HEARTLAND COMMUNITY COLLEGE
FACULTY HANDBOOK

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Welcome to Heartland Community College!

You, as a faculty member, are critical to the success of Heartland Community College (HCC). At HCC, student success is the fundamental measure of institutional success, and student success is inseparable from the classroom experience that you will guide. Your commitment to students, both in the expectations you hold of them and in the interest you take in them as individuals, makes a difference in their lives and distinguishes you and HCC.

This handbook is designed to facilitate your success at HCC. It should answer most of your questions regarding HCC policies and procedures that most directly relate to you as a faculty member. Please use this handbook, the Employee Handbook (see the Heartland web site), and the HCC Catalog as reference documents for information concerning employment and for a better understanding of your role within HCC, both in terms of what you can expect from HCC and what HCC expects of you.

Your suggestions regarding this handbook are always welcome.

Faculty Handbook
1. Introduction

1.1 The Community College Mission
Community colleges provide needed programs and services which are available and affordable to the citizens of their districts. In addition, community colleges do all they can to maintain high quality in all programs and to avoid needless duplication.

A thorough knowledge of community needs is essential to the correct and timely offerings of programs and services. Community colleges make every effort to avoid unnecessary duplication of programs and services and strive to supplement and complement existing educational resources.

Community colleges work to facilitate student transition with other educational institutions, including all area high schools, area vocational centers, other colleges, and universities.

Community colleges further define their mission by supporting the following activities:

1.1.1 Associate in Arts and Associate in Science
The First Two Years of Baccalaureate Education (Associate in Arts (AA) and Associate in Science (AS)). This category includes the liberal arts, sciences, engineering, business, pre-professional and other programs necessary to prepare students for transfer with junior standing, meeting all general education requirements, to four year public and private institutions of higher education. Individual educational goals can also be met with the course offerings provided in the transfer program.

1.1.2 Associate of Applied Science Degree and Certificates
Occupational/Technical Education Programs to Allow for the Completion of Certificates and Associate in Applied Science (AAS) Degree. These career programs include educational offerings for job entry and career advancement. The programs in this category represent an arrangement of occupational and related courses designed for the student whose educational goal is preparation for immediate employment upon graduation. A secondary purpose is to provide a portion of the general education base for a bachelor’s degree at a senior institution.

1.1.3 Developmental Courses and Services, Including Adult Basic Education (ABE).
The courses and services in this category provide for the educational needs of students not yet ready for college-level offerings. The intent is to teach the basic skills necessary to succeed in college as well as in life.

1.1.4 Non-Credit Adult Community and Continuing Education Programs
Included in this category is a wide range of offerings designed to respond quickly to individual and group needs.

1.1.5 Public Service Activities
Public service activities that will meet the needs of the district include workshops, seminars, cultural programs, public forums, and other uses of College resources.
1.1.6 Services to District Employers
Services to district employers which will enhance the economic well-being of the area include job skills training and re-training, business services, assistance in technology transfer, basic literacy education for employees, and other special services.

1.2 Vision, Mission, Values, and Statements of Foundational Commitments & Enduring Goals
In order best meet, and publically hold ourselves accountable to the mission of community colleges in general, HCC has created the following Vision, Mission, Values, and Statements of Foundational Commitments & Enduring Goals.

1.2.1 Vision
Heartland is an adaptable and collaborative community resource, promoting life-long learning and exceptional community progress.

1.2.2 Mission
Heartland inspires lives through accessible and personalized student support, exemplary innovation, and high expectations for success in teaching and learning.

1.2.3 Values
- We are learner-centered, focused on creating a personalized path to success for each holistic learner.

"To see things in the seed, that is genius." - Lao-Tzu

- We inspire an upbeat, can-do attitude, empowering our students, our communities, and each other to fully actualize our potential.

"When a person is willing and eager, the gods join in." - Aeschylus

- We prioritize and support professional development of all employees so that we may continually adapt and improve.

"We judge ourselves by what we feel capable of doing while others judge us by what we have already done." - Longfellow

- We are all partners in the success of the organization, boldly embracing current and future options that will empower our students and communities.

"A house divided against itself cannot stand." - Lincoln

- We salute tradition, we do not idolize it.

"Ancestry is most important to those who have done nothing themselves." - Louis L'Amour

- We respect all individuals; civility, collegiality, and the highest standards of professionalism characterize Heartland's daily environment.
"What lies behind us and what lies before us are tiny matters compared to what lies within us." - Emerson

- We are proud of our College's quality but always seek improvement.

"Imagination is more important than knowledge." - Einstein

- We practice ethical decision-making and responsible use of environmental, financial, and community resources to promote a sustainable future.

"This we know: the Earth does not belong to people; people belong to the Earth. This we know: all things are connected. Whatever befalls the Earth befalls the people of the Earth." - Ted Perry

1.2.4 Foundational Commitments & Enduring Goals

- Valuing People

"HCC will engage internal and external constituents to encourage open communication, promote professional and personal development, and implement processes that enhance organizational culture."

"HCC will recruit, hire, professionally develop, and retain talented and collaborative employees to advance organizational excellence."

- Collaborating Effectively

"HCC will champion collaboration among internal and external constituents to stimulate social, economic, and environmental advancements."

- Serving as a Community Resource

"HCC will provide an array of expertise, programs and facilities to address community needs that align with our mission."

- Creating Access to Opportunities

"HCC will broaden pathways to lifelong learning by fostering personal growth, minimizing obstacles, and facilitating progress."

- Supporting Student Success

"HCC will effectively transition students into college-level coursework by assessing, accelerating, and augmenting student readiness."

"HCC will empower our students to explore options, develop intentional pathways, and achieve relevant academic and career goals."
"HCC will improve student support by continually assessing and responding to diverse needs."

"HCC will promote a student-centered culture by intentionally building relationships that promote student engagement and development."

- Leading Quality Innovation

"HCC will enhance decision making at all levels of the organization through processes and technologies that guarantee quality data and actionable intelligence to support improvement."

"HCC will incorporate systems-oriented, data-informed approaches to create, implement, and share exemplary practices."

- Modeling Stewardship and Sustainability

"HCC will adhere to informed and responsible practices that safeguard social, economic, and environmental well-being."

"HCC will practice visionary planning, actively pursuing resources and partnerships to ensure our long-term viability."

- Exemplifying Teaching and Learning Excellence

"HCC will recruit, hire, professionally develop, and retain high quality faculty, instructors, and learning support staff."

"HCC will design, deliver, and assess high quality curriculum and instruction for our diverse programs, supporting relevant career pathways for learners."

"HCC will design, develop, and maintain exemplary physical and technological infrastructure to create an optimal teaching and learning environment."

"HCC will effectively assess students' experiences, creating actionable intelligence applied at key momentum points to improve student learning."

1.3 Accreditation and Transferability

1.3.1 Higher Learning Commission (HLC) and Academic Quality Improvement program (AQIP)

The HLC is an independent corporation and one of two commission members of the North Central Association of Colleges and Schools (NCA), which is one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits degree-granting post-secondary educational institutions in the North Central region.

More information on the HLC can be found on their [website](#).
The AQIP is one of several pathways leading to reaffirmation of accreditation with the Higher Learning Commission. Others include the Open and Standard Pathways. AQIP differs from the other pathways in that it is premised on principles of continuous quality improvement, and its various processes and requirements are designed to assist institutions in achieving quality improvement, along with reaffirming the institution’s accredited status with the Commission once every AQIP cycle.

More information about AQIP and the College’s AQIP Committee can be found in section 5 below or on their website.

1.3.2 Illinois Community College Board (ICCB)
The ICCB approves all curricula offered by the colleges. This includes baccalaureate/transfer programs such as the Associate in Arts or Associate in Science degrees, as well as career and technical education programs such as the Associate in Applied Science degrees or Career and Technical Education (CTE) Certificates.

For more information, please visit their website.

1.3.3 Illinois Articulation Initiative (IAI)
The IAI is a statewide transfer agreement, which is transferable among more than 100 participating college or universities in Illinois. IAI works best for students who know they are going to transfer but undecided on the college or university that will grant their baccalaureate degree.

All colleges and universities participating in the IAI agree to accept a “package” of IAI general education courses in lieu of their own comparable lower-division general education requirements. Keep in mind, the IAI General Education transfers as a package; Course-to-course transfer is not guaranteed as individual courses are articulated by individual school agreements.

For more information, please visit their website.

1.4 Essential Competencies
At HCC the Essential Competencies are designed to ensure that students have experiences which help develop the abilities to communicate, problem solve, think critically and value the diversity which abounds in the world.

The Essential Competencies are, therefore, the foundation of learning which enables students to further their education, advance in their careers and make decisions in life. In addition to mastering the content of college courses, students need to develop the ability to apply what they learn. The responsibility for living and making decisions requires thinking & evaluation skills, which the Essential Competencies seek to develop in each student.

HCC faculty members have created 20 student learning outcome statements to help measure student learning across all courses. These statements are embedded in all course syllabi for general education courses, and also appear in many non-gen ed courses as well. For example, one outcome from the diversity and global awareness area encourages students to be
“receptive to beliefs and values that differ from their own.” This statement is coded as DI1, and we know that it appears on numerous course syllabi at Heartland. Since academic disciplines vary, faculty members may rephrase the general statement to fit a specific course.

What does all this mean to Heartland students? The Essential Competencies are designed to help students make connections between academic courses and real life, between prior knowledge and new knowledge, and between prior experiences and different ways of knowing. To help students make these connections, Heartland faculty have designed the course-embedded learning outcomes. The current 20 Essential Competency statements are listed below. The HCC faculty strives to foster deeper and more connected learning that allows students to demonstrate their abilities in multiple ways and settings. Students with questions about their learning are encouraged to ask instructors.

**Communication Learning Outcomes**
CO1 Students compose a message and provide ideas and information suitable to the topic, purpose and audience.
CO2 Students effectively deliver a message via various channels/modalities.
CO3 Students listen in order to comprehend information, critique and evaluate a message, show empathy for the feelings expressed by others and/or appreciate a performance.
CO4 Students are self-reflective of the communication process.
CO5 Students communicate ethically through monitoring their behavior and interactions with others.
CO6 Students can recognize and negotiate differences.

*Note: The term “message” in each of the first three outcomes implies any form of communication—whether in written (essay, email, etc.), oral or non-verbal modes.*

**Diversity Learning Outcomes**
DI 1 Students are receptive to beliefs and values that differ from their own.
DI 2 Students consider the views of others in light of those persons’ experiences and particular understandings.
DI 3 Students reflect upon the formation of their own perspectives, beliefs, opinions, attitudes, ideals and values.
DI 4 Students explain the contributions of diverse perspectives to the development of various fields of inquiry and to society as a whole, and re-examine their own values and beliefs in light of the insights they have gained from their study of other cultures.
DI 5 Students consistently and characteristically approach diversity issues in a manner that exemplifies respect for, and appreciation of, difference.

**Problem-solving Learning Outcomes**
PS1 Students solve problems based on examples and frameworks provided by instructor.
PS2 Students identify the type of problem and use a framework to solve the problem.
PS3 Students identify the type of problem and, from multiple problem-solving methods, choose the best method and solve problem.
PS4 Students analyze the situation, explore different outcomes from multiple frameworks, apply the appropriate solution, analyze the results, and refine the solution.
PS5 Students define, interpret, and solve problems through collaboration with others.

**Critical Thinking Learning Outcomes**
CT1 Students gather knowledge, apply it to a new situation, and draw reasonable conclusions in ways that demonstrate comprehension.
CT2 Students determine the value of multiple sources or strategies and select those most appropriate in a given context.
CT3 Students generate an answer, approach, or solution through an effective synthesis of diverse sources and arguments and provide a rationale.
CT4 Students actively reflect on an answer, approach or solution and act upon those reflections to improve the final result.

The learning outcome statements are arranged from lower- to higher-ordered skills. Thus, CT2 reflects a higher level of critical thinking than CT1.

1.5 Cornerstone Program
The Cornerstone Project is a course revision process with the aim of linking course learning outcomes to Essential Competencies—the “Cornerstones” (Critical Thinking, Problem Solving, Communication, and Diversity) and developing meaningful assessments for those Program outcomes.

As the twenty Essential Competencies can be found on syllabi throughout the College, the Cornerstone program coordinates the efforts of faculty to ensure a common understanding of these shared outcomes and to assist in the development of assessments that reflect that common understanding.

The Assessment Committee has identified the one outcome from each Cornerstone area that appears with greatest frequency on master course syllabi across the College (see CO2, DI3, PS4, and CT2 from the full list in the previous section), and will collect data on those outcomes for purposes of learning more about student learning across the College and generating cross-course conversation and collaboration on student learning for these shared outcomes.

To learn more about this initiative refer to the Assessment Committee’s website.

2. Faculty Policies

2.1 Academic Freedom
HCC recognizes the principles of academic freedom that guarantee employees and students the right to pursue teaching and learning with full freedom of inquiry. In the development of knowledge, teaching activities, and creative endeavors, college employees and students must be free to cultivate a spirit of inquiry and scholarly criticism.

Academic freedom is the right of faculty members to interpret findings and communicate conclusions without being subjected to any interference, molestation, or penalization when these conclusions are at variance with those of constituted authorities or organized groups beyond the College. Faculty members have a corresponding obligation to study, investigate, present, interpret and discuss facts and ideas concerning their fields of knowledge in a responsible manner. Since human knowledge is limited and changeable, the faculty member will acknowledge the facts on which controversial views are based and show respect for reasonable opinions held by others. While striving to avoid bias, the faculty member will nevertheless present the conclusions to which he or she believes the evidence points.
Instructors are entitled to freedom in the classroom in discussing their subject, but they should refrain from introducing into their teaching controversial matter which has no relation to their subject. Additionally, the faculty, as experts in their fields, creates their department’s curriculum and must uphold the standards and stated outcomes of the courses they teach.

When speaking or writing as citizens, college employees are free from institutional censorship or discipline, but their position in the community imposes special obligations. They should remember that the public may judge their profession and their institution by their utterances. Therefore, they should strive for accuracy, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not institutional spokespersons.

Principles of academic freedom also encompass the right of the student to be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion. However, they are responsible for learning the content of study for which they are enrolled.

To insure these principles of academic freedom, HCC actively and openly works to foster these freedoms, including the defense of college employees who, while maintaining the high standards of their profession, find their freedom of expression attacked or curtailed.

2.2 Contract Links
This handbook is not intended as a replacement, or substitute, for each faculty group’s Collective Bargaining Agreement. Rather, this document is meant to complement each contract via providing easy reference to college documents and material. As such, any interest in contractual requirements or language should be passed by the designated leadership team after consulting the appropriate CBA.

Adjunct Faculty
HERE

Fulltime Faculty
HERE

2.3 Leave & Sick Days
In general terms, as responsible professionals, faculty members are expected to meet their classes in accordance with the terms in their contract. Faculty members who are seriously ill, injured, or otherwise unable to meet their classes should contact their department administrator as early as possible so that arrangements can be made for a substitute instructor. Whenever substitute instructors are hired, they shall be compensated as specified in the contract.

Furthermore, long-term illness or inability to meet classes will be dealt with by the Office of the Vice President of Learning and Student Success in consultation with the appropriate department administrator and union representation. Inability to meet classes is distinguished from failure to meet classes. Failure to meet classes constitutes a breach of contract; inability to meet classes may necessitate contractual changes.
However, by specific explanations and definitions, as per the relevant contracts, faculty members are allotted certain number of sick days and other leave. Please see the pertinent contract for an accounting of these allotments.

### 2.3.1 Substitute Teacher Guidelines and Best Practices

Outside of the general requirements posted in the respected Collective Bargaining Agreement:

1. It is appropriate to seek substitute teaching coverage for a class session if ALL of the following conditions exist/have been met...
   A. If conducting the class session on that given day is critical to maintaining the integrity of the course,
   B. And if the sub is qualified as per division, department and ICCB guidelines,
   C. And if the sub will be providing full-service instruction relevant to the course outcomes,
   D. And if the sub is an employee at Heartland.

2. When is it not appropriate to seek substitute coverage?
   A. If any of the above conditions of #1 have not been met.
   B. If the instruction can be delayed and/or delivered online.

3. What options are available to instructors when a substitute instructor is not required and/or cannot be secured?
   A. The instructor can post assignments/messages on BlackBoard, assign projects to students prior to a planned absence, schedule a make-up session, etc.
   B. The instructor can simply cancel the class.
   C. Instructors can trade.

4. Exam proctors are not subject to the guidelines as outlined in #1 B and C above.

### 2.4 Tenure & Promotion

This handbook is not intended as a replacement, or substitute, for each faculty group’s Collective Bargaining Agreement. Rather, this document is meant to complement each contract via providing easy reference to college documents and material. As such, any interest in contractual requirements or language should be passed by the designated leadership team after consulting the appropriate CBA. However, in general terms, both adjunct and full time faculty are eligible for promotion every couple years and during which time they complete the designated steps for evaluation.

**Adjunct Faculty**

Adjunct faculty hires are eligible for promotion after two years of continuous service. Promotion status will be determined as specified in the CBA. In short, a faculty member’s ability to advance from one range to another is contingent upon such faculty member’s demonstration of continued engagement in thinking critically about teaching, student learning, and participation.
in scholarly activities designed to promote effective teaching practices. Examples of these types of activities include Faculty Academies, On Course Workshops, Promotion portfolio etc.

Full time Faculty

Fulltime faculty hires are eligible for Tenure after three years of continuous service. Tenure status will be determined as specified in the CBA. In short, all Tenure eligible faculty members will be reviewed by the Promotion and Evaluation Review Team (PERT) consisting of at least four readers of whom two are faculty members, and two are supervising administrators from Instructional Services.

Tenured Faculty members are similarly eligible for promotion after three years, also as defined by the process in the CBA. However, a faculty member’s ability to advance from one range to another is contingent upon such faculty member’s demonstration of continued engagement in thinking critically about teaching, student learning, and participation in scholarly activities designed to promote effective teaching practices.

Similar to the Tenure process, faculty members eligible for promotion will be reviewed by PERT consisting of at least four readers of whom two are faculty members, and two are supervising administrators from Instructional Services.

2.5 Evaluation Procedures
As specified in the appropriate CBA, all faculty members will be evaluated on a regular basis. While conditions and expectations differ for each group, the appropriate supervising administrator shall perform an annual written evaluation of each probationary faculty member, which evaluation shall include a classroom observation, the faculty member’s self-review and a review of the student evaluations administered in each course section.

2.5.1 Assessment Forms
All full-time faculty members must complete formalized Assessment Report Forms. Part-time instructors also may be required to complete these forms, as directed by their Division Dean. Assessment Reports should include examples of formative and summative assessment strategies utilized in classes, quantitative measures of student learning collected from the assessments, and instructor reflection on teaching methods and student learning. These documents are included in full-time faculty members’ yearly Self-evaluations and Tenure and Promotion Portfolios. The Assessment Forms and examples of Assessment Reports can be found in SharePoint.

2.6 Professional Development

2.6.1 Funds
As specified in the appropriate CBA, most faculty groups are allotted a specific amount of funds to be used for their professional development. In general, each faculty member will be able to use said funds for registration, materials and attendance at conferences and workshops, travel, membership in professional organizations, books, subscriptions and publications related to the faculty member’s academic discipline and/or for other
professional development as approved by the Vice President for Learning and Student Success or designee.

2.6.2 Professional and Instructional Development Center
With the guidance of others, particularly members of an advisory committee, the Director of Instructional Development and Assessment at HCC works to ensure that a variety of professional development programs (e.g., workshops, trainings, seminars, breakout sessions, discussion groups, teaching-learning communities, retreats, demonstrations, webinars and more) are offered to faculty each semester as well as during the summer.

Often called Faculty Academies, these offerings focus on teaching and learning excellence. Best practices associated with curriculum, instruction, assessment, evaluation, and technology are addressed. New ideas about learning as well as designing, developing, delivering, and assessing instruction are shared among those who participate.

Most offerings take place in SCB 2401, the Professional and Instructional Development Center, and SCB 2403, a mock classroom/computer lab, though there have been occasions when an offering, like a retreat, has been held off campus. Some consist of a single session, while others consist of multiple sessions conducted over time. Typically, they are free of charge. Upon the completion and submission of a goldenrod colored DATA FORM, adjunct faculty members are able to receive monetary compensation for the time they devote to such professional development.

Other entities on campus provide professional development and training for faculty. As employees, faculty can participate in offerings coordinated and facilitated by Human Resources staff, in particular the Director of Professional Development and Training. Common topics addressed by such training are sexual harassment, ethics, wellness, communication and conflict resolution, stress management, and coping with change. Personnel in the area of Information Technology conduct or assist with technology related trainings (e.g., SharePoint, BlackBoard, Visio, Audience Response Systems (clickers), PeopleSoft, etc.).

2.6.3 Illinois Consortium for International Studies and Programs (ICISP)
ICISP offers a variety of professional development opportunities for faculty, staff & administrators, including conferences, workshops, seminars, and exchange programs. Some areas of focus have been Asia, Africa, Latin America, and Eastern Europe.

Additionally, ICISP offers both two-week exchanges and longer three month opportunities as well. The two-week exchange locations have included China, the Netherlands, Finland and Switzerland, while the semester length exchanges include Spain, Ireland, and England.

For each program, participants may observe classes, participate in lectures, give presentations, visit other colleges/universities, and observe the programs offered at the host institution.

While the details of each program varies, faculty can expect that the college will pay their regular salary, in addition to airfare and fees, while accommodations will be
provided in different ways.

Finally, ICISP member institutions often share professional development opportunities with other members. Past offerings include Fulbright Hays projects, the Illinois International Negotiation Modules Project (INMP), and others.

Faculty interested in any of these ICISP programs should contact the ICISP Program Assistant at 309-268-8681 and see their website.

2.7 Certifications
HCC uses Blackboard as its primary Learning Management System. This system requires certification training prior to use, and is currently done in three levels; Supplemental, Hybrid & Online. Questions about becoming certified should be referred to the Instructional Chair or Division Dean as appropriate.

2.8 Sabbatical Leave
All full time faculty members are encouraged to apply for Sabbatical leave every six years. Please refer to the CBA for the requisite process, or see the Sabbatical Review Team section in the Standing Committee’s section below.

2.9 Library Materials & ID
The HCC Library provides an array of services to support instructors and their students engaged in research. Librarians can work with students at the reference desk, providing brief instruction on journal databases or interlibrary loan, or more personalized scheduled research appointments. Instructors can request in-class instruction on research, source evaluation, and citations; in addition, librarians will work with you to create customized, online subject guides. Physical and electronic reserve services are also available. Student and faculty IDs are issued in the Library during regular hours. Please address any questions to (309) 268-8292.

3. Classroom Policies and Procedures

3.1 Academic Integrity and Plagiarism
Academic integrity is a fundamental principle of collegial life at HCC and is essential to the credibility of the College’s education programs. Moreover, because grading may be competitive, students who misrepresent their academic work violate the rights of their fellow students. The College, therefore, views any act of academic dishonesty as a serious offense requiring disciplinary measures, including course failure, suspension, and even expulsion from the College. In addition, an act of academic dishonesty may have unforeseen effects far beyond any officially imposed penalties.

Violations of academic integrity include, but are not limited to cheating, aiding or suborning cheating, plagiarism, misrepresentation of data, falsification of academic records or documents, unauthorized access to computerized academic or administrative records or systems, or other acts of academic dishonesty. Definitions of these violations may be found in the HCC catalog.

Plagiarism is the presenting of others’ ideas as if they were your own. When you write a paper, create a project, do a presentation or create anything original, it is assumed that all the work, except for that which is attributed to another author or creator, is your own. Plagiarism is
considered a serious academic offense and may take the following forms:

- Copying word-for-word from another source and not giving that source credit.
- Paraphrasing the work of another and not giving that source credit.
- Adopting a particularly apt phrase as your own.
- Using an image or a copy of an image without crediting its source.
- Paraphrasing someone else’s line of thinking in the development of a topic as if it were your own.
- Using another person’s project or another person’s work as if it were your own.


Note that word-for-word copying is not the only form of plagiarism. The penalties for plagiarism may be severe, ranging from failure on the particular piece of work, failure in the course or expulsion from school in extreme cases.

3.1.1 Suggested Penalties for Academic Dishonesty
Consequences for violation of academic integrity vary from individual course sanctions up to expulsion from the College. Students are responsible for knowing and abiding by the expectations of academic integrity that each instructor presents in the syllabus and all other course materials. Ignorance of these policies does not excuse a violation.

Basic due-process protections for students are outlined in the HCC Catalog and Student Handbook under Student Disciplinary Procedures and Student Appeals Procedures and should be consulted regarding issues of academic integrity. Acts of academic dishonesty may impact both the student and the College well into the future. If you have questions about academic integrity issues, consult an advisor, instructor, or librarian.

3.2 Establishing Policies for the Classroom
It is extremely important that instructors 1) establish policies ahead of time for situations that may arise in the class; 2) announce policies to students in Student Syllabi; and 3) follow them consistently. Such policies avoid the appearance of granting certain students personal favors while depriving others of the same consideration. In fairness to all students any accommodation granted to one student should be granted to all students with similar circumstances and should be made clear to the students.

However, no one can anticipate every eventuality, and therefore situations will arise for which an instructor has not yet articulated a policy. In such situations, faculty should try to avoid issuing a new policy for the class until they have had time to consider fully both the student’s situation and the ramifications of the decision. It is reasonable to respond along the lines of, “I’ll take that under consideration and let you know at our next class meeting.” If the student’s question involves a College policy, call your Instructional Chair or supervisor.

3.3 Procedures for the First Class Meeting
Instructors are encouraged to follow the initial steps listed below during the first class meeting of the semester before beginning course material:

1. Distribute the course syllabus and review its content with students.
2. Verify attendance roster
3. Play the Safety Video installed on the desktop of every Instructor station

3.4 Course Syllabi
There are two types of Syllabi commonly mentioned here at HCC: the master syllabus and the student syllabus. Although similar in nature and in content, they are not identical. A chart identifying the difference between the two is available in the Curriculum and Academic Standards Committee (CAS) SharePoint site.

3.4.1 Master Syllabus
Each Division will supply its faculty with a Master Syllabus, which is the syllabus that has been approved by the college’s governing bodies (ICCB, and IAI) as appropriate, accredited and transferable. This Master Syllabus contains all the course requirements that do not vary across sections and instructors. These sections cannot be altered.

As the purpose of the Master Syllabus is articulation, it will only contain the basic requirements of the course; course outcomes, range of assessment methods, method of evaluation, etc. No student centered information will be found therein. Instead, instructor contact, course policies and the like, will only appear on the Student Syllabus.

3.4.2 Student Syllabus
From the Master Syllabus template, a faculty member will insert the appropriate information that is necessary for students to successfully complete the course. It is in this document that faculty will disclose their contact info, office hours, course policies, descriptions of major assignments, attendance policies etc. Thus some of the information found on the students Syllabus for different sections of the same course will vary from one another, although any information derived from the master syllabus will be identical for all sections of the same course.

As the Student Syllabus is the document that is distributed to students, it is considered the binding contract for course policies and evaluation decisions. All the information contained therein needs to be clearly stated and communicated to students. Students are therefore entitled to be assessed and evaluated on the grounds of what is found in the student syllabus.

Should an instructor find it necessary to alter something from the Student Syllabus, it is necessary to notify all the students and well as update the Student Syllabus on record.

Instructors should provide a copy of the student syllabus to each student during the first week of class and turn in one copy to their department administrator according to contract guidelines. Department administrators will maintain a file of current Syllabi to be available for inspection by students, academic advisors, administrators, other postsecondary institutions and external agencies.

3.4.3 Syllabus Revision
Should a faculty member either be asked to revise a course, create a course, or find something in a syllabus that needs correction, then that faculty member will be required to follow the college procedure concerning curricular management. In all matters
concerning curriculum or academic standards, faculty will be asked to work with the two governing committees; Curriculum & Academic Standards (CAS), and Assessment Committee (AC).

In brief, the intent behind the two committees is to ensure safe source procedure, where all alterations are coordinated through one process. This method will allow timely and accurate communication and transmission of material to the college’s governing bodies.

Should faculty be tasked with revising or creating courses, they should speak with their supervisor and contact the division’s CAS & AC representatives to assist them in the process.

A description of the process is also found in the CAS SharePoint site.

3.5 Materials: Textbooks other Course Materials

3.5.1 Selection and Ordering Process
The responsibilities for selecting and ordering textbooks differ across the divisions. While some divisions will allow individual discretion in selecting the required course text, others will require all sections to use the same book.

Similarly, divisions vary in their process for ordering textbooks. Some areas will designate the Program Assistant as the contact person for textbooks, while others will require that Faculty self-order their own books.

As such, it is imperative that faculty contact their appropriate supervisor to inquire about the process required in their area.

Regardless of the selecting and ordering process, it is required that all course books be available at the HCC Bookstore. While HCC students may purchase their materials from outside vendors, they are encouraged to use the campus access point for all their course materials.

3.5.2 Instructor Copies
Instructors’ desk copies of assigned texts will be ordered when texts are ordered for classes. Typically, instructors’ copies are ordered by the division secretary. If instructors need additional teaching materials, they should work with their division secretary to request those materials.

Desk copies of texts are provided to adjunct instructors for their use during the semester for which they are employed but may need to be returned at the end of the course for use by future instructors. Any instructors who do not have copies of texts should see their department administrator to make arrangement to borrow materials needed for the course.
3.5.3 Course Materials other than Texts
Course resources other than texts come in many forms. Examples include calculators, student response systems (clickers), art or lab kits, and specific occupational tools such as medical devices.

All course materials that require student procurement must be listed in the student syllabus. In many cases, these requirements are communicated to the student online through iris, and the book store may carry these items. If not, methods of obtaining the items should be identified in the syllabus.

Materials that faculty wish to utilize in their courses such as clickers may require discussions with personnel outside of their division. For example, clickers may require special training before use. How additional course resources are selected, ordered or provided to students varies across divisions and disciplines. Faculty should contact their immediate supervisor as soon as possible since some must be finalized at the same time as texts.

3.6 Class Roster
Class rosters are available online through IRIS. Any students whose names are not on the class roster and for whom the instructor has not received a verification of registration must be referred to the Student Services Center to clarify their enrollment status. Faculty may view these class rosters at any time during the semester for updates. This updated roster should be checked carefully to ensure that all students attending are listed and therefore eligible to receive a grade and credit(s). If a student is not listed on the updated roster, the student should report immediately to Enrollment Services.

3.6.1 Midterm Grade Roster
Midterm grades are collected during the fall, spring, and summer semesters, and are required for reporting student attendance for state funding and financial aid purposes. Midterm grades are progress reports and not grades of permanent record. They are utilized by academic advisors in assisting students. The midterm grades are available to students through IRIS. For a student without computer access, a copy of his or her grades may be obtained in person from the Student Records department. No grades will be released over the phone or via e-mail.

A student will receive either a successful or non-successful grade at midterm (as outlined below). If a grade of W is recorded the faculty member must also record a last date of attendance prior to the deadline established for the course’s session. For step by step direction on how to enter grades through IRIS, click HERE.

Successful Midterm Grades (A, B, C, P)
By earning a successful grade at midterm, the student is actively pursuing completion of the course.

Un-Successful Midterm Grades (F, NP)
By earning a non-successful grade at midterm, the student may not be actively pursuing completion of the course, and the faculty member must determine if a W grade is recorded or if the non-successful grade is recorded. The decision to award a non-successful grade, or a W, should be based upon the faculty member’s
attendance/participation policies outlined in the student syllabus.

3.6.2 Final Grade Roster
A final grade must be reported via PeopleSoft in a timely manner to the Student Records Department for each student listed on the official class roster and for those added later. For step by step direction on how to enter grades through IRIS, click HERE.

Instructors’ failure to report student grades accurately or to return grade rosters promptly will affect grade processing and may hinder students’ opportunities to transfer, achieve a degree, and/or achieve academic distinction. Instructions for completing the rosters are available online. Assistance is also available from the Records department, the Division Secretary for the instructor’s division, and the IT department.

In those instances where grade rosters are not turned in or where the roster is incomplete, the grade of NR will be assigned by Student Records. A "W" or "NR" grade is never to be assigned by an instructor on the final grade roster. When "NR" has been assigned by Student Records, it becomes the responsibility of the instructor to obtain a grade change form from the Student Records Department to change the "NR" to a permanent grade.

After entering both the midterm and final grades online, each instructor should retain a printed copy of the entry as a record of the grades submitted. This document will provide for the validation of assigned grades. No grades will be accepted or released over the phone.

3.7 Grading System and Grade Changes

3.7.1 Grading System
The grading guidelines established in the syllabus for a course constitute a contract between the instructor and the students regarding what students need to do to earn certain grades and should be as specific as possible. Students should be encouraged to keep track of their own grades throughout the term of the course.

Instructors will need to choose between the two major methods of grade distribution: norm-referenced and criterion-referenced grading. Norm-referenced grading is often referred to as "grading on-the-curve" and is characterized by the establishment of "cutoff" points to achieve a certain percentage for each letter grade. In criterion-referenced grading, the instructor decides beforehand the criteria (e.g., how many points) required to earn each letter grade, and all students reaching that level receive that grade (e.g. if 93% = A, all students answering at least 93% correctly receive As; if no student scores at least 93%, then no student receives an A). Each system has its proponents and often is more commonly used in some fields than in others. Regardless of which method the instructor selects, the class syllabus should clearly communicate both the number and nature of graded assignments as well as the grading methods to be used.

3.7.2 Philosophy of Grades
The HCC grading philosophy grows out of our vision of educational excellence. This
common philosophy provides a framework for each academic division and instructor as they establish their own individual course grading system, evaluation methods and course policies using the shared general rubrics for letter grades given in the next section.

Letter grades serve as a vehicle to promote meaningful evaluation of student achievement, to inform students of academic progress, and, as necessary, to improve student performance, habits, and practices. Using a letter grade as a prerequisite for subsequent courses means we believe that the grade was assigned through a conscious judgment about a student’s readiness to proceed to more advanced study.

At Heartland, students’ academic achievement is measured by their mastery of course objectives and content. We challenge students to meet these recognized standards of achievement and we assign grades based on their success in doing so. Simply stated, we believe that the responsibility for academic achievement rests with the student and that holding students responsible for their learning promotes their academic growth.

3.7.3 Letter Grades
Only certain grades may be issued by a faculty member on the final grade roster, however, other grades and notations may appear on the final grade roster or student syllabus.

A (4.0) This grade represents consistently outstanding performance that demonstrates superior understanding and skillful use of important course concepts. Performance at this level signifies that the student is extremely well prepared to continue with more advanced study of the subject.

B (3.0) This grade represents performance significantly beyond the level necessary to achieve the course objectives. Work is of high quality but not consistently at an outstanding level. Performance at this level signifies that the student is well prepared to continue with more advanced study of the subject.

C (2.0) This grade represents an acceptable achievement of the course objectives. Performance at this level signifies that the student is reasonably well prepared to continue with more advanced study of the subject.

D (1.0) This grade represents less than adequate performance. It signifies questionable readiness to proceed with more advanced study of the subject, and may require the student to repeat the course successfully to advance and/or receive transfer credit.

F (0.0) This grade reflects unacceptable performance. The student is not yet ready to proceed with more advanced study of the subject, and must repeat the course successfully to receive credit.

P (n/a) This grade represents the completion of the minimum requirements to earn a passing grade. Performance at this level signifies that the student is prepared to continue with more advanced study of the subject. This grade can only be awarded in classes that operate on a Pass/No Pass grading system. For student athletes, a
grade of P is calculated as a 2.0.

**NP** (n/a) This grade reflects a lack of completion of minimum requirements for a passing grade. The student is not yet ready to proceed with more advanced study of the subject, and must repeat the course successfully to receive credit. This grade can only be awarded in classes that operate on a Pass/No Pass grading system. For student athletes, a grade of NP is calculated as a 0.0.

**U** (n/a) This grade is assigned to any student auditing a course. No credit is granted to a student who audits a course.

**I** (n/a) A grade of Incomplete can be awarded to a student who is unable to complete all course requirements by the end of the semester. Arrangements must be made between the student and instructor to complete all remaining coursework within a reasonable period of time. Once the coursework is completed, the instructor will need to submit a grade change form to update the student’s final grade. See the HCC catalog for policies on awarding Incompletes.

**X** (n/a) This grade is an indication that a student must re-enroll in a course. It is not a repeat course and will remain on a student’s record. This grade can only be used for developmental courses. P or NP are the preferred grades for developmental courses.

**W** (n/a) This grade cannot be issued by an instructor on the final grade roster, however, it will appear on the final grade roster and student transcript if a grade of W was recorded on the midterm grade roster, or if a student withdraws from the class before the withdrawal deadline.

**R** (n/a) This grade cannot be issued by an instructor on the final grade roster, however, it will appear on a student transcript if a student repeats a course that was previously taken with HCC

### 3.7.4 Grade Changes

Faculty should obtain an Authorization for Grade Change Form from the Student Records Department or from the Division Secretary whenever it is necessary to change a student’s grade. Changing one letter grade to another requires the signature of both the instructor and the Division Dean or Instructional Chair. The signed grade change form must then be submitted to the Student Records Department for processing. No grade change may be completed by telephone or e-mail, nor can it be hand carried to the Student Records Department by a student.

Failure to report grades or grade changes (as in the case of Incomplete or NR notations) may affect state apportionment funding; it may also affect a student’s graduation, probation, suspension, financial aid, etc.

See the HCC Catalog for guidelines regarding the grades of Incomplete or Withdrawal.

### 3.7.5 Student Appeals

A student may choose to appeal a W recorded on the midterm roster, or the final grade issued by their instructor and has the right to do so. See the HCC catalog for more
information about the student appeals process. Possible grounds for an appeal include unfair grading practices, or grading practices that deviate from the policies outlined in the student syllabus. If a student initiates the appeal process, the appropriate faculty member will be contacted and provided with information on their role in the process.

3.8 Instructor Evaluation by Students
For 16-week courses, between the eighth and twelfth week of a semester (4, 8 and 12 week courses will have their own special arrangements), questionnaires are made available to students for evaluating their course instructor. All instructors are required to inform students of these surveys and encourage their use. Faculty interested in the Student Course Evaluation questions can find them on the PERT SharePoint site.

Traditional and Hybrid Courses
Once they are available for use, faculty will find labeled questionnaire packets in their assigned mailboxes. Faculty members may then choose when students complete their questionnaires; however, questionnaires must be completed by the end of the final exam period. It is recommended that faculty members wait until after the final course drop date and before the final exam to administer the questionnaires. Specific instructions for how the questionnaire must be administered are located in each packet.

Online Courses.
Students enrolled in an online course will be notified that the Instructor Evaluation questionnaire is available for completion. Students will be asked to click on a link which will take them to the site where the survey will be completed, and they will be prompted to enter the code provided in the email. This code is not used for identifying students; rather, it is a mechanism for insuring that each student is allowed to complete the survey for that course only one time.

Faculty members will be provided with a copy of student comments and a statistical summary of the data from their class(es) after grades are submitted at the end of the term. These summaries of questionnaire results are one part of the evaluation of faculty members.

3.9 Final Exam Schedule
All classes are required to meet during the time assigned on the Final Exam Schedule. During this time, students must engage in a meaningful instructional experience, such as taking a final exam, giving presentations, participating in an individual or class reflection, reviewing the last exam taken, etc. The Final Exam Schedule is published online on the HCC website. Final exams are to be given during the time assigned on this schedule.

3.10 Classroom Implications of the Privacy Act
All information provided to faculty about students should be considered private and confidential. Instructors should never post students’ grades in a public place. Students should use the online computer system or request a paper copy in the Student Service Center to review their midterm or final grades.

3.11 Students with Disabilities.
HCC complies fully with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA). Faculty should be aware that federal law requires that reasonable
accommodations be made to students with known disabilities; state law obligations, as well as HCC Board policy, are consistent with this federal mandate.

Accommodations are considered reasonable as long as course or program requirements are not fundamentally altered, standards are not lowered, and there is a logical link between the student’s limitations and the accommodation. Faculty are encouraged to work cooperatively with the College’s Director of Disability Support Services to determine means of accommodation that meet these criteria.

It is also recommended that faculty include a statement on course syllabi indicating their willingness to provide reasonable accommodations to a student with a disability—e.g., “If you are a student with a visible or invisible disability that requires an accommodation, please contact Disability Support Services at (309) 268-8259 to insure that your learning needs may be appropriately met.”

3.12 Field Trips
Faculty must obtain from each student a signed Participant Release Agreement (including time, date, destination, and a brief description of the activity) to receive written approval from their department administrator prior to taking students on a field trip. Forms are available from academic departments. In order to maximize the educational benefit of field trips, they should be:

1. Planned well in advance.
2. Scheduled sufficiently in advance to insure that all students are informed of the trip.
3. Directly related to course objectives.
4. Scheduled at a time that is convenient to students (to encourage maximum participation).

3.12.1 Participation Fees
Instructors may not require any field trip for which there is a participation fee, admission charge, or travel unless such charges are collected as a course fee at registration.

3.12.2 Transportation
College-coordinated transportation through professional carriers may be used for field trips. When such transportation is not used, to limit College liability the activity should begin and end at the site of the field experience, and students should make their own travel arrangements.

3.12.3 Release from Other Classes
When an academic field trip requires students to be absent from other classes, the instructor should prepare a "Class Absence Report" for each student affected so that students may seek permission to be absent from other classes. Instructors are always encouraged to work cooperatively to provide the best educational experience for students; however, instructors are not required to make any additional accommodation beyond the policies on attendance outlined in their syllabi for students absent from their classes because of an activity in another class.

3.12.4 Alternative Assignment for Non-Participants
Instructors who schedule academic field trips are expected to provide an appropriate
alternative assignment for those students who are unable to participate, especially if the field trip extends beyond regular class times.

3.13 Duplication of Printed and Electronic Materials (Copyright Policy)
Copyright restrictions regarding the duplication of printed and electronic materials are posted on the Heartland website. All members of the campus community must adhere to these restrictions. If you have questions regarding copyright policy, please contact the Director of Library and Information Services.

3.14 Secretarial Support
All faculty members are provided basic secretarial support. Each division may provide various levels of secretarial support based on the specific needs for that division and faculty base. The secretarial staff is responsible for ordering and supplying general office supplies, and ordering and providing instructional materials such as textbook desk copies, instructor materials, and course materials (i.e., clay for ceramics). Special requests must be approved by your immediate supervisor.

Faculty should follow these guidelines when requesting assistance with classroom and instructional materials.

1. Complete the Work Request Form. These forms are available from any of the faculty secretaries.
2. Turn the Work Request Form into the secretary at least 72 hours before the time the items are required. During especially busy times (i.e., when syllabi and exams are being prepared), additional time should be allotted for work orders to be completed.

4. Student Support

4.1 Advisement
The goal of Advisement at Heartland Community College is to establish an ongoing intentional relationship between advisors and students. Through this relationship, advisors develop a partnership with students to explore, define, and develop a strategic path toward their academic and career goals.

Advisement offers academic goal setting, planning, and counseling; career testing, interpretation, and counseling; degree information; transfer assistance; plans of study development; and enrollment assistance. Advisors are available in person, via phone, and through email to assist students and answer questions. Many advisors also teach various General Studies (GENS) courses and facilitate HCC’s Guided Path to Success (GPS) workshops at area high schools, as well as on campus.

Various special populations of students have an advisor assigned to them. These populations include:

- Student athletes
- Honors students
- Community Scholars
• International students
• Project Rise students
• Students involved with Disability Support Services
• Students transitioning from the Academic English Language Program (AELP)
• Students pursuing a technology-related program
• Students who are involved with the Academic Standing Program.

Advisors are here to assist instructors on reaching out to their students who exhibit behaviors that are not conducive to academic success. When you encounter a student who is experiencing trouble and expresses a need for more information on graduation requirement, transferring, or has general academic-related concerns, please send them to Advisement!

For more information about Advisement or Advisement services please call 309-268-8033.

4.2 Child Development Lab (CDL)
Heartland Community College Child Development Lab (CDL) is an inclusive demonstration laboratory school that provides high quality care and education to the children of Heartland Community College’s students, faculty and staff. At the CDL we demonstrate the best of what is known about meeting the needs of young children in a childcare setting that supports and nurtures individual strengths of each child.

Regular employees, faculty and adjunct faculty of Heartland Community College are eligible for the CDL enrollment based upon their schedule at the college. Full-time employees are eligible for full-time childcare. Part-time employees are eligible for childcare during hours of employment plus one hour prior to work hours and one hour following work hours. Adjunct faculty may also add one additional hour of care for every hour they are instructing. Enrollment for the employee slots is secured on a first come, first served basis with priority for available spaces given to currently enrolled children and their siblings.

More information can be found on the CDL website.

4.3 Counseling
On occasion, students may experience difficulty coping. As a faculty member, administrator, or staff member, you may be one of the first to become aware of personal difficulties affecting a student's life at Heartland Community College (HCC). When you become aware of issues with student you can now refer them to HCC’S Student Counseling.

Counseling Services Provided

• **Mental Health Counseling**: We offer short-term Solution Focused Counseling at no cost for each HCC enrolled student.
• **Consultation and referral services**: If students choose to pursue personal counseling for a longer period of time, counseling staff can work with the student to refer them to an appropriate provider within the community.
• **Crisis Intervention**: Provided on campus through the Center for Human Services
• **Alcohol and Drug Assessment, Counseling**: Provided on campus through the Illinois Institute of addictions
Health Education/Prevention

A Student Campus Coalition called the Health and Wellness Committee (HAWC) was expanded to include Peer Educators. This committee consists of HCC faculty, students and staff. This committee meets bi-monthly from September to May. The mission of HAWC is to increase student success by addressing the health and well-being of Heartland students by providing health and safety information, prevention programming, and links to community resources in health.

Mental Health Education/Prevention

The purpose of the Health Promotion Services is to provide prevention programming through workshops, education materials such as fliers, posters and brochures and through media such as podcasts, links to Alcohol and Drug, and Suicide prevention information.

Peer Educator Program

The PEERS program recruits HCC students who are majoring in the Helping fields (i.e. Social Work, psychology etc.), were given specific training and supervision to provide basic helping assistance to professional staff in outreach programs and workshops for HCC students.

Outreach Services

The HCC Student Counseling Services website houses the outreach services listed below. These services provide students with self-assessment and education on prevention methods for alcohol drugs and mental health issues. Go to our website for:

- Student Health
- 101 u-life
- presentations, workshops and printed materials about mental health, alcohol and other drug prevention and abuse.

The personal counseling staff is available to employees for consultation and training relative to student behavior, mental health issues, prevention aspects and classroom behavioral management

When to Refer

The following is a protocol to assist in referring students to available services at Heartland Community College Student Counseling.

Consider referring a student to the Counseling if you notice:

- You're doing more "personal counseling" than "academic advising" with a student.
- A student seems to be "perpetually" tired, anxious, depressed, irritable, angry, or sad.
- Marked changes in a student's appearance or habits (for example, deterioration in grooming, hygiene, dramatic weight change, marked withdrawal in a normally outgoing person, accelerated activity or speech in a normally reserved person, or marked change in academic performance).

Indications of hopelessness or helplessness.
A student's use of alcohol or other substances interferes with his/her relationships or work.
A student's thoughts or actions appear unusual to others.
A student makes suicidal comments.

How to Refer

If you notice any of these or other warning signs, here's how to make a referral. Inform the student in a straightforward manner of your concern. Be specific regarding the behavior patterns you have observed and complete the form with the student. Please forward the referral form to the Counseling Office. If the student agrees to the referral, you may:

- Facilitate the referral by having the student call us from your office or room to arrange an appointment.
- Agree that the student will contact the Counseling Center on their own to arrange an appointment.
- In urgent or crisis situations, walk the student over for immediate contact with our staff.

Except in emergencies, the option should be left open for the student to accept or refuse a referral for counseling.

Emergencies

An emergency can occur anytime. In some instances of severe emotional disturbance, immediate response is necessary for the well-being of the student or others.

What is an Emergency?

- A suicidal gesture (i.e. driving recklessly, cutting self), stated intention, or attempt.
- Behavior posing a threat to the individual.
- Behavior or stated intentions posing a threat to others.
- Demonstrated inability to care for oneself.

Any reference to a personal consideration of suicide, threat of suicide, or attempt at suicide should be judged as extremely serious, and referral to the Counseling Center is strongly advised. If the reference includes the how, when, where, or other specifics of suicide plans, immediate response is critical.

Whom to Call in an Emergency?

The primary campus resource for responding to mental health emergencies is the Student Counseling Center (x8419). A student who comes to the Student Counseling Center in crisis will be seen by a professional staff member ASAP.

After hours and weekend emergencies are referred PATH at 211 or 1-800-570-PATH for assessment and intervention. Be prepared to provide as much information as possible, including:

- Name of the student, and your name
- Your exact location
• Description of the situation and the assistance needed
  Exact location of the student in need
• How to contact you if you are disconnected

The Counseling Center does not provide after-hour emergency crisis assessment and intervention. Please refer all after-hour emergencies to PATH.

*Please Note: If there is a threat of violence due to a student conduct issue please follow the General Guidelines and Procedures for Student Misconduct at Heartland Community College

Confidentiality

As required by both laws and ethics of professional practice, all communication between a therapist and client is confidential. Once a student is a client at the Counseling Center, we cannot discuss the particulars of his/her situation, or even acknowledge the fact that counseling is being provided without the consent of the client. If it seems necessary, we will generally attempt to obtain client permission to communicate with a faculty member, friend, or family member. If you do not hear from us, it is likely that permission has not been granted. Students are also encouraged to communicate with you in a manner that is comfortable for them. Even though we are bound legally and ethically by the rules of confidentiality, we can always listen to your observations and concerns. In any event, do not hesitate to contact the Counseling Center for a consultation

Counseling Sessions

I will usually schedule one 40-minute session as recommended at a time upon which we both agree, although some sessions may be longer or less frequent. If the student is not able to keep the scheduled appointment, I will contact them at the earliest convenience to reschedule the appointment.

Professional Fees

Counseling sessions through the HCC Client Counseling Services are free to all students. An initial guideline for number of sessions is ten sessions per presenting issue. This is determined on a case-by-case basis and is at the discretion of the Director of Counseling. If the student believes that further counseling beyond ten sessions would be beneficial, we will provide the student a list of qualified mental health care providers in the McLean county area.

4.4 Disability

Disability Support Services (DSS) ensures that students with disabilities have equal access to the college’s programs, services and activities through the provision of reasonable accommodations as mandated in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. DSS offers a wide range of services to support students with disabilities, including: assistive technology, document conversion services, personnel, classroom and testing accommodations. Students with a documented disability who wish to discuss academic accommodations should call (309) 268-8259 for details.

Helpful points to know about DSS include:
• Approved accommodations are determined after a student submits documentation of their disability from a licensed professional and completes an intake appointment.
• An “Accommodations Notification for Faculty” form is emailed to faculty when students choose to use their approved accommodations.
• Accommodations are determined by a student’s functional limitations not by course need.
  o Please talk confidentially with the student about needs for your course.
  o You can contact DSS with concerns about accommodations.

4.5 Honor’s Program
The Honors Program at Heartland Community College was initiated in Fall 2009. The program was designed to meet the needs of highly motivated students who demonstrate a passion for learning and want to take the initiative in their own learning process.

Once accepted and enrolled in the program, students challenge themselves academically while enhancing their intellectual skills in a supportive and enriched learning environment that promotes academic excellence and recognizes outstanding performance. Students participate in cultural and social activities that stimulate their interest in community engagement and passion for lifelong learning.

4.6 Library
The HCC Library provides an array of services to support instructors and their students engaged in research. Librarians can work with students at the reference desk, providing brief instruction on journal databases or interlibrary loan, or more personalized scheduled research appointments. Instructors can request in-class instruction on research, source evaluation, and citations; in addition, librarians will work with you to create customized online subject guides. Physical and electronic reserve services are also available. Student and faculty IDs are issued in the Library during regular hours. Please address any questions to (309) 268-8292.

4.7 Recreation Center
Supporting HCC’s commitment to educating the whole student, the College’s Fitness and Recreation Center (FRC) provides an engaging environment for students and employees that will promote community learning and personal development. Academic programs that relate to careers in sports management, recreation and physical education also are housed in the facility.

The FRC includes two classrooms, a computer lab, an aerobics/dance studio, a cardio machine area, a weight machine circuit, a free weight area, two full length basketball/volleyball courts, and a walking track. In the winter months, the FRC also serves as an indoor practice facility for HCC athletic teams. In addition, the FRC houses several of the Health and Human Services (HHS) and Community Education courses. For schedules and more information, visit the FRC website www.heartland.edu/fitnessRec

The FRC is free to all current students enrolled in at least one credit course at the College, as well as all current employees.

Eligible members are required to check in at the FRC front desk, located on the first floor at the bottom of the main stairwell, or at the desk located inside the south entrance.
• Students will need to log in using their Heartland Student IDs
• Employees will need to log in using their Heartland Employee IDs

4.8 Testing Services
Testing Services provides a secure testing environment for students who are enrolled in online, hybrid, and other distance learning courses; have a documented disability; or need to take a make-up exam. Testing accommodations for students having documented disabilities must be arranged by the student through Disability Support Services. Testing Services will only administer exams at the request of the instructor. For more information, please call (309) 268-8050.

4.9 Tutoring Services
Tutoring Services provides additional academic guidance to help students review and better understand their course materials through the use of methods which foster independent learning. Tutoring at HCC is based on a question driven model that keeps students in control of their learning and focuses sessions on developing academic skills as well as course material. Heartland’s Tutoring Services are certified by both the College Reading and Learning Association (CRLA) and the National Association for Developmental Education (NADE).

Tutoring Services provides tutoring in various forms at no cost to Heartland students including:

- Drop-in help for math and writing
- One-on-one tutoring by appointment
- Study groups by request
- Collaborative faculty projects by faculty request

Tutoring Services encourages all Heartland students to utilize services. Tutors are available at convenient times throughout the week. For more information about services available at each location, please call (309) 268-8231 (Normal), (815) 842-6777 (Pontiac), or (217) 735-1731 (Lincoln).

4.10 Writing Center
Heartland currently has two areas where writing assistance is provided to students; the Writing Lab and Writing Center, staffed by tutors and English faculty members, respectively, with years of experience working with students on their writing.

Tutoring Services offer a Writing Lab staffed by tutors, located inside Tutoring Services. Students can drop in to work on any writing assignment independently or work with tutors to receive help on writing for any class, at any point in the writing process. The Writing Lab is located in SCB 1300 (in the Library) and is opened Monday – Thursday 10am – 3pm. To schedule an appointment, students can call 268-8231, walk in to the Tutoring Center or email tutoring@heartland.edu

The Writing Center, staffed by faculty members, is also available to meet the writing needs of the students. Students can make appointments to meet with Writing Faculty or drop in to work independently on their assignments. The Writing Center is located in ICB 2705 and students can call or text 847-920-7794 or email heartlandwritingcenter@gmail.com to schedule an appointment.
5. Standing Committees

5.1 Assessment Committee (AC)
The Assessment Committee provides a forum to discuss and share assessment strategies, make resources available for continued learning about assessment, and maintain and promote the College’s Learning Outcomes. The AC is faculty led (full and part-time faculty) but also includes administrative and staff members from many college departments.

All assessment documents and forms needed by faculty are located on the AC SharePoint site and webpage.

5.2 Academic Quality Improvement Program (AQIP)
AQIP is HCC’s path to maintaining its accreditation. AQIP stands for the Academic Quality Improvement Program, which is an alternative accreditation process developed by the Higher Learning Commission of the North Central Association of Colleges and Schools. It consists of a continuous process of examining institutional practices and working together to identify needed improvements. A minimum of three Action Projects are always active, with at least one focusing on the core function of the college: Helping Students Learn.

I. Purpose: To promote a collaborative campus environment and processes conducive to fostering continuous improvement and completing the requirements of an AQIP Institution

II. Functions and Goals
   a. Select, Manage and Review AQIP Action Projects
   b. Coordinate AQIP Systems Portfolio Preparation Process
   c. Maintain and Submit AQIP Systems Portfolio
   d. Review and Disseminate Systems Appraisal
   e. Organize Campus Conversation Days
   f. Maintain AQIP Website
   g. Foster Communication about AQIP with the College community

Further information on forms and process can be found on the AQuIP SharePoint site.

5.3 Curriculum and Academic Standards (CAS)
The Curriculum and Academic Standards committee discusses and analyzes academic matters related to student learning and approves courses, programs, and academic policies and standards that affect the college community. The committee also provides a forum to discuss new academic initiatives within the college.

Members of the committee represent the college’s instructional community and are selected from their divisions. Because discussions focus on academic issues that affect the whole college, all interested faculty, staff, and students are welcome to attend.

In short, the committee shall review, evaluate, and make recommendations concerning curriculum, courses, programs, and academic policies and standards.

The following are matters on which the committee will approve through a vote, and the recommendations will be sent to the Vice President of Learning and Student Success, who may take the committee’s recommendations to the Cabinet, and, as needed, to the Board
of Trustees for final approval.

1. any policy or procedural change which, in the judgment of the committee or the Vice President of Learning and Student Success, has significant impact on the college’s resources, values, or mission

2. new college certificate and degree programs

3. changes to academic procedures or policies

Further information on forms and process can be found on the CAS SharePoint site.

5.4 Developmental Education Coordination Team (DECT)
The Developmental Education Coordination Team (DECT) is a group of faculty and staff from across the College with a vision to share expertise and engage in collaboration that will result in effective advocacy for students enrolled in development education coursework at Heartland Community College.

The Mission of DECT is to:
· Lead campus initiatives to support the success of students
· Promote appropriate, data-informed interventions/best practices
· Review and develops college policy to promote the success of students
· Serve as a bridge between instructional areas and key services to provide a comprehensive network of support for students

Further information on DECT agendas, projects and reports can be found on the SharePoint site.

5.5 Faculty Promotion and Evaluation Review Team (PERT)
The Faculty Promotion and Evaluation Review Team (PERT) is a full standing committee consisting of faculty and instructional administrators. The purpose of PERT is to facilitate the annual faculty evaluation and promotion process and to ensure the integrity of that process.

Functions of PERT

a. To regularly review the faculty evaluation process and instruments, including but not limited to review of:
   i. Annual Evaluation Timelines and Procedures
   ii. Faculty Self-Evaluation Form
   iii. Supervisor Evaluation Form
   iv. Class Observation Forms
   v. Student Course Evaluation Forms
   vi. Assessment Form

b. To regularly review the faculty tenure process and instruments, including but not limited to review of:
   i. Annual Tenure Timelines and Procedures
   ii. Tenure Portfolio Guidelines

c. To regularly review the faculty promotion process and instruments, including but not limited to review of:
   i. Annual Promotion Timelines and Procedures
ii. Promotion Portfolio Guidelines

d. To maintain record of evaluation, tenure, and promotion documents and to ensure that the most recent versions are available to faculty and administrators

e. To disseminate information to tenure and promotion candidates regarding annual timelines and procedures

f. To facilitate information and training sessions on faculty evaluation, tenure, and promotion

g. To coordinate the tenure and promotion annual review process as outlined in the Heartland Faculty Association Collective Bargaining Agreement

Faculty interested in the relevant forms and processes can find the following Evaluation and Promotion documents in the PERT SharePoint site:

- FT Faculty Self Evaluation
- FT Faculty Supervisor Evaluation
- Adjunct Faculty Self Evaluation
- Adjunct Faculty Supervisor Evaluation
- Assessment Form
- Tenure & Promotion Guidelines
- Sample Promotion Portfolios

5.6 Sabbatical Review Team (SRT)

Per the Full-time Faculty Collective Bargaining Agreement, the Sabbatical Leave Committee (or Sabbatical Review Team – SRT) is responsible for reviewing and submitting advisory recommendations to the President for all sabbatical applications. The team reviews applications on an annual cycle and its composition includes one faculty member per each academic division and one instructional administrator. For detailed information regarding sabbatical leaves, please refer to Section 12.9 of the Full-time Faculty Collective Bargaining Agreement.

The SRT also provides overall support and resources for faculty who are considering applying for sabbatical leave. Sabbatical leave resources can be found on the Z drive. This site contains helpful tips, examples of successful proposals, sabbatical leave forms, and more. For access, please visit . . .

Z:\DepartmentalInformation\InstructionalServices\sabbaticalLeave\sabbaticalApplication.pdf

OR . . . Computer> Z Drive> Index> S> Sabbatical Leave (Faculty)

While the paths cited above only work from on-campus, you can also access files remotely on our Z: drive by simply pointing your browser to https://www.heartland.edu/extranet. When prompted for your user name and password, you need to precede your username with ‘hccnet’. Instructions for accessing the Z: drive are also available to all employees within myHeartland on the ‘Files’ tab.
5.7 Student Appeals Committee (SAC)
The Student Appeals Committee is considered appeals by HCC Students as outlined in the HCC College Catalog. These appeals can be of the following types:

- Late Withdrawal
- Late Drop
- Medical Withdrawal
- Grade Change
- Academic Dismissal
- Refund
- Loan Approval (for loan requests above the college’s student loan limit
- Student Discipline

The committee membership includes:

- Director of Student Engagement – Committee Chair
- Controller (or Designee)
- Director of Financial Aid (or Designee)
- Director of Advisement & Career Services (or Designee)
- Academic Administrator (selected by ISC)
- Vice Chair of CAS
- One Representative from Student Success (two year term)
- One Representative from each Academic Division (two year term)

6. Event Responses

6.1 Emergency Procedures: Immediate Action Guide
Each classroom is equipped with an Immediate Action Guide, which will detail the appropriate procedures and contact information for the most likely scenarios Instructors could encounter in the classroom.

Please familiarize yourself with this Guide prior to the first class period.

6.2 Incident Reporting
Accidents/incidents occurring on College-owned or College leased property involving personal injury, criminal activity, fire, intrusion, damage to college property, or theft of college property must be reported and documented.

The accident/incident should be reported immediately upon occurrence or discovery by contacting Security personnel at (309) 268-8300; in the event of an ongoing medical emergency, 911 should be called. Security personnel will facilitate the documentation and processing of details relating to the accident/incident and will forward written reports to the Executive Director of Facilities, the Executive Director of Human Resources, and/or the Director of Administrative Services as appropriate. Follow-up steps to be taken will depend on the nature of the accident/incident.

6.3 Student Misconduct
The following information contains broad guidelines and procedures for addressing moderate to severe student conduct issues in the classroom.
If student misconduct includes a threat to self or others, immediately call 911 as soon as possible; this will also trigger notification of our campus Security team. Keep in mind, however, that safety is the number one concern, so address any immediate threats as needed before contacting Security or calling 911. Security will also contact the Behavior Intervention Team as soon as possible whenever there is a threat of violence.

If there does not appear to be an immediate threat of violence, employees should use the guidelines below to address the conduct concern:

1. Always make a concerted effort to communicate directly with the student in a face-to-face conversation whenever possible.

2. Document all misconduct concerns along with any communications held with the student. Documentation applies to moderate to severe situations that warrant a private communication with the student, not small issues that might happen and be addressed during a class session, tutoring appointment, etc.

   (For example, if a student is using a cell phone inappropriately during class and the instructor asks the student to put away the phone which the student does, that would not warrant documentation. However, if the student continues the behavior either that day or in future class sessions, leading to the instructor needing to talk privately with the student about the inappropriate cell phone use, the instructor should document that conversation and notify his/her supervisor.)

   Documentation should include information such as the date and time, description of the setting or location, any witnesses and a description of the specific behavior or action which occurred. This documentation is kept in a secured area with limited access, but may be referred to by the Discipline Team in the larger context of continued concerns with an individual student. These records are kept within the Student Success Division.

3. If the misconduct continues past this initial conversation, or if it escalates as a result of the conversation, the employee should complete a Heartland Community College Student Misconduct Report and notify his/her supervisor. The form can be found HERE.

4. If the employee concludes that a student’s presence in the classroom or program area is unacceptable, he or she may ask the student to leave. If the student refuses to leave, the instructor can call Campus Security and have the student removed. Please note: if Campus Security becomes involved in a student situation, their incident report is sent to the Dean of Student Success who will then follow-up with the employee and his/her supervisor.

5. While an employee can have a student removed from a class period or program area, s/he cannot summarily drop them from a class roll. Students are entitled to due process which may include requiring that s/he meet with an employee and/or specific administrator in order to gain entry back into a given class or support service.
6. An employee (along with College administrators) may require that the student meet certain conditions in order to remain in a course and/or to have access to College services.

7. When any of the actions described in #3-6 are taken, a meeting with the student and College administrators (with the frontline employee if needed) should occur to address the specific conduct violations, consequences and options for addressing the behavior. If the area administrator is comfortable facilitating that meeting, s/he can do that, or the Dean of Student Success can facilitate. The outcome of such a meeting should be documented and submitted to the Dean of Student Success in addition to being kept in the relevant program area files.

8. If an employee believes a student may benefit from personal counseling, s/he should contact the College’s Director of Student Counseling for a consultation.

9. Disciplinary actions and sanctions are eligible for appeal through the student appeal process as described in the Catalog and Student Handbook:

   Students, faculty and staff are always encouraged to make every attempt to resolve problems/concerns at the point of origin. However, if resolution cannot be achieved in this manner, a formal appeal should be filed. To begin a formal appeal, a letter must be drafted explaining the reason for the appeal, and the student should provide any supporting documentation. The letter should be addressed to the person below who will process the appeal, disseminate it to the correct appeals team, and document the outcome of the appeal. Division Secretary of Student Success, Suite SCB 2300