific credit hours required of both the American Sign Language (ASL) and American Sign Language Interpreting (ASLI) certificates. Upon completion of this degree, students will be prepared to participate in the Illinois Deaf and Hard of Hearing Commission proficiency exams required for licensure and employment as Sign Language Interpreters across a broad spectrum of venues in Illinois.

The American Sign Language certificate requires 21 credit hours and provides students with a foundation in American Sign Language. Students also gain an increased understanding of Deaf culture. The ASL certificate is a sequential progression of language proficiency, grammatical analytical skills, and participation with the Deaf and hard of hearing community. Upon completion of the ASL certificate, students will be eligible to apply for admission into the ASLI advanced certificate program.

The 24 credit, ASLI advanced certificate provides instruction in communication models and processes of American Sign Language, Deaf culture, interpreting skills, ethical understanding, and hands-on training in oral and manual interpreting in a wide range of situations. Successful completion of this certificate will prepare students to participate in the Illinois Deaf and Hard of Hearing Commission proficiency exams required for licensure and employment in Illinois.

Form 20 is attached; and all required forms (for division and college curriculum committees) have been completed by the faculty and have been forwarded on to Betty Willig, Coordinator of College Curriculum. Once approved by C.O.D.'s Board, this degree and its embedded certificates will be processed through the Illinois Community College Board.

Please place the American Sign Language Interpreter AAS degree, American Sign Language certificate, and American Sign Language Interpreting certificate for approval on the December 18, 2014 Board of Trustees' agenda.

Please contact me if you have any questions.

cc: B. Willig, Curriculum

Encl: Form 20 – American Sign Language Interpreter AAS degree
American Sign Language certificate
American Sign Language Interpreting certificate

Illinois Community College Board

Application for Permanent Approval Career & Technical Education Curriculum

Submit TWO Complete Copies

COLLEGE NAME:	College of DuPage	5-DIGIT COLLEGE NUMBER:	502-01
CONTACT PERSON:	Tom Cameron	PHONE:	630-942-2291
EMAIL:	Cameron@cod.edu	FAX:	630-942-2759

CURRICULUM INFORMATION

AAS TITLE:	ASLI 3720 American Sign Language Interpreter	CREDIT HOURS:	67	CIP CODE:	51.0205
AAS TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:	ASLI 4720 American Sign Language	CREDIT HOURS:	21	CIP CODE:	51.0205
CERTIFICATE TITLE:	ASLI 4721 American Sign Language Interpreting	CREDIT HOURS:	24	CIP CODE:	51.0205
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	

PROPOSED CLASSIFICATION:	District	<input checked="" type="checkbox"/>	Regional	<input type="checkbox"/>	Statewide	<input type="checkbox"/>
PROPOSED IMPLEMENTATION DATE:	FALL 2015					

SUBMISSION INCLUDES:	
<input checked="" type="checkbox"/>	Part A: Feasibility, Curriculum Quality and Cost Analysis
<input checked="" type="checkbox"/>	Part B: Supportive Documentation and Data

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

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

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

FEASIBILITY

1. Labor Market Need.

a. Program purpose:

The purpose of the American Sign Language Interpreter Associate in Applied Science (AAS) degree (ASLI) will be to prepare the student to be a licensed sign language interpreter. This program is comprised of two sequential certificates, the certificate in American Sign Language and the advanced certificate in American Sign Language Interpreter, along with the general education requirements for the Associates in Applied Science. Upon completion of this degree, students will be prepared to participate in the Illinois Deaf and Hard of Hearing Commission proficiency exams required for licensure and employment in Illinois.

The purpose of the American Sign Language Certificate (ASL) is to prepare the student with a foundation of American Sign Language and increased understanding of Deaf culture. This seven course certificate provides a sequential progression of language proficiency, grammatical analytical skills, and participation with the Deaf and hard of hearing community. Upon completion of the American Sign Language certificate, students will be eligible to apply for admittance into the advanced certificate of American Sign Language Interpreter.

The purpose of the American Sign Language Interpreter (ASLI) is to prepare students with the skill of interpreting and transliteration. This seven course certificate provides the foundation in interpreting skills and hands-on training in oral and manual interpretation. Upon completion of this certificate, students will be prepared to participate in the Illinois Deaf and Hard of Hearing Commission proficiency exams required for licensure and employment in Illinois.

b. Target population.

This degree targets students that wish to work as a sign language interpreter for the Deaf or hard of hearing. This degree is designed to allow for completion of the 19-22 general education credit hours required for the Associates in Applied Science degree, while simultaneously completing the 45 program specific credit hours within six academic semesters. Upon completion of the American Sign Language Interpreter degree, graduates will be prepared for certification examination conducted by the State of Illinois and National accrediting agencies which will avail employment across a broad spectrum of venues.

The American Sign Language Interpreter degree caters to several audiences which include prospective students with no education post high school graduation, students with sign language proficiency with no education post high school that may be eligible for college credit, students with advanced language proficiency interested in pursuing the interpreting certificate, and students that have completed a general AAS/AS or higher interested in completing the specific 45 credit hours of program requirements. It is the vision of this proposal that the American Sign Language Interpreter AAS degree will articulate with a 3 + 1 program in either Communicative Disorders or Healthcare Management in order to afford the unique mobility of the Baccalaureate degree within the profession. This degree is proposed with a vision of curricular alignment from high school through graduate studies in the field of Communicative Disorders or other related healthcare fields.

c. Related occupations.

The American Sign Language Interpreter degree will train graduates for the occupation of: Sign Language Interpreter or Translator, American Sign Language (ASL) Interpreter, Certified Interpreter in American Sign Language, Educational Sign Language Interpreter, Deaf interpreter, and Sign Language Assistant. See Occupational Chart (Part B)

d. Supply-Demand Information.

The United States Bureau of Labor Statistics Occupational Outlook Handbook has the following prediction which reveals that employment in this profession will increase 46% (much faster than average) from 2012-2022.

Occupational Title	SOC Code	Employment, 2012	Projected Employment, 2022	Change, Percent 2012-2022	Change, Numeric 2012-2022
Interpreters and Translators	27-3091	63,600	92,900	46%	29,300
Source: ***					

***Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Interpreters and Translators, on the Internet at <http://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm> (visited September 17, 2014).

State of Illinois employment trends predict that employment in this profession will increase 38% (much faster than average) from 2012-2022.

Illinois	Employment 2012	Employment 2022	Percent Change	Annual Job Openings
Interpreters and Translators	1,880	2,590	38%	100
Source: ***				

National Data Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections

***State Data Source: Illinois Department of Employment Security, Economic Information and Analysis Division (visited September 17, 2014)

e. Alternate Documentation.

Data retrieved from academic terms Spring 2009 through Spring 2014 revealed 306 district 502 students received chargebacks for sign language course work at neighboring community colleges. This data is supportive of the American Sign Language Interpreter degree proposal. (See appendix A)

f. Planning and Collaboration.

1) Educational & Workforce Partnerships.

The College of DuPage has over 60 degrees and/or certificate programs for career education to train or retrain students for entry into vocational fields or to upgrade skills. This program would further enhance COD's mission of meeting the career and technical education/workforce preparation needs within our district by making sure that qualified American Sign Language Interpreters are readily available to meet the needs of our residents for this rapidly increasing market.

2) Employer Input.

The Speech Language Pathology Assistant Advisory Committee Members indicated support of the proposed program given the strong statistical growth of the profession.(Appendix B)

g. Related Offerings:

Currently, there are no programs offered at College of DuPage to prepare students interested in the field of Sign Language Interpreting. College of DuPage offers American Sign Language I & II under the Speech-Language Pathology Assistant program in order to offer students with a desire to communicate with the Deaf or hard of hearing population an opportunity for entry level study, or to satisfy a foreign language general education requirement. Offering advanced level sign language and interpreter training courses

will be an added benefit for students interested in working within the field of communicative disorders as well as non-degree seeking students pursuing proficiency for personal development.

According to the Illinois Deaf and Hard of Hearing Commission, there are 8 Sign Language Interpreter Training programs throughout Illinois and neighboring states. This proposed program was developed in accordance of the State of Illinois and national standards of sign language interpreting preparatory programs.

h. Regional Programs:

The American Sign Language Interpreter degree is not seeking regional designation.

2. Need Summary

CURRICULUM QUALITY

1. Curriculum Information.

a. Program purpose:

The purpose of the American Sign Language Interpreter Associate in Applied Science (AAS) degree (ASLI) will be to prepare the student to be a licensed sign language interpreter. This program is comprised of two sequential certificates, the certificate in American Sign Language and the advanced certificate in American Sign Language Interpreter, along with the general education requirements for the Associates in Applied Science. Upon completion of this degree, students will be prepared to participate in the Illinois Deaf and Hard of Hearing Commission proficiency exams required for licensure and employment in Illinois.

The purpose of the American Sign Language (ASL) Certificate is to prepare the student with a foundation of American Sign Language and increased understanding of Deaf culture. This seven course certificate provides a sequential progression of language proficiency, grammatical analytical skills, and participation with the Deaf and hard of hearing community. Upon completion of the American Sign Language certificate, students will be eligible to apply for admittance into the advanced certificate of American Sign Language Interpreter.

The purpose of the American Sign Language Interpreter (ASLI) Certificate is to prepare students with the skill of interpreting and transliteration. This seven course certificate provides the foundation in interpreting skills and hands-on training in oral and manual interpretation. Upon completion of this certificate, students will be prepared to participate in the Illinois Deaf and Hard of Hearing Commission proficiency exams required for licensure and employment in Illinois.

1) Catalog description.

The American Sign Language Interpreter (AAS) degree (ASLI) will prepare students for a career working as a sign language interpreter for people who are Deaf or hard of hearing. This degree combines both the certificate in American Sign Language proficiency, as well as the certificate in American Sign Language Interpreting and provides instruction in communication models and processes of American Sign Language, Deaf culture, interpreting skills, ethical understanding, and hands-on training in oral and manual interpreting in a wide range of situations. This degree also requires completion of 19-22 general education credit hours. Successful completion of this program will prepare students for certification examinations conducted by the State of Illinois and national accrediting agencies.

The American Sign Language Certificate (ASL) requires 21 credits and provides the language and cultural foundation for competency in American Sign Language as well as preparation for the certificate in American Sign Language Interpreting. Students who successfully complete this certificate may apply for selective enrollment in the American Sign Language Interpreting Certificate.

The American Sign Language Interpreting Certificate (ASLI) requires 24 credits and provides instruction in communication models and processes of American Sign Language, Deaf culture, interpreting skills, ethical understanding, and hands-on training in oral and manual interpreting in a wide range of situations. Successful completion of this certificate or degree program will prepare students for certification examinations conducted by the State of Illinois and national accrediting agencies.

2) Curriculum.

See Chart B

b. Educational alignment:

1) Academic/Curricular Alignment.

The American Sign Language Interpreter (AAS) degree caters to several audiences which include prospective students with no education post high school graduation, students with sign language proficiency and no education post high school that may be eligible for college credit, students with advanced sign language proficiency interested in pursuing the Interpreting program, and students that have completed a general AAS or AS interested in completing the specific 45 credit hours of the American Sign Language Interpreter program requirements. It is the vision of this proposal that the American Sign Language Interpreter AAS degree will articulate with a 3 + 1 program in either Communicative Disorders or Healthcare Management in order to afford the unique mobility of the Baccalaureate degree within the profession. This degree is proposed with a vision of curricular alignment from High School through Graduate studies in the field of Communicative Disorders.

2) Relationship to existing curricula at the college:

The American Sign Language Interpreter (AAS) degree program provides opportunity for prospective students to complete the 67 credit hour AAS degree in its entirety given completion of the 22 credit hours of general education, 21 credit hours of sign language proficiency, and the 24 credit hours of sign language interpreting course work. Individual certificates will be awarded throughout the pursuit of the AAS degree as the sequential course work is completed. Students entering into ASLI coursework with a previous unrelated baccalaureate degree are eligible to pursue the Sign Language Certificate as a stand-alone certificate or as the foundation for acceptance into the American Sign Language Interpreting Certificate. Prospective students that have previously developed sign language proficiency will have the opportunity to test into the 'next language level' or test into the accepted proficiency required for admission into the American Sign Language Interpreting Certificate.

3) Articulation.

Graduates of this proposed program would be an asset to any health related field. It is strongly recommended that the ASLI degree participate in a 3+1 Baccalaureate degree such as a Baccalaureate degree in Communicative Disorders/Speech and Hearing Sciences or Healthcare Management. Given articulation with a Baccalaureate in Communicative Disorders the prospective candidate would avail opportunity for future graduate level study in pursuit of a Master's level degree in Speech-Language Pathology (SLP), Master's level degree in Rehabilitation Counseling, or the Clinical Doctor of Audiology (AuD).

4) Academic & Technical Skill Requirements.

Strong skills in spoken and written language are paramount for the success of the sign language interpreter. Academic and technical skills required for competency in this profession are achieved via completion of the prescribed 22 credit hours of general education necessary for conferment of the Associate in Applied Science degree. Given prospective 3 + 1 articulation agreements with a Baccalaureate degree the general education credit hours would be elaborated under the participating academic institutions guidance.

(a) Academic Entry Skills:

Students pursuing the American Sign Language Interpreter degree are required to be eligible to enroll in college level course work at College of DuPage.

(b) General Education:

Academic and technical skills required for competency in this profession are achieved via completion of the prescribed 19-22 credit hour of general education necessary for conferment of the Associate in Applied Science degree.

(c) Technical Skills:

The interpreting and translator industry sets a high standard for the profession. American Sign Language Interpreters in Illinois are required to pass the Illinois Deaf and Hard of Hearing Commission: Test of English Proficiency (TEP) along with the Illinois Deaf and Hard of Hearing Commission: Board for Evaluation of Interpreters Performance Test (BEI) in order to be eligible to work as a sign language interpreter. It is recommended that qualified candidates apply for national registry to the Registry of Interpreters for the Deaf (RID).

5) Career Development.

Career information, resume building and job search activities are incorporated throughout the course sequence yet most specifically addressed in ASLI- 2104 Introduction to Interpreting and Ethics, and ASLI-2110 Interpreter Practicum.

6) Course Syllabi.

See the attached 14 Active Course Files for detailed course descriptions, topical outlines, and suggested textbooks.

c. Work-Based Learning.

Student clinical experience would be acquired during the Clinical Practicum course after completion of the core Sign Language Interpreting course sequence. Students will be engaged in over 256 contact hours of clinical skill development. College of DuPage is centrally located and population dense with a multitude of sign language interpreting opportunity within District 502 and surrounding areas in which clinical affiliation agreements would be entered. Prospective clinical affiliates would mentor student clinicians in varied work settings; elementary schools, college courses, religious services, theater productions, music festivals, etc. Mentors would be licensed sign language interpreters via the Illinois Deaf and Hard of Hearing Commission. Since this is a new program at College of DuPage, Contractual/Cooperative Agreements have not been established. Contractual/Cooperative Agreements will be established upon approval of the degree/certificates.

d. Accreditation for Programs.

No accreditation is required for this proposed program. Accreditation opportunity exists via the Commission on Collegiate Interpreter Association. However, this is not the statistical standard for Interpreter Training programs across the nation. Accreditation will not be pursued for the ASLI program(s).

e. Assessment of Student Learning:

1) Student Learning Objectives.

Upon successful completion of this course:

- Describe the linguistic importance of American Sign Language
- List historical events and current movements that influence society's views of deafness and the Deaf community
- Demonstrate the ability to comprehend vocabulary, grammar, and non-verbal techniques, and apply them at a conversational pace
- Demonstrate an increased interaction with the Deaf community through usage of American Sign Language (ASL)
- Demonstrate sign proficiency using appropriate word choice and advanced level of detail
- Demonstrate an advanced level of flow and cohesion in signing and voicing ability
- Identify the application of theory to practice in fieldwork experiences
- Demonstrate self-assessment of interpreting work
- Demonstrate professional behavior, decision-making, and demeanor

2) Assessment of Student Learning Objectives.

Assessment of student learning objectives for the American Sign Language Interpreter Associate in Applied Science degree and the American Sign Language Interpreting certificate will be through written and performance tests, class projects, required participation at outside events, and cumulative course discussion. Students will receive not only a classroom grade, but also a clinical grade. In addition to the course assessment for successful completion the student must complete the clinical requirements.

Student learning objectives for the American Sign Language certificate will be through written and performance tests, class projects, required participation at outside events, and cumulative course discussion.

f. Continuous Quality Improvement.

The College of DuPage has an extensive continuous quality improvement mechanism that is part of the Academic Program Review process. Each program is required to conduct Student Outcomes Assessment Project (SOAP) and report not only the findings of the project each year, but also report how the data obtained from the project was used to improve the quality of the program. The American Sign Language Interpreter Program Advisory Committee will review the program for improvement annually.

2. Unique or noteworthy features of the program.

College of DuPage is unique as it hosts the Speech Language Pathology Assistant AAS degree (SLPA.AAS) as well as the advanced certificate in Hearing Instrument Dispensary Program (HIDP). The SLPA.AAS already has a robust student population invested in understanding the effects of hearing loss on communication. Given approval of the Hearing Instrument Dispensary Program, the ASLI student population will have a unique opportunity to collaborate with speech language pathologists and speech language pathology assistants, as well as audiologists and hearing instrument dispensers for in depth exposure to audiological evaluation, hearing screenings, hearing conservation awareness activities, hearing instrumentation, and speech and language screenings and evaluations. The SLPA and HIDP program resources are unique to College of DuPage and offer an element of advanced didactic study that neighboring sign language programs cannot offer to their students and community.

3. Faculty Requirements.

a) Faculty Qualifications.

See Faculty Qualifications Chart (Part B).

b) Faculty Needs.

See Faculty Needs Chart (Part B)

4. Academic Control.

a) Internal Oversight.

Academic control of the program will be maintained by the College of DuPage. Administration and in particular the Associate Dean of Nursing and Health Sciences, Dr. Vickie Gukenberger, will be responsible for control over the program, faculty, student admissions, and program content and quality.

b) Contractual/Cooperative Agreements.

Since this is a new program at College of DuPage, Contractual/Cooperative Agreements have not been established. Contractual/Cooperative Agreements will be established upon approval of the degree/certificates. The link below contains information found on the Illinois Deaf and Hard of Hearing Commission's website which demonstrates a pool of mentors to be used for clinical affiliations - <https://www2.illinois.gov/idhhc/Documents/InterpReports/AlphabeticalListing.pdf>

COST ANALYSIS

1. Source of Funds.

Program operating budget.

2. Equipment.

See attached Fiscal Support (Chart B)

3. Facilities.

The American Sign Language Interpreter degree and associated certificates directly benefit from resources proposed in the Hearing Instrument Dispensary Program (HIDP) proposal. The suggested proposal requested funding to modify existing facilities utilized by the Speech Language Pathology Assistant (SLPA) program in order to offer a didactic instruction with simultaneous independent access and use of the following resources: HIDP clinical audiometry and instrumentation equipment, SLPA diagnostic tools and resource library, along with the ASLI resource materials.

4. Finance.

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

OCCUPATIONAL CURRICULUM APPROVAL APPLICATION

PART B: Supportive Documentation and Data

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

OCCUPATIONAL DEMAND

OO

1. a) Labor Market Data.

The United States Bureau of Labor Statistics Occupational Outlook Handbook has the following prediction which reveals that employment in this profession will increase 46% (much faster than average) from 2012-2022.

Occupational Title	SOC Code	Employment, 2012	Projected Employment, 2022	Change, Percent 2012-2022	Change, Numeric 2012-2022
Interpreters and Translators	27-3091	63,600	92,900	46%	29,300
Source: ***					

***Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Interpreters and Translators, on the Internet at <http://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm> (visited September 17, 2014).

State of Illinois employment trends predict that employment in this profession will increase 38% (much faster than average) from 2012-2022.

Illinois	Employment 2012	Employment 2022	Percent Change	Annual Job Openings
Interpreters and Translators	1,880	2,590	38%	100
Source: ***				

National Data Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections

***State Data Source: Illinois Department of Employment Security, Economic Information and Analysis Division (visited September 17, 2014)

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

Soc Job Titles & Codes * (and other Job titles if alternate date also submitted	Annual District Openings*	Employment Projections: Annual Program Completers ** (indicate from which surrounding districts)
27-3091 Interpreters and Translators	Approximately 100 interpreters and translators in the state of IL	30 Interpreters, translators or both

* 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. American Sign Language Interpreter Associates in Applied Science			
	First Year	Second Year	Third Year
Full-Time Enrollments:			
Part-Time Enrollments:	10	20	20
Completions:	10	20	20

1. c) i. Enrollment Chart. American Sign Language Certificate			
	First Year	Second Year	Third Year
Full-Time Enrollments:			
Part-Time Enrollments:	10	20	20
Completions:	10	20	20

1. c) ii. Enrollment Chart. American Sign Language Interpreting Certificate			
	First Year	Second Year	Third Year
Full-Time Enrollments:			
Part-Time Enrollments:	0	10	20
Completions:	0	10	20

CURRICULUM STRUCTURE

2. a) Curriculum Chart.

Program Title: American Sign Language Interpreter Associate in Applied Science					
	Course Prefix/#	Course Title	Credit Hours	Lecture Hours (include contact hrs <u>new</u> courses only)	Lab Hours (include contact hrs <u>new</u> courses only)
General Education Courses (<i>required</i> coursework). Specify Courses.		Communication	6		
		Physical and Life Sciences	3 to 5		
		Mathematics	3 to 5		
		Humanities and Fine Arts	3		
		Social and Behavioral Sciences	3		
Total			19-22		
Career and Technical Education (CTE) Courses (<i>required</i> coursework)	SIGN- 1101	American Sign Language I	3	3	
	SIGN- 1102	American Sign Language II	3	3	
	SIGN- 1103	Fingerspelling and Numbers	3	3	
	SIGN- 1104	Cultural Perspective of the Deaf Community	3	3	
	SIGN- 2101	American Sign Language III	3	3	
	SIGN- 2102	Linguistics, and Grammatical Aspects of ASL	3	3	
	SIGN- 2103	American Sign Language IV	3	3	
	INTP- 2104	Introduction to ASL Interpreting and Ethics	3	3	
	INTP- 2105	ASL/English Skills Development	4	4	
	INTP- 2106	Cognitive Processing ASL/English	4	4	
	INTP- 2107	Translating from ASL to English/English to ASL	4	4	
	INTP- 2108	Consecutive/Simultaneous Interpreting	4	4	
	INTP- 2109	Educational Interpreting and Transliterating	3	3	
Total			43	43	

Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)	INTP- 2110	ASL Interpreter Practicum	2	0	4
Total			2	0	4
CTE Electives					
Total	0	0	0	0	0
TOTAL CREDIT HOURS REQUIRED FOR COMPLETION			64-67	43	4

2. a) i. Curriculum Chart.

Program Title: American Sign Language Certificate					
	Course Prefix/#	Course Title	Credit Hours	Lecture Hours (include contact hrs new courses only)	Lab Hours (include contact hrs new courses only)
General Education Courses (required coursework). Specify Courses.					
Total					
Career and Technical Education (CTE) Courses (required coursework)	SIGN- 1101	American Sign Language I	3	3	0
	SIGN- 1102	American Sign Language II	3	3	0
	SIGN- 1103	Fingerspelling and Numbers	3	3	0
	SIGN- 1104	Cultural Perspective of the Deaf Community	3	3	0
	SIGN- 2101	American Sign Language III	3	3	0
	SIGN- 2102	Linguistics, and Grammatical Aspects of ASL	3	3	0
	SIGN- 2103	American Sign Language IV	3	3	0
Total			21	21	0
Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)					
Total					
CTE Electives					
Total					
TOTAL CREDIT HOURS REQUIRED FOR COMPLETION			21	21	0

2. a) ii. Curriculum Chart.

Program Title:		American Sign Language Interpreting Certificate			
	Course Prefix/#	Course Title	Credit Hours	Lecture Hours (include contact hrs new courses only)	Lab Hours (include contact hrs new courses only)
General Education Courses (required coursework). Specify Courses.					
Total					
Career and Technical Education (CTE) Courses (required coursework)	INTP- 2104	Introduction to ASL Interpreting and Ethics	3	3	0
	INTP- 2105	ASL/English Skills Development	4	4	0
	INTP- 2106	Cognitive Processing ASL/English	4	4	0
	INTP- 2107	Translating from ASL to English/English to ASL	4	4	0
	INTP- 2108	Consecutive/Simultaneous Interpreting	4	4	0
	INTP- 2109	Educational Interpreting and Transliterating	3	3	0
Total			22	22	0
Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)	INTP- 2110	ASL Interpreter Practicum	2	0	4
Total			2	0	4
CTE Electives					
Total					
TOTAL CREDIT HOURS REQUIRED FOR COMPLETION			24	22	4

2. b) Curriculum Sequence.

Semester 1 (Spring)

Course #	Class Title	Credits
SIGN-1101	Introduction to American Sign Language I	3
SIGN-1103	Fingerspelling and Numbers	3
	General Education	6

Semester 2 (Summer)

Course #	Class Title	Credits
SIGN-1102	American Sign Language II	3
SIGN-1104	Cultural Perspective of the Deaf community	3
	General Education	6

Semester 3 (Fall) **Apply for Interpreter Training Program**

Course #	Class Title	Credits
SIGN-2101	American Sign Language III	3
SIGN-2102	Linguistics, and Grammatical aspects of ASL	3
INTP-2104	Intro to Interpreting and Ethics (Pre-Requisite for INTP Program)	3
	General Education	3

Semester 4 (Spring) **Begin the INTP Advanced Certificate**

Course #	Class Title	Credits
SIGN-2103	American Sign Language IV (Completion of ASL Certificate)	3
INTP-2105	ASL/English Skills development	4
INTP-2106	Cognitive Processing ASL/English	4

Semester 5 (Summer)

Course #	Class Title	Credits
INTP-2107	Translating from ASL to English/English to ASL	4
INTP-2108	Consecutive/Simultaneous Interpreting	4

Semester 6 (Fall)

Course #	Class Title	Credits
INTP-2109	Educational Interpreting and Transliterating	3
INTP-2110	Interpreter Practicum	2
	General Education	4

2. c) Contractual/Cooperative Agreements.

Clinic sites have not yet been secured for the proposed degree and complimentary certificates; however clinical sites will be secured once the program is approved. College of DuPage is centrally located and population dense with a multitude of sign language interpreting opportunity within District 502 and surrounding areas in which clinical affiliation agreements would be entered. Prospective clinical affiliates would mentor student clinicians in varied work settings; elementary schools, college courses, religious services, theater productions, music festivals, etc. It is anticipated that clinical sites will derive from active licensed sign language interpreters identified via the Illinois Deaf and Hard of Hearing Commission. See Appendix D.

FACULTY REQUIREMENTS

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

Degree	Field	Credential	Years of Related Occupational Experience	Years of Teaching Experience
**BA/MA		RID-CI/CT or Advanced/Master Illinois Advanced/Master	5+	0+

****See Faculty Qualifications Appendix E**

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

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

FISCAL SUPPORT

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

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

	First Year	Second Year	Third Year
Faculty Costs	\$20,000	\$120,000	\$170,000
Administrator Costs	\$3,000	\$3,000	\$3,000
Other Personnel costs (specify positions)	0	\$ 20,000	\$35,000
Equipment Costs	\$75,000	0	0
Library/LRC Costs	\$1,500	\$650	\$650
Facility Costs*	\$100,000	0	0
Other (specify)			
TOTAL NEW COSTS	\$199,500	\$143,650	\$208,650

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

Number of students sent to other schools per semester for Sign Language/Interpreter Training

Term	Students
Spring 2014	15
Fall 2013	19
Summer 2013	3
Spring 2013	22
Fall 2012	27
Summer 2012	12
Spring 2012	28
Fall 2011	31
Summer 2011	6
Spring 2011	26
Fall 2010	26
Summer 2010	10
Spring 2010	24
Fall 2009	27
Summer 2009	5
Spring 2009	25
Total number of students:	306

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How to Become an Interpreter or Translator

[About this section](#)

Although interpreters and translators typically need at least a bachelor's degree, the most important requirements are that they be fluent in two languages (English and at least one other language). Many complete job-specific training programs. It is not necessary for interpreters and translators to have been raised in two languages to succeed in these jobs, but many grew up communicating in the languages in which they work.

Education

The educational backgrounds of interpreters and translators vary widely, but it is essential that they be fluent in English and at least one other language.

High school students interested in becoming an interpreter or translator should take a broad range of courses that focus on English writing and comprehension, foreign languages, and computer proficiency. Other helpful pursuits for prospects include spending time in a foreign country, engaging in direct contact with foreign cultures, and reading extensively on a variety of subjects in English and at least one other language. Through community organizations, students interested in sign language interpreting may take introductory classes in American Sign Language (ASL) and seek out volunteer opportunities to work with people who are deaf or hard of hearing.

Beyond high school, people interested in becoming interpreters or translators have many educational options. Although many jobs require a bachelor's degree, majoring in a language is not always necessary. Rather, an educational background in a particular field of study can provide a natural area of subject-matter expertise.

Training

Interpreters and translators generally need specialized training on how to do their work. Formal programs in interpreting and translating are available at colleges and universities nationwide and through nonuniversity training programs, conferences, and courses.

Many people who work as interpreters or translators in more technical areas—such as software localization, engineering, or finance—have a master's degree. Those working in the community as court or medical interpreters or translators are more likely to complete job-specific training programs.

Licenses, Certifications, and Registrations

There is currently no universal certification required of interpreters and translators beyond passing the required court interpreting exams offered by most states. However, workers can take a variety of tests that show proficiency. For example, the [American Translators Association](#) provides [certification](#) in 26 language combinations involving English.

Federal courts provide judiciary certification for Spanish, Navajo, and Haitian Creole interpreters, and many states offer their own certification or licensing. The [National Association of Judiciary Interpreters and Translators](#) also offers certification for court interpreting.

The [National Association of the Deaf](#) and the [Registry of Interpreters for the Deaf](#) jointly offer certification for general sign language interpreters. In addition, the registry offers specialty tests in legal interpreting, speech reading, and deaf-to-deaf interpreting—which includes interpreting among deaf speakers with different native languages and from ASL to tactile signing.

The [U.S. Department of State](#) has a three-test series for prospective interpreters—one test in simple consecutive interpreting (for escort work), another in simultaneous interpreting (for court work), and a third in conference-level interpreting (for international conferences)—as well as a test for prospective translators. These tests are not considered a credential, but their completion indicates that a person has significant skill in the occupation.

The [International Association of Conference Interpreters](#) offers information for conference interpreters.

The [Certification Commission for Healthcare Interpreters](#) offers two types of certifications for healthcare interpreters: one for Associate Healthcare Interpreter



Some interpreters and translators attain a degree in a specialty area, such as finance.

(for interpreters of languages other than Spanish, Arabic, and Mandarin), and the other for Certified Healthcare Interpreter (for interpreters of Spanish, Arabic, and Mandarin).

The [National Board of Certification for Medical Interpreters](#) offers certification for medical interpreters of Spanish.

Other Experience

Work experience is essential. In fact, some companies hire only interpreters or translators who have related work experience.

A good way for translators to learn firsthand about the occupation is to start working in-house for a translation company. Doing informal or volunteer work is an excellent way for people seeking interpreter or translator jobs to gain experience.

Volunteer opportunities for interpreters are available through community organizations, hospitals, and sporting events, such as marathons, that involve international competitors.

Paid or unpaid internships are other ways that interpreters and translators can gain experience. Escort interpreting may offer an opportunity for inexperienced candidates to work alongside a more experienced interpreter. Interpreters may also find it easier to begin working in industries with particularly high demand for language services, such as court or medical interpreting.

Whatever path of entry new interpreters and translators pursue, they should develop relationships with experienced workers in the field to build their skills, confidence, and network. Mentoring may be formal, such as that through a professional association, or informal, such as with a coworker or an acquaintance that has experience as an interpreter or translator. Both the [American Translators Association](#) and the [Registry of Interpreters for the Deaf](#) offer formal mentoring programs.

Advancement

After interpreters and translators have enough experience, they can move up to more difficult assignments, seek certification, and obtain editorial responsibility. They can also manage or start their own business.

Many self-employed interpreters and translators start their own business by first establishing themselves in their field. They may submit resumes and samples to different translation and interpreting companies and work for companies that match their skills with a job. Many then get work based on their reputation or through referrals from existing clients.

Important Qualities

Business skills. Self-employed and freelance interpreters and translators need general business skills to manage their finances and careers successfully. They must set prices for their work, bill customers, keep records, and market their services to build their client base.

Concentration. Interpreters and translators must have the ability to concentrate while others are speaking or moving around them.

Cultural sensitivity. Interpreters and translators must be sensitive to cultural differences and expectations among the people whom they are helping to communicate. Successful interpreting and translating is not only a matter of knowing the words in different languages but also of understanding people's cultures.

Dexterity. Sign language interpreters must be able to make quick and coordinated hand, finger, and arm movements when interpreting.

Interpersonal skills. Interpreters and translators, particularly those who are self-employed, must be able to get along with those who hire or use their services in order to retain clients and attract new business.

Listening skills. Interpreters and translators must listen carefully when interpreting for audiences to ensure that they hear and interpret correctly.

Speaking skills. Interpreters and translators must speak clearly in the languages they are conveying.

Writing skills. Interpreters and translators must be able to write clearly and effectively in the languages they translate.

[< - Work Environment](#)

[Pay ->](#)

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Interpreters and Translators, on the Internet at <http://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm> (visited September 11, 2014).

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What Interpreters and Translators Do

[About this section](#)

Interpreters and translators convert information from one language into another language. Interpreters work in spoken or sign language; translators work in written language.

Duties

Interpreters and translators typically do the following:

- Convert concepts in the source language to equivalent concepts in the target language
- Compile information, such as technical terms used in legal settings, into glossaries and terminology databases to be used in translations
- Speak, read, and write fluently in at least two languages, including English and one or more others
- Relay the style and tone of the original language
- Manage work schedules to meet deadlines
- Render spoken messages accurately, quickly, and clearly

Interpreters and translators aid communication by converting message or text from one language into another language. Although some people do both, interpreting and translating are different professions: interpreters work with spoken communication, and translators work with written communication.

Interpreters convert information from one spoken language into another—or, in the case of sign language interpreters, between spoken language and sign language. The goal of an interpreter is to have people hear the interpretation as if it were the original. Interpreters must usually be fluent speakers or signers of both languages, because they communicate back and forth among the people who do not share a common language.

There are three common modes of interpreting: simultaneous, consecutive, and whispered.

Simultaneous. Simultaneous interpreters cannot begin interpreting until the general meaning of the sentence is understood. Simultaneous interpreting requires interpreters to listen or watch and speak or sign at the same time someone is speaking or signing. It requires a high level of concentration. For that reason, simultaneous interpreters usually work in pairs, each interpreting for about 20 to 30 minutes and then resting while the other interprets. Simultaneous interpreters are often familiar with the subject matter, so they can anticipate the end of the speaker's sentences.

Consecutive. Consecutive interpreting begins only after the speaker has said or signed a group of words or sentences. Consecutive interpreters may take notes while listening to or watching the speakers before presenting their interpretation. Note taking is an essential part of consecutive interpreting.

Whispered. Interpreters in this mode sit very close to the listeners and provides a simultaneous interpretation in a quiet voice. At least two interpreters take turns.

Translators convert written materials from one language into another language. The goal of a translator is to have people read the translation as if it were the original. To do that, the translator must be able to write sentences that maintain or duplicate the structure and style of the original meaning while keeping the ideas and facts of the original meaning accurate. Translators must properly transmit any cultural references, including slang, and other expressions that do not translate literally.

Translators must read the original language fluently. They usually translate only into their native language.

Nearly all translation work is done on a computer, and translators receive and submit most assignments electronically. Translations often go through several revisions before becoming final.

Translation is usually done with computer-assisted translation (CAT) tools, in which a computer database of previously translated sentences or segments (Translation Memories) may be used to translate new text. CAT tools allow translators to work more efficiently and consistently.



Interpreters and translators speak, read, and write in at least two languages fluently.

Interpretation and translation services are needed in virtually all subject areas. Although some interpreters and translators do not specialize in any particular field or industry, many focus on one or several areas of expertise.

The following are examples of types of interpreters and translators:

Conference interpreters work at conferences that have non-English-speaking attendees. The work is often in the field of international business or diplomacy, although conference interpreters can interpret for any organization that works with speakers of foreign languages. Employers generally prefer more experienced interpreters who have the ability to convert from at least two languages into one native language—for example, the ability to interpret from Spanish and French into English. For some positions, such as those with the United Nations, this qualification is required.

Conference interpreters often do simultaneous interpreting. Attendees at a conference who do not understand the language of the speaker wear earphones tuned to the interpreter who speaks the language they want to hear. The interpreter listens to a bit of the speaker's talk and then translates that bit. Simultaneous interpreters must be able to listen to the next bit the speaker is saying while converting the previous bit of what the speaker said.

Guide or escort interpreters accompany either U.S. visitors abroad or foreign visitors in the United States to ensure that they are able to communicate during their stay. These specialists interpret in both formal and informal settings. Frequent travel is common for these workers.

Health or medical interpreters and translators typically work in healthcare settings and help patients communicate with doctors, nurses, technicians, and other medical staff. Interpreters and translators must have knowledge of medical terminology and the common words for medical terms in both languages.

Health or medical interpreters must be sensitive to patients' personal circumstances, as well as maintain confidentiality and ethics.

Health or medical translators often do not have the same level of personal interaction with patients and providers that interpreters do. They primarily convert information brochures, materials that patients must read and sign, website information, and patient records from one language into another language. Interpretation may be provided remotely, by video relay, or over-the-phone.

Legal or judiciary interpreters and translators typically work in courts and other legal settings. At hearings, arraignments, depositions, and trials, they help people who have limited English proficiency. As a result, they must understand legal terminology. Many court interpreters must sometimes read documents aloud in a language other than that in which they were written, a task known as sight translation. Both interpreters and translators must have strong understanding of legal terminology in both languages.

Literary translators convert journal articles, books, poetry, and short stories from one language into another language. They work to keep the tone, style, and meaning of the author's work. Whenever possible, literary translators work closely with authors to capture the intended meaning as well as the literary and cultural characteristics of the original.

Localizers adapt text for a product or service from one language into another, a task known as localization. Localization specialists work to make it appear as though the product originated in the country where it will be sold. They must know not only both languages, but they must also understand the technical information they are working with and the culture of the people who will be using the product or service.

Localization may include adapting websites, software, marketing materials, user documentation, and various other publications. Usually, these adaptations are related to products and services in manufacturing and other business sectors.

Localization may be helped by computer-assisted translation, in which a computer program develops an early draft of a translation for the localization translator. Also, translators may use computers to compare previous translations with specific terminology.

Sign language interpreters facilitate communication between people who are deaf or hard of hearing and people who can hear. Sign language interpreters must be fluent in English and in American Sign Language (ASL), which combines signing, finger spelling, and specific body language. ASL is a separate language from English and has its own grammar.

Some interpreters specialize in other forms of interpreting for people who are deaf or hard of hearing.

Some people who are deaf or hard of hearing lip-read English instead of signing in ASL. Interpreters who work with these people do "oral interpretation", mouthing speech silently and very carefully so that their lips can be read easily. They also may use facial expressions and gestures to help the lip-reader understand.

Other modes of interpreting include cued speech, which uses hand shapes placed near the mouth to give lip-readers more information; signing exact English; and tactile signing, which is interpreting for people who are blind as well as deaf by making hand signs into the deaf-blind person's hand.

Trilingual interpreters facilitate communication among an English speaker, a speaker of another language, and an ASL user. They must have the versatility, adaptability, and cultural understanding necessary to interpret in all three languages without changing the fundamental meaning of the message.

[<- Summary](#)

[Work Environment ->](#)

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Interpreters and Translators, on the Internet at <http://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm> (visited September 11, 2014).

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OCCUPATIONAL OUTLOOK HANDBOOK

Media and Communication >

Interpreters and Translators

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Job Outlook

[About this section](#)

Employment of interpreters and translators is projected to grow 46 percent from 2012 to 2022, much faster than the average for all occupations. Employment growth reflects increasing globalization and a more diverse U.S. population, which is expected to require more interpreters and translators.

Demand will likely remain strong for translators of frequently translated languages, such as French, German, Portuguese, Russian, and Spanish. Demand also should be strong for translators of Arabic and other Middle Eastern languages and for the principal Asian languages: Chinese, Japanese, Hindi, and Korean.

Demand for American Sign Language interpreters is expected to grow rapidly, driven by the increasing use of video relay services, which allow people to conduct online video calls and use a sign language interpreter.

In addition, growing international trade and broadening global ties should require more interpreters and translators. The need for military interpreters and translators should result in more jobs as well. Emerging markets in Asia and Africa are expected to increase the need for translation and interpreting in those languages.

Computers have made the work of translators and localization specialists more efficient. However, these jobs cannot be entirely automated. Computers cannot yet produce work comparable to the work that human translators do in most cases.

Job Prospects

Job prospects should be best for those who have at least a bachelor's degree and for those who have professional certification. Those with a master's degree in interpreting and/or translation should also have an advantage.

In addition, urban areas—especially Washington DC, New York, San Francisco, and Los Angeles—should continue to provide the largest numbers of jobs, especially for interpreters.

Job prospects for interpreters and translators should also vary by specialty and language. For example, interpreters and translators of Spanish should have good job prospects because of expected increases in the population of Spanish-speakers in the United States. In particular, job opportunities should be plentiful for interpreters and translators specializing in healthcare and law, because of the critical need for all parties to fully understand the information communicated in these fields.

In addition, there should be many job opportunities for specialists in localization, driven by the globalization of business and the expansion of the Internet.

Interpreters for the deaf will continue to have favorable employment prospects because there are relatively few people with the needed skills.

Employment projections data for interpreters and translators, 2012-22

Occupational Title	SOC Code	Employment, 2012	Projected Employment, 2022	Change, 2012-22		Employment by Industry
				Percent	Numeric	
Interpreters and translators	27-3091	63,600	92,900	46	29,300	[XLS]

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

[< Pay](#)[Similar Occupations ->](#)

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Interpreters and Translators, on the Internet at <http://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm> (visited September 11, 2014).

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Occupational Employment Statistics

Occupational Employment and Wages, May 2013

27-3091 Interpreters and Translators

Interpret oral or sign language, or translate written text from one language into another.

[National estimates for this occupation](#)

[Industry profile for this occupation](#)

[Geographic profile for this occupation](#)

National estimates for this occupation: [Top](#)

Employment estimate and mean wage estimates for this occupation:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
49,060	2.8 %	\$23.04	\$47,920	2.3 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$10.66	\$14.70	\$20.39	\$28.33	\$37.09
Annual Wage (2)	\$22,180	\$30,580	\$42,420	\$58,930	\$77,140

Industry profile for this occupation: [Top](#)

Industries with the highest published employment and wages for this occupation are provided. For a list of all industries with employment in this occupation, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Other Professional, Scientific, and Technical Services	16,320	2.63	\$24.97	\$51,940
Elementary and Secondary Schools	10,780	0.13	\$19.53	\$40,620
General Medical and Surgical Hospitals	4,410	0.08	\$22.08	\$45,920
Local Government (OES Designation)	2,520	0.05	\$23.93	\$49,760
Colleges, Universities, and Professional Schools	2,220	0.08	\$28.04	\$58,320

Industries with the highest concentration of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Other Professional, Scientific, and Technical Services	16,320	2.63	\$24.97	\$51,940

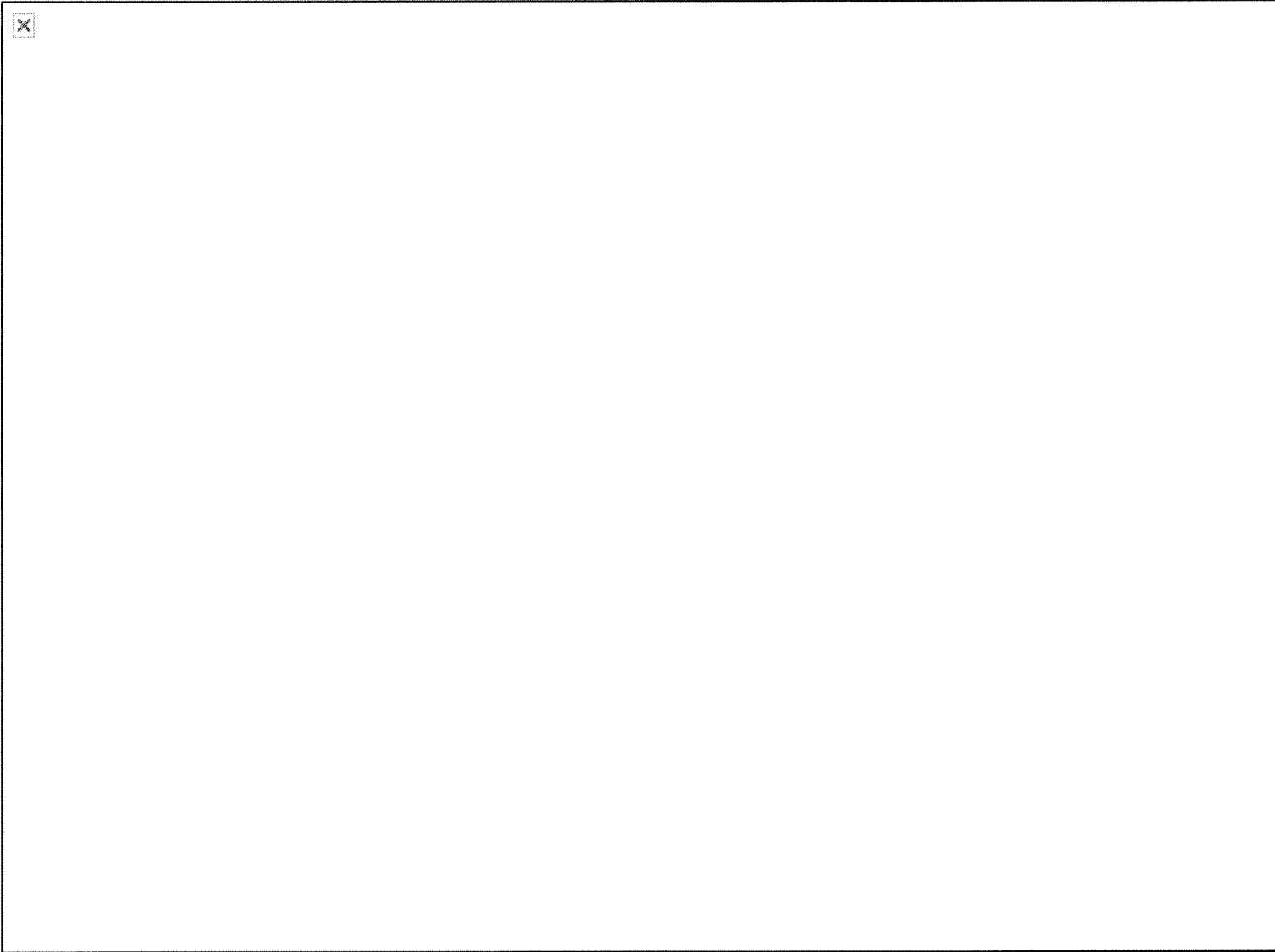
<u>Community Food and Housing, and Emergency and Other Relief Services</u>	390	0.27	\$16.43	\$34,170
<u>Junior Colleges</u>	1,960	0.26	\$28.47	\$59,210
<u>Social Advocacy Organizations</u>	410	0.21	\$24.07	\$50,070
<u>Museums, Historical Sites, and Similar Institutions</u>	280	0.20	\$13.96	\$29,040

Top paying industries for this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
<u>Architectural, Engineering, and Related Services</u>	(8)	(8)	\$47.08	\$97,940
<u>Federal Executive Branch (OES Designation)</u>	460	0.02	\$35.34	\$73,510
<u>Office Administrative Services</u>	(8)	(8)	\$30.72	\$63,900
<u>Junior Colleges</u>	1,960	0.26	\$28.47	\$59,210
<u>Colleges, Universities, and Professional Schools</u>	2,220	0.08	\$28.04	\$58,320

Geographic profile for this occupation: [Top](#)

States and areas with the highest published employment, location quotients, and wages for this occupation are provided. For a list of all areas with employment in this occupation, see the [Create Customized Tables](#) function.



States with the highest employment level in this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	7,870	0.53	1.44	\$23.08	\$48,020
New York	3,700	0.43	1.16	\$28.57	\$59,420
Texas	3,470	0.32	0.86	\$21.29	\$44,290
Florida	2,480	0.33	0.90	\$17.92	\$37,280
Virginia	2,040	0.56	1.52	\$31.50	\$65,520



States with the highest concentration of jobs and location quotients in this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Oregon	1,090	0.67	1.80	\$20.67	\$43,000
Arizona	1,650	0.67	1.80	\$17.24	\$35,850
Virginia	2,040	0.56	1.52	\$31.50	\$65,520
Minnesota	1,500	0.56	1.51	\$20.01	\$41,610
Massachusetts	1,800	0.55	1.50	\$28.36	\$58,990



Top paying States for this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
<u>District of Columbia</u>	330	0.49	1.33	\$34.35	\$71,450
<u>Virginia</u>	2,040	0.56	1.52	\$31.50	\$65,520
<u>Maryland</u>	850	0.34	0.91	\$31.40	\$65,320
<u>Nevada</u>	290	0.25	0.67	\$29.25	\$60,840
<u>New York</u>	3,700	0.43	1.16	\$28.57	\$59,420



Metropolitan areas with the highest employment level in this occupation:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
<u>New York-White Plains-Wayne, NY-NJ Metropolitan Division</u>	2,510	0.48	1.29	\$31.25	\$64,990
<u>Los Angeles-Long Beach-Glendale, CA Metropolitan Division</u>	2,120	0.53	1.44	\$29.60	\$61,570
<u>Washington-Arlington-Alexandria, DC-VA-MD-WV Metropolitan Division</u>	1,540	0.65	1.76	\$33.77	\$70,250
<u>Chicago-Joliet-Naperville, IL Metropolitan Division</u>	1,420	0.38	1.04	\$16.94	\$35,220
<u>Boston-Cambridge-Quincy, MA NECTA Division</u>	1,160	0.66	1.79	\$32.14	\$66,840
<u>Houston-Sugar Land-Baytown, TX</u>	1,050	0.38	1.03	\$26.21	\$54,520
<u>Minneapolis-St. Paul- Bloomington, MN-WI</u>	980	0.55	1.48	\$21.52	\$44,770

<u>Salinas, CA</u>	890	5.75	15.54	\$12.10	\$25,170
<u>Columbus, OH</u>	890	0.94	2.54	\$20.60	\$42,850
<u>Portland-Vancouver-Hillsboro, OR -WA</u>	850	0.82	2.22	\$20.28	\$42,180



Metropolitan areas with the highest concentration of jobs and location quotients in this occupation:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
<u>Salinas, CA</u>	890	5.75	15.54	\$12.10	\$25,170
<u>Harrisonburg, VA</u>	210	3.52	9.50	\$20.82	\$43,310
<u>Tucson, AZ</u>	740	2.11	5.70	\$14.96	\$31,120
<u>Fargo, ND-MN</u>	250	1.91	5.15	\$13.61	\$28,310
<u>Columbus, GA-AL</u>	200	1.81	4.90	\$32.59	\$67,790

<u>Lubbock, TX</u>	220	1.73	4.68	\$15.89	\$33,050
<u>Colorado Springs, CO</u>	350	1.42	3.84	\$20.56	\$42,770
<u>Mount Vernon-Anacortes, WA</u>	60	1.36	3.67	\$21.70	\$45,130
<u>Manhattan, KS</u>	60	1.23	3.32	\$12.74	\$26,490
<u>Columbia, MO</u>	110	1.22	3.30	\$26.35	\$54,800



Top paying metropolitan areas for this occupation:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
<u>Bethesda-Rockville-Frederick, MD Metropolitan Division</u>	360	0.63	1.71	\$38.04	\$79,130
<u>Augusta-Richmond County, GA-SC</u>	60	0.29	0.77	\$37.16	\$77,290
<u>Washington-Arlington-Alexandria, DC-VA-MD-WV Metropolitan Division</u>	1,540	0.65	1.76	\$33.77	\$70,250

<u>Blacksburg-Christiansburg-Radford, VA</u>	70	1.13	3.05	\$33.66	\$70,010
<u>Columbus, GA-AL</u>	200	1.81	4.90	\$32.59	\$67,790
<u>Boston-Cambridge-Quincy, MA NECTA Division</u>	1,160	0.66	1.79	\$32.14	\$66,840
<u>New York-White Plains-Wayne, NY-NJ Metropolitan Division</u>	2,510	0.48	1.29	\$31.25	\$64,990
<u>Virginia Beach-Norfolk-Newport News, VA-NC</u>	160	0.22	0.58	\$30.98	\$64,430
<u>Los Angeles-Long Beach-Glendale, CA Metropolitan Division</u>	2,120	0.53	1.44	\$29.60	\$61,570
<u>Richmond, VA</u>	130	0.21	0.56	\$29.43	\$61,210

Nonmetropolitan areas with the highest employment in this occupation:

Nonmetropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
<u>Eastern Wisconsin nonmetropolitan area</u>	180	1.17	3.16	\$18.81	\$39,130
<u>Kansas nonmetropolitan area</u>	140	0.36	0.97	\$13.41	\$27,890
<u>West Central Wisconsin nonmetropolitan area</u>	80	0.48	1.28	\$23.46	\$48,800
<u>Other North Carolina nonmetropolitan area</u>	80	0.28	0.75	\$16.19	\$33,680
<u>Southeast Minnesota nonmetropolitan area</u>	80	0.45	1.22	\$18.46	\$38,400

Nonmetropolitan areas with the highest concentration of jobs and location quotients in this occupation:

Nonmetropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
<u>Eastern Wisconsin nonmetropolitan area</u>	180	1.17	3.16	\$18.81	\$39,130
<u>North Coast Region of California nonmetropolitan area</u>	70	0.74	2.00	\$25.35	\$52,740
<u>Northeast Alabama nonmetropolitan area</u>	70	0.52	1.41	\$26.87	\$55,880
<u>Southwestern Wyoming nonmetropolitan area</u>	30	0.49	1.31	\$20.90	\$43,480
<u>West Central Wisconsin nonmetropolitan area</u>	80	0.48	1.28	\$23.46	\$48,800

Top paying nonmetropolitan areas for this occupation:

Nonmetropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
	70	0.52	1.41	\$26.87	\$55,880

<u>Northeast Alabama nonmetropolitan area</u>					
<u>West Central Kentucky nonmetropolitan area</u>	50	0.30	0.82	\$25.73	\$53,520
<u>North Coast Region of California nonmetropolitan area</u>	70	0.74	2.00	\$25.35	\$52,740
<u>West Central Wisconsin nonmetropolitan area</u>	80	0.48	1.28	\$23.46	\$48,800
<u>Northwestern Virginia nonmetropolitan area</u>	50	0.40	1.08	\$23.35	\$48,580

About May 2013 National, State, Metropolitan, and Nonmetropolitan Area Occupational Employment and Wage Estimates

These estimates are calculated with data collected from employers in all industry sectors, all metropolitan and nonmetropolitan areas, and all states and the District of Columbia. The top employment and wage figures are provided above. The complete list is available in the [downloadable XLS files](#).

The percentile wage estimate is the value of a wage below which a certain percent of workers fall. The median wage is the 50th percentile wage estimate--50 percent of workers earn less than the median and 50 percent of workers earn more than the median. [More about percentile wages](#).

- (1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.
- (2) Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly mean wage published, the annual wage has been directly calculated from the reported survey data.
- (3) The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error, the more precise the estimate.
- (8) Estimate not released.
- (9) The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.

Other OES estimates and related information:

[May 2013 National Occupational Employment and Wage Estimates](#)

[May 2013 State Occupational Employment and Wage Estimates](#)

[May 2013 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates](#)

[May 2013 National Industry-Specific Occupational Employment and Wage Estimates](#)

[May 2013 Occupation Profiles](#)

[Technical Notes](#)

Last Modified Date: April 1, 2014

College of DuPage SLPA Advisory Committee Agenda

March 13, 2014, 5:30 p.m.

HSC 2116

Members Invited:

Mafe Andrews, Early Intervention, SLPA/L; **Agata Brantingham**, Early Intervention, SLPA/L; **Faye Campagna**, COD, Program Coordinator; **Beth Donofrio**, Early Intervention, SLPA/L; **Michael Duggan**, COD, counselor (ex-officio); **Joanna Gray**, Early Intervention, SLPA/L; **Wendy Grenman**, School 'CASE', SLP; **Gregory Johnson**, Pediatric Therapy Home Care, SLP; **Anastasios (Taso) Michalopoulos**, Right Start Therapies, Inc., SLP **Kimi McRae**: Early Intervention, SLP; **Joanne Pappas**, Early Intervention, SLPA/L; **Lisa Pavalon**, Early Intervention, SLPA/L; **Gail Pulikowski**, School District 45 (Villa Park), SLP; **Karen Sudlow**, Suburban Pediatric Therapies, SLP; **Diane Vasilevich**, Speak Up Chicago, SLP; **Ada Wainwright**, COD Professor, Psychology (ex-officio); **Sarah Wasserberg**, SLPA Adjunct Faculty

I. Opening Items

- a. Welcome
- b. Coordinator's Comments

II. Observation Load Increase

- a. Increase amount of pre-clinical observations from < 20
- b. Ongoing clinical observation Fall prior to Clinical semester

III. Technology in the Classroom and Clinic

- a. Administrative management
- b. Direct service tool
- c. Apps resources

IV. Update on Program

- a. Hearing Aid Dispensing Certificate
- b. A.A.S. American Sign Language Interpreting
- c. Explore community need for CE courses for SLPAs

V. Advisory Committee Membership

- a. Future additions
- b. Increase number of attendees

VI. Additional Identified Agenda Items

VII. Future Advisory Committee Meetings

VIII. Adjournment

College of DuPage
Program Advisory Committee Minutes

Name of Career & Technical Education Program or Regional Center:
Speech Language Pathology Assistant Program (SLPA)

Date: 03/13/2014

Time: 5:30 pm

Location of Meeting: HSC 2116

Members Present (full names) and Expertise/Area Represented:

Faye Campagna, COD, Program Coordinator; ; **Anastasios (Taso) Michalopoulos**, Right Start Therapies, Inc., **Joanne Pappas**, Early Intervention, SLPA/L **Members Absent:** **Mafe Andrews**, Early Intervention, SLPA/L; **Agata Brantingham**, Early Intervention, SLPA/L; **Faye Campagna**, COD, Program Coordinator; **Beth Donofrio**, Early Intervention, SLPA/L; **Michael Duggan**, COD, counselor (ex-officio); **Joanna Gray**, Early Intervention, SLPA/L; **Wendy Grenman**, School 'CASE', SLP; **Gregory Johnson**, Pediatric Therapy Home Care, SLP, SLP **Kimi McRae**: Early Intervention, SLP;; **Lisa Pavalon**, Early Intervention, SLPA/L; **Gail Pulikowski**, School District 45 (Villa Park), SLP; **Karen Sudlow**, Suburban Pediatric Therapies, SLP; **Diane Vasilevich**, Speak Up Chicago, SLP; **Ada Wainwright**, COD Professor, Psychology (ex-officio); **Sarah Wasserberg**, SLPA Adjunct Faculty

College of DuPage Administrators/Staff Present (names and titles):
Faye Campagna, MA, CCC-SLP, Program Coordinator

Meeting Facilitator (name):

Faye Campagna, M.A. Aud, CCC-SLP/L, Program Coordinator

The Minutes:

Meeting called to order and approval of the agenda: 5:45

Minutes approved from the last meeting: 5:55

1) Opening Items: Welcome and Coordinator's Comments

- Key Outcomes: N/A
- Follow up: N/A

2) Clinical Observation Load Increase:

- Need for increase in observation hours was determined
- Key Outcomes: Need for increase in clinical observation was identified
- Follow up: Program Coordinator will review curriculum and identify options for increasing clinical observation throughout the program sequence.

College of DuPage

Program Advisory Committee Minutes

- 3) Technology in the Classroom and Clinics:
 - (5) iPads have been added to the SLPA Program Materials
 - Nursing Simulation Labs are available to supplement Lecture
 - Key Outcomes: The use of iPads and classroom 'field trips' to the Nursing Sim Labs will enhance student development
 - Follow up: Incorporate new technology and Sim Labs into on-going course activities
- 4) New Programs and Certificates:
 - Hearing Aid Dispensing Certificate was identified as a potential new direction for the program
 - American Sign Language Interpreting Degree was identified as a potential new direction for the program.
 - Key Outcome: Development of the Hearing Aid Dispensing Certificate as well as the American Sign Language Interpreting Degree will meet the needs of the College of DuPage community
 - Follow up: Program Coordinator will facilitate and initiate the above new program and certificate.
- 5) Advisory Committee Membership
 - Key Outcomes: Need for replacement committee members identified
 - Follow up: New coordinator is advised to seek additional members
- 6) Additional Identified Agenda Items
 - Need for increased student preparation in Behavior Management when working with families and difficult clients
 - Key Outcomes: Increased student preparation in the area of Behavior Management was identified
 - Follow-up: Program Coordinator will explore academic options in order to meet student development in this identified area of need
- 7) Future Advisory Committee Meetings
 - Key Outcomes: Need for scheduling of meeting in Fall was identified
 - Follow up: Schedule a spring meeting for Fall 2014 term

Concluding the Minutes:

Date: 03/13/2014

Time: 9:45 pm

Location of the next Committee Meeting: To be determined

Proposed agenda items:

Update

Time that this meeting was adjourned:

9:50 pm

Minutes prepared by (full name and date):

Faye Campagna, MA CCC-SLP, Program Coordinator

ACTIVE COURSE FILE

*Curricular Area: SIGN		Course Number: 1101	
Course Title: American Sign Language I			
Semester	Credit Hours: 3	Clinical Hours:	Lecture Hours: 3 Lab Hours:

Course description to appear in catalog:

Students are provided an introduction to American Sign Language. Sign comprehension, production, grammar, non-verbal communication techniques, and applicable vocabulary will be emphasised through out the course. Deaf Culture and fingerspelling will also be introduced. American Sign Language I is designed for students with no experience with American Sign Language.

Repeatable for credit: No

Pre-Enrollment Criteria:

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Demonstrate the ability to comprehend vocabulary, grammar, and non-verbal techniques, and apply them at a conversational pace, through small group exercises and instructor-led dialogues
2. Develop and use a conversational vocabulary to discuss family, occupations, and daily routines, attribute qualities, and describe physical surroundings
3. Develop and use a conversational vocabulary to make suggestions, requests, and complaints, express concern and opinions, and ask for clarification
4. Develop and use a conversational vocabulary to explain rules, to discuss health conditions, finances and discuss major life decisions
5. Demonstrate idiomatic expressions, loan signs, and both relevant and conversational forms of finger spelled and sign production
6. Demonstrate appropriate conversational and storytelling register
7. Demonstrate appropriate facial grammatical markers for sentence types, negations, commands, topic focus and pronominal classifiers
8. Demonstrate topic-comment structure, temporal aspect, verb inflection, conditional sentences, possessive form, and contrastive structure with appropriate facial markers
9. Demonstrate and utilizes role-shifting, maintaining special agreement, appropriate use of classifiers, and organizing information

B. Topical Outline:

1. Introducing oneself
 - a. Vocabulary
 - b. Brief introduction to Deaf culture, getting others attention, ways of communicating with others
 - c. Strategies for learning American Sign Language (ASL)
 - d. Cardinal numbers 1-15
 - e. Fingerspelling
 - f. Grammar
 - g. Beginning and ending conversations
 - h. Maintaining eye contact
 - i. Identifying a person
 - j. Commands involving the body
2. Exchange of personal information
 - a. Grammar
 - b. Yes-no questions
 - c. Hand use
 - d. Cardinal numbers 16-29
 - e. Culture
 - f. Language backgrounds: transitions
 - g. Fingerspelling "Up Letters", double letter names
 - h. Identifying people who are present
 - i. Negotiating sign environment
 - j. Vocabulary
3. Talking about where you live
 - a. Real world orientation
 - b. Giving commands involving location
 - c. Ordinal numbers 1st-9th and cardinal numbers 30-66
 - d. Basic directions
 - e. Spatial agreement-orienting signs
 - f. Expressing needs
 - g. Fingerspelling, "Down Letters"
 - h. Lengths of time
 - i. Spatial agreement-modifying verb movement
 - j. Appropriate communication in the presence of a Deaf person
 - k. Vocabulary
4. Talking about family
 - a. Contrastive structure
 - b. Negative responses
 - c. Cardinal numbers 67-100

- d. Ranking family
 - e. Telling ages
 - f. Possessive adjectives
 - g. Commenting on family members
 - h. Maintaining clear sightline
 - i. Vocabulary
5. Talking about everyday activities
- a. Agreement verbs
 - b. Designation locations for people who are not present
 - c. Sequencing activities
 - d. Discuss out of the ordinary activities
 - e. Commonly fingerspelled words
 - f. Vocabulary
6. Storytelling techniques
- a. Vocabulary
 - b. One- person role shift in narratives
 - c. Two- person role shift in narratives
 - d. Story cohesion
 - e. Entrances and exits
 - f. Maintaining spatial agreement
 - g. Developing one's own narrative

C. Methods of Evaluating Students:

Students will be evaluated by projects, tests, and class participation.
Attendance may also be a factor.

FAYE CAMPAGNA	08-14-2014
Initiator	Date
FAYE CAMPAGNA	08-14-2014
Sponsor	Date

THOMAS CAMERON	10/28/2014
Division Dean	Date

ACTIVE COURSE FILE

*Curricular Area: SIGN		Course Number: 1102	
Course Title: American Sign Language II			
Semester	Credit Hours: 3	Clinical Hours:	Lecture Hours: 3 Lab Hours:

Course description to appear in catalog:

ASL II builds on vocabulary and further develops language comprehension and grammatical structure, acquired from ASL I, continuing with language comprehension and production skills at a complex level. Deaf Culture will be incorporated into language use.

Repeatable for credit: No

Pre-Enrollment Criteria:

Prerequisite: SIGN 1101 American Sign Language I with a grade of "C" or better, or equivalent or Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Review ASL vocabulary and language structure, and integrate objectives from ASL I to further develop comprehension and production skills
2. Demonstrate vocabulary, grammar, and non-verbal techniques at a more complex level, and apply them at a conversational pace
3. Develop complex vernacular to discuss family, occupations, and daily routines, attribute qualities, and describe physical surroundings
4. Develop complex vocabulary to make suggestions, requests, and complaints, express concerns, opinions, and to ask for clarification
5. Develop complex vocabulary to explain rules, discuss health conditions, finances and discuss major life decisions
6. Demonstrate multifaceted idiomatic expressions, loan signs, and both relevant and conversational forms of finger spelled and sign production
7. Demonstrate conversational and storytelling techniques at a higher register
8. Demonstrate facial grammatical markers for sentence types, negations, commands, topic focus; and pronominal classifiers that were previously discussed in ASL I
9. Demonstrate topic-comment structure, temporal aspect, verb inflection, conditional sentences, possessive form, and contrastive structure with appropriate facial markers, at a more complex level
10. Demonstrate multifaceted role-shifting, maintaining special agreement, appropriate use of classifiers, and organizing information

B. Topical Outline:

1. Giving directions
 - a. Cardinal and ordinal numbers
 - b. Directions in a building, same floor, different floor
 - c. Directions from different locations

- d. General to specific
- e. Using common reference
- f. Cross cultural communication tactics
- g. Vocabulary
- 2. Describing others
 - a. Pattern of clothing and style
 - b. Identifying people in a room
 - c. Personal data
 - d. Animals
 - e. People from general to specific
 - f. Numbers: multiples of 10 and 11
 - g. Vocabulary
- 3. Making requests
 - a. Money numbers
 - b. Verb types: plain, inflected, spatial verbs
 - c. Vocabulary
 - d. Giving and taking
 - e. Morphology and syntax
- 4. Family and occupations
 - a. Personal and possessive pronouns
 - b. Age numbers
 - c. Ranking by age
 - d. Ask/tell age
 - e. Inquire about siblings/children
 - f. Establishing relationships
 - g. Workplaces
 - h. Deaf culture: name signs
- 5. Attributing qualities to others
 - a. Review numbers
 - b. Expand on role shifting
 - c. Describe characters
- 6. Talking about routines
 - a. Solve conflicts
 - b. Daily activities
 - c. Clock/time numbers
 - d. Calendar
 - e. Daily schedule
 - f. Brief history of Deaf America

C. Methods of Evaluating Students:

Students will be evaluated by projects, tests, and class participation.
Attendance may also be a factor.

FAYE CAMPAGNA

08-14-2014

Initiator

Date

FAYE CAMPAGNA

08-14-2014

Sponsor

Date

THOMAS CAMERON

10/28/2014

Division Dean

Date

ACTIVE COURSE FILE

*Curricular Area: SIGN		Course Number: 1103		
Course Title: Fingerspelling and Numbers				
Semester	Credit Hours: 3	Clinical Hours:	Lecture Hours: 3	Lab Hours:

Course description to appear in catalog:

An introduction to a manual depiction of the alphabet and numbering system in American Sign Language. Emphasis is on development of hand shape, basic word patterns, rhythm and fluidity. Additional focus is placed on fingerspelled loan signs and the ASL numbering system.

Repeatable for credit: No

Pre-Enrollment Criteria:

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Demonstrate appropriate hand shapes, use of space, and comfortable hand position to correctly produce and represent the manual alphabet
2. Recognize hand shapes within the whole fingerspelled word as it relates to the context of the ASL statement
3. Develop expressive skills of fingerspelling pattern in a variety of word shapes
4. Develop the grammatical rules for fingerspelling and number use
5. Demonstrate lexicalized fingerspelling and numbers within the sentence context
6. Demonstrate a variety of number systems in ASL
7. Demonstrate grammatical and culturally appropriate interruption and resumption of conversation for clarification

B. Topical Outline:

1. Effective strategies for fingerspelled word recognition
 - a. Templates in fingerspelled words
 - b. Template building
 - c. Direct lexical access
 - d. Effective practice
2. Fingerspelling
 - a. Meaning and form
 - b. Symbols and sequences

- c. Distribution and use
 - d. Lexicalized spelling
- 3. Careful fingerspelling
 - a. Form and meaning
 - b. Nuances of form
 - c. Additional fingerspelled signs
 - d. Duration
- 4. Rapid fingerspelling
- 5. New signs derived from fingerspelling
 - a. Lexicalized fingerspelling
 - b. Lexicalized abbreviations
 - c. Proper names
 - d. ASL glossing of English forms
 - e. Transferred compounds
- 6. Fingerspelling accesses meaning
 - a. Direct lexical access to understand spoken and written words
 - b. Print
 - c. Vocal spelling
- 7. Cognitive aspects of fingerspelled word recognition
 - a. Top-down and bottom-up processing
 - b. Cognitive tasks
 - c. Similarities and differences between the processing of reading print and fingerspelled word recognition
 - d. Good and poor readers
 - e. Cognitive processes used in reading
- 8. Anxiety in fingerspelled word recognition
 - a. Reading anxiety
 - b. How anxiety affects fingerspelled word recognition
 - c. Difficulty in fingerspelled word recognition
 - d. Factors that contribute to anxiety
- 9. Memory
 - a. Short term memory
 - b. Long term memory
 - c. Visual and auditory memory
- 10. Numbers in English
- 11. Numbers in ASL
- 12. Informational numbers
- 13. Counting numbers
 - a. Counting numbers 1-15
 - b. Counting numbers 16-19
 - c. Counting numbers 20-29

- d. Counting numbers
 - i. Tens
 - ii. Doubles
 - iii. Sixty-seven through ninety-eight
 - iv. Fractions
- 14. Ordinal numbers
 - a. Order or sequence 1-9
 - b. Order or sequence 10 and above
 - c. Ranking
 - d. Multiple events
- 15. Age Numbers
 - a. Informal
 - b. Approximate
 - c. Unformed specific
 - d. Babies less than 1 year old
- 16. Money numbers
 - a. Cents alone
 - b. Dollars alone
 - c. Dollars with cents conversational
 - d. Dollars and cents formal
- 17. Clock-time numbers
 - a. Hours only
 - b. Hours and minutes
- 18. Calendar numbers
 - a. Year numbers
 - b. Day of the month
 - c. Counting 1-9
 - d. Future and past
- 19. Pronoun numbers
 - a. Plural indicating the signer
 - b. Plural excluding the signer
- 20. Height and weight numbers
 - a. People
 - i. Feet and inches
 - ii. Pounds
- 21. Measurement numbers
 - a. Volume
 - b. Linear
- 22. Sports numbers
 - a. Reporting scores
 - b. Periods of play

- c. Identifying players
- d. Timed events

23.Math numbers

- a. Function signs
- b. Embedded numbers

C. Methods of Evaluating Students:

Students will be evaluated by projects, tests, and class participation.
Attendance may also be a factor.

FAYE CAMPAGNA	08-14-2014
Initiator	Date
FAYE CAMPAGNA	08-14-2014
Sponsor	Date

THOMAS CAMERON	10/28/2014
Division Dean	Date

ACTIVE COURSE FILE

*Curricular Area: SIGN			Course Number: 1104	
Course Title: Cultural Perspective of the Deaf Community				
Semester	Credit Hours: 3	Clinical Hours:	Lecture Hours: 3	Lab Hours:

Course description to appear in catalog:

Introduction to the Deaf community from a cultural perspective. Discussions include advancement of the Deaf community in terms of culture, arts, language, self-image, and literature.

Repeatable for credit: No

Pre-Enrollment Criteria:

Prerequisite: SIGN 1101 American Sign Language I with a grade of "C" or better, or equivalent or
Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Explain the changes of the Deaf community and their struggle for recognition and equality in the United States
2. Identify organizations that support and promote Deaf people's accomplishments as individuals and as a community
3. List historical events and current movements that influence society's views of deafness and the Deaf community
4. Identify services for the Deaf community
5. Describe the linguistic importance of American Sign Language
6. Describe the different methodologies of education
7. Describe assistive technologies
8. Identify different legislation affecting the Deaf individual, regarding education and access
9. Describe different levels of hearing loss and how it affects the individual
10. Classify hearing people as members of an oppressor culture

B. Topical Outline:

1. The Deaf community and the culture of Deaf people
 - a. Welcome to the Deaf world
 - b. The language of the Deaf
 - c. Deaf residential schools
 - d. Athletic organizations
 - e. Social organizations such as Deaf clubs
 - f. Political organizations
 - g. The arts
 - i. Visual arts
 - ii. Performing arts
 - iii. Literature

2. Form and function of American Sign Language (ASL)
 - a. Verb agreement
 - b. Inflections
 - c. Classifiers
 - d. Facial grammar
 - e. Use of space
3. Families with deaf children
 - a. Birth of a deaf child to deaf parents
 - b. Birth of a deaf child to hearing parents
4. Etiquette of social conversation in ASL
 - a. Acquiring ASL
 - b. History of ASL
 - c. Language diversity in the Deaf world
5. Linguistic minority
 - a. Shared oppression
 - b. Diversity in the Deaf world
 - c. Defective or need to be 'fixed'
6. Bilingual and bicultural
 - a. Literacy, language, and bilingualism
 - b. ASL literacy
 - c. Incorporating cultural information
 - d. Using primary language to increase understanding of content information
 - e. Increase the complexity and metalinguistic knowledge
 - f. Develop transfer strategies from one language to another
 - g. Develop strong metalinguistic awareness of secondary language
7. The role of ASL in the culture of the Deaf world
 - a. A symbol of identity
 - b. A medium of social interaction
 - c. A repository of cultural knowledge
 - i. Values
 - ii. Customs
 - iii. Information
 - iv. Norms
8. Educational placement and the deaf child
 - a. Deaf education and the law
 - b. Preschool programs
 - c. Individualized educational plan (IEP)
 - d. Placement options
 - i. Residential schools and day schools
 - ii. Mainstreaming
 - iii. Self-contained
 - iv. inclusion
9. Language and literacy
 - a. Total communication
 - b. Manually Coded English (MCE)
 - i. Problems with MCE systems

- ii. MCE systems as a language model
 - c. Deaf children and English literacy
 - d. What it means to read well
 - e. Learning to read
 - f. Reading problems
- 10. Hearing agenda: mitigate a disability
 - a. Disability defined
 - b. Access to work
 - c. Vocational rehabilitation
 - d. Direct payment to Deaf people
 - e. Mental health services
 - f. Legal services
 - g. Speech and hearing services
 - h. Interpreter services
 - i. Tactile aids
 - j. Speech aids
 - k. Reproductive control of Deaf people
 - l. Cochlear implants
 - m. Deaf opposition
 - n. Medical position
 - o. Research on language benefit
- 11. Deaf agenda: enriching the Deaf world
 - a. Culture vs disability
 - b. Fundamental human rights
 - c. Effective education for deaf children
 - d. Improving Deaf access to information
 - e. Preserving Deaf culture and social life

C. Methods of Evaluating Students:

Students will be evaluated by projects, tests, and class participation.
Attendance may also be a factor.

FAYE CAMPAGNA	08-14-2014	THOMAS CAMERON	10/28/2014
Initiator	Date	Division Dean	Date
FAYE CAMPAGNA	08-14-2014		

ACTIVE COURSE FILE

*Curricular Area: SIGN		Course Number: 2101	
Course Title: American Sign Language III			
Semester	Credit Hours: 3	Clinical Hours:	Lecture Hours: 3 Lab Hours:

Course description to appear in catalog:

Students will develop proficiency in the structure of ASL grammar, fingerspelling, numbering systems, and visual-gestural communication. Discussions will include expressive and receptive skills that are necessary for complex dialogue and storytelling. Students are required to attend Deaf events and develop contacts within the Deaf community.

Repeatable for credit: No

Pre-Enrollment Criteria:

Prerequisite: SIGN 1102 American Sign Language II with a grade of "C" or better, or equivalent and

Prerequisite: SIGN 1104 Cultural Perspective of the Deaf Community with a grade of "C" or better, or equivalent or

Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Review American Sign Language (ASL) vocabulary and language structure from ASL I and II
2. Demonstrate ranges of expressions, vocabulary, grammar, and non-verbal techniques
3. Apply the use of complex vocabulary when exchanging personal information, talking about things that are present, and talking about things that are not present
4. Use advanced vocabulary in complex and abstract ideas
5. Develop an advanced ASL vocabulary for use in real-life situations
6. Demonstrate multifaceted idiomatic expressions, loan signs, and conversational forms of fingerspelling and sign production
7. Develop cultural awareness and cross-cultural adjustment skills
8. Demonstrate appropriate facial grammatical markers for sentence types, negations, commands, topic focus; and pronominal classifiers
9. Demonstrate how sign movements can be modified to change meaning
10. Demonstrate how to use body, head, and eye movements that are used for agreement

B. Topical Outline:

1. Locate things around the house
 - a. Things in a room
 - b. Numbers: 101-110
 - c. Hand shape stories
 - d. Vocabulary
2. Complaining, making suggestions and requests
 - a. Inflections for temporal aspects
 - b. Spatial agreement
 - c. Clock/time numbers
 - d. Poetry, songs and stories
 - e. Vocabulary
3. Exchanging personal information: life events
 - a. Narrate
 - b. Numbers: 110-119
 - c. Poetry
 - d. Vocabulary
4. Describe and identifying things
 - a. Environment
 - b. Money number signs
 - c. Advanced storytelling
 - d. Vocabulary
5. Talking about day to day activities
 - a. Narrating weekend activities
 - b. Three-digit numbers
 - c. Important people in D/deaf culture
 - d. Vocabulary
6. ASL grammar
 - a. Controlling the pace of conversation
 - b. Resuming conversation
 - c. Asking for help with fingerspelling and grammar

C. Methods of Evaluating Students:

Students will be evaluated by projects, test, and class participation.
Class attendance may also be a factor.
Participation at outside events is required.

FAYE CAMPAGNA	08-19-2014
Initiator	Date
FAYE CAMPAGNA	08-19-2014
Sponsor	Date

THOMAS CAMERON	10/28/2014
Division Dean	Date

ACTIVE COURSE FILE

*Curricular Area: SIGN		Course Number: 2103	
Course Title: American Sign Language IV			
Semester	Credit Hours: 3	Clinical Hours:	Lecture Hours: 3 Lab Hours:

Course description to appear in catalog:

In this continuation of ASL III, students will examine the structure of American Sign Language (ASL) grammar and complex conversational dynamics. Fingerspelling, numbers, and visual-gestural aspects will be further explored.

Repeatable for credit: No

Pre-Enrollment Criteria:

Prerequisite: SIGN 2101 American Sign Language III with a grade of "C" or better, or equivalent and

Prerequisite: SIGN 2102 Linguistics and Grammatical Aspects of American Sign Language with a grade of "C" or better, or equivalent or

Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Demonstrate the ability to communicate expressive and receptive skills effectively
2. Demonstrate an increased interaction with the Deaf community through usage of ASL
3. Demonstrate fluency in idiomatic language usage, vocabulary, and syntax
4. Demonstrate advanced narratives in ASL
5. Demonstrate proficiency in sharing advanced and interesting facts
6. Explain rules using advanced and complex ASL
7. Demonstrate an expanded ASL discourse
8. Demonstrate advanced ASL structure and vocabulary
9. Demonstrate proficiency using sign in formal and informal registers
10. Demonstrate sign proficiency using appropriate word choice and advanced level of detail
11. Demonstrate an advanced level of flow and cohesion in signing and voicing ability

B. Topical Outline:

1. Narrating unforgettable moments
 - a. Role shift sequencing

- b. Location of self and other person
 - c. Name the object
 - d. Tell how the object is passed between people
 - e. Role shift initiator's view
 - f. Role shift receiver's view
 - g. Role shift variations
 - h. Positions and actions
 - i. Narrative structure
 - j. Kinds of falls
2. Sharing interesting facts
- a. Analyze the fact
 - b. Name
 - c. Rank
 - d. Chronological order
 - e. Comparisons
 - f. Vocabulary
3. Explaining rules
- a. Driving rules: signs and symbols
 - b. Explain everyday rules
 - c. Authoritative
 - d. Diplomatic
 - e. Cultural rules/customs
 - f. Conditional sentences
4. Describing accidents
- a. Movement and agreement
 - b. Classifier sequence to show movement
 - c. Show change in movement or speed
 - d. Facial expression/head movement
 - e. Basic action sequencing
 - f. Narrative sequence
5. Talking about money
- a. Paying by cash
 - b. Paying by check
 - c. Paying by credit card
 - d. Social Security
 - e. Banking
6. Making major life decisions
- a. Choosing a college
 - b. House
 - c. Car
 - d. Careers

- e. Relationships
- f. Factors that affect a person's choice
- 7. Discussing health conditions
 - a. Human anatomy
 - b. Description
 - c. Shape
 - d. Behavior
 - e. Function
 - f. Digestive system
 - g. Circulatory system
 - h. Respiratory system
 - i. Skeletal system
 - j. Muscular/nervous system
 - k. Reproductive system
 - l. Discussion of condition
 - m. Treatments
 - n. Preventive measures
 - o. Medications
 - p. Discussion of condition
- 8. Advanced story telling
 - a. Techniques of advanced storytelling
 - b. Ability to give feedback
 - c. Ability to sign characteristics, behaviors and habits effectively
 - d. Describe appearance

C. Methods of Evaluating Students:

Students will be evaluated by tests, projects and class participation.
Attendance may also be a factor.

FAYE CAMPAGNA	08-19-2014	THOMAS CAMERON	10/28/2014
Initiator	Date	Division Dean	Date
FAYE CAMPAGNA	08-19-2014		
Sponsor	Date		

ACTIVE COURSE FILE

*Curricular Area: INTERPRETING		Course Number: 2104	
Course Title: Introduction to American Sign Language Interpreting and Ethics			
Semester	Credit Hours: 3	Clinical Hours:	Lecture Hours: 3 Lab Hours:

Course description to appear in catalog:

Students will be introduced to the Registry of Interpreters for the Deaf (RID) and the Code of Professional Conduct (CPC). The role of the sign language interpreter in various work settings will be explored. The history and current models will be discussed.

Repeatable for credit: No

Pre-Enrollment Criteria:

Concurrent Enrollment: SIGN 2101 American Sign Language III and

Concurrent Enrollment: SIGN 2102 Linguistics and Grammatical Aspects of American Sign Language
or

Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Describe the history and evolution of the sign language interpreting field
2. Describe the differences between interpreting and transliterating
3. Explain the cultural dynamics in deaf-interpreter relations
4. Describe the hidden expectations, preferences and beliefs that could influence the interpretation and transliterations
5. Define the code of professional conduct
6. Apply each tenant of the code to specific situations
7. Define the current acronyms within the field of interpreting for the deaf
8. Define each setting for which one would interpret in
9. Demonstrate each skill set required for each setting
10. Describe the models of interpreting as they are applied to specific settings
11. Describe the different laws governing the interpreting profession
12. Describe deaf/blind interpreting
13. Describe the use of certified deaf interpreters

B. Topical Outline:

1. The code of professional conduct
 - a. Standards of confidential communication
 - b. Professional skills and knowledge required for the specific interpreting situation
 - c. Respect for consumers
 - d. Conduct themselves in a manner appropriate to the situation
 - e. Respect for colleagues, intern, and students of the profession
 - f. Ethical business practices

- g. Professional development
- 2. Introduction to religious interpreting
 - a. Managing the different religious institutions
 - b. Influence of religion in the Deaf community
 - c. Influence of the church in Deaf education
 - d. Iconic signs
 - e. Religious signs
- 3. Introduction to legal interpreting
 - a. Qualifications of a legal interpreter
 - b. Legal vocabulary
 - c. Legal interpreting setting
 - d. Standard practices
 - e. Potential risks
 - f. Preparation
 - g. Conflicts and ethics
 - h. Staffing a legal interpreting situation
 - i. Legal vocabulary
- 4. Introduction to educational interpreting
 - a. Current practices
 - b. Job description
 - c. Extracurricular activities
 - d. Providing equal access
 - e. Interpreting in elementary school
 - f. Interpreting in middle school
 - g. Interpreting in high school
 - h. Interpreting in higher education
 - i. Interpreting in vocational settings
- 5. Introduction to medical interpreting
 - a. Assess when a sign language interpreter is needed
 - b. Interpreting while taking a patient's medical history
 - c. Interpret for diagnosis
 - d. Interpret during medical procedures and appointments
 - e. Interpret during treatment plan
 - f. Interpret during education of counseling
 - g. Describe discharge and follow up plans
 - h. Admitting to emergency departments and urgent care facilities
 - i. Understanding HIPAA
- 6. Introduction to mental health interpreting
 - a. Linguistic considerations
 - b. Contextual dimensions
 - c. Interpersonal dynamics
 - d. Challenges of working with different mental illnesses
 - e. Social services
- 7. Introduction to platform interpreting
 - a. Conference interpreting
 - b. Theater interpreting

- c. Event interpreting
- 8. Introduction to video relay systems/video remote interpreting (VRS/VRI)
 - a. Video relay interpreting
 - b. Video phone
 - c. Skills set needed to be a video relay interpreter
 - d. Where is VRS/VRI used
 - e. Federal Communications Commission
 - f. Benefits and limitations
 - g. Content and subject matter
 - h. Technical issues
 - i. Qualifications
 - j. Teaming
- 9. The art of cross cultural mediation
 - a. Proper preparation for cross cultural relationships
 - b. Deaf jokes and Hearing jokes
 - c. Characteristics of the oppressed, and their oppressors
 - d. Cross-cultural barriers
 - e. Communication between Deaf and Hearing cultures
 - f. Cross-cultural mediation
 - g. Cross-cultural and cross-racial mediation
- 10. Introduction to Deaf/Blind interpreting
 - a. Individuals who are Deaf/Blind
 - b. Causes of blindness in deaf people
 - c. Visual range
 - d. Limited peripheral vision
 - e. Use of tracking
 - f. Received by the sense of touch
 - g. Deaf/Blind interpreting and fingerspelling
 - h. Print on palm
 - i. Signed support speech
 - j. Room layout
 - k. Seating positions
 - l. Support service providers
- 11. The use of Certified Deaf Interpreters (CDI)
 - a. CDI training
 - b. Special communication challenges
 - c. Settings where CDI's are used
 - d. Benefits of using a CDI

C. Methods of Evaluating Students:

Students will be evaluated by projects, tests, and class participation.
Attendance may also be a factor.

FAYE CAMPAGNA	08-19-2014
Initiator	Date
FAYE CAMPAGNA	08-19-2014
Sponsor	Date

THOMAS CAMERON	10/28/2014
Division Dean	Date

ACTIVE COURSE FILE

*Curricular Area: INTERPRETING			Course Number: 2105	
Course Title: ASL/English Skills Development				
Semester	Credit Hours: 4	Clinical Hours:	Lecture Hours: 4	Lab Hours:

Course description to appear in catalog:

Students will develop and master the intralingual skills needed to effectively translate from the source language into the target language.

Repeatable for credit: No

Pre-Enrollment Criteria:

Corequisite: SIGN 2103 American Sign Language IV and
Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Express the importance of competency of English skills (native language) before learning American Sign Language (ASL)
2. Identify the importance of intralingual ASL skills
3. Identify the importance of intralingual English skills
4. Identify the process of interpreting and interpreting outcomes
5. Recognize the importance of how language competency provides the ability to manipulate both language easily
6. Demonstrate the visual form and meaning, and meaning and visual form
7. Demonstrate lexical substitution in both ASL and English
8. Define the process of paraphrasing discourse
9. Demonstrate main idea identification
10. Express the importance of summarizing

B. Topical Outline:

1. Main idea comprehension
 - a. Main idea
 - b. Key words
 - c. Schema
 - d. Specific areas of difficulty in ASL comprehension
 - e. Comprehension through main idea identification

2. Summarizing
 - a. Role of summarizing
 - b. Analysis of the target audience
 - c. Cultural information
3. Lexical substitution
 - a. Specific words to general words
 - b. Role of lexical substitution in the interpreting process
4. Paraphrasing propositions
 - a. Illocutionary force
 - b. Ambiguity
 - c. Unpacking propositions
 - d. Role of paraphrasing and techniques
5. Paraphrasing discourse
 - a. Length of paraphrase
 - b. Question, forms, and functions
 - c. Role of paraphrasing and discourse level
 - d. Role of paraphrasing in the interpreting process
6. Visual form and meaning
 - a. Faithful translation
 - b. Form
 - c. Meaning
 - d. Visual image
 - e. Role of distinguishing form from meaning
7. Meaning and visual form
 - a. Visualization
 - b. Visual form
 - c. ASL form and meaning
 - d. Explicit and implicit information
 - e. Role of creating visual forms in response to signed information
8. Summarizing
 - a. Role of summarizing in the interpretation process

C. Methods of Evaluating Students:

Students will be evaluated by projects, tests, and class participation.
Attendance may also be a factor.

FAYE CAMPAGNA

Initiator

08-19-2014

Date

THOMAS CAMERON

Division Dean

10/28/2014

Date

FAYE CAMPAGNA

08-19-2014

Sponsor

Date

ACTIVE COURSE FILE

*Curricular Area: INTERPRETING		Course Number: 2106	
Course Title: Cognitive Processing ASL/English			
Semester	Credit Hours: 4	Clinical Hours:	Lecture Hours: 4 Lab Hours:

Course description to appear in catalog:

Students will be introduced to cognitive processing skills essential to the interpreting process. These include memory pattern recognition and inferences, delayed repetition, comprehension, immediate repetition, acuity and discrimination, word and phrase pattern inference, and multitasking.

Repeatable for credit: No

Pre-Enrollment Criteria:

Prerequisite: INTP 2104 Introduction to American Sign Language Interpreting and Ethics with a grade of "C" or better, or equivalent or

Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Demonstrate comprehension skills required for interpreting and transliterating
2. Develop memory for processing of information
3. Demonstrate acuity and discrimination skills required to quickly and accurately understand and relay the message
4. Demonstrate immediate repetition process that is essential for transliteration and simultaneous interpreting
5. Demonstrate delayed repetition, or develop a processing time, that is essential for consecutive interpreting
6. Demonstrate pattern inference or cloze, and prediction skill development, in both word-level pattern and phrase-level pattern
7. Demonstrate multitasking skills as it relates to simultaneous interpreting skills

B. Topical Outline:

1. Comprehension of ASL lexicon
 - a. Fingerspelled word recognition
 - b. Fingerspelled word recognition in interpreting
2. Comprehension of source material

3. Comprehension of ASL discourse
 - a. Errors associated with ASL grammatical facial marker
 - b. Incorrect interpretation of ASL referencing
 - c. Cohesion
 - d. Utterance boundaries
 - e. Distance cohesion
4. Memory in the interpreting process
5. Acuity and discrimination in the interpretation process
6. Immediate repetition in the interpreting process
7. Delayed repetition in the interpreting process
8. Fingerspelled word recognition and comprehension of numbers in ASL
9. Pattern inference in ASL
 - a. Word-level pattern inference
 - b. Phrase-level pattern inference
 - c. Phrase-level pattern inference skills in the interpreting process
 - d. Tolerate ambiguity
10. Multitasking in the interpreting process

C. Methods of Evaluating Students:

Students will be evaluated by projects, tests, and class participation.
Attendance may also be a factor.

FAYE CAMPAGNA	08-19-2014
Initiator	Date
FAYE CAMPAGNA	08-19-2014
Sponsor	Date

THOMAS CAMERON	10/28/2014
Division Dean	Date

ACTIVE COURSE FILE

*Curricular Area: INTERPRETING		Course Number: 2107	
Course Title: Translating from ASL to English/English to ASL			
Semester	Credit Hours: 4	Clinical Hours:	Lecture Hours: 4 Lab Hours:

Course description to appear in catalog:

This foundation prepares students with basic translation skills enabling students to progress in faithful message transfer and rendering. The focus is on message analysis, transfer and reformulation in American Sign Language (ASL) and English.

Repeatable for credit: No

Pre-Enrollment Criteria:

Prerequisite: INTP 2106 Cognitive Processing ASL/English with a grade of "C" or better, or equivalent or

Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Identify how learning the skill of translation benefits the interpreter
2. Compare and contrast the different models of translation and interpreting
3. Demonstrate competencies translators and interpreters need to acquire
4. Explain how learning translation skills can enhance interpreting skills
5. Define models of translation
6. Demonstrate how to analyze the source text
7. Explain how the translator affects the translation
8. Describe how translations can reformulate the main idea
9. Describe how to prioritize in the translation
10. Explain the results of translation

B. Topical Outline:

1. Introduction to translating from ASL
 - a. Develop translation skills
 - b. Interpreting skill development
 - c. Process of translation and the end product
 - d. Models
 - e. Competencies

2. Translation preparation
 - a. Steps in the translation process
 - b. Preparing for translation vs. interpreting
 - c. Intuitive roles
 - d. Analyzing the source text
3. Analyzing the meaning of the text
 - a. Different approaches and models
 - b. Aspects of analysis
 - c. Analysis of words
4. Message transfer
 - a. Translator affect
 - b. Bias in translation
 - c. Transfer in translation
 - d. Form and meaning
 - e. Loss during transfer
5. Reformulating the message
 - a. Reformulating the main idea
 - b. Reformulation of idea units
 - c. Reformulation of the word level
6. Priorities in translation
 - a. Contextual consistency
 - b. Dynamic equivalence and formal correspondence
 - c. Audience needs
7. Testing the translation
 - a. Accuracy
 - b. Clarity
 - c. Naturalness
 - d. Comparison with source language
 - e. Back translation
 - f. Comprehension
 - g. Readability
 - h. Overall length
 - i. Results of testing
 - j. Seriousness of errors

C. Methods of Evaluating Students:

Students will be evaluated by projects, tests, and class participation.
Attendance may also be a factor.

FAYE CAMPAGNA

08-19-2014

Initiator

Date

FAYE CAMPAGNA

08-19-2014

Sponsor

Date

THOMAS CAMERON

10/28/2014

Division Dean

Date

ACTIVE COURSE FILE

*Curricular Area: INTERPRETING		Course Number: 2108	
Course Title: Consecutive and Simultaneous Interpreting			
Semester	Credit Hours: 4	Clinical Hours:	Lecture Hours: 4 Lab Hours:

Course description to appear in catalog:

Students will master a high level of interlingual skills that are required for simultaneous and consecutive interpreting. They will demonstrate a competency of comprehending, transferring, and reformulating the message.

Repeatable for credit: No

Pre-Enrollment Criteria:

Corequisite: INTP 2107 Translating from ASL to English/English to ASL or
Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Summarize the history of simultaneous interpreting processes
2. Review and explain interpreting research
3. Demonstrate interpreting expertise
4. Explain terminology specific to simultaneous interpreting
5. Demonstrate competencies in interpreting
6. Develop linguistic competencies in both simultaneous and consecutive interpreting
7. Explain the consecutive interpreting processes
8. Demonstrate competencies in consecutive interpreting

B. Topical Outline:

1. Introduction to consecutive interpreting
 - a. Definition
 - b. Difference between consecutive and simultaneous interpreting
 - c. Settings
 - d. Advantages
 - e. Glossing
 - f. Process and production
 - g. Source language
 - h. Target language

2. Bridging to simultaneous interpreting
 - a. Models
 - b. Linguistic competencies
 - c. Transfer competence
 - d. Cognitive flexibility
 - e. Methodological competence
 - f. Bicultural competence
 - g. Sociolinguistic competence
 - h. Content competence
 - i. Interpersonal competencies
 - j. Self-monitoring and self-correction
3. Source of error
 - a. Cause of interpretation errors
 - b. Inadequate language proficiency
 - c. Problems processing
 - d. Literal translation
 - e. Lexical errors
 - f. Register errors
 - g. Omissions
 - h. Additions
 - i. Protocol, procedures, and ethics
4. Listening phase
 - a. Main idea identification
 - b. Temporal relationships
 - c. Spatial relationships
 - d. Logical relations
5. Memory and comprehension
 - a. Storing information
 - b. Retrieving information
6. Transfer in simultaneous interpreting
 - a. Meaning and hypothesis
 - b. Relationship in the message
 - c. Temporal relationships
 - d. Spatial relationships
 - e. Visualizing
 - f. Logical relationships
7. Reformulation
 - a. Finding the gist
 - b. Reformulating the location of the actors and objects
 - c. Reformulating specific concepts and relationships
 - d. Reformulating illocutionary force

- e. Reformulating at the word level
- 8. Monitoring and correction
 - a. Factors in self-monitoring
 - b. Memory
 - c. Comments on your own interpretation

C. Methods of Evaluating Students:

Students will be evaluated by projects, tests, and class participation.
Attendance may also be a factor.

FAYE CAMPAGNA	08-19-2014
Initiator	Date
FAYE CAMPAGNA	08-19-2014
Sponsor	Date

THOMAS CAMERON	10/28/2014
Division Dean	Date

ACTIVE COURSE FILE

*Curricular Area: INTERPRETING		Course Number: 2109	
Course Title: Educational Interpreting and Transliterating			
Semester	Credit Hours: 3	Clinical Hours:	Lecture Hours: 3 Lab Hours:

Course description to appear in catalog:

Students will receive advanced instruction in the concepts and skill sets necessary to work in a K-12 and post-secondary setting as educational interpreters and support service providers. Students will learn to understand deafness and how to work as part of a Deaf Education Team.

Repeatable for credit: No

Pre-Enrollment Criteria:

Prerequisite: INTTP 2107 Translating from ASL to English/English to ASL with a grade of "C" or better, or equivalent and

Prerequisite: INTTP 2108 Consecutive and Simultaneous Interpreting with a grade of "C" or better, or equivalent or

Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Demonstrate the skill set needed to be a successful educational sign language interpreter and transliterator in an educational or vocational setting
2. Demonstrate the skill set needed as a tutor and support service provider in an educational setting
3. Explain hearing loss and its implications to education of Deaf and hard of hearing students
4. Demonstrate the importance of being a part of an educational team
5. Discuss and recognize the need for continued professional development
6. Apply Registry of Interpreters for the Deaf (RID) code of professional conduct to an educational setting

B. Topical Outline:

1. Educational interpreting
 - a. Interpreting and inclusion
 - b. Scope of practice
 - c. Current practices
2. Administration of educational interpreting services
 - a. Who is responsible
 - b. What is involved
 - c. Description of an educational interpreter
 - d. Policies
 - e. Evaluation
 - f. Non attending students
 - g. Too-friendly interpreter

- h. Overbearing family
- i. Equal access
- 3. Educational interpreting in the primary grade setting
 - a. Expectations
 - b. Interpreters role and the educational team
 - c. Confidentiality and the expectation to share information about the student with others
 - d. Interpreter's role during free time
 - e. Interpreters expectation to teach sign language to other students or adults
 - f. Role of fingerspelling in primary education
 - g. Inventing signs for preschool and primary setting
 - h. Difficult interpreting situations in preschool and primary settings
 - i. Positioning the interpreter
 - j. Sick child
 - k. Aggressive student
 - l. Parent conference
- 4. Educational interpreting for the elementary and middle-school setting
 - a. What to expect
 - b. Textbook and language curriculum
 - c. Field trips, assemblies, musicals, and other special learning experiences
 - d. Test interpreting role
 - e. Teaching the Deaf or hard-of-hearing student to become an effective consumer of interpreting services
 - f. Handling difficult interpreting situations
- 5. Educational interpreting in a high school and vocational setting
 - a. Expectations
 - b. Curriculum differentiation
 - c. Differences of interpreting in a vocational setting
 - d. Scheduling affect secondary interpreters
 - e. Curriculum issues
 - f. Drivers education
 - g. Student and teacher interpreting
- 6. Educational interpreting in higher education setting
 - a. Expectations
 - b. Curriculum expectations
 - c. Interpreter cannot visualize the information
 - i. Breakdown
 - ii. Miscues
 - iii. Error
 - d. Graduate school
 - e. Life long learning
- 7. Educational interpreting research

C. Methods of Evaluating Students:

Students will be evaluated by projects, tests, and class participation.
Attendance may also be a factor.

FAYE CAMPAGNA	08-19-2014
Initiator	Date
FAYE CAMPAGNA	08-19-2014
Sponsor	Date

THOMAS CAMERON	10/28/2014
Division Dean	Date

ACTIVE COURSE FILE

*Curricular Area: INTERPRETING			Course Number: 2110	
Course Title: American Sign Language Interpreter Practicum				
Semester	Credit Hours: 2	Clinical Hours: 16	Lecture Hours:	Lab Hours:

Course description to appear in catalog:

Students are provided with opportunities to apply their interpreting skills in a variety of settings. The requirements include off-campus assignments with a mentor and a weekly colloquium. Students must be available during the day and evening for interpreting assignments. Test preparation will also take place during this course.

Repeatable for credit: No

Pre-Enrollment Criteria:

Prerequisite: INTP 2107 Translating from ASL to English/English to ASL with a grade of "C" or better, or equivalent and

Prerequisite: INTP 2108 Consecutive and Simultaneous Interpreting with a grade of "C" or better, or equivalent or

Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Identify the application of theory to practice in fieldwork experiences
2. Demonstrate self-assessment of interpreting work
3. Confer meaningful feedback on interpreting skills to classmates
4. Demonstrate professional behavior, decision-making, and demeanor
5. Review certification exams
6. Review the American Sign Language code of professional conduct
7. Create a personal plan of professional development after graduation

B. Topical Outline:

1. Interpreting in various settings
 - a. Educational
 - b. Medical
 - c. Platform
 - d. Video relay and video remote
2. Freelance interpreting

3. American Sign Language exams
 - a. Educational Interpreter Performance Assessment (EIPA) written and performance test
 - b. Board for Evaluation of Interpreters (BEI) Written and Performance Test
 - c. National Interpreter Certification (NIC) Written and Performance Test
4. Professional development

C. Methods of Evaluating Students:

Students will be evaluated by demonstration of skills and required competencies, compliance with policies and procedures, attendance, and participation.

FAYE CAMPAGNA	08-19-2014
Initiator	Date
FAYE CAMPAGNA	08-19-2014
Sponsor	Date

THOMAS CAMERON	10/28/2014
Division Dean	Date

DEAF RIGHTS

- Licensed Interpreter Required
- Can ask interpreter to show license card
- Interpreter must have right color/skill license
- Can file complaint

FILE COMPLAINT HOW?

- Contact IDHHC
 - VP
 - Email
 - TTY
- Or
- Complete complaint form

**For more information,
contact us at:**

Illinois Deaf and Hard of Hearing Commission

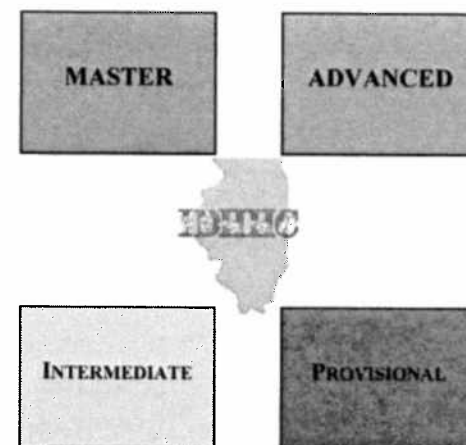
528 South 5th Street, Suite 209
Springfield, IL 62701

217-557-4495 (V)
888-261-2698 (TTY)
217-303-8010 (VP)

dhh.interpreter@illinois.gov



INTERPRETER LICENSE MEANS WHAT?



Illinois Deaf and Hard of Hearing Commission

<http://www.idhhc.illinois.gov>



INTERPRETER CAN DO WHAT? COLORS MEAN WHAT? DEAF RIGHTS WHAT?



MASTER

CAN DO:

Anything....

ADVANCED

CAN DO:

- All medical
- Financial
- All Government Services
- Employment
- Entertainment – Professional Live
- Most Legal

CANNOT DO:

- Trial Legal
- Criminal (Felony) Legal
- Juvenile/Family Court

INTERMEDIATE

CAN DO:

- Health Information Workshops
- Law Enforcement Workshops (Neighborhood watch)
- Conferences
- College Courses
- Video Relay Services
- Some Government Services
 - IEP Meetings
 - Parent Teacher Conferences
- Employment Maintenance
 - Staff Meetings
 - Trainings
- Limited Medical
 - Home Care
 - AA Meetings
 - Testing (X-Rays, Blood Work, CAT Scan, MRI)

CANNOT DO:

- Legal
- Financial
- Doctor Appointments

PROVISIONAL

CAN DO:

- Vocational Rehabilitation
 - Job Coaching
 - Employment Training
- Community Education
- Recreational Programs
- Social Events
- Community Entertainment

CANNOT DO:

- Legal
- Medical
- Financial
- College Courses
- Government Services
- Video Relay Services

Hiring Guidelines:

ASL I & II - Taught by Hearing or Deaf instructor

- **Hearing Instructor:**
 - RID Certified Interpreter, Illinois licensed interpreter Advanced or Master (deaf or hearing)
 - with teaching experience
 - BA, or MA degree, RID nationally certified preferred. (CI, CT, NIC ADV or Master, Illinois ADV or Master License)
 - With teaching experience
- **Deaf Instructor:**
 - must have 5 or more years of teaching experience, or:
 - Preferred: MA, or BA degree
 - American Sign Language Teachers Association
 - ASTLA Certification is acceptable without a degree,
 - Certified Deaf Interpreter (CDI, or Deaf Interpreter DI)

ASL III, ASL IV, Linguistics, Deaf Culture - Taught by Deaf instructor

All Interpreting classes must be taught by:

- **RID Nationally Certified Interpreter (Certificate of Interpreting, Certificate of Transliterating, or NIC Advanced or Master)**
 - Teaching experience
- **MA, or BA degree**
 - National certification
 - Teaching experience

COLLEGE OF DuPAGE
SPECIAL BOARD MEETING
NEW BUSINESS APPROVAL

1. SUBJECT

WDCB-FM Radio Station Audit.

2. REASON FOR CONSIDERATION

The WDCB-FM Radio Station is audited on an annual basis.

3. BACKGROUND INFORMATION

The above special audit is required by the Grantor Agency, Corporation for Public Broadcasting. A copy of this audit will be sent to this agency.

Please note that there was sufficient scope undertaken in this audit in order for Crowe Horwath LLP to be able to render the "clean" or unmodified opinion, and that there were no management letter comments.


4. RECOMMENDATION

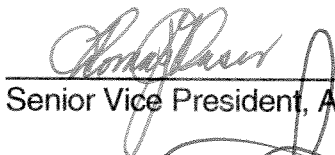
That the Board of Trustees approves the audit of the WDCB-FM Radio Station for year ended June 30, 2014.

SIGNATURE PAGE FOR
WDCB-FM RADIO STATION AUDIT

ITEM(S) ON REQUEST

That the Board of Trustees approves the audit of the WDCB-FM Radio Station for year ended June 30, 2014.


Assistant Vice President Financial Affairs and Controller
Date 12/8/14


Senior Vice President, Administration and Treasurer
Date 8/9/2014


President
Date 12/10/14

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NUMBER 502
GLEN ELLYN, ILLINOIS

ANNUAL FINANCIAL REPORT

For the Years Ended
June 30, 2014 and 2013

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NUMBER 502
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June 30, 2014 and 2013

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FINANCIAL SECTION

Independent Auditor's Report

The Board of Trustees
WDCB-FM Radio Station
College of DuPage - Community College District 502
Glen Ellyn, Illinois

Report on the Financial Statements

We have audited the WDCB-FM Radio Station, College of DuPage - Community College District Number 502, as of and for the years ended June 30, 2014 and 2013, and the related notes to the financial statements, which collectively comprise the WDCB-FM Radio Station, College of DuPage - Community College District Number 502's financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the WDCB-FM Radio Station, College of DuPage - Community College District Number 502's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the WDCB-FM Radio Station, College of DuPage - Community College District Number 502's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the WDCB-FM Radio Station, College of DuPage - Community College District Number 502, as of June 30, 2014 and 2013, and the changes in its financial position and its cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As described in Note 1, the financial statements present only the WDCB-FM Radio Station and do not purport to, and do not, present fairly the financial position of the College of DuPage - Community College District Number 502 as of June 30, 2014 and 2013 and the changes in its financial position and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis be presented to supplement the financial statements. Such information, although not a part of the financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the financial statements, and other knowledge we obtained during our audits of the financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements that collectively comprise the WDCB-FM Radio Station, College of DuPage - Community College District Number 502's financial statements. The supplementary financial information is presented for purposes of additional analysis and is not a required part of the financial statements.

The supplementary financial information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary financial information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Report on Other Legal and Regulatory Requirements

In accordance with *Government Auditing Standards*, we have also issued our report dated December 8, 2014 on our consideration of the WDCB-FM Radio Station, College of DuPage - Community College District Number 502's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the

WDCB-FM Radio Station, College of DuPage - Community College District Number 502's internal control over financial reporting and compliance.

Crowe Horwath LLP

Crowe Horwath LLP

December 8, 2014
Oak Brook, Illinois

REQUIRED SUPPLEMENTARY INFORMATION

MANAGEMENT’S DISCUSSION AND ANALYSIS

This section of WDCB-FM Radio Station, College of DuPage - Community College District Number 502 (the Radio Station) Annual Financial Report presents Management’s Discussion and analysis of the Radio Station’s financial activity during the fiscal years ended June 30, 2014 and June 30, 2013. Since this Management’s Discussion and Analysis is designed to focus on current activities, resulting changes, and currently known facts, please read it in conjunction with the Radio Station’s basic financial statements including the notes to the financial statements as listed in the table of contents. Responsibility for the completeness and fairness of this information rests with College of DuPage and Radio Station management. WDCB-FM Radio Station is an institutional radio station affiliated with College of DuPage Community College District Number 502.

Using This Annual Report

The financial statement model focuses on the Radio Station as a whole, versus the traditional presentation by fund types. The Radio Station’s basic financial statements are designed to emulate corporate presentation models whereby all of the Radio Station’s activities are consolidated into one total. The purpose of the Statement of Net Position is to present the bottom line results of the Radio Station. This statement combines and consolidates current financial resources with capital assets. The Statement of Revenues, Expenses, and Changes in Net Position focuses on both the gross costs and the net costs of the Radio Station’s activities, which are supported mainly by general appropriations from College of DuPage, contributions, and non-federal and state grants. This approach is intended to summarize and simplify the user’s analysis of the cost of the various services, which the Radio Station provides to its community.

Financial Highlights

For the year ended June 30, 2014, the Radio Station recorded total operating revenues of \$99,617 and total operating expenses of \$1,658,706, resulting in an operating loss of \$1,559,089. Non-operating revenues of \$1,766,983 more than offset the operating loss. The Radio Station’s net position increased by \$207,894 from \$2,689,383 to \$2,897,277 as of June 30, 2014.

The Radio Station operating revenues represent rents received from cell phone providers for use of the Radio Station’s antenna tower.

Non-operating revenues constitute the majority of the Radio Station’s revenues and include: a general appropriation from the College of DuPage of \$570,648, external donor contributions of \$747,493, in-kind contributions of \$256,446, state grants and contracts of \$29,475, and Corporation for Public Broadcasting awards of \$162,921.

WDCB-FM RADIO STATION
 COLLEGE OF DUPAGE – COMMUNITY COLLEGE DISTRICT 502
 MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2014 AND 2013 (UNAUDITED)

Comparative Statements of Net Position - Fiscal Years 2014, 2013, and 2012

	2014	2013	Increase (Decrease) 2014 - 2013	2012	Increase (Decrease) 2013 - 2012
Assets					
Current assets	\$ 1,808,039	\$ 1,585,357	\$ 222,682	\$ 1,437,221	\$ 148,136
Capital assets, net of depreciation	1,164,342	1,225,747	(61,405)	4,888	1,220,859
Total assets	2,972,381	2,811,104	161,277	1,442,109	1,368,995
Liabilities					
Current liabilities	73,553	120,792	(47,239)	54,131	66,661
Long-term liabilities	1,551	929	622	79,602	(78,673)
Total liabilities	75,104	121,721	(46,617)	133,733	(12,012)
Net position					
Invested in capital assets	1,164,342	1,225,747	(61,405)	4,888	1,220,859
Unrestricted	1,732,935	1,463,636	269,299	1,303,488	160,148
Total net position	\$ 2,897,277	\$ 2,689,383	\$ 207,894	\$ 1,308,376	\$ 1,381,007

This above schedule is prepared from the Radio Station's Statement of Net Position which is presented on the accrual basis of accounting.

Fiscal year 2014 Compared to 2013

Current assets increased by \$222,682 due primarily to an increase in the cash balance of \$211,135, and an increase in other receivables of \$25,913; offset by a decrease in grant receivables of \$14,366. Other receivables include balances owed the College for antenna tower revenues, individual donations, and underwriting revenues. Other receivables increased by \$25,913 from FY2013 due to timing differences of amounts owed the Radio Station. Capital assets, net of depreciation decreased by \$61,405 due to depreciation on capital assets of \$73,257 offset by purchases of equipment of \$11,852.

Current liabilities decreased by \$47,239 and long-term liabilities increased by \$622, which resulted in an overall decrease in total liabilities of \$46,617. The decrease in total liabilities is due to a decrease of \$48,355 for both current and long-term liabilities for compensated absences. The reduction in compensated absences was due to employee turnover and a change in the College's vacation policy. During FY2014 three employees left the Radio Station which resulted in a decrease of \$23,305 in the compensated absences liability. The new vacation policy implemented in FY2014 reduced the number of vacation days employees can carryover each fiscal year. As a result of the change in policy, employees used more vacation days in FY2014 and the amount of carryover days decreased significantly.

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE – COMMUNITY COLLEGE DISTRICT 502
MANAGEMENT’S DISCUSSION AND ANALYSIS JUNE 30, 2014 AND 2013 (UNAUDITED)

Fiscal year 2013 Compared to 2012

Current assets increased by \$148,136 due primarily to an increase in the cash balance and other receivables. Other receivables include tower revenues, individual donations, and underwriting revenues. Capital assets, net of depreciation increased by \$1,220,859 due to capital contributions from the College of DuPage for the newly constructed radio station facility and equipment.

Current liabilities increased by \$66,661 and long-term liabilities decreased by \$78,673, which resulted in an overall decrease in total liabilities of \$12,012. The decrease in total liabilities is primarily due to a decrease in compensated absences from employee turnover and a change in vacation policy. In FY2013, two employees from the Radio Station retired and their accrued vacation was paid out; as a result, the liability year-end balance for compensated absences decreased from FY2012. In FY2013 the College adopted a new vacation carryover policy which reduced the number of vacation days employees based on their classification can carryover each fiscal year. As a result of the change in policy, the FY2013 current portion of compensated absences payable increased as FY2014 will be a transition year for employees to use their carryover hours.

Comparative Statements of Revenues, Expenses, and Changes in Net Position
Fiscal Years 2014, 2013, and 2012

	2014	2013	Increase (Decrease) 2014 - 2013	2012	Increase (Decrease) 2013 - 2012
Operating revenue	\$ 99,617	\$ 101,680	\$ (2,063)	\$ 108,790	\$ (7,110)
Operating expenses					
Public services	1,585,449	1,901,070	(315,621)	1,803,805	97,265
Depreciation	73,257	11,421	61,836	12,410	(989)
Total operating expenses	1,658,706	1,912,491	(253,785)	1,816,215	96,276
Operating income (loss)	(1,559,089)	(1,810,811)	251,722	(1,707,425)	(103,386)
Non-operating revenue (expenses)					
General appropriation from					
College of DuPage	570,648	701,603	(130,955)	685,029	16,574
Contributions	747,493	768,592	(21,099)	703,480	65,112
In-kind contributions	256,446	316,092	(59,646)	309,933	6,159
State grants and contracts	29,475	32,120	(2,645)	48,779	(16,659)
Non-federal grants and contracts	162,921	163,035	(114)	187,076	(24,041)
Total non-operating revenue (expenses)	1,766,983	1,981,442	(214,459)	1,934,297	47,145
Capital contributions	-	1,210,376	(1,210,376)	-	1,210,376
Changes in net position	207,894	1,381,007	(1,173,113)	226,872	1,154,135
Net position, beginning of year	2,689,383	1,308,376	1,381,007	1,081,504	226,872
Net position, end of year	\$ 2,897,277	\$ 2,689,383	\$ 207,894	\$ 1,308,376	\$ 1,381,007
Total revenues	\$ 1,866,600	\$ 2,083,122	\$ (216,522)	\$ 2,043,087	\$ 40,035

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE – COMMUNITY COLLEGE DISTRICT 502
MANAGEMENT’S DISCUSSION AND ANALYSIS JUNE 30, 2014 AND 2013 (UNAUDITED)

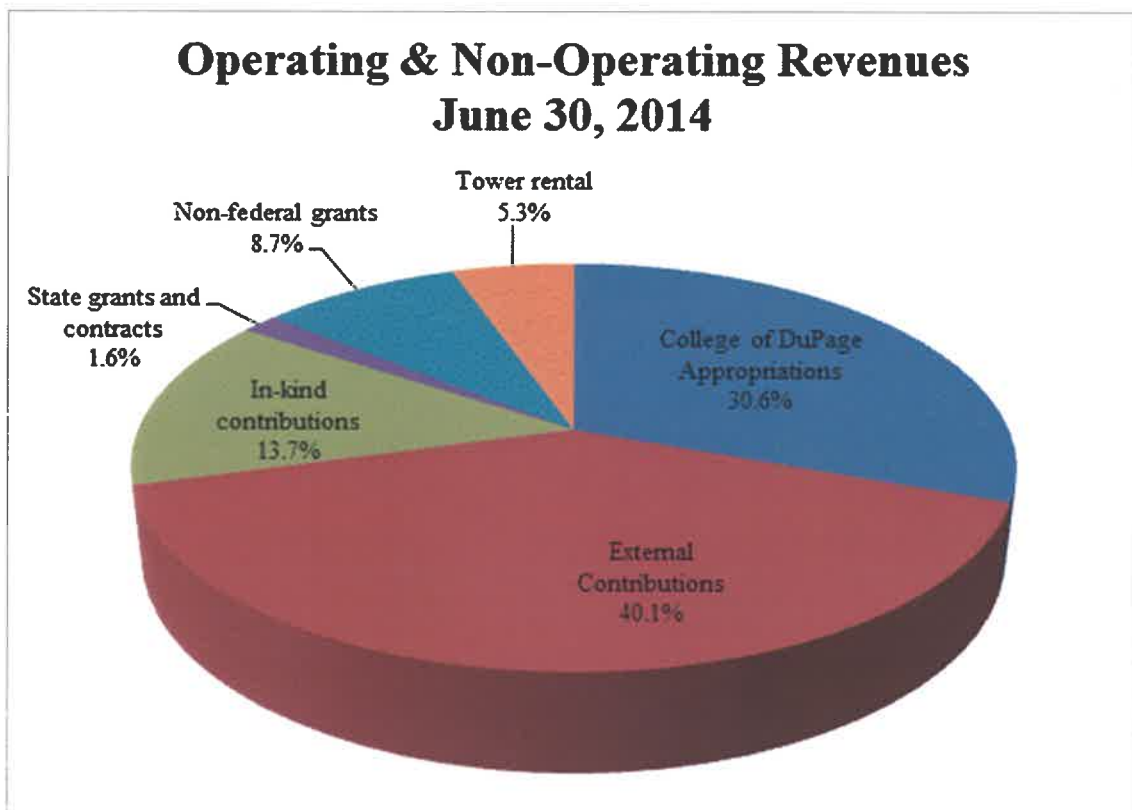
Revenues:

Fiscal Year 2014 Compared to 2013

The Radio Station’s operating revenue, antenna rentals from cell phone providers, was \$99,617 for FY2014. The rental income received in FY2014 was \$2,063 less than FY2013 primarily due to one less tenant throughout FY2014, offset by a 3% increase in rental fees.

Non-operating revenues totaled \$1,766,983; a decrease of \$214,459 from FY2013. The general appropriation from College of DuPage, which represents expenses for labor and other items that are funded with College resources, decreased \$130,955 due to a decrease in salary and benefits in FY2014 as a result of job vacancies at the Radio Station. Revenue from contributions, which is comprised of donations received from individual donors and underwriting revenues, decreased \$21,099 from the previous year. Donations from individuals increased \$22,251 from the previous year; however, underwriting revenues decreased \$41,858 from the previous year. The in-kind contributions, which are the College's indirect costs attributable to the Radio Station's operations, decreased \$59,646 from the previous year as a result of a decrease in salary and benefits in FY2014. The state grants from Illinois Art Council and nongovernmental grants from Corporate for Public Broadcasting decreased from prior year by \$2,645 and \$114, respectively, due to lower grant awards in FY2014.

The following is a graphic illustration of operating and non-operating revenues by source.



WDCB-FM RADIO STATION
 COLLEGE OF DUPAGE – COMMUNITY COLLEGE DISTRICT 502
 MANAGEMENT’S DISCUSSION AND ANALYSIS JUNE 30, 2014 AND 2013 (UNAUDITED)

Fiscal Year 2013 Compared to 2012

The Radio Station’s operating revenue was \$101,680 for FY2013. The rental income received in FY2013 was \$7,110 less than FY2012 due to the loss of one of the companies that rented tower space from the Radio Station.

Non-operating revenues totaled \$1,981,442; an increase of \$47,145 from FY2012. The two largest non-operating revenue sources are general appropriation from College of DuPage and contributions from donors, comprising 74% of the total non-operating revenues. The general appropriation from the College of DuPage increased by \$16,574 from prior year to \$701,603, this increase is due to increased salaries and benefits expenses of \$12,644 and staff services expenses of \$3,055 in FY2013. The contributions revenue increased by \$65,112 due to more donations and underwriting revenues of \$75,413 and \$25,841, respectively, offset by a \$32,040 decrease of special events revenue. The in-kind contribution increased by \$6,159 due to an increase in total Radio Station salaries paid by College of DuPage. The state grants from Illinois Art Council and nongovernmental grants from Corporate for Public Broadcasting decreased from prior year by \$16,659 and \$24,041, respectively, due to lower grant awards in FY2013.

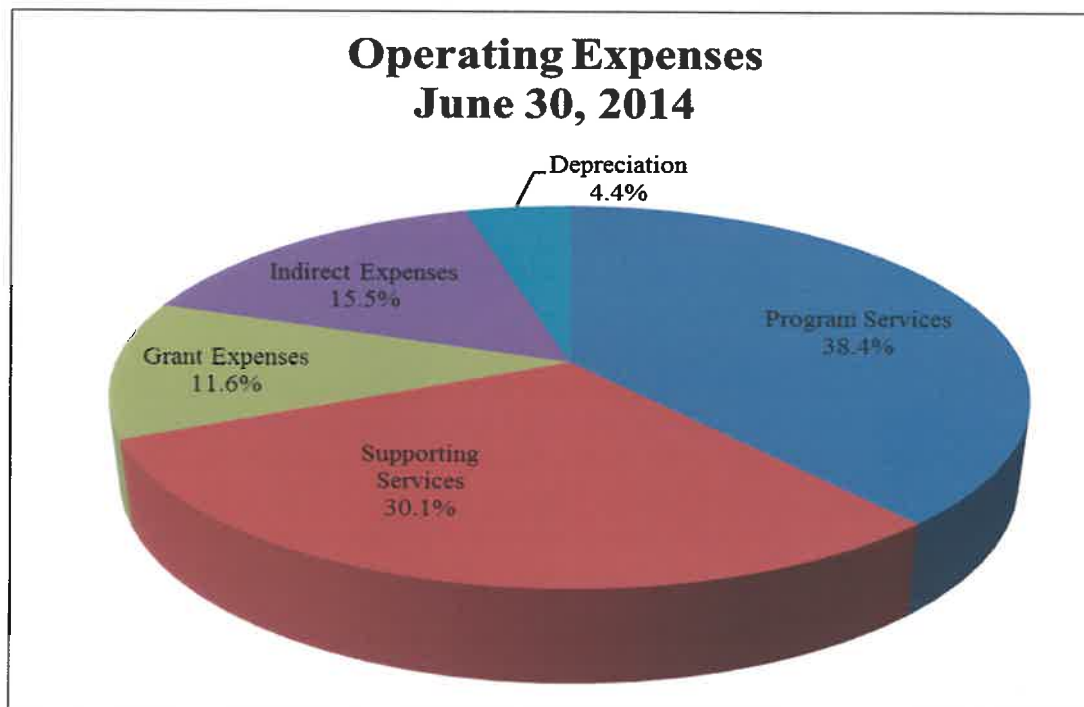
Operating Expenses:

FY2014 Operating expenses totaled \$1,658,706 as summarized below.

	2014	2013	Increase (Decrease) 2014 - 2013	2012	Increase (Decrease) 2013 - 2012
Operating Expenses					
Public services					
Program services	\$ 637,413	\$ 659,381	\$ (21,968)	\$ 574,740	\$ 84,641
Supporting services	499,194	730,442	(231,248)	683,277	47,165
Grant expenses	192,396	195,155	(2,759)	235,855	(40,700)
Indirect expenses	256,446	316,092	(59,646)	309,933	6,159
Depreciation	73,257	11,421	61,836	12,410	(989)
Total	<u>\$ 1,658,706</u>	<u>\$ 1,912,491</u>	<u>\$ (253,785)</u>	<u>\$ 1,816,215</u>	<u>\$ 96,276</u>

Program services and supporting services expenses comprise approximately 69% of the total operating expenses. Program service expenses are those expenses related to the programming, production, broadcasting, engineering and promotion functions of the Radio Station. Supporting service expenses are those expenses related to management, fundraising, membership solicitation and underwriting activities by the Radio Station. Grant expenses are all expenses funded by grants, including program and support expenses.

The following is a graphic illustration of operating expenses.



Fiscal Year 2014 Compared to 2013

Operating expenses decreased \$253,785 from FY2013 as a result of lower labor costs, contractual services, supplies and other expense. Labor costs (salaries and benefits) decreased \$138,496 as a result of vacancies at the Radio Station. Contractual services decreased \$65,657 due to less spending on tower repairs and not having expenses in FY2014 for a consultant hired in the previous fiscal year. Radio Station material and supply expense decreased \$27,858 as a result of less spending. Indirect expenses decreased from FY2013 due to a lower allocation of College expenses as Radio Station labor expense decreased as a percentage of total College labor expense. Depreciation expense increased \$61,836 as a result of \$1.2 million in capital assets put into service at the end of FY2013; the new assets were depreciated over a full fiscal year in FY2014.

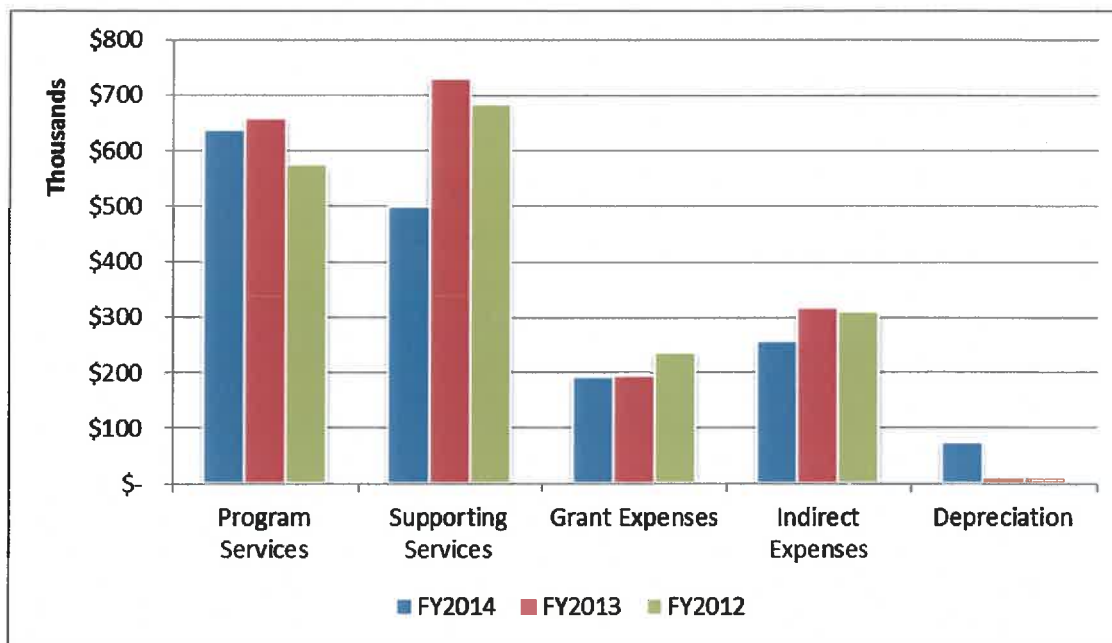
Fiscal Year 2013 Compared to 2012

Operating expenses for FY2013 increased \$96,276, or 5% from FY2012. The increases are from annual salary increases, more spending on contractual services, and capital expenditures. Salaries increased \$17,916 or 2% as a result of the annual employee salary increase. The increase in contractual services is due to extensive repair and maintenance required for the Radio Station's tower antenna throughout the year. The Radio Station also hired a consultant to analyze the Radio Station's operational strategy in an effort to increase individual donation and underwriting revenues resulting higher contractual services expenses. The Radio Station purchased equipment for \$37,611, of which, \$21,904 met the College's capitalization threshold

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE – COMMUNITY COLLEGE DISTRICT 502
MANAGEMENT’S DISCUSSION AND ANALYSIS JUNE 30, 2014 AND 2013 (UNAUDITED)

and were capitalized and the remaining \$15,707 was expensed. Indirect expenses slightly increased from FY2012 due to annual employee salary increases.

Comparison of Operating Expenses Fiscal Years 2014, 2013 and 2012



Net Position:

Fiscal Year 2014 Compared to 2013

The Radio Station’s net position increased \$207,894; from \$2,689,383 as of June 30, 2013 to \$2,897,277 as of June 30, 2014. Despite the decrease in total revenues from the previous year, the Radio Station was able to reduce its expenses and generate a profit of \$207,894 for FY2014.

Analysis of Net Position - Fiscal Years 2014, 2013, and 2012

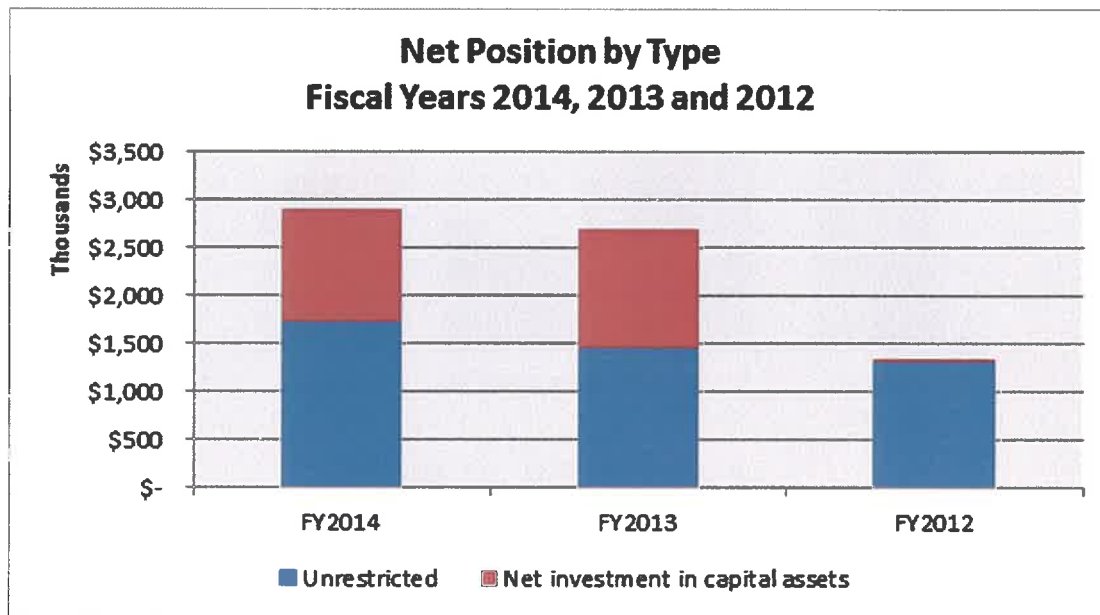
	2014	2013	Increase (Decrease) 2014 - 2013	2012	Increase (Decrease) 2013 - 2012
Net Position					
Net invested in capital assets	\$ 1,164,342	\$ 1,225,747	\$ (61,405)	\$ 4,888	\$ 1,220,859
Unrestricted	1,732,935	1,463,636	269,299	1,303,488	160,148
Total	\$ 2,897,277	\$ 2,689,383	\$ 207,894	\$ 1,308,376	\$ 1,381,007

WDCB-FM RADIO STATION
 COLLEGE OF DUPAGE – COMMUNITY COLLEGE DISTRICT 502
 MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2014 AND 2013 (UNAUDITED)

Fiscal Year 2013 Compared to 2012

Net Position increased by \$1,381,007 from FY2012 due to an increase in non-operating revenues and capital contributions from the College. The net position at the end of FY2013 was \$2,689,383.

A graphic depiction of net position follows.



Net Capital Assets:

Capital Assets decreased by \$61,405 due depreciation of capital assets.

Capital Assets					
	2014	2013	Increase (Decrease) 2014 - 2013	2012	Increase (Decrease) 2013 - 2012
Capital assets					
Building Improvement	\$ 1,155,725	\$ 1,155,725	\$ -	\$ -	\$ 1,155,725
Equipment	633,886	622,034	11,852	545,479	76,555
Subtotal	1,789,611	1,777,759	11,852	545,479	1,232,280
Accum. Depr.	(625,269)	(552,012)	(73,257)	(540,591)	(11,421)
Capital assets, net	<u>\$ 1,164,342</u>	<u>\$ 1,225,747</u>	<u>\$ (61,405)</u>	<u>\$ 4,888</u>	<u>\$ 1,220,859</u>

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE – COMMUNITY COLLEGE DISTRICT 502
MANAGEMENT’S DISCUSSION AND ANALYSIS JUNE 30, 2014 AND 2013 (UNAUDITED)

Fiscal Year 2014 Compared to 2013

As of June 30, 2014, the Radio Station had \$1,789,611 invested in capital assets net of \$625,269 in accumulated depreciation resulting in net capital assets of \$1,164,342. During FY2014 the Radio Station purchased capital equipment totaling \$11,852. Accumulated depreciation increased \$73,257 from the previous year due to the new facility and equipment that was placed into service in FY2013. FY2014 was the first full year of depreciation on the new assets.

Fiscal Year 2013 Compared to 2012

As of June 30, 2013, the Radio Station had \$1,777,759 invested in capital assets less \$552,012 in accumulated depreciation resulting in net capital assets of \$1,225,747. As part of the College’s ongoing capital construction and renovation projects, a new facility was constructed to broadcast its programs from within the College’s Student Resource Center. The cost of the new facility and the equipment purchased totaled \$1,210,376, and was recorded as capital contributions from the College. In FY2013, the Radio Station also purchased \$21,904 in capital equipment in FY2013.

Contacting Financial Management

This financial report is designed to provide our customers with a general overview of the Radio Station’s finances and to show the Radio Station’s accountability for the revenue it receives.

If you have questions about this report or need additional information, contact Lynn Sapyta, Assistant Vice President Financial Affairs and Controller, at 425 Fawell Blvd., Glen Ellyn, IL 60137-6599, (630) 942-2219.

BASIC FINANCIAL STATEMENTS

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY DISTRICT NUMBER 502

STATEMENTS OF NET POSITION

June 30, 2014 and 2013

	2014	2013
ASSETS		
Current assets		
Cash and cash equivalents	\$ 1,673,793	\$ 1,462,658
Grant revenue receivable	-	14,366
Other receivables	134,246	108,333
Total current assets	1,808,039	1,585,357
Non-current assets		
Capital assets being depreciated	1,789,611	1,777,759
Less accumulated depreciation	(625,269)	(552,012)
Net capital assets	1,164,342	1,225,747
Total assets	2,972,381	2,811,104
LIABILITIES		
Current liabilities		
Accounts payable	54	-
Accrued salaries and payroll	22,786	21,102
Compensated absences	50,713	99,690
Total current liabilities	73,553	120,792
Long-term liabilities		
Compensated absences	1,551	929
Total liabilities	75,104	121,721
NET POSITION		
Net investment in capital assets	1,164,342	1,225,747
Unrestricted	1,732,935	1,463,636
Total net position	\$ 2,897,277	\$ 2,689,383

See accompanying notes to financial statements.

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY DISTRICT NUMBER 502

STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION

For the Years Ended June 30, 2014 and 2013

	<u>2014</u>	<u>2013</u>
REVENUES		
Operating revenues		
Tower rental	\$ 99,617	\$ 101,680
EXPENSES		
Operating expenses		
Public services		
Program services	637,413	659,381
Supporting services	499,194	730,442
Grant expenses	192,396	195,155
Indirect expenses	256,446	316,092
Depreciation	73,257	11,421
Total operating expenses	<u>1,658,706</u>	<u>1,912,491</u>
Total operating income (loss)	<u>(1,559,089)</u>	<u>(1,810,811)</u>
NON-OPERATING REVENUES		
General appropriation from College of DuPage	570,648	701,603
Contributions from donors and other revenue	747,493	768,592
In-kind contributions	256,446	316,092
State grants and contracts	29,475	32,120
Nongovernmental grants and contracts	162,921	163,035
Total non-operating revenues	<u>1,766,983</u>	<u>1,981,442</u>
Increase in net position before capital contributions	207,894	170,631
Capital contributions	<u>-</u>	<u>1,210,376</u>
Increase in net position	<u>207,894</u>	<u>1,381,007</u>
Net position at beginning of year	<u>2,689,383</u>	<u>1,308,376</u>
Net position at end of year	<u>\$ 2,897,277</u>	<u>\$ 2,689,383</u>

See accompanying notes to financial statements.

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY DISTRICT NUMBER 502

STATEMENTS OF CASH FLOWS

For the Years Ended June 30, 2014 and 2013

	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES		
Sales and Services	\$ 99,617	\$ 100,268
Payments to suppliers	(206,743)	(312,073)
Payments to employees	(562,583)	(573,658)
Net cash from operating activities	(669,709)	(785,463)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
Contributions	685,934	738,988
Grants	206,762	194,785
Net cash from noncapital financing activities	892,696	933,773
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES		
Purchases of capital assets	(11,852)	(21,904)
Net increase in cash and cash equivalents	211,135	126,406
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	1,462,658	1,336,252
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ 1,673,793	\$ 1,462,658
RECONCILIATION OF NET OPERATING REVENUES (EXPENSES) TO NET CASH FROM OPERATING ACTIVITIES		
Operating (loss)	\$ (1,559,089)	\$ (1,810,811)
Adjustments to reconcile net operating income (loss) to net cash from operating activities		
Depreciation	73,257	11,421
General appropriations and administrative support from College of DuPage	570,648	701,603
In-kind contributions	256,446	316,092
Changes in assets and liabilities		
Other receivables	35,646	8,244
Accounts payable	54	(2,795)
Accrued salaries	1,684	787
Accrued compensated absences	(48,355)	(10,004)
NET CASH FROM OPERATING ACTIVITIES	\$ (669,709)	\$ (785,463)
SCHEDULE OF NONCASH TRANSACTIONS		
Administrative support from College of DuPage	\$ 570,648	\$ 701,603
Capital assets from College of DuPage	-	1,210,376

See accompanying notes to financial statements.

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NUMBER 502
NOTES TO FINANCIAL STATEMENTS
June 30, 2014 and 2013

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting and reporting policies of WDCB-FM Radio Station, College of DuPage - Community College District Number 502 (the Radio Station) conform to accounting principles generally accepted in the United States of America (GAAP) applicable to government units and Illinois community colleges. The Radio Station's reports are based on all applicable Governmental Accounting Standards Board (GASB) pronouncements. The following is a summary of the more significant accounting policies.

A. Reporting Entity

The Radio Station is operated by and is a part of the College of DuPage - Community College District Number 502 (the College). The financial statements presented are only for the Radio Station and are not intended to present the financial position, results of operations, and cash flows of the College.

B. Measurement Focus, Basis of Accounting, and Financial Statement Presentation

For financial reporting purposes, the College is considered a special-purpose government engaged only in business-type activities. Accordingly, the Radio Station's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred. All significant intra-agency transactions have been eliminated.

Non-exchange transactions, in which the Radio Station receives value without directly giving equal value in return, include: federal, state, and local grants; College appropriations; and other contributions. Revenue from grants, state appropriations, and other contributions is recognized in the year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are required to be used or the fiscal year when use is first permitted, matching requirements, in which the College must provide local resources to be used for a specific purpose, and expenditure requirements, in which the resources are provided to the College on a reimbursement basis.

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NUMBER 502
NOTES TO FINANCIAL STATEMENTS (Continued)
June 30, 2014 and 2013

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

C. Capital Assets

Capital assets include property, plant, and equipment. Capital assets are defined by the College as assets with an initial unit cost of \$2,500 or more and an estimated useful life of at least one year. Such assets are recorded at historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair value at the date of donation. Costs of normal maintenance and repairs that do not add to the value of the assets or materially extend their useful lives are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed.

Property, plant, and equipment of the Radio Station are depreciated using the straight-line method over the following useful lives (see Note 3 for further detail):

Assets	Capitalization Threshold	Years
Buildings	\$ 500,000	50
Building improvements	500,000	20
Temporary buildings	100,000	20
Transmitter, antenna, and tower	2,500	6
Studio and broadcast equipment	2,500	4
Furniture and fixtures	2,500	4

D. Cash and Cash Equivalents

Cash includes deposits held at financial institutions and small amounts maintained for change and petty cash funds. Cash equivalents are defined as highly liquid investments readily converted to cash with original maturities of three months or less. Cash Equivalents include amounts held in overnight Repurchase Agreements, Illinois Funds, Illinois School District Liquid Asset Fund Money Market, Illinois Institutional Investors Trust, and amounts held in banks as Trust Assets.

E. Investments

In accordance with GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*, nonnegotiable certificates of deposit and investments with a maturity of less than one year at date of purchase are stated at amortized cost, which approximates fair value. All other investments are stated at fair value.

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NUMBER 502
NOTES TO FINANCIAL STATEMENTS (Continued)
June 30, 2014 and 2013

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

F. Unearned Grant Revenue

Grant revenues related to the period after June 30, 2014 and 2013, or for which all eligibility requirements have not been met, will be recognized as revenue in the subsequent fiscal year when eligibility requirements have been fulfilled.

G. Net Position

The Radio Station's net position is classified as follows:

Net investment in capital assets - this represents the Radio Station's total investment in capital assets, net of accumulated depreciation and any liabilities issued to acquire the capital assets.

Unrestricted net position - This includes resources from fees, College appropriations, sales and services of educational departments, and auxiliary enterprises. These resources are used for transactions relating to the educational and general operations of the Radio Station and may be used at the discretion of the Board of Trustees to meet current expenses for any purpose.

H. Classification of Revenues and Expenses

Operating revenue includes activities that have the characteristics of exchange transactions, such as sales and services of auxiliary enterprises. Non-operating revenue includes activities that have the characteristics of non-exchange transactions, such as (1) college appropriations, (2) most federal, state, and local grants and contracts and federal appropriations, and (3) gifts and contributions. Operating expenses are those expenses directly attributable to the operations of the Radio Station.

I. Compensated Absences

The Radio Station records a liability for employees' vacation leave earned, but not taken. Employees are allowed to carry over a limited number of vacation days from year-to-year. In FY2014 the College revised its vacation policy to limit the amount of unused vacation time that employees could carry over to the next fiscal year. As a result of the policy change, the liability for compensated absences is lower than FY2013. The Radio Station has no commitment for accumulated sick leave and no liability is recorded. Employees who retire are given credit for unused sick leave towards years of service in the State Universities Retirement System pension plan. See Note 4 for further detail.

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NUMBER 502
NOTES TO FINANCIAL STATEMENTS (Continued)
June 30, 2014 and 2013

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

J. Use of Estimates

In order to prepare these financial statements in conformity with GAAP, management has made a number of estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses and gains and losses during the reporting period. Actual results could differ from those estimates.

2. CASH DEPOSITS AND INVESTMENTS

The Radio Station's cash deposits and investments are pooled together with the College's cash deposits and investments. The information presented in this note is from the College's Comprehensive Annual Financial Reports for the fiscal years ended June 30, 2014 and 2013.

The Illinois Public Community College Act and the Investment of the Public Funds Act authorize the College to invest in obligations issued by the United States Government, investments constituting direct obligations of any bank, short-term commercial paper of U.S. corporations with assets exceeding \$500 million, short-term obligations issued by the Federal National Mortgage Association, shares or other securities issued by savings and loan associations, share accounts of credit unions chartered in the United States with their principal office located in Illinois and securities issued by the Illinois Funds.

The College of DuPage Board of Trustees has adopted an investment policy (Policy 10-55) which provides further restrictions on the investment of College funds. It is the policy of the College to invest its funds in a manner which will provide the highest investment return with the maximum security while meeting the daily cash flow demands of the College and conforming to all state and local statutes governing the investment of public funds, using the "prudent person" standard for managing the overall portfolio. The primary objectives of the policy, in order of priority are: safety (preservation of capital and protection of investment principal), liquidity and return.

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NUMBER 502
NOTES TO FINANCIAL STATEMENTS (Continued)
June 30, 2014 and 2013

2. CASH DEPOSITS AND INVESTMENTS (Continued)

The investments which the College may purchase are limited by Illinois law to the following: (one) securities which are fully guaranteed by the U.S. Government as to principal and interest; (two) certain U.S. Government Agency securities; (three) certificates of deposit or time deposits of banks and savings and loan associations which are insured by a Federal corporation; (four) certain short-term obligations of corporations (commercial paper) rated in the highest classifications by at least two of the major rating services; (five) fully collateralized repurchase agreements; (six) the State Treasurer's Illinois and Prime Funds and (seven) money market accounts and certain other instruments.

Illinois Funds is an investment pool managed by the State of Illinois, Office of the Treasurer, which allows governments within the State to pool their funds for investment purposes. Illinois Funds is not registered with the SEC as an investment company, but does operate in a manner consistent with Rule 2a-7 of the Investment Company Act of 1940. Investments in Illinois Funds are valued at Illinois Funds' share price, which is the price for which the investment could be sold. These investments are not required to be categorized based on custodial risk in accordance with GASB Statement No. 40 because they are not securities. The relationship between the College and the Illinois Funds is a direct contractual relationship and the investments are not supported by a transferable instrument that evidences ownership. For the College's reporting purposes, Illinois Funds are considered cash equivalents.

A. Deposits with Financial Institutions

Cash: The College's investment policy does not allow uninsured or uncollateralized deposits at any financial institution. Funds may be deposited in certificates of deposit, money market accounts, time deposits, or savings accounts, and only with banks, savings banks and savings and loan associations which are insured by the FDIC (Bank Insurance Fund or Savings Association Insurance Fund) or the National Credit Union Share Insurance Fund (NCUSIF). The deposits must be collateralized or insured at levels acceptable to the College in excess of the current maximum limit provided by the FDIC. At June 30, 2014 and 2013, the College had no bank balances on deposit which were uninsured and uncollateralized out of total bank balances on deposit of \$86,918,524, and \$137,529,096, respectively. As of June 30, 2014 and 2013 the carrying value of cash on hand was \$86,034,623 and \$137,288,925, respectively.

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NUMBER 502
NOTES TO FINANCIAL STATEMENTS (Continued)
June 30, 2014 and 2013

2. CASH DEPOSITS AND INVESTMENTS (Continued)

B. Investments

The following table presents the investment in debt securities of the College by type of investment.

June 30, 2014	Total	Duration Less	Duration
Investment	Fair Value	Than 1 Year	1 to 5 Years
Time Deposits	\$ 1,328,753	\$ 1,328,753	\$ -
Mutual Funds	117,949,622	117,949,622	-
U.S. Treasury Bond / Notes	15,860,537	2,239,776	13,620,761
Commercial Paper	1,948,686	1,948,686	-
Federal Agency Bond / Notes	37,332,354	1,177,493	36,154,861
Municipal Bond	1,228,452	-	1,228,452
	<u>\$ 175,648,404</u>	<u>\$ 124,644,330</u>	<u>\$ 51,004,074</u>
 June 30, 2013	 Total	 Duration Less	 Duration
Investment	Fair Value	Than 1 Year	1 to 5 Years
Time Deposits	\$ 780,648	\$ 780,648	\$ -
Mutual Funds	81,804,433	81,804,433	-
U.S. Treasury Bond / Notes	13,179,720	4,797,910	8,381,810
Commercial Paper	2,596,420	2,596,420	-
Corporate Bond	2,905,165	2,905,165	-
Federal Agency Bond / Notes	54,726,349	9,532,954	45,193,395
Municipal Bond	1,397,930	815,913	582,017
	<u>\$ 157,390,665</u>	<u>\$ 103,233,443</u>	<u>\$ 54,157,222</u>

Credit Risk: The College limits its exposure to credit risk, the risk that the issuer of a debt security will not pay its par value upon maturity, by primarily investing in obligations guaranteed by the U.S. government or securities issued by agencies of the U.S. government, limiting its investments in commercial paper to no more than 20 percent of the overall portfolio and limiting investments in mutual funds to the ten highest classifications established by a recognized rating service with no more than 5 percent of the portfolio invested in this fashion. At June 30, 2014, the College had 67 percent of its overall investment portfolio invested in mutual funds, 17 percent of its overall investment portfolio invested in Federal National Mortgage Association, and 9 percent of its overall investment portfolio invested U.S. Treasury Bond/Notes. At June 30, 2013, the College 52 percent of its overall investment portfolio invested mutual funds, 23 percent of its overall investment portfolio invested in Federal National Mortgage Association, 8 percent of its overall investment portfolio invested in U.S. Treasury Bond/Notes, and 5 percent of its overall investment portfolio invested in Federal Home Loan Mortgage Corporation.

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NUMBER 502
NOTES TO FINANCIAL STATEMENTS (Continued)
June 30, 2014 and 2013

2. CASH DEPOSITS AND INVESTMENTS (Continued)

Custodial Credit Risk: Custodial credit risk is the risk that, in the event of the failure of the counterparty to the investment, the College will not be able to recover the value of its investments that are in the possession of an outside party. To limit its exposure, the College's investment policy requires all security transactions that are exposed to custodial credit risk to be processed on a delivery versus payment (DVP) basis with the underlying investments held by a third party acting as the College's agent separate from where the investment was purchased. Additionally, financial institutions must collateralize all deposits in excess of the maximum limit provided by the FDIC to 102 percent of market value. Acceptable collateral includes the following:

- a. Bonds, notes, certificates of indebtedness, treasury bills, or other securities now or hereafter issued, which are guaranteed by the full faith and credit of the United States of America as to principal and interest;
- b. Bonds, notes or other securities constituting the direct and general obligations of any agency or instrumentality of the United States, the interest and principal of which is guaranteed by the United States;
- c. Bonds issued by College of DuPage;
- d. Obligations of United States Government Agencies; and
- e. Certain surety bonds or letters of credit as approved by the Treasurer.

At June 30, 2014 the Federal Agency Bond/Note investments held by the College were all rated AA+/Aaa by Standard and Poors (S&P) and Moody's, respectively. The Commercial Papers were rated A-1 to A-1+ by S&P and P-1 by Moody's. The Municipal Bonds were rated AA to AAA by S&P and Aa3 by Moody's.

At June 30, 2013 the Federal Agency Bond/Note investments held by the College were all rated AA+/Aaa by Standard and Poors (S&P) and Moody's, respectively. The Commercial Papers were rated A-1 to A-1+ by S&P and P-1 by Moody's. The Corporate Bonds were rated A to AA+ by S&P and A1 to Aa3 by Moody's. The Municipal Bonds were rated AA to AAA by S&P and Aa1 to Aaa by Moody's.

At June 30, 2014 and 2013, the College had no investments which were uninsured or uncollateralized, out of total investment balances of \$175,648,404 and \$157,390,665, respectively.

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NUMBER 502
NOTES TO FINANCIAL STATEMENTS (Continued)
June 30, 2014 and 2013

3. CAPITAL ASSETS

A summary of changes in capital assets for the year ended June 30, 2014 is as follows:

	Balance July 1, 2013	Additions	Retirements	Balance June 30, 2014
Capital assets being depreciated				
Building Improvement	\$ 1,155,725	-	\$ -	\$ 1,155,725
Transmitter, antenna, and tower	404,352	-	-	404,352
Studio and broadcast equipment	129,525	11,852	-	141,377
Furniture and fixtures	88,157	-	-	88,157
Total capital assets being depreciated	1,777,759	11,852	-	1,789,611
Less accumulated depreciation				
Building Improvement	4,815	57,786	-	62,601
Transmitter, antenna, and tower	404,353	-	-	404,353
Studio and broadcast equipment	108,579	6,363	-	114,942
Furniture and fixtures	34,265	9,108	-	43,373
Total accumulated depreciation	552,012	73,257	-	625,269
NET CAPITAL ASSETS	\$ 1,225,747	\$ (61,405)	\$ -	\$ 1,164,342

A summary of changes in capital assets for the year ended June 30, 2013 is as follows:

	Balance July 1, 2012	Additions	Retirements	Balance June 30, 2013
Capital assets being depreciated				
Building Improvement	\$ -	1,155,725	\$ -	\$ 1,155,725
Transmitter, antenna, and tower	404,352	-	-	404,352
Studio and broadcast equipment	107,621	21,904	-	129,525
Furniture and fixtures	33,506	54,651	-	88,157
Total capital assets being depreciated	545,479	1,232,280	-	1,777,759
Less accumulated depreciation				
Building Improvement	-	4,815	-	4,815
Transmitter, antenna, and tower	400,694	3,659	-	404,353
Studio and broadcast equipment	106,391	2,188	-	108,579
Furniture and fixtures	33,506	759	-	34,265
Total accumulated depreciation	540,591	11,421	-	552,012
NET CAPITAL ASSETS	\$ 4,888	\$ 1,220,859	\$ -	\$ 1,225,747

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NUMBER 502
NOTES TO FINANCIAL STATEMENTS (Continued)
June 30, 2014 and 2013

4. COMPENSATED ABSENCES

As of June 30, 2014 and 2013, employees had earned but not taken annual vacation leave which at salary rates then in effect aggregated to \$52,264 and \$100,619, respectively. The Radio Station has accrued these amounts as appropriate. The Radio Station has no commitment for accumulated sick leave and no liability is recorded. Employees who retire are given credit for unused sick leave towards years of service in the State Universities Retirement System. In FY2014 the College revised its vacation policy to limit the amount of unused vacation time that employees could carry over to the next fiscal year. As a result of the policy change, the liability for compensated absences is lower than FY2013. The ending balances as of June 30, 2014, and 2013 are reported in the financial statements as follows:

Fiscal Year	Beginning Balance July 1	Issuances	Retirements	Ending Balance June 30	Current Portion
2014	\$ 100,619	\$ 58,943	\$ 107,298	\$ 52,264	\$ 50,713
2013	110,623	67,633	77,637	100,619	99,690

5. RISK MANAGEMENT

The Radio Station is covered under the College's risk management program. The College is exposed to various risks of loss related to torts, theft of, damage to, or destruction of property, injuries to employees and natural disasters. The College is a member of the Illinois Community College Risk Management Consortium (the "Consortium"). The Consortium is a public entity risk pool operating as a common risk management and insurance program for eleven local community colleges. Each college pays an annual premium to the Consortium as its pro rata share for property and casualty insurance coverage. The Agreement for Formation of the Consortium provides that the Consortium will be self-sustaining through member premiums and will reinsure through commercial companies. The College continues to carry commercial insurance coverage for directors' and officers' liability, and sports accident insurance.

The College participates in the Consortium, which was established in 1981 by several Chicago area community colleges as a means of reducing the cost of general liability insurance. The main purpose of the Consortium is to jointly self-insure certain risks up to an agreed upon retention limit and to obtain excess catastrophic coverage and aggregate stop-loss reinsurance over the selected retention limit. Coverage includes all property, re-insurance (\$20,000,000), and workers' compensation. No settlement has exceeded coverage since establishment of the Consortium. The College joined the consortium in fiscal year 1982. Since the Consortium requests initial payments to cover substantially any losses to be incurred for that policy year, the College anticipates no future liabilities for incurred losses. The policy is annual and renewable on July 1. The College's level of coverage has not changed for the past three years, and the amount of settlements has not exceeded insurance coverage in each of the past three years.

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NUMBER 502
NOTES TO FINANCIAL STATEMENTS (Continued)
June 30, 2014 and 2013

5. RISK MANAGEMENT (Continued)

On January 1, 2012 the College joined the Community College Health Care Consortium which provides employees insurance coverage for medical and prescription drugs. The College pays the Community College Health Care Consortium a monthly premium based on the number of participants and the type of coverage that has been elected. The College maintains self-insurance coverage through a third-party administrator for its dental insurance. The College currently allocates all expenses associated with the employee health plans to each of the College's individual departments. Claims and expenses are reported when incurred and an estimate is made for incurred but not reported claims. The College's level of coverage has not changed for the past three years, and the amount of settlements has not exceeded insurance coverage in each of the past three years.

The College's estimate of liability for claims incurred but not reported for the past three fiscal years is as follows:

Fiscal Year	Claims Payable				Claims Payable	
	Beginning of Year	Claims Incurred	Claims Paid		End of Year	
2014	\$ 1,632,891	\$ 10,397,896	\$ 10,397,896		\$ 1,632,891	
2013	1,632,891	10,562,282	10,562,282		1,632,891	
2012	982,891	10,069,104	9,419,104		1,632,891	

6. LITIGATION

From time to time, the Radio Station is party to various pending claims and legal proceedings. Although the outcome cannot be forecast with certainty, it is the opinion of management and appropriate legal counsel that the likelihood is remote that any such claims or proceedings will have a material adverse effect on the Radio Station's financial position or results of operations.

The Station has filed a complaint with the Federal Communications Commission (FCC) regarding massive interference of WDCB listeners as a result of modifications by translator station Chicago Public Media, Inc. (CPM). The Station is concerned that, should the interference issue not be resolved in a timely manner, listener members who help financially support the Station may decrease thus undermining the financial stability of the Station. The Station is currently awaiting the resolution of the complaint from the FCC.

7. INDIRECT COST

The portion of the College's indirect costs attributable to the Station's operations and the value of space provided for broadcast facilities are included as revenues and expenses, and are computed in accordance with guidelines established by the Corporation for Public Broadcasting. Total space allocated to the Radio Station and administrative support from the College for the years ended June 30, 2014 and 2013 were \$256,446 and \$316,092, respectively.

SUPPLEMENTARY FINANCIAL INFORMATION

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NUMBER 502

SCHEDULE OF FUNCTIONAL EXPENSES

For the Year Ended June 30, 2014

	Programming and Production	Broadcasting	Program Information	Total Program Services	Management and General	Grant Solicitation, Fundraising and Membership Development	Indirect Cost	Depreciation	TOTALS
Salaries, payroll taxes, and employee benefits	\$ 329,826	\$ 143,230	\$ 37,024	\$ 510,080	\$ 289,307	\$ 131,718	\$ -	\$ -	\$ 931,105
Professional services	46,453	46,453	-	92,906	26,545	13,272	-	-	132,723
Travel	-	-	-	-	598	-	-	-	598
Telephone	1,108	555	832	2,495	2,219	833	-	-	5,547
Facilities cost, administrative services	-	-	-	-	-	-	256,446	-	256,446
Supplies and materials	6,396	12,796	1,280	20,472	2,559	2,560	-	-	25,591
Other	-	-	35,259	35,259	-	35,259	-	-	70,518
Depreciation	-	-	-	-	-	-	-	73,257	73,257
TOTAL FUNCTIONAL EXPENSES	\$ 383,783	\$ 203,034	\$ 74,395	\$ 661,212	\$ 321,228	\$ 183,642	\$ 256,446	\$ 73,257	\$ 1,495,785

Note: The above schedule includes all expenses of the WDCB-FM Radio Station except for Corporation for Public Broadcasting grant expenses in the amount of \$162,921

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NUMBER 502

SCHEDULE OF FUNCTIONAL EXPENSES

For the Year Ended June 30, 2013

	Programming and Production	Broadcasting	Program Information	Total Program Services	Management and General	Grant Solicitation, Fundraising and Membership Development	Indirect Cost	Depreciation	TOTALS
Salaries, payroll taxes, and employee benefits	\$ 278,636	\$ 107,371	\$ 52,227	\$ 438,234	\$ 423,652	\$ 211,826	\$ -	\$ -	\$ 1,073,712
Professional services	72,102	72,102	-	144,204	41,201	20,601	-	-	206,006
Travel	-	-	-	-	173	-	-	-	173
Telephone	1,057	529	793	2,379	2,114	793	-	-	5,286
Facilities cost, administrative services	-	-	-	-	-	-	316,092	-	316,092
Supplies and materials	10,399	20,799	2,080	33,278	4,160	4,160	-	-	41,598
Other	22,933	19,791	12,714	55,438	13,508	26,222	-	-	95,168
Depreciation	-	-	-	-	-	-	-	11,421	11,421
TOTAL FUNCTIONAL EXPENSES	\$ 385,127	\$ 220,592	\$ 67,814	\$ 673,533	\$ 484,808	\$ 263,602	\$ 316,092	\$ 11,421	\$ 1,749,456

Note: The above schedule includes all expenses of the WDCB-FM Radio Station except for Corporation for Public Broadcasting grant expenses in the amount of \$163,035

WDCB - FM Radio Station
COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NUMBER 502

Schedule of Nonfederal Financial Support
For the Fiscal Years Ended June 30, 2014 and 2013

	<u>2014</u>	<u>2013</u>
Direct revenue	\$ 1,345,016	\$ 2,710,725
Indirect administrative support	<u>256,446</u>	<u>316,092</u>
Total nonfederal financial support	<u><u>\$ 1,601,462</u></u>	<u><u>\$ 3,026,817</u></u>

See accompanying notes to schedule of nonfederal financial support.

WDCB-FM RADIO STATION
COLLEGE OF DUPAGE
COMMUNITY COLLEGE DISTRICT NUMBER 502

NOTES TO SCHEDULE OF NONFEDERAL FINANCIAL SUPPORT

June 30, 2014 and 2013

1. SCHEDULE OF NONFEDERAL FINANCIAL SUPPORT

The Communications Act of 1934, as amended, defines nonfederal financial support as the total value of cash and the fair market value of property and services received as either a contribution or a payment and meeting all of the respective criteria for each as described in the Corporation for Public Broadcasting's Fiscal Year 2014 Annual Financial Report Handbook of Instructions. Direct revenue consists of expenses incurred or absorbed by the licensee specifically for the operation of the Radio Station. Indirect administrative support is that portion of the licensee's indirect costs attributable to the Radio Station's operations. This support can only be claimed by institutional stations and must be reported in the Radio Station's audited financial statements.

2. CAPITAL CONTRIBUTIONS

In FY2013, the Radio Station received capital contributions from the College of DuPage. As part of the College's ongoing capital construction and renovation projects, a new facility was constructed to broadcast its programs from within the College's Student Resource Center. The cost of the new facility and the equipment purchased totaled \$1,210,376, and was recorded as capital contributions from the College. This was a one-time event and the revenue meets the nonfederal financial support criteria; thus it is part of the FY2013 nonfederal financial support. No capital contributions was reported in FY2014.

**Independent Auditor's Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial
Statements Performed in Accordance With Government Auditing Standards**

The Board of Trustees WDCB-FM Radio Station
College of DuPage
Community College District 502
Glen Ellyn, Illinois

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the WDCB-FM Radio Station, College of DuPage - Community College District 502 as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the WDCB-FM Radio Station, College of DuPage - Community College District 502's financial statements, and have issued our report thereon dated December 8, 2014. The financial statements present only the WDCB-FM Radio Station and do not purport to, and do not, present fairly the financial position of the College of DuPage - Community College District Number 502 as of June 30, 2014 and the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the WDCB-FM Radio Station, College of DuPage - Community College District 502's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the WDCB-FM Radio Station, College of DuPage - Community College District 502's internal control. Accordingly, we do not express an opinion on the effectiveness of the WDCB-FM Radio Station, College of DuPage - Community College District 502's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the WDCB-FM Radio Station, College of DuPage - Community College District 502's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

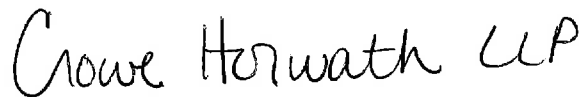
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the WDCB-FM Radio Station, College of DuPage - Community College District 502's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of the financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the WDCB-FM Radio Station, College of DuPage - Community College District 502's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the the WDCB-FM Radio Station, College of DuPage - Community College District 502's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Crowe Horwath LLP". The signature is written in a cursive, flowing style.

Crowe Horwath LLP

Oak Brook, Illinois
December 8, 2014

**COLLEGE OF DuPAGE
REGULAR BOARD MEETING**

NEW BUSINESS APPROVAL

1. **SUBJECT**

Approval for a Hearing Instrument Dispensary Certificate Program.

2. **REASON FOR CONSIDERATION**

Board approval is required for new degree and certificate programs.

3. **BACKGROUND INFORMATION**

The Hearing Instrument Dispensary Program certificate will prepare students for a career as a hearing healthcare provider and hearing instrument specialist. This program will train graduates for the occupations of: Hearing Aid Specialists, Hearing Instrument Specialists and Hearing Aid Dispensers. The Hearing Instrument Dispensary program is designed for graduates of an Associate's Degree with specific course work in audiology and the hearing sciences.

College of DuPage would be the only institution in Illinois to offer a traditional post-secondary program, including clinical learning experiences, that provides knowledge and training for an entry level position in the hearing healthcare profession.


4. **RECOMMENDATION**

That the Board of Trustees approves a 22 credit hour Hearing Instrument Dispensary Certificate.

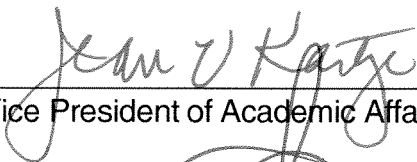
SIGNATURE PAGE FOR APPROVAL FOR A HEARING INSTRUMENT DISPENSARY
CERTIFICATE PROGRAM

ITEM(S) ON REQUEST

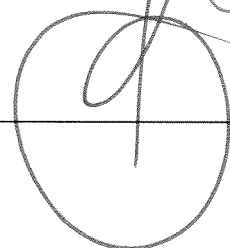
That the Board of Trustees approves a 22 credit hour Hearing Instrument Dispensary Certificate.



Dean, Health Sciences
Date 12/1/2014



Vice President of Academic Affairs
Date 12/1/14



President
Date 12/2/14

November 24, 2014

To: Jean Kartje, Ph.D.
Vice President of Academic Affairs

From: 
Tom Cameron, Dean
Health and Sciences Division

Re: Board of Trustee Approval on
New Certificate – **Hearing Instrument Dispensary Program**

I am in support of and am requesting Board of Trustee approval on the following new certificate within the Health and Sciences Division:

Hearing Instrument Dispensary Program

The Hearing Instrument Dispensary Program certificate will provide students with the knowledge necessary for an entry-level position as a hearing healthcare provider and hearing instrument specialist. This program will prepare hearing healthcare providers to administer and interpret hearing tests, select and fit hearing aids, adjust physical and electroacoustic parameters of hearing instruments, and recommend assistive listening devices. Hearing instrument specialists work together with audiologists in medical settings, private practice, clinics, and retail venues in order to meet the needs of the Hard of Hearing community. The Hearing Instrument Dispensary Program certificate is designed to provide students with the didactic instruction and clinical practice in anatomy and physiology of the auditory mechanism, acoustics and hearing sciences, clinical audiometry, aural rehabilitation, professional ethics, and hearing instrumentation. Graduates of this certificate program are eligible to take their written and practical Illinois Department of Public Health Hearing Instrument Dispenser Licensing Written and Practical Exams

Form 20 is attached; and all required forms (for division and college curriculum committees) have been completed by the faculty and have been forwarded on to Betty Willig, Coordinator of College Curriculum. This certificate will be processed through the Illinois Community College Board once C.O.D.'s Board has approved it.

Please place the Hearing Aid Dispensary Program certificate for approval on the December 18, 2014 Board of Trustees' agenda.

Please contact me if you have any questions.

cc: B. Willig, Curriculum
encl: Form 20 – Hearing Aid Dispensary Program certificate

Form 20
(September 2013)

Illinois Community College Board

Application for Permanent Approval Career & Technical Education Curriculum

Submit TWO Complete Copies

COLLEGE NAME:	College of DuPage	5-DIGIT COLLEGE NUMBER:	502-01
CONTACT PERSON:	Tom Cameron	PHONE:	(630) 942-2291
EMAIL:	Cameron@cod.edu	FAX:	(630) 942-2759

CURRICULUM INFORMATION

AAS TITLE:		CREDIT HOURS:		CIP CODE:	
AAS TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:	HIDP 4722 Hearing Instrument Dispensary Prog	CREDIT HOURS:	22	CIP CODE:	51.0202
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	

PROPOSED CLASSIFICATION:	District	<input checked="" type="checkbox"/>	Regional	<input type="checkbox"/>	Statewide	<input type="checkbox"/>
PROPOSED IMPLEMENTATION DATE:	Fall 2015					

SUBMISSION INCLUDES:	
<input checked="" type="checkbox"/>	Part A: Feasibility, Curriculum Quality and Cost Analysis
<input checked="" type="checkbox"/>	Part B: Supportive Documentation and Data

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

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

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

FEASIBILITY

1. Labor Market Need.

a. Program purpose:

The Hearing Instrument Dispensary Program certificate will prepare students for a career as a hearing healthcare provider and hearing instrument specialist. This program will prepare hearing healthcare providers to administer and interpret hearing tests, select and fit hearing aids, adjust physical and electroacoustic parameters of hearing instruments, and recommend assistive listening devices. Hearing instrument specialists work together with audiologists in medical settings, private practice, clinics, and retail venue in order to meet the needs of the Hard of Hearing community. The Hearing Instrument Dispensary Program certificate is designed to provide students with the didactic instruction and clinical practice in anatomy and physiology of the auditory mechanism, acoustics and hearing sciences, clinical audiometry, aural rehabilitation, professional ethics, and hearing instrumentation. This program will help prepare students for the Illinois Department of Public Health Hearing Instrument Dispenser Licensing Written and Practical Exams.

b. Target population.

This certificate targets students that have previously earned a minimum of an Associate's Degree and wish to work as part of the hearing healthcare team as a Hearing Instrument Specialist/Dispenser.

c. Related occupations.

The Hearing Instrument Dispensary Program certificate will train graduates for the occupation of: hearing aid specialist, hearing instrument specialist, and hearing aid dispenser. To qualify for employment as a Hearing Instrument Dispenser per Illinois Department of Public Health guidelines, the candidate must possess a minimum of an Associate's Degree, have completed specific course work within audiology and the hearing sciences, and have passed both the Illinois Department of Public Health Hearing Instrument Dispenser Licensing Written and Practical Exams.

d. Supply-Demand Information.

The United States Bureau of Labor Statistics Occupational Outlook Handbook has predicted that employment in this profession will increase 25% (much faster than average) from 2012-2022.

Career One Stop identified that national growth of Hearing Aid Specialists will yield approximately 1300 jobs between 2012-2022; suggesting the same growth of 25%.

(See appendix A)

e. Alternate Documentation.

Nationally, job placement opportunities for this profession are excellent. This entry level profession lacks a source of formally educated and trained professionals in the field of hearing instrument specialists. Currently, there is one distance learning program at the Associate's level in Illinois in which students must provide their own clinical learning experience. The College of DuPage Hearing Instrument Dispensary Program certificate is designed to meet the standard of competency outlined by the Hearing Instrument Consumer Protection Act. The proposed program offers face-to-face classroom instruction at a modern

and progressive academic institution. College of DuPage Health Science programs maintain strong clinical affiliations with healthcare settings across the Chicago metropolitan area. Students accepted into the Hearing Instrument Dispensary program would be placed in a clinical practicum opportunity offering 250 hours of clinical instruction. The continued growth in an ever-increasing aging population suggests an increasing need for hearing health care professionals well into the future.

f. Planning and Collaboration.

1) Educational & Workforce Partnerships.

The College of DuPage has over 60 degrees and/or certificate programs for career education to train or retrain students for entry into vocational fields or to upgrade skills. This program would further enhance COD's mission of meeting the career and technical education/workforce preparation needs within our district by making sure that qualified hearing instrument specialists are readily available to meet the healthcare needs of our residents.

2) Employer Input.

The Speech Language Pathology Assistant Advisory Committee Members indicated support of the proposed program given the ever-increasing aging population and the consequential effect of hearing loss on communication.

See attached Advisory Committee Minutes (Appendix B)

g. Related Offerings:

The Hearing Instrument Dispensary Certificate prepares students to work within the field of communicative disorders as a hearing healthcare provider and is complimentary to the Speech Language Pathology Assistant degree. Resources for the Hearing Instrument Dispensary Program certificate may be shared with students in the Speech Language Pathology Assistant degree (SLPA.AAS), American Sign Language Interpreter degree (ASLI.AAS), American Sign Language Certificate, and the American Sign Language Interpreter Certificate. These same academic resources will be available to the College of DuPage Community at large (students, faculty, and district 502 residents) in the form of hearing screenings, hearing conservation awareness activities, and the possibility of a College of DuPage Hearing Instrument Dispensary.

h. Regional Programs:

The Hearing Instrument Dispensary Program is not seeking regional designation.

2. Need Summary.

This Hearing Instrument Dispensary Certificate targets skill needed to work with a growing Hard of Hearing population. Individuals that have achieved a minimum of an Associate's Degree and have completed prescribed college level coursework within Audiology and Hearing Sciences are eligible to apply for the Hearing Instrument Dispenser License via the Illinois Department of Public Health. Currently, there are no traditionally offered post-secondary programs in Illinois that provide this valued vocational vector and opportunity to enter the hearing healthcare profession at the entry level. College of DuPage is unique as it hosts the 'sister' profession of communicative disorders, Speech Language Pathology Assistant (SLPA. AAS) and already has a robust student population invested in the needs of the communication disorder community. College of DuPage is centrally located to the greater metropolis of Chicago which will yield strong clinical affiliations with local hearing aid manufacturers and hearing aid dispensaries essential for growth of student practical skills.

The continued growth in an ever-increasing aging population suggests an increasing need for hearing health care professionals well into the future. According to the State of Illinois Deaf and Hard of Hearing Commission (idhhc.illinois.gov) statistics documenting the incidence of individuals with hearing loss in Illinois supports the development of the Hearing Instrument Dispensary Program.

Hearing Loss Statistics

	GENERAL POPULATION*	ANY TYPE OF HEARING LOSS (from mild to severe) 16%**	DEAF/SEVERE HEARING LOSS 3%***
UNITED STATES	308,746,000	49,399,360	9,262,380
ILLINOIS	12,831,000	2,052,960	384,930
ILLINOIS 10 LARGEST COUNTIES:			
COOK	5,194,675	831,148	155,840
DUPAGE	916,924	146,708	27,508
LAKE	703,462	112,554	21,104
WILL	677,560	108,410	20,327
KANE	515,269	82,443	15,458
MCHENRY	308,760	49,402	9,263
WINNEBAGO	295,266	47,243	8,858
ST CLAIR	270,056	43,209	8,102
MADISON	269,282	43,085	8,078
CHAMPAIGN	201,081	32,173	6,032

*U.S. Census Bureau, April 1, 2010 <http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk> & <http://www.census.gov/compendia/statab/2012/tables/12s0016.pdf>

**U.S. Department of Health and Human Services/Centers for Disease Control and Prevention/National Center for Health Statistics http://www.cdc.gov/nchs/data/series/sr_10/sr10_252.pdf

***American Community Survey (ACS) & U.S. Census Bureau (2011 Disability Status Report) www.disabilitystatistics.org & <http://www.census.gov/people/disability/>

Programs similar to this proposal have been successfully implemented in several states across the nation and Canada. A reference of similar programs is listed below:

Bates Technical College
Tacoma, Washington

Spokane Falls Community College
Spokane, Washington

Grant MacEwan University
Edmonton, Alberta Canada

Burlington County College
Pemberton, New Jersey

George Brown
Toronto, Ontario, Canada

Ozarks Technical Community
College
Springfield, Missouri

Conestoga College
Kitchener, Ontario, Canada

CURRICULUM QUALITY

1. Curriculum Information.

a. Program purpose:

The Hearing Instrument Dispensary program certificate will prepare students for a career as a hearing healthcare provider and hearing instrument specialist. This program will prepare hearing healthcare providers to administer and interpret hearing tests, select and fit hearing aids, adjust physical and electroacoustic parameters of hearing instruments, and recommend assistive listening devices. Hearing instrument specialists work together with audiologists in medical settings, private practice, clinics, and retail venue in order to meet the needs of the Hard of Hearing community. The Hearing Instrument Dispensary Program certificate is designed to provide students with the didactic instruction and clinical practice in anatomy and physiology of the auditory mechanism, acoustics and hearing sciences, clinical audiometry, aural rehabilitation, professional ethics, and hearing instrumentation. This program will help prepare students for the Illinois Department of Public Health Hearing Instrument Dispenser Licensing Written and Practical Exams.

1) Catalog description.

This certificate prepares students for entry level positions as a hearing health care provider. Graduates of this certificate program are eligible to take their written and practical Illinois Department of Public Health licensure exam.

2) Curriculum.

See Part B [Curriculum Structure 2. (a) Curriculum Chart A]

b. Educational alignment:

1) Academic/Curricular Alignment.

Prospective students are required to have achieved a minimum of an Associate's degree prior to entrance into this course of study. Therefore, general education courses have already been completed as a program prerequisite.

2) Relationship to existing curricula at the college:

There is no existing relationship between the courses of the Hearing Instrument Dispensary program and other programs offered at College of DuPage.

3) Articulation.

This certificate program is an advanced career certificate that students are eligible to enroll in if they have a minimum of an Associate in Arts (AA)/ Associate in Science (AS)/Associate in Applied Science (AAS) degree.

4) Academic & Technical Skill Requirements

(a) Academic Entry Skills:

Students must have an Associate's degree or higher degree to enter this program. Therefore, all general education requirements will have been met prior to admission.

(b) General Education:

There are no general education requirements for this certificate. It is assumed that students participating in this technical career program have completed the minimum general education courses required to complete an Associate in Applied Science degree at College of DuPage. Those requirements are:

Communication	6 credits
Physical and Life Sciences	3 to 5 credits
Mathematics	3 to 5 credits
Humanities and Fine Arts	3 credits
Social and Behavioral Sciences	3 credits

(c) Technical Skills:

In order to be eligible for employment as a Hearing Instrument Dispenser in IL the following must be met:

- Possess Associate's Degree or higher degree (certificate program prerequisite)
- Eligible for Licensure via Illinois Department of Public Health
 - Pass both written and practical exams
 - Complete the prescribed college credit hours in the following didactic areas (included in certificate curricula design):
 - Anatomy and Physiology of the Auditory System
 - Hearing Science
 - Introduction to Audiology
 - Aural Rehabilitation
- Maintain IDPH Hearing Instrument Dispenser License with required continuing education

Given that this is an emerging educational pathway, there are no program accreditation opportunities available.

5) Career Development.

Career information, resume building and job search activities are covered in the Professional Issues and the Hearing Instrument Specialist curriculum.

Students and graduates may also access the College's Career Services.

6) Course Syllabi.

See attached active course files with detailed topical outlines and suggested textbooks (Appendix C).

c. Work-Based Learning.

Student clinical experience would be acquired during the Clinical Practicum course after completion of college courses in Audiology & Hearing Sciences and receipt of the Temporary Hearing Instrument Dispenser License via Illinois Department of Public Health (written and practical exams do not have to be completed to receive the Trainee License). College of DuPage is centrally located and population dense with a multitude of local hearing aid dispensaries within District 502 and surrounding areas in which clinical affiliation agreements would be entered.

d. Accreditation for Programs.

Given that this is an emerging educational pathway, there is currently no established program accreditation standard.

e. Assessment of Student Learning:

1) Student Learning Objectives.

Graduates of the Hearing Instrument Dispensary Program certificate are expected to meet the following objectives:

- Describe the anatomy and physiology of the human auditory system including auditory pathways, peripheral and central
- Explain auditory sensations and interpret auditory perception of complex sounds
- Demonstrate the basic principles of audiological assessment across the lifespan
- Demonstrate interventions aimed at minimizing the communication difficulties associated with hearing loss in people of all ages
- Demonstrate knowledge of hearing aid components and systems, electroacoustic evaluation, methods of prescribing hearing aid gains, and hearing aid signal processing
- Describe hearing healthcare provider scope of service, licensure, workplace skills, resume writing and interviewing skills, professional ethics, employment settings, team membership and conflict resolution, universal precautions, culturally sensitive practice, and the psychosocial impact of hearing loss.

2) Assessment of Student Learning Objectives.

Assessment of student learning objectives will be through written and performance tests, class projects, and cumulative course discussion. Students will receive not only a classroom grade but also a clinical grade. In addition to the course assessment for successful completion the student must complete the clinical requirements.

f. Continuous Quality Improvement.

The College of DuPage has an extensive continuous quality improvement mechanism that is part of the Academic Program Review process. Each program is required to conduct Student Outcomes Assessment Project (SOAP) and report not only the findings of the project each year, but also report how the data obtained from the project was used to improve the quality of the program. The Hearing Instrument Dispensary Program Advisory Committee will review the program for improvement annually.

2. Unique or noteworthy features of the program.

Currently, there are no traditionally offered post-secondary programs in Illinois that provide this valued vocational vector and opportunity to enter the hearing healthcare profession at the entry level. College of DuPage is unique as it hosts the 'sister' profession of communicative disorders, Speech Language Pathology Assistant (SLPA. AAS) and already has a robust student population invested in the needs of the communication disorder community. College of DuPage is centrally located to the greater metropolis of Chicago which will yield strong clinical affiliations with local hearing aid manufacturers and hearing aid dispensaries essential for growth of student practical skills.

3. Faculty Requirements.

a) Faculty Qualifications.

See Faculty Qualifications Chart (Part B)

b) Faculty Needs.

See Faculty Qualifications Chart (Part B)

4. Academic Control.

a) Internal Oversight.

Academic control of the program will be maintained by the College of DuPage. Administration, and in particular the Associate Dean of Nursing and Health Sciences, Dr. Vickie Gukenberger, will be responsible for control over the program, faculty, student admissions, and program content and quality.

b) Contractual/Cooperative Agreements.

Clinical sites will be secured once the program is approved. Several large Hearing Aid Dispensing companies and retail stores exist in the Chicago area. It is anticipated that clinical sites will derive from local hearing instrument dispensaries within DuPage County and surrounding counties.

1. Source of Funds.

Program operating budget.

2. Equipment.

See the attached proposed equipment costs in Fiscal Support (Part B). (Appendix D)

3. Facilities.

This proposal recommends that the 2-entrance classroom, HSC 2116, be structurally modified to allow for multipurpose use of the classroom for the following five programs: Hearing Instrument Dispensary Program (HIDP) certificate, Speech Language Pathology Assistant (SLPA) degree, American Sign Language Interpreter (ASLI) degree, American Sign Language (ASL) certificate, and the American Sign Language Interpreter (ASLI) certificate. Needs include didactic instruction with simultaneous independent access and use of the following resources: HIDP clinical audiometry and instrumentation equipment, SLPA diagnostic tools and resource library (i.e., anatomical models, iPads, therapy supplies, etc.), and the ASLI resource library materials.

All necessary equipment can be maintained within this modified classroom. Given the cost and delicate nature of the equipment and resources housed within the classroom and adjacent resource labs, the room should remain locked and available only to personnel and students trained in using, and or maintaining the equipment.

4. Finance.

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

OCCUPATIONAL CURRICULUM APPROVAL APPLICATION
PART B: Supportive Documentation and Data

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

OCCUPATIONAL DEMAND

OO

1. a) Labor Market Data. (See appendix A)

1. b) Occupational Chart. List occupational titles related to the proposed program(s) and corresponding employment projections and completer data.		
Soc Job Titles & Codes * (and other Job titles if alternate date also submitted	Annual District Openings*	Employment Projections: Annual Program Completers ** (indicate from which surrounding districts)
29-2092 Hearing Aid Specialist	N/A	N/A

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

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

1. c) Enrollment Chart. Provide an estimate of enrollments and completions over the first three years of the program. Include separate figures for each program (i.e. separate estimates for each degree and/or certificate included in this application).			
	First Year	Second Year	Third Year
Full-Time Enrollments:			
Part-Time Enrollments:	10	10	10
Completions:	10	10	10

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: Hearing Instrument Dispensary Program					
	Course Prefix/#	Course Title	Credit Hours	Lecture Hours (include contact hrs. <u>new courses only</u>)	Lab Hours (include contact hrs. <u>new courses only</u>)
General Education Courses (<i>required</i> coursework). Specify Courses.					
Total					
Career and Technical Education (CTE) Courses (<i>required</i> coursework)	HIDP 1101	The Auditory Mechanism	3	3	
	HIDP 1102	Acoustics and Hearing Science	3	3	
	HIDP 1103	Introduction to Audiology and Clinical Audiometry	4	4	
	HIDP 1104	Aural Rehabilitation Across the Lifespan	3	3	
	HIDP 2101	Hearing Aids	4	4	
	HIDP 2102	Professional Issues and the Hearing Instrument Specialist	3	3	
Total			20	20	
Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)	HIDP 2112	Clinical Practicum	2		4
Total			2		
CTE Electives					
Total					
TOTAL CREDIT HOURS REQUIRED FOR COMPLETION			22	20	4

2. b) Curriculum Sequence.

Hearing Instrument Dispensary Program Curriculum Map (22 Credit Hours)

FALL: (6 credit hours)

- HIDP 1101 THE AUDITORY MECHANISM (3)
- HIDP 1102 ACOUSTICS AND HEARING SCIENCE (3)

SPRING: (7 credit hours)

- HIDP 1103 INTRODUCTION TO AUDIOLOGY AND AUDIOMETRY FOR THE HEARING SCIENCES (4)
- HIDP 1104 AURAL REHABILITATION ACROSS THE LIFESPAN (3)

SUMMER: (5 credit hours)

- HIDP 2102 PROFESSIONAL ETHICS (2)
- HIDP 2101 HEARING AIDS (3)

FALL: (2 credit hours)

- HIDP 2112 CLINICAL PRACTICUM (2)

2. c) Contractual/Cooperative Agreements.

Clinical sites have not yet been secured for this certificate program; however, clinical sites will be secured once the program is approved. It is anticipated that clinic sites will derive from local hearing instrument dispensaries within DuPage County and surrounding counties.

FACULTY REQUIREMENTS

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

Degree	Field	Credential	Years of Related Occupational Experience	Years of Teaching Experience
MS/MA	Communicative Disorders: Audiology or Speech-Language Pathology	ASHA CCC-SLP or CCC-A	5+	0+
Au.D or Ph.D	Audiology	ASHA or AAA	3+	0+

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

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
# of New Faculty	0	2-3	0	2-3	0	2-3
# of Existing Faculty	1		1		1	

FISCAL SUPPORT**4. a) Equipment.**

See appendix E for projected equipment costs

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

	First Year	Second Year	Third Year
Faculty Costs	\$20,000.	\$20,000.	\$20,000.
Administrator Costs	\$3,000.	\$3,000.	\$3,000.
Other Personnel costs (specify positions)			
Equipment Costs	\$90,000.	\$5,000.	\$3,000.
Library/LRC Costs	\$1,500.	\$650.	\$650.
Facility Costs*			
Other (specify)			
TOTAL NEW COSTS	\$114,500.	\$28,650.	\$26,650.

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

Attached:

Appendix A LABOR MARKET NEED

Appendix B ADVISORY COMMITTEE AGENDA AND MINUTES

Appendix C ACTIVE COURSE FILES

Appendix D PROJECTED EQUIPMENT COSTS

- Education and training:
 - Typical entry-level education: **Associate's degree**
 - Work experience in a related occupation: **None**
 - Typical on-the-job-training: **None**

Respiratory Therapy Technicians

(O*NET [29-2054.00](#))

Provide respiratory care under the direction of respiratory therapists and physicians.

- 2012 employment: **13,600**
- May 2012 median annual wage: **\$46,760**
- Projected employment change, 2012-22:
 - Number of new jobs: **2,300**
 - Growth rate: **17 percent (faster than average)**
- Education and training:
 - Typical entry-level education: **Associate's degree**
 - Work experience in a related occupation: **None**
 - Typical on-the-job-training: **Moderate-term on-the-job training**

Ophthalmic Medical Technicians

(O*NET [29-2057.00](#))

Assist ophthalmologists by performing ophthalmic clinical functions. May administer eye exams, administer eye medications, and instruct the patient in the care and use of corrective lenses.

- 2012 employment: **29,600**
- May 2012 median annual wage: **\$34,240**
- Projected employment change, 2012-22:
 - Number of new jobs: **8,800**
 - Growth rate: **30 percent (much faster than average)**
- Education and training:
 - Typical entry-level education: **Postsecondary nondegree award**
 - Work experience in a related occupation: **None**
 - Typical on-the-job-training: **None**

Hearing Aid Specialists

(O*NET [29-2092](#))

Select and fit hearing aids for customers. Administer and interpret tests of hearing. Assess hearing instrument efficacy. Take ear impressions and prepare, design, and modify ear molds. Excludes "Audiologists" (29-1181).

- 2012 employment: **5,300**
- May 2012 median annual wage: **\$41,430**
- Projected employment change, 2012-22:
 - Number of new jobs: **1,300**
 - Growth rate: **25 percent (much faster than average)**
- Education and training:
 - Typical entry-level education: **High school diploma or equivalent**
 - Work experience in a related occupation: **None**
 - Typical on-the-job-training: **None**

Medical Equipment Preparers

(O*NET [31-9093.00](#))

Prepare, sterilize, install, or clean laboratory or healthcare equipment. May perform routine laboratory tasks and operate or inspect equipment.

- 2012 employment: **51,600**
- May 2012 median annual wage: **\$30,820**
- Projected employment change, 2012-22:
 - Number of new jobs: **10,400**
 - Growth rate: **20 percent (faster than average)**
- Education and training:
 - Typical entry-level education: **High school diploma or equivalent**
 - Work experience in a related occupation: **None**
 - Typical on-the-job-training: **Moderate-term on-the-job training**

Pharmacy Aides

(O*NET [31-9095.00](#))

Record drugs delivered to the pharmacy, store incoming merchandise, and inform the supervisor of stock needs. May operate the cash register and accept prescriptions for filling.

- 2012 employment: **42,900**
- May 2012 median annual wage: **\$21,860**
- Projected employment change, 2012-22:
 - Number of new jobs: **4,800**
 - Growth rate: **11 percent (about as fast as average)**
- Education and training:
 - Typical entry-level education: **High school diploma or equivalent**
 - Work experience in a related occupation: **None**
 - Typical on-the-job-training: **Short-term on-the-job training**

Protective Service Occupations

First-Line Supervisors of Correctional Officers

(O*NET [33-1011.00](#))

Directly supervise and coordinate activities of correctional officers and jailers.

- 2012 employment: **46,700**
- May 2012 median annual wage: **\$57,840**
- Projected employment change, 2012-22:
 - Number of new jobs: **1,900**
 - Growth rate: **4 percent (slower than average)**
- Education and training:
 - Typical entry-level education: **High school diploma or equivalent**
 - Work experience in a related occupation: **Less than 5 years**
 - Typical on-the-job-training: **Moderate-term on-the-job training**

First-Line Supervisors of Police and Detectives

(O*NET [33-1012.00](#))

Directly supervise and coordinate activities of members of the police force.

- 2012 employment: **103,700**
- May 2012 median annual wage: **\$78,270**
- Projected employment change, 2012-22:
 - Number of new jobs: **5,000**
 - Growth rate: **5 percent (slower than average)**
- Education and training:
 - Typical entry-level education: **High school diploma or equivalent**

AUDIOLOGY AND RELATED CAREERS IN NEED OF RAPID EXPANSION

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Hearing loss and tinnitus affects at least 36 million American. That number is expected to jump as an estimated 128,000 current military personnel are experiencing hearing damage and related medical problems.

The world is a noisy place. We all know that loud or sustained noise causes hearing loss. Chemicals, prescription and non-prescription drugs, ear buds, illness, age, and head injuries can also cause hearing loss, tinnitus, and vestibular problems. The number of Americans dealing with these problems is growing much faster than the number of medical professionals available to assess and treat these problems.

Combat induced hearing and associated problems are swelling the number of Americans in need of care from audiologists and other related caregivers. Conversely, the military has cut the number audiologists available to assess and treat military personnel, both in war zones and domestically. The number of medical professionals needed, will continue to escalate as former military personnel age.

Please read the following articles for more information about hearing loss.

- [Hearing Loss in the Military](#) and many other topics of interest to persons with hearing impairments.
- Hearing Loss Now a Military Epidemic provided by [CBS News](#)
- A soldier's story illustrates risks of hearing loss in war - [USA Today](#)
- Hearing Loss Rises Among U.S. Soldiers in Iraq – [American Speech-Language-Hearing Association](#)
- Connecting Veterans and their Families to Compassionate Resources – [Veterans' Families United](#)
- [Vestibular Disorders Association](#)
- [Mayo Clinic](#) on hearing disorders and causes

Following are links to careers as an audiologist and other hearing loss professions.

- Speech-Language Pathology and Audiology - a detailed overview on [Illinois workNet](#)
- [Careers for Hearing People in Deafness](#)
- [Hearing Aid Specialist](#)
- Sign Language Interpreter - a detailed overview on [Illinois workNet](#)
- Speech-Language Pathology and Audiology at Illinois Schools on [Illinois workNet](#)
- Speech Pathology Programs in Illinois by [Degree Directory](#)
- List of Schools with American Sign Language (ASL) Programs on [Illinois workNet](#)
- List of Audiology Schools in Illinois by [All Medical Careers](#)

[Read another news item](#)

Hearing Aid Specialists

(O*NET 29-2092)

Select and fit hearing aids for customers. Administer and interpret tests of hearing. Assess hearing instrument efficacy. Take ear impressions and prepare, design, and modify ear molds. Excludes "Audiologists" (29-1181).

- 2012 employment: **5,300**
- May 2012 median annual wage: **\$41,430**
- Projected employment change, 2012-22:
 - Number of new jobs: **1,300**
 - Growth rate: **25 percent (much faster than average)**
- Education and training:
 - Typical entry-level education: **High school diploma or equivalent**
 - Work experience in a related occupation: **None**
 - Typical on-the-job-training: **None**

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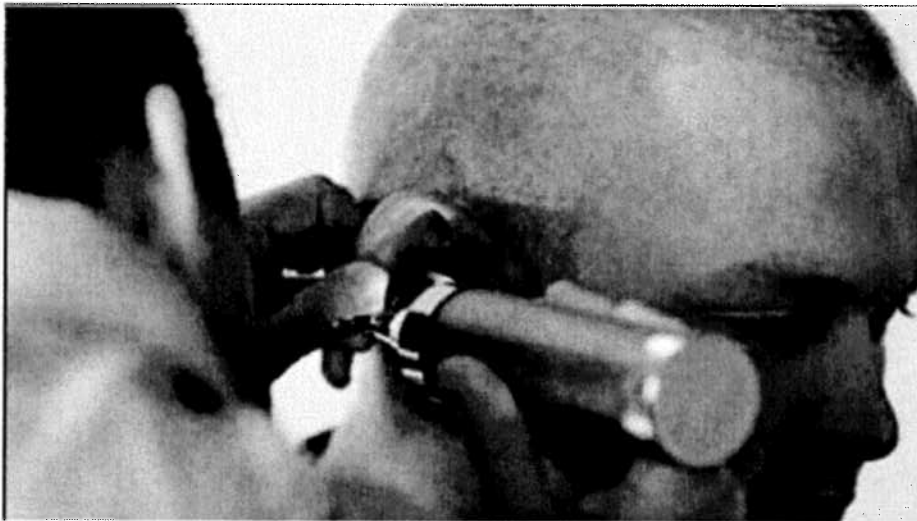
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AdChoices

Hearing Loss Now A Military Epidemic



Dr. Michael Hoffer, a Navy captain and inner-ear specialists, left, checks the ears of U.S. Army Sgt. Ryan Kahlor, right, at Balboa Navy Medical Center in San Diego, Feb. 6, 2008. Kahlor's hearing was damaged by exposure to multiple IAD blasts in Iraq. Many soldiers and Marines returning from Iraq and Afghanistan are suffering from noise-induced hearing loss, a condition audiological specialists now consider an "epidemic" within the military.

AP PHOTO/DENIS POROY

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U.S. soldiers and Marines caught in roadside bombings and firefights in Iraq and Afghanistan are coming home in epidemic numbers with permanent hearing loss and ringing in their ears, prompting the military to redouble its efforts to protect the troops from noise.

Hearing damage is the No. 1 disability in the fight against terror, according to the Department of Veterans Affairs, and some experts say the true toll could take decades to become clear. Nearly 70,000 of the more than 1.3 million troops who have served in the two war zones are collecting disability for tinnitus, a potentially debilitating ringing in the ears, and more than 58,000 are on disability for hearing loss, the VA said.

"The numbers are staggering," said Theresa Schulz, a former audiologist with the Air Force, past president of the National Hearing Conservation Association and author of a 2004 report titled "Troops Return With Alarming Rates of Hearing Loss."

One major explanation given is the insurgency's use of a fearsome weapon the Pentagon did not fully anticipate: powerful roadside bombs. Their blasts cause violent changes in air pressure that can rupture the eardrum and break bones inside the ear.

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Also, much of the fighting consists of ambushes, bombings and firefights, which come suddenly and unexpectedly, giving soldiers no time to use their military-issued hearing protection.

"They can't say, 'Wait a minute, let me put my earplugs in,'" said Dr. Michael E. Hoffer, a Navy captain and one of the country's leading inner-ear specialists. "They are in the fight of their lives."

In addition, some servicemen on patrol refuse to wear earplugs for fear of dulling their senses and missing sounds that can make the difference between life and death, Hoffer and others said. Others were not given earplugs or did not take them along when they were sent into the war zone. And some Marines were not told how to use their specialized earplugs and inserted them incorrectly.

Hearing damage has been a battlefield risk ever since the introduction of explosives and artillery, and the U.S. military recognized it in Iraq and Afghanistan and issued earplugs early on. But the sheer number of injuries and their nature - particularly the high incidence of tinnitus - came as a surprise to military medical specialists and outside experts.

The military has responded over the past three years with better and easier-to-use earplugs, greater efforts to educate troops about protecting their hearing, and more testing in the war zone to detect ear injuries.

The results are not in yet on the new measures, but Army officials believe they will significantly slow the rate of new cases of hearing damage, said Col. Kathy Gates, the Army surgeon general's audiology adviser.

Considerable damage has already been done.

For former Staff Sgt. Ryan Kelly, 27, of Austin, Texas, the noise of war is still with him more than four years after the simultaneous explosion of three roadside bombs near Baghdad.

"It's funny, you know. When it happened, I didn't feel my leg gone. What I remember was my ears ringing," said Kelly, whose leg was blown off below the knee in 2003. Today, his leg has been replaced with a prosthetic, but his ears are still ringing.

"It is constantly there," he said. "It constantly reminds me of getting hit. I don't want to sit here and think about getting blown up all the time. But that's what it does."

Sixty percent of U.S. personnel exposed to blasts suffer from permanent hearing loss, and 49 percent also suffer from tinnitus, according to military audiology reports. The hearing damage ranges from mild, such as an inability to hear whispers or low pitches, to severe, including total deafness or a constant loud ringing that destroys the ability to concentrate. There is no known cure for tinnitus or hearing loss.

The number of servicemen and servicewomen on disability because of hearing damage is expected to grow 18 percent a year, with payments totaling \$1.1 billion annually by 2011, according to an analysis of VA data by the American Tinnitus Association. Anyone with at least a 10 percent loss in hearing qualifies for disability.

From World War II and well through Vietnam, hearing damage has been a leading disability.



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Despite everything that has been learned over the years, U.S. troops are suffering hearing damage at about the same rate as World War II vets, according to VA figures. But World War II and Iraq cannot easily be compared. World War II was a different kind of war, waged to a far greater extent by way of vast artillery barrages, bombing raids and epic tank battles.

Given today's fearsome weaponry, even the best hearing protection is only partly effective - and only if it is properly used.

Some Marines were issued a \$7.40 pair of double-sided earplugs, with one side designed to protect from weapons fire and explosions, the other from aircraft and tank noise. But the Marines were not given instructions in how to use the earplugs, and some cut them in half, while others used the wrong sides, making the devices virtually useless, Hoffer said. Today, instructions are handed out with the earplugs.



(AP Photo/Hadi Mizban)

In any case, hearing protection has its limits. While damage can occur at 80 to 85 decibels - the noise level of a moving tank - the best protection cuts that by only 20 to 25 decibels. That is not enough to protect the ears against an explosion or a firefight, which can range upwards of 183 decibels, said Dr. Ben Balough, a Navy captain and chairman of otolaryngology at the Balboa Navy Medical Center in San Diego.

The Navy and Marines have begun buying and distributing state-of-the-art earplugs, known as QuietPro, that contain digital processors that block out damaging sound waves from gunshots and explosions and still allow users to hear everyday noises. They cost about \$600 a pair.

The Army also has equipped every soldier being sent to Iraq and Afghanistan with newly developed one-sided earplugs that cost about \$8.50, and it has begun testing QuietPro with some troops.

In addition, the Navy is working with San Diego-based American BioHealth Group to develop a "hearing pill" that could protect troops' ears. An early study in 2003 on 566 recruits showed a 25 to 27 percent reduction in permanent hearing loss. But further testing is planned.

And for the first time in American warfare, for the past three years, hearing specialists or hearing-trained medics have been put on the front lines instead of just at field hospitals, Hoffer said.

Marines and soldiers are getting hearing tests before going on patrol and when they return to base if they were exposed to bombs or gunfire.

"You have guys that don't want to admit they have a problem," Hoffer said. "But if they can't hear what they need to on patrol, they could jeopardize their lives, their buddies' lives and, ultimately, their mission."

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O*NET OnLine

Custom Report for: 29-2092.00 - Hearing Aid Specialists

Updated 2012

Bright Outlook

Select and fit hearing aids for customers. Administer and interpret tests of hearing. Assess hearing instrument efficacy. Take ear impressions and prepare, design, and modify ear molds.

Sample of reported job titles: Audioprosthologist; Board Certified Hearing Instrument Dispenser; Board Certified Hearing Instrument Specialist; Certified Hearing Instrument Dispenser; Hearing Aid Consultant; Hearing Aid Specialist; Hearing Care Practitioner; Hearing Instrument Specialist; Hearing Specialist; Senior Hearing Specialist, Audio Prosthologist

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Wages & Employment Trends

Median wages (2013) \$20.86 hourly, \$43,400 annual

State wages



Local
Salary Info

Employment (2012) 5,000 employees

Projected growth (2012-2022) ■■■■ Much faster than average (22% or higher)

Projected job openings (2012-2022) 1,900

State trends



Employment
Trends

Top industries (2012) [Retail Trade](#) (55% employed in this sector)
[Health Care and Social Assistance](#) (35%)
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Source: Bureau of Labor Statistics [2013 wage data](#) and [2012-2022 employment projections](#). "Projected growth" represents the estimated change in total employment over the projections period (2012-2022). "Projected job openings" represent openings due to growth and replacement.

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College of DuPage SLPA Advisory Committee Agenda

March 13, 2014, 5:30 p.m.

HSC 2116

Members Invited:

Mafe Andrews, Early Intervention, SLPA/L; **Agata Brantingham**, Early Intervention, SLPA/L; **Faye Campagna**, COD, Program Coordinator; **Beth Donofrio**, Early Intervention, SLPA/L; **Michael Duggan**, COD, counselor (ex-officio); **Joanna Gray**, Early Intervention, SLPA/L; **Wendy Grenman**, School 'CASE', SLP; **Gregory Johnson**, Pediatric Therapy Home Care, SLP; **Anastasios (Taso) Michalopoulos**, Right Start Therapies, Inc., SLP **Kimi McRae**: Early Intervention, SLP; **Joanne Pappas**, Early Intervention, SLPA/L; **Lisa Pavalon**, Early Intervention, SLPA/L; **Gail Pulikowski**, School District 45 (Villa Park), SLP; **Karen Sudlow**, Suburban Pediatric Therapies, SLP; **Diane Vasilevich**, Speak Up Chicago, SLP; **Ada Wainwright**, COD Professor, Psychology (ex-officio); **Sarah Wasserberg**, SLPA Adjunct Faculty

- I. Opening Items
 - a. Welcome
 - b. Coordinator's Comments
- II. Observation Load Increase
 - a. Increase amount of pre-clinical observations from < 20
 - b. Ongoing clinical observation Fall prior to Clinical semester
- III. Technology in the Classroom and Clinic
 - a. Administrative management
 - b. Direct service tool
 - c. Apps resources

IV. Update on Program

- a. Hearing Aid Dispensing Certificate
- b. A.A.S. American Sign Language Interpreting
- c. Explore community need for CE courses for SLPAs

V. Advisory Committee Membership

- a. Future additions
- b. Increase number of attendees

VI. Additional Identified Agenda Items

VII. Future Advisory Committee Meetings

VIII. Adjournment

College of DuPage
Program Advisory Committee Minutes

Name of Career & Technical Education Program or Regional Center:
Speech Language Pathology Assistant Program (SLPA)

Date: 03/13/2014

Time: 5:30 pm

Location of Meeting: HSC 2116

Members Present (full names) and Expertise/Area Represented:

Faye Campagna, COD, Program Coordinator; ; **Anastasios (Taso) Michalopoulos**, Right Start Therapies, Inc., **Joanne Pappas**, Early Intervention, SLPA/L **Members Absent:** **Mafe Andrews**, Early Intervention, SLPA/L; **Agata Brantingham**, Early Intervention, SLPA/L; **Faye Campagna**, COD, Program Coordinator; **Beth Donofrio**, Early Intervention, SLPA/L; **Michael Duggan**, COD, counselor (ex-officio); **Joanna Gray**, Early Intervention, SLPA/L; **Wendy Grenman**, School 'CASE', SLP; **Gregory Johnson**, Pediatric Therapy Home Care, SLP, SLP **Kimi McRae**: Early Intervention, SLP;; **Lisa Pavalon**, Early Intervention, SLPA/L; **Gail Pulikowski**, School District 45 (Villa Park), SLP; **Karen Sudlow**, Suburban Pediatric Therapies, SLP; **Diane Vasilevich**, Speak Up Chicago, SLP; **Ada Wainwright**, COD Professor, Psychology (ex-officio); **Sarah Wasserberg**, SLPA Adjunct Faculty

College of DuPage Administrators/Staff Present (names and titles):
Faye Campagna, MA, CCC-SLP, Program Coordinator

Meeting Facilitator (name):

Faye Campagna, M.A. Aud, CCC-SLP/L, Program Coordinator

The Minutes:

Meeting called to order and approval of the agenda: 5:45

Minutes approved from the last meeting: 5:55

1) Opening Items: Welcome and Coordinator's Comments

- Key Outcomes: N/A
- Follow up: N/A

2) Clinical Observation Load Increase:

- Need for increase in observation hours was determined
- Key Outcomes: Need for increase in clinical observation was identified
- Follow up: Program Coordinator will review curriculum and identify options for increasing clinical observation throughout the program sequence.

College of DuPage

Program Advisory Committee Minutes

3) Technology in the Classroom and Clinics:

- (5) iPads have been added to the SLPA Program Materials
- Nursing Simulation Labs are available to supplement Lecture
- Key Outcomes: The use of iPads and classroom 'field trips' to the Nursing Sim Labs will enhance student development
- Follow up: Incorporate new technology and Sim Labs into on-going course activities

4) New Programs and Certificates:

- Hearing Aid Dispensing Certificate was identified as a potential new direction for the program
- American Sign Language Interpreting Degree was identified as a potential new direction for the program.
- Key Outcome: Development of the Hearing Aid Dispensing Certificate as well as the American Sign Language Interpreting Degree will meet the needs of the College of DuPage community
- Follow up: Program Coordinator will facilitate and initiate the above new program and certificate.

5) Advisory Committee Membership

- Key Outcomes: Need for replacement committee members identified
- Follow up: New coordinator is advised to seek additional members

6) Additional Identified Agenda Items

- Need for increased student preparation in Behavior Management when working with families and difficult clients
- Key Outcomes: Increased student preparation in the area of Behavior Management was identified
- Follow-up: Program Coordinator will explore academic options in order to meet student development in this identified area of need

7) Future Advisory Committee Meetings

- Key Outcomes: Need for scheduling of meeting in Fall was identified
- Follow up: Schedule a spring meeting for Fall 2014 term

Concluding the Minutes:

Date: 03/13/2014

Time: 9:45 pm

Location of the next Committee Meeting: To be determined

Proposed agenda items:

Update

Time that this meeting was adjourned:

9:50 pm

Minutes prepared by (full name and date):

Faye Campagna, MA CCC-SLP, Program Coordinator

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College of DuPage**Implementation Term 2015 Fall****ACTIVE COURSE FILE**

*Curricular Area: HEARING INSTRUMENT DISPENSATORY		Course Number: 1101	
Course Title: The Auditory Mechanism			
Semester	Credit Hours: 3	Clinical Hours:	Lecture Hours: 3 Lab Hours:

Course description to appear in catalog:

The Auditory Mechanism is an introduction to anatomy and physiology, pathophysiology and embryology, and development of the auditory and vestibular systems. Normal aspects of auditory physiology and behavior over the lifespan will be addressed.

Repeatable for credit: No

Pre-Enrollment Criteria:

Admission to the Hearing Instrument Sciences Program or
Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Describe auditory pathways, peripheral and central
2. Interpret sound processing in the peripheral and central auditory system
3. Explain the anatomy and physiology of the peripheral auditory system, outer ear, middle ear, inner ear, and auditory nerve
4. Interpret cochlear mechanics and physiology
5. Explain the anatomy and physiology of the central auditory system: cochlear nucleus, superior olivary complex, nucleus of lateral lemniscus, inferior colliculus, medial geniculate body, and auditory cortex
6. Describe the structures and function of auditory efferent system and vascular system in the auditory pathway

B. Topical Outline:

1. Orientation and introduction
 - a. Anatomical planes and directions
 - b. Embryology
 - c. Temporal bone
2. Anatomy and physiology of the outer ear
3. Anatomy and physiology of the middle ear
 - a. Tympanic membrane
 - b. Ossicular chain
 - c. Eustachian tube
4. Anatomy and physiology of the inner ear

- a. Cochlear physiology
 - i. Mechanics
 - ii. Electrophysiology
 - b. Vestibular system
5. Overview of neuroanatomy
 6. Anatomy and physiology of the auditory nerve
 7. Anatomy and physiology of the central nervous system
 - a. Cochlear nucleus
 - b. Superior olivary complex
 - c. Lateral lemniscus/inferior colliculus
 - d. Medial geniculate/auditory thalamus
 - e. Cortex/subcortex
 8. Acoustic reflex/efferent auditory system

C. Methods of Evaluating Students:

Students will be evaluated by projects, tests, and class participation. Attendance may also be a factor.

FAYE CAMPAGNA	08-13-2014	THOMAS CAMERON	10/13/2014
Initiator	Date	Division Dean	Date
FAYE CAMPAGNA	08-13-2014		
Sponsor	Date		

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College of DuPage**Implementation Term 2015 Fall****ACTIVE COURSE FILE**

*Curricular Area: HEARING INSTRUMENT DISPENSATORY			Course Number: 1102		
Course Title: Acoustics and Hearing Science					
Semester		Credit Hours: 3	Clinical Hours:	Lecture Hours: 3	Lab Hours:

Course description to appear in catalog:

Acoustics and Hearing Science will provide an overview of the basic properties of sound. Topics will also include the structures and functions of the auditory mechanism and their involvement in a wide range of the auditory perceptual phenomena, and how disorders with these components may lead to impaired auditory function.

Repeatable for credit: No

Pre-Enrollment Criteria:

Prerequisite: HIDP 1101 The Auditory Mechanism, or equivalent or

Concurrent Enrollment: HIDP 1101 The Auditory Mechanism or

Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Describe the basic concepts in physics related to acoustics
2. Explain generation and properties of sinusoidal and complex sound waves
3. Analyze acoustic properties of sounds
4. Describe auditory pathways, peripheral and central
5. Interpret sound processing in the peripheral and central auditory system
6. Explain cochlear mechanics and physiology
7. Identify basic psychoacoustic methods
8. Explain auditory sensations such as sensitivity, intensity resolution, frequency resolution, and temporal resolution
9. Interpret auditory perception of complex sounds

B. Topical Outline:

1. Orientation and introduction
2. Descriptions of sounds and notation
3. Physics of sound producing events
4. Basic acoustics
 - a. Nature of sound
 - b. Simple harmonic motion
 - c. Root mean square

- d. Logs and exponents (scientific notation)
- e. Sound intensity and sound pressure
- f. Decibels
- 5. Sound level meters (SLM)
 - a. Instrumentation
 - b. Practical application of SLM
- 6. Complex Waves
 - a. Spectra, wide/narrow band spectrograms
 - b. Doppler effect
 - c. Electronic filters
 - d. Natural filters and two tube resonators
 - e. Resonance
 - i. Standing waves
 - ii. Formants
- 7. Physiology of the auditory mechanism
 - a. Outer/middle ear
 - b. Inner ear: cochlear physiology
 - i. Mechanics
 - ii. Electrophysiology
- 8. Auditory sensitivity
 - a. Masking/frequency analysis
 - b. Loudness
 - c. Pitch and periodicity coding
 - d. Spatial hearing

C. Methods of Evaluating Students:

Students will be evaluated by projects, tests, and class participation.

Attendance may also be a factor.

FAYE CAMPAGNA	08-14-2014	THOMAS CAMERON	10/13/2014
Initiator	Date	Division Dean	Date
FAYE CAMPAGNA	08-14-2014		
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College of DuPage**Implementation Term 2015 Fall****ACTIVE COURSE FILE**

*Curricular Area: HEARING INSTRUMENT DISPENSATORY		Course Number: 1103	
Course Title: Introduction to Audiology and Clinical Audiometry			
Semester	Credit Hours: 4	Clinical Hours:	Lecture Hours: 4 Lab Hours: 0

Course description to appear in catalog:

Students will be introduced to audiology and clinical audiometry. Auditory function and the basic principles of audiological assessment across the lifespan will be covered.

Repeatable for credit: No

Pre-Enrollment Criteria:

Prerequisite: HIDP 1102 Acoustics and Hearing Science with a grade of "C" or better, or equivalent or Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Describe the profession of audiology
2. Identify the principles of the physics of sound as they pertain to audiological evaluation
3. Describe the anatomy and physiology of the human auditory system
4. Use an otoscope and report normal external ear and tympanic membrane anatomical findings
5. List the primary etiologies of hearing loss in children and adults
6. Explain the impact of hearing impairment for infants, children and adults
7. Explain the general principles of audiological evaluation
8. Interpret the pure-tone audiogram
9. Perform a pure-tone threshold test on a normally hearing adult and report the findings
10. Integrate acoustic admittance and speech audiometry results with the pure-tone audiogram

B. Topical Outline:

1. Orientation and introduction
2. Profession of audiology
3. Acoustics and sounds
4. Anatomy and physiology of the hearing mechanism
 - a. Outer ear
 - b. Middle ear
 - c. Inner ear
 - d. Central nervous system
5. Audiogram

6. The nature of hearing loss
 - a. Types of hearing disorders
 - i. Hearing sensitivity loss
 - A. Conductive hearing loss
 - B. Sensorineural hearing loss
 - C. Mixed hearing loss
 - ii. Suprathreshold hearing disorders
 - A. Retrocochlear hearing disorder
 - B. Auditory processing disorder
 - iii. Functional hearing loss
 - b. Impact of hearing loss
7. Causes and impact of hearing disorders
 - a. Auditory pathology
 - b. Conductive hearing disorder
 - c. Sensory hearing disorders
 - i. Congenital and inherited hearing disorders
 - ii. Acquired sensory hearing disorders
 - d. Neural hearing disorders
 - e. Vestibular disorders
8. Introduction to hearing assessment
 - a. Referral source
 - b. Importance of case history
 - c. Otoscopy
 - d. Evaluating outer and middle ear function
9. Pure-tone audiometry
 - a. Equipment
 - i. Audiometer
 - ii. Transducers
 - iii. Test environment
 - b. Audiogram
 - i. Threshold of hearing sensitivity
 - ii. Audiogram
 - iii. Modes of testing
 - iv. Audiometric symbols
 - v. Audiometric descriptions
 - c. Pure-tone audiogram
 - i. Patient preparation
 - ii. Audiometric test technique
 - iii. Air conduction
 - iv. Bone conduction
 - v. Masking

- A. Air-conduction masking
- B. Bone conduction masking
- C. Masking strategies

10. Speech audiometry

- a. Uses
 - i. Speech threshold
 - ii. Pure-tone cross-check
 - iii. Speech recognition
 - iv. Differential diagnosis
 - v. Auditory processing
 - vi. Estimating communicative function
- b. Materials
- c. Clinical application
- d. Site of lesion measures

11. Objective tests

- a. Immittance
 - i. Tympanometry
 - ii. Static immittance
 - iii. Acoustic reflexes
- b. Immittance interpretation and clinical application
 - i. Middle ear disorders
 - ii. Cochlear disorders
 - iii. Retrocochlear disorder
- c. Physiological measures
 - i. Otoacoustic emissions
 - ii. Auditory evoked potentials

12. Assessment approaches

- a. Otologic referrals
- b. Adult audiologic referrals
- c. Pediatric audiologic referrals
- d. Universal newborn hearing screening

13. Communicating audiometric results

- a. Talking to patients
- b. Writing reports
- c. Making referrals

14. Treatment approaches

- a. Adult populations
- b. Pediatric populations
- c. Other populations

C. Methods of Evaluating Students:

Students will be evaluated by projects, tests, and class participation. Attendance may also be a factor.

FAYE CAMPAGNA	08-14-2014	THOMAS CAMERON	10/13/2014
Initiator	Date	Division Dean	Date
FAYE CAMPAGNA	08-14-2014		
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College of DuPage**Implementation Term 2015 Fall****ACTIVE COURSE FILE**

*Curricular Area: HEARING INSTRUMENT DISPENSATORY			Course Number: 1104		
Course Title: Aural Rehabilitation Across the Lifespan					
Semester		Credit Hours: 3	Clinical Hours:	Lecture Hours: 3	Lab Hours:

Course description to appear in catalog:

Aural Rehabilitation Across the Lifespan is an introduction to interventions aimed at minimizing the communication difficulties associated with hearing loss in people of all ages.

Repeatable for credit: No

Pre-Enrollment Criteria:

Prerequisite: HIDP 1103 Introduction to Audiology and Clinical Audiometry, or equivalent or

Concurrent Enrollment: HIDP 1103 Introduction to Audiology and Clinical Audiometry or

Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Recognize the impact of hearing loss on speech perception, speech/language development, academic and vocational achievement, and social/emotional development
2. Describe the interaction between listening environment and hearing abilities
3. Describe the communication methods (manual, auditory/oral, and alternative systems) used by deaf and hard of hearing people
4. Describe the characteristics of hearing aids and cochlear implants
5. Demonstrate application of alerting and assistive listening devices
6. Describe laws that affect services for hard of hearing children and adults
7. Identify assessment and intervention strategies for hard of hearing children and adults
8. Describe the roles of the speech/language pathologist, audiologist, and teacher of the hard of hearing in the assessment and management of hard of hearing children and adults

B. Topical Outline:

1. Orientation and introduction
2. Characteristics of hearing loss
 - a. Hearing assessment and audiology review
 - b. Environmental acoustics
 - c. Speech perception
 - d. Speech acoustics
 - e. Communication modalities

- f. Visual aspects of communication
- g. Psychosocial aspects of hearing Loss
- 3. Technological management of hearing loss
 - a. Hearing aid technology
 - b. Cochlear implants
 - i. Candidacy
 - ii. Operation
 - c. Assistive technology
- 4. Rehabilitation of adults and children
- 5. Development of a listening function
- 6. Speech and language intervention

C. Methods of Evaluating Students:

Students will be evaluated by projects, tests, and class participation. Attendance may also be a factor.

FAYE CAMPAGNA	08-14-2014	THOMAS CAMERON	10/13/2014
Initiator	Date	Division Dean	Date
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College of DuPage**Implementation Term 2015 Fall****ACTIVE COURSE FILE**

*Curricular Area: HEARING INSTRUMENT DISPENSATORY			Course Number: 2101	
Course Title: Hearing Aids				
Semester	Credit Hours: 4	Clinical Hours:	Lecture Hours: 4	Lab Hours: 0

Course description to appear in catalog:

This introduction to Hearing-Aid (HA) applications will include HA components, system, electroacoustic evaluation, and methods of prescribing HA gains to a person with a specified hearing loss. Basic and advanced HA signal processing will also be covered.

Repeatable for credit: No

Pre-Enrollment Criteria:

Prerequisite: HIDP 1104 Aural Rehabilitation Across the Lifespan with a grade of "C" or better, or equivalent and

Prerequisite: HIDP 1103 Introduction to Audiology and Clinical Audiometry with a grade of "C" or better, or equivalent or

Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Describe the key HA components (e.g., microphone and receiver) and their working principles
2. Demonstrate the procedures for evaluating the HA electroacoustic performance
3. Describe the compression in HA input-output relationship and gain function
4. Demonstrate the principles and rationales underlying the methods of prescribing HA gains based on hearing loss profile
5. Define the major HA signal-processing schemes (i.e., directionality, noise-reduction, feedback cancellation, frequency transposition, speech enhancement)

B. Topical Outline:

1. Orientation and introduction
 - a. Problems faced by people with hearing loss
 - b. Acoustic measures
 - c. Types of hearing aids
 - d. Historical perspective
2. Hearing aid components
 - a. Microphone
 - b. Amplifier
 - c. Digital circuits

- d. Filters, tone controls and filter structures
 - e. Receivers
 - f. Acoustic dampers
 - g. Telecoils
 - h. Audio input
 - i. Remote controls
 - j. Bone conductors
 - k. Batteries
3. Hearing aid systems
- a. Custom and modular constructions
 - b. Linked bilateral hearing aids
 - c. Programmable
 - d. Remote sensing and transmitting hearing aid systems
 - e. Induction loops
 - f. RF transmission
 - g. Infra-red transmission
 - h. Classroom sound-field amplification
 - i. Assistive listening devices
4. Electroacoustic performance and measurement
- a. Measuring hearing aids in couplers and ear simulators
 - b. Real-ear-to-coupler difference (RECD)
 - c. Real-ear aided gain
 - d. Insertion gain
 - e. Issues of real-ear testing
 - f. Aided threshold testing and functional gain
 - g. Feedback in hearing aids
 - h. Troubleshooting faulty hearing aids
5. Hearing aid earmolds, ear shells, and coupling systems
- a. Physical styles
 - b. Overview of earmold, earshell, and canal fitting acoustics
 - c. Venting
 - d. Sound bore: tubing, horns and constrictions
 - e. Dampers
 - f. Specific tubing, damping and venting configurations
 - g. Selecting earmold and earshell acoustics
 - h. Ear impressions
 - i. Earmold and earshell construction
 - ii. Materials for earmolds and earshells
 - iii. Instant earmolds and hearing aids
 - iv. Modifying and repairing earmolds and earshells
6. Compression systems in hearing aids

- a. Characteristics of a compressor
 - b. Rationales for use of compression
 - c. Combinations of compressors in hearing aids
7. Prescribing hearing aid performance
- a. Gain and frequency response prescription for linear amplification
 - b. Gain and frequency response prescription for non-linear amplification
8. Directionality
- a. Directional microphone technology
 - b. Quantifying directivity
 - c. Directional benefit
9. Advanced signal processing schemes
- a. Adaptive noise reduction
 - b. Feedback reduction
 - c. Frequency lowering
 - d. Speech cue enhancement
10. Problem solving and fine-tuning
- a. Solving common problems
 - b. Systematic fine tuning procedures
11. Assessing candidacy for hearing aids
- a. Factors affecting the lower limit of aidable hearing loss
 - b. The upper limit of aidable hearing loss
 - c. Medically related contraindications
12. Assessing the outcome of hearing rehabilitation
- a. Speech understanding tests
 - b. Self-report questionnaires for assessing benefit
 - c. Meeting needs and goals
 - d. Assessing usage, problems, and satisfaction
 - e. Changes in outcomes with time after fitting
13. Special hearing aid issues for children

C. Methods of Evaluating Students:

Students will be evaluated by projects, tests, and class participation. Attendance may also be a factor.

FAYE CAMPAGNA	08-14-2014	THOMAS CAMERON	10/13/2014
Initiator	Date	Division Dean	Date
FAYE CAMPAGNA	08-14-2014		
Sponsor	Date		

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College of DuPage

Implementation Term 2015 Fall

ACTIVE COURSE FILE

*Curricular Area: HEARING INSTRUMENT DISPENSATORY			Course Number: 2102	
Course Title: Professional Issues and the Hearing Instrument Specialist				
Semester	Credit Hours: 3	Clinical Hours:	Lecture Hours: 3	Lab Hours:

Course description to appear in catalog:

Professional Issues and the Hearing Instrument Specialist addresses a wide variety of issues pertinent to the professional life of the Hearing Instrument Specialist.

Repeatable for credit: No

Pre-Enrollment Criteria:

Prerequisite: HIDP 2101 Hearing Aids, or equivalent or

Concurrent Enrollment: HIDP 2101 Hearing Aids or

Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Describe the education and training of hearing instrument specialists and audiologists
2. Describe the scope of service of the hearing instrument specialist
3. Explain the roles of local, state, and national organizations affiliated with the field of hearing instrument specialist and the regulatory bodies of the State of Illinois
4. Describe clinical management of audiometric equipment and patient files and records including periodic calibration, biological checks, and strict adherence to HIPAA procedures
5. Describe inventory procedures in the audiology and hearing instrument dispensing clinic
6. List continuing education requirements for licensure maintenance
7. Describe essential workplace skills for the hearing instrument specialist required for success and satisfaction
8. Describe professional ethics and legal responsibilities as they pertain to the clinical environment
9. Describe required skills to work effectively within a team
10. Compare and contrast various approaches to conflict resolution with team members, fellow employees, and supervisors
11. Recognize potential sources, identification, and management of burnout
12. Describe the principles of infection control and universal precautions
13. Describe the importance of culturally sensitive practice
14. Identify cultural considerations necessary when providing services to diverse populations
15. Describe the psychosocial impact of hearing loss on clients, family members, and caregivers
16. Describe necessary components of an effective resume
17. Demonstrate successful interviewing strategies

B. Topical Outline:

1. Orientation and introduction
2. Education and training of Hearing Instrument Specialists (HIS) and Audiologists
3. HIS scope of service
4. HIS licensure
5. Role of local, state, and national organizations
6. HIS involvement in local, state, and national organizations
7. Role of regulatory bodies of the State of Illinois
8. Essential workplace skills
9. Employment settings and client populations
10. Ethics and legalities
11. Record keeping
12. HIPAA procedures
13. Calibration and biological checks of equipment
14. Inventory procedures in the clinic
15. Disciplines present in the health care and educational environments
16. Team membership and interaction
17. Conflict resolution
18. Sources of burnout
19. Infection control and universal precautions
20. Culturally sensitive practice
21. Psychosocial impact: need for empathy, understanding and motivation
22. Resumes
 - a. Components of quality resume
 - b. Resume project
23. Interviewing skills

C. Methods of Evaluating Students:

Students will be evaluated by projects, tests, and class participation. Attendance may also be a factor.

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College of DuPage**Implementation Term 2015 Fall****ACTIVE COURSE FILE**

*Curricular Area: HEARING INSTRUMENT DISPENSATORY			Course Number: 2112	
Course Title: Clinical Practicum				
Semester	Credit Hours: 2	Clinical Hours: 16-16	Lecture Hours:	Lab Hours:

Course description to appear in catalog:

Students will obtain supervised clinical experience in a hearing instrument dispensing clinic.

Repeatable for credit: No

Pre-Enrollment Criteria:

Prerequisite: HIDP 2102 Professional Issues and the Hearing Instrument Specialist with a grade of "C" or better, or equivalent and

Prerequisite: HIDP 2101 Hearing Aids with a grade of "C" or better, or equivalent or

Consent of Instructor

A. General Course Objectives:

Upon successful completion of the course the student should be able to do the following:

1. Demonstrate compliance with scope of service
2. Demonstrate professionalism in dress, manner, and interaction with staff and clients
3. Demonstrate ability to work within a team, accept feedback, and respond to supervision
4. Describe patient confidentiality
5. Demonstrate communication skills with clients in a supportive and encouraging manner
6. Describe health and safety precautions in a clinical environment
7. Perform audiometric evaluations and appropriate hearing aid selection and fitting
8. Compile accurate and reliable data
9. Demonstrate proper and accurate data collection
10. Explain the effects of hearing loss and amplification to patients
11. Perform equipment biological checks and associated clerical duties
12. Demonstrate support in research projects, in-services, and public relations programs
13. Compile data for quality improvement
14. Demonstrate compliance with regulations and reimbursement requirements

B. Topical Outline:

1. Orientation and introduction
2. Review of clinical practicum evaluation form
3. Employment settings and client populations
4. Rules and regulations by setting

5. Professional issues by setting
6. Documentation styles by setting
7. Case presentations

C. Methods of Evaluating Students:

Students will be evaluated by demonstration of skills and required competencies.

Other factors will include compliance with policies and procedures, attendance, and participation.

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Total Projected Equipment and Lab Expenses :(\$90,000)

Projected Equipment Costs: approx. \$70,000.

Sound Booth

Model RE-143 made by Acoustic Systems (\$21,200.00 estimated)

- This recommendation is based on our discussion and the type of space where you think the booth will be installed. I have attached information on the booth so you have the exact dimensions. The estimated cost is based on how you likely will want the booth configured and includes freight and installation. When it comes to an exact quote, knowing where it will be installed will help, but is not required. Note that we will install the booth in your space but will not connect it to the host building's utilities. Connections for electricity and a fire sprinkler (if needed) will need to be done by the College, so that will need to be factored into your projected expenses. Also, it is possible to customize these booths (i.e., electrical outlet numbers and locations, door size, window size, etc.) As the project moves forward, we would need to have additional conversations prior to issuing a formal quote.

Audiometer

Model AudioStar Pro by Grason Stadler Inc. (\$9,325.00) plus sound field speakers with visual reinforcers (\$2,453.00 + \$660.00 for installation)

- Experience on this audiometer will prepare students to work on some of the most common clinical audiometers in use today. The sound field speakers include built-in lighted and animated toys for visual reinforced audiometry. The audiometer is capable of PC integration for storing results electronically, if desired, or can fully function as a stand-alone audiometer. Please see attached information.

Portable Audiometer

Model MA-41 by Maico (\$3,495.00)

- This audiometer does air conduction, bone conduction, and has built-in recorded speech materials. The built-in recorded speech materials allow speech testing to be done without a sound booth, assuming the environmental sound levels are sufficiently low. It is small, easily portable, and comes with a carrying case.

Middle ear analyzer

TympStar (version 1) by Grason Stadler (\$8,500.00)

- This is one of the most common middle ear analyzers in use today and would be a great system for the students to use when learning. It does tympanograms, acoustic reflexes, reflex decay and eustachian tube function tests. It includes a built-in thermal printer but can also send results to a PC for electronic storage or printing.

Otoacoustic Emissions testing

Corti by Grason Stadler (\$5,310.00)

- This model of the GSI Corti tests for distortion product otoacoustic emissions (DPOAE.) It is simple to use and includes a thermal printer but can also send results to a PC for electronic storage.

Hearing Aid Verification (commonly referred to as Real Ear Measures)

Verifit 2 by Audioscan (\$12,750.00 + \$495 for computer interface to share results and test parameters between the Verifit and a PC)

- This is the gold standard in the industry for verifying hearing aid performance both on-ear and in the included test box. The computer interface allows for sharing of hearing test results and verification results to and from the Noah database on the PC. (Noah not included.)

Video Otoscope

VIOT by Interacoustics (\$3,495.00)

- This allows for capturing images of the ear canal and tympanic membrane. These images can be viewed in the accompanying software and stored in the patient's record in the Noah database.

Standard Otoscope

Macroview otoscope with Lilon rechargeable handle by Welch Allyn (\$614.00)

- Information can be found at <http://www.welchallyn.com/en/products/categories/physical-exam/ear-exam/otoscopes--macroview/macroview-otoscope.html>

Lab Expenses: \$20,000.

Computers:

- Approx: \$1000.

- (2) desk top computers

HI-PRO 2 USB

- Approx: \$1000.
 - (2) approx \$500 each

Hearing Aid Tools:

- Approx: \$17,000.
 - Fitting Supplies
 - Impression Materials
 - Infection Control
 - Clinical Tools
 - Cerumen Management
 - Build up/ UV & Glue
 - www.oaktreeproducts.com

10. TRUSTEE DISCUSSION ITEMS

Regular Board Meeting Agenda
December 18, 2014

11. CLOSED SESSION

12. GENERAL PUBLIC COMMENTS

13. ANNOUNCEMENTS

A. Communications

B. Calendar Dates

Campus Events

- **Thursday, January 22, 2015**
Regular Board Meeting
SSC-2200 ~ 7:00 p.m.

Regular Board Meeting Agenda
December 18, 2014

14. ADJOURN