



# Generations College

L i v i n g   T h e   L e g a c y

2025-2026

Academic Catalog

29 East Madison Street, Chicago, IL

## **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 the path to becoming the nation's premier private, two-year, not-for-profit College. I am very proud of the accomplishments and milestones that Generations have achieved in the past 120 years, upholding its mission to nurture the well-being of the whole person, provide a transformative educational experience, challenge students to excel, prepare them to become lifelong learners, and encouraging them 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, individual attention from qualified instructors with real-world industry experience. Having the ideal class sizes and learning experiences proves extremely beneficial for all ages and provides 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 abundant opportunities designed to grow their knowledge base and strengthen their attributes. As a result, students will develop as solid professionals prepared for the workforce or their next level of education.

This e-catalog is intended as a guide to Generations College's program offerings, the College's policies, and other pertinent information for all 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 catalog is essential 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 will have a degree that will never grow old, need to be updated or expire. Upon completing our program, you have accomplished a feat you can be proud of for the rest of your life.

I wish you the best in this critical next chapter of your life. I'm proud to have the honor of helping you reach your most significant potential – and I expect nothing less.

Sincerely yours,  
Dr. Alexis  
Chancellor

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## 2025-2027 Academic Calendar



Fall Semester (15 Week)		Fall 2025		Fall 2026	
Labor Day Holiday (College Closed)	M	September 1st	M	September 7th	
Classes Begin	Tu	September 2nd	Tu	September 8th	
Last Day to Register & Add/Drop Classes by 5 pm	Th	September 11th	Th	September 17th	
Last Day to Withdraw	Tu	October 14th	Tu	October 20th	
Midterm Week	M-Th	October 20-23rd	M-Th	October 26-29th	
Veteran's Day (College Closed)	Tu	November 11th	W	November 11th	
Thanksgiving Holiday (College Closed)	Th-F	November 27-28th	Th-F	November 26-27th	
Finals Week	M-Th	December 8-11th	M-Th	December 14-17th	
Last Day of Fall Classes	M	December 15th	M	December 21st	
Spring Semester (15 Week)		Spring 2026		Spring 2027	
Classes Begin	M	January 12th	M	January 11th	
MLK Holiday (College Closed)	M	January 19th	M	January 18th	
Last Day to Register & Add/Drop Classes by 5 pm	Th	January 22nd	Th	January 21st	
President's Day (College Closed)	M	February 16th	M	February 15th	
Last Day to Withdraw	M	February 23rd	M	February 22nd	
Midterm Week	M-Th	March 2-5th	M-Th	March 1-4th	
Spring Break (College Closed)	M-F	March 23-27th	M-F	March 22-26th	
Finals Week	M-Th	April 20-23rd	M-Th	April 19-22nd	
Last Day of Spring Classes	M	April 27th	M	April 26th	
Commencement	F	May 8th	F	May 7th	
Summer Semester (12 Week)		Summer 2026		Summer 2027	
Classes Begin	M	May 18th	M	May 17th	
Memorial Day Holiday (College Closed)	M	May 25th	M	May 31st	
Last Day to Register & Add/Drop Classes by 5 pm	Th	May 28th	W	May 26th	
Last Day to Withdraw	M	July 8th	M	July 6th	
Independence Day Holiday (Observed Days)	Fr	July 3rd	M	July 5th	
Midterm Week	M-Th	June 22-25th	M-Th	July 21-24th	
Finals Week	M-Th	August 3-6th	M-Th	August 2-5th	
Last day of Summer Classes	M	August 10th	M	August 9th	
Generations College reserves the right to change the Academic Calendar without notice					

# **Generations College: Over a Century 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, in combination with its exemplary program offerings, draws many students.

- 1904:** Generations College, originally named MacCormac College from 1904 through 2021, opened its doors in Hyde Park, Illinois, under the leadership and vision of Dr. Morton MacCormac, its founding president.
- 1912:** Generations College leads the nation by becoming the first institution of higher learning to offer a Court Reporting degree.
- 1973:** Generations establishes the first Paralegal Studies program in Illinois.
- 1976:** Generations expands to open a campus in Berkeley, Illinois, to better serve Chicagoland's western suburban marketplace.
- 1979:** The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, accredits Generations College, ensuring that the college meets or exceeds the learning, educational, and professional standards set forth by the Commission.
- 2000:** Leaving its roots in the Hyde Park community, Generations relocates its headquarters to the historically significant Heyworth Building in downtown Chicago's heart.
- 2004:** Generations celebrates its 100th anniversary of growth and excellence in preparing students for productive careers in the business world.
- 2005:** Generations is reaccredited for another 10 years by the Higher Learning Commission (HLC).
- 2010:** Generations embarks on campus expansion projects and upgrades designed to enhance the student learning experience further.
- 2011:** The day and night court reporting program was reapproved by the National Court Reporters Association (NCRA) for 5 years, and it showed an outstanding education in court reporting at the College.
- 2011:** Generations' 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 in the legal profession.

- 2012:** Generations launches new associate degree programs in Criminal Justice and Entrepreneurial Studies.
- 2013:** Generations' Paralegal Studies program is approved by the American Bar Association.
- 2013:** Generations unveils *Learn2Laugh*, its first institution-wide fundraiser, and a productive evening of philanthropy, networking, and awareness building.
- 2013:** Generations offers its first online courses.
- 2014:** The unparalleled and first-of-its-kind Center for Academic Personal and Professional Excellence (CAPPE) has been launched in the Generations community.
- 2017:** Generations College is approved for a fully online Business Administration program by the Higher Learning Commission.
- 2019:** Generations College has been approved by the Higher Learning Commission for two fully online programs in Criminal Justice and Court Reporting.
- 2020:** Generations College is reapproved by the ABA for another 10 years.
- 2020:** Generations College launches its first synchronous classes utilizing Zoom.
- 2020:** Generations College launches the Single Parent Scholarship.
- 2022:** The College's name is officially changed 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 and encourages, empowers, and nurtures the well-being of the whole person. Our comprehensive academic programs challenge students to excel in their educational and career pursuits, prepare them to be lifelong learners and responsible citizens in a global society, and equip them to contribute to future generations.

### **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 creating 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:

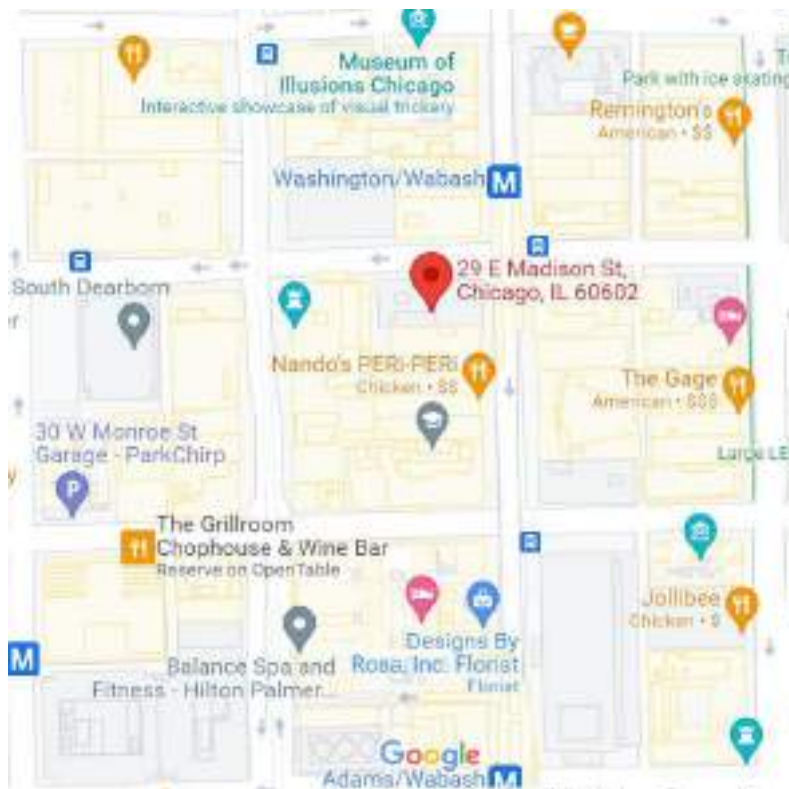
- A dedication to student success
- A commitment to academic excellence
- The practice of service to humanity
- The promotion of leadership and collaboration
- A respect for diversity



## Location

Generations College is in the heart of downtown Chicago, 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 allows students to commute easily 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 residents 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 within walking distance of the campus. This proximity offers off-campus activities, internships, mentorships, and involvement with major decision-makers in the downtown area. Generations' 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  
230 N. LaSalle Street Suite 7-500  
Chicago, IL 60602-1411  
800-621-7740 - e-mail: [info@ncacchihe.org](mailto:info@ncacchihe.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 listed in the Education Directory, Colleges and Universities, Department of Health, Education, and Welfare, U.S. Department of Education.
- Generations College is an approved institution for the Illinois Student Assistance Commission (ISAC) Monetary Grant Awards.
- The Department of Justice approved Generations College to educate students from foreign countries.
- Generations College is approved for Veteran 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 approved 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
- Association of American Colleges and 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](mailto:candrews@ncra.org)  
[www.ncra.org](http://www.ncra.org)  
(800) 272-6272

### **\*\*ABA**

American Bar Association  
321 N. Clark Street  
Chicago, IL 60654-7598se  
[www.americanbar.org](http://www.americanbar.org)  
[www.abaparalegals.org](http://www.abaparalegals.org)  
(312) 988-5618

*For obtaining or reviewing documents describing accreditation, please contact the  
Dean of Academic 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. Generations College's diversity represents a vibrant mix of backgrounds and cultures. Whatever your ambition, our highly qualified instructors can help you get there.

We offer day, online, full-time, and part-time programs to students who are academically prepared to succeed in their selected program of study: Business Administration, Entrepreneurial Studies, 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 transcript, being in good academic standing from the previous regionally accredited College or university, and the placement test. If a student has transfer credit from a regionally accredited College or university that satisfies our requirements, they will not need to take the placement test(s). If a student does not provide transfer credit from a regionally accredited College or university nor complete the placement test(s) by the start of a given semester, they will be required to be enrolled in ENG 0900 and/or MATH 0900. Once a student has completed the requirements for the application process, their file will be evaluated, and a decision will be rendered. A decision will result in a status of accepted, denied, or provisional acceptance 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 the Generations' 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 of Generations College.

### **Criteria for Programs**

Candidates for admission to the Business Administration, Entrepreneurial Studies, Criminal Justice, and Paralegal Studies program must have a minimum GPA of 2.0 from any of 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 GPA of 2.5 and a grade of a "C" or above in all English courses from any of their attending schools. Candidates should also successfully pass a keyboarding test at 35 wpm or above and take the placement exam.

### **Criteria for Transfer Students**

A transfer student is considered a student entering Generations College for the first time but previously attended another institution. Transfer students must have a minimum GPA of 2.0 and be in good academic standing from the previous College or university. Candidates 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 paper-based tests or 61 on internet-based tests is 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 "C" 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 1-5.
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 a year or more for any reason must reapply to be considered for readmission. Students should follow Steps 1-5 of the Application Process. In addition, transcripts from a College or University attended since leaving Generations 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 Probation upon readmission. In addition, the students must achieve a minimum GPA 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 two ways identified here:
  - a. Apply online at [www.generations.edu](http://www.generations.edu)
  - b. Download an application at [www.generations.edu](http://www.generations.edu)
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.

*The application fee to Generations College is waived.*

## **Application Requirements**

As part of the admission process, we require proof of graduation. The student must meet one of the following criteria:

- Graduates from a traditional high school or holding a GED must submit an official high school transcript of credits from the high school they last attended or a GED transcript.
  - Generations College does not accept high school diplomas as evidence of a student's high school completion.
    - Should Generations College or the Secretary have reason to believe that the high school transcript is not valid or was not obtained from an entity that provides the secondary school education, the Admissions Office will reach out to the institution in question to obtain confirmation of the validity of the student's transcript in the form of an official school letter from the institution or a new official transcript; and

- Confirm with the relevant department or agency in the state in which the secondary school is located that the secondary school is recognized as a provider of secondary school education.
- Generations College does not admit students based on being beyond the age of compulsory school attendance in the state in which the institution is physically located.

Below are the criteria for recognized equivalents of a High School Transcript:

- For homeschooled applicants: the applicant has completed secondary school education in a homeschool setting that is treated as a homeschool or private school under State law and has obtained a homeschool completion credential, or, if State law does not require a homeschool student to obtain a homeschool credential, the student has completed secondary school education in a homeschool setting that qualifies as an exemption from compulsory school attendance requirements under State law; or
- For international applicants: applicants who completed their secondary school education in a foreign country must obtain a copy of their foreign high school diploma or transcript. Applicants may also document their high school completion status by obtaining a copy of a “secondary school leaving certificate” (or a similar document) from the Ministry of Education in the country where they completed secondary school. For assistance in obtaining documentation of their secondary school education completion, applicants may contact the foreign high school, the Ministry of Education, or that country’s consulate in the United States.

All documents will be collected and sent to our Admissions Office, creating a file of all required documentation. Once all the necessary documentation is received and verified, the application process can continue to the next steps of Financial Aid and course registration.

### **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 course-by-course 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 can make arrangements with the Office of the Registrar. Failure to provide transcripts of any high school or College work may be considered as fraudulent admission. In such a case, the student may be dismissed immediately without a refund of any fees for the semester in progress.

### **Placement Testing**

The Admissions Office will provide a placement test to place students in English and Mathematics. If a student has transfer credit from a regionally accredited College or university that satisfies our requirements, the student will not need to take the placement test(s). If a student does not provide transfer credit from a regionally accredited College or university nor complete

the placement test(s) by the start of a given semester, they will be required to be enrolled in ENG 0900 and/or MATH 0900.

## **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 the registration details needed for an easy registration process and to help students achieve 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 students select 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 as full-time or part-time students. Full-time status is 12-16 credit hours or 4-5 classes. Part-time status is 6-10 credit hours or 2-3 courses. Less than part-time status is 1-5 credit hours or 1-2 courses. 13-16 semester hours in a single semester will be considered on a case-by-case basis.

### **Program Requirements for Registration**

Students are responsible for knowing their program's requirements and policies to maintain good academic standing. CAPPE and Program Directors seek to assist students in making decisions about courses and meeting program requirements. **However, each student is ultimately responsible for meeting all program and graduation requirements.**

### **New Student Registration**

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

### **Pre-Registration**

Students 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 ten (10) 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 changing the number of hours in their registration.

Students may withdraw from their registration after the tenth day of the semester. 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. Students who seek to enroll in more than 13 semester hours must request approval from the Office of the Dean of Academic Affairs.

### **The Transfer Student**

Transfer students may request their courses be 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 case-by-case and consulted with the Dean of 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 the grade point average. Transfer students must complete a minimum of 15 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.
- All students in the Paralegal Studies program must complete at least nine semester credits or equivalent of legal specialty courses through synchronous instruction (G-302.J.3).

### **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 can 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.

### **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 most students take as requirements in the first two years of College. CLEP scores range from 20 to 80. If students 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. Please see the table below for more information on the IB diploma program.

International Baccalaureate Credit Awards				
Subject Area	IB Exam Name	Standard or Higher Level Score (SL/HL)	Generations Course	Credit Hours Awarded
Best Language	English A1	HL 4	ENG-1030 College Composition I	3
Individuals and Society	Economics	HL 4-5	ECON-2210 Macroeconomics	3
	Psychology	HL 4-5	ECON-2220 Microeconomics	3
	Philosophy	HL 4-5	PSY-1010 Intro to Psychology	3
			PHIL-2050 Intro to Ethics	3
Experimental Sciences	Biology	SL 4-5		4
	Chemistry	SL 4-5	EAR-1010 Intro to Earth Science	4
	Environmental Systems and Societies	SL 4-5		4
Mathematics and Computer Science	Mathematical Studies (SL)	SL 3-4	MATH-1800 College Algebra	2
	Computer Science	SL 4-5	CS-1150 Intro to Computers	3

## 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 will not be counted in calculating the grade point average.

## Credit by Examination

Registered students may test out of a maximum of three courses they feel qualified for 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, appearing 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 the 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 first-time freshmen in the summer of 1998 and thereafter. For a complete list of participating Illinois Colleges and Universities, visit the web site 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 new students to attend a one-day student orientation each semester before the semester starts, where students interact directly with the Chancellor, Deans, Administrative Staff, and Program Directors to receive instruction on policies and learn about the College. This is also a time for students to acclimate with the Generations environment, their study programs, and the great activities and learning resources available. 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, and calls.

## 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

**National Louis University**  
122 South Michigan Avenue  
Chicago, IL 60603

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

**Roosevelt University**  
430 South Michigan Avenue  
Chicago, IL 60605

## Finance Your Generations Degree: Tuition and Financial Aid

Tuition and Fee Schedule	
<b>Application Fee</b>	\$20
<b>Tuition</b>	
<b>Full-Time Tuition</b> 12 to 16 Credit Hours	\$6,000
Full-Time Tuition over 16 Credit Hours	\$500 Per Credit Hour
<b>Part-Time Tuition</b> 1 to 11 Credit Hours	\$500 Per Credit Hour
<b>International Student Fee</b> Advance Tuition Deposit for Foreign I-20/F-1 Students	\$6,000
<b>Student Fee</b> per semester (non-refundable)	\$150
<b>College Service Fee</b> (non-refundable) Applies but not limited to the following Course Acronyms and Course Numbers: CR, CIS, and LAW (excluding LAW-1100)	\$100 per Course
<b>Textbook Fees (non-refundable)</b>	
Full-Time	\$350 per Semester
Part-Time	\$250 per Semester
<b>CTA Ventra U-Pass</b> (Non-refundable fee applied to all full-time Chicago Campus students)	\$185 per Semester
<b>Payment Plan Fee</b>	\$100 per Semester
<b>Account Late Fee</b>	
Delinquent 15 days	\$50
Delinquent 30 day or more	\$50 monthly
<b>Returned Checks</b>	\$30
<b>Credit by Examination Fee</b>	\$300
<b>Course Audit Fee</b> (restrictions apply for the Court Reporting program)	\$250 per Credit Hour
<b>Graduation Fee</b>	\$95
<b>Transcript Fee</b> Official or Unofficial	\$20 each \$50 RUSH

**Generations College reserves the right to change the amount of tuition and fees at any time. Notice of changes will be communicated in a revised catalog, an addendum or supplement to the catalog, or another 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**

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 College if you qualify.

You can contact the business office at [finance@generations.edu](mailto:finance@generations.edu).

**Refund Policy**

Students' Title IV Funds, excluding Pell Grants, are offered to a student within 30 days, allowing the student at least 14 days to respond to accept or decline the funds. The funds are then requested and disbursed after the tenth 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, textbooks are not refundable, and tuition is prorated based on the official withdrawal date. 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 results the Higher Education Amendments of 1998. This policy affects students who completely withdraw from all classes in a semester and receive or are eligible for 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 Loans, still, they do not include the Federal Work-Study program. For students who withdraw during the semester, Generations College calculates a refund based on the return of Title IV Fund's policy set by the U.S. Department of Education. Specific details on the Return of Title IV Refund Policy are available in the Financial Aid Office. No refund calculation applies after 60% of the semester, 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 signs the Generations College official withdrawal form through the Office of the Registrar. 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) start 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 office 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 days to return Title IV funding from the date withdrawn. Generations College processes the R2T4 based on 45 days after the official withdrawal date. Generations College processes R2T4 through the Department of Education website (<https://fsapartners.ed.gov/knowledge-center/fsa-handbook/2024-2025/vol5/ch1-general-requirements-withdrawals-and-return-title-iv-funds>). If R2T4 calculations result in a credit balance, the funds will be disbursed no later than 14 days after the calculation of R2T4.

Any grant funds and/or loans the student must return to the Department of Education are considered an overpayment. Therefore, the student must repay the amount in full or make satisfactory payment arrangements. 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 tenth day, Title IV 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 tenth 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 post-withdrawal disbursement, grants will be disbursed within 45 days. If there is a Direct Loan post-withdrawal eligibility, Generations College may still be offered to students if they are eligible for a post-withdrawal disbursement that includes loan funds.

### **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 a representative of the Business Office and agree to a credit check at their own expense. Please see the Business Office for more information.

## **Financial Aid**

Many options are available for students to assist them with financing their education. The first step in qualifying for financial aid is to apply. To apply for Federal Financial Aid, a student must:

- Be a U.S. citizen or eligible non-citizen
- 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.gov](http://www.fafsa.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 <https://studentaid.gov/understand-aid/types/loans/plus/parent> 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 needs (with priority given to Pell Grant recipients). The award amount is based on need and the availability of funds.

## **Scholarships**

Outstanding students can receive a maximum of one scholarship listed in the current e-catalog. The student must be enrolled full-time (12 semester hours) to be considered for a scholarship. 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 who are need-based students. In order to receive this scholarship, a student must:

- Be need-based — Pell Eligible (between 0 and 500) EFC for the entire program
- Be able to prove that they are a single parent as shown in their FAFSA
- A completed essay
- Maintain a GPA of 2.0 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

### **Legacy Grant**

This grant fully subsidizes the remaining tuition balance after Federal and State grant funding and provides the recipients with a complimentary laptop and Ventra card (does not include transportation through Pace). In order to receive this grant, you must:

- Attend as an on-campus student (minimum of six (6) credits on-campus)
- Be a resident of Illinois verified through FAFSA and provide a valid Illinois photo ID
- Be eligible for Federal Pell grants and Illinois MAP grants
  - Not exceeding 3,300 EFC or 300% Pell LEU
- Have a high school diploma/GED

- Have a 2.0 GPA or higher verified through your most recent high school, high school equivalent, or College transcripts
- Enroll as a full-time undergraduate student (maximum of thirteen (13) credit hours/semester)
- Test out of remedial courses through Accuplacer
- Provide a one-page essay describing how the Legacy Grant will help your family and future
- Be in good standing with the Department of Education

**To maintain good standing with the Legacy Grant during your time at Generations College, you must:**

- Maintain a 2.0 GPA or higher throughout your studies at Generations College
- If, for whatever reason, you must suspend your studies at Generations College you must come back and complete your degree within 1 year of leaving the College or you will no longer be eligible for the Legacy Grant
- If required, you must participate in the Federal Work-Study Program

**Community Partnerships Grant**

This grant fully subsidizes the remaining tuition balance after Federal and State grant funding and provides the recipients with a complimentary laptop and Ventra card (does not include transportation through Pace). To receive this grant, you must:

- Attend as an on-campus student (minimum of six (6) credits on-campus)
- Be a resident of Illinois verified through FAFSA and provide a valid Illinois photo ID
- Be eligible for Federal Pell grants and Illinois MAP grants
  - Not exceeding 3,300 EFC or 300% Pell LEU
- Have a high school diploma/GED
- Have a 2.0 GPA or higher verified through your most recent high school, high school equivalent, or College transcripts
- Enroll as a full-time undergraduate student (maximum of thirteen (13) credit hours/semester)
- Test out of remedial courses through Accuplacer

- Provide a letter of recommendation from a non-profit organization, community, or church leader outlining your commitment to help that organization in the mission.
- Provide a one-page essay describing how the Community Partnerships Grant will help your family and future
- Be in good standing with the Department of Education

**In order to maintain good standing with the Community Partnerships Grant during your time at Generations College you must:**

- Maintain a 2.0 GPA or higher throughout your studies at Generations College
- If, for whatever reason, you must suspend your studies at Generations College you must come back and complete your degree within 1 year of leaving the College or you will no longer be eligible for the Community Partnerships Grant
- If required, you must participate in the Federal Work-Study Program

#### **Presidential Scholarship – \$2000 per semester**

Inspired by Chancellor Grace Alexis 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. In addition, students 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**

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 who show academic promise and financial need. Recipients can 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 – \$300 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. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>. *\*Please see Addendum A at the end of the catalog for a VA Pending Payment Compliance Update*

**Federal Work-Study Program**

The Federal Work-Study Program is a federally funded, need-based employment program that provides temporary employment on a semester-to-semester basis based on available funds. Students 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 information provided on the Free Application for Federal Student Aid (FAFSA) determines the student's need. To be eligible for this award, students must:

- Be a U.S. citizen or eligible non-citizen
- 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 of 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 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>

## **Financial Aid Regulations**

### **Verification**

The U.S. 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 may include 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 Generations College, students agree to adhere to the College 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 student is considered a first-year (*freshman*) student who has completed fewer than 30 credit hours. A 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 students register 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.

### **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 are 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 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 for Title IV Federal Financial Aid

#### **SAP is Measured by Two 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), or Failure (F) are NOT considered successful completion. However, course withdrawals within the 100% tuition refund period will not be considered against the completion rate. Remedial hours are included in the calculation.
2. **Quantitative Standard**
  - **Pace** – all students must earn a minimum 67% of semester hours attempted. A student's pace is a percentage 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.

- **Maximum Timeframe** – All students must complete their degrees within 150% of the program length measured in semester hours. The U.S. Department of Education has established a requirement that students receiving Federal Student Aid complete their degrees 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, incompletes, and withdrawals, at Generations College are considered attempted hours even if no financial aid was previously received. The 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 to 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 Generations 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 can still register and may receive financial assistance while on warning and is expected to meet SAP requirements by the end of the following semester.

A **Warning Status** 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 a Warning Status will not be required to complete an 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*. They are not eligible to receive financial assistance, and any aid (federal, state, university, and private) will be canceled for future semesters until they have regained SAP.

### **SAP Appeal Procedure**

The committee will consider appeals from students not meeting the SAP requirements. The student must request the SAP Form from the Office of the Registrar. The student must 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 mitigating circumstances warrant continued eligibility at Generations College. *Federal guidelines provide conditions of appeal such as the 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. A serious injury, illness, or death of a relative and may submit documentation as proof.
3. Other special circumstances include the difficult College transition, family issues, legal troubles, work or budget problems, 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 our CAPPE Director. The narrative must first describe the mitigating circumstances that hindered their attempt to attain the SAP thresholds and then explain the changes that had been made to assure progress towards achieving the SAP thresholds. In addition, a student may be required to provide documents that demonstrate items written in their student summary narratives.

### **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 electronic student record system. Only final grades are entered into a student's academic record and used to compute 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 determines



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 must repeat a course should report to the Registrar to make a formal request. Upon completion of the repeated course, 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 and qualitative SAP computation.

### **Good Standing**

Students who have attempted semester hours of coursework, including developmental courses, and have achieved a 2.0 GPA or higher are in good standing.

### **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 who 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 Probation Status. Students on Probation Status are eligible to receive financial aid for one payment period, during which the student may continue to receive FSA funds.

- If the student does not meet SAP at the end of their probationary semester but meets the terms of their academic plan (established conditions), their academic plan can be rolled over to the next semester, and the student will be aid eligible for that semester.
- 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 will not receive financial aid in future semesters.

### **Course Completion Requirement (Pace)**

The Pace threshold is 67% successful completion of attempted credit hours. A student's Pace is a percentage 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 in the calculation. The program change caused by the new rules was the requirement to include the transferred hours in the calculation's numerator and denominator. 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), or Failure (F) are NOT considered successful completion. Excused withdrawals will count toward hours attempted for the cumulative completion rate and cumulative GPA. However, course withdrawals 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, 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. The proposed rules became effective July 1, 2011. The SAP regulations (34 CFR 668.34) can be found on the Electronic Code of Federal Regulations website. Furthermore, the Department of Education website 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 SAP calculation. 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. The conditions established for the SAP Academic Plan are as follows:

1. To stay in good standing at Generations College by keeping your GPA at no less than 2.0.
2. You must have a "C" grade or better in each course you are enrolled in (if your semester GPA is less than 2.0 in the semester that you return, you will not be allowed to continue in your program).
3. You must attend at least 5 CAPPE tutoring sessions in the semester you return and participate in weekly check-ins with our CAPPE director.

**Equality**

All students must adhere to SAP regulations, including those who are not using any financial aid dollars. The SAP team must review all appeals, GPAs, paces, and time frames.

**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 minimum GPA and Pace standards threshold within their time frames. SAP Suspension students will be required to follow an SAP Academic Plan in addition to completing appeals. Students placed on Warning Status/Probation will not be required to complete SAP appeals, as it is their first offense. Federal guidelines provide conditions of appeal such as the 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 demonstrating 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 solely on failure to provide third-party documentation that proves stated mitigating circumstances. Student appeals may also be denied 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 why 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 their current situation and the resulting academic plan, with an understanding of the consequences they face if they fail to follow the plan. Finally, as an institution, it is the institution's responsibility to assist a student in plotting a course to successful completion within a new maximum time frame and then monitor this pace toward completion. An academic plan would need to consider the student's progression toward completion of the intended program, which could, be the next term.

Academic plans need not be too complicated or detailed; their purpose 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.

Academic plans need not be too complicated or detailed; their purpose is merely to put the student on track to successful program completion.

### **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. A list of SAP impacted students will be created at the end of each Semester.
2. The Office of the Registrar will contact each SAP-impacted student to inform them of their SAP status.
3. Each SAP impacted student will receive an email from the Financial Aid Department informing them of their 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 Ellucian.
6. Each approved appeal form must contain the name 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 Academic Affairs and the SAP committee will meet, review, and decide each appellant's outcome.
9. The committee may request the opinion of the program directors regarding individual student appeals.
10. The CAPPE 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 Ellucian
  - B. Intended enrollment date of student
  - C. Summary of justification for release
  - D. Status of appeal (approved, denied, pending)
  - E. Subtotals for each category

### **Student Records and FERPA**

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 they wish Generations to share educational information, even with a parent or spouse.

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

The method of verification at Generations involves use of a layered verification system that prioritizes student privacy while ensuring secure identity verification. These measures include secure submission, multi-factor authentication (MFA) for institutional systems, and unique student credentials, all reinforced by strict privacy safeguards and industry-standard security protocols.

### **Government-Issued ID Submission**

Students submit government-issued photo IDs via a secure internal network drive, ensuring protection against interception during transmission. Access to these documents is strictly limited to authorized personnel through role-based permissions, and IDs are used solely for verification purposes before being archived.

### **Multi-Factor Authentication (MFA) for Email, LMS, and SIS Systems**

To enhance security, Generations College requires MFA for email and the student information system (SIS). This process minimizes data collection by using only essential credentials, such as a username, password, and College-issued email. One-time authentication codes are encrypted and expire after a short period, preventing reuse. The Learning Management System uses a unique username and password to ensure security. Additionally, students receive login notifications, allowing them to monitor and secure their accounts proactively.

### **Unique Student Credentials**

Each student is assigned a secure, unique username and password upon enrollment. Passwords are generated through secure processes, and students are required to set strong personal passwords that are never shared with College personnel. Credentials are distributed securely, such as via temporary access codes, to prevent unauthorized access.

### **General Privacy Safeguards**

Generations College complies with FERPA and other privacy regulations to protect student data. Written consent is required before releasing student information, including grades and transcripts. Students also have the right to access and amend their educational records as needed. Privacy policies clearly outline how student data is collected, stored, and protected, ensuring full transparency. The College conducts regular audits to maintain compliance and identify potential security vulnerabilities.

### **Industry-Standard Security Measures**

The College has invested in the Ellucian Student Information System (SIS), which follows industry-standard security protocols. This system enforces strict user access guidelines, including password complexity requirements, VPN access controls, and multi-factor authentication (MFA).

Privileged access is restricted to authorized personnel, and security is continuously reinforced through regular infiltration testing and security audits to safeguard sensitive student data.

Generations College ensures the security, integrity, and confidentiality of student records by maintaining strict procedures for disseminating of records to both the internal and external public. The Records Custodian complies with the regulations of FERPA and does not disclose confidential information unless requested through approved channels. The College utilizes an electronic database to gather student records. The Student Information System (SIS) database has been reviewed for accuracy and confidentiality and meets the College's criteria for an academic database. The SIS maintains an off-site backup system, ensuring records are secure and accessible at all times. More information can be found at: <https://www.generations.edu/ferpa-and-student-privacy-policy-and-procedures/>.

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. All further transcript requests will follow the College's Transcript and Diploma Request Policy as outlined below.

# **Transcript and Diploma Distribution Policy**

## **Purpose**

This policy outlines the conditions under which transcripts or diplomas will be provided to students with outstanding financial obligations to Generations College, in compliance with the Illinois Student Debt Assistance Act.

## **Policy**

### **A. Financial Holds**

1. A financial hold will be placed on a student's account with an outstanding balance of \$500 or more. If the balance is under \$500, the hold will be applied when the student is no longer continuously enrolled.
2. Financial Holds will restrict the student's ability to:
  - a. Register for courses in the current or upcoming semesters
  - b. Obtain an official transcript
  - c. Receive a diploma
  - d. Participate in graduation ceremonies
  - e. Other services as determined by the College

### **B. Release of an Unofficial Transcript**

1. Students may request an Unofficial Transcript at any time.
2. Generations will not require payment of overdue balances to release an Unofficial Transcript.

### **C. Release of an Official Transcript**

1. Official Transcripts will be released to students with Financial Holds for the following purposes upon request:
  - a. Job applications
  - b. Joining the U.S. Armed Forces or Illinois National Guard
  - c. Transferring to another educational institution
  - d. Applying for State, federal, or institutional financial aid
  - e. Pursuing other postsecondary opportunities
2. To request an Official Transcript, students must submit a form including:
  - a. The reason for the request and supporting documentation
  - b. Recipient details (name, address, phone, email)
  - c. Student's contact information (phone, address, email)
  - d. Acknowledgment of the balance owed

- e. Any applicable transcript fee
  - f. A commitment to a payment plan, if applicable
3. The Registrar's Office will review the request:
- a. For requests under C.1.a and C.1.b (employment or military service):
    - (1) The Official Transcript will be sent to the employer or military recruiter without requiring the balance of the payment.
    - (2) The Financial Hold remains in place.
  - b. For requests under C.1.c through C.1.e (transfer, financial aid, further education):
    - (1) The Bursar will arrange a payment plan with the student.
    - (2) The Financial Hold remains in place.
  - c. For other requests:
    - (1) The Bursar will arrange a payment plan.
    - (2) The Official Transcript will be released once the Financial Hold is lifted (usually when the balance is paid in full).

#### **D. Release of a Diploma**

- 1. Diplomas are issued only when the student's account is fully paid and Financial Holds are removed.

#### **E. Registration for Current or Subsequent Academic Terms**

- 1. Students can register for the next semester if their balance is \$500 or less.
- 2. Students who have not maintained continuous enrollment must clear their account balance to register for classes.

#### **F. Past Due Accounts and Collection Agencies**

- 1. Accounts with balances of \$500 or more, where the student is no longer enrolled and has not arranged repayment, will be sent to third-party collection agencies.

#### **G. Filing a Complaint Regarding Transcript Withholding**

- 1. Complaints about the withholding of an Official Transcript can be made by contacting: a. Generations' Office of Registration and Records at [registrar@generations.edu](mailto:registrar@generations.edu) or 312-922-1884; b. The Illinois Attorney General's Office, Student Loan Ombudsman at [www.illinoisattorneygeneral.gov](http://www.illinoisattorneygeneral.gov) or 1-800-455-2456

### **Graduation Requirements**



Generations College confers degrees in December, May, and August and holds Commencement Ceremonies in May. If a student confers in August, they must 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 program
3. Complete the stated credit hours for the program
4. The achievement of a 2.00 cumulative grade point average or higher
5. Transfer students must complete a minimum of 15 credit hours from the stated program
6. Complete and file a Graduation Form with the Office of the Registrar
7. Submit the 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, which is held in May.

### **Cumulative Grade Point Average (GPA) Computation**

The cumulative GPA is calculated based on 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**

Faculty enter midterm grades for all students in all courses at the midpoint of each semester. Midterm grades facilitate students' academic success. Students should arrange to meet with their instructors if they receive a D or F 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 the SIS 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, the Office of the Registrar can request a copy in writing or via email. 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.

### **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 midterm and final grades 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**

<b>Mark</b>	<b>Definition</b>	<b>Quality Points Per Credit</b>	<b>Percentage Equivalent</b>
<b>A</b>	<b>Passed with excellent distinction</b>	<b>4.00</b>	<b>92-100</b>
<b>A-</b>		<b>3.67</b>	<b>88-91</b>
<b>B+</b>		<b>3.33</b>	<b>84-87</b>
<b>B</b>	<b>Passed with distinction</b>	<b>3.00</b>	<b>80-83</b>
<b>B-</b>		<b>2.67</b>	<b>76-79</b>
<b>C+</b>		<b>2.33</b>	<b>72-75</b>
<b>C</b>	<b>Average achievement</b>	<b>2.00</b>	<b>68-71</b>
<b>C-</b>		<b>1.67</b>	<b>64-67</b>
<b>D</b>	<b>Poor achievement</b>	<b>1.00</b>	<b>60-63</b>
<b>F</b>	<b>Failed</b>	<b>0.00</b>	<b>00-59</b>
<b>P/F</b>	<b>Pass/Fail Option</b>	<b>Not used in computation</b>	
<b>FUL</b>	<b>Requirement Fulfilled</b>	<b>Not used in computation</b>	
<b>AU</b>	<b>Audit</b>	<b>Not used in computation</b>	
<b>EXAM</b>	<b>Credit by Exam</b>	<b>Not used in computation</b>	
<b>W</b>	<b>Withdrew</b>	<b>Not used in computation</b>	

<b>CW</b>	<b>Course Withdrawal</b>	<b>Not used in computation</b>
<b>MW</b>	<b>Medical Withdrawal</b>	<b>Not used in computation</b>
<b>I</b>	<b>Incomplete</b>	<b>Not used in computation</b>
<b>DRP</b>	<b>No-Show</b>	<b>Not used in computation</b>

### **Academic Honors**

Generations College recognizes high academic achievement each semester by honoring students whose GPAs qualify them to make the phi'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 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; instead, an "AU" is recorded.

- A student may audit a particular course if space is available, certain Court Reporting program courses included. When determining whether space is available, students paying tuition will have priority over students who are auditing. Students can audit a course pending availability and permission from 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 towards a degree program. Students pay an audit fee of \$250.00 for each credit hour, nonrefundable after the sixth day of classes.

### **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 a 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, they should see a Financial Aid advisor for more details.

### **Incompletes**

The instructor may assign incompletes 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, cannot complete the class's final work. Students must request an incomplete before the end of the semester, and they must pass the class when 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 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 before the end of the next semester of receiving an Incomplete, the grade will automatically be converted to an "F" (Failure) on the student's grade report and transcript.

### **FUL – Requirement Fulfilled – Not used in computation.**

Because of the difficulty of attaining speed and accuracy on the stenographic machine, students in the Judicial Reporting program may repeat the following speed classes two times: JR 1120, JR 1400, JR 1600, JR 1800, JR 1200, and JR 1225. Upon successful completion of these classes, a final passing grade for each will be entered into the transcript. The notation of FUL will be substituted for the F grade(s) in any first or second attempts. Repeating classes may affect satisfactory academic progress, so students are encouraged to pass the first time they take one of these classes.

### **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.

### **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)

College withdrawal occurs when the enrolled student decides to withdraw from 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 does 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 the 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.

The Illinois Hardship Withdrawal Policy is designed to support students at Generations College who face severe financial or physical hardships, allowing them to withdraw after the 100% tuition refund date has passed. Here’s a detailed summary of the policy and procedures:

### Eligibility for Hardship Withdrawal

A student may be eligible for a hardship withdrawal if they:

- Face one of the following types of hardships:
  - Serious injury or illness.
  - Chronic illness.
  - Serious medical issue of a family member for whom the student is a caretaker.
  - Mental health condition.
  - Sudden or consistent lack of transportation prohibiting class attendance.
  - Significant, non-elective increase in the cost of living.

### Application Process

1. **Completion of Hardship Withdrawal Request Form:**
  - The student must fill out the Hardship Withdrawal Request Form.
2. **Submission of Documentation:**
  - The student must provide clear and complete documentation supporting the claim of severe financial or physical hardship.

- Documentation must be submitted before the end of the term/semester in which the student intends to withdraw.

## Considerations

- **Support Upon Return:**

- Students are encouraged to contact their Student Support Services to explore options for assistance if they decide to return to Generations College.

- **Impact on Academic Record:**

- The policy does not address how a hardship withdrawal will affect the student's academic record or their ability to complete their degree. Students should consult with academic advisors for detailed information.

## Steps for Students

1. **Assess Eligibility:**

- Determine if the situation qualifies under the specified hardship categories.

2. **Gather Documentation:**

- Collect necessary documentation that clearly proves the hardship.

3. **Complete the Form:**

- Fill out the Hardship Withdrawal Request Form with accurate and detailed information.

4. **Submit the Request:**

- Submit the completed form and documentation to the designated office before the term/semester ends.

5. **Follow-Up:**

- Contact the Student Support Counselor for further assistance and guidance on future steps.

By following these steps, students can ensure that they have met all requirements for the hardship withdrawal process and can focus on addressing their immediate concerns while knowing they have the option to return to their studies with institutional support.

## Course Withdrawal (CW)

It is our expectation that students attend all class sessions and actively participate in online courses to receive grades for the 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 student's financial aid and the student's 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 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 is not limited to a letter from a health care provider with dates of onset of illness or under professional care and the nature of the condition.

There is no refund after 60% of the semester is completed; students are responsible for 100% of the tuition and fees. The same policy 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**

### **Semester Course Grade Appeal Procedure**

A student who believes an error was made in a 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 the 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 the reason for a grade appeal and the desired outcome of the appeal clearly stated. The Dean of Academic Affairs will consult with the relevant faculty members to determine semester grade derivation and the existence of any errors. 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**, they 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**, they will be issued a second F grade for the course. A student may repeat the course if they have submitted appeal documents.
3. If a student **does not** pass the course the **third time**, they will be issued a third F grade for the course and will **NOT** be permitted to continue in the Court Reporting Program as they have failed to demonstrate academic progress.
4. If a student **does** pass the course the **second or third time**, they will be issued a passing grade for the course, and the one or two FAILED (F) grades recorded on their 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 their 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, and 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, viewing pornography and gambling-related websites is strictly prohibited. Generations College regards student use of its resources as a privilege and not 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](http://www.google.com) and [www.bing.com](http://www.bing.com).

Professional sites available to students are:

[www.ncra.org](http://www.ncra.org) (National Court Reporters Association)

[www.uscra.org](http://www.uscra.org) (United States Court Reporters Association)

[www.ilcra.org](http://www.ilcra.org) (Illinois Court Reporters Association)

<https://idfpr.illinois.gov/> (Illinois Department of Financial and Professional Regulation)

<https://nala.org/> (National Association of Legal Assistants)

[www.ipa.org](http://www.ipa.org) (Illinois Paralegal Association)

<https://aafpe.org/> (American Association for Paralegal Education)



For researching general information, Court Reporting students use:

[www.mapquest.com](http://www.mapquest.com) (city and street names)

[www.dictionary.com](http://www.dictionary.com) (English spelling and vocabulary usage)

[www.sullivanlawdirectory.com](http://www.sullivanlawdirectory.com) (lists attorneys, government officials, and court procedure rules)

<https://dictionary.law.com/> (legal terminology)

[www.PDR.net](http://www.PDR.net) (prescription drug information)

[www.gpo.gov](http://www.gpo.gov) (United States government publications, including the United States Code)

[www.ilga.gov](http://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.
- *The National Paralegal Reporter*, a magazine published by the National Federation of Paralegal Associations
- *Paralegal Today*
- *The Paralegal Educator*, published by the American Association for Paralegal Education
- *The Illinois Bar Journal*
- *The Michigan Bar Journal*
- *The Chicago Daily Law Bulletin*

Westlaw, 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 Westlaw materials to increase their awareness of online legal research:

- Westlaw 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 laws, regulations, and cases appropriate to their coursework and prepares them to utilize Westlaw in their future employment.
- Westlaw 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.

- Westlaw 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 by 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 it 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' 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, readable to any personal electronic device. 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.

### **Counseling Support for Generations College Students**

Generations College has partnered with Uwill, a leading mental health and wellness platform, to provide students with access to on-demand counseling and support services. This partnership ensures that students have the resources they need to prioritize their mental health and well-being throughout their academic journey. With Uwill, students can connect with licensed counselors for personalized care, fostering a supportive environment that promotes emotional wellness and academic success.

### **Academic Advising**

Upon acceptance to the College, students can receive academic advising and assistance on course selection from their Program Directors and/or our CAPPE Director. 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 requesting more information should contact the Dean of 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 grievance procedure.

## **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 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 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 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.

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

### **Faculty Responsibilities**

All cases of cheating or plagiarism must be submitted immediately in writing by the faculty member to the Dean of 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 Academic Affairs.

- **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 a formal charge or conviction is pursued by law enforcement).

### **Disciplinary Actions**

Violations of the Student Code of Conduct shall be directed to the Dean of Academic Affairs. If 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 they have 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 that is determined by the Student Services Committee, using or by their sole discretion.

Students who have been placed on probation may seek a 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 determined by the Student Services Committee, in their 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 Student Services Committee at 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 immediate suspension or expulsion may seek a 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-visors, do-rags, bonnets, and bandanas.
- Indoor sunglasses that are not worn for a medical purpose or prescription.
- Clothing or visible tattoos that 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 Academic Affairs.

## **Student Services**

### **CAPPE**

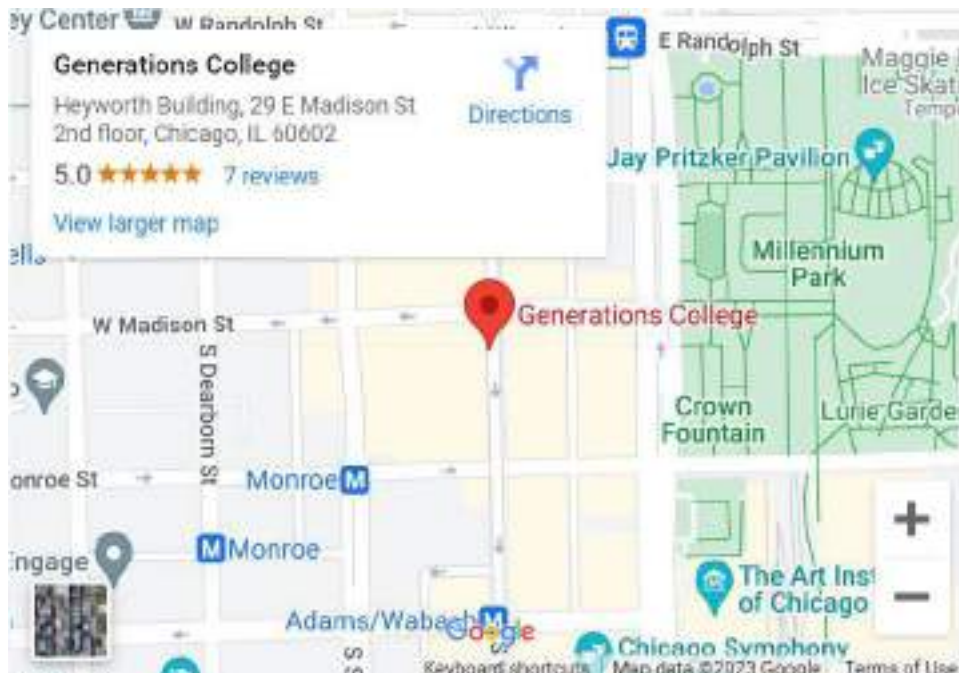
Generations College's Center for Academic, Personal and Professional Excellence (CAPPE) fosters a student-focused success center that offers innovative, holistic programming and services, enriching the student experience and empowering students to graduate and excel in the workforce. The programs throughout 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, one-on-one peer tutoring, and 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 have been enhanced at Generations through a partnership with Handshake, an online tool used by College students to 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 steps from both the Randolph/Wabash and Adams and Wabash “L” Stations.



## **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 Academic Affairs
- Establish a Mission Statement, Goals, and Objectives
- Obtain the 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 3.00 GPA and receive a faculty recommendation.

### **Student Advisory Council**

The Student Advisory Council 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 Advisory Council 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 that 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 Club, Business Administration Club, and Court Reporting Club. 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**

Internships offer students an opportunity to develop employment skills and secure professional contacts. Internships are defined as a student engaged in supervised practical training. Employers benefit from Generations College internships by training and mentoring students who assist in performing organizational projects. Internships 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.

Students are required to demonstrate the Colleges’ core 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 the 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 non-college 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 the internship work schedule.
10. Withdrawal from a College credit internship incurs a 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 during the internship.

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 their 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 the 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. Generations College has provided a Feedback link on 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.

### **Programs**

### **Degrees**

BUSINESS ADMINISTRATION

ASSOCIATE OF SCIENCE

BUSINESS ADMINISTRATION-  
EMPHASIS IN ARTIFICIAL  
INTELLIGENCE

ASSOCIATE OF SCIENCE

ENTREPRENEURIAL STUDIES

ASSOCIATE OF SCIENCE

COURT REPORTING

ASSOCIATE OF APPLIED SCIENCE

CRIMINAL JUSTICE

ASSOCIATE OF SCIENCE

LEGAL STUDIES

ASSOCIATE OF SCIENCE

PARALEGAL STUDIES

ASSOCIATE OF APPLIED SCIENCE

## **Credit Hour Assignment Policy and Process**

### **Policy**

#### **Campus-Based and Online Courses**

Each semester credit hour a student earns in a Generations College course represents 15 hours of classroom or faculty instruction (i.e., one hour of class weekly for a 15-week fall or spring semester course) and 30 hours of student work done out-of-class. For example, students will attend a typical fall or spring semester three-credit course for three hours per week for 15 weeks, and students will spend time in preparation, assignments, reading, study, review, and other work outside of class each week.

#### **New Course Approval**

Generations College's curriculum approval process shall review each new or substantially modified credit course, regardless of its format. Faculty and Advisory Board members are encouraged to participate in course development discussions and review, but formal approval is made by the Program Directors, the Dean of Academic Affairs, and the Chancellor. Proposals for new or substantially modified courses shall include the number of credits requested, a clear description of the work required of students (e.g., class hours, estimated out-of-class work, etc.). Each course proposal shall follow the Generations College syllabus template, which specifies content to be covered, course requirements, and delineated learning outcomes. Review and approval will ensure the requested semester credits conform to the federal credit hour definition as specified above.

#### **Information for Students**

Faculty must follow the Generations College syllabus template in creating syllabi for their courses and provide a syllabus to every student at or before the beginning of the course or the course's first meeting. All faculty teaching a given course, regardless of the mode of delivery, are required to address in their syllabus all requirements and learning outcomes in the course syllabus when the course was originally approved.

### **Process**

All courses at Generations College comply with the established credit hour policy and align with federal and institutional standards, the process can be found at:

<https://www.generations.edu/credit-hour-assignment-policy-and-process/>

## 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 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 tools to master the core competencies of the College. The General Education courses serve to position students within larger fields of inquiry 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' General Education course requirements is to:

- Increase graduation rates at Generations through the 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 profession.
- 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 the 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**

COL 1010 First Year Experience (1 hr.)  
COL 2750 Professional Experience (3 hrs.)

#### **COMPUTER INFORMATION SYSTEMS**

CIS 1150 Introduction to Computing (3 hrs.)

#### **COMMUNICATIONS**

ENG 0900 Introductory English (3 hrs.)  
ENG 1010 College Composition I (3 hrs.)  
ENG 1020 College Composition II (3 hrs.)  
ENG 1800 Business Writing (3 hrs.)  
SPE 2110 Speech Communication (3 hrs.)

#### **HUMANITIES**

PHIL 2050 Introduction to Ethics (3 hrs.)

#### **LIFE and PHYSICAL SCIENCES**

BIO 1011 Biology (4 hrs.)  
EAR 1010 Introduction to Earth Science (4 hrs.)

#### **MATHEMATICS and PHYSICAL/LIFE SCIENCES**

MATH 0900 Fundamentals of Mathematics (3 hrs.)  
MATH 1600 College Algebra (3 hrs.)  
MATH 1900 General Education Statistics (3 hrs.)

#### **SOCIAL SCIENCES**

ECON 2210 Macroeconomics (3 hrs.)  
ECON 2220 Microeconomics (3 hrs.)  
PSY 1010 Introduction to Psychology (3 hrs.)  
SOC 2010 Introduction to Sociology (3 hrs.)

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' 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		
ACCT-1050	Financial Accounting Principles I	3.0
BUS-1200	Introduction to Business	3.0
BUS-1600	Business Law	3.0
BUS-2400	Principles of Marketing	3.0
BUS-2500	Managing Human Capital	3.0
BUS-2510	Introduction to International Business	3.0
BUS-2550	Principles of Management	3.0
BUS-2570	Fundamentals of Business and Finance	3.0
BUS-2600	CAPSTONE: Business Plan Development	3.0

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

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

GENERAL EDUCATION COURSES		
COL-1010	First Year Experience	1.0
CIS-1150	Introduction to Computing	3.0
COL-2750	Professional Experience	3.0
ENG-1010	College Composition I	3.0
ENG-1020	College Composition II	3.0
ENG-1800	Business Writing	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	3.0
	OR	
ECON-2220	Microeconomics	3.0
<b>DEGREE CREDIT HOURS REQUIRED</b>		<b>61.0</b>

**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)

Generations College 29 East Madison Street Chicago, Illinois 60602 | 312.922.1884 | [www.generations.edu](http://www.generations.edu)

## Business Administration with an emphasis in Artificial Intelligence (AI) Associate of Science Degree

### Business Administration with an emphasis in AI Mission Statement

The Business Administration with an Emphasis in Artificial Intelligence program at Generations College prepares students to lead in a technology driven economy. Through a rigorous, interdisciplinary curriculum, students develop the skills to build and manage AI agents using Agentic AI frameworks. Graduates will be equipped to apply AI solutions that enhance decision-making, streamline operations, and drive business growth.



### **Business Administration with an emphasis in AI Vision Statement**

To be a leading program producing business professionals skilled in AI agent development and Agentic AI applications empowering them to lead innovation, optimize strategy, and accelerate business success in a global marketplace.

### **Business Administration with an emphasis in AI Goals**

The program seeks to:


- Equip students with foundational and advanced knowledge in business disciplines and artificial intelligence applications.
- Provide experiential learning opportunities through case studies, simulations, and AI tools to foster practical, real-world problem solving.
- Develop Competency in Building AI Agents Equip students with the foundational knowledge and practical skills to design, train, and deploy intelligent AI agents capable of performing tasks such as natural language processing, recommendation systems, autonomous decision-making, and customer interaction. This includes hands-on experience with agentic frameworks, prompt engineering, and real-time deployment of AI models in business environments.
- Prepare students for industry-recognized certifications such as:
  - Microsoft Azure AI Fundamentals
  - Google Cloud Digital Leader
  - IBM AI Analyst Certification
- Foster interdisciplinary collaboration and the ability to adapt to evolving technologies in dynamic business environments.

### **Business Administration with an emphasis in AI Learning Outcomes**

Upon successful completion of the program, students will be able to:

- Identify fundamental principles of business and AI, including terminology, frameworks, and basic tools.
- Apply AI-driven solutions to business problems in operations, marketing, finance, and strategy using tools such as Python, Power BI, and machine learning APIs.
- Break down complex business challenges and determine how AI applications can optimize decision-making, efficiency, and customer experience. Critically assess the limitations, risks, and ethical implications of deploying AI in organizational contexts.
- Design strategic business plans, models, or prototypes that integrate AI capabilities to meet defined organizational goals.
- Present AI-enhanced business solutions to stakeholders using data visualization, executive summaries, and professional communication formats.
- Demonstrate readiness for industry-recognized certifications and ongoing professional development in business and AI technologies.

## Business Administration with an emphasis in AI Courses Include:



### Business Administration

**Concentration in Artificial Intelligence  
Associate of Science Degree**

BUSINESS ADMINISTRATION COURSES		
BAJ-1200	Introduction to Generative AI	3.0
BAJ-2400	AI For Business	3.0
BAJ-2450	AI For Entrepreneurial Success	3.0
BAJ-2560	AI Prompt Engineering	3.0
BAJ-2570	Advanced AI Technique	3.0
ACCT-1050	Financial Accounting Principles	3.0
ENG-1800	Business Writing	3.0
BUS-1600	Business Law	3.0
BUS-2500	Managing Human Capital	3.0
BUS-2550	Principles of Management	3.0
BUS-2600	CAPSTONE: Business Plan Development	3.0
GENERAL EDUCATION COURSES		
COL-1010	First Year Experience	1.0
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	3.0
	OR	
ECON-2220	Microeconomics	3.0
	<b>DEGREE CREDIT HOURS REQUIRED</b>	<b>61.0</b>

**Why AI at Generations?**

A degree in Artificial Intelligence from Generations College means more than just staying ahead of the curve—it's your launchpad into one of the most in-demand and transformative fields of our time. Built for real-world impact, this program equips you with hands-on skills in machine learning, generative AI, and ethical tech development. Whether you're looking to break into the tech industry, level up in your current role, or turn big ideas into bold innovations, this degree is designed to help you lead with confidence—and purpose.

**Did You Know?**

Bringing AI to an existing Role increases salary by 10-30% depending on industry.

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## Entrepreneurial Studies Major Associate of Science Degree

### Entrepreneurial Studies Mission Statement

The mission of the Entrepreneurial Studies Associate of Science degree program is to provide an application-based curriculum for 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 Vision Statement**

To develop innovative and ethical leaders who drive economic growth and social impact through entrepreneurial endeavors.

### **Entrepreneurial Studies Goals**

- Equip students with the entrepreneurial concepts, knowledge, and strategies necessary to start, manage, and grow a successful business.
- Provide students with business acumen of basic concepts, including finance, marketing, operations, and management.
- Provide a learning environment to encourage students to cultivate a creative and innovative entrepreneurial mindset.
- Empower students to initiate and sustain professional relationships, whether with potential investors, customers, or fellow entrepreneurs.
- Equip students with the tools and resources to develop a comprehensive business plan.
- Integrate traditional classroom education, best practices, and experiential learning to enhance student knowledge and understanding.

### **Entrepreneurial Studies 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.

### **Entrepreneurial Studies**

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:



# Entrepreneurial Studies

## Associate of Science Degree

### ENTREPRENEURIAL COURSES

ENT-1200	Intro to Entrepreneurship	3.0
ENG-1800	Business Communication & Writing	3.0
BUS-1600	Business Law	3.0
BUS-2400	Principles of Marketing	3.0
BUS-2500	Managing Human Capital	3.0
BUS-2510	Introduction to International Business	3.0
ACCT-1050	Financial Accounting Principles I	3.0
ENT-2100	CAPSTONE: Business Plan Development	3.0
ENT-2110	New Business Implementation	3.0
ENT-2250	Principles of Management	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	Macroeconomic OR	3.0
ECON-2220	Microeconomics	3.0
<b>DEGREE CREDIT HOURS REQUIRED</b>		<b>61.0</b>

### 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

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## **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 a court or during pretrial depositions, which they translate into a transcript for use by court officials and attorneys.

Following the name change of the College to Generations, the Court Reporting Program assumed the name of the MacCormac School of Court Reporting. The namesake was to maintain the prestige and illustrious history of being the first Court Reporting Program in the nation.

What can Court Reporting 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 always a firm sense of--and appreciation for--professionalism, 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% 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'S General Requirements and Minimum Standards.](#)

### **What can Court Reporting 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 the greatest success when students practice 18-25 hours per week. The more you practice, the better the results. Creating a designated quiet area where 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

## Associate of Applied Science

### COURT REPORTING COURSES

BAI 1200	Introduction to Generative AI	3.0
DR 1010	Intro to Digital Reporting	3.0
DR 1020	Transcription	3.0
DR 1030	Annotation	2.0
DR 1040	Digital Software	3.0
DR 1050	AAERT Review Course	1.0
ENG 2000	English for Court Reporters	3.0
JR 1000	Judicial Reporting Real-Time Theory	6.0
JR 1005	Legal Terminology	3.0
JR 1080	Judicial Reporting 80	6.0
JR 1120	Judicial Reporting 120	6.0
JR 1140	Judicial Reporting 140	6.0
JR 1160	Judicial Reporting 160	6.0
JR 1180	Judicial Reporting 180	6.0
JR 1200	Judicial Reporting 200	3.0
JR 1215	CSR/RPR Prep	2.0
JR 1220	Court Reporting Procedures	3.0
JR 1225	Judicial Reporting 225	2.0
JR 1500	Court Reporting Software Applications	3.0
MED 1660	Medical Terminology	3.0
<b>GENERAL EDUCATION COURSES</b>		
COL 1010	First Year Experience	1.0
ENG 1010	College Composition I	3.0
PSY 1010	Introduction to Psychology	3.0
<b>DEGREE CREDIT HOURS REQUIRED</b>		<b>80</b>

### WHAT DOES A COURT REPORTER DO?

Court Reporters are the quiet professionals who preserve official records by making word-for-word reports of cases, depositions, meetings, speeches, and other events. Using machines called stenographs, they transcribe and create a complete and accurate legal record. Court Reporters play a crucial role in legal proceedings.

### What Can You Do With This Degree?

- ☐ Official court reporter
- ☐ Freelance court reporter
- ☐ Convention reporter
- ☐ Digital Reporter
- ☐ Broadcast Captioned
- ☐ Webcast Captioner

## CORE COMPETENCIES FOR COURT REPORTING

Core Competencies	Descriptions
Commitment to work	Dedicated, diligent, and disciplined. Takes ownership. Prepared to overcome challenges. Takes pride in work and achieving results.
Language Skills	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.
Continual Learner	Desire to learn new things. A seeker. Lifelong learner. Curious. Asks questions. Learns from mistakes.
Endurance	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.
Perfectionist	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.
Focus	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.
Work Ethic	Reliable, dependable, resilient, results oriented. Likes to work independently. Likes a variety of assignments.
Managing School/Work/Life Balance	Able to handle irregular schedules. Can balance school/work/personal obligations. Manages stress well. Dutiful and regimented. Excellent time manager. Can recover quickly from long hours. Takes time to recharge.
Self-Motivated	Independent and disciplined. Self-starter. High desire to achieve. Perseveres until completion of assignment.

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## **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:

- Understanding 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.

## Criminal Justice Courses Include:





# Criminal Justice

### Associate of Science Degree

<b>CRIMINAL JUSTICE COURSES</b>		
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
<b>GENERAL EDUCATION COURSES</b>		
COL-1010	First Year Experience	1.0
CIS-1150	Introduction to Computing	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	3.0
	OR	
ECON-2220	Microeconomics	3.0
	<b>DEGREE CREDIT HOURS REQUIRED</b>	<b>61.0</b>

**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.

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

- ☐ Private Investigator
- ☐ Corrections Officer
- ☐ Probation Officer
- ☐ Security Guard
- ☐ Fraud Investigator

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## **Legal Studies Major Associate of Science Degree**

### **Legal Studies Mission Statement**

The mission of the Legal Studies Associate of Science degree is to prepare students with the knowledge and skills needed to continue their studies at a four-year, degree-granting institution, possibly leading to an application for law school.

### **Legal 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.

### **Legal Studies Goals**



Building on its heritage as the oldest paralegal program in Illinois, the Generations College Legal 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.
- Understand legal terminology commonly used to communicate with clients, attorneys, courts, and other legal venues.
- Draft and understand the meaning of various legal documents.
- Understand commonly used technology in the legal field.
- 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.
- Understand the basis of the American legal system.

### **Legal Studies Learning Outcomes**

- Use legal terminology to communicate with prospective clients, office staff, 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 legal research technology.
- Understand and use various technologies used in the legal field.
- Apply legal reasoning and critical analysis to the identification and interpretation of legal issues.
- Demonstrate awareness of ethical problems that may occur in the legal environment.

## Legal Studies Associate of Science Degree Courses Include:

# Legal Studies

### Associate of Science

<b>LEGAL STUDIES COURSES</b>		
LAW-1100	Introduction to Paralegal Studies	3.0
LAW-1200	Legal Research & Writing I	3.0
LAW-1250	Legal Research & Writing II	3.0
LAW-1800	Torts Law	3.0
LAW-2640	Real Estate Law	3.0
LAW-2670	Family Law	3.0
LAW-2810	Estates & Trusts	3.0
LAW-2830	Civil Litigation & Procedures	3.0
LAW-2850	Criminal Law & Procedures	3.0
LAW-2900	E-discovery	3.0
<b>GENERAL EDUCATION COURSES</b>		
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
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
BIO-1010	Humans and the Environment	4.0
EAR-1010	Introduction to Earth Science	3.0
ECON-2210	Macroeconomics	3.0
	OR	
ECON-2220	Microeconomics	3.0
	<b>DEGREE CREDIT HOURS REQUIRED</b>	<b>62.0</b>

**WHAT IS LEGAL STUDIES?**

Legal Studies degree programs provide a strong foundation for students who plan to pursue a law degree and build a future in the legal field. At Generations College, our Legal Studies program is designed to prepare students for the academic rigor of law school by strengthening their skills in critical thinking, legal research, legal writing, and analytical reasoning. Through coursework and practical education, students gain a deeper understanding of the legal system—laying the groundwork for success in future studies and a meaningful career in law.

**Where Can You Work With This Degree?**

- ☐ Private companies, partnerships and corporations
- ☐ Real estate offices
- ☐ Legal aid societies
- ☐ Federal, state and local government offices
- ☐ Law firms of all sizes, including solo practitioners

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## **Paralegal Studies Major Associate of Applied Science Degree**

### **Paralegal Studies Mission Statement**

The mission of the Paralegal Studies Associate in Applied Science degree 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, legal technology, and client interactions, and are proficient in utilizing up-to-date research, billing, drafting, and discovery 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.
- Understand and use the most up-to-date legal discovery, billing, drafting, and research technology.

### **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 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.
- Demonstrate awareness of ethical problems that may occur in the legal environment.
- Apply legal technology tools to improve and aid legal practice and attorney productivity.

## Paralegal Studies Associate of Applied Science Degree Courses Include:



# Paralegal Studies

## Associate of Applied Science

### PARALEGAL STUDIES COURSES

LAW-1100	Introduction to Paralegal Studies	3.0
LAW-1200	Legal Research & Writing I	3.0
LAW-1250	Legal Research & Writing II	3.0
LAW-1300	Legal Technology I	3.0
LAW-1350	Legal Technology II	3.0
LAW-1800	Torts Law	3.0
LAW-2620	Business Organizations	3.0
LAW-2640	Real Estate Law	3.0
LAW-2650	Bankruptcy Law	3.0
LAW-2670	Family Law	3.0
LAW-2810	Estates & Trusts	3.0
LAW-2830	Civil Litigation & Procedures	3.0
LAW-2840	Immigration Law	3.0
LAW-2900	E-discovery	3.0

### GENERAL EDUCATION COURSES

COL-1010	First Year Experience	1.0
COL-2750	Professional Experience	3.0
CIS-1150	Introduction to Computers	3.0
ENG-1010	College Composition I	3.0
ENG-1020	College Composition II	3.0
PHIL-2050	Introduction to Ethics	3.0
BIO-1010	Humans and the Environment	4.0
OR		
EAR-1010	Introduction to Earth Science	3.0

**DEGREE CREDIT HOURS REQUIRED** 62.0

### 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 Generations, 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.

### Where Can You Work With This Degree?

- ☐ Private companies, partnerships and corporations
- ☐ Real estate offices
- ☐ Legal aid societies
- ☐ Federal, state and local government offices
- ☐ Law firms of all sizes, including solo practitioners

### **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 the 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 can provide superior services to firms and corporations. The credential has been recognized by the American Bar Association as a designation that 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 empowering 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 an understanding of global perspectives, empowering them by introducing new and advancing concepts that increase their awareness of issues in the world today, and offering 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 as 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 Academic Affairs

### **BIOLOGY (BIO)**

#### 1010 Biology (3 hrs.)

This course will cover the basics of Biology, including an introduction to biological concepts and 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 the 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 students 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 Academic Affairs

1200 Introduction to Generative AI (3hrs.)

This course is an exploration of generative AI, covering its foundational principles, the intricacies of prompt engineering, and the practical applications of Large Language Models like GPT-3 and ChatGPT. Students will examine the mechanics behind AI's ability to generate text, images, and more, examining the mathematical underpinnings of leading models and their impact on industries. The course will also address the ethical considerations of AI technology, preparing students to responsibly use AI and anticipate and shape its future developments.

2400 AI for Business Administration (3 hrs.)

This course explores the integration of AI within business functions such as marketing, finance, human resources, and operations and is an in-depth examination of AI's fundamental technologies including machine learning, natural language processing, and robotics and their critical relevance to contemporary business strategies. The curriculum addresses the application of advanced AI technologies like predictive analytics, chatbots, and automated decision-making systems, and competitive positioning across various industries.

2570 Advanced AI Technique and Application (3 hrs.)

This course covers the intersection of art and technology, focusing on the creation of digital art using advanced AI tools like DALL-E, Midjourney, Images.ai, and Lexica.art. Students will explore the fundamentals of AI in art generation, develop skills in crafting effective prompts to guide AI models, and produce diverse artworks. The curriculum also covers image editing, and the ethical considerations of AI technologies. With this hands-on experience students will create projects that blend voice and visual elements, preparing them for projects or fields that require creative expression.

2450 Harnessing AI for Entrepreneurial Success (3 hrs.)

This course gives aspiring entrepreneurs the skills to launch, lead, and scale AI ventures across various industries, ensuring they're prepared for the challenges and opportunities of the AI-first business. The program covers the essentials of building a successful AI startup, including ideation and market validation, transitioning from consulting services to scalable product offerings, and navigating the complexities of funding, valuation, and acquisition processes. Additionally, the course addresses critical legal and ethical considerations in AI innovation, ensuring students possess the skills to launch, lead and scale an AI venture successfully and they are well prepared to do so responsibly.

2560 AI Prompt Engineering (3 hrs.)

This advanced course is designed for students looking to deepen their understanding and skills in prompt engineering within generative AI. Building on foundational knowledge, this course covers techniques for crafting prompts that guide AI models, such as GPT-3 and GPT-4, to generate targeted, innovative content across various domains including creative writing, content creation, and analytical text evaluation. Students will learn to navigate the complexities of Large Language Models (LLMs), develop practical AI applications, and address the ethical dimensions of AI technology use.

**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 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 to secure an outside experience opportunity. In addition, students who 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 are 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 reformatory 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 the 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 are 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 an 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.

### 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 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 speed building 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 transcriptions 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 using 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 transcriptions 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 I (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 transcriptions 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 transcriptions 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.

#### 1010 Introduction to Digital Reporting (3 hrs.)

This course introduces the field of digital court reporting, focusing on the capture and preservation of the official record using digital technologies. Students will explore the digital reporter's responsibilities, courtroom protocols, equipment setup, ethics, and legal considerations. The course emphasizes professional standards established by AAERT, including impartiality, confidentiality, and accuracy. Upon completion, students will be equipped with foundational skills to enter the field and proceed to advanced coursework.



#### 1020 Transcription (3 hrs.)

This course develops skills in producing accurate transcripts from digital audio recordings. Students will practice formatting, punctuation, grammar, and legal terminology while following professional and court-specific standards. Emphasis is placed on accuracy, timeliness, and ethical standards required by AAERT. Students will gain extensive hands-on transcription practice in preparation for professional assignments and certification. Prerequisite: DR 1010

#### 1030 Annotation (3 hrs.)

This course trains students in the specialized skill of annotating digital proceedings in real-time. Annotations serve as an organizational tool for identifying speakers, marking events, and enhancing transcription accuracy. Students will practice creating effective annotations in various legal contexts, learning how to integrate notes with digital audio. Emphasis is placed on clarity, precision, and professional standards aligned with AAERT guidelines. Prerequisites: DR 1010 & 1020

#### 1040 Digital Software (3 hrs.)

This online course provides hands-on training in multi-channel digital court reporting software and related equipment used to capture, monitor, annotate, secure, and produce an accurate verbatim record. Students practice software setup, audio device configuration, live recording controls, speaker/event annotation, remote proceeding workflows, playback and quality control, exporting/file formats, transcript workflow integration, and data security/chain of custody. Emphasis is placed on AAERT-aligned professional standards and practical skill-building that supports certification readiness and workplace application. Prerequisites: DR 1010, 1020, 1030

#### 1050 AAERT Review Course (1 hr.)

This review course is designed to prepare students for the AAERT certification examinations for Certified Electronic Reporter (CER) and Certified Electronic Transcriber (CET). Students will engage in a comprehensive review of digital reporting concepts, transcription standards, annotation techniques, and software applications. The course emphasizes test-taking strategies, professional ethics, and application of AAERT guidelines. By the end of the course, students will be equipped with the knowledge, practice, and confidence needed to pursue AAERT certification successfully. Prerequisites: DR 1010, 1020, 1030, 1040

### **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 sectors, including a 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 is stressed. Research projects using both manual research and computerized research methods are assigned. *(Previously listed as LAW 2740)*  
Prerequisite: LAW1100. LAW1200 & LAW 1250; Prerequisite or Corequisite: ENG 1020

1300 Legal Technology I (3 hrs.)

This is an intermediate course introducing computer hardware and software basics that apply to the legal environment. Students will learn Microsoft Office components including Teams, Word, Excel, OneNote, PowerPoint, and Outlook, as they are used in the day-to-day life of paralegals.

Prerequisite: LAW1100 & LAW1200

1350 Legal Technology II (3 hrs.)

This is an intermediate course introducing computer hardware and software basics that apply to the legal environment. Students will learn legal specific software including TrialDirector, Clio, Adobe Acrobat, iManage Work, and Concordance, as they are used in the day-to-day life of paralegals.

Prerequisite: LAW1100, LAW1200 & LAW 1300

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

2620 Business Organizations (3 hrs.)

This course will introduce the student to sole proprietorships, general and limited partnerships, limited liability companies, the process of creating corporations, mergers and acquisitions. Further study will be made of employee benefit plans, corporate dissolution, financial considerations and the provisions of the Model Business Corporations Act, amongst other topics. 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

2650 Bankruptcy Law (3 hrs.)

A study of the evolution of United States Federal Bankruptcy Law will be presented, along with a review of the locations for finding current bankruptcy law, the cast of characters in a standard bankruptcy proceeding, information gathering, counseling and analysis, voluntary bankruptcy, involuntary bankruptcy, reorganization and special forms of bankruptcy.

Prerequisite or Corequisite: LAW 1100 & LAW 1200

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: LAW 1100 & 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 non-probate 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

2840 Immigration Law (3 hrs.)

This course will examine the general law and policy behind immigration law, the determination of immigrant vs. non-immigrant status, relative based immigration, employment-based immigration, other types of legally protected classifications, citizenship, inadmissibility and removal, deportation, refugees and asylum and other related immigration topics. 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 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 E-Discovery (3 hrs.)

This course provides an introduction to electronic discovery (e-discovery), with a focus on the legal, procedural, and technical aspects of managing electronically stored information (ESI). Students will explore key concepts such as data preservation, metadata, document review, and production in compliance with the Federal Rules of Civil Procedure. 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 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, and 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 the culture, 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 be controlled.

### **Reporting Rights**

Survivors of sexual or relationship violence have the right to report an incident of sexual or relationship violence to the College, law enforcement, or both. These individuals also have the right not to make a report. Reports of sexual or relationship violence can be made electronically, confidentially, or anonymously via the College's website. Bystander and third-party reports can be made through the same aforementioned methods.

## **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 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.

### **3. Gender Identity**

Gender Identity refers to an individual’s internal sense of gender. A person’s gender identity may be different from or the same as the person’s sex assigned identity at birth. A sex assigned at birth simply references the sex designation recorded on an infant’s birth certificate should such a record be provided at birth. Transgender refers to those individuals whose gender identity is different from the sex they were assigned at birth. Gender transition refers to the process in which transgender individuals begin asserting the sex that corresponds to their gender identity instead of the sex designation they were assigned at birth. During gender transition, individuals may begin to live and identify as the sex consistent with their asserted gender identity and may dress differently, adopt a new name, and use pronouns consistent with their asserted gender identity. For the purposes of understanding the applicability of this Policy, a student’s gender identity is defined as a protected class in the same way as a student’s sex. Therefore, this Policy will not apply to a transgender student differently than the way the Policy applies to other students of the same gender identity. A student, or the student’s parent or guardian (or applicable), may assert a gender identity that differs from previous representations or records by notifying the College administration that the student will assert a gender identity that differs from previous representations or records. Under this Policy, from the time of notification, the student will be treated consistently with the student’s gender identity. There is no requirement of any type of medical diagnosis, treatment, or documentation that the student must meet as a prerequisite to being treated consistently with their gender identity. Should a student, or the student’s parent or guardian (or applicable), request to correct a student’s education records to make them consistent with the student’s gender identity, this Policy requires that such request be considered consistent with general practices for amending other students’ records. If the request is not granted, the requestor will be informed of such and entitled to a hearing. If, after the hearing, the records are not amended consistent with the student’s gender identity, then the requestor may assert their right to insert a statement in the record with the requestor’s comments on the contested information. This statement will be disclosed whenever the records, to which the statement relates, are disclosed. This Policy’s provisions regarding gender identity, and the Policy’s treatment of a student as consistent with their asserted gender identity, applies to the College’s commitment to a safe and nondiscriminatory environment, representative identifying documents,

names/pronouns, sex-segregated college-operated activities and facilities, restrooms and locker rooms, and housing and overnight accommodations. Therefore, the Policy maintains the following: 1. A transgender student will not be required to use restroom facilities inconsistent with their gender identity or to use individual-user facilities when other students are not required to do the same. However, individual-user options may be available to all students who voluntarily seek additional privacy or choose to use them. 2. A transgender student will not be subjected to requirements that rely on overly broad generalizations or stereotypes about differences between transgender students and other students of the same gender identity in regards to sex-segregated athletic teams. However, age-appropriate, tailored requirements based on competitive skill, sound, current, and research-based medical knowledge about the impact of the students' participation on the competitive fairness or physical safety of the sport may be considered. 3. A transgender student will have access to housing consistent with their gender identity and will not be required to stay in single-occupancy accommodations or to disclose personal information when not required of other students. However, this Policy will honor a student's voluntary request for single-occupancy accommodations, where possible under the requirements of the housing policy and procedure. This Policy requires that reasonable steps be taken to protect a students' privacy related to their transgender status, including their birth name or sex assignment at birth. Therefore, nonconsensual disclosure of personally identifiable information (PII), where such disclosure may be considered harmful or an invasion of privacy, could violate the Family Educational Rights and Privacy Act (FERPA). As a result, records involving PII about a student's transgender status will be kept confidential in the same way as other medically sensitive confidential information.

### **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 non-consensual sexual act prohibited by law, including when the victim lacks the 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 if those words or actions create clear permission regarding willingness to engage in sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. This definition does not vary based on 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 their 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, and 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.

## **4. 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.

**5. 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.

**6. TITLE IX COORDINATOR**

Title IX prohibits discrimination on the basis of sex in education programs 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 Dr. Abrons, who also serves as the Dean of Student Affairs. 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 a review of such complaints or otherwise, and providing education and training about this Policy to the College community. Dr. Abrons can be reached at (312) 922-1884 or her office is located at Generations College – 29 East Madison Street, 2<sup>nd</sup> floor, Room 207, in Chicago, Illinois. In the event of Dr. Abrons's absence (or in the event of a conflict of interest), the College's Registrar, Mariza Silva, will carry out her duties. Ms. Silva can be reached at (312) 922-1884 or at [msilva@generations.edu](mailto:msilva@generations.edu). Ms. Silva's office is located at Generations

College – 29 East Madison Street, 2<sup>nd</sup> 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/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 /Phone: (800) 669-4000 /TTY: (800) 669-6820/ Fax: (212) 336-3790

## **7. 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 – Dr. Abrons (312) 922-1884 – sAbrons@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, 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.

### **Student Conduct Committee**

The Student Conduct Committee (SCC) is comprised of the Dean of Academic Affairs, a Program Director, the Registrar, and another College staff designee. The purpose of this committee is to investigate and adjudicate serious student conduct

infractions. Any complaint against a Generations College student regarding sexual violence will be thoroughly investigated by the SCC. The following are important points regarding such a complaint brought to the SCC:

1. A survivor may serve as the complainant or as a witness to the SCC
2. The survivor and referred student are allowed to have an advisor of their choosing, including an attorney, throughout the hearing process.
3. Generations College prohibits retaliation against anyone raising complaints or participating in the process under Title IX.
4. Sanctions imposed may include probation, contact restrictions, suspension, or dismissal.
5. All employees who respond to sexual and relationship violence and participate in making policy determinations through the SCC regarding incidents of sexual and relationship violence have undergone appropriate training on an annual basis.
6. At the conclusion of the investigation by the SCC, both parties are simultaneously notified in writing of the outcome, appeal rights, if any changes are made to an outcome, and when an outcome is final. This committee also functions as the College task force on sexual and relationship violence prevention. Right to Request Interim Measures The Dean of Academic Affairs can assist in obtaining interim protective measures and accommodations for individuals involved in reports of sexual and relationship violence when requested and reasonably available, including changes to an academic situation. Such options are available regardless of whether a survivor reports to local law enforcement or pursues internal disciplinary options. Confidential Advisors Generations College has designated two individuals as confidential advisors. They can provide anyone who has had an experience with sexual or relationship violence with a safe, confidential, and non-judgmental space to receive support. These individuals can assist students with on and off campus resources and as well as assist with notifying local law enforcement about incidents of sexual and relationship violence. The College confidential advisors is the Dean of Academic Affairs, Dr. Sharvin Maisuria – [smaisuria@generations.edu](mailto:smaisuria@generations.edu)

Students in need of assistance can contact the following agencies:

#### Off Campus Resources

- Center on Halsted (LGBTQ & STD Testing Services)
- Porchlight Counseling Services – (773) 750-7077
- Alivio Medical Center · Cook County Circuit Court
- Domestic Violence Advocates – (312) 738-9200
- Rape Victims Advocates
- Not Alone: Together Against Sexual Assault
- Crisis Hotlines

- 24-Hour Chicago Rape Crisis Hotline: 1-888-293-2080
- 24-Hour Sarah's Inn Domestic Violence Crisis Line: 708-386-4225
- 24-Hour City of Chicago Domestic Violence Hotline: 877-863-6338
- 24-Hour Spanish Speaking Domestic Violence Hotline: 312-738-5358
- National Domestic Violence Hotline: 1-800-799-7233

**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 a 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 always supervise the child 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 a 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.*

[www.emergencyclosingcenter.com/](http://www.emergencyclosingcenter.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 at 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 from 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 they have been the victim of discrimination of any kind, should immediately contact the Dean of Academic Affairs, their Program Director, or the Chancellor. 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 a 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 Policy and Procedure**

### **Policy**

Generations College is dedicated to creating a fair, respectful, and inclusive academic environment. The Student Grievance Policy provides students with a structured framework to address concerns related to unfair treatment, adverse actions, or incidents of harassment or discrimination.

### **Definitions**

The following terms are defined for purposes of this procedure:

- “Grievance” – The term “grievance” is defined as a claim by a student (“the grievant”) that they have suffered harm due to a violation of College policy or have experienced adverse consequences resulting from an unfair action or decision made by a faculty member, administrator, or other College official. Complaints related to academic grading, disciplinary actions, or other formal College policies that have separate appeal processes are excluded from this definition.
- “Grievant” – The term “grievant” refers to a student who has filed a grievance.
- “Grievance Officer” – The term “Grievance Officer” is defined as follows:
  - If the grievant is a student, the Grievance Officer is the Dean for Academic and Student Affairs or another individual appointed by the Chancellor of the College.
  - If the grievance is against the Grievance Officer named above, or if specific circumstances warrant a different appointment, the Chancellor will designate another person to serve as the Grievance Officer for that particular grievance.
- “Faculty Member” – The term “faculty member” refers to any full-time faculty, adjunct faculty, lecturers, or any other individual assigned to classroom or other academic teaching responsibilities within the College’s academic programs.

**Purpose**

The purpose of this policy is to ensure that students have a clear and reasonable process to express and resolve grievances. This includes, but is not limited to:

- Situations where the College has failed to adhere to its own rules, policies, or procedures.
- Adverse actions, such as suspensions or dismissals, stemming from the application of the College's policies, academic standards, or procedures.
- Instances of harassment or discrimination based on race, religion, national origin, gender, disability, age, or sexual orientation.

**Principles**

1. **Equity and Fairness:** All grievances will be reviewed and resolved in a fair and impartial manner, ensuring that students receive rightful treatment.
2. **Respect and Confidentiality:** Generations College is committed to protecting the privacy of all parties involved in a grievance, with information shared only as necessary to resolve the issue.
3. **Non-Retaliation:** Students who file grievances in good faith are protected from any form of retaliation.
4. **Timely Resolution:** Grievances will be addressed promptly to ensure timely resolution while minimizing disruption to the student's academic experience.
5. **Student Advocacy:** Students are encouraged to advocate for themselves by utilizing available grievance channels to address and resolve concerns.

**Scope**

This policy applies to all students enrolled at Generations College and covers grievances related to academic and non-academic matters. Grievances involving faculty, staff, or other students fall under the scope of this policy.

**Support for Students**

Students are encouraged to seek guidance from the Dean of Academic Affairs, the Registrar, or the appropriate supervisor if they have concerns or questions about the grievance process. Generations College is committed to supporting its students and ensuring a respectful and inclusive environment for all.

**Procedure**

A student who believes that they have 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 Chancellor 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 Chancellor). 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 in participating 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 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 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 Academic Affairs within two (2) class weeks after the student receives notice of the outcome of Step Two.

### **Step 4: Appeal to the Chancellor**

If the student is dissatisfied with the decision of the Dean of Academic Affairs, the student has the right to appeal to the Chancellor 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

Chancellor. The appeal must be delivered to the office of the Chancellor of the College, in person, by fax or attachment to email, or by certified mail, return receipt requested, to Chancellor, Generations College, 29 E. Madison, Suite 200, Chicago, Illinois 60602.

On receipt of the appeal, the Chancellor will issue a decision within one (1) class week after meeting with the student. The decision of the Chancellor 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**

### **Non-Academic Suspension**

Students might be suspended for nonpayment of tuition and fees. However, 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.

### **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. 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 to make up missed work, most professors provide that opportunity when the missed work and/or absence is beyond the student's control. Only the instructor may or may not provide this opportunity.

### **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 the 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 a 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 and have received all F's, are reported by their instructor as having a last date of academic activity. The last date of academic activity will then be considered the withdrawal date for that student. 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 prolong 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 one. 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.

### **Independent Study**

A course may be converted to an independent study for a student at the discretion of the Dean of 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 canceled 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 the 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 specialty classes 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 canceled. To cancel registration, students must notify the Registrar. Registration also can be administratively canceled 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 the 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, in which it offers scheduled individual and group workshops on resume building, writing a cover letter, interviewing skills, and networking. During this time, 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. 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. 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 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 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 their 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's 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 traditions 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, for example, classroom presentation and discussion, research and publication, and 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.

### **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 the 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.

Students must complete the degree within 6 years, or it would be governed by the newest version of the classes in the program. If the program is discontinued, the College reserves the right to reassign the student or replace the classes with the current offering.

AT GENERATIONS COLLEGE, THE ULTIMATE RESPONSIBILITY FOR COMPLIANCE WITH ACADEMIC REQUIREMENTS FOR GRADUATION AND SELECTION OF COURSES RESTS WITH THE STUDENT.

## Board of Trustees

<b>Michael Golebiowski</b>	Member
<b>Rhonda Jensen</b>	Vice-Chairperson of the Board
<b>Bernard J. Toussaint</b>	Secretary
<b>Dr. Alexis</b>	Chief Executive Officer
<b>David Knight</b>	Member

## Executive Officers

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Ph.D.	Northwestern Theological Seminary
Ed.D.	University of Pennsylvania
Ed.M.	Columbia University
M.A.	New York University
B.A.	State University of New York

### **Mike Golebiowski**, Vice President and Chief Operations Officer

### **Dr. Sharvin Maisuria**, Dean of Academic Affairs

J.D.	Florida Coastal School of Law
B.S.	Southern Illinois University of Edwardsville

### **Kathryn Krischke**, Dean of Online Learning and Institutional Effectiveness

M.S.	Nebraska State University
B.S.	Loyola University

### **Joe Painter**, Dean of Admissions

B.A.	Concordia University
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### **Dr. Irene Abrons**, Dean of Student Affairs

D.B.A.	Walden University
M.B.A.	Keller Graduate School of Management
B.A.	Southwestern College

### **Adam Hitzeman**, Director of Marketing and Communications

B.A.	Illinois State University
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## Admissions Team

**Ramin Moshtael**, Admission Advisor

M.A. Framingham State University

B.A. University of Illinois in Psychology

B.A. DeVry University of Chicago in Accounting

**Natalie Davila**, Inquiry Outreach Specialist

B.A. Marymount Manhattan College

## **Administrative and Student Services Staff**

**Diane Brown**, Student Success and Retention Advisor

A.S. Generations College

**Berenice Lopez**, Institutional Projects Administrator

**Snizhana Kutsyn**, Institutional Projects Administrator

B.A. Odesa National Polytechnic University

**Anahi Huerta**, Director of Financial Aid

A.S. Generations College

**Tamika Knighton**, Associate Director of Financial Aid

B.S. East West University

M.S. Spertus Institute

M.P.A. DeVry University

**Grazyna Karbowski**, Senior Staff Accountant

B.S. DePaul University, Accounting

A.A.S. Generations College

**Etaf Ghusein**, Assistant Bursar

A.S. Generations College

**Mariza Silva**, Registrar

B.A. National-Louis University

A.A.S. Generations College

**Sebastian Perlowski**, IT Administrator

B.A. Michigan State University

B.A. Devry University

## Full-Time Faculty

**David Grassi**, Paralegal Studies Program Director

J.D. Ohio Northern University

M.A. DePaul University

B.A. University of Michigan

**Dr. Bradley Wooten**, Business Administration and Entrepreneurial Studies Program Director

Ed.D. University of Illinois- Urbana Champaign

M.B.A. Northwestern University

B.A. Augustana College

*A list of current staff and faculty can be found on the Generations College website at [www.generations.edu](http://www.generations.edu)*

## **Generations College Reserves the Right to Amend, Correct, Or Change The 2025-26 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 dictates.
- 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 2025 will be governed by the 2025-26 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.



**Addendum A.**  
**Addendum to Catalog**  
**Compliance with 38 USC 3679(e)**  
**VA Pending Payment Compliance**

Beginning August 1, 2019, and despite any policy to the contrary, the educational institution named at the bottom of this form will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

**I hereby certify this addendum to be true and correct in content and policy.**

Our institution will adopt this addendum, or one of similar import, in the next revision of our catalog.

Facility Name: Generations College

Facility Code: 34036013

**Person Certifying Addendum**

First Name: Jamieta Last Name: Hoskins

Title: Director of Financial Aid

Signature:

Date: 10/02/2023