Letter from the Chancellor

As the Chancellor of Generations College, I have witnessed numerous progressive changes to the training of students, our culture, academic offerings, and campus facilities. The College continues to be on-path to become the nation’s premiere private, two-year, not-for-profit college. I am very proud of the accomplishments and milestones that Generations has achieved throughout the past 117 years, upholding its mission to provide a transformative educational experience; challenging students to excel; preparing students to become lifelong learners; and encouraging students to be responsible citizens in our global community.

Generations nurtures its diverse student body and maintains the best educational atmosphere to encourage personal and professional growth. Students at Generations receive hands-on, personal attention from qualified instructors with real-world industry experience. The small class sizes prove extremely beneficial for all ages and learning experiences and provide opportunities for cross-program discovery and involvement beyond the classroom. Our knowledgeable and service-oriented administrators maintain an open-door policy and regard all students as part of the Generations family. As students progress through their academic careers at Generations, they will find an abundance of opportunities designed to grow their knowledge base, strengthen their personal attributes, and develop as solid professionals prepared for the workforce or for their next level of education.

This e-catalog is intended as a guide to Generations College’s program offerings as well as the College’s policies and other pertinent information for all of our students. Those who have chosen a path with Generations can expect nothing less than dedication from all members of our staff, administration and faculty, and an abundance of resources to ensure their success. This e-catalog is an important tool for all students as it contains degree requirements, class descriptions, and financial aid information.

Obtaining a college degree is extremely important, and I want you to succeed. Once you walk across the stage at commencement as an official Generations College graduate, you have a degree that will never grow old, need to be updated or expire. Upon completion of our program, you have accomplished a feat that you can be proud of for the rest of your life.

I wish all students the absolute best in this critical next chapter of your life. I’m proud to have the honor of helping you reach your greatest potential – and I expect nothing less.

Regards,

Dr. Alexis Stephens
Chancellor
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## 2021-2022 Academic Calendar

### Fall Semester (15 Week)

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<thead>
<tr>
<th>Event</th>
<th>Fall 2021</th>
<th>Fall 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Orientation (Mandatory)</td>
<td>Th August 26th</td>
<td>Th August 26th</td>
</tr>
<tr>
<td>Faculty Orientation</td>
<td>S August 28th</td>
<td>S August 27th</td>
</tr>
<tr>
<td>Labor Day Holiday (College Closed)</td>
<td>M September 6th</td>
<td>M September 6th</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Tu September 7th</td>
<td>Tu September 7th</td>
</tr>
<tr>
<td>Last Day to Register and Drop/Add Classes by 5 pm</td>
<td>Th September 16th</td>
<td>Th September 16th</td>
</tr>
<tr>
<td>Academic Participation Report due</td>
<td>Th September 16th</td>
<td>Th September 16th</td>
</tr>
<tr>
<td>Late New Student Orientation (Mandatory)</td>
<td>Th September 23rd</td>
<td>Th September 22nd</td>
</tr>
<tr>
<td>Midterm Week</td>
<td>M-F October 25-29</td>
<td>M-F October 24-29</td>
</tr>
<tr>
<td>Last Day to Withdraw with a “W” grade @ 60% mark</td>
<td>M November 1st</td>
<td>M October 31st</td>
</tr>
<tr>
<td>Midterm Grades Due</td>
<td>Tu November 2nd</td>
<td>Tu November 1st</td>
</tr>
<tr>
<td>Veteran's Day (College Closed)</td>
<td>Th November 11th</td>
<td>F November 11th</td>
</tr>
<tr>
<td>Thanksgiving Holiday (College Closed)</td>
<td>Th-F November 25-26</td>
<td>Th-F November 24-25</td>
</tr>
<tr>
<td>Finals Week</td>
<td>M-Th December 13-16</td>
<td>M-Th December 12-16</td>
</tr>
<tr>
<td>Last Day of Fall Classes</td>
<td>M December 20th</td>
<td>M December 19th</td>
</tr>
<tr>
<td>Final Grades Due</td>
<td>Tu December 21st</td>
<td>Tu December 20th</td>
</tr>
</tbody>
</table>

### Spring Semester (15 Week)

<table>
<thead>
<tr>
<th>Event</th>
<th>Spring 2022</th>
<th>Spring 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Orientation (Mandatory)</td>
<td>Th January 8th</td>
<td>Th January 8th</td>
</tr>
<tr>
<td>Faculty Orientation</td>
<td>Sa January 9th</td>
<td>S January 7th</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>M January 10th</td>
<td>M January 9th</td>
</tr>
<tr>
<td>Martin Luther King Holiday (College Closed)</td>
<td>M January 17th</td>
<td>M January 16th</td>
</tr>
<tr>
<td>Last Day to Register and Drop/Add Classes by 5 pm</td>
<td>Th January 20th</td>
<td>Th January 19th</td>
</tr>
<tr>
<td>Academic Participation Report due</td>
<td>Th January 20th</td>
<td>Th January 19th</td>
</tr>
<tr>
<td>Late New Student Orientation (Mandatory)</td>
<td>Th January 27th</td>
<td>Th January 26th</td>
</tr>
<tr>
<td>Midterm Week</td>
<td>M-Th Feb 26th-March 3rd</td>
<td>M-Th Feb 26th-March 2nd</td>
</tr>
<tr>
<td>Last Day to Withdraw with a “W” grade @ 60% mark</td>
<td>M March 7th</td>
<td>M March 6th</td>
</tr>
<tr>
<td>Midterm Grades Due</td>
<td>Tu March 8th</td>
<td>Tu March 7th</td>
</tr>
<tr>
<td>Spring Break (College Closed)</td>
<td>M-F March 21-25</td>
<td>M-F March 20-24</td>
</tr>
<tr>
<td>Finals Week</td>
<td>M-Th April 25-29</td>
<td>M-Th April 24-27</td>
</tr>
<tr>
<td>Last Day of Spring Classes</td>
<td>Th April 26th</td>
<td>Th April 27th</td>
</tr>
<tr>
<td>Final Grades Due</td>
<td>M May 2nd</td>
<td>M May 1st</td>
</tr>
<tr>
<td>Commencement</td>
<td>F May 8th</td>
<td>F May 8th</td>
</tr>
</tbody>
</table>

### Summer Semester (12 Week)

<table>
<thead>
<tr>
<th>Event</th>
<th>Summer 2022</th>
<th>Summer 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Orientation (Mandatory)</td>
<td>Th May 12th</td>
<td>Th May 11th</td>
</tr>
<tr>
<td>Faculty Orientation</td>
<td>Sa May 14th</td>
<td>Sa May 13th</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>M May 16th</td>
<td>M May 16th</td>
</tr>
<tr>
<td>Memorial Day Holiday (College Closed)</td>
<td>M May 20th</td>
<td>M May 20th</td>
</tr>
<tr>
<td>Last Day to Register and Drop/Add Classes</td>
<td>W May 26th</td>
<td>W May 24th</td>
</tr>
<tr>
<td>Academic Participation Report</td>
<td>W May 26th</td>
<td>W May 24th</td>
</tr>
<tr>
<td>Late New Student Orientation (Mandatory)</td>
<td>Th June 2nd</td>
<td>Th June 1st</td>
</tr>
<tr>
<td>Independence Day Holiday (College Closed)</td>
<td>M July 4th</td>
<td>M July 3rd (Holiday in the U.S.)</td>
</tr>
<tr>
<td>Midterm Week</td>
<td>Tu, Th July 5-7th</td>
<td>M-Th July 4th</td>
</tr>
<tr>
<td>Last Day to Withdraw with a “W” grade @ 60% mark</td>
<td>M July 11th</td>
<td>M July 11th</td>
</tr>
<tr>
<td>Midterm Grades Due</td>
<td>Tu July 12th</td>
<td>M July 10th</td>
</tr>
<tr>
<td>Finals Week</td>
<td>M-Th August 9-11</td>
<td>M-Th August 7-10</td>
</tr>
<tr>
<td>Last day of Summer Classes</td>
<td>M August 15th</td>
<td>Th August 10th</td>
</tr>
<tr>
<td>Final Grades Due</td>
<td>Tu August 16th</td>
<td>M August 14th</td>
</tr>
</tbody>
</table>

Generations College reserves the right to change the Academic Calendar without notice.
Generations College: 117 Years of Leading in Education

College History

Generations College possesses a robust, defined history, including many dates of distinction that mark the College’s progression and solidify its place as a private two year college. The rich history of Generations draws many students, in combination with its exemplary program offerings.

1904: MacCormac College opened its doors in Hyde Park, Illinois, under the leadership and vision of Dr. Morton Generations, its founding president.

1912: MacCormac College leads the nation by becoming the first institution of higher learning to offer a Court Reporting degree.

1973: MacCormac establishes the first Paralegal Studies program in the state of Illinois.

1976: To better serve Chicagoland’s western suburban marketplace, MacCormac expands to open a campus in Berkeley, Illinois.

1979: The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, accredits MacCormac College, ensuring that the College meets or exceeds the learning, educational and professional standards set forth by the Commission.

1983: MacCormac’s Berkeley campus moves to larger, more modern quarters in Elmhurst, Illinois.

2000: Leaving its roots in the Hyde Park community, MacCormac relocates its headquarters to the historically significant Heyworth Building located in the heart of downtown Chicago.

2004: MacCormac celebrates its 100th anniversary of growth and excellence in preparing students for productive careers in the business world.

2005: MacCormac is reaccredited for another 10 years by the Higher Learning Commission (HLC).

2010: MacCormac receives the Independent Colleges Capital Program grant, totaling over $300,000, for use on campus expansion and upgrades designed to further enhance the student learning experience.

2011: The day and night Court Reporting program is approved by the National Court Reporters Association (NCRA) for five years, showing an outstanding education in Court Reporting at the College.

2011: MacCormac’s first endowment fund is established, a significant legacy achievement that strengthens the College’s foundation for the future.
2012: The Court Reporting program celebrates 100 years of preparing students for service excellence to the legal profession.

2012: MacCormac launches new associate degree programs in Criminal Justice and Entrepreneurial Studies.

2013: MacCormac’s Paralegal Studies program is approved by the American Bar Association.

2013: MacCormac receives a federal grant totaling over $295,000 to launch the Communication Access Realtime Translation (CART) and Captioning Certificate Program.

2013: MacCormac unveils Learn 2 Laugh, its first institution-wide fundraiser and a productive evening of philanthropy, networking, and awareness building.

2013: Utilizing opportunities made available by technology, MacCormac offers its first online courses.

2014: The unparalleled and first of its kind Center for Academic Personal and Professional Excellence (CAPPE) is launched to the MacCormac community.

2017: MacCormac College is approved for a fully online Business Administration program by the Higher Learning Commission

2019: MacCormac College is approved for a fully online Criminal Justice program by the Higher Learning Commission

2019: MacCormac College is approved for a fully online Court Reporting program by the Higher Learning Commission.

2020: MacCormac College is reaccredited by the ABA for another 10 years.

2020: MacCormac College offers its first fully Online Paralegal Studies Program.

2020: MacCormac College launches the tuition-free scholarship for single parents.

2020: MacCormac College launches its first synchronous online classes utilizing Zoom.

2021: MacCormac College officially changes its name to Generations College.
Mission Documents

Mission
Generations College is a private, nonprofit, institution whose mission is to provide a transformative educational experience to its diverse student body in an environment that promotes learning, encourages, empowers, and nurtures the well-being of the whole person. Our comprehensive academic programs challenge students to excel in their academic and career pursuits and prepare students to be lifelong learners and responsible citizens in a global society.

Vision
Affirming and building upon its over one century-old heritage, Generations College will be nationally recognized for its faithful commitment to student success, an emphasis on building economic and social mobility pathways for students, and empowering students to reach their full potential through its specialized academic programs and innovative support systems. Generations College will emerge as a leader in the two-year private college sector by:

Recruiting, retaining, and graduating students who desire a higher quality of life through the pursuit of exceptional academic, professional, and personal development training designed to prepare students for today’s ever-changing world.

Amending programs and expanding course offerings to address changes in the job market and to ensure students are provided with cutting-edge educational methodologies.

Sustaining an active, engaged, and socially aware student body that shows empathy and concern for the welfare of others and continuously gives back to their community thereby impacting society in a transformative way.

Building a highly qualified faculty and administration committed to academic excellence and a student-centered approach to education.

Values
We honor our shared values by holding ourselves and each other accountable to:

- A dedication to student success
- A commitment to academic excellence
- The practice of service to humanity
- The promotion of leadership and collaboration
- A respect for diversity
Location

Generations College is located in the heart of downtown Chicago, just steps away from the Magnificent Mile and Millennium Park. The campus is housed in the historic Heyworth Building on Jewelers Row, a few short blocks from City Hall, the court system, libraries and countless tourist attractions. This central location provides myriad benefits to students, the most apparent being the accessibility and convenience of attending the college. Chicago’s public transportation system is one of the nation’s best and provides the ability for students to commute with ease from as far as Indiana. Students in all five programs can easily take advantage of all that downtown Chicago has to offer, both in their education and as a resident of Illinois. The museums, foundations, large businesses, and other nonprofits represent a significant resource to all students as they progress through Generations, and tremendous contacts within specific industries can be made due to the campus’s central location. Students will take advantage of the numerous law firms, small businesses, agencies and corporations that are within walking distance of the campus. This close proximity offers off-campus activities, internships, mentorships, and involvement with major decision-makers in the downtown area. Generations’s downtown Chicago campus enables students to thrive in the city’s cultural and economic diversity.

Downtown Chicago Map
Accreditation

Generations College is accredited by The Higher Learning Commission (HLC), a commission of the North Central Association of Colleges and Schools.

HLC

30 N. LaSalle Street Suite 2400
Chicago, IL 60602-2504.

800-621-7740 - e-mail: info@ncaccihe.org

Approvals

- Generations College is approved as an independent, not-for-profit institution by the Department of Education, State of Illinois, and is authorized to grant associate degrees.


- Generations College is an approved institution for the Illinois Student Assistance Commission (ISAC) Monetary Grant Awards.

- The Department of Justice approves the College for the education of students from foreign countries.

- Generations College is approved for Veterans Benefits.

- Generations College is approved as a Minority-Serving Institution (MSI) and a Hispanic-Serving Institution (HSI) with the U.S. Department of Education.

- Generations College’s Court Reporting Program is certified by the National Court Reporters Association (NCRA)*.

- Generations College’s Paralegal Program is approved by the American Bar Association (ABA)**.
Institutional Memberships

- American Association for Paralegal Education
- American Association of Collegiate Registrars and Admissions Officers
- Federation of Independent Illinois Colleges and Universities
- Hispanic Association of Colleges and Universities
- Illinois Articulation Initiative
- Illinois Association of College Admission Counselors
- Illinois Court Reporters Association
- Illinois Paralegal Association
- Metropolitan Library System
- National Association of Student Financial Aid Administrators
- National Association of Legal Assistants
- National Court Reporters Association
- National Junior College Athletic Association
- Association of American Colleges & Universities
- American Association of Community Colleges
- Illinois Association of Student Financial Aid Administrators
- The International Association of Administrative Professionals
- Accreditation Council for Business Schools and Programs

*NCRA

National Court Reporters Association
12030 Sunrise Valley Drive, Suite 400
Reston, VA 20191

candrews@ncra.org
www.ncra.org
(800)272-6272

**ABA

American Bar Association
321 N. Clark Street,
Chicago, IL 60654-7598

www.americanbar.org
www.abaparalegals.org
(312)988-5618

For obtaining or reviewing documents describing accreditation, please contact the Dean of Academic and Student Affairs.
Joining The Generations College Community

Admissions To Generations College
At Generations College, we want every student to reach their full potential. In keeping with our mission to “provide a transformative educational experience to its diverse student body in an environment that promotes learning, encourages, empowers, and nurtures the well-being of the whole person,” Generations has been committed to providing its diverse student population with an exceptional education without respect to race, color, religion, national origin, ancestry, age, sex, marital status, sexual orientation, or disability in accordance with applicable law. MC’s diversity represents a vibrant mix of backgrounds and cultures as the Chicago community draws its students. Whatever your ambition, our highly-qualified instructors can help you get there.

We offer day, evening, online, full-time, and part-time courses to students who are academically prepared to succeed in their selected program of study: BUSINESS ADMINISTRATION, COURT REPORTING, CRIMINAL JUSTICE, and PARALEGAL STUDIES. At the completion of the program, the degree of an Associate of Science or an Associate of Applied Science is earned.

Criteria For Admissions
Admission decisions are based upon an applicant's potential for academic success - as determined by their high school academic transcripts and/or GED scores, being in good academic standing from the previous regionally accredited college or university, and the placement test. In addition, the grade point average is used as an indication of past academic achievement. Once a student has completed the requirements for the application process, the file will be evaluated and a decision rendered. A decision will result in a status of accepted, denied, or on-hold if additional information is needed before a conclusion can be generated.

Generations College accepts those it considers best qualified among those applying each semester, as well as the potential to contribute to and gain from Generations's experience. Students may be denied admission to Generations College if they do not meet acceptable admission standards, or students can be accepted with provisional status. In addition, Generations College reserves the right to refuse admission to applicants whose behavior is judged incompatible with the mission documents of Generations College.

Criteria For Programs
Candidates for admissions to the Business Administration, Criminal Justice, and Paralegal Studies program must have a minimum cumulative GPA of 2.0 from their attending schools and take a placement exam. However, Generations College may consider candidates with a low cumulative 2.0 GPA on a case-by-case basis.

Candidates for admission to the Court Reporting program must have a cumulative GPA of 2.5, a grade of a “C” or above in all English courses from any of their attending schools. They should also successfully pass a keyboarding test at 35 wpm or above and take the placement exam.

Criteria For Transfer Students
A transfer student entered Generations College for the first time but previously attended another institution. Transfer students must have a minimum cumulative GPA of 2.0, be in good academic
standing from the previous college or university and may need to take the placement test. However, Generations College may consider candidates with a lower than 2.0 cumulative GPA on a case-by-case basis.

**Criteria For International Students**

Prospective students from countries where the U.S. Embassy or Consulate requires a TOEFL score should complete the Test of English as a Foreign Language (TOEFL) and report their scores to Generations College. A Minimum TOEFL score of 500 on the paper-based tests or 61 on the Internet-based tests are required. If the prospective student is transferring from an American college or university, the TOEFL test score is waived as long as classes in English are of a “CB” grade or higher. International students looking to complete a program of study certified by the Student and Exchange Visitor Program (SEVP) are classified as F-1 students.

1. Candidates for admission should apply as indicated in the Application Process Steps 1-54.
2. Provide official high school equivalency and college credentials:
3. High School Equivalency: Students must provide official credentials in a sealed envelope from their high school / secondary education institution and an English translation by an educational credential service member of the National Association of Credentials Evaluation Services (NACES) [www.naces.org](http://www.naces.org).
4. College/university equivalency: Students must provide a copy of their college/university international transcript, and an evaluated course-by-course copy evaluated by a NACES approved organization such as Education Credential Evaluators (ECE) or World Education Services (WES).
5. In addition to all application procedures, international students must demonstrate the ability to provide funds to finance their education by completing an Affidavit of Support Form and providing a copy of the bank statement.
6. Submit a clear photocopy of your passport. Passports must be valid for at least six months into the future.
7. After Generations College receives all required admissions documentation and the student has been accepted for admission, the College will issue a Form I-20. At this time, the international student is required to submit to Generations College a non-refundable advance tuition payment of six thousand dollars($6,000.00).
Criteria For Readmission
Students who have left Generations College for more than two years for any reason must reapply to be considered for readmission. Students should follow steps 1-52 of the Application Process. In addition, transcripts from a college or university attended since leaving the College must be submitted before readmission.

Students who are reapplying after a one-year suspension must submit a Satisfactory Academic Progress (SAP) Form. If the student is reconsidered, they will be placed on Academic Warning upon readmission. In addition, the students must achieve a minimum semester grade point average of 2.0 in the semester they are readmitted. Students may be denied admission if they do not meet acceptable readmission standards.

Application Process
Candidates and Transfer Students should complete the following steps:
1. Submit your application in one of the four ways identified here:
   a. Apply online at www.Generations.edu
   b. Download an application at www.Generations.edu
   c. Request an application by emailing admissions@Generations.edu
   d. Request an application in writing at:
      Office of Admissions, Generations College
      29 East Madison Street, Chicago, IL 60602
2. Request official high school transcript(s) to be sent directly to the Office of Admissions at Generations College.
3. Request official transcript(s) from any college or university you have attended to be sent directly to the Office of Admissions at Generations College.
4. Request official AP/CLEP/IB/Military Scores/tests/transcripts to be sent to the Office of Admissions at Generations College.
5. Submit a nonrefundable application fee of $20.00

Admission Transcripts
A high school transcript should be submitted twice: the first copy to start the admissions process and the second copy with the graduation date. Candidates considering transferring credit to Generations College should request an official transcript from each institution where a student has previously enrolled. Transfer credit is evaluated on a course-by-course basis to determine how the requirements for a selected program are best met. Suppose the student cannot provide the official copy at the time of admission. In that case, an unofficial transcript can be used as a placeholder until the student is able to make arrangements with the Office of the Registrar. Failure to provide transcripts of any high school or college work may be regarded as fraudulent admission. In such a case, the student may be dismissed immediately, without refund of any fees for the semester in progress.

Placement Testing
The Admissions Office will provide a placement test to place students in the areas of English, and Mathematics.
Registration

Registration is the process by which students officially register for the courses offered for the coming semester. Generations College is dedicated to providing its students with registration details needed for an easy registration process and to help students achieve their academic success. Students are sent a registration date and time indicating when they can begin registering for the upcoming semester. Before registration, students should check for holds and any special warnings that may impact their registration. Once a student selects the appropriate courses, they must submit the registration form to the Office of the Registrar to secure their place.

Student Academic Status

Students can register to be full-time or part-time students. Full-time status is 12-16 credit hours or 4-5 classes. Part-time is 6-10 credit hours or 2-3 courses.

Program Requirements For Registration

Students are responsible for knowing the requirements of their program and the policies to maintain good academic standing. Advisors and Program Directors seek to assist students in making decisions about courses and meeting program requirements. **However, the ultimate responsibility for meeting all program and graduation requirements rests with each student.**

New Student Registration

Newly accepted students will start their registration process with the Admissions Office and the Office of the Registrar.

Pre-registration

Students who are continuing from one semester to the next may pre-register before the end of the current semester. The dates and times to pre-register will be published before the start of the next semester.

Adding, Dropping, And Withdrawing Courses

Students may add/drop courses to their current enrollments during the first seven days of the semester during registration. Dropping a course from a program reduces the number of semester hours of credit in the registration, and the course does not appear on the student’s permanent record. Students receiving Federal Financial Aid should consult with the Financial Aid Office before making any changes to the number of hours in their registration.

After the tenth day of the semester, students may withdraw from their current registration. A withdrawal from the College or a course will result in a grade of “W” (College Withdrawal) or “CW” (Course Withdrawal). These grades will be entered on the student’s permanent record. While the grade does not affect the student’s grade point average, the semester hours remain a part of the current enrollment and can affect the student’s academic standing.
Academic Overloads
Generations College understands that occasionally, students wish to register for course overloads, that is, taking more than the full time course load per semester. Overloads beyond 16 semester hours in a single semester will be considered on a case-by-case basis. Students who seek to enroll in more than 16 semester hours must request in writing approval from the Office of the Dean of Student and Academic Affairs.

The Transfer Student
Transfer students may request to have their courses evaluated for credit if they are from another regionally-accredited college or university. Credits from a college or university that the National Accrediting Association accredits will be reviewed on a case-by-case basis and consulted with the Dean of Student and Academic Affairs and the Program Directors. For transfer credit to be applied to a program, courses must meet the equivalent content and workload of the courses offered at Generations College and have a final grade of “C” or higher. Credits that are not acceptable for transfer include remedial, occupational, technical, or non-credit. Once accepted, only the number of credit hours is shown on the student’s transcript but not counted in calculating grade point average. Transfer students must complete a minimum of 21 credit hours from Generations College to graduate.

Transfer Of Legal Specialty Credits
Legal specialty credits may be transferred from a regionally-accredited, American Bar Association (ABA) approved Paralegal Program. The Program Director of the Paralegal Studies program must approve the transfer of legal specialty courses based on official transcripts and supporting materials (e.g., syllabus, course description) documenting that comparable outcomes have been addressed in the course. Credit-based examination or portfolio will not be given for legal specialty courses.

- A maximum of three (3) legal specialty courses, or the equivalent of nine semester credit hours, may be transferred.

Credit By Exam
Generations College recognizes the excellence in high school academic preparation and achievement by granting credit for students who complete Advanced Placement (AP) tests, College Level Examination Program (CLEP) tests, and the International Baccalaureate (IB) Diploma exams. In addition, students must submit official score reports for evaluation during their admissions process.

Advanced Placement (AP)
Students who enroll in Advanced Placement (AP) courses through their high schools have the opportunity to take a national examination in the appropriate subject area at the end of the school year. Test scores of 3 or higher will bear credit for the equivalent course. For more information on advanced placement testing please see the table below.
College Level Examination Program (CLEP)
The College Level Examination Program (CLEP) is a credit-by-examination program that offers the opportunity to earn college credit by taking examinations. CLEP exams cover material taught in courses that most students take as requirements in the first two years of college. CLEP scores range from 20 to 80. If students achieve a score of 50 or higher, they will receive credit for the equivalent.

International Baccalaureate (IB)
The International Baccalaureate (IB) Diploma Program is a two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a final examination and a qualification. In each examination, students are graded on a scale of 1 (minimum) to 7 (maximum). Depending on the exam, scores of 4 or higher will bear credit for the equivalent course. For more information on the IB diploma program please see the table below.

Military Credit
Military credit must directly apply to the program of study and may not exceed 12 semester hours. The American Council of Education (ACE) lower-level credit recommendations within the Guide to Evaluation of Educational Experience in the Armed Services are generally accepted. Students entering Generations College will be awarded course credit in the indicated amounts, provided official Advanced Placement (AP) score reports and/or International Baccalaureate (IB) transcripts, and the final score reports are submitted to the Office of Admissions. Generations College will grant credit for a maximum of five (5) AP/IB courses. Once evaluated and accepted, only the number of credit hours will show on the student’s transcript but not counted in calculating grade point average.

Credit By Examination
Registered students may test out of a maximum of three courses in which they feel qualified because of previous work or education. Students may request a proficiency exam by completing a
form available in the Registrar’s Office. Court reporting proficiency must be demonstrated following current professional standards.

There is a $300.00 fee for each course passed through the proficiency examination. If the student passes the examination, the credit, which appears on the transcript as EXAM, is not used to compute GPA. Generations College makes no claim or guarantees that credit(s) earned will transfer to another institution.

**Illinois Articulation Initiative (IAI)**
Generations College is a participant in the Illinois Articulation Initiative (IAI). The Illinois Articulation Initiative (IAI) is a statewide agreement that allows transfer of the completed General Education Core Curriculum between participating Illinois institutions. Completion of the General Education Core Curriculum at any participating college or university in Illinois assures transferring students that lower division general education requirements for an associate’s or bachelor’s degree have been satisfied. This agreement is in effect for students entering an associate or baccalaureate degree granting institution as a first-time freshman in summer 1998 and thereafter. For a complete list of participating Illinois colleges and universities, visit the website at http://www.iTransfer.org. The Course Applicability System (CAS) offers information on courses, equivalencies, and program requirements. Student members of CAS receive information on course transferability and applicability at CAS institutions. The Baccalaureate Majors Recommendations build on the transferable General Education Core Curriculum by identifying courses in the major and prerequisite courses that students need to complete to transfer.

**New Student Orientation**
Generations College requires all students to attend a one-day student orientation each semester before the semester starts. There is also an online version of the orientation designed for online students, which is open for the ten days leading up to the beginning of the semester. During both iterations of the orientation, students interact directly with the Chancellor, President, Deans, Administrative Staff, and Program Directors to receive the instruction of policies and learn about the College. This is also a time for students to become acclimated with the Generations environment and their programs of study and the great activities and learning resources available. It is during this time that students are encouraged to join clubs or student-run organizations. All students are informed of the dates via email, text messaging, calls, and posts on the College’s website.
Transfer Articulation Agreements

Columbia College
600 South Michigan
Chicago, IL 60605

Concordia University Chicago
7400 Augusta Street
River Forest, IL 60305-1499

DePaul University
1 E. Jackson Street
Chicago, IL 60604

East-West University
816 S. Michigan Avenue
Chicago IL 60605

Franklin University
201 S. Grant Avenue
Columbus, OH 43215

Illinois Institute of Technology
3300 South Federal Street
Chicago, IL 60616-3793

Loyola University Chicago
820 North Michigan Avenue
Chicago, IL 60611

National Louis University
122 South Michigan Avenue
Chicago, IL 60603

Northeastern Illinois University
5500 North St. Louis Avenue
Chicago, IL 60625

Robert Morris University Illinois
401 S. State Street
Chicago, IL 60605

Roosevelt University
430 South Michigan Avenue
Chicago, IL 60605
Finance Your Generations Degree: Tuition and Financial Aid

<table>
<thead>
<tr>
<th>2020-2021 Tuition and Fee Schedule</th>
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<tr>
<td><strong>Application Fee</strong></td>
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<tr>
<td><strong>Tuition</strong></td>
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<tr>
<td>Full-Time Tuition</td>
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<td>12 to 16 Credit Hours</td>
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<td>Full-Time Tuition over 16 Credit Hours</td>
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<td><strong>Part-Time Tuition</strong></td>
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<td>1 to 11 Credit Hours</td>
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<td><strong>International Student Fee</strong></td>
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<td>Advance Tuition Deposit for Foreign I-20/F-1 Students</td>
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<td><strong>Student Fee</strong></td>
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<td>per semester (non-refundable)</td>
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<td><strong>College Service Fee</strong></td>
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<td>(non-refundable)</td>
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<td>Applies but not limited to the following Course Acronyms and Course Numbers: CR, CIS, and LAW (excluding LAW 1100)</td>
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<td><strong>Textbook Fees</strong></td>
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<td>Full-Time</td>
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<td>Part-Time</td>
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<td><strong>CTA Ventra U-Pass</strong></td>
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<tr>
<td>(Non-refundable fee applied to all full-time Chicago Campus students)</td>
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<td><strong>Add/Drop/Withdrawal Fee</strong></td>
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<td><strong>Payment Plan Fee</strong></td>
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<td>Delinquent 15 days</td>
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<td><strong>Returned Checks</strong></td>
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<td>(restrictions apply for the Court Reporting program)</td>
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<td><strong>Graduation Fee</strong></td>
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<td>Official or Unofficial</td>
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Generations College reserves the right to make changes at any time to the amount of tuition and fees. Notice of changes will be communicated in a revised catalog, an addendum or supplement to the catalog, or other written format. Tuition and fees are charged the same for all students whether residents or nonresidents of Illinois. Fees are charged as applicable to each student.

**Business Office**
Generations College’s Business Office is located in Room 220 and is open Monday – Friday from 9:00 am to 5:30 pm. The Business Office accepts tuition payments, transcript fees, and all other academic monetary transactions. The College accepts cash, Visa, MasterCard, Discover, personal checks, and debit cards for all transactions. In addition, the Business Office can answer questions regarding payment plans (if applicable) and the U-Pass program.
The Business Office also issues refund checks for eligible students each semester. You will receive a communication from the Business Office if you qualify.

Refund Policy
Students’ Title IV Funds are requested and disbursed after the 10th day of class (First Time Borrowers, Direct Stafford Loans are requested and disbursed after 30 days). Students who officially withdraw during the first ten class days of any semester are eligible for a full refund of the tuition and fees owed for that semester. After the tenth day of class, tuition is prorated based on the official withdrawal date; however, fees still apply. After 60% of the semester is completed, students are responsible for 100% of the tuition and fees. The same applies to the shorter summer semester. Failure to officially notify the Registrar’s office of withdrawal is subject to an “F” grade and payment of the total tuition and fees for the semester.

Title IV -- Federal Financial Aid Students
The Return of Title IV Funds policy is a result of the Higher Education Amendments of 1998. This policy affects students who completely withdraw from all classes in a semester and receive or are eligible to receive Federal Title IV financial assistance. It does not apply to students who withdraw from some but not all classes within a semester. The Federal Title IV programs covered under this policy include Federal Pell Grants, Federal SEOG, Federal Perkins, Federal Subsidized, Unsubsidized, and PLUS Loan. Still, they do not include the Federal Work-Study program. For students who withdraw during the semester, the College calculates a refund based on the return of Title IV Funds’ policy set by the U.S. Department of Education. Specific detail on the Return of Title IV Refund Policy is available in the Financial Aid Office. Generations College retains an administrative fee of up to 5% or no more than $100. After 60% of the semester, no refund calculation applies, and the College retains all of the student’s financial aid funds. The student is responsible for paying any outstanding charges to the College. The student’s official withdrawal date (Generations College does not allow for unofficial withdrawals) is when the student meets with the registrar and signs the Generations College official withdrawal form. If it is determined that a portion of the financial aid received on the student’s behalf is unearned, the College shares with the student the responsibility of returning those funds.

The computations of Return of Title IV funds (R2T4) starts with the Unsubsidized Loans (Parent Plus if applicable), Subsidized Loans, Pell Grants, and State Grants if applicable. For example, if the student completed 50% of the semester and decides to withdraw, the registrar informs the financial aid of withdrawal via a signed document from the student. Financial aid then logs into FAA access to open the R2T4 calendar, and based on days generated; the calendar determines how much funding needs to be returned to the Department of Education (if any). The financial aid adviser has 45 business days from the date withdrawn to return the funding. Generations College processes the R2T4 based on 45 business days after the official withdrawal date. Generations College processes R2T4 through the Department of Education website (www.faaaccess.ed.gov).

Any grant funds that the student is required to return to the federal programs are considered an overpayment. Therefore, the student must either repay the amount in full or make satisfactory payment arrangements with the school to repay the amount. If the student fails to repay or make
arrangements to repay the overpayment, the student loses eligibility to receive future federal Financial Aid at any institution.

After the 10th day, TIV Funds are originated and requested (Direct Loans are requested 30 days after the start for First Time Borrower) for the semester. If the student drops after the 10th day but before the 60% mark, an R2T4 is calculated based on the official withdrawal date. Financial Aid will request the Pell funds for eligible students based on the R2T4 calculation if there is a Pell post-withdrawal disbursement. If there is a Direct Loan post-withdrawal eligibility, Generations College does not request a Direct Loan post-withdrawal (as the student has to be part-time at the time of disbursement). Therefore we notify the student, and the student becomes responsible for any balance accrued.

**Distribution of Refunds**

As prescribed by law and regulation, refunds shall be credited in the following order:

1. Unsubsidized Federal Stafford/Direct Loans
2. Subsidized Federal Stafford/Direct Loans
3. Federal PLUS/Direct Loans
4. Federal Pell Grant
5. FSEOG
6. Other Student Financial Aid Programs
7. Other federal, state, private, or institutional sources of aid
8. The Student

**Payment Plans**

Generations College allows students and/or parents to pay for their education via a monthly payment plan, paid directly to the College. To qualify for this option, the individual must meet specific credit, income, and education criteria. In addition, all interested parties must meet with the Dean of Finance and Operations and agree to a credit check at their own expense. Please see the Business Office for more information.
Financial Aid
There are many options available for students to assist them with the financing of their education. The first step in qualifying for financial aid is to apply. In order to apply for Federal Financial Aid, a student must:

- Be a U.S. citizen or eligible noncitizen
- Have a valid Social Security Number
- Have a High School diploma or GED
- Be enrolled in an eligible degree program
- Not be in default of any past Title IV Financial Aid

In order to apply for financial assistance, students must complete the Free Application for Federal Student Aid (FAFSA). This application is used to determine a student’s eligibility for all Federal and State Aid programs. The application can be completed online at www.FAFSA.ed.gov.

**Federal Parent PLUS Loan**
Parents of dependent undergraduate students could borrow money with low-interest rates through the Federal PLUS Loan Program. To be eligible to receive a PLUS loan, parents must pass a credit check. If they do not pass the credit check, they might still be able to receive a loan if a friend or relative agrees to co-sign. Repayment of the PLUS loan begins within 60 days after the funds are disbursed with no grace period. Go to www.studentloans.gov to apply online.

**Federal Pell Grant**
A Federal Pell Grant does not have to be repaid. Pell Grants are awarded to undergraduate students who have not earned a bachelor’s or professional degree. Eligibility is based on financial need, determined by the information provided on the Free Application for Federal Student Aid (FAFSA).

**IL MAP Grant**
Eligible students can also qualify for an IL MAP grant.

**Retention of Illinois Students & Equity (RISE) Act**
Eligible students can also qualify for the RISE Act.

**Federal Student Loan / Direct Loan Program**
Federal student loans are low-interest loans made available to students from banks, the government, and other lending institutions. Federal student loans are considered “self-help,” therefore, they must be paid back. There are two types of loans available to students:

- Subsidized Student Loan: Based on financial need, the federal government pays the interest on the loan as long as the student is enrolled at least half time and meets other general eligibility requirements.
● Unsubsidized Student Loan: Eligibility is not based on need, and the student is responsible for paying the interest on the loan from the date the funds are disbursed.

Repayment of these loans does not begin until six months after the student graduates or stops attending school on a half-time basis (less than six credit hours). Go to [www.studentloans.gov](http://www.studentloans.gov) to apply online.

**Federal Supplemental Education Opportunity Grant (FSEOG)**
A Federal Supplemental Education Opportunity Grant (FSEOG) does not have to be repaid and is for undergraduate students with exceptional financial need (with priority given to Pell Grant recipients). The amount of the award is based on need and the availability of funds.

**Scholarships**

Outstanding students can receive a maximum of one of four scholarships listed in the current e-catalog. To be considered for a scholarship, the student must be enrolled full-time (12 semester hours). In addition, Generations College may withhold scholarship aid if there is evidence of failure to maintain established standards.

**Single Parent Scholarship - $3800 per semester**
Generations College will offer this opportunity to all single parents that are need-based students. In order to receive this scholarship a student must:

- Be need-based — Pell Eligible (0) EFC for the entire program.
- Be able to prove that they are a single parent. In order to do so you must provide:
  - A birth certificate
  - An Insurance card
  - Complete an essay
- Maintain a GPA of 2.5 or better throughout their studies at Generations College.
- Finish their studies at Generations College. If for whatever reason the student must suspend their studies at Generations College they must come back and complete their degree within one (1) year of leaving the college.
- Be a full-time student.

**Presidential Scholarship – $2000 per semester**
Inspired by Chancellor Grace Alexis Stephens to encourage continual growth and advancement of all people in our society through education, these scholarships are available to scholars applying for admission to Generations College. Prospective students must receive two official letters of recommendation, filed with the College, must show involvement in community service or
leadership activities, and enter the College with a high school GPA of 3.3 or above, or a college GPA of 3.3 or above. Students are eligible to apply for renewal of the Presidential Scholarship if they maintain a 3.5 GPA and meet stated student expectations.

**Generations Honor Scholarship – $1000 per semester**
These ongoing scholarships are available to outstanding scholars who enter Generations College with a high school or college GPA of 3.0 or above. Students are eligible to apply for renewal of the Generations Honor Scholarship if they maintain a 3.0 GPA during each semester and meet stated student expectations.

**Veterans Scholarship – $1000 per semester**
These ongoing scholarships are awarded to veterans applying to and continuing their education full-time at Generations College. Eligible students must present a letter of benefit eligibility from the U.S. Office of Veterans Affairs.

**Dreamers Scholarship – $1000 per semester sap**
These scholarships are awarded each semester to undocumented students with a GPA of 3.0 or above who are enrolled full-time at Generations College.

**Transfer Scholarship – $600**
This one-time scholarship award may be offered to students who transfer to Generations College and have completed a minimum of 12 semester hours with a GPA of 3.3 at a regionally-accredited institution of higher learning before transferring to Generations.

**Opportunities Scholarship – $500-$1000 per semester**
These ongoing scholarships are awarded to recent high school graduates applying to Generations from our partner high schools who show academic promise and financial need. Recipients are eligible to receive the Opportunities Scholarship for the first two consecutive semesters as long as they meet stated student expectations.

**Student Family Scholarship – $300 per semester**
These scholarships are available to each member of the same immediate family (sibling, spouse, daughter, son) concurrently enrolled at Generations. Recipients must meet stated student expectations.

**Student Ambassador Scholarship – $250 per semester**
This scholarship is available to Generations College students who apply and are selected to participate in the Student Ambassador program.

**Aid for Veterans**
Generations College is a participant in the educational benefits program of the U.S. Department of Veterans Affairs. Veterans must present their letter of benefit eligibility to the Office of Financial Aid for participation.

**Federal Work-Study Program**
The Federal Work-Study Program is a federally-funded and need-based employment program that provides temporary employment on a semester-to-semester basis, based on available funds.
The student participating in the program must be enrolled full-time and make satisfactory academic progress. Students must apply for work-study with the Director of Financial Aid.

**Monetary Award Program (MAP)**
The Monetary Award Program (MAP) provides grants to Illinois residents who demonstrate financial need. The student’s need is determined by the information provided on the Free Application for Federal Student Aid. To be eligible for this award, students must:

- Be a U.S. citizen or eligible noncitizen
- Be an Illinois resident
- Demonstrate financial need
- Not have received a bachelor’s degree
- Not be in default of any student loan or owe a refund on any federal or state grant
- Comply with Selective Service requirements
- Be enrolled in an eligible degree program
- Be enrolled in either full- or half-time status
- Make satisfactory academic progress

Students will receive a letter from the Illinois Student Assistance Commission (ISAC) informing them whether they will receive a grant through the Monetary Award Program. MAP grants can only be applied toward tuition and fees.

The Financial Aid Office verifies eligibility for the Monetary Award Program (MAP) and will review and/or collect any one of the following documents below.

- Reviewing the student completed FAFSA Application
- Copy of student state ID (ID must not be expired)
- Copy of High School Transcript

NOTE: If conflicting information exists from the student and/or parent, The Financial Aid office will collect additional documents to ensure there is no conflicting information. For additional information please click the link below:

[https://www.isac.org/isac-gift-assistance-programs/map/map-eligibility-requirements/illinois-residency-requirements.html](https://www.isac.org/isac-gift-assistance-programs/map/map-eligibility-requirements/illinois-residency-requirements.html)
Financial Aid Regulations

Verification
The US Department of Education requires colleges to verify select students each academic year to receive federal funding. During this verification process, the college will ask students to submit information to support the information provided on their FAFSA. Supporting documentation could include household size, child support paid, adjusted gross income, and the applicant's dependency status. Additional information needed, information regarding the Federal filing status of the applicant and/or their parents and whether the applicant is eligible for auto-zero EFC. Verification can determine if a student receives federal aid.

Academic Standards
One Goal = STUDENT SUCCESS. Generations College students are expected to meet high academic and ethical standards to remain in good academic status. The students are evaluated through instructor-developed tests, classroom performance, exercises and assignments, oral conferences, and/or other norm-referenced criterion measurements. By enrolling in the College, students agree to follow the adhere policies.

Students are considered to be in good academic standing by
1. Achieving a minimum total cumulative GPA of 2.0 by the end of the semester
2. Completing at least two-thirds (67%) of all courses attempted
3. Completing the program requirements in a timely manner and not exceeding the maximum-time frame of 150%

ACADEMIC CLASSIFICATIONS

Student Status – A first-year (freshman) student is considered when the student has completed fewer than 30 credit hours. The second-year (sophomore) student has completed 30 or more credit hours.

Full And Part-Time Status – Students can register to be full-time or part-time. Full-time is when a student registers for 12-16 credit hours or 4-5 classes. Part-time is when a student registers for 6-10 credit hours or 2-3 courses. Students are encouraged to take 15 credit hours per semester if they wish to complete the associate degree in two years.

Credit Overload – Overloads beyond 16 semester hours in a single semester will be considered on a case-by-case basis. Students who seek to enroll in more than 16 semester hours must request overload approval from the Office of the Dean of Student and Academic Affairs. Tuition is determined on a per-credit-hour basis for overloads.

Satisfactory Academic Progress (SAP)

Postsecondary education institutions are required by title IV of the Higher Education Act of 1965, amended (HEA), to establish, publish, and consistently apply reasonable satisfactory academic progress standards to students. An institution’s standards are considered reasonable if they were in accordance with the satisfactory academic progress of federal regulations. Failure
to comply with those rules can bar a school and its students from receiving federal financial aid funds. Federal regulations (34 CFR 668.34) stipulate nationally consistent terminology and tighter controls for measuring the satisfactory academic progress (SAP) for the eligibility of students to receive federal financial aid. Federal regulations require the Financial Aid Office to monitor the academic progress of students receiving financial aid.

Satisfactory Academic Progress (SAP) is defined as the successful completion of coursework toward an eligible degree.

*SAP Policies are applied to determine if:*
1. The student is eligible to continue at Generations College.
2. The student is eligible to for Title IV Federal Financial Aid

**SAP Is Measured By Three Standards:**

1. **Qualitative Standard** – all students must maintain a minimum cumulative grade point average of 2.0. The GPA is determined by multiplying the number of semester hours attempted for each course by the grade points earned and then dividing the number of semester hours attempted.
   - Computation of the grade point average excludes credits earned by proficiency, for which no grade was earned; course withdrawals; grades earned at other institutions. GPA is used to determine eligibility for good academic standing.
   - Grades of A-P are considered successful completions. Grades of incomplete (I), course withdrawal (W or CW), Failure (F), are NOT considered successful completion. However, withdrawals from courses within the 100% tuition refund period will not be considered against the completion rate. Remedial hours are included within the calculation.

2. **Pace** – all students must earn a minimum 67% of semester hours attempted. A student’s Pace is a percentage that is calculated by dividing the sum of completed cumulative credit hours and accepted transfer hours by the sum of the attempted hours and accepted transfer hours.

3. **Maximum Timeframe** – all students must complete their degrees within 150% of the program length measured in semester hours. The US Department of Education has established a requirement that students receiving Federal Student Aid complete their degree within 150% of the time frame. Students will not be allowed to receive financial aid after 150% of their academic program is exceeded.
   - All enrollments such as repeats and withdrawals at College are considered attempted hours even if no financial aid was previously received. Time frame is evaluated by the number of hours attempted.

*For instance, if your academic program can be completed within 61 credit hours, the maximum period must not exceed 93 (61 x 1.5) attempted credit hours. This includes transfer work and coursework equivalent to an awarded Associate’s Degree.*
Students who are unable to graduate within the 150%-time frame lose eligibility for financial aid. For example, if your associate degree requires 60 semester hours to complete, you must be able graduate with no more than 90 credit hours attempted. If you have attempted 45 semester hours and have 25 hours remaining, the total hours needed to graduate are 70. You are no longer eligible for financial aid without an approved appeal.

**Changing Programs**
Students may change programs, or pursue a second degree, provided they are within the Maximum Time Frame rules.

*Failure to maintain the SAP results in the loss of eligibility of Title IV aid and loss of eligibility to continue enrollment at College.*

**SAP Eligibility Review** - Satisfactory Academic Progress will be evaluated three times per year - at the end of the Fall Semester, Spring Semester, and Summer Session. Students are notified by email if they become SAP ineligible after the enrolled semester.

**Failing To Meet Satisfactory Academic Progress (SAP)**
Students who fail to meet SAP for the first time (excluding students who have already attempted 150% of the credits required for their program of study) will be placed in a Warning Status. This is an Academic and Financial Aid Warning for the semester. A student is still able to register and receive financial assistance while on warning and is expected to meet SAP requirements by the end of the following semester.

Warning is **assigned when the student has fallen below one of the minimum thresholds of SAP:**
1. Cumulative GPA is below 2.00, or
2. The completion rate is below 67%, or
3. Close to exceeding the 150%-time frame limit

*Students placed on Warning will not be required to complete SAP appeal, as it is their first offense.*

**Suspension**
Students who fail to meet SAP at the end of the Warning Semester are placed on both Academic and Financial Aid Suspension. Students are not eligible to receive financial assistance and any aid (federal, state, university, and private) will be cancelled for future semesters until the student has regained SAP.

**SAP Appeal Procedure**
The committee will consider appeals from students who are not meeting the SAP requirements. The student must request the SAP Form from the Office of the Registrar. The student will have to submit the form to the Registrar who will then send the SAP Form to the committee. There is a two-part decision when approving or disapproving a student. The committee will look into the academic status and financial aid status. The committee will determine if there are mitigating circumstances that warrant continued eligibility at the College. *Federal guidelines provide conditions of appeal as death of a family member, injury or illness of a student, or other special circumstances.*
The student must submit the SAP Form and explain in writing one of the following points:

1. The circumstance that interrupted their ability to perform academically.

2. What serious injury, illness, or the death of a relative and may submit documentation as proof.

3. Other special circumstances such as difficult transition to the college, family issues, legal troubles, work or budget problems, etc. and may submit documentation

4. What has changed in the student’s situation that will allow the student to demonstrate SAP during the next semester.

If students need assistance with their narrative they may visit with their advisor for assistance. The narrative must first describe the mitigating circumstances that had hindered their attempt to attain the SAP thresholds and then must describe the changes that had been made to assure progress towards attaining the SAP thresholds. A student may be required to provide documents that demonstrate items written in their student summary narratives.

**Probation**
If the appeal is approved by the committees, the student will be placed on **Probation Status and will be eligible to receive financial aid for one semester.**

- If the student is not meeting SAP at the end of their probationary semester, but they are meeting the terms of their Academic Plan, their academic plan can be rolled over to the next semester and the student will be aid eligible for that semester as well.
- If the student is on probation and does not meet the SAP requirements or the terms of their academic plan, they will be suspended from the College and from receiving financial aid in future semesters.

**Grade Point Average (GPA)**
At the end of each semester (Fall, Spring, Summer), students can access grade reports online on the [www.Generations.edu](http://www.Generations.edu) website through the college’s SonisWeb electronic student record system. Only final grades are entered on a student’s academic record and used in computing the student’s GPA. The GPA is determined by multiplying the number of semester hours attempted for each course by the grade points earned and then dividing the number of semester hours attempted. Computation of the grade point average excludes credits earned by proficiency, for which no grade was earned; course withdrawals; grades earned at other institutions. GPA is used to determine eligibility for good academic standing, graduation, Dean’s List selection, President’s List selection, Academic Honors selection, scholastic awards, and other purposes.

**Repeating Courses**
Students who wish to repeat a course should report to the Registrar. Upon completion of the repeated course, both the grades for the original and repeated courses will appear on the transcript. Only the highest grade for the course will count toward your cumulative credits.
required for graduation and will be considered in your GPA computation

**Good Standing**
A student who has attempted semester hours of coursework, including developmental courses, and has achieved a 2.0 GPA or higher.

**Academic Warning**
Students who have attempted credit hours, including developmental courses, but have not achieved a cumulative 2.0 GPA will be placed on Academic Warning status. The student during the warning period may continue to receive financial aid without a written appeal.

**Academic Suspension**
Students who have a subsequent semester without earning a cumulative 2.0 GPA will be placed on Academic Suspension and must complete the SAP appeal process for consideration.

**Academic Probation**
Students who fail to make satisfactory academic progress, and have appealed and have had eligibility for aid reinstated.

**Program Introduction Courses (SAP Policy Addendum)**
A student’s failure to pass an introductory course will place them on Academic Warning/immediately; this is separate and apart from other academic stipulations including GPA requirements. Students are required to pass all introductory level courses at a grade of “C” or higher. If at the end of a semester (Fall, Spring, Summer) a student taking an introductory level course receives a grade of “D” or lower in the introductory course, that student will be immediately placed on academic warning/probation and will be in danger of being asked to leave the program. Such introductory level courses include, but are not limited to: Introduction to Paralegal Studies, Introduction to Criminal Justice, Introduction to Business and Judicial Reporting Real-Time Theory. The students on academic warning/probation under these circumstances will receive additional academic advising prior to registering for the next semester.

**Financial Aid Warning Status**
Students who fail to meet SAP for the first time (excluding students who have already attempted 150% of the credits required for their program of study) will be placed on a Warning Status for one term and are expected to meet SAP requirements by the end of the following term of enrollment. Students who fail to meet SAP requirements at the end of the Warning Status will be placed on financial aid suspension.

**Financial Aid Suspension**
Students who do not meet the terms of the academic plan, the cumulative grade point average standard, and/or the unit progression requirement will be placed on Financial Aid Suspension (FAS). Students on FAS are not eligible to receive financial assistance, and all aid (federal, state, university, and private) will be canceled for future semesters until the student has regained SAP.
Students that complete the appeal process and are approved will be placed on financial aid probation. However, they will retain financial assistance eligibility as long as they continue to follow and meet the terms of their academic plan.

**Financial Aid Probation (Appeal approved by committee)**

Students who have successfully appealed financial aid suspension are placed on a Probation Status. Students on Probation are eligible to receive financial aid for one semester, after which they MUST meet SAP or meet the requirements of their academic plan that was approved by the SAP Committee. If SAP is not met, students may lose Financial Aid eligibility.

**Course Completion Requirement (Pace)**

The Pace threshold is 67% successful completion of attempted credit hours. A student’s Pace is a percentage that is calculated by dividing the sum of completed cumulative credit hours and accepted transfer hours by the sum of the attempted hours and accepted transfer hours. Remedial hours are included within the calculation. The program change caused by the new rules was the requirement to include the transferred hours in both the numerator and denominator of the calculation. Since Pace calculations require the inclusion of transferred credits, students whose SAP appeal was denied may be required to make up their Deficit Pace Units at another institution.

Grades of A, B, C, D, and P’s are considered successful completions. The college does not offer noncredit remedial courses. Grades of incomplete (I), course withdrawal (CW), Failure (F), are NOT considered successful completion. Excused withdrawals will count toward hours attempted for the cumulative completion rate as well as cumulative GPA. However, withdrawals from courses within the 100% tuition refund period will not be considered against the completion rate.

Students will have until the end of the following semester from the time of the incomplete to make up all missing work and exams and may have less time at the discretion of the instructor or Dean of Academic Affairs. An “I” (Incomplete) will initially be assigned to the grade report and transcript. When the student makes up all the work, the new grade will replace the “I” grade. If a student fails to make up work within the time-frame of receiving an Incomplete, then the grade will automatically be converted to an “F” (Failure) on the student’s grade report and transcript.

**Regulatory Changes**

The United States Department of Education (ED) modified the Satisfactory Academic Progress (SAP) regulations for multiple reasons. Proposed rules were made effective July 1, 2011. The SAP regulations (34 CFR 668.34) can be found on the website for Electronic Code of Federal Regulations. Furthermore, the website for the Department of Education offers various tools to assist with the planning and execution of SAP policy and practices.

**Summary of Changes**

Transfer Hours: All earned college level credit hours are to be evaluated for transfer and added to the calculation of SAP. This means that accepted transfer hours are included in both the attempted and the earned hours.
**Probation Status**
The term of probation status can only be attributed to students who have successfully appealed the SAP issue. Students previously labeled as Probation must be labeled as Warning for a first offense or Suspension for a subsequent offense.

**SAP Academic Plans**
All students who successfully appeal their SAP status must have an academic plan demonstrating they will achieve Satisfactory Progress within the Maximum Time Frame.

**Equality**
All students must adhere to SAP regulations. This includes those who are not using any financial aid dollars. All appeals, GPA, Pace, and Time Frame must be reviewed by the SAP team.

**Documentation**
All SAP appeals must include supporting documentation.

**SAP Appeal Process and Procedure**
Students who have been identified as being placed on Suspension will be required to successfully complete the SAP appeal process. They will be required to complete the official appeal form for each subsequent term until their performance has attained the thresholds for minimum GPA and Pace standards within their time frames. SAP Suspension students will be required to follow a SAP Academic Plan in addition to completing appeals. Students placed on Warning/Probation will not be required to complete SAP appeals, as it is their first offense. Federal guidelines provide conditions of appeal as death of a family member, injury or illness of a student, or other special circumstances. Students, in consultation with designated Generations College personnel who have been trained and authorized to process SAP Appeals, may have to help to draft a summary narrative. The narrative must first describe the mitigating circumstances that hindered their attempt to attain the SAP thresholds and then must describe the changes that had been made to assure progress towards attaining the SAP thresholds. A student may be required to provide documents that demonstrate items written in their student summary narratives.

Student appeals may be denied if failure to achieve satisfactory academic progress could not be attributed to mitigating circumstances. SAP appeals may be denied based solely on failure to provide third party documentation that proves stated mitigating circumstances. Student appeals may be denied based solely on failure to follow and/or attain the goals of their SAP Academic Plan.

**SAP Academic Plans**
A student should be required to file an appeal and explain the reason that the SAP standards have not been met. Furthermore, the student must state what has changed regarding their particular situation. It is important for the student to have ownership in his or her current situation and the resulting academic plan, with an understanding of the consequences the student faces if he or she fails to follow the academic plan. Finally, as an institution, it is the responsibility of the institution to assist a student in plotting a course to successful completion within a new maximum time frame and to then monitor this pace toward completion. An academic plan
would need to take into account the student’s progression toward completion of the intended program, which could, in fact, be the next term.

Academic plans need not be very complicated or too detailed; the purpose of these plans is merely to put the student on track to successful program completion. Students may be restricted and/or limited to part-time status under their SAP Academic Plan until they have met the cumulative satisfactory academic progress standards.

Students who were unable to follow the SAP Academic Plans may be allowed to apply for an amended or new Plan by presenting evidence of a documented extenuating and/or mitigating circumstance.

If a long-lasting or recurrent medical condition has been incorporated with the appeal processes, students may be required to provide official documents from their health care providers that explicitly indicate they can handle a part-time or full-time load of classes.

**Process Management Expectations**

To ensure a high-quality process with the intent to serve both the student and the college, the following controls are in place:

1. At the end of each Semester, a list of SAP impacted students will be created.
2. Each SAP impacted student will be contacted by the Office of the Registrar informing them of the SAP status.
3. Each SAP impacted student will receive an email from the Financial Aid Department informing them of the Financial Aid SAP status.
4. All SAP Appeal forms must be signed, dated, and submitted by the student to the Office of the Registrar prior to the posted deadline date.
5. All appeal packets should have copies of all student submitted information and copies of appropriate academic screens from SonisWeb.
6. Each approved appeal form must contain the full signature and title of the college official(s) who is(are) authorized to decide SAP appeal approvals and denials.
7. All documents attached to the SAP appeal packet must be consistent with the Mitigating Circumstances used to justify the release of the SAP Hold.
8. The Dean of Student and Academic Affairs and CAPPE Co-Directors will meet, review, and decide the outcome for each appellant.
9. The committee may request the opinion from the Program Directors regarding individual student appeals.
10. The appropriate CAPPE Co-Director will meet with each appellant regularly during the term and maintain records of each meeting.
11. Each SAP list will contain the following information for each appellant:
   - A. Full Name and ID number from SonisWeb
   - B. Intended enrollment date of student
   - C. Brief summary of justification for release
   - D. Status of appeal (approved, denied, pending)
   - E. Subtotals for each category
Generations College recognizes the importance of maintaining consistent and responsible student records and acts in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 12.32g) which stipulates that “a school may not generally disclose personally identifiable information from an eligible student's education records to a third party unless the eligible student has provided written consent.” This means that a student must give written consent if he/she wishes Generations to share educational information even if it is with a parent or spouse. More information can be found at http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html.

The official Records Custodian, charged with maintaining student records, is the Registrar supported by the Dean of Student and Academic Affairs. The Records Custodian is responsible for the security, integrity and confidentiality of student records. Generations defines student records as any record that can identify the student and includes the student name, social security number, address, phone number and educational history.

The College ensures the security, integrity and confidentiality of student records by maintaining strict procedures for dissemination of records to both internal and external publics. The Records Custodian complies with the regulations of FERPA and does not disclose confidential information unless requested through approved channels. Paper student records are archived in file cabinets in a secure area for five years, and the College utilizes an electronic database to gather student records. This database, SonisWeb, has been reviewed for accuracy and confidentiality and meets the College’s criteria for an academic database. SonisWeb also maintains an off-site backup system should Generations’s servers experience an unexpected loss, ensuring records are secure and accessible at all times.

Current and former students of Generations College can request an academic transcript only by submitting a signed written request to the Records Custodian. No other requests will be accepted. The request should include the name under which the student was registered, the social security number, dates of attendance, and a complete mailing address where the transcript is to be sent. The request should be made two weeks in advance.

Students and/or alumni are entitled to one free transcript, which is given at graduation, and there is a fee payable in advance for each additional transcript. A request for a transcript is denied if there is any outstanding debt, or documents, equipment or materials owed to the College. Official transcripts are sent directly to the college, employer, or agency indicated on the student's request. Students may request a transcript, which is labeled "Issued to Student."
Generations College confers degrees in December, May, and August and holds Commencement Ceremonies in May. If a student confers in August, they will have to wait until the following year for their Commencement Ceremony. These students with six credit hours or less can petition to participate in the May graduation ceremony.

To be eligible for an Associate’s degree, a student must meet the following requirements:

1. Complete the stated program curriculum
2. Complete the skill requirements for the specific programs
3. Complete the stated credit hours for the programs
4. The achievement of a 2.00 cumulative grade point average or higher.
5. Transfer students must complete a minimum of 21 credit hours from the stated program
6. Have fulfilled all financial obligations to the College
7. The filling of the Graduation Form with the Office of the Registrar
8. Graduation Fee

Generations College does not guarantee employment after graduation.

Commencement Participation
One Commencement is held each year in Chicago. Generations College invites and encourages all candidates to participate in the Annual Commencement. The Commencements are held during the month of May.

Grades And Grading Policies
Grades reflect the instructor’s evaluation of a student’s achievement, improvement, effort, and motivation within the framework of this system. Letter grades are assigned as a midterm and final grade in each course. The quality of a student’s work in any course is evaluated by the use of the following marks and definitions:
## GRADING SYSTEM

<table>
<thead>
<tr>
<th>MARK</th>
<th>DEFINITION</th>
<th>QUALITY POINTS</th>
<th>PER CREDIT</th>
<th>Percentage Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Passed with excellent distinction</td>
<td>4.00</td>
<td></td>
<td>92-100</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
<td></td>
<td>88-91</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
<td></td>
<td>84-87</td>
</tr>
<tr>
<td>B</td>
<td>Passed with distinction</td>
<td>3.00</td>
<td></td>
<td>80-83</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
<td></td>
<td>76-79</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
<td></td>
<td>72-75</td>
</tr>
<tr>
<td>C</td>
<td>Average achievement</td>
<td>2.00</td>
<td></td>
<td>68-71</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
<td></td>
<td>64-67</td>
</tr>
<tr>
<td>D</td>
<td>Poor achievement</td>
<td>1.00</td>
<td></td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>Failed</td>
<td>0.00</td>
<td></td>
<td>00-59</td>
</tr>
</tbody>
</table>
Cumulative Grade Point Average (GPA) Computation
The cumulative GPA is calculated on the basis of all grades (A through F) earned in college credit courses. To calculate a grade point average, multiply the quality points for each grade received by the credit hours assigned. Add the products and divide by the sum of the total number of semester hours taken.
Midterm Grades
At the midpoint of each semester, faculty enter midterm grades for all students in all courses. Midterm grades are to facilitate the academic success of students. Students should arrange to meet with their instructors, if they are receiving a D or F grade to counsel for grade improvement. Midterm grades are not included in the student’s GPA or reported on their transcript.

Final Grades
At the end of each semester, faculty enter final grades for all students in all courses.

Grade Reports
At the end of each semester (Fall, Spring, Summer), grades are available online through Student Portal System within two weeks after the close of the semester unless a temporary hold has been placed on the issuance of grade reports due to outstanding financial obligations. Once all financial obligations have been met final grade reports and transcripts will be released. If a student requires an official copy of their semester grades for reimbursement purposes, a copy can be requested, in writing or via email, to the Office of the Registrar. In accordance with the Federal Family Educational Rights and Privacy Act, final grades will not be disclosed to third parties who are not authorized college officials, including parents, without the prior consent of the student, or the filing of a dependency affidavit by the parents.

Academic Honors
Each semester, Generations College recognizes high academic achievement by honoring students whose GPAs qualify them to make the President’s List and Dean’s List.

President’s List
Placement on the President’s list for any semester, requires a full-time student to have earned a 3.67 semester GPA or better and be in good financial and behavioral standing with the College.

Dean’s List
Placement on the Dean’s List for any semester requires a full-time student to have earned a 3.33 semester GPA or better and be in good financial standing with the College.

Grade Classifications

Auditing
Auditing a course allows a student to take a class without the benefit of a grade or credit for a course. A student who audits a course does so for the purposes of self-enrichment and academic exploration. Audit courses carry no academic credit and do not fulfill degree requirements. Audited courses do not earn an A – F grade; rather, an “AU” is recorded.

- A student may audit a particular course if space is available, certain Court Reporting program courses included. When determining whether or not space is available, students paying tuition will have priority over students who are auditing. Students can audit a course pending availability as well as permission of the instructor and the appropriate Program Director or Dean of Academic Affairs. The student must attend classes regularly, complete
assignments and exams, and participate in all class discussions. Students may not change from credit to audit, or audit to credit, once the semester has started.

- For Court Reporters, after one calendar year from graduation date, on a space-available, first-come first-served basis, Court Reporting Program graduates whose account is not in arrears may audit CR2000 or CR2250 speed class sessions. Audited courses do not earn an A-F grade; rather, AU is recorded. An audited course does not count toward a degree program. Students pay an audit fee of $250.00 for each credit hour, nonrefundable after the sixth day of classes.

**Credit By Examination**

Students may request Credit by Examination to demonstrate skills and knowledge in courses offered by the College. The Credit by Examination is designed to grant credit at Generations College. However, Generations College makes no claim or guarantee that credits earned will transfer to other colleges or universities. Students are only allowed to test out of three (3) courses and limited to one (1) attempt. Students interested in Credit by Examination should consult and get approval from the Dean of Student and Academic Affairs. The exam is assigned to a faculty member who will contact the student and provide more information about the examination.

There is a fee of $300 dollars for each course passed. If the student passes the examination the notation of EXAM, the course number, and the number of credit hours will show on the student’s transcript but not counted in calculating grade point average.

**Incompletes**

Incompletes may be assigned by the instructor to a student who has satisfactorily completed at least 60% of the semester and who, due to illness or other extenuating circumstances beyond the student’s control, is unable to complete the final work for the class. Students must request an incomplete before the end of the semester and they must be passing the class at the time they make the request. If the student meets the requirements for an incomplete and the instructor agrees to assign an incomplete, then the student must get an Incomplete Form from the Office of the Registrar and both the student and instructor must fill it out and sign it. Students will have until the end of the following semester from the time of the incomplete to make up all missing work and exams and may have less time at the discretion of the instructor or Dean of Academic and Student Affairs.

- An “I” (Incomplete) will initially be assigned to the grade report and transcript. When the student makes up all the work the new grade will replace the “I” grade. If a student fails to make up work within the time-frame of receiving an Incomplete, then the grade will automatically be converted to an “F” (Failure) on the student’s grade report and transcript.

**P/F (Pass-Fail Option)**

Indicates the exercise of the Pass-Fail option. Credit counts toward graduation but is not computed in the GPA. The student is responsible for attending and participating in all scheduled classes as well as completing all course requirements. If the course is passed, the hours earned are entered on the students with a grade of P but not computed in the grade point average. If the
course is failed, the F grade is recorded on the student’s record and the credit hours attempted are not included in computing the student’s grade-point average.

* Due to the COVID-19 pandemic, students were allowed to exercise the Pass-Fail option during the Spring 2020, Summer 2020, Fall 2020, and Spring 2021 semesters.

Withdrawals, W, CW, and MW
These grades are issued when the student withdraws. These grades are not used in the student’s grade point average, but they are counted as courses attempted and count toward the maximum time frame.

Withdrawal Policy

College Withdrawal (W)
The College withdrawal occurs when the enrolled student decides to withdraw all classes and leave the College in a given semester after the semester begins. If the student must leave, the student is required to notify the Office of the Registrar and the Financial Aid Office of the intent to withdraw and then cease attendance in all classes and/or academic activities. Students planning to withdraw from the College for any reason must complete a Withdrawal Form from the Office of the Registrar. Failure to attend classes do not constitute an official withdrawal.

A student withdrawing from the College before or at 60% of the semester will receive a “W” grade for all enrolled courses. Receiving a “W” grade can affect your satisfactory academic progress (SAP), but it does not affect your GPA. A student withdrawing from the College before the 60% of the semester, their tuition is prorated based on the official withdrawal date. However, if the student has not completed all of the necessary requirements to receive financial aid before the withdrawal, the student is liable for the portion of tuition that the aid would have paid.

The Registrar determines the official date of withdrawal, based on the student’s signature and date on the Withdrawal Form. Students who receive financial aid and are planning to withdraw should review the Refund Policy for Financial Aid Students. Failure to officially notify the Office of the Registrar of withdrawing is subject to an “F” grade and the student is responsible for the tuition and fees charged associated with the classes and other charges related to attending the College.

Course Withdrawal (CW)
It is our expectation that students attend all class sessions and actively participate in online courses in order to receive grades for courses in which they are enrolled. Sometimes this is not possible, and withdrawal from a course is necessary. Students who are planning to withdraw from a course are encouraged to speak with their instructor, and the Financial Aid Office prior to withdrawing. Withdrawing from a course can impact the students financial aid, and the students academic standing with the college. Once the student decides to continue with a course withdrawal the student must complete the Withdrawal Form from the Office of the Registrar. Notification to the instructor or not attending class does not constitute an authorized withdrawal. A student withdrawing from a course will receive a “CW” grade. Students who do not notify the Registrar’s Office will be considered as attending and will be subject to an “F” grade and
payment of the tuition and fees for the semester. *(Tuition is the responsibility of the student as stated in above in the College Withdrawal section)*

**Medical Withdrawal (MW)**
Generations College recognizes there may be extenuating and mitigating circumstances affecting student academic progress. A student may petition for a medical withdrawal from all or part of enrolled classes after the end of the official withdrawal period by submitting the *Withdrawal Form* and a petition supported by appropriate documentation. Appropriate documentation for a medical withdrawal consists of but not limited to a letter from a health care provider with dates of onset of illness or under professional care, the nature of your condition.

There is no refund after 60% of the semester is completed; students are responsible for 100% of the tuition and fees. The same applies for the shorter summer semester. A request for medical withdrawal does not guarantee any refunds. The student will be notified of the decision to grant a medical withdrawal as soon as possible. *Medical leave for International Students is based on Federal Government Regulations.* If granted a grade of “MW” will be posted.

**Grading Policies**

**Repeating Courses**
Students who wish to repeat a course should report to the Registrar. Upon completion of the repeated course, both the grades for the original and repeated courses will appear on the transcript. Only the highest grade for the course will count toward your cumulative credits required for graduation and will be considered in your GPA computation.

**Semester Course Grade Appeal Procedure**
A student who believes an error was made in semester course grade calculation may submit a semester course grade appeal. The following procedure applies only to written course grade appeals. The purpose of grade appeals is to determine if course syllabus and Generations College e-catalog provisions have been followed.

Students wishing to appeal a semester course grade must contact the Office of the Registrar to obtain the *Grade Challenge Form*. This appeal form must be completed and dated by the student, with reason for grade appeal and desired outcome of appeal clearly stated. The Dean of Student and Academic Affairs will consult with the relevant faculty member to determine semester grade derivation and existence of any error. The decision on grade appeal matters by the Dean of Academic Affairs will subsequently be conveyed to the student. The Dean’s decision will be binding. All grade changes must be completed by the end of the following semester.

**Court Reporting Grading**

**JR-1000 through JR-1225** *(Previous Course Numbers: CR-1024 through CR-2250)*

1. If a student **does not** pass any of these courses the **first time**, he/she will be issued a grade of FAILED (F). A student may repeat the course if participation, homework and transcripts are satisfactory.
2. If a student does not pass the course the second time, he/she will be issued a second F grade for the course. A student may repeat the course if he/she has submitted appeal documents.

3. If a student does not pass the course the third time, he/she will be issued a third F grade for the course and will NOT be permitted to continue in the Court Reporting Program as he/she has failed to demonstrate academic progress.

4. If a student does pass the course the second or third time, he/she will be issued a passing grade for the course and the one or two FAILED (F grades) recorded on his/her transcript will be changed to FULFILLED (FUL).

5. A student who fails a course and has satisfactory participation, homework and transcripts also has the option of taking the one-credit lab at that speed in the semester immediately following the course. The lab provides structured practice time so that the student can continue testing for one semester after the course. If a student passes all required speed tests during the lab then the previous FAILED (F grade) recorded on his/her transcript will be changed to FULFILLED (FUL). Labs cannot be repeated.

Thriving at Generations: Student Life

Academic Affairs

Resource Policy
Generations College provides numerous resources to enhance the academic experience for students and promote success in the classroom. These resources include desktop computers, laptops, library resources, among others. To ensure that these resources are used to enhance the student’s education, the College will not condone any resource for illegitimate, illegal activities that are not in good taste or are disruptive to anyone, on or off-campus. For example, the viewing of pornography and gambling-related websites is strictly prohibited. Generations College regards student use of its resources as a privilege and not as a right. In instances of student noncompliance with the policy, the College may revoke this privilege at any time as well as pursue other actions, including but not limited to: suspension, permanent dismissal, and legal action. In addition, the use of College equipment, such as printers, for personal, non-academic use is prohibited.

Library
The Generations College Library provides a growing collection of digital and online resources. The library serves the needs of the College community by giving constituents access to resources that are relevant to their studies and interests.

Court Reporting students use on-line resources to conduct research when preparing their transcripts. Two major search engines are www.google.com and www.bing.com.
Professional sites students use are:

www.ncra.org (National Court Reporters Association)

www.uscra.org (United States Court Reporters Association)

www.ilcra.org (Illinois Court Reporters Association)

www.ildfpr.com (Illinois Department of Financial and Professional Regulation)

www.nala.org (National Association of Legal Assistants)

www.ipa.org (Illinois Paralegal Association)

www.aafpe.org (American Association for Paralegal Education)

For researching general information, court reporting students use:

www.mapquest.com (city and street names)

www.dictionary.com (English spelling and vocabulary usage)

www.sullivanslawdirectory.com (lists attorneys, government officials and court procedure rules)

www.thelawdictionary.org (legal terminology)

www.dorlands.com (medical terminology)

www.medilexicon.com (medical terminology)

www.PDR.net (prescription drug information)

www.gpo.gov (United States government publications including the United States Code)

www.ilga.gov (Illinois government publications including the Illinois Compiled Statutes)

Paralegal Studies students use the following materials to further educate themselves in the profession:

- *The Lookout*, a quarterly magazine published by the Illinois Paralegal Association

- *Facts and Findings*, a bi-monthly magazine published by the National Association of Legal Assistants.
WestlawNext, a legal database created and maintained by the West Corporation, is the preferred legal research database available in the United States. Generations College Paralegal Students utilize the following WestlawNext materials to increase their awareness of online legal research:

- WestlawNext Paralegal Premier, which includes primary law sources such as the United States Code Annotated, the National Reporter System and the annotated Code of Federal Regulations, in addition to the statutes of all 50 states. This database permits Generations College students to access the latest and most relevant law, regulations and cases appropriate to their coursework and also prepares them to utilize WestlawNext in their future employment.
- WestlawNext Formfinder, which includes thousands of federal, state, agency and general legal practice forms used by legal professionals across the country, allows Generations College paralegal students to view, analyze and prepare legal forms which they will use in their professional careers
- WestlawNext Briefs, which includes complete case law briefs submitted in courts across the country in all areas of legal practice to allow our students to analyze the reasoning and arguments made by legal professionals in current and past court cases.

All students have access to EBSCO which is the leading provider of research databases, e-journals, magazine subscriptions, ebooks and discovery services for academic libraries. Students are also encouraged to use googlescholar.com to review additional books, news articles, and case studies particular to the program.

Email
All students are provided with a Generations College email address upon their full admission and registration to the College. This is the primary means for which the College will communicate with the student body so students are encouraged to become familiar with the platform immediately. It is strictly the students’ responsibility to check their Generations College email regularly and does not absolve students from their responsibility in responding to time-sensitive or official correspondence sent via this method. Administration, including all the departments of the college will use the Generations provided email to share College information. Utilizing this free service is pertinent to successful communication at the College. Please note that this email service is held by Generations College and as such harassment, mass-mailing, solicitation, and other inappropriate messages are not permitted.
Textbooks and Course Materials
As part of Generations’s commitment to technology, the College offers an innovative and sustainable opportunity for students to obtain their textbooks and course materials. Through a direct partnership with e-book publishers, students are provided with an electronic copy of all required textbooks on the first day of class, downloadable to any personal electronic device or viewable in the school computer labs. Students are not only provided with an instantaneous connection to all required textbooks, but also a multifaceted online learning platform provided through the publisher. This online learning experience will be utilized throughout the student experience at Generations and includes homework uploads, quizzes, discussion forums, grading criteria, tutorials, and much more.

The textbook and course material cost is:

Full-time students (12 credit hours or more): $350 per semester

Part-time students (11 credit hours or less): $250 per semester

Counseling Support for Generations College Students
Generations and The University of Illinois at Chicago – Department of Psychology have partnered to offer the Generations student body confidential, free counseling throughout the week. The counseling is offered at the Department of Psychology building on the campus of the University of Illinois at Chicago (UIC). The College realizes the pressure that its students are under, and the counselors from UIC are available to help identify areas of stress, relieve academic frustration and promote a healthy student environment. Referrals are made through the Office of the Dean of Student and Academic Affairs.

Academic Advising
Upon acceptance to the College, students can receive academic advising and assistance on course selection from their Program Directors and/or the CAPPE Co-Directors. Throughout their tenure at the College, students will continually receive advice on academic decisions and course decisions through the Center for Academic, Personal and Professional Excellence [CAPPE] in addition to their individual Program Directors and are encouraged to meet with the Registrar regarding degree completion and academic planning.

Students with Disabilities
In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, the College provides support services for students with documented disabilities. Students wishing to request services or desiring more information should contact the Dean of Student and Academic Affairs at 312-922-1884. Verification of disability and request for service must be received at least two weeks prior to the beginning of the term so that services may be arranged. Complaints regarding services for disabled students should be addressed through a
formal appeals procedure. Formal complaint forms are available from the Dean of Student and Academic Affairs. The case will be handled promptly.

Student Code of Conduct

The Student Code of Conduct of Generations College is designed to provide behavioral standards for students that shall govern their interaction with the College and the public at large on and off campus. This code intends to create an educational community that fosters civility, good citizenship, intellectual development and mutual respect.

Remote Learning Norms:

- Arrive to class on time with the video camera on and the microphone on mute until it is your turn to speak.
- Use the chat box to engage in course discussions/topics and ask relevant questions.
- Actively participate.
- Have a notebook and pen handy for taking effective notes.
- Designate quiet places to work.
- Be respectful and kind.
- Practice active listening.

Unacceptable Personal Behavior:

- **Disruptive Behavior:** Students are expected to conduct themselves in a professional and adult manner appropriate to a college environment. Disruptive behavior in and/or outside the classroom, violation of regulations, altercations with other students or College staff, disrespect for the rights of others, use of profanity, yelling, or other behavior that interferes with the learning or professional environment of the College, are considered causes for immediate suspension and possible permanent dismissal from Generations College.

- **Threat to Safety of Students or Staff:** It is important that the safety and rights of other students and members of the College staff are ensured. Any activity that is a violation of regulations and threatens the safety of students and staff will be cause for permanent dismissal. Illegal activity, including but not limited to that involving weapons and/or theft, also will result in proper law enforcement authorities being notified as soon as possible.

- **Academic Dishonesty:** A student also may be suspended or dismissed for academic dishonesty. All cases of suspected cheating or plagiarism will be brought to the attention of the Dean of Student and Academic Affairs. If a faculty member discovers a student cheating or plagiarizing, the faculty member must report the situation in writing with the specifics of the incident included to the Dean of Student and Academic Affairs. If a student is caught cheating or plagiarizing once, the Dean will give the student a written warning; and if the student is caught cheating or plagiarizing a second time after receiving the warning, the student will be suspended from the College. Each faculty member who finds a student cheating or plagiarizing must report the situation in writing to the Dean of Student and Academic Affairs. If the Dean receives information about
more than one violation concerning the same student, the student will be suspended from the College. All faculty must report instances of cheating or plagiarism in writing to the Dean. Repeated instances of cheating or plagiarism are considered causes for permanent dismissal from Generations College.

**Faculty Responsibilities**

All cases of cheating or plagiarism must be submitted immediately in writing by the faculty member to the Dean of Student and Academic Affairs. The written report of the incident must include all evidence necessary to substantiate the claim. If additional information is requested, the faculty member is expected to comply. The faculty member also is required to inform the student when a report has been made to the Dean of Student and Academic Affairs.

**Sanctions**

- The first-time a student is caught cheating or plagiarizing, the Dean of Student and Academic Affairs will give the student a written warning or will suspend the student from the College;
- If a student has repeated instances of cheating or plagiarism, the student will be permanently dismissed from Generations College.

*Students who wish to protest the allegation of the faculty member should follow the Student Grievance Procedure.*

- **Off-Campus Misconduct:** Generations College reserves the right to suspend or expel a student based on off-campus behavior that is deemed unbecoming of a Generations College student (i.e. criminal behavior whether or not a formal charge or conviction is pursued by law enforcement.

Upon matriculation to the College, all students must agree to and sign the Generations College Student Code of Conduct Acknowledgment Form. The Code of Conduct Acknowledgement Form is a student's acceptance that he/she has read and understands Generations College's Student Code of Conduct and that violations of the Student Code of Conduct either on or off campus may result in disciplinary action. The College will retain the Acknowledgment Form for each student.

**Disciplinary Actions**

Violations of the Student Code of Conduct shall be directed to the Dean of Student and Academic Affairs. Suppose a student is found responsible for the violation(s) of the Student Code of Conduct. In that case, appropriate disciplinary action will be taken, which may include, but is not limited to, warnings, limitations on student activities, disciplinary probation, suspension, or expulsion. In each case where a student has been found in violation of the Student Code of Conduct, factors such as the nature and gravity of the incident, the motivation underlying the behavior, the student's disciplinary history, the impact of the behavior on the
College community, and discipline issued in similar cases will be considered in determining the appropriate corrective action.

**Probation**
Disciplinary probation is a formal notice to a student that he/she has engaged in behavior or a pattern of behavior that is a violation of the Student Code of Conduct and unacceptable within the College community. Disciplinary probation is for a fixed period of time that is determined by the Dean of Student and Academic Affairs, in their sole discretion.

Students who have been placed on probation may seek review of the disciplinary decision by following the Student Grievance Procedure.

Students placed on disciplinary probation must avoid any further violations of the Student Code of Conduct during the probationary period. Any violations of the Student Code of Conduct while on probation shall result in further disciplinary actions, which may include immediate expulsion from Generations College.

**Suspension**
Suspension involves the exclusion of a student from participation in any academic or other College activities for a period of time determined by the Dean of Student and Academic Affairs, in his/her sole discretion. Suspensions will be noted on the student's disciplinary record and academic transcript.

**Expulsion**
Expulsion is the most serious disciplinary action and involves the permanent exclusion of a student from Generations College by the Dean of Student and Academic Affairs, in their sole discretion. Permanent notation of the expulsion will be included on the student's disciplinary record and academic transcript.

Students who have been issued discipline in the form of an immediate suspension or expulsion may seek review of the disciplinary decision by following the Student Grievance Procedure.

**Student Dress Code**
Generations College understands and fully supports its students' right to self-expression. However, the College also must focus on learning, increasing student achievement, and encouraging practices to prepare its graduates to enter the professional workforce. Therefore, the Student Dress Code is designed to provide appropriate guidelines for students that will promote and maintain a positive educational environment for all College community members.
The following dress code applies to all students enrolled at Generations College, and individuals attending any Generations College sanctioned event, activity, or function. Those who violate the dress code shall be notified by a College representative and asked to alter their attire to conform to the dress code. Students who cannot conform their attire to the dress code will be subject to disciplinary action and may be asked to leave or denied admission to the classroom or College sanctioned event.

Generations College representatives who have the right to address these guidelines with students and/or ask students to leave or deny them admission to the classroom or College sanctioned event include College administrators, teaching instructors and staff members.

Examples of attire that shall be considered a violation of the student dress code include, but are not limited to, the following:

- Transparent, low cut or revealing clothing (i.e. no bare midriffs, excessive sagging or low waist pants with exposed undergarments);
- Micro/mini dresses and skirts;
- Halter tops, bikini tops, half shirts or wide armhole tank tops;
- Visible undergarments, underwear or clothing that exposes private parts;
- Sleeping attire, such as pajamas;
- Baseball caps, stocking caps, sun-visor, do-rags, and bandanas;
- Indoor sunglasses that are not worn for a medical purpose or prescription;
- Clothing or visible tattoos which are obscene, profane, lewd, vulgar or sexually explicit, encourage illegal drug use or bear gang insignia, or depict plainly offensive messages.

It is further expected that students display an appropriate level of judgment with regard to personal hygiene, grooming, and dress for the occasion or setting. Business or formal wear should be worn during Generations College's special occasions, including but not limited to the Awards Ceremony, Phi Theta Kappa Induction Ceremony, and Graduation.

Students wearing clothing or headgear in observance of their religious or cultural practices may be granted an exception to the Student Dress Code after seeking approval from the Dean of Student and Academic Affairs.
Student Services

CAPPE
Generations College’s Center for Academic, Personal and Professional Excellence (CAPPE) fosters a student-focused success center that offers innovative, holistic programming and services, enriching the student experience and empowering students to graduate and excel in the workforce. The programs throughout the academic year provide assistance to all students by offering various seminars, activities, programs, and individual advising to meet student needs. CAPPE has several departments that include: Tutoring, Professional and Career Development, Online Courses, Wellness and Counseling, Mentoring, and Continuing Education. CAPPE services include but are not limited to:

- One-on-one instructor tutoring, drop-in tutoring sessions, and one-on-one peer tutoring, weekly check-ins
- Academic workshops – writing, grammar, math, study and test-taking skills, etc.
- Mental, physical, emotional and spiritual, financial guidance and counseling.
- Career services – creating and/or editing resume and cover letter building, mock interviews, advising, career research, job search, etiquette workshops, seminars and networking opportunities. Career services has been enhanced at Generations through a partnership with Handshake, the number one way college students find employment. Handshake has over 6 million active students and over 500,000 active employers. Workshops will be available throughout the academic year to assist students with setting up their profiles and accessing Handshake’s resources.
- Civic Engagement - opportunities to volunteer in the community to make a difference in the world around us.
- Mentoring programs at all levels.
- Events/Activities
Transportation and Parking
Public transportation and parking garages are conveniently located. Generations College is near the South Shore, Illinois Central, Rock Island, Milwaukee Road, Burlington, and Northwestern trains. The College is located two blocks from both the Randolph/Wabash and Adams and Wabash “L” Stations.

Generations College Discounted Parking

*Adams/Wabash Self-Park* - 312-554-0112
17 East Adams – Enter on the West side of Wabash

And

*Wabash/Randolph Self-Park* – 312-986-6863
20 East Randolph – Enter on the West side of Wabash

To receive your discount, please have your parking ticket stamped or pick up a rebate card at the Generations College 2nd floor Reception, Admissions or Business Office, Monday - Friday 9 a.m. to 5 p.m.
Generations Student Clubs and Organizations

Club Formation
Generations encourages all students to become actively engaged in the College through established clubs or pursuing the foundation of a new club. All students wishing to begin a new organization at the College must follow the Club Formation policy. All new clubs must:

- Meet with the Dean of Student and Academic Affairs
- Establish a Mission Statement, Goals, and Objectives
- Obtain signature of club designated faculty advisor
- Collect signatures of at least seven (7) prospective members

Student Organizations

Student Ambassadors
Student Ambassadors at Generations provide assistance to the Admissions Team and the entire Generations Community. They are leaders and representatives of Generations and are expected to uphold the ideals and mission of the College at both outreach programs and events held on campus. Ambassadors must currently have and maintain a 2.75 GPA and receive a faculty recommendation.

Student Government Association
The Student Government Association is designed to provide students with the opportunity to gain leadership and organizational skills and to offer direction on student activities. The organization sponsors a variety of activities including school-pride and cultural events. The Student Government Association also initiates service-related activities designed to connect students to the needs of local communities.

Phi Theta Kappa
Phi Theta Kappa is an international honor society of two-year colleges that invites outstanding degree candidates into its fellowship to sponsor activities which further scholarship, cultivate character, and improve “esprit de corps” among all students at the College. Full-time students who have been named to the Dean’s List and or the President’s List for two consecutive semesters and have a 3.0 cumulative GPA receive an invitation to become a member of Phi Theta Kappa, Tau Delta chapter.

Student Clubs
Student Clubs are student-led and co-curricular groups established within specified programs such as: Paralegal Club, Criminal Justice League & Business Administration and Entrepreneurship. Members organize field trips, speakers and events to help connect students in the program to professionals and develop potential employment relationships and opportunities.
Internships at Generations

General Information
The College Credit Internship offers students an opportunity to develop employment skills and secure professional contacts. Internship is defined as a student engaged in supervised practical training. Employers benefit from the Generations College Internship by training and mentoring students who assist in performing organizational projects. The Internship will be conducted off-campus by an organization not related in any way to Generations College. A Generations College student must register and pay tuition for a three (3) credit hour internship course through the College. The student will be supervised by a designated person from the organization at the internship site, as well as the appropriate Program Director. Upon completion of the internship, the appropriate Program Director, in consultation with the designated person, will assign an A – F letter grade to the student.

The letter grade for the internship will be recorded at the end of the semester for which the student registers. The Generations College Values Program must be adhered to during the internship. This will require students to demonstrate competency on-the-job in three core skill areas: Communication Skills, Critical Thinking, and Interpersonal Skills.

Internship Information

1. It is the student’s responsibility to secure a location and organization for an internship subject to approval of the appropriate Program Director. This should be done well in advance of the semester in which the student wishes to execute the internship.

2. Work Hours: Determined by the supervising organization to total forty-eight (48) clock hours of student work. The supervising organization and the student must choose one of the two following work schedules:
   a. Eight (8) hours per week for six (6) consecutive weeks, equaling forty-eight (48) total hours; or
   b. Twelve (12) hours per week for four (4) consecutive weeks, equaling forty-eight (48) total hours; or
   c. An alternative weekly schedule, equaling at least forty-eight (48) total hours.

3. At the end of each internship week, the student must submit to the appropriate Program Director a work/activity log via email for verification.

4. Prior to commencing the internship, it must be approved by the appropriate Program Director, who has full authority to approve or deny any proposed internship.

5. No college credit internship can be taken with Generations College as the supervisory organization. A federal work-study position is not considered an internship.

6. Generations College reserves the right to perform a background check on college-credit internship supervisors.
7. Generations College is not responsible for actions of noncollege employees or circumstances that occur at the supervisory organization site.

8. Regardless of the internship start date within the semester, the student must register and pay for the internship course in the same timely fashion as other Generations College courses.

9. The student must consult with the internship supervisor and appropriate Program Director prior to making any changes in internship work schedule.

10. Withdrawal from a college credit internship incurs loss of both college credit and tuition.

11. The student may complete an internship in a maximum of two fields of study but must register, pay for, and complete each college internship credit separately. The student may not complete two college credit internships in the same field of study. The student may complete only one college-credit internship in the same semester.

12. The student assumes all risks and responsibility for medical or medication needs and the cost thereof.

13. By choosing to participate in the internship program at Generations College, the student may substitute the three (3) credit hour professional experience course for another three (3) credit hour course in his/her academic major program. The substitution must be approved by the appropriate Program Director prior to commencing the internship.

14. A college-credit internship is an educational endeavor and does not entitle the student to unemployment benefits or other claims.

15. Insurance and other claims are the responsibility of the supervising organization (not Generations College).

16. If a student has a documented disability or limitation, the student agrees to release to the internship organization any necessary information that would enable the internship organization to provide reasonable accommodations for participation in an internship.

17. The student holds Generations College harmless for all potential consequences of participation in this internship, including injuries incurred going to, from or during internship, the early termination of the internship by the organization or the College, a failing grade for the internship performance, and all other damages or losses incurred by the student during this internship.

Constitution Day
Generations College is proud to present an educational seminar regarding the United States Constitution open to all students, faculty and staff in September of each year, during which each participant will be provided a free-of-charge copy of the U.S. Constitution.

Voter Registration Day
Generations College is proud to sponsor an annual voter registration day during the month of
September each year, with the objective of promoting voter registration and civic awareness among Generations College students, faculty and staff. The event is held on campus and coordinated with the local congressional office staff.

**Feedback**
Generations College seeks to provide outstanding service to all Generations constituents. Our sincere desire to render excellent service has led to the development of the Generations Service Pledge: “Providing exemplary service is not merely a function of our work – it is our purpose.” To effectively meet our goal, it will be important for the College to receive consistent feedback.

We appreciate the effectiveness of two-way communication and we want to hear from those that we serve every day--our students, alumni, staff, and all individuals who are impacted by the College. The College has provided a Feedback link on each of the main pages of our website to submit comments, both positive and to shine a light on areas that need improvement. This simple form can be completed anonymously, or respondents can provide their names and contact information if they wish to receive a personal response. Generations is committed to continuously enhancing the learning environment, and the administration appreciates all constructive feedback.

**Your Path to Success: Programs at Generations College**

Generations College offers programs that lead to associate degrees. Completing an associate degree provides students with a number of important benefits that make their investment in education valuable.

<table>
<thead>
<tr>
<th>Programs</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSINESS ADMINISTRATION</td>
<td>ASSOCIATE OF SCIENCE</td>
</tr>
<tr>
<td>BUSINESS ADMINISTRATION</td>
<td>ASSOCIATE OF SCIENCE</td>
</tr>
<tr>
<td>(Concentration in Entrepreneurial Studies)</td>
<td></td>
</tr>
<tr>
<td>COURT REPORTING</td>
<td>ASSOCIATE OF APPLIED SCIENCE</td>
</tr>
<tr>
<td>CRIMINAL JUSTICE</td>
<td>ASSOCIATE OF SCIENCE</td>
</tr>
<tr>
<td>PARALEGAL STUDIES</td>
<td>ASSOCIATE OF SCIENCE</td>
</tr>
</tbody>
</table>

**General Education**

The curriculum at Generations College requires general education courses within Associate of Science and Associate of Applied Science degree programs; these courses broaden the academic experience and assist with transfer for students who will be seeking a bachelor’s degree. Note: Students do not take all of these courses and not all these courses are offered each semester.
All students at Generations must meet the requirements for ENG 1010 and 1020 and most students seeking an Associate of Science degree who are full-time, first-time students will take COL 1010. All students seeking an Associate of Science degree will take one additional course from four of the following five areas: 1) Computer Information Sciences, 2) Communications, 3) Mathematics and Physical/Life Sciences, 4) Humanities, and 5) Social Sciences. **Students should consult the individual program requirements for the specific general education requirements for each program.** If major requirements include an elective course that also is listed as an option under the program’s general education requirements, this course cannot count for both the major requirement and the General Education requirement at the same time.

**General Education Mission Statement**
The mission of the Generations College General Education Curriculum is to instill within students a broader understanding, awareness, knowledge and appreciation of the sciences and humanities. This program provides students with the tools to master the core competencies of the college. The General Education courses serve to position students within larger fields of inquiry and endeavor as they prepare to function as informed and ethical individuals in a culturally diverse and technologically driven global society.

**Strategic Goals:**
The goal of Generations’s General Education course requirements is to:
- Increase graduation rates at Generations through implementation of solid methods of academic support.
- Reinforce or improve reading and mathematics skills.
- Reinforce or improve student knowledge of digital literacies.
- Support degree-seeking candidates in preparing for life in the professions.
- Improve student success rates at the course level.

**General Education Learning Outcomes:**
- Comprehensive knowledge of technology and how to use it for practical skills, allowing students to make informed decisions, analyze data and report information effectively and responsibly.
- Write in a variety of genres, contexts, and disciplines.
- Develop awareness and understanding of cultural, gender, diversity, and global issues.
- Demonstrate ethical responsibility in decision-making.
- Maintain an understanding of literacy, research, and principles of accountability in qualitative and quantitative reasoning within communication.
- Knowledgeable in local, national and international events.
- Use integrative and applied learning to identify and solve problems, transfer learning to new situations, and work effectively in teams.
**General Education Courses Include:**

**COLLEGE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COL 1010</td>
<td>First Year Experience</td>
<td>1 hr.</td>
</tr>
<tr>
<td>COL 2750</td>
<td>Professional Experience</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**COMPUTER INFORMATION SYSTEMS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 1150</td>
<td>Introduction to Computing</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**COMMUNICATIONS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 0900</td>
<td>Introductory English</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 1010</td>
<td>College Composition I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 1020</td>
<td>College Composition II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 1800</td>
<td>Business Writing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SPE 2110</td>
<td>Speech Communication</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**HUMANITIES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 2050</td>
<td>Introduction to Ethics</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**LIFE and PHYSICAL SCIENCES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1011</td>
<td>Biology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EAR 1010</td>
<td>Introduction to Earth Science</td>
<td>4 hrs.</td>
</tr>
</tbody>
</table>

**MATHEMATICS and PHYSICAL/LIFE SCIENCES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 0900</td>
<td>Fundamentals of Mathematics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MATH 1600</td>
<td>College Algebra</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MATH 1900</td>
<td>General Education Statistics</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**SOCIAL SCIENCES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 2210</td>
<td>Macroeconomics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ECON 2220</td>
<td>Microeconomics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSY 1010</td>
<td>Introduction to Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 2010</td>
<td>Introduction to Sociology</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Total General Education credits available: 53
Business Administration Major  
Associate of Science Degree

Business Administration Mission Statement  
The mission of the Business Administration Associate of Science degree program is to educate students in the fundamental concepts, techniques and skills necessary to excel in various business-related fields.

Business Administration Vision Statement  
To create a learning environment in which students understand the fundamentals of ethical business practices and behaviors to help them succeed in the global business environment.

Business Administration Goals:  
Generations’s Business Administration Program will ensure that students are well rounded, well educated, and well prepared for the world of business. To that end, the course of study will:

- Provide students with a broad-based overview of the key concepts, tools, strategies and techniques necessary to support/enhance students’ employability in a for-profit or not-for-profit business venture.
- Provide the basic tools to move on to a four-year college or university.
- Explore the latest concepts and practices in management and global economics.
- Broaden student understanding of current and future economic trends and their impact on the business climate in the U.S. and across the globe.
- Build basic skills, knowledge and understanding of business accounting, finance, technology, human resource management and marketing.
- Integrate traditional classroom education, best practices and experiential learning to enhance student knowledge and understanding.

Business Administration Learning Outcomes:  
- Communicate effectively in business environments
- Utilize relevant business software and online business resources
- Review the relevance of social media within the business context
- Analyze internal and external business reports including basic financial statements
- Identify, analyze and evaluate common and competing interests of business stakeholders including customers, suppliers, business owners, investors and global markets
- Gain an understanding of the ethical challenges related to business and management through the study of effective strategies for resolving these issues.
Business Administration Courses Include:

**Business Administration**

**Associate of Science Degree**

**BUSINESS ADMINISTRATION COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-1050</td>
<td>Financial Accounting Principles I</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-1200</td>
<td>Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-1600</td>
<td>Business Law</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-2400</td>
<td>Principles of Marketing</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-2500</td>
<td>Managing Human Capital</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-2510</td>
<td>Introduction to International Business</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-2550</td>
<td>Principles of Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-2570</td>
<td>Fundamentals of Business and Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-2600</td>
<td>CAPSTONE: Business Plan Development</td>
<td>3.0</td>
</tr>
<tr>
<td>ECON-2210</td>
<td>Macroeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ECON-2220</td>
<td>Microeconomics</td>
<td>3.0</td>
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</tbody>
</table>

**GENERAL EDUCATION COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COL-1010</td>
<td>First Year Experience</td>
<td>1.0</td>
</tr>
<tr>
<td>CIS-1150</td>
<td>Introduction to Computers</td>
<td>3.0</td>
</tr>
<tr>
<td>COL-2750</td>
<td>Professional Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>ENGL-1010</td>
<td>College Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>ENGL-1020</td>
<td>College Composition II</td>
<td>3.0</td>
</tr>
<tr>
<td>ENGL-1800</td>
<td>Business Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH-1600</td>
<td>College Algebra</td>
<td>3.0</td>
</tr>
<tr>
<td>PHIL-2050</td>
<td>Introduction to Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY-1010</td>
<td>Introduction to Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC-2010</td>
<td>Introduction to Sociology</td>
<td>3.0</td>
</tr>
<tr>
<td>SPE-2110</td>
<td>Speech Communication</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**DEGREE CREDIT HOURS REQUIRED**

61.0

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**What Can You Do With This Degree?**

- Administrative Assistant
- Office Manager
- Store Manager
- Executive Assistant
- Legal Office Assistant
- Entrepreneur

**Prepare For Industry Recognized Business Administration Certifications:**

- Associate Professional in Human Resources (APHR)
- Certified Administrative Professional (CAP)
- Certified Associate in Project Management (CAPM)
- Certified Customer Service Manager (CCSM)
Business Administration – Emphasis in Entrepreneurship

The Entrepreneurial Studies program is integrated into the Business Administration program with some curricular changes. This program is intended for those Business Administration students who have intentions to start a small business, expand a family business, develop new ideas within an established corporation (intrapreneurship), or continue their education at an accredited four-year institution.

Entrepreneurial Studies Courses Include:

<table>
<thead>
<tr>
<th>ENTREPRENEURIAL COURSES</th>
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<tbody>
<tr>
<td>ACCT-1050 Financial Accounting Principles I</td>
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<tr>
<td>BUS-1600 Business Law</td>
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<td>BUS-2400 Principles of Marketing</td>
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<td>BUS-2500 Managing Human Capital</td>
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<td>BUS-2510 Introduction to International Business</td>
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<tr>
<td>ENG-1800 Business Writing</td>
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<tr>
<td>ENT-1200 Introduction to Entrepreneurship</td>
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<tr>
<td>ENT-2100 CAPSTONE: Business Plan Development</td>
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<tr>
<td>ENT-2110 New Business Implementation</td>
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<td>ENT-2250 Principles of Management</td>
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<tr>
<th>GENERAL EDUCATION COURSES</th>
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<tr>
<td>COL-1010 First Year Experience</td>
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<tr>
<td>CIS-1150 Introduction to Computers</td>
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<tr>
<td>COL-2750 Professional Experience</td>
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<tr>
<td>ENG-1010 College Composition I</td>
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<td>ENG-1020 College Composition II</td>
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<td>ENG-1800 Business Writing</td>
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<tr>
<td>MATH-1600 College Algebra</td>
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<tr>
<td>PHIL-2050 Introduction to Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY-1010 Introduction to Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC-2010 Introduction to Sociology</td>
<td>3.0</td>
</tr>
<tr>
<td>SPE-2110 Speech Communication</td>
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</tbody>
</table>

DEGREE CREDIT HOURS REQUIRED: 61.0

Learning Outcomes:

- Communicate effectively in business environments
- Review the relevance of social media within the business context
- Analyze internal and external business reports including basic financial statements
- Identify, analyze and evaluate common and competing interests of business stakeholders
- Gain an understanding of the ethical challenges related to business and management

What Can You Do With This Degree?

- Mid-level management
- Business consultant
- Not-for-profit fundraiser
- Personal Financial Adviser

Generations College 2021-2022 Academic Catalog
Court Reporting Major
Associate of Applied Science Degree

Court Reporters are the professionals who capture, protect, and preserve the court's record by recording the verbatim proceedings in court or during pretrial depositions, which they translate into a transcript for use by court officials and attorneys.

What can CR students expect from MacCormac’s School of Court Reporting?

Court reporting is a non-traditional course of study in that it requires a performance-based outcome. The length of the program is largely determined by the individual, based on their progression through the speed levels. MacCormac’s School of Court reporting will prepare you for an entry-level position in the field; however, there will still be lots to learn on the job once you graduate. Some states, like Illinois, require you to pass a state exam or that you hold certifications through the National Court Reporters Association. These requirements vary from state to state.

Court Reporting Mission Statement
It is the mission of the Court Reporting Associate of Applied Science degree program to provide a strong foundation consisting of academic knowledge and technical expertise that will prepare the student for a career as a professional judicial reporter in a variety of venues, including administrative, governmental, and judicial.

Court Reporting Vision Statement
Foremost among the attributes we strive to develop in our Court Reporting students is a firm sense of--and appreciation for--professionalism at all times, thereby favorably informing students' time to degree, graduation rates, and transition to the workplace.

Court Reporting Goals:
• Students will complete a supervised externship affording them an opportunity to define career goals, gain experience, and acquire self-confidence.
• Students will be well prepared for the state Certified Shorthand Reporter (CSR) and the Registered Professional Reporter (RPR) certification exams.
• Students will obtain experience with Realtime reporting during core classes.

Court Reporting Learning Outcomes:
Court Reporting graduates will be able to demonstrate:
• Listening and concentration skills to aid in machine shorthand writing.
• Proficiency in writing legal, medical, and technical terminologies.
• The ability to apply all punctuation, grammar, and spelling principles in transcription work.
• Knowledge of local, national, and international current events.
• Expertise in the appropriate speeds and all theory principles.
• Knowledge and understanding of the NCRA Code of Professional Ethics.
• Knowledge of technology as it is used in all aspects of the profession.
  *The student shall pass three (3), (5) five-minute tests with 95 percent accuracy at each of
  the following speeds: 225 words per minute testimony ((2) two-voice), 200 wpm jury
  charge, and 180 wpm literary.
• The student shall complete at least 40 verified hours of actual writing time during the
  internship experience.
• Click here to view the NCRA General Requirements and Minimum Standards.

What can CR students do to increase their chances of excelling?
• Simply put, practice, practice, and do more practice. Practice in addition to your
  academic coursework. One of the greatest distinguishing factors between students who
  progress quickly and those who do not is the amount of time they spend practicing. At a
  minimum, you are required to practice 18 hours a week for full-time students and 9 hours
  for half-time students.
• Best practices have shown greatest success when students practice 18-25 hours per week.
  The more you practice, the better the results. Creating a designated quiet area that you
  can go to practice and dedicating a specific time to practice each day will make it easier
  for you to meet the minimum standards.
• Accessing all resources, consultations with instructors, all available means of dictation,
  job shadowing, peer review, mentoring, and internships.
• Participating in the development of your own Individual Development Plan with your
  school outlining speed-building path and goals.
• Take responsibility for your success.
• Seek feedback from instructors on daily/weekly basis.
• Join NCRA, ILCRA or your state association to surround yourself with positive
  encouragement.
Court Reporting Courses Include:

Court Reporting Major Requirements

<table>
<thead>
<tr>
<th>Required</th>
<th>Major Courses</th>
<th>Course Credit</th>
<th>Credit Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>JR 1000</td>
<td>Judicial Reporting Real-Time Theory</td>
<td>6</td>
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<td>JR 1080</td>
<td>Judicial Reporting 80</td>
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<td>JR 1120</td>
<td>Judicial Reporting 120</td>
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<td>JR 1140</td>
<td>Judicial Reporting 140</td>
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<td>JR 1160</td>
<td>Judicial Reporting 160</td>
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<td>JR 1180</td>
<td>Judicial Reporting 180</td>
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<td></td>
<td>Judicial Reporting 200 Part 1 (incorporate internship into curriculum)</td>
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<tr>
<td>JR 1200</td>
<td>Judicial Reporting 200 Part 2</td>
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</tr>
<tr>
<td>JR 1225</td>
<td>Judicial Reporting 225</td>
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<tr>
<td>JR 1215</td>
<td>CSR/RPR Prep</td>
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<td>JR 1500</td>
<td>CR Software Applications</td>
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<tr>
<td>JR 1005</td>
<td>Legal Terminology</td>
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<td>MED 1660</td>
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<tr>
<td>ENG 2000</td>
<td>English for Court Reporters</td>
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<tr>
<td>JR 1220</td>
<td>Court Reporting Procedures</td>
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Required General Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<td>ENG 1010</td>
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<tr>
<td>ENG 1020</td>
<td>College Composition II</td>
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<tr>
<td>CIS 1150</td>
<td>Introduction to Computers</td>
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<td>3</td>
</tr>
<tr>
<td>PSY 1010</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2010</td>
<td>Introduction to Sociology</td>
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</tr>
</tbody>
</table>

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Total Semester Credits for Court Reporting 75
# CORE COMPETENCIES FOR COURT REPORTING

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to work</td>
<td>Dedicated, diligent, and disciplined. Takes ownership. Prepared to overcome challenges. Takes pride in work and achieving results.</td>
</tr>
<tr>
<td>Language Skills</td>
<td>Strong understanding of the English Language. Large vocabulary. Well versed/well read. Good communication skills. Able to seek clarification for new terminology. Excellent listening and discernment skills. Bi-lingual</td>
</tr>
<tr>
<td>Endurance</td>
<td>Willing and able to put in significant practice time in addition to class work. Good finger/hand dexterity. Experience with a musical instrument/video games. Fast at typing.</td>
</tr>
<tr>
<td>Perfectionist</td>
<td>Strives for excellence. Always interested in improving. Sets high standards for self. Very Competitive. Wants to be the fastest and most accurate. Don't give up attitude.</td>
</tr>
<tr>
<td>Focus</td>
<td>Ability to multi-task without distraction. Attention to detail. Works well under pressure. Like to be in control. Assertive. Able to understand fast talkers and people talking over each other.</td>
</tr>
<tr>
<td>Work Ethic</td>
<td>Reliable, dependable, resilient, results oriented. Likes to work independently. Likes a variety of assignments.</td>
</tr>
</tbody>
</table>
Criminal Justice Major
Associate of Science Degree

Criminal Justice Mission Statement
The mission of the Criminal Justice Associate of Science degree program is to provide students with the tools necessary to obtain employment in the criminal justice profession, including careers in law enforcement, corrections, private security, juvenile justice and probation and parole.

Criminal Justice Vision Statement
Generations College’s Criminal Justice Program will be recognized for the quality of its graduates. The program will provide students with the skills to be successful in their career endeavors and to meet the challenges the criminal justice field provides.

Criminal Justice Goals:
The Criminal Justice program will pursue academic excellence in its classes and expansion of internship opportunities to expose students to real-life experiences. To do this, we will:

- Recruit, retain and graduate students who are academically prepared to assume the duties and opportunities as criminal justice professionals in the criminal justice marketplace.

- Continuously review and modify the criminal justice curriculum to address changes in the criminal justice job market and to ensure that Generations College criminal justice students are provided with the most up-to-date educational methodologies to successfully participate in the criminal justice profession.

- Encourage our students to become engaged in giving back to the greater Chicagoland community and participating in volunteer opportunities, internships, externships and networking events.

- Continuously build a highly-qualified faculty committed to academic excellence and a student-centered approach to education.

Criminal Justice Learning Outcomes:
Criminal Justice graduates will be able to:

- Understand Criminal Justice theory and practical applications

- Utilize forensic techniques to determine relevance, origin and significance of evidence

- Demonstrate awareness of ethical issues that may arise in the criminal justice profession

- Comprehend basic constitutional, criminal and procedural law as it applies to the criminal justice system
• Demonstrate knowledge of criminal justice infrastructure, administration and policy formation

• Conceptualize the relationship between corrections, probation, parole and the societal goals of criminal justice

Court Reporting Courses Include:

**Criminal Justice Associate of Science Degree**

**Criminal Justice Courses**
- CRJ-1100 Introduction to Criminal Justice 3.0
- CRJ-1150 Police Psychology 3.0
- CRJ-1250 Juvenile Justice Administration 3.0
- CRJ-1300 Criminology 3.0
- CRJ-1500 Investigate Procedures and Evidence 3.0
- CRJ-2100 Corrections 3.0
- CRJ-2250 Parole, Probation and Diversion Programs 3.0
- CRJ-2550 Law Enforcement Administration 3.0
- CRJ-2600 Special Topics in Criminal Justice 3.0
- LAW-2850 Criminal Law and Procedures 3.0

**General Education Courses**
- COL-1010 First Year Experience 1.0
- CIS-1150 Introduction to Computers 3.0
- COL-2750 Professional Experience 3.0
- ENG-1010 College Composition I 3.0
- ENG-1020 College Composition II 3.0
- MATH-1600 College Algebra 3.0
- PHIL-2050 Introduction to Ethics 3.0
- PSY-1010 Introduction to Psychology 3.0
- SOC-2010 Introduction to Sociology 3.0
- SPE-2110 Speech Communication 3.0
- ECON-2210 Macroeconomics or Microeconomics 3.0

**Degree Credit Hours Required** 61.0

**What Does an Associate Degree in Criminal Justice Prepare Me For?**
While some Criminal Justice majors may choose to become police officers, their degree offers them many different career options. Criminal Justice majors can go on to work in local, state, federal, or private sector law enforcement. There are a variety of opportunities within the field of Criminal Justice, and possible careers include: private investigator, corrections officer, probation officer, security guard, and fraud investigator.
Paralegal Studies Major
Associate of Science Degree

Paralegal Studies Mission Statement
The mission of the Paralegal Studies Associate of Science degree program is to prepare students with the knowledge and skills needed to be successful as paralegals who are prepared to meet the needs of the legal community. Graduates of the program possess knowledge of basic legal terminology and procedures, document drafting, professional ethics and client interactions and are proficient in utilizing research technology.

Paralegal Studies Vision Statement
The vision of the program is to provide a superior academic program, encourage the pursuit of lifelong learning, and promote responsible citizenship.

Paralegal Studies Goals:
Building on its heritage as the oldest paralegal program in Illinois, the Generations College Paralegal Studies Program will continue to pursue academic excellence in its classes, expand internship opportunities for students, and engage our students in greater participation in school and outside activities. The fundamental goals are to:

- Demonstrate awareness of ethical issues that may arise in the legal environment.
- Use legal terminology to communicate with prospective clients, offices and the courts.
- Draft and understand the meaning of various legal documents.
- Research complex legal issues from legal case law, statutory law, regulatory law and other sources, using traditional source material and the latest legal research technology.
- Apply legal reasoning and critical analysis to the identification and interpretation of legal issues.
- Work with a legal team in preparation for trials, motions and administrative hearings.

Paralegal Studies Learning Outcomes:

- Use legal terminology to communicate with prospective clients, offices, and the courts
- Draft and understand the meaning of a variety of legal documents
- Research complex legal issues stemming from legal cases using traditional sources and the latest law research technology
- Apply legal reasoning and critical analysis to the identification and interpretation of legal issues.
- Work with legal team in preparation for trials, motions and administrative hearings
- Demonstrate awareness of ethical problems that may occur in the legal environment

**Paralegal Studies Courses Include:**

**Paralegal Studies**

**Associate of Applied Science**

**PARALEgal STUDIES COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>LAW-1100</td>
<td>Introduction to Paralegal Studies</td>
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<tr>
<td>LAW-1200</td>
<td>Legal Research and Writing I</td>
<td>3.0</td>
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<tr>
<td>LAW-1250</td>
<td>Legal Research &amp; Writing II</td>
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<tr>
<td>LAW-1800</td>
<td>Torts Law</td>
<td>3.0</td>
</tr>
<tr>
<td>LAW-2830</td>
<td>Civil Litigation and Procedures</td>
<td>3.0</td>
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<tr>
<td>LAW-2850</td>
<td>Criminal Law and Procedures</td>
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</tr>
<tr>
<td>LAW-2640</td>
<td>Real Estate Law</td>
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<tr>
<td>LAW-2670</td>
<td>Family Law</td>
<td>3.0</td>
</tr>
<tr>
<td>LAW-2810</td>
<td>Estates and Trusts</td>
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<tr>
<td>LAW-2900</td>
<td>E-DISCOVERY</td>
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**GENERAL EDUCATION COURSES**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>COL-1010</td>
<td>First Year Experience</td>
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<tr>
<td>CIS-1150</td>
<td>Introduction to Computers</td>
<td>3.0</td>
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<td>COL-2750</td>
<td>Professional Experience</td>
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<tr>
<td>ENG-1010</td>
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<td>ENG-1020</td>
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<tr>
<td>PHIL-2050</td>
<td>Introduction to Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY-1010</td>
<td>Introduction to Psychology</td>
<td>3.0</td>
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<td>SOC-2010</td>
<td>Introduction to Sociology</td>
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<tr>
<td>SPE-2110</td>
<td>Speech Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO-1010</td>
<td>Humans and the Environment</td>
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<td>EAR-1010</td>
<td>Introduction to Earth Science</td>
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<tr>
<td>ECON-2210</td>
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<tr>
<td>ECON-2220</td>
<td>Microeconomics</td>
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</table>

**DEGREE CREDIT HOURS REQUIRED**

62.0

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**WHAT IS PARALEgal STUDIES?**

Paralegal studies degree programs are designed to give students the information and hands-on training they need to be able to join the workforce as paralegals right after graduation. At MacCormac College, our paralegal studies degree program includes coursework and practical education that allows students to develop their critical thinking, legal research, legal writing, active listening and other skills that paralegals need to use every day.

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**Qualification for Becoming a Certified Paralegal in Illinois**

Professional certification for paralegals is the result of passing a voluntary examination administered by the National Association of Legal Assistants (NALA) or National Federation of Paralegal Associations (NFPA). To be eligible to take the voluntary exam, students must:

- Fill out an application for examination on the NALA or NFPA website
- Have completed a paralegal program that is approved by the American Bar Association or an associate degree program
To be eligible for the Certified Paralegal exam during the final semester, one must submit:

- A statement signed by the paralegal Program Director confirming the student’s pending graduation date
- A statement signed by the examinee acknowledging that if, for any reason, graduation requirements are not met and the examinee does not complete the program, the examination results will not be released and all fees forfeited

The Certified Paralegal (CP) or Certified Legal Assistant (CLA) credential signifies that a paralegal is capable of providing superior services to firms and corporations. The credential has been recognized by the American Bar Association as a designation which marks a high level of professional achievement. The CLA or CP credential also has been recognized by over 47 legal assistant/paralegal organizations and numerous bar associations.

The National Association of Legal Assistants offers more information on how to become a certified legal assistant at [www.nala.org/certification](http://www.nala.org/certification)

**Status of Paralegals**

Paralegals may not practice law or otherwise provide legal advice or services directly to the public except as permitted by law.

**Continuing Education Program**

The continuing education program at Generations College provides a variety of continuing education opportunities including on-campus, college-integrated programs, and outsourced programs. The programs are designed to improve and enrich the participants and allow them to excel in the workplace through learning new, innovative programs and to empower them toward continued self-improvement. The continuing education program enriches the Generations experience through courses, programs, and sessions that educate participants about outside and alternative subjects and topics. This broad education enhances their overall knowledge as well as broadens their views and perspectives of the world. The objective of the continuing education program is to enrich participants’ experience by offering topics that give them understanding of global perspectives, empower them by introducing new and advancing concepts that increase their awareness of issues in the world today, and offer a program including professional topics that are encountered in their workplace.

**Course Descriptions**

**ACCOUNTING (ACCT)**

1050  Financial Accounting Principles I (3 hrs.)

Present accounting as an information system that produces summary financial statements, for use by internal management and by external users such as banks, potential investors, and state and federal governments. Students study the forms of business organization and the common transactions entered into by businesses. The emphasis is on understanding and applying basic accounting principles and other financial conditions and operating results of a business. How to
analyze and interpret historical financial statements, as well, and the limitations of using these in making forward-looking business decisions is included. The primary content emphasis will be accounting for current assets and liabilities, long-term assets and liabilities, stockholder equity, corporate cash flow statements, and financial statement analysis. Business ethics and how it pertains to accounting will be discussed. Prerequisite: MATH1600; or passing score on math placement exam; or upon approval from Dean of Student and Academic Affairs

**BIOLOGY (BIO)**

1010 Biology (3 hrs.)
This course will cover the basics in Biology including an introduction to Biological concepts, the scientific method including cell organization and structure. The course extends into information concerning interrelated biological systems, the chemical basis for biology, DNA, photosynthesis, genes, and energy as it relates throughout the system. An understanding of the smallest unit of life to the major functions of organic and nonorganic material will be discussed.

**BUSINESS (BUS)**

1200 Introduction to Business (3 hrs.)
This course introduces purposes and functions of various business disciplines, including personal finance, investments, banking, accounting, and management. Also, the course covers business start-ups and awareness of the relationships between consumers and owners.

1600 Business Law (3 hrs.)
This Course will provide a comprehensive look at the laws affecting the operation of businesses. Students will gain insight as to how Federal Agencies, Courts, Employment Obligations, Contracts in Business and Business Ethics affect the day-to-day decisions made by Business Owners/Operators.

2400 Principles of Marketing (3 hrs.)
The marketing principles and practices followed by manufacturers, wholesalers, and retailers are presented. Functions and policies, buying motives and patterns, channels of distribution, marketing costs and merchandising practices are emphasized. Prerequisite or Corequisite: BUS1200

2500 Managing Human Capital (3 hrs.)
This course studies human resource policies and practices covering recruitment, selection, placement, psychological testing, orientation, training, performance evaluation, motivation, supervision, management-labor relations, and security. Prerequisite: BUS1200

2510 Introduction to International Business (3 hrs.)
This course studies the cultural, political, and economic aspects of international business. An explanation of the differences and similarities between countries is a central theme. Current world business events are stressed. Prerequisite: BUS1200

2550 Principles of Management (3 hrs.)
A working knowledge of the essential principles and concepts of management theory and practice is emphasized. A framework is developed for interrelating major business functions to achieve a stated objective. Practical applications of the manager's role in planning, staffing,
organizing, directing, and controlling are demonstrated and explored. Prerequisite or Corequisite: BUS1200

2570  Fundamentals of Business Finance (3 hrs.)
The course emphasizes practical applications and problem-solving techniques. The focus of this course will be to provide the student with the tools to understand and solve the basic financial problems confronting businesses today. Topics include the time value of money, valuation of assets, budgeting and the source and use of funds to maintain and grow business. Prerequisite or Corequisite: ACCT 1050 & MATH 1600

2600  CAPSTONE: Business Plan Development I (3 hrs.)
The business plan is the strategic roadmap for any new or expanding business. This course is designed to begin the process of the development of a comprehensive deliverable business plan. Students will draft a business plan considering all aspects of a venture including finance, management, operations, promotions, and market conditions. Also, the student will provide a final presentation of his or her work to the class. Prerequisites: Completion of BUS 1200 through BUS 2570 or upon approval from the Dean of Student and Academic Affairs

COLLEGE (COL)
1010  First Year Experience (1 hr.)
This course promotes student development and success through the study of academic and life skills. Students will learn to make the transition to college-level academic settings and develop strategies and techniques for reaching their academic, professional, and personal goals. Topics of study include: strategies for college success, locating and using resources, learning styles and motivation, effective communication techniques, career planning, personal health and well-being, diversity, and financial management. PASS/FAIL. Transfer students with an Associate Degree or higher are eligible to waive this requirement pending transcript review by the Dean of Student and Academic Affairs.

2750  Professional Experience (3 hrs.)
The professional experience course is designed to prepare students to obtain real-world engagement with the workplace. Students participate in on-campus seminars, create career portfolios, engage in job interviews, shadow an alumnus, and contact organizations and institutions in an attempt to secure an outside experience opportunity. In addition, students that secure an off-campus experience maintain a work/activity log and a portfolio of what they learned. Prerequisite: Sophomore standing with a cumulative GPA of 2.5 or above and successful completion of ENG1020, SPE2110, CIS1150, two courses.

COMPUTER INFORMATION SYSTEMS (CIS)
1150  Introduction to Computing (3 hrs.)
This course reviews computing concepts ranging from basic to advanced. Enrolled students will become proficient in the Microsoft Office suite, especially Word, PowerPoint and Excel. Incorporated throughout the class are general computer technology and keyboarding techniques designed to build typing speed.
CRIMINAL JUSTICE (CRJ)
1100   Introduction to Criminal Justice  (3 hrs.)
An overview of the American criminal justice system, focusing on the role of the police, courts, jails and prisons in the administration of justice. Criminal law and procedure is introduced, as well as the basic structure of the justice system at the federal, state and local levels. Juvenile justice, probation and parole, punishment and rehabilitation are all examined.

1150   Police Psychology  (3 hrs.)
The purpose of this course is to familiarize the student with the personalities, character traits, behaviors and stresses associated with police work. Particular attention will be paid to the high levels of stress associated with police work, physical and psychological trauma, addictive behaviors, substance abuse and social isolation associated with employment as a police officer. Ethics and professionalism of police work will be studied in detail also. Prerequisite: CRJ 1100 or Concurrent enrollment

1250   Juvenile Justice Administration (3 hrs.)
This course focuses on the juvenile component of the American justice system, with special emphasis on the rationale for separate treatment of juveniles in criminal courts, the reformative nature of juvenile law, juvenile correctional institutions, community-based alternatives to juvenile incarceration and careers in the juvenile justice system. Prerequisite: CRJ1100

1300   Criminology (3 hrs.)
Criminal investigatory techniques are explained. Crime causation and punishment theories are examined, and sentencing guidelines are introduced. Retribution, rehabilitation and reformation are discussed as goals of the criminal justice system. Evidence gathering is explained, as well as concerns about admissibility of evidence in court. Prerequisite: CRJ1100

1500   Investigative Procedures and Evidence  (3 hrs.)
A detailed exploration of the processing of a crime scene, including strategies for locating, identifying and preserving evidence, interrogating potential witnesses, identifying suspects, surveillance techniques and creating a chain of control to preserve evidence for trial are presented. The federal and Illinois state rules of evidence are explained. Prerequisite: CRJ1100

2100   Corrections  (3 hrs.)
A historical overview of corrections law will be presented, culminating with modern corrections theory and practice. Institutional and community-based corrections aspects will be explained, as well as the differences between local, state and federal correctional facilities. The theoretical basis for corrections will be examined in depth. Prerequisite: CRJ1100

2250   Parole, Probation and Diversion Programs (3 hrs.)
The distinctions between parole, probation and diversion programs are examined in detail, both from an organizational viewpoint, as well as the nature of the clients served. Probationer and parolee relationships with their respective agents are discussed, and the interaction between the agency, the probationer/parolee and other social service entities are reviewed. Pre-sentence investigations are explained, differentiating between the state and federal levels. Career requirements and performance standards for probation/parole agents are emphasized. Prerequisite: CRJ1100
2550  Law Enforcement Administration (3 hrs.)
The structure and function of a standard police department is explained, with emphasis on police function, organization and chain of command. Police administration and coordination of police functions between federal, state and local authorities are detailed, as well as common points of conflict between various levels of law enforcement. The bureaucratic, political and environmental characteristics of police organizations are also examined. Prerequisite: CRJ1100

2600  Special Topics in Criminal Justice (3 hrs.)
This course allows students to investigate issues and topics within the criminal justice field in which they have a particular interest. Topics may include police corruption, international police organizations, terrorism, funding issues or any other issue related to the study of criminal justice. Prerequisites: CRJ1100 and approval of program director

EARTH SCIENCE (EAR)
1010  Introduction to Earth Science (4 hrs.)
This course is an introductory survey of the four sub-disciplines of earth science: astronomy, geology, meteorology, and oceanography. This survey also includes discussions of the interrelationships between the four sub-disciplines, thus enabling a deeper understanding of the field. Students are also provided with the opportunity to actively investigate the processes and features related to the earth’s surface, interior, atmosphere, oceans, and astronomical surroundings. (3 lecture hours, 1 lab hour)

ECONOMICS (ECON)
2210  Macroeconomics (3 hrs.)
This course stands as an introduction to macroeconomics with emphasis on the national economic environment. Topics include the market system, gross domestic product, national income, supply and demand, comparative economic systems, industrial analysis, and special problem sectors.

2220  Microeconomics (3 hrs.)
A detailed analysis of economic decision-making at the individual level is presented in this course. Major topics include market psychology, the pricing system, resource allocation, industrial dynamics, and income distribution.

ENGLISH (ENG)
0900  Introductory English (3 hrs.)
This course is designed to cover the basic principles of English grammar and writing. Students will identify the parts of speech, write complete sentences, join ideas together in a sentence, and gain a clear understanding of mechanics such as capitalization, commas, quotations, and spelling. Students will be able to write well-formulated paragraphs and short essays. Upon successful completion of this course (“C” or better), students will be prepared for the more advanced, analytical writing expected in College Composition 1.

1010  College Composition I (3 hrs.)
This course is the first of two required courses in composition. Students learn to integrate language and thought, refine personal expression, and arrive at an understanding of writing as a process. These skills support the production of clear theses and well-constructed essays with
clear structure and conclusions. Course content encourages students to read, write and think both critically and creatively. Students also acquire the skills to identify and correct errors in grammar, spelling, punctuation, capitalization, vocabulary and usage.
Prerequisite: Placement test or ENG 0900

1020  College Composition II (3 hrs.)
This course is the second of two required courses in composition. Students employ more advanced rhetorical strategies and learn appropriate methods for research and documentation. Course content enhances critical thinking skills, teaches principles of sound reasoning, and fosters a college-level vocabulary. Focusing on contemporary issues, students read and evaluate the rhetoric of others, as well as produce substantial compositions of their own.
Prerequisite: ENG1010

1800  Business Writing (3 hrs.)
Students learn to assess communication situations, analyze receivers, and choose appropriate strategies and formats for messages. They plan, draft, and revise a variety of business messages—producing attractive, professional memos, letters, resumes, and reports. In addition, the course reinforces basic communication principles that lead to positive relationships, effective interactions, and career success.

ENG  2000  English for Court Reporters (3 hrs.)
This course builds transcription skills of court reporting students. Students apply the rules of grammar, spelling, punctuation, and capitalization to testimony, literary, and jury charge/legal opinion material. Materials are selected to assist students in developing a broader vocabulary.
Prerequisite: CR1030, 1031, or concurrent enrollment

ENTREPRENEURIAL STUDIES (ENT)
1200  Introduction to Entrepreneurship (3 hrs.)
This course will provide a comprehensive look at entrepreneurship theory and practice. Students will gain an understanding of what is needed to start and operate a business including such important considerations as legal requirements, marketing, customer relations and cash flow. Through interactive in-class activities and required readings, students will gain valuable insights into the challenges and the rewards of entrepreneurship to themselves and to the broader economy.

2100  CAPSTONE: Business Plan Development I (3 hrs.)
The business plan is the strategic roadmap for any new or expanding business. This course is designed to begin the process of the development of a comprehensive deliverable business plan. Students will draft a business plan considering all aspects of a venture including finance, management, operations, promotions, and market conditions. Also, the student will present a final presentation of their findings to the class. Prerequisites: ENT 1200 through ENT 2250

2110  New Business Implementation (3hrs.)
The course provides comprehensive coverage of major topics in developing and implementing a New Business. Course content will include incorporating Critical Thinking and Best Practices in new business development. Students both create and modify their New Business development process and position their Company to gain a strategic competitive advantage.
2250 Principles of Management (3 hrs.)
A working knowledge of the essential principles and concepts of management theory and practice is emphasized. A framework is developed for interrelating major business functions to achieve a stated objective. Practical applications of the manager's role in planning, staffing, organizing, directing, and controlling are demonstrated and explored. Prerequisite or Corequisite: ENT 1200

JUDICIAL REPORTING (Court Reporting) (JR)
1000 Judicial Reporting Realtime Theory (6 hrs.)
This course is designed to introduce basic computer-compatible machine shorthand theory. Through a study of phonetics, students are led to hear speech as sounds and to transmit the sounds through the stenographic keyboard. Students will be required to translate stenographic notes both orally and using a computer-aided transcription (CAT) system. (Lecture and lab)

1005 Legal Terminology (3 hrs.)
This course is designed to introduce students to an extensive usable vocabulary of legal terms necessary to understand the complex legal profession, with emphasis on pronunciation, spelling, and definitions of legal terms as they are used in legal documents, correspondence and court proceedings.

1080 Judicial Reporting 80 (6 hrs.)
This course is designed to introduce students to the concept of building writing speed on the stenographic machine. Theory concepts presented in JR 1000 will be reinforced. Techniques for speedbuilding will be introduced. Exit speed of 80 words per minute on three-minute literary material is required. (Lecture and lab)

1120 Judicial Reporting 120 (6 hrs.)
Students will continue to learn new writing concepts including brief forms, phrases, and theory principles. Students will write literary and two-voice testimony material at increasing rates of speed. Transcription skills will be emphasized including correct application of English grammar, spelling, and punctuation. Proofreading skills will be evaluated. Minimum speed required is 100 words per minute with 95% accuracy on three minutes of unfamiliar testimony and literary material. (Lecture and lab)

1140 Judicial Reporting 140 (6 hrs.)
Students will continue to learn new writing concepts including brief forms, phrases, and theory principles. Students will write literary and two-voice testimony material at increasing rates of speed. Transcription skills will be emphasized including correct application of English grammar, spelling, and punctuation. Proofreading skills will be evaluated. The role of the judicial reporter, including terminology, procedures, and practice on actual judicial transcripts will be emphasized. Jury charge will be introduced for practice purposes only. Minimum speed required is 120 words per minute with 95% accuracy on five minutes of unfamiliar literary and 140 words per minute with 95% accuracy on unfamiliar testimony material.

1160 Judicial Reporting 160 (6 hrs.)
Advanced writing concepts will continue to be introduced and reinforced. Students will be required to pass the following tests at 95% or better accuracy: five-minute, two-voice testimony
at 160 words per minute, jury charge at 160 words per minute, and literary at 140 words per minute. All tests are graded using court reporting industry grading standards. All transcription will take place using a computer-aided transcription (CAT) system. In addition, the role of the judicial reporter will continue to be expanded with an emphasis on jury charge. Additional terminology, procedures and practice on actual judicial transcripts will continue. Students will be required to translate stenographic notes both orally and through the use of a computer-aided transcription (CAT) system. (Lecture and lab)

1180 Judicial Reporting 180 (6 hrs.)
Advanced writing concepts will continue to be introduced and reinforced. Students will be required to pass the following tests at 95% or better accuracy: five-minute, two-voice testimony at 180 words per minute, jury charge at 180 words per minute, and literary at 160 words per minute. All tests are graded using court reporting industry grading standards. All transcription will take place using a computer-aided transcription (CAT) system. The role of the judicial reporter will continue to be expanded with an emphasis on jury charge, legal opinion, and administrative proceedings. Additional terminology, procedures and practice on actual judicial transcripts will continue. (Lecture and lab)

1200 Judicial Reporting 200 Part 1 (2 hrs.)
Advanced writing concepts will be reinforced. Students will be required to pass the following tests at 95% accuracy or better: Three (3) literary five-minute dictation tests at 180 words per minute. Tests are graded using court reporting industry grading standards. All transcription will take place using a computer-aided transcription (CAT) system. The role of the judicial reporter will continue to be expanded with an emphasis on legal opinion. Additional terminology, procedures and practice on actual judicial transcripts will continue. In addition, students will be required to complete a 40-hour internship experience according to NCRA guidelines to pass this course. (Lecture and lab)

1201 Judicial Reporting 200 Part II (2 hrs.)
Advanced writing concepts will be reinforced. Practice on multiple-speaker material will be emphasized. Students will be required to pass the following tests at 95% accuracy or better: Two (2) two-voice testimony 5-minute dictation tests at 200 words per minute and three (3) jury charge 5-minute dictation tests at 200 words per minute. Tests are graded using court reporting industry grading standards. All transcription will take place using a computer-aided transcription (CAT) system. The role of the judicial reporter will continue to be expanded with an emphasis on medical testimony. Additional terminology, procedures and practice on actual judicial transcripts will continue. (Lecture and lab)

1215 CSR/RPR Prep (2 hrs.) Online
This course will prepare students to take and pass the Illinois CSR written knowledge exam and the NCRA RPR written knowledge exam. Topics include an intensive review of English punctuation, grammar, spelling, and vocabulary; legal terminology; medical terminology; acronyms and abbreviations; court reporting procedures; legal citations; technology; and ethics. Mock written knowledge exams will be given throughout the semester. This is an online class. Prerequisite: JR 1200 or departmental approval
1220 Court Reporting Procedures (3 hrs.) Online
Students receive instruction in official and freelance reporting procedures; research books; notary public responsibilities; the Illinois CSR law; the legislative process and administrative agencies; interrogatories; statement reporting; all aspects of depositions; reporting interpreted proceedings; convention and legislative reporting; pretrial and grand jury proceedings; preliminary examinations; coroner’s inquests; jury selections; parenthetical expressions and objections; exhibits; jury charges and directed verdicts; transcript preparation; Realtime writing and closed captioning; voice recognition technology; videotape; the computer-integrated courtroom; litigation support; professional organizations; certification programs; and ethics. This is an online class. Prerequisite: JR 1140 or departmental approval

1225 Judicial Reporting 225 (2 hrs.) Online
Dictation includes two-, three-, and four-voice deposition and courtroom material, along with citations and legal opinions, all with the aim of developing a sustained writing speed in the 225-240 wpm range. All material dictated aims to provide successful performance on the CSR/RPR examinations and entrance into the court reporting profession. A minimum speed of 225 wpm in testimony is expected.

1500 Court Reporting Software Applications (3 hrs.)
Students receive instruction in operating a Realtime translation system. Students receive instruction in setting up and operating Realtime related hardware. Good writing habits are reinforced through Realtime writing. Students are expected to produce a saleable transcript using the computer by the end of the course. (Lecture and lab) Prerequisite: JR 1120 or departmental approval.

LAW (LAW)
1100 Introduction to Paralegal Studies (3 hrs.)
Introduction to paralegal studies, the law and the legal system; an overview of the skills needed to be a competent and ethical paralegal in the modern law office. This course covers interviewing skills, investigation, research and ethics as appropriate for paralegals in the public and private sector, including particular emphasis on the unauthorized practice of law.

1200 Legal Research and Writing I (3 hrs.)
The fundamentals of legal research are covered together with legal citation form. Research techniques include manual research methods, computerized legal database research, and legal research using the Internet. (Listed previously as LAW 2720) Prerequisites: LAW1100 & ENG1010

1250 Legal Research and Writing II (3 hrs.)
The fundamentals of legal writing are taught. Legal writing topics addressed include legal writing, the preparation of legal correspondence and legal memoranda, including when a citation is necessary and the proper form for a legal citation are stressed. Research projects using both manual research and computerized research methods are assigned. (Previously listed as LAW 2740) Prerequisite: LAW1100 & LAW1200; Prerequisite or Corequisite: ENG 1020

1800 Torts Law (3 hrs.)
This course provides knowledge of the principles of torts law. Topics to be explored include among others: intentional and unintentional torts, negligence, causation, legal and medical
malpractice and remedies for civil wrongs. Prerequisite or Corequisite: LAW1100 & LAW1200

2640 Real Estate Law (3 hrs.)
The essential concepts, terminology and practices of real estate law are presented. The focus is residential real estate transactions. Various residential real estate forms and their use are covered. Prerequisite or Corequisite: LAW1100 & LAW1200

2670 Family Law (3 hrs.)
The concepts, terminology and practices of Family Law are explored. Topics to be discussed include among others: dissolution of marriage, maintenance, custody, domestic violence, adoption and abortion. Both general family law principles as well as specific relevant Illinois statutes are discussed. Prerequisite or Corequisite: LAW1100 & LAW1200

2810 Estates and Trusts (3 hrs.)
The concepts, terminology and practices of estate planning, wills and trusts are presented in this course; also explained are the various methods of transferring property after death; the role of the law office in both probate and nonprobate transfers; and the preparation of the necessary documents. Prerequisite or Corequisite: LAW1100 & LAW1200

2830 Civil Litigation and Procedures (3 hrs.)
Civil rules and procedures in the state and federal courts are explored. Topics include: jurisdiction, venue, pleadings, discovery, motion practice, pre-trial, trial and post-trial practice. Prerequisite or Corequisite: LAW1100 & LAW1200

2850 Criminal Law and Procedures (3 hrs.)
This course explores the legal concepts and principles utilized in the criminal justice system. Both the criminal law and the constitutional law affecting criminal law will be explored. Topics to be addressed include assault and battery, criminal intent, search and seizure, confessions, interrogations, line-ups, arraignment, suppression of evidence, burdens of proof, and pre-trial procedures. Prerequisite or Corequisite: LAW1100 & LAW1200 (PS Students); CRJ 1100 (CJ Students)

2900 Paralegal Studies Required Elective (3 hrs.)
Topics vary by semester, including but limited to: alternative dispute resolution, bankruptcy law, cyber law, elder law, medical malpractice, trial advocacy. Prerequisite or Corequisite: LAW1100 & LAW1200

MATHEMATICS (MATH)
0900 Fundamentals of Mathematics (3 hrs.)
This course provides a review of the basics of mathematics and preparation for college algebra. Emphasis will be placed on numeration, whole numbers, fractions, mixed numbers, and decimals. The course also covers variables; ratios; proportions; solving simple equations in one variable; percentages; basic geometry; solving basic applied problems; and basic operations with integers. (Formerly titled 0700 Basic College Math)
1600  College Algebra (3 hrs.)
This course is designed to give students a sound foundation in algebraic principles. By the end of the course, students will be able to: determine slope and equations of lines; graph linear and quadratic equations; perform operations on rational, exponential, and radical expressions; and solve problems and applications involving rational, radical, and quadratic equations.

1900 General Education Statistics (3 hrs.)
This course is designed to teach the data collection processes and both the rationale and procedural steps for descriptive and inferential statistics. Content areas include: observational studies, experimental studies, sampling, graphical methods, central tendency, variability, correlation, linear regression, probability, normal distributions, confidence intervals, one-sample z and t tests of significance, two sample t tests of significance, simple linear regression.

MEDICAL SCIENCE (MED)
1660  Medical Terminology (3 hrs.)
Emphasizes the building of a usable medical vocabulary in order to understand the complex language used in the medical/legal field. The student learns to pronounce, spell, and define medical terms in addition to developing an ability to analyze unfamiliar medical words.

PHILOSOPHY (PHIL)
2050  Introduction to Ethics (3 hrs.)
This course is an introduction to the study of the elements of ethics, including principal ethical theories, concepts and meanings, and their practical application to moral problems and decisions.

PSYCHOLOGY (PSY)
1010  Introduction to Psychology (3 hrs.)
Through the study of psychology, students survey the history, goals, theories, and facts of human behavior. Emphasis on vital human functions, such as learning, memory, personality, and intelligence, helps students better understand themselves and others.

SOCIOLOGY (SOC)
2010  Introduction to Sociology (3 hrs.)
This course acquaints students with sociological concepts, including basic theory and research principles. Students explore culture and social structures and institutions with special emphasis on critical thinking to explore contemporary social issues. This course also explores the relevance of online social networking (such as Twitter, Facebook, LinkedIn) to sociology in general.

SPEECH (SPE)
2110  Speech Communication (3 hrs.)
In this course, students develop and deliver a variety of speeches, examine listening and speaking processes, and identify rhetorical strategies to increase communication skills. Emphasis on self- and peer evaluations using videotape promotes continuous improvement.

Campus Policies and Procedures
NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY & COMPLAINT PROCEDURES  
(including Sexual Harassment, Sexual Abuse/Assault, Stalking, Dating Violence and Domestic Violence)

1. POLICY STATEMENT
Generations College (the College) is committed to maintaining an academic, work and living environment in which all individuals are treated with respect and dignity. Everyone at the College has the right to work and learn in an environment that promotes equal opportunities for all. Thus, this Policy prohibits discriminatory practices, harassment and sexual misconduct of any kind. Where discrimination, harassment or sexual misconduct has occurred, the College will act promptly to stop it, prevent its recurrence, and discipline and/or take other appropriate action against those responsible.

Equal Employment Opportunity
It is the policy of the College to ensure equal employment opportunity without discrimination or harassment on the basis of race, religion, color, creed, age, national origin or ancestry, sex, marital status, physical or mental disability, veteran or disabled veteran status, genetic predisposition/carrier status, sexual orientation, gender identity, citizenship status or any other characteristic protected by any applicable law, ordinance or regulation. The College prohibits and will not tolerate any such discrimination or harassment.

To Whom Applicable
This Policy applies to all College faculty, administration (whether supervisors, administrators, senior or otherwise, and managers), athletic personnel, and other staff, whether full-time or part-time (hereinafter collectively, “Generations College employees”), students, employees of contracted service providers, volunteers, and visitors, and covers their treatment of each other as well as others with whom they come into contact at the College and/or at College-sponsored and affiliated activities and events. The College’s disciplinary authority may not extend to third parties who are not students or employees of the College; however, a complaint that such a person engaged in a violation of this Policy will be investigated in accordance with this Policy as will a complaint made to the College by a third party if such complaint is connected to the College’s educational programs or activities. With regard to discrimination, harassment, sexual abuse/assault, stalking, dating violence and domestic violence, as herein defined, this Policy supersedes all other procedures and policies set forth in other College documents.

Where Applicable
This Policy is intended to protect all aforementioned people and applies to conduct that occurs on College premises and/or at College-sponsored and affiliated activities and events, whether on College premises or at other locations, including, but not limited to, overnight trips, sporting events and practices, study abroad programs, service learning programs and internships, and to all forms/uses of technology by all individuals covered by this Policy. The College may also address off-campus behavior that occurs
other than at College-sponsored or affiliated events if it determines that the behavior, or the continued presence of the accused perpetrator, impairs, obstructs, substantially interferes with or adversely affects the mission, processes or functions of Generations College. Discrimination, harassment or sexual misconduct in any form (including sexual harassment, sexual abuse/assault, stalking, domestic violence and dating violence) is a violation of this Policy and will be dealt with seriously, promptly and thoroughly. If any of the principles and procedures in this Policy are inconsistent with those contained in another College policy, the principles and procedures in this Policy will control.

2. DEFINITIONS
Unlawful Discrimination or Harassment
Unlawful discrimination or harassment includes discrimination or harassment based on race, religion, color, creed, age, national origin or ancestry, sex, marital status, physical or mental disability, veteran or disabled veteran status, genetic predisposition/carrier status, sexual orientation, gender identity, citizenship status or any other characteristic protected by any applicable law, ordinance, or regulation. Applicable laws that prohibit such discrimination and harassment include, but are not limited to, the following: Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color or national origin; Title IX of the Higher Education Act of 1972 (“Title IX”), which prohibits discrimination on the basis of sex; and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act, which prohibit discrimination on the basis of disability. This Policy prohibits discrimination against or harassment of any individual based upon that individual’s membership in a protected class, regardless of whether it rises to the level of unlawful discrimination or harassment. In addition, this Policy protects all others listed in “To Whom Applicable” above, even if they are not members of a protected class, such as when one is discriminated against or harassed based on an inaccurate assumption that such person is a member of a protected class. Examples of conduct that may violate this Policy include the use of epithets, slurs, jokes, stereotyping, or intimidating or hostile acts directed at any individual because of his/her protected class status, as well as the failure to provide equal consideration, acknowledgment or access to educational opportunities to equally qualified individuals. Harassment does not have to include intent to harm or be directed at a specific target. Prohibited harassment may involve a single episode or ongoing behavior depending on the severity of the issue. Further, this Policy forbids not only verbal harassment but also harassment in any medium, including email and electronic social media. Discrimination and harassment can take many forms. Prohibited conduct includes, but is not be limited to, behaviors commonly recognized as sexual harassment, sexual abuse/assault, other physical violence, threatening behavior and stalking. Sexual harassment, including sexual abuse/assault (“sexual violence”), is a form of sex discrimination prohibited by Title IX and other laws. All of these behaviors are prohibited regardless of the relationship or gender of the parties involved, and thus any such harassment that occurs in a dating or domestic relationship is specifically prohibited by this Policy. Sexual abuse/assault, stalking, domestic violence and dating violence are prohibited by this Policy as well as federal and state laws; anyone found responsible by the College for such conduct will face
serious disciplinary sanctions, including suspension or expulsion from the College for students, and termination of College employment for employees.

**Sexual Harassment**

Sexual harassment refers to any unwelcome or unwanted sexual advances, requests for sexual favors, or other verbal, physical, demonstrative, or electronic conduct or communication of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational experience; or
2. Submission or rejection of such conduct is used as the basis for a decision regarding an employment, academic, or other College-related activity affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or participation in a College program, department or extra-curricular activity; or
4. Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working, learning, studying, or school environment.

Sexual harassment may occur in a single incident or consist of a series of incidents. It can occur between any two people covered by this Policy, including, but not limited to, two faculty or staff members, a faculty or staff member and a student, two students, a group and an individual, people of the same or different gender, or people of the same or unequal status or power. Examples of conduct which may constitute sexual harassment include, but are not limited to: verbal comments of an overtly sexual nature, whether in the form of jokes, innuendoes, slurs, or other statements; the use of sexual teaching materials or comments of a sexual nature not relevant to the material being taught or any other academic purpose; remarks of a sexual nature about an individual’s clothing or body; remarks speculating about an individual’s sexual orientation, activity or previous sexual experiences; verbal harassment or abuse of a sexual nature; making offensive gender-based remarks; the display or transmission of sexually offensive objects, photographs, drawings, graffiti, email, electronic social media communications, computer graphics or programs when sexual content is not relevant to any academic purpose; nonverbal behaviors of a sexually degrading or offensive nature, such as gesturing, or leering; unwanted touching, hugging, or brushing against an individual’s body; requests, demands or persistent pressure for sexual favors, particularly when accompanied by an offer of rewards or threats of retaliation concerning work, grades, promotions, tenure or any other academic or College-related decision; and sexual abuse/assault (“sexual violence”).

**Sexual Assault**

Sexual Assault is any nonconsensual sexual act prohibited by law, including when the victim lacks capacity to consent. Sexual assault includes:

- Non-Consensual Sexual Contact: Any intentional sexual touching, however slight and with any object or body part, that is without affirmative consent (as defined below) and/or by threat, intimidation, coercion, duress, violence, or by causing a reasonable fear of harm. This includes intentional contact with breasts,
buttocks, groin, mouth, or genitals, as well as any other intentional bodily contact that occurs in a sexual manner.

- Rape: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, forcibly or without affirmative consent or where the victim is incapable of affirmative consent due to mental or physical incapacity. Statutory rape is nonforcible sexual intercourse with a person who is under the statutory age of consent. In Illinois, the statutory age of consent is 17 years old.

**Affirmative Consent (“Consent”)**

Affirmative Consent is defined as a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. This definition does not vary based upon a participant’s sex, sexual orientation, gender identity, or gender expression.

- Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act;
- Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol;
- Consent may be initially given but withdrawn at any time;
- Consent cannot be given when a person is incapacitated (as hereafter described);
- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm; and
- When consent is withdrawn or can no longer be given, sexual activity must stop.

Children under 17 years of age cannot legally consent under Illinois State Law to having sex or sexual contact with an adult (i.e., someone who is 17 years of age or older). Any sexual contact in Illinois between a child under 17 and an adult is a crime, and any such illegal behavior between a Generations College student under 17 and another student or a College employee or employee of a contracted service provider to the College will be reported to an appropriate law enforcement agency.

**Incapacitation**

Occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

Evaluating incapacitation requires an assessment of an individual’s:

- Decision-making ability;
- Awareness of consequences;
- Ability to make informed judgments;
- Capacity to appreciate the nature and the quality of the act;
- Level of consciousness.

An individual who engages in sexual activity with someone the individual knows or reasonably should know is incapable of making a knowing, reasonable decision about whether to engage in sexual activity is in violation of this Policy.

**Alcohol and Other Drugs**
In general, sexual contact while under the influence of alcohol or other drugs poses a risk to all parties. Alcohol and drugs impair a person’s ability to provide affirmative consent, awareness of the consequences, and ability to make informed judgments. It is especially important, therefore, that anyone engaging in sexual activity be aware of the other person’s level of intoxication. If there is any doubt as to the level or extent of the other individual’s intoxication or impairment, the prudent course of action is to forgo or cease any sexual contact or activity.

**Being intoxicated or impaired by drugs or alcohol is never an excuse for sexual misconduct and does not diminish one’s responsibility to obtain affirmative consent.**

**Stalking**
Stalking refers to engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her own safety or the safety of others, or to suffer substantial emotional distress (i.e., significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling). Such a course of conduct means two or more acts, including, but not limited to, any actions directed at another person, whether done directly, indirectly or through others, via the telephone, electronic devices or any other means of communication, to follow, monitor, observe, surveil, threaten, or communicate to or about a person or interfere with the person’s property. Stalking may include contact through a third party.

Examples of conduct that may constitute prohibited stalking include, but are not limited to: unwelcome/unwanted communications of any type, including face-to-face, telephone calls, voice messages, e-mail, text messages, postings, written letters or notes and unwanted gifts; use of threatening words or conduct; pursuing or following; observing and/or surveillance; trespassing or vandalism; entering or remaining on or near a person’s property, residence, classroom, place of employment or any other location where the person is present; interfering with or damaging a person’s property, including pets; and engaging in other unwelcome contact.

**Dating Violence**
Dating violence is violence committed by a person who is or has been in a romantic or intimate relationship with the victim. Identification of a dating partner, and the existence of a social relationship of a romantic or intimate nature constituting a dating relationship, shall be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
Domestic Violence
Domestic Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim, by a person similarly situated to a spouse of the victim, or by any other person against an adult or youth victim who is protected from that person’s acts. Examples of conduct that may constitute, whether alone or in combination, domestic violence include, but are not limited to: a pattern of name-calling, insults, put-downs; keeping or limiting a person from contacting family or friends; withholding money, food or other necessities; stopping a person from getting or keeping a job, getting to class, or staying in school; actual or threatened physical harm; sexual abuse/assault (“sexual violence”); stalking; possessiveness or extreme jealousy; intimidation; physical assault or threats thereof; and emotional isolation/manipulation.

3. Bystander Intervention
The College expects all members of the College community to take reasonable and prudent actions to prevent or stop an act of discrimination, harassment, or sexual misconduct, and provide assistance if an act has occurred. Taking action or providing assistance may include direct intervention, calling law enforcement, or seeking assistance from a person in authority. If someone suspects a friend, acquaintance, or stranger may be in a high-risk situation for becoming a victim, is being victimized, or has been victimized, it is important to decide as a bystander whether there is a safe and reasonable way to intervene effectively.

Do’s:
• Remind friends that affirmative consent is required, and it is the difference between sex and sexual assault and that someone can be too intoxicated to consent.
• Take the initiative to help friends who aren't thinking clearly from becoming targets of violence (or) take steps to stop a friend who chooses to use violence.
• When possible, prevent an intoxicated friend/person from going to a private location with an acquaintance or friend.

Don’ts:
• Let friends engage in activities, such as excessive alcohol/drug consumption, that impedes judgment and that therefore could lead to actions, including sexual advances that are unwelcome and/or endanger the rights, safety, and well-being of others.
• Let friends walk/run alone in secluded areas or at night.
• Leave a friend or acquaintance alone at a party.
• Let friends drink to the point of impairment.
• Place yourself in a vulnerable situation where you are unable to voice consent.

4. Free Speech & Academic Freedom
This Policy is intended to protect covered persons from discrimination, harassment and sexual misconduct, not to regulate protected speech. However, freedom of speech and academic freedom are not limitless and do not protect speech or expressive
conduct that violates this Policy or otherwise violates federal, state or local anti-discrimination laws.

5. **TITLE IX COORDINATOR**

Title IX prohibits discrimination on the basis of sex in education program and activities. Sexual harassment and sexual assault are forms of sex discrimination prohibited by Title IX. The College has designated an employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. This employee is called the Title IX Coordinator and is responsible for ensuring Title IX compliance at the College, as well as compliance with this Policy. The Title IX Coordinator for Generations College is currently Matt Gawenda, who also serves as the Interim President/Dean of Finance and Operations. The Title IX Coordinator is responsible for overseeing all Title IX complaints and other complaints under this Policy, identifying and addressing any patterns of systemic problems that are found based on review of such complaints or otherwise, and providing education and training about this Policy to the College community. Mr. Gawenda can be reached at (312) 922-1884 or mgawenda@Generations.edu. His office is located at Generations College – 29 East Madison Street, 2nd floor, room 208, in Chicago, Illinois. In the event of Mr. Gawenda’s absence (or in the event of conflict of interest), the College’s Registrar, Mariza Silva, will carry out his duties. Ms. Silva can be reached at (312)922-1884 or at msilva@Generations.edu. Ms. Silva’s office is located at Generations College – 29 East Madison Street, 2nd Floor, room 220, Chicago, Illinois. In addition to the Title IX Coordinator, inquiries regarding Title IX may be directed to the United States Department of Education’s Office of Civil Rights (“OCR”). This agency may be contacted as follows: 8 United States Department of Education, Office for Civil Rights Region 2 – New York Jacob Javits Federal Building 26 Federal Plaza - Suite 3312 New York, NY 10278 Voice Phone: (800) 368-1019 Fax: (212) 264-3039 TDD: (800) 537-7697 U. S. Equal Employment Opportunity Commission - New York District Office 33 Whitehall Street, 5th Floor New York, NY 10004 (800) 669-4000 TTY: (800) 669-6820 Fax: (212) 336-3790

6. **COMPLAINT REPORTING PROCEDURES & GUIDELINES**

Complaints may be reported by the victim or by anyone else who has knowledge of a violation of this Policy. Anyone who wishes to initiate a complaint regarding a violation of this Policy may do so by contacting any of the following:

1) Title IX Coordinator – Matt Gawenda – (312) 922-1884 – mgawenda@Generations.edu
2) Registrar - Mariza Silva – (312) 922-1884 – msilva@Generations.edu

If any of these aforementioned people, other than the Title IX Coordinator, is first notified of a complaint, that person must promptly inform the Title IX Coordinator of the complaint. If the complaint involves an allegation of sexual misconduct, the Title IX Coordinator will promptly inform the Office of the General Counsel of such a complaint. There is no time limit on when a complaint pursuant to this Policy can be made to the College, however, the College’s ability to investigate and respond may be affected by any time delay in reporting. Therefore, the College strongly encourages
victims to file complaints promptly. Prompt reporting will serve to enhance the College’s ability to investigate effectively and to preserve important evidence for future proceedings, including, for example, legal and disciplinary proceedings. In the case of an anonymous report, such a complaint will be investigated to the extent possible, however, all anonymous reporters should be aware that reporting anonymously may affect the College’s ability to investigate and respond effectively. No College employee may discourage an individual from reporting misconduct covered by this Policy. Any College employee with any knowledge, whether from firsthand observation, having been confided in or having heard about it in some other fashion, of a violation of this Policy must report the incident to the Title IX Coordinator, the President, or Registrar even if the actual victim of such discrimination or harassment is not interested in filing a formal complaint. Certain College employees who are serving in a privileged professional capacity as defined by applicable Illinois State Law (such as a professional mental-health counselor) are not so obligated to report. No College employee is authorized to investigate or resolve a suspected violation of this Policy without the involvement of the Title IX Coordinator.

Alcohol Policy
Generations College strictly prohibits student possession or use of alcoholic beverages at College-sponsored student activities and on the premises. Disruptive behavior, characterized as willful violation of regulations, altercations with other students or College staff, a lack of respect for the rights of others, use of profanity, yelling, or behavior that interferes with the learning and professional environment of the College, and which is induced by alcohol, is strictly prohibited. Students found to be in violation of the alcohol policy will:

1. For the first offense: (a) be suspended immediately for the remainder of the semester; (b) be required to participate satisfactorily in an alcohol-abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency that is acceptable to the College; (c) thereafter be able to apply for readmission.

2. For any repeat violation, the student will be permanently dismissed from Generations College.

Children on Campus
Normally, children will not be allowed to attend classes. On rare occasions, however, an emergency may arise which necessitates bringing a child to class. On these occasions, if the student does not have any other option beyond missing class, then the following procedures must be followed:

- Permission must be obtained from the instructor prior to class and all instructors have the right to deny permission;

- The instructor may ask the student and child to leave the class if the child becomes disruptive to the class learning environment;
● Children cannot attend class during an examination;

● The same child cannot attend classes in the same course more than two times in a single semester;

● The student must supervise the child at all times while the child is on campus and cannot allow the child to use Generations computers or other technological equipment.

**Disruptive Behavior**

Students are expected to conduct themselves in a professional and adult manner appropriate to a college environment. Disruptive behavior in and/or outside the classroom, violation of regulations, altercations with other students or College staff, disrespect for the rights of others, use of profanity, yelling, or other behavior that interferes with the learning and professional environment of the College, are considered causes for immediate suspension and possible permanent dismissal from Generations College.

**Drug Policy**

In accordance with the Drug-Free Workplace Act of 1988, Generations College strictly prohibits students from the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance on Generations College premises or in conjunction with College-sponsored activities. Disruptive behavior, characterized as willful violation of regulations, altercations with other students or College staff, disrespect for the rights of others, use of profanity, yelling, or other behavior that interferes with the learning and professional environment of the College, and which is induced by controlled substances, is strictly prohibited. Students found to be in violation of the drug policy will:

1. For the first offense, (a) be suspended immediately for the remainder of the semester; (b) be required to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency that is acceptable to the College; (c) be required to adhere to prescribed student success plan; and (d) be able to apply for readmission.

2. For any repeat violation, the student will be permanently dismissed from Generations College.

**Emergency**

In an emergency, Generations College provides mass notification to its employees and students through Google apps. Students and staff are reminded to check their Generations College emails on a regular basis. Students with smartphones can have their Generations College emails directly connected and can be notified of new emails within seconds. Classes are canceled only for severe weather or circumstances that render the facilities inoperable. Day class cancellations may be announced as early as 5:00 a.m.. *PLEASE: Listen to the radio, watch television, or check emergencyclosings.com.*
Photo and Video Release
All students, upon acceptance to Generations College, will be asked to sign a photo and video release form granting the College permission to use photos taken on campus, during College-sponsored activities and any other Generations event in all forms of marketing. The photo and video release form allows the College to use photos and videos containing current students, alumni and staff to promote the College through all channels of communication. Copies of the form are available with the Director of Admissions.

Nondiscrimination
Generations College does not discriminate on the basis of age, gender, race, religion, national origin, ethnicity, sexual orientation, gender identity, or disability in its admissions decisions; nor will the College retaliate against any applicant, student, employee or staff member who makes or files a complaint, grievance or lawsuit. Any student, who believes that he/she has been the victim of discrimination of any kind, should immediately contact the Dean of Student and Academic Affairs, their Program Director, or the President. All complaints of discrimination are taken seriously. Generations will conduct an investigation and review its results with the student and appropriate faculty or staff. If Generations determines that discrimination has occurred, appropriate relief for the student bringing the complaint and appropriate corrective action will follow. Generations understands that these matters can be extremely sensitive and, so far as possible, will keep all student complaints and communications (i.e., interviews and witness statements) in strict confidence. Generations will not tolerate retaliation against any student who complains of discrimination of any kind or who cooperates with Generations in its investigation of any such complaint.

Gambling Policy
Generations College strictly prohibits gambling at College-sponsored student activities and on the premises. Disruptive behavior, characterized as willful violation of regulations, altercations with other students or College staff, disrespect for the rights of others, use of profanity, yelling, or other behavior that interferes with the learning and professional environment of the College, and which is induced by gambling, is strictly prohibited. Students found to be in violation of the gambling policy will:

1. For the first offense: (a) be suspended immediately for the remainder of the semester; (b) be required to participate satisfactorily in a gambling assistance program approved for such purposes by an appropriate agency that is acceptable to the College; (c) be required to adhere to prescribed student success plan; and (d) be able to apply for readmission.

2. For any repeat violation, the student will be permanently dismissed from Generations College.

Student Grievance Procedure
A student who believes that he or she has been treated unfairly because the College has failed to follow its own rules; has been the subject of an adverse action, suspension or dismissal resulting from the application of any policy, procedure or academic standard of the College; or has been the victim of harassment or discrimination of any kind, whether on the basis of race, religion, national origin, gender, disability, age or sexual orientation, should follow this Student
Grievance Procedure.

**Step 1: Initial Discussion**
A student who believes he or she may have a grievance should first meet with the faculty or staff supervisor for an initial discussion of the matter within fifteen (15) calendar days of the date the student knew or should have known of the adverse action, decision, or event upon which the grievance is based. For purposes of this Initial Discussion step, the Dean of Student Affairs will be considered the supervisor for any grievances concerning faculty or other students, and the Dean of Finance and Operations will be considered the supervisor for any grievances concerning staff members. Both parties will make a good faith effort to resolve the matter. The supervisor seeking to resolve the grievance may consult with others as appropriate. If the matter is not resolved in the initial discussion, the student may pursue the matter through the Formal Grievance step.

**Step 2: Formal Grievance**
If the student is not satisfied with the result of the Initial Discussion, he or she may file a Formal Grievance. A Formal Grievance must follow one of two steps. The first is to file a Formal Grievance with the Registrar, the Student Grievance Officer, in writing on a form available from the Registrar, signed and dated, with a copy addressed to the staff or faculty supervisor who was involved in the Initial Discussion step. The second step would be to file the Formal Grievance online by clicking here and filling out the form with the same information listed above. The Registrar or receiving party of the online form will acknowledge the filing of the grievance within two (2) class weeks after its submission by the student.

The Registrar will forward the grievance to the Grievance Committee. The Grievance Committee shall be composed of the Director of the student’s program and two students and faculty members appointed by the President to serve on the Grievance Committee for a given academic year. (If any of these is a grievant or is grieved against, that member shall withdraw from the Grievance Committee for the consideration of that grievance, and a substitute shall be appointed by the President). The Grievance Committee shall review the grievance, conferring in person with the student if circumstances warrant an in-person hearing, and invite others who are involved to participate as appropriate. The Committee will issue a written decision within two (2) class weeks after receipt of the appeal, sending it to all parties involved in the grievance and the Dean of Student Affairs.

**Step 3: Appeal to Dean of Student and Academic Affairs**
If the student is dissatisfied with the outcome of the Formal Grievance step, a written appeal may be made to the Dean of Student and Academic Affairs by completion of the Appeal Form that can be obtained from the College Registrar. The Appeal Form must be completed in full and delivered to the Dean of Student and Academic Affairs within two (2) class weeks after the student receives notice of the outcome of Step Two.

**Step 4: Appeal to the President**
If the student is dissatisfied with the decision of the Dean of Academic Affairs, the student has the right of appeal to the President of the College. This appeal must be made in writing, within two (2) class days of the date the student receives the Dean of Academic Affairs’ decision, and
must state in detail the objections that the student has to the decision made by the Dean of Academic Affairs. The student must submit all grievance forms and additional facts or documents considered in Steps Two and Three with whatever additional materials the student wishes to submit to the President. The appeal must be delivered to the office of the President of the College, in person, by fax or attachment to email, or by certified mail, return receipt requested, to President, Generations College, 29 E. Madison, Suite 200, Chicago, Illinois 60602.

On receipt of the appeal, the President will schedule a meeting at which the student may discuss the appeal. The President will issue a decision within one (1) class week after meeting with the student. The decision of the President shall be final.

Threat to Safety of Students or Staff
It is important that the safety and rights of other students and members of the College staff are ensured. Any activity that is a violation of regulations and threatens the safety of students and staff will be cause for permanent dismissal. Illegal activity, including but not limited to that involving weapons and/or theft, also will result in proper law enforcement authorities being notified as soon as possible.

Additional Academic Information

Nonacademic Suspension
Students may be suspended for nonpayment of tuition and fees. The College will not release information, documents, or records (including diploma or transcripts) to the student if the student has not fully satisfied financial obligations to the College. The College reserves the right to pursue collections through collection agencies and the court system for all unpaid monies owed to the College. Students also may be suspended for engaging in unacceptable personal behavior that fails to uphold the student code of conduct and/or engages in academic dishonesty.

Suspension and Dismissal
The College reserves the right to suspend or dismiss any student for failure to maintain a satisfactory academic record or personal behavior that is deemed by the College as unbecoming of a Generations College student. Suspensions are effective upon notice given following an instance of unacceptable behavior. The term of suspension can range from one day to one year depending on the offense. The College reserves the right to permanently dismiss students when such student’s act or omission is deemed sufficiently severe. A suspension of longer than one week or a dismissal can be appealed through the Grievance Procedure within five class days of receipt of correspondence indicating suspension or dismissal. If a student is suspended for one academic year, the student may apply for readmission to the College at the end of the suspension, but the College reserves the right to deny such application for readmission based on the totality of circumstances. If a student is dismissed from the College, then that student will not be eligible to reapply.

Adding & Dropping Courses
Students may add or drop a course during the first week of registration without any charge by meeting with the Registrar. Students who drop a course after the registration period will receive W grade for the course and be charged a fee plus the appropriate tuition charges. Students
dropping or adding courses should be aware of the program requirements, and if receiving Financial Aid, should see a Financial Aid advisor for more details.

**Participation**
Prompt and regular participation is expected of the student for all scheduled course work. Please note the following:

- Student participation in class discussion, question/answer sessions and problem solving is critical to the expected student learning outcome.
- Faculty may include explicit participation requirements with course grade penalties in their course and may link attendance with class participation. The student is expected to clearly understand, at the beginning of the term, if such requirements exist.
- Students should note that, although professors are not required to provide an opportunity for making up missed work due to absence, most professors provide that opportunity when the absence was beyond the student’s control. Only the instructor may or may not excuse an absence.

**Last Known Date of Academic Activity Reporting**
Generations College does not require faculty to take attendance. However, the U.S. Department of Education requires the Financial Aid Office to differentiate students who fail a class because they stop participating from those who fail a class based on merit. Because a student could be a financial aid applicant at any point during the academic year, we must collect this information for all students, so that financial aid eligibility can be accurately determined. The Last Known Date of Academic Activity Reporting Policy is necessary to appropriately assess the financial liability for students, ensure good stewardship of financial aid funds, and limit the financial liability for the College and academic consequences for the student. The amount of Title IV funds earned by a student is based on the amount of last known academic activity for that semester. In addition, this is often useful in arbitrating cases when students believe they completed the process to drop or withdraw from a course. This will initiate re-evaluation of a student's financial aid and Federal Title IV aid will be adjusted for those classes.

**Student Responsibility**

- Students are expected to regularly participate in classes in which they are enrolled.
- Students who decide to stop participating in courses should immediately withdraw from those course(s) prior to the course withdrawal deadline specified on the academic calendar.
- Students who do not officially withdraw from a course (or courses) they are not participating in may be reported by their instructor as having a last date of academic activity. When this happens, the student will remain responsible for any financial liability, less applicable refunds they have incurred associated with the last date of academic activity reported, and for any academic consequences associated with the last date of academic activity reported and the assignment of the W grade.

In case of illness or other mitigating circumstances that prolongs an absence, students need to notify their Instructors and Registrar’s Office. In such cases, a physician’s statement is required.

**Failure to attend/participate in classes may jeopardize financial aid awards.**

**Online Courses**
An online course differs from an onsite. Online courses do not include any in-person meetings
and no required activities on campus. The entire course will be delivered via the College’s Learning Management System. Online courses require engagement with course content, your instructor, and your peers. Some instructors may include an occasional synchronous meeting with the professor one-on-one, as an entire class, or in teams.

**Independent Study**
A course may be converted to an independent study for a student at the discretion of the Dean of Student and Academic Affairs if the following conditions are met:

1. The student needs the course for graduation or program completion
2. The class in which a student is registered may be cancelled due to low enrollment

An independent study is an individualized instructor-directed class. The study goes for the duration of the current semester and must be successfully completed by semester’s end. The following policies apply to the independent study:

- **Course Content/Quality**
  - The independent study must provide a rigorous academic experience equivalent to that of an onsite or online course. Independent study courses may not duplicate available course offerings in the semester.

- **Grading**
  - The instructor will evaluate the work based on an agreed schedule of assignments/activities for the class and submit a grade by the end of the semester.

- **Meeting Schedule**
  - The student will connect with the instructor at least once every two weeks during the semester (7 to 8 times per semester).
  - IDS is not available for students in legal speciality class pursuant to the requirements set forth by the American Bar Association, the approving body for the Paralegal Studies program.

**Cancellations**
Students who officially cancel their registration during the first ten days of the semester will be eligible for 100% refund and their registration will be cancelled. To cancel registration, students must notify the Registrar. Registration also can be administratively cancelled if students fail to show up for classes or to make contact with the College by the tenth day of enrollment. Students will be charged an administrative fee of $50 for administrative cancellations.

**Generations College Competencies**
Generations College requires candidates for all associate degrees to develop competency in three core skill areas: Communication Skills, Critical Thinking, and Interpersonal Skills. These core skills are the distinctive values that guide Generations College in fulfilling its Mission:

**Communication Skills**
These skills include the ability to write and speak in a clear, organized, complete, and appropriate manner with well-supported and grammatically correct sentences. These skills also
include the ability to accurately understand and interpret what is read, spoken, and written.

**Critical Thinking**
These skills include the ability to accurately identify, analyze, and solve problems by utilizing the appropriate applications, principles, and technologies to arrive at a coherent, effective, and efficient solution.

**Interpersonal Skills**
These skills include the ability to work in a diverse community through effective, efficient, and ethical collaboration geared to timely delivery of an outcome.

**The Generations Degree: Your Future**

**Career Services**
CAPPE provides career services to help students prepare for their careers by providing resume and cover letter writing resources, editing services, mock interviews, etiquette workshops, professional development seminars, and general job search strategy tips. Generations hosts Professionalism Workshops once in the Fall and once in the Spring in which it offers scheduled individual and group workshops on resume building, writing a cover letter, interviewing skills, and networking. During this week, students have the opportunity to sign up for one-on-one resume building sessions, cover letter writing workshops, and mock interview opportunities. Group workshops are available as well. Each semester a different employer of Generations graduates is invited to campus during career week to meet students and give advice on how to get a job in their field. The Student Services office and Program Directors regularly inform students and distribute email updates regarding job placement opportunities. Career services has been enhanced at Generations through a partnership with Handshake, the number one way college students find employment. Handshake has over 6 million active students and over 500,000 active employers. Workshops will be available throughout the academic year to assist students with setting up their profiles and accessing Handshake’s resources.

**Alumni Association**
All graduates of Generations College are encouraged to join the Alumni Association to stay involved with their alma mater, cohort, instructors and vast industry connections. The Generations College Alumni Association is a networking organization that supports and informs graduates as they transition to their professional careers in any location. Contact alumni@Generations.edu for more information. The Association is committed to serving the College community and the City of Chicago.

**Appendix**

**Code of Ethics**
Beginning on February 1, 2010, the members of Generations College Administration (Chancellor, President, Dean of Finance and Operations, Dean of Student and Academic Affairs, and Dean of Admissions) shall operate individually and collectively in the best interest of the organization, rather than in furtherance of personal interests or the interests of third parties.
Members of Administration are expected to use good judgment and to adhere to high ethical standards at all times. In doing so, they will conduct their affairs in such a manner as to avoid any actual or potential conflict of interest. A conflict of interest may exist when the interest of a Member of Administration is divided between serving the interests of Generations College and one's personal interests, or the interests of other organizations with which the individual is affiliated. An individual who is unsure as to whether a certain transaction, activity, or relationship constitutes a conflict of interest should discuss it with the Chairperson of the Board of Trustees.

A conflict of interest could be deemed to exist whenever an individual is in the position to approve or influence Generations College policies or actions that could involve financial benefit to:

- the individual
- any members of his or her immediate family (spouse, parents, children, siblings, and spouses of these individuals)
- any organization in which he or she, or an immediate family member, has a substantial financial interest, or is a director, trustee, officer, member, partner, or employee

Members of Administration should refrain from:

- accepting personal gifts or entertainment from vendors or consultants
- using proprietary or confidential Generations College information for personal gain or to Generations College detriment
- having a direct or indirect financial interest in an activity undertaken by Generations College
- using Generations College assets or labor for personal use or gain

Mechanisms for enforcement of the Code of Ethics:

- Any person, with supporting information, may allege noncompliance with the Code to the Board Chairperson. The Board will be advised when any allegation has been raised
- The Chairperson will undertake a process to resolve the complaint
- If either the complainant or the Administration member requests, the Chairperson will name an independent third party to investigate the complaint and report to the Board

**Academic Freedom**

On May 6, 2015, Generations College’s Board of Trustees adopted an official policy that ensures an environment of academic freedom. Generations College accords academic freedom a prominent position as an integral part of the College’s scholarly and heritage. The College attempts to create an environment in which persons engaged in learning and research exercise this freedom and respect it in others as contributing to the dignity of individual persons and enhancing the academic process. College precepts and tradition protect this freedom from infringement. Not only the faculty, but students and other members of the College community enjoy this freedom as they participate in the various forms of open inquiry and debate, as for
example, classroom presentation and discussion, research and publication, public statements made as a citizen in one’s own name, and other forms of creative expression. Generations College is guided by the 1940 Statement for Principles of Academic Freedom and Tenure of the American Association of University Professors, together with the Interpretive Comments, which is found in the AAUP Policy Documents and Reports, 1990. [http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure].

**Policy on Intellectual Property Rights**

- Generations College owns all proprietary rights, including patent, copyright, trade secret, and trademark rights, to all Generations materials provided in conjunction with enrollment and instruction. No portion of these materials may be copied or otherwise duplicated, nor may the materials be distributed or transferred to any other person or entity. The materials are for the use of the individual students in a Generations College course. Any other use of the materials violates the enrollment agreement.

- Intellectual Property rights in scholarly works belong to the faculty member or student who created the work, unless an agreement provides otherwise. Faculty scholarship does not include courses or preparation of materials for instructional purposes: these are the possession of Generations College under work-for-hire principles.

- Syllabi, curriculum, and other teaching materials, including but not limited to tests developed for Generations, are the intellectual property of Generations. All such content belongs to Generations, as any such content is a work made for hire pursuant to the United States Copyright Act of 1976.

- Work Product prepared within the scope of Instructor’s employment with Generations, which can be copyrighted, are "works made for hire" and the College owns all copyrights to the Work Product.

- Generations has all other rights to all Work Product, including all other patent rights, copyrights, and trade secret rights, whether accruing during the Term of Instructor's employment, or thereafter.

- Student Works are works produced by Generations students in fulfillment of class assignments, as projects for academic credit, or as projects with co-curricular or extra-curricular organizations. Student Works' primary purpose is educational. Student Works are owned by the student(s), subject to a non-exclusive royalty-free license to use the Student Work for the College’s educational, promotional, and public relations purposes if the Student Work is not a confidential educational record.

**Disclaimer For Academic Programs**

Students who enrolled at Generations College for the first time beginning Spring Semester 2010 are governed by the 2010-11 e-catalog.
Students who enrolled at Generations College for the first time beginning Spring Semester 2011 are governed by the 2011-12 e-catalog.

Students who enrolled at Generations College for the first time beginning Spring Semester 2012 are governed by the 2012-13 e-catalog.

Students who enrolled at Generations College for the first time beginning Spring Semester 2013 will be governed by the 2013-14 e-catalog.

Students who enrolled at Generations College for the first time beginning Spring Semester 2014 will be governed by the 2014-15 e-catalog and new program curriculum requirements, regardless of application or admission date.

Students who enrolled at Generations College for the first time beginning Spring Semester 2015 will be governed by the 2015-16 e-catalog and new program curriculum requirements, regardless of application or admission date.

Students who enrolled at Generations College for the first time beginning Spring Semester 2016 will be governed by the 2016-17 e-catalog and new program curriculum requirements, regardless of application or admission date.

Students who enrolled at Generations College for the first time beginning Spring Semester 2017 will be governed by the 2017-18 e-catalog and new program curriculum requirements, regardless of application or admission date.

Students who enrolled at Generations College for the first time beginning Spring Semester 2018 will be governed by the 2018-19 e-catalog and new program curriculum requirements, regardless of application or admission date.

Students who enrolled at Generations College for the first time beginning Spring Semester 2019 will be governed by the 2019-20 e-catalog and new program curriculum requirements, regardless of application or admission date.

Students who enrolled at Generations College for the first time beginning Spring Semester 2020 will be governed by the 2020-21 e-catalog and new program curriculum requirements, regardless of application or admission date.

Students who enrolled at Generations College for the first time beginning Spring Semester 2021 will be governed by the 2021-22 e-catalog and new program curriculum requirements, regardless of application or admission date.

Students who return within a two-year period and stay in the same degree program as when they left may complete either the program requirements from the catalog of the year they began at Generations College or those in effect when they re-enter. Students who wish to remain with the program requirements from the original date of entry are subject to any changes.
AT GENERATIONS COLLEGE THE ULTIMATE RESPONSIBILITY FOR COMPLIANCE WITH ACADEMIC REQUIREMENTS FOR GRADUATION AND SELECTION OF COURSES RESTS WITH THE STUDENT.

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**Dr. Mario Pierce**, CAPPE Co-Director  
Ed.D. University of St. Francis  
M.A. Norfolk State University  
B.A. Southern Illinois University

**Michele Underwood**, CAPPE Co-Director  
M.A.I.O. Argosy University  
B.S.B.M. University of Phoenix  
A.S. University of Phoenix

**Gabriela Guardiola**, Front Office Manager  
B.S. University of Texas

**Ashley McKinley**, Admissions Advisor  
B.S. Loyola University

**Jamieta Hoskins**, Director of Financial Aid

**Anahi Huerta**, Associate Director of Financial Aid  
A.S. Generations College

**Grazyna Karbowski**, Senior Staff Accountant  
B.S. DePaul University, Accounting  
A.A.S. Generations College

**Mariza Silva**, Registrar  
B.A. National-Louis University  
A.A.S. Generations College

Full Time Faculty

**David Grassi**, Paralegal Studies  
J.D. Ohio Northern University  
M.A. DePaul University  
B.A. University of Michigan

**Sharvin Maisuria**, Professional Faculty  
J.D. Florida Coastal School of Law  
B.S. Southern Illinois University of Edwardsville

**Abraham Martinez**, Criminal Justice  
M.P.M Calumet College of St. Joseph  
B.S. Calumet College of St. Joseph  
A.A. Wilbur Wright College
Margaret Sokalski, Court Reporting
NCRA Certified Reporting Instructor

M.S.Ed. Cleveland State University

B.S. University of Akron

A.A.B. Cuyahoga Community College

Dr. Michael Marticek, Business Administration
D.B.A Walden University
M.B.A Strayer University
B.S Robert Morris University
A.S Community College of Beaver County

A list of current adjunct faculty can be found on the Generations College website at www.Generations.edu

Generations College Reserves The Right To Amend, Correct, Or Change The 2021-22 E-Catalog At Any Time

- Generations College reserves the right to add or delete courses in a program or to modify the sequence of any program when enrollment, staffing, or curriculum development dictate.

- Generations College reserves the right to modify the published schedule of any program of study at any time that enrollment, personnel, or facilities so dictate.

- This e-catalog is not intended to be a complete summary of all of Generations College’s policies and procedures.

- All programs of study at Generations College are under continual review and subject to change.

- Students currently enrolled at Generations College, who began taking classes under previous college catalogs, are ‘grandfathered’ under the catalog that existed at the time of enrollment.

- Students who enroll at Generations College for the first-time beginning Fall Semester 2021 will be governed by the 2021-22 e-catalog and new program curriculum requirements, regardless of application or admission date.

- Students who have stopped attending or have withdrawn from the College and have been readmitted to the College must complete the catalog in effect when they re-enter.

- Generations College reserves the right to eliminate, alter, or modify any of the rules,
regulations, policies or procedures relating to the relationship of students to the College, it being understood by the students that said rules, regulations, policies and procedures do not constitute a contract between the College and any student but rather constitute a statement of the College as to the manner in which the College administers its programs at any given time, subject to change without notice at the sole discretion of the College at any time and from time to time.