

**HEARTLAND
COMMUNITY
COLLEGE**

FACULTY HANDBOOK

Table of Contents

1. INTRODUCTION	1
1.1 The Community College Mission	1
1.1.1 Associate in Arts and Associate in Science	1
1.1.2 Associate of Applied Science Degree and Certificates	1
1.1.3 Developmental Courses and Services, Including Adult Education	1
1.1.4 Non-Credit Adult Community and Continuing Education Programs.....	1
1.1.5 Public Service Activities	2
1.1.6 Services to District Employers	2
1.2 Vision, Mission, Value Statements, and College-Wide Priorities and Goals.....	2
1.2.1 Vision	2
1.2.2 Mission	2
1.2.3 Value Statements	2
1.2.4 College-Wide Priorities & Goals	2
1.3 Regional Campuses	3
1.4 Accreditation and Transferability	4
1.4.1 Higher Learning Commission (HLC) and Open Pathway	4
1.4.2 Illinois Community College Board (ICCB).....	4
1.4.3 Illinois Articulation Initiative (IAI).....	4
1.5 Essential Competencies	4
2. FACULTY POLICIES	5
2.1 Academic Freedom	5
2.2 Faculty Contract Links	6
2.3 Leave and Sick Days	6
2.3.1 Substitute Teacher Guidelines and Best Practices	7
2.4 Tenure and Promotion.....	7
2.5 Evaluation Procedures	8
2.5.1 Assessment Forms.....	9
2.6 Professional Development.....	9
2.6.1 Funds	9
2.6.2 Professional Development Programs.....	9
2.6.3 Illinois Consortium for International Studies and Programs (ICISP).....	10

2.7 Learning Management System Certifications.....	10
2.8 Sabbatical Leave.....	10
2.9 Library Materials and ID.....	10
3. CLASSROOM POLICIES AND PROCEDURES.....	11
3.1 Academic Integrity and Plagiarism	11
3.1.1 Process for Handling Academic Dishonesty	11
3.2 Establishing Policies for the Classroom	11
3.3 Procedures for the First Class Meeting.....	12
3.4 Leveraging Canvas in Support of HCC’s Strategic Plan Goals for Student Success	12
3.5 Course Syllabi.....	13
3.5.1 Master Syllabus	14
3.5.2 Student Syllabus	14
3.5.3 Syllabus Revision	14
3.6 Materials: Textbooks and other Course Materials	15
3.6.1 Selection and Ordering Process	15
3.6.2 Course Materials other than Texts.....	15
3.7 Rosters	15
3.7.1 Class Roster	16
3.7.2 Census Day Roster	16
3.7.3 Grade Roster: Midterm	16
3.7.4 Grade Roster: Final.....	18
3.7.5 Progress Checks.....	19
3.8 Grading System and Grade Changes.....	19
3.8.1 Grading System	19
3.8.2 Philosophy of Grades.....	20
3.8.3 Letter Grades.....	20
3.8.4 Student Grade Appeals	21
3.9 Instructor Evaluation by Students	22
3.10 Final Exam Schedule	23
3.11 Classroom Implications of the Family Educational Rights and Privacy Act (FERPA).....	23
3.12 Accessibility.....	23
3.12.1 HCC Accessibility Statement and Policy	23

3.12.2 Procedures	23
3.12.3 Closed Captioning.....	24
3.13 Student Accommodations	24
3.13.1 Student Access and Accommodation Services (SAAS)	24
3.13.2 Confidentiality	25
3.13.3 Reasonable College Level Accommodations.....	25
3.14 Field Trips.....	26
3.14.1 Participation Fees.....	26
3.14.2 Transportation.....	26
3.14.3 Release from Other Classes.....	26
3.14.4 Alternative Assignment for Non-Participants	26
3.15 College-Sponsored Events	26
3.16 Duplication of Printed and Electronic Materials (Copyright Policy)	28
3.17 Administrative Support.....	29
3.18 Recording of Class and/or Lectures	29
3.18.1 Recording Zoom Sessions.....	29
3.18.2 Statement for Syllabi – Zoom Recorded Sessions	30
4. STUDENT SUPPORT	30
4.1 Advisement	30
4.2 Child Development Lab (CDL)	31
4.3 Counseling.....	31
4.4 Accommodations	34
4.4.1 Temporary Accommodations.....	34
4.5 Honor’s Program.....	35
4.6 Library	35
4.7 Recreation Center	36
4.8 Open Computer Lab.....	36
4.9 Testing Center	36
4.10 Tutoring Services.....	36
4.11 Success Connections	37
4.12 Student Alerts	37
4.13 Information Technology	38

4.14 Student Engagement	38
4.15 Project RISE	38
4.16 Food Share Program	39
5. STANDING COMMITTEES	39
5.1 Assessment Committee (AC)	39
5.2 College Quality Improvement Committee (CQIC).....	39
5.3 Curriculum and Academic Standards (CAS)	40
5.4 Developmental Education Coordination Team (DECT).....	40
5.5 Faculty Promotion and Evaluation Review Team (PERT).....	40
5.6 Academic Planning Council (APC)	42
5.7 Sabbatical Review Team (SRT)	42
5.8 Committee for Global Education (CGE)	42
6. EVENT RESPONSES	43
6.1 Emergency Procedures: Immediate Action Guide.....	43
6.2 Incident Reporting	43
6.3 Student Conduct	43
6.4 Behavioral Intervention Team (BIT).....	45

Welcome to Heartland Community College!

As a faculty member, you 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 plan and facilitate. 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 as a reference document 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. The following linked resources may also be useful:

- [Employee Handbook](#)
- [HCC Student Handbook](#)
- [HCC Student Code of Conduct](#)
- [Collective Bargaining Agreements between the HCC Board of Trustees and Full-time Faculty](#)
- [Collective Bargaining Agreements between the HCC Board of Trustees and Adjunct Faculty](#)



Your suggestions regarding this handbook are always welcome. If you have any questions or feedback about the HCC Faculty Handbook, please reach out to the Chair of HCC's Curriculum and Academic Standards committee (CAS).

Go **HAWKS!**

Updated 1998, 2002, 2009, 2013, 2014, 2015, 2018, 2021, 2023

1. INTRODUCTION

1.1 The Community College Mission

Community colleges provide needed programs and services that are available and affordable to the citizens of their districts. 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 the existing educational resources of the community.

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 endeavors:

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

Career and 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. Some coursework within these programs provides 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 Education

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 in areas such as personal enrichment, work readiness, and professional development. At HCC, this category also includes youth programs such as the Youth Enrichment Program (YEP), the Challenger Learning Center, and college prep courses.

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 that 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, customized training, and other special services.

1.2 Vision, Mission, Value Statements, and College-Wide Priorities and Goals

In order to best meet and publicly hold ourselves accountable to the mission of community colleges in general, HCC has created the following Vision, Mission, Value Statements, and College-Wide Priorities and Goals as part of its [Strategic Plan](#). Understanding these is essential to understanding the role of the College within the community and understanding your role within the College.

1.2.1 Vision

Leading our community to lifelong learning and success.

1.2.2 Mission

Heartland provides accessible, equitable, innovative learning opportunities and resources that enrich our community.

1.2.3 Value Statements

We value...

- **Learners**
 - We are learner-centered, focused on creating a personalized path to success for each individual.
- **Community**
 - We are all partners in the success of the organization, boldly embracing current and future opportunities that will empower our students and communities to fully actualize their potential.
- **Equity, Diversity and Inclusion (EDI)**
 - We create a collegial and welcoming culture by taking collective responsibility in the creation, protection, and enhancement of an equitable, diverse, and inclusive campus community.
- **Ethical Practices**
 - We practice ethical decision-making, professionalism, transparency, and responsible stewardship of environmental, financial, and community resources to promote a sustainable future.
- **Continuous Improvements**
 - We cultivate College quality through continuous improvement and professional development.

1.2.4 College-Wide Priorities & Goals

Heartland Community College strives to foster a culture of data-informed continuous improvement to attain its priorities and goals.

- **Promote Student Access and Success**

1. Increase percentage of students progressing toward and completing their educational and career goals.
 2. Increase undergraduate enrollments in areas identified in the College's Strategic Enrollment Management Plan.
 3. Reduce opportunity gaps and achievement gaps among student populations.
 4. Improve student satisfaction.
 5. Increase student achievement of the College's [Essential Competencies](#).
- **Create and Model a Systemic Culture of Equity, Diversity, and Inclusion**
 1. Reduce barriers to access and equity.
 2. Model antiracist practices within and beyond the college community.
 3. Increase the percentage of employees and students participating in EDI oriented professional development, social awareness, and community engagement opportunities.
 - **Ensure Resource Stewardship**
 1. Improve employee satisfaction.
 2. Fulfill institutional need for diverse recruiting, hiring, retention, and advancement.
 3. Maintain or increase the College's financial health.
 4. Maintain or increase value of the College's physical assets.
 - **Serve as a Community Resource**
 1. Meet emerging workforce needs through education and training programs.
 2. Fulfill unmet community demand for personal enrichment and professional learning.
 3. Establish and sustain diverse community partnerships to share resources and build reciprocal support networks.
 - **Model Effective Communication, Collaboration and Transparency**
 1. Intentionally obtain and incorporate employee input.
 2. Improve internal dissemination of information.
 3. Share resources, responsibilities and results to achieve college-wide goals.

This articulation of HCC's vision and goals was approved by the [HCC Board of Trustees](#) in September 2021

1.3 Regional Campuses

Heartland Community College has two Regional Campus locations: Heartland Community College Pontiac to the north and Heartland Community College Lincoln to the south. These campus locations make it convenient for Livingston and Logan County students to take classes close to home. Along with taking classes, students can meet with an academic advisor/success coach, take exams (such as class exams, make-up exams, etc.), and pay tuition.

HCC Pontiac and HCC Lincoln have study areas, computer access, and printers available for all students to use. Support services such as tutoring and counseling can also be arranged for students at HCCP and HCCL. Regional campus staff work closely with librarians at Heartland's main campus to arrange for books and materials to be made available to students in Pontiac and Lincoln.

The staff at the regional campuses look forward to working with faculty to make the HCC learning experience accessible to students in and around Pontiac and Lincoln.

211 East Madison St, Ste #2
Pontiac, IL 61764
815-842-6777
www.heartland.edu/pontiac

2201 Woodlawn Rd.
Lincoln, IL 62656
217-735-1731
www.heartland.edu/lincoln

1.4 Accreditation and Transferability

1.4.1 Higher Learning Commission (HLC) and Open Pathway

The Higher Learning Commission (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 HLC accredits degree-granting post-secondary educational institutions in the North Central region.

More information on the HLC can be found online at the [HLC website](#).

Open Pathway is Heartland's process to maintain accreditation. The Open Pathway is one of several pathways leading to reaffirmation of accreditation with the HLC. It follows a 10-year cycle and is focused on quality assurance and institutional improvement. Development of and communication surrounding Heartland's efforts in accreditation is managed by the College Quality Improvement Committee (CQIC). For more information on the CQIC see [Section 5.2](#) below and the [Open Pathway Overview](#) on HLC's website.

1.4.2 Illinois Community College Board (ICCB)

The Illinois Community College Board (ICCB) approves all curricula offered by Illinois 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 the ICCB [website](#).

1.4.3 Illinois Articulation Initiative (IAI)

The Illinois Articulation Initiative (IAI) is a statewide transfer agreement, which is transferable among more than 100 participating colleges or universities in Illinois. IAI works best for students who know they are going to transfer but remain 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 the IAI [website](#).

1.5 Essential Competencies

At HCC, the Essential Competencies are designed to ensure that students have experiences which help develop their ability to communicate; problem solve; think critically; use technology; respond to local, national, or global challenges; and value the diversity that defines our community and the world.

The Essential Competencies are, therefore, the foundation of learning that 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 and evaluation skills, which the Essential Competencies seek to develop in each student.

HCC faculty members have created 5 student learning outcome statements (Heartland's Essential Competencies) to help measure student learning across all courses. These are learning outcomes covering 5 key areas: Communication, Problem-Solving and Critical Thinking, Diversity, Social Responsibility, and Technology. These are embedded in courses throughout all programs at Heartland. The Assessment Committee (see [Section 5.1](#) below) develops a plan for educating Heartland faculty about these Essential Competencies, insuring they are being assessed in courses and co-curriculums across the College, and collecting and analyzing student performance data on these competencies. Data on student performance of HCC ECs is not collected college-wide using HCC using Canvas, HCC's online Learning Management System (LMS).

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's Assessment Committee has designed the course-embedded learning outcomes. The current five 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.

HCC's Essential Competencies:

- **Communication (C)** - Students communicate effectively.
- **Problem Solving/Critical Thinking (PS/CT)** - Students think critically to solve problems or explore issues.
- **Diversity (D)** - Students appreciate diversity.
- **Technology (T)** - Students appropriately utilize technology.
- **Social Responsibility (SR)** - Students cultivate social responsibility.

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 that 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 ensure 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.

A more detailed treatment of academic freedom is available on the website of the Association of American Colleges and Universities and their Board of Directors' statement [Academic Freedom and Educational Responsibility](#).

2.2 Faculty Contract Links

This handbook is not intended as a replacement, or substitute for the Collective Bargaining Agreement (CBA) between the HCC Board of Trustees and HCC's full-time and adjunct faculty. In the bargaining process, full-time faculty are represented by the Heartland Faculty Association, and adjunct faculty are represented by the Heartland Adjunct Faculty Association. This handbook is meant to complement each contract by providing easy reference to college policies, documents, and materials. As such, any interest in contractual requirements or language should be discussed with the designated leadership team after consulting the appropriate CBA.

Both of these contracts are available online:

- [Collective Bargaining Agreement—Full-time Faculty](#)
- [Collective Bargaining Agreement—Adjunct Faculty](#)

2.3 Leave and 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, if a substitute is deemed necessary. 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 Provost and Vice President of Academic Affairs 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 changes to an individual member's employment contract with the college.

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—the CBAs linked above—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. If the sub is an employee at Heartland.
 - c. If the sub is qualified as per division, department, and ICCB guidelines.
 - d. If the sub will be providing full-service instruction relevant to the course outcomes.
 - i. Please note that exam proctors are not subject to the guidelines as outlined in #1 C and D above.
 - ii. Note also that whenever possible prior approval for substitute coverage should be given by the appropriate Dean or Associate Dean.
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 [Canvas](#)—HCC's online Learning Management System (LMS), 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 individual class meetings with one another.

2.4 Tenure and Promotion

This handbook is not intended as a replacement, or substitute, for each faculty group's Collective Bargaining Agreement (CBA), linked in [Section 2.2](#) above. Rather, this document is meant to complement each contract by offering an overview of HCC's policies and by providing easy reference to important documents and materials. As such, any interest in contractual requirements or language should be discussed with the designated leadership team after consulting the appropriate CBA.

In general terms, both adjunct and full-time faculty are eligible for promotion every few years, with

the exact number of years depending on their current rank. Once faculty members are eligible for promotion, or as they approach eligibility, they complete the designated steps for evaluation. These steps generally center on the creation of a portfolio that is reviewed under the direction of HCC's Promotion and Evaluation Review Team (PERT) (see [Section 5.5](#) below).

Adjunct Faculty

Adjunct faculty are ranked according to a tiering structure that has five levels—Tier 1 (Adjunct Instructor I), Tier 2 (Adjunct Instructor II), Tier 3 (Assistant Adjunct Professor), Tier 4 (Associate Adjunct Professor), and Tier 5 (Distinguished Adjunct Professor). The eligibility requirements and criterion for promotion are outlined in Article VIII of the adjunct CBA.

Full-time Faculty

In accordance with Article IIIB of the Illinois Public Community College Act, full-time faculty hires become eligible for Tenure after three consecutive academic years (HCC academic year = summer, fall, and spring semesters) excluding summer semester. Tenure status will be determined as specified in the CBA. In short, all tenure-eligible faculty members will be reviewed by a Tenure Review Team (TRT) that is comprised of a sufficient number of members so that each tenure portfolio shall be evaluated by at least four readers of whom two are tenured faculty members (who shall be selected by the Heartland Faculty Association) and two are supervising administrators from Academic Affairs who shall be selected by the Provost and Vice President Academic Affairs.

Tenured faculty members are similarly eligible for promotion after three to five years, depending on their current range, as defined by the process in Article XIV of 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 a Promotion Review Team (PRT). This review team consists of a sufficient number of members so that each portfolio shall be evaluated by five readers of whom three are tenured faculty members and two supervising administrators from Academic Affairs who shall be selected by the Associate Vice President for Academic Affairs. In circumstances where three faculty members of appropriate rank are not available, the size of the review team shall be reduced to four members, two of whom shall be faculty and two of whom shall be administrators.

2.5 Evaluation Procedures

As specified in the appropriate CBA, all faculty members will be evaluated on a regular basis. Conditions and expectations differ for full-time versus adjunct faculty.

Adjunct faculty members are observed and formally evaluated over the course of their first two terms of service. Afterward, they receive a full evaluation once every three years. This full evaluation includes a self-evaluation, at least one classroom observation, a summary of student evaluations, supervisor-identified goals and/or a remediation plan if appropriate, and a review of the evidence of assessment of student learning.

For full-time faculty, the appropriate supervising administrator shall perform an annual written evaluation of each faculty member, which shall include a classroom observation, the faculty member's self-review and a review of the student evaluations administered in each course section, and an

overall summary of the faculty member's performance. New faculty members, full and part time, will be evaluated in their first two semesters via an [Early Feedback Form](#) administered to students sometime before the midterm of each semester.

2.5.1 Assessment Forms

All full-time faculty members must complete a formalized [Self-Evaluation](#) each academic year. (Distinguished Professors need only submit a Self-Evaluation once every three years.) Part-time instructors may also be required to complete these forms, as directed by their Supervising Administrator. Evaluation materials can be found online in the HCC's [Employee Portal](#).

As part of the Self-Evaluation process, faculty are required to complete two Assessment Forms, which are available in a [Canvas](#) shell called *Heartland Assessment*. The primary goal of this process is to enhance student learning. Secondary goals include encouraging focused reflection about instructional activities and assessments, intentionally connecting student learning outcomes to instructional activities and assessments, and creating a conversation starter with peers and academic deans about the teaching and learning processes and activities in selected courses.

All full-time faculty, with the exception of Distinguished Professors, must produce two Assessment Forms per academic year. Part-time faculty must produce a review of the evidence of assessment of student learning by their 2nd term of employment and then again if they elect to pursue tier promotion (completion of 6 terms and no less than 3 years).

2.6 Professional Development

2.6.1 Funds

As specified in the appropriate CBA, all faculty groups are allotted a specific amount of funds to be used for their professional development. In general, faculty can use said funds for registration, materials, and attendance at conferences and workshops, travel, membership in professional organizations, books, technology, subscriptions and publications related to their academic discipline, and/or for other professional development as approved by the Provost and Vice President for Academic Affairs or another appropriate designee.

2.6.2 Professional Development Programs

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. Heartland uses [TeachPoint](#) to manage PD offerings. These offerings focus on teaching and learning excellence. Faculty come together to discuss and develop best practices associated with curriculum, instruction, assessment, evaluation, and technology. New ideas about learning as well as designing, developing, delivering, and assessing instruction are shared among those who participate. Some consist of a single session, while others consist of multiple sessions conducted over time. Typically, they are free of charge.

Adjunct faculty members can receive monetary compensation for the time they devote to such professional development, provided they complete and submit the proper goldenrod colored Data Form, which can be obtained from one of your division's administrative assistants.

Other entities on campus provide professional development and training for faculty. For

example, faculty can participate in offerings coordinated and facilitated by Human Resources staff. Common topics addressed by such training are sexual harassment, ethics, diversity and inclusion, wellness, communication and conflict resolution, stress management, and coping with change. Similarly, personnel in the area of Information Technology conduct or assist with technology related trainings (e.g., [SharePoint](#), [Canvas](#)—HCC’s Learning Management System (LMS), Visio, Audience Response Systems (clickers), PeopleSoft, etc.)

2.6.3 Illinois Consortium for International Studies and Programs (ICISP)

The Illinois Consortium for International Studies and Programs (ICISP) offers a variety of professional development opportunities for faculty, staff, and administrators, including conferences, workshops, seminars, and exchange programs. Areas of focus include Asia, Africa, Latin America, and Western Europe.

Additionally, ICISP offers both two-week exchanges and longer Faculty Liaison opportunities. The two-week exchange locations have included China, the Netherlands, Finland and Switzerland, while the semester length Liaison opportunities include Austria, Costa Rica, England, France, Ireland, and Spain.

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 vary, faculty can expect that the college will pay their regular salary (if applicable), 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 HCC’s Program Assistant for ICISP at (309) 268-8681 or visit the [ICISP website](#).

2.7 Learning Management System Certifications

For all course delivery methods—face-to-face, hybrid, online, etc.—HCC uses an online Learning Management System (LMS) called [Canvas](#). HCC requires that all faculty undergo HCC Canvas certification training prior to use. This certification is currently done on three levels: supplemental, hybrid, and online. Supplemental certification is required of all HCC faculty, while the hybrid/online certification is required of those faculty who teach online or hybrid courses. Questions about becoming certified should be referred to the Division Dean or Associate 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 ([Section 2.2](#) above) for the requisite process, or see [Section 5.7](#) below on the Sabbatical Review Team.

2.9 Library Materials and ID

The HCC Library provides an array of services to support instructors and their students' 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. For more information, see [HCC Library's homepage](#) online. 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. A thorough breakdown of HCC's understanding of academic integrity and its violations can also be found in the [Academic Integrity Policy](#). 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.

3.1.1 Process for Handling Academic Dishonesty

Consequences for violation of the [Academic Integrity Policy](#) can vary from individual course sanctions up to expulsion from the College depending on the offense. Faculty are limited to sanctions that involve the course in which they have the student. Basic due-process protections for students are: notification of violation, opportunity to be heard, and the right to appeal. Student appeal procedures are outlined in the HCC [Student Code of Conduct](#) and should be consulted regarding issues of academic integrity. Sanctions that separate a student from the institution can only be administered through the Student Conduct Program.

If faculty encounter students who violate the Academic Integrity Policy, faculty are encouraged to complete the online [Academic Integrity Violation Reporting Form](#). Faculty should report all instances academic dishonesty even if they feel as though the situation has been resolved. A first offense will simply be noted and tracked, but subsequent offenses could result in more severe sanctioning.

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 the Student Syllabus; and 3) follow those policies

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 fully consider 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, contact one of your division's supervising administrators.

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:

- Distribute the course syllabus and review its content with students.
- Discuss the role of the course in the larger context of the College and its mission and values.
- Verify attendance roster.
- Play the Safety Video installed on the desktop of every Instructor station.
- Discuss the emergency plan booklet.
- Discuss any other subject relevant safety requirements.

It is very important to remember that the first day of class sets the tone for the rest of the course. Instructors are encouraged to engage students immediately. Professional development sessions such as the Faculty Academies often address best practices for the first day of class.

3.4 Leveraging Canvas in Support of HCC's Strategic Plan Goals for Student Success

The College seeks to better leverage its online Learning Management System ([Canvas](#)) to address several key objectives:

- Heartland student leadership has requested that course grade reporting during the term be more standardized, timely, and transparent.
- Staff supporting student persistence and success desire greater access to student grades and progress.
- Faculty desire more efficient processes for reporting data.
- The College must collect and analyze data on its learning outcomes (Essential Competencies, see [Section 1.5](#) above).

To ensure students and support staff are able to track progress within all courses during each academic term, faculty must maintain up-to-date gradebooks on [Canvas](#) so that support staff can conduct progress checks from attendance and assessment information in gradebooks for all at-risk students and tailor appropriate supports.

Policy Statement

Heartland Community College adheres to all state and federal student attendance and grade reporting requirements.

Standard

Faculty will maintain up-to-date grades and attendance on [Canvas](#) to ensure:

- Students have an accurate and timely accounting of their progress in the course
- Authorized College staff, such those in support services, can conduct progress checks from data in the LMS to tailor appropriate supports.
- Data related to Essential Competencies can be better gathered and documented.

Procedures

1. All grades that are included in mid-term and final grade calculations should be included in the LMS gradebook.
2. For courses with in-person components (i.e., fully face-to-face or hybrid), faculty must enter attendance data into the LMS to be used for reporting (Census Day, progress checks, etc.). For courses with online components (i.e., online, online synchronous), an assignment will need to exist, and student submissions can be used to represent attendance.
3. Faculty must identify Essential Competency rubric(s) for each EC on the master course syllabus and align at least one course assessment to each EC in the LMS. Specifics of EC assessment entered in the LMS will be determined at the department/program level.

Guidelines and Best Practices

Below is a list of actions the Academic Planning Council (see [Section 5.6](#) below) recommends faculty adopt to help students be successful.

1. Conduct a formative assessment prior to Census Day to help students make an early determination of the expectations of the course and how well they will do. Examples include:
 1. Completion of an introductory unit or module;
 2. Assessment of a quiz, test, or other academic assignment;
 3. Assessment of an online class discussion;
 4. Submission of an email or other form of communication demonstrating student-initiated contact with the faculty member to ask a question about an academic subject studied in the course.
2. Faculty should establish clear expectations for turnaround time on different types of assignments so that students know when to expect to see a grade in the gradebook.
3. Provide updated grades and feedback (more than just a midterm and final grade) to provide information to students as to standing in course as well as to provide data for supports.
4. Assessment(s) used to collect Essential Competency data can vary in number, type (formative, summative) and modality (quiz, presentation, writing assignment, test, etc.) but the assignment(s) should be created, aligned, and graded using the LMS.
 - Assessment Committee provides ongoing support for training to faculty and co-curricular areas of the College.
 - Assessment Committee reviews EC data to provide reports to the College and external stakeholders as needed.
 - Course outcome data (if aligned) can be viewed by faculty in the gradebook and can be used as part of yearly reflection process.
 - Program outcome data (if aligned) can be gathered and reviewed by Deans/Associate Deans and faculty as part of Program Review process.

3.5 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. On the Curriculum and Academic Standards committee (CAS) SharePoint site you will find a chart detailing [Syllabus Requirements](#). New instructors should study this document carefully as it details information that must appear in your course syllabus.

3.5.1 Master Syllabus

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

As the purpose of the Master Syllabus is articulation of the general components of a course, it will only contain the basic requirements: course outcomes, range of assessment methods, methods of evaluation, etc. More specific information such as instructor contact, course policies, etc. will only appear on the Student Syllabus.

3.5.2 Student Syllabus

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

Please note that Heartland does not have a universal attendance policy. Therefore, each instructor's attendance policy should be spelled out clearly and concisely in the Student Syllabus. Also, please note that, although Heartland has no universal attendance policy, all faculty are expected to keep attendance records on [Canvas](#), the College's online Learning Management System, (see [Section 3.4](#) above.)

As the Student Syllabus is the document that is distributed to students, it could be considered in terms of a contract between the instructor and students 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 as well as update the Student Syllabus on record. Instructors should provide a copy of the student syllabus to each student or make the Student Syllabus available to students online during the first week of class. Instructors must also 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.

3.5.3 Syllabus Revision

Should a faculty member be asked to either revise a course, create a course, or find something in a Master 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 and Academic Standards committee (CAS) (see [Section 5.3](#) below), and Assessment Committee (AC) (see [Section 5.1](#) below).

In brief, the intent behind the two committees is to ensure that all alterations to Heartland's curriculum are coordinated through one process. This method allows for timely and accurate communication and transmission of materials to the college's governing bodies—ICCB and IAI.

If faculty are tasked with revising or creating courses, they should speak with their supervisor and contact the division's CAS and AC representatives to assist them in the process. A description of the process is online at the CAS [SharePoint site](#).

3.6 Materials: Textbooks and other Course Materials

3.6.1 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. 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.

Any instructors who need copies of texts should see their department administrator to make arrangements to borrow or otherwise secure materials needed for the course.

3.6.2 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 via HCC's online schedule. The HCC Bookstore may carry these items. If not, methods of obtaining the items should be identified in the Student 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.

3.7 Rosters

The College maintains class, census, and grade rosters. Class rosters are a record of students enrolled in the course, census rosters are used to identify students who are not attending at the start of the

course and grade rosters are used to record midterm and final grades.

3.7.1 Class Roster

Class rosters are available online through the [Faculty Work Center](#), which is accessed via employee.heartland.edu. Faculty should check the class roster regularly to verify enrollment and ensure all students attending are listed and therefore eligible to receive a grade and credit for the course. Students whose names are not on the class roster should be referred to the Advising Office immediately.

3.7.2 Census Day Roster

Before the deadline, faculty members must submit the Census Day Roster to ensure Financial Aid regulations are followed. Faculty are required to report students who are not attending or actively pursuing a course during the census/refund period by submitting the census day roster. The census date varies depending on the length of the course. For 16-week courses, the census date is two weeks after the start of the course, for 8-week courses it is one week, and so on. Students identified as not attending will be dropped from the course (i.e. course removed from the students' transcript) and not charged tuition and fees resulting in an accurate roster of students pursuing the course. [Text /screenshots](#) and [video](#) instructions regarding census day rosters are available.

Faculty can also withdraw students who stop attending after the census date by submitting the [Faculty Online Form](#) or identifying them as not attending on the midterm grade roster. When a withdrawal occurs after the census/refund date and before the designated withdrawal deadline date, a Withdrawal (W) grade appears on the students' transcript.

Faculty should communicate with students on or before the first day of class. It is also expected that faculty will conduct a formative assessment prior to the census day to help students make an early determination of the expectations of the course. Faculty should submit a Student Alert through HCC [Navigate](#) for students who have not shown up or have not logged in by:

- End of the first week of a 16-week course
- Mid-week of the first week of 8-week and 12-week courses
- First day of a 4- or 6-week course

These students will be contacted by a success coach to make sure they are aware of ramifications of not attending.

Follow this [LINK](#) for additional information regarding the census roster process and procedures as well as guidelines and best practices.

3.7.3 Grade Roster: Midterm

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. Academic advisors and other support services staff utilize the midterm grades to provide guidance and assistance to students. The midterm grades are available to students through their Student Center. [Text/screenshots](#) and [video](#) instructions regarding midterm rosters are available online.

Faculty will assign a successful or non-successful grade at midterm as outlined below.

Successful Midterm Grades (A, B, C, D, P)

A successful grade at midterm indicates the student is considered passing and actively pursuing completion of the course.

Un-Successful Midterm Grades (F, NC, NP)

An unsuccessful midterm grade indicates the student is not passing the course based on the faculty member's attendance/participation policies outlined in the student syllabus. For all F, NC and NP grades assigned, faculty will indicate whether the student is pursuing completion of the course (attending but failing) or is not attending/pursuing completion of the course. For those not attending/pursuing, a date of last attendance is required. Students who have stopped attending before Census Day should be reported as not attending on the Census roster. Students identified with a last date of attendance will have a Withdrawal (W) grade recorded on their transcript.

HCC Faculty Withdrawal Policy

Due to the distribution of Financial Aid to students, and apportionment of state funds to the college, the Illinois Community College Board (ICCB) requires that all schools report student attendance at the census (refund), and midterm dates for each course. According to ICCB, "A student is considered 'in attendance' in a course" only "if the student is currently enrolled in and actively pursuing completion of the course."

Heartland Community College's policies regarding attendance and withdrawal are meant to encourage academic success. Students are therefore responsible to their instructors in matters regarding attendance as it is expected that students regularly attend class and complete course work in order to "actively pursue completion of the course."

As such, instructors are required to certify attendance rosters at census day and midterm. Instructors will withdraw students who are no longer actively pursuing course completion as defined in their student syllabus. Faculty should provide their census/refund policy and midterm policy in the student syllabus on or before the first day of class.

Census/Refund Withdrawals

The census date varies depending on the length of the course. It is noted on the academic calendar as the "full refund" date for each session. For 16-week courses, the census date is two weeks after the start of the course, for 8-week courses it is one week, and so on.

Students withdrawn at census date will receive a full refund and will have the course removed from their transcript. It is expected that faculty will conduct a formative assessment prior to the census day to help students make an early determination of the expectations of the course.

Follow this [LINK](#) for additional information regarding the census roster process and procedures, as well as guidelines and best practices.

Midterm Withdrawals

The midterm date varies depending on the length of the course. It is noted on the academic calendar as "Midterm" for each session. Students withdrawn at midterm date will receive a "W" for the course on their transcript and

will be required to pay full tuition and fees.

Classifying absences as excused or unexcused is up to the discretion of the faculty member. If a student is dealing with a medical situation, family emergency, or other unavoidable circumstance, these absences may be considered excused, especially if a student is able to continue actively pursuing completion of the course despite their absences.

While instructors have the flexibility to use their own criteria for a midterm withdrawal policy, the college suggests the following guidelines for withdrawal at Midterm:

	16-week Course	12-week Course	8-week & 4-week Course	Hybrid Course	Hybrid & Online Courses
Has completed less than 60% of assignments/activities	•	•	•	•	•
Has unexcused absences totaling more than 30% of the course contact hours ¹	(7 hours)	(7hrs)	(7hrs)	(4hrs)	Has not signed into the course for more than the equivalent of 1/4 the number of weeks in semester by midterm
Has consecutive unexcused absences totaling more than the equivalent of 1/4 the number of weeks in semester at midterm	(2 weeks)	(1.5 wks)	(1 wk)	(2 days)	

Reinstatement after withdrawal

It is at the faculty member's discretion whether to readmit a student after a census date or midterm withdrawal.

Should an instructor decide to re-enroll a student, they must complete the Instructor Re-Instatement form and submit it to their supervisor.

PLEASE NOTE: Withdrawal policies are a required feature of all HCC Student Syllabi, i.e. Census Day and Midterm Withdrawal Policies must be stated in each HCC instructor's syllabus. For sample policy statements that could be used as-is or adapted see [HCC Faculty Withdrawal Policy](#).

3.7.4 Grade Roster: Final

A final grade must be entered for each student via the [Faculty Work Center](#) by the deadline identified by the Records Office. [Text/screenshots](#) and [video](#) instructions regarding final grade rosters are available online. Assistance is also available from the Records Office, division administrative assistants and IT department.

Faculty should assign the F, NC and NP grades to students who attended/pursued completion of the course but failed. Similar to the midterm roster, these grades should also be assigned to students who stopped attending/actively pursuing the course after midterm and a date of last attendance must be included. Unlike the midterm roster however, students will not be

withdrawn from the course and the failing grade will be documented on the students' transcript.

It is critical that instructors enter grades accurately and by the designated due date. Faculty are encouraged to reference the academic calendar for roster due dates available on the [Employee Portal](#). Incorrect or late grades will affect grade processing and may hinder students' opportunities to transfer, achieve degree completion and/or achieve academic distinction. Faculty can view previously submitted midterm and final grade rosters in the [Faculty Work Center](#) using the Past Grade Roster tab. If grades need to be changed, faculty should submit the online faculty form to the Records Office as soon as possible. [Text/screenshots](#) and [video](#) instructions are available regarding the online faculty form.

The Family Educational Rights and Privacy Act (FERPA) prohibits sharing grades with anyone other than the student without the students' written consent. Students inquiring about their grades can be directed to their Student Center. Students wishing to provide others with protected information outlined under FERPA, must submit a Release of Information form with the Records Office. The form and additional information regarding FERPA can be found on the [FERPA page of Heartland's website](#). Please email the Records Office at records@heartland.edu or call 309.268.8071 with any questions.

3.7.5 Progress Checks

Throughout the semester, faculty may be asked to submit progress checks on special populations of students such as international, athletes, Project Rise, etc. The purpose of the Progress Checks is to identify barriers to an at-risk student's success and implement preventative measures through faculty identification of student needed support. Progress checks are conducted through Heartland Navigate. Faculty will receive an email from Heartland Navigate which will include instructions on how to identify the needs of their special population of students. Various Care Teams will be alerted of these barriers and will work with faculty to resolve the various cases.

3.8 Grading System and Grade Changes

3.8.1 Grading System

The grading guidelines established in the syllabus for a course can be thought of as a kind of contract between the instructor and the students regarding what students need to do to earn certain grades. Instructors are encouraged to make grading policies and schema 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 "cut-off" 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 A's; 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 Student Syllabus should clearly communicate both the number and nature of graded assignments as well as the grading

methods to be used.

3.8.2 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.

3.8.3 Letter Grades

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.

CR (n/a) This grade reflects the completion of the minimum requirements to earn a passing grade defined as a C or better in a college level course. Performance at this level signifies the student is prepared to continue with more advanced study of the subject. Students must request the Credit/No Credit grading option at the time of registration. A notation on the grade roster will indicate the student has selected this grading option. For student athletes, a grade of CR is calculated as a 2.0.

NC (n/a) This grade reflects a lack of completion of the minimum requirements and represents a D or F grade in a college level course. The student is not yet ready to proceed with more advanced study of the subject and must repeat the course successfully to receive credit. Students must request the Credit/No Credit grading option at the time of registration. A notation on the grade roster will indicate the student has selected this grading option. For student athletes, a grade of NP is calculated as a 0.0.

P (n/a) This grade represents the completion of the minimum requirements to earn a passing grade in a developmental education course. Performance at this level signifies the student is prepared to continue with more advanced study of the subject. For student athletes, a grade of P is calculated as a 2.0.

NP (n/a) This grade reflects a lack of completion of the minimum requirements for a passing grade in a developmental education course. The student is not yet ready to proceed with more advanced study of the subject and must repeat the course successfully to move to the next level. For student athletes, a grade of NP is calculated as a 0.0.

AUD (n/a) This grade is assigned to any student auditing a course. No credit is granted to a student who audits a course. Students must request the audit grade option at the time of registration. A notation on the grade roster will indicate the student has selected this grading option.

I (n/a) A grade of Incomplete can be assigned to a student who is unable to complete all course requirements by the end of the semester but was passing the course by the withdrawal date, can reasonably be expected to pass the course and experienced extenuating circumstances (medical emergency, family crisis or call to active duty). Instructors must submit to the Records Office an Incomplete Grade Contract developed along with the student outlining the coursework to be completed and a final due date. Once the coursework is completed, the instructor will need to submit a grade change form to update the student's final grade. If the work is not completed or a grade change form is not submitted, the "I" grade will convert to an "F" grade at the end of the next full (16 week) semester. Online you will find the [incomplete grade contract and grade change form](#).

W (n/a) This grade cannot be assigned on the grade roster by an instructor, however an instructor can request a student be withdrawn from a course before the final withdrawal date by submitting the online Records Office form which can be found at this [LINK](#).

Grade Changes

There will be times when faculty must change a grade. A link to the Records Office online form for grade changes can be found at this [LINK](#). No grade changes will be completed by telephone or email.

3.8.4 Student Grade Appeals

Students can use the Student Appeals process when they question a decision that has been made. Students can appeal course-related matters or other non-course issues. Students should seek issue resolution immediately. Students must appeal within 30 business days from the end of the semester in which the issue occurs. The appeal must be finalized by the end of the next semester.

Specific Steps for Course-Related Issues

As issues arise, students must seek resolution from faculty and staff.

- Step 1: When a student has a course-related issue, he/she should immediately email or meet with the faculty member. The student should explain the issue and state what he/she wants the College to do. The faculty member will provide a dated decision in writing.
- Step 2: If the student is still unsatisfied with the decision from Step 1 above, the student can appeal to the Instructional Associate Dean/Dean. The student should in writing explain the issue and state what he/she wants the College to do. The Associate Dean/Dean will provide a dated decision in writing.
- Step 3: If the student is still unsatisfied with the decision from Step 2 above, the student can initiate a final appeal to the Provost and Vice President of Academic Affairs. The final appeal must be made within 10 business days of the dated Associate Dean/Dean's response. A final appeal includes a written document explaining the reason for the appeal and the proposed resolution. Each appeal must provide supporting documentation. Appeals may be emailed to: appeals@heartland.edu. The Provost and Vice President of Academic Affairs will provide a dated and written response to the final appeal. The College will send communication to the student's official my.heartland email, and the College will scan the communication into the student record.

For information regarding the appeal process for non-course issues, click [HERE](#).

3.9 Instructor Evaluation by Students

The procedures for student evaluations varies depending on the method of delivery—face-to-face, online, etc. For 16-week courses, between the eighth and twelfth week of a semester (four, six, eight, and twelve-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 online 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 administer course evaluations before the final exam. Specific instructions for how the questionnaire must be administered and where to submit the evaluations after completion are found in each evaluation packet.

Online Courses

Students enrolled in an online course will be notified via their HCC email that the Instructor Evaluation questionnaire is available for completion. Students will be asked to click on a link that will take them to the site where the survey can be completed. Students will be prompted to enter a passcode provided in the email. This code is not used for identifying students; rather, it is a mechanism for ensuring that each student is allowed to complete the survey for that course only one time. If a student needs a new password or is having trouble completing the online evaluation, please contact the Academic Affairs office.

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 for tenure and promotion.

Please direct all questions about Instructor Evaluations to the Academic Affairs Office.

3.10 Final Exam Schedule

The final exam schedule for all courses is available via the [Faculty Work Center](#). All classes are required to meet during the time assigned on the Final Exam Schedule, or to use final exam time in some other productive way. During Final Exam week, 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.

3.11 Classroom Implications of the Family Educational Rights and Privacy Act (FERPA)

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 Student Support Services to review their midterm or final grades. More information on student privacy issues can be found online on the U.S. Department of Education's [FERPA webpage](#).

3.12 Accessibility

3.12.1 HCC Accessibility Statement and Policy

Accessibility Statement

Heartland is committed to ensuring accessibility to improve the user experience for all individuals. The Heartland Community College Accessibility Timeline Committee is working to create a multi-year timeline to address the accessibility needs of the campus.

Accessibility Policy

Heartland Community College (HCC) provides accessible environments for students, employees, and visitors.

Standards

In accordance with the Americans with Disabilities Act of 1990, Section 504 and 508 of the Rehabilitation Act of 1973, and WCAG 2.0 Level AA standards, the College will ensure that students, employees and visitors will have equal access to resources, programs, facilities, and services.

Definitions

- To be "Accessible" means an individual with a disability can acquire the same information, participate in the same interactions, and enjoy the same services as an individual without a disability with equivalent ease.
- An "Accommodation" provides individuals with qualified disabilities modifications or adjustments to gain equal access.

3.12.2 Procedures

Campus Accessibility

- *Web Accessibility*—HCC is committed to establishing accessibility of web content for students, employees and visitors, ensuring all content conforms to WCAG 2.0 Level AA standards or any updated guidelines. The WCAG standards apply to all web content development, web maintenance, and content offered by third party vendors. Such standards allow all users to acquire the same information, access to campus content and participate in the same services with equal ease regardless of disability status. Where conformance with WCAG standards is not technically feasible, Site Owners/Editors will make the content available in an alternative format to individuals by request.
- *Digital Accessibility*—In addition to all content conforming to Section 508, WCAG 2.0 Level AA standards or any updated guidelines, HCC is committed to establishing accessible digital content for students, employees, and visitors. This includes instructional materials, campus documents, and any digital content that the college may provide to students, employees, and visitors. When accessibility cannot be met the institution will make the content available in an alternative format to individuals upon request.

Curriculum Implications

Instructors striving to be in accordance with HCC’s Accessibility Policy should work towards making all web and digital content accessible. This includes instructional materials, course documents, course videos, and any additional digital content provided to the student. Any questions regarding accessibility within a course content contact Kori Folkerts, Associate Director, Student Access and Accommodation Services, at kori.folkerts@heartland.edu or 309-268-8251.

3.12.3 Closed Captioning

In accordance with WCAG 2.0 Level AA all videos must be closed captioned regardless of accommodation needs. Instructors are required to provide closed captioning on all recorded lectures, and any other video content utilized through their course materials. Instructors can close caption their videos through the studio feature within canvas. Any additional questions regarding captioning please contact Anna Catterson at anna.catterson@heartland.edu or Kori Folkerts at kori.folkerts@heartland.edu.

3.13 Student Accommodations

3.13.1 Student Access and Accommodation Services (SAAS)

Student Access and Accommodation Services (SAAS) provides reasonable college level accommodations to students with documented disabilities/diagnosis to assist in removing barriers to learning and testing. While students are provided accommodations to level the playing field, accommodations should not reduce student learning or performance expectations.

Students who need reasonable college level accommodations in order to be successful in their courses should request accommodations through the SAAS office. A student will submit a [Request for Accommodations Form](#) and supporting documentation to begin the process. All diagnosis and documentation submitted to the SAAS office will remain confidential. The SAAS office will work to review student documentation and student request to identify which requested accommodation will be approved. Following approval of accommodation an Accommodation Notification will be sent to the student and course instructor.

Students should communicate their accommodation needs to their instructors following the Accommodation Notification being sent out. Instructors should allow the student to approach them regarding their accommodation needs unless otherwise indicated on the Accommodation Notification.

3.13.2 Confidentiality

Students receiving accommodations have the right to confidentiality. Instructors should be mindful the student when engaging in conversation regarding accommodations. Instructors should consider the following when speaking to a student receiving accommodations:

- Are there other students around who could be listening to the conversation discussing accommodations?
- How does the student receiving accommodations feel about others in the class knowing about their accommodation needs?
- Are you being sensitive to the student and mindful of the confidentiality requests/needs?

3.13.3 Reasonable College Level Accommodations

SAAS approves reasonable college level accommodations. Such accommodations include but are not limited to extended time on tests/quizzes (both time and a half and double time), separate testing area, reader for tests, note taker, large print, braille, assistive technology, sign language interpreter and others. For examples of reasonable college level accommodations please visit the [SAAS website](#).

Testing Accommodations

Student who chose to utilize their testing accommodations can take their exams in the testing center or in one of the private testing rooms in the SAAS office. Students should inform instructors of their desired testing locations prior to the exam. Students testing in the testing center or the SAAS office instructors will need to submit an [Electronic Request for Testing Form](#). Instructors should be as specific and clear in all directions provided in the Electronic Request for Testing Form. All tests taken in the SAAS office will be returned to the testing center for faculty pick up. For questions regarding test submission or pick up please contact the Testing Center at 309-268-8077.

Classroom Accommodations

Student who chose to utilize their classroom accommodations should discuss them with the instructor as soon as possible. Instructors should then work with the student to implement the accommodations within the classroom. Any questions regarding classroom accommodations please contact SAAS at 309-268-8259. Any physical accommodations needed to be implemented within the classroom space will be arranged by SAAS and/or facilities. Instructors who have questions or concerns about physical classroom accommodations or needs please contact SAAS at 309-268-8259.

Accommodations at Lincoln and Pontiac

Students utilizing accommodations at Lincoln and Pontiac will make their accommodation arrangements at each of those locations. SAAS works to remove barriers and will work with both the student and the campus to streamline accommodation needs and supports.

3.14 Field Trips

For off-campus field trips, faculty should submit a [Field Trip Notification](#) form (including time, date, destination, and a brief description of the activity) and obtain from each student a signed [Participant Release Agreement](#) to receive written approval from their department administrator prior to taking students on a field trip. Forms are also available from academic departments and on HCC's [Employee Portal](#). In order to maximize the educational benefit of field trips, they should be:

1. Planned well in advance.
2. Scheduled sufficiently in advance to ensure 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).

3.14.1 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.

3.14.2 Transportation

College-coordinated transportation through professional carriers may be used for field trips. College vehicles driven by authorized Heartland Community College employees may also be used." 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.

3.14.3 Release from Other Classes

When an academic field trip requires students to be absent from other classes, the instructor should draft 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 accommodations beyond the policies on attendance outlined in their syllabi for students absent from their classes because of an activity in another class.

3.14.4 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.

3.15 College-Sponsored Events

This policy reflects the rights and responsibilities of impacted parties when participation in College-sponsored events conflicts with classroom attendance to ensure that students participating in College-sponsored events have the opportunity to be evaluated on course material and are not penalized for their absence from the classroom.

The heart of learning and academic success takes place in the classroom, and as such, classroom attendance and participation are vital to student success. Therefore, every student at Heartland Community College (HCC) must make classroom attendance a priority. HCC is also committed to promoting and supporting co-curricular engagement and success by its students, in large part because

co-curricular success can work to strengthen classroom and academic success.

Because there are times when college-sanctioned participation in co-curricular events may conflict with classroom attendance, HCC has established the following policies outlined below.

Student Participants will:

1. Remain mindful that they are representatives of HCC and thus, academics is their primary responsibility. As such, students will remain diligent in their focus on success in the classroom which enables their participation as HCC representatives outside the classroom.
2. Inform instructors at the beginning of the semester of their affiliation with a student organization and of scheduled absences through a formal letter from the organization they will be representing.
3. Inform instructors of specific classroom absences two weeks in advance, or if that is not possible, as soon as the absence is known.
4. Submit all assignments on time. Students, particularly those in asynchronous online courses, must realize that absence is not an excuse for late work. Students should request from their instructor the opportunity to complete evaluated coursework and exams prior to the College-sanctioned event which will cause their absence and take responsibility to make up any work that has been missed by adhering to the instructor's policies regarding making up missed coursework.
5. In the event of a disagreement regarding the Instructor's policy, the student will discuss it first with the instructor, and if no resolution can be achieved, the student will proceed through the Student Appeals process as outlined in the Student Handbook.

Student Organizations with activities resulting in classroom absence will:

1. Make every reasonable effort to minimize conflicts between activity scheduling and student classroom attendance (e.g., avoid scheduling events on the same days and times) and give primary attention to the fact that excessive absences lead to missed learning opportunities and may result in lower grades.
2. Communicate to students that their first responsibility is that of a student and that they are responsible for the completion of all coursework in their classes. As such, student organization leaders should encourage students to excuse themselves from participation in events if the student or the organization leader feels the student's academic performance is suffering.
3. Provide updated formal documentation of the schedule for the season (including campus departure times) to students as soon as it is available and maintain an updated version on the College's shared drive for access by all instructional staff.
4. Inform student participants of their responsibility to notify instructors regarding impending absences two weeks in advance, or if that is not possible, as soon as the absence is known.
5. Refer the student with a concern to the Division Dean. 6. Refrain from contacting any instructor directly when a disagreement occurs in an attempt to intercede on the student's behalf.

Academic Advisors will:

1. Make every effort to avoid schedule conflicts for student participants during the course selection process.
2. Actively dissuade student-participants from enrolling in classes that present them with

such conflicts.

3. Advise students regarding their participation in co-curricular events based on their academic performance.

Instructors will:

1. Afford student participants who are absent from class due to College-sanctioned events the opportunity to make up and be evaluated on any missed coursework or exams that were assigned a point value.
2. Not penalize student participants who are absent from class due to College-sanctioned events.
3. Provide reasonable accommodations to ensure student participants have an opportunity for classroom evaluations assigned a point value. Examples of reasonable accommodations include:
 - Advanced make-up of an assignment or exam;
 - Attending an alternative class session to participate in a classroom activity;
 - Providing an alternative assessment and evaluation. 11 Examples of unacceptable accommodations include;
 - Requiring that missed evaluations be counted as a low grade to be dropped;
 - Requiring that missed exam points be added to a future exam;
 - Denying the student the opportunity to make up missed points.
4. Notify their supervisor in the rare case when no reasonable accommodation can be made within the classroom (e.g., science lab that cannot be replicated; nursing clinicals required by accrediting bodies, etc.). If the Division Administrator deems no reasonable accommodation can be made, the instructor will notify the student and the Division Administrator will notify the Provost and Vice President of Academic Affairs.

Provost and Vice President of Academic Affairs will:

1. Determine what constitutes a college-sanctioned event, in consultation with the Chair of the College's Curriculum and Academic Standards committee (CAS, see [Section 5.3](#) below).
2. Act as the arbiter when all avenues to resolve conflicts have been exhausted.

Current Activities and Groups that are college-sponsored include:

- HCC Athletes
- Clubs & Organization Officers
- Phi Theta Kappa Officers
- Student Government Association President
- Student Advisory Committee Meetings Student Government Association (SGA) and Heartland Activities Committee (HAC) Officers
- SGA, HAC, and Clubs & Organization Officers
- Student Trustee

This policy was formulated after an extensive review of student attendance policies, including those at Dyersburg State Community College, Illinois Central College, Illinois State University, Illinois Wesleyan University, Lakeland Community College, Moraine Valley Community College, Parkland College, Rock Valley Community College, and Tallahassee Community College.

3.16 Duplication of Printed and Electronic Materials (Copyright Policy)

Copyright restrictions regarding the duplication of printed and electronic materials are posted on the Services & Support section of the Heartland Library's [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.

3.17 Administrative Support

All faculty members are provided basic administrative support. Each division may provide various levels of administrative support based on the specific needs for that division and faculty base. Administrative assistants are generally responsible for assisting faculty with items such as ordering general office supplies, and ordering and providing instructional and course materials (i.e., clay for ceramics). This being said, instructors should be mindful that 1) administrative assistants are primarily intended to assist Deans and Associate Deans in their administrative duties, and 2) Administrative assistant duties are likely to be slightly different from area to area. Special requests must be approved by your immediate supervisor.

3.18 Recording of Class and/or Lectures

All students must obtain written permission from the instructor if they wish either to photograph or to record class lectures, discussions, or other activities. This restriction includes visual materials that accompany the lecture/discussion, such as lecture slides, whiteboard notes/equations, etc. They may not be reproduced, shared in any way (including electronically or posting in any web environment) with those not in the class. Students with disabilities who need to record class lectures, discussions, or other activities must contact Student Access and Accommodation Services to register, request, and be approved for an accommodation, (see [Section 3.13](#) above). Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class. Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the Code of Student Conduct.

A Permission to Record Class Lectures form can be found on HCC's [Employee Portal](#). Again, this form is required before students can record any part of a class session. The form can be revised and modified to fit the instructors' specifications and/or requirements.

3.18.1 Recording Zoom Sessions

Zoom is the video communication application used by Heartland to facilitate communication with students during virtual class sessions and/or Zoom office hours. Instructors may wish to record lectures for multiple sections or terms and share those recordings across sections. This is acceptable as long as recordings do not include students. Faculty recordings of themselves which do not contain any student information or activities are not governed by FERPA and can be shared across classes and sections.

In general, when recording Zoom hybrid sessions, please provide notice to students that you are (1) recording the class and (2) for what purpose. To maintain FERPA Compliance with classroom recording, it is imperative that any class recordings with student activity are shared only with students, instructors and/or tutors who are in the same class as the recording. Class recordings may not be reused across classes or sections. Student class activities can include student names, voices, photo or video, and chat activities. Class recording content cannot be shared outside of the class without FERPA release from all parties. Link to the recorded session(s) should be made available in Canvas only and not through email. Recordings that contain any sensitive information should be deleted at the end of the semester.

The following statement should be added to your course syllabi and in your Canvas course shell where it will be encountered early in the course.

3.18.2 Statement for Syllabi – Zoom Recorded Sessions

Online synchronous class sessions (e.g., via Zoom) may be recorded at the discretion of the instructor for educational purposes. The purpose of this would be to provide access to material for students enrolled in this class who miss the session for some reason, such as an excused absence or an unanticipated problem with internet connectivity. In addition, these recordings can be a resource for all students in the course who would like to review the material of the session.

All recordings will be stored within the Canvas site and will only be available to view by members of this course, in accordance with the Acceptable Use Policy and FERPA. Your instructor will not share recordings of your class activities with anyone other than course participants, which include your fellow students enrolled in this section of the course and/or tutors. Recordings will be deleted at the end of the semester.

4. STUDENT SUPPORT

4.1 Advisement

The goal of Advisement at HCC 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, over Zoom, via phone, and through email to assist students and answer questions.

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

- Student athletes
- Honors students
- International students
- Project RISE students
- Students involved with Student Access and Accommodation Services
- Students transitioning from the Academic English Language Program (AELP) and Adult Education
- Students pursuing a technology-related program

Advisors are here to assist instructors, as well. When you encounter a student who expresses a need for more information on graduation requirements, 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)

HCC's Child Development Lab (CDL) is an inclusive demonstration laboratory school that provides high quality care and education to the children of HCC's students, faculty, and staff, as well as the larger community. The CDL also runs programs that can support HCC students in need of childcare. Instructors at the CDL 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. The CDL is conveniently located on campus and honors a 10% employee discount for all HCC faculty and staff.

All employees are eligible for the CDL and receive priority to enrollment above outside community members. 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. When you become aware of issues with a student, you can refer them to HCC'S Student Counseling Services.

Counseling Services Provides

- **Mental Health Counseling:** We offer short-term Solution Focused Counseling at no cost for each HCC enrolled student. Counseling is given to student by video at <https://Heartland.doxy.me/walkincounseling>, phone at 309-268-8390, or face to face at counseling@heartland.edu. Students may also make an appointment at <https://www.heartland.edu/counseling/appointment.html>.
- **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:** Assessment for the appropriate crisis intervention at Counseling Services. Will follow-up with appropriate faculty or staff as needed.
- **Alcohol and Drug Assessment, Counseling:** Assessment for appropriate level of treatment and referral.

Mental Health Wellness Education/Preventions

The purpose of Health Promotion Services is to provide prevention and education programming through workshops and educational materials such as our online Wellness magazine "Campus Well" (heartland.campuswell.com), fliers, posters, brochures, podcasts, and other links to alcohol and drug abuse prevention, gambling addiction, and suicide prevention information.

Peer Counselor Program

The Peers Empowering and Educating Responsible Students (PEERS) program recruits HCC students who are majoring in the helping fields (i.e. Social Work, Psychology, etc.) Through this program students are given specific training and supervision to provide basic helping assistance to HCC students through one-on-one online and face to face sessions, outreach programs, and workshops.

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 resources and additional counseling information.

The counseling staff is available to employees for workshops, consultation and training relevant to student concerns regarding mental health issues, prevention, and education.

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 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. A PDF version of the referral form is linked [HERE](#). 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 Student Counseling Services not through HCC's college mailbox. 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.
- If your student is taking your class online, respond in the same manner as an on-campus class.
- Student Counseling Services will not contact students without their permission.

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. Call 911 or contact Student Counseling Services immediately.

Whom to Call in an Emergency?

The primary campus resource for responding to mental health emergencies is the Student Counseling Center at (309) 268-8419. 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 to the PATH Crisis Center 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-hours 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 linked [HERE](#).**

Confidentiality

As required by both law 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

We 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, we 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 their preferred area.

4.4 Accommodations

Student Access and Accommodation Services (SAAS) ensure that students with documented disabilities/diagnosis 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. Services provided to student include but are not limited to reasonable college level accommodations, assistive technology, document conversion services, and assistance with self-advocating. Students who wish to discuss academic accommodations should contact SAAS at accommodations@heartland.edu or 309-268-8259 for details.

More Information about SAAS is located in [Section 3.13](#) above.

In alignment with Title IX of the Education Amendments of 1972, it is the policy of Heartland Community College to not discriminate against or exclude any person on the basis of pregnancy or related conditions, and to provide reasonable accommodations to students as appropriate. Reasonable accommodations may include, but are not limited to:

- accommodations requested by the pregnant student to protect the health and safety of the student and/or her pregnancy (such as allowing the student to maintain a safe distance from hazardous substances)
- modifications to the physical environment (such as accessible seating)
- mobility support
- extending deadlines and/or allowing the student to make up tests or assignments missed for pregnancy-related absences
- providing remote learning options

If there is a disagreement regarding accommodations, or if an instance of harassment or discrimination occurs, a student may seek further assistance or file a complaint using the campus complaint process. All complaints will be reviewed, with confidentiality maintained to the extent possible.

4.4.1 Temporary Accommodations

SAAS provides assistance and may act as a liaison between student and faculty when students experience the need for temporary medical accommodations or family need accommodations. Such accommodation can include temporary medical accommodations or pregnant and parenting accommodations. In order to receive temporary accommodations students must self-identify to SAAS and provide **current** documentation regarding a medical condition or family needs. All accommodation requests and documentation will remain confidential within the SAAS office to ensure the students. Every Temporary Accommodations request is reviewed on a case-by-case basis.

For additional information, please contact the Kori Folkerts, Associate Director of Student Access and Accommodation Services at 309-268-8251.

Temporary Medical Accommodations

Students requesting Temporary Medical Accommodations may be eligible for temporary assistance/classroom support deemed reasonable for a limited period of time. Temporary medical conditions include, but are not limited to:

- Undergoing or recovery from surgery,
- Pregnancy or new parenting role,
- Extended hospitalization
- Persistent injury or severe illness

Pregnant and Parenting Accommodations

Heartland Community College does not discriminate against or exclude any person on the basis of pregnancy or related conditions. Reasonable accommodations may be provided to students that are pregnant or have parenting responsibilities. Students who are pregnant or have parenting responsibilities who wish to remain engaged in their coursework while adjusting their academic responsibilities may request accommodations through SAAS through the first six months of a child entering the home. Extensions may be granted where additional needs are necessary. Each case will be reviewed on a case-by-case basis. Reasonable accommodations may include, but are not limited to:

- Accommodations requested by the pregnant student to protect the health and safety of the student and/or her pregnancy (such as allowing the student to maintain a safe distance from hazardous substances.)
- Modifications to the physical environment (such as accessible seating.)
- Extending deadlines and/or allowing the student to make up tests or missed assignments for pregnancy-related absences.
- Providing remote learning options.
- Granting reasonable time and space to pump breast milk in a location that is private, clean, and reasonably accessible. (A restroom facility is not an appropriate location).
- Excusing medically necessary absences.

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 educate 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 are also 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 HCC's Health and Human Services (HHS) and Community Education courses. For schedules and more information, visit the FRC website [HERE](#).

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. Both students and employees will need to log in using their Heartland Student IDs.

4.8 Open Computer Lab

Located in the Library (SCB 1200) the Open Computer Lab provides 75 PC machines, scanning stations, free printing, specialized software, and in-person assistance. Contact the Library with questions (309) 268-8292.

4.9 Testing Center

The Testing Center supports student persistence and completion by administering Heartland's entry-level placement tests, high school equivalency exams, certifications, proficiency exams, community proctoring, and Heartland course testing. Instructor Guidelines for submitting exams to the [Testing Center](#) can be accessed via the link.

The Testing Center 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 Student Access and Accommodation Services. The Testing Center will only administer exams at the request of the instructor via an electronic Request for Testing. A submitted electronic Request for Testing can be securely accessed by Lincoln, Pontiac, and SAAS staff.

To submit an electronic Request for Testing, navigate to the the Testing Center's webpage > Heartland Course Testing > [Faculty Use](#), where you will be able to access this online form as well as additional resources which describe how to submit the electronic Request for Testing. For more information, please email us at testing@heartland.edu or call (309) 268-8077.

4.10 Tutoring Services

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

- Drop-in help for most subjects at two spaces on the Normal campus
- SCB 1300/Library and ICB 2705
- Drop-in help online with regular hours at <https://heartland.zoom.us/j/95789449081>
- One-on-one tutoring by appointment at all campuses
- Live online tutoring as well as email feedback
- On-demand tutoring outside of our normal business hours

With a request from faculty or a department we can also provide the following:

- Tutors who are embedded in classes
- Facilitated study groups
- Collaborative faculty projects or assignments
- Skills tutoring workshops
- Class visits to market our services to your students

Tutoring Services encourages all Heartland students to utilize these services. We strive to accommodate all requests for help – including meeting with students at many different times like evenings and weekends, through many different means like email or phone help, and through different modes including one-on-one appointments and drop-in services. For more information about our services, please view our [website](#), call us at (309) 268-8231, or email us at tutoring@heartland.edu.

4.11 Success Connections

Heartland offers success coaching to all students. Success Coaches help students hone their skills and motivation needed to be effective as a student. Students can meet with a coach to discuss:

- Study skills and improving academic performance
- Finances
- Planning and setting goals
- Time management
- Staying motivated
- Connecting to HCC and community resources
- Other topics impacting success

Students experiencing financial emergencies should be referred to Success Connections to be connected with appropriate resources. Students without adequate technology should be referred to Success Connections. Referring a student can be as easy as submitting a Student Alert or contacting success coaches at successconnections@heartland.edu. If you have a student experiencing housing insecurity or homelessness, please have them contact the campus HOUSE Liaison, Jen Vieley, at jennifer.vieley@heartland.edu or ext. 8055.

4.12 Student Alerts

Faculty are encouraged to submit an alert on any student who is struggling in class, from attendance issues to challenges with test performance. Every alert is addressed by a Success Connections Coach. Submitting an alert can be done from the HCC Navigate homepage linked [HERE](#). Before withdrawing a student from a course, faculty should submit an alert so that

coaches can attempt contact and address student issues as early as possible.

4.13 Information Technology

Heartland strives to remain a technologically forward institution. HCC's IT department supports the technology needs of students, instructors, and the Heartland community generally. Any problems with classroom technology, computer terminal access, cloud services, etc. should be directed to IT. The IT department is located in SCB 2000 and can be reached at (309) 268-8340. They also maintain the IT Helpdesk, which can be reached at (309) 268-8350 or via email at helpdesk@heartland.edu.

4.14 Student Engagement

The Student Engagement program at Heartland is designed to enhance students' college experience through an array of co-curricular programs and services. In alignment with the College's Strategic Plan, Academic Plan, and Strategic Enrollment Management Plan, the program has four primary goals:

1. Provide accessible and inclusive opportunities for student social engagement with each other and with the College.
2. Provide co-curricular programming and opportunities that advance student development of HCC's Essential Competencies (Communication, Problem-Solving/Critical Thinking, Diversity, Ethics/Social Responsibility).
3. Provide programming and opportunities to develop student leadership skills.
4. Provide opportunities for students to engage in shared governance.

Student Engagement hosts an online engagement platform called "[GET INVOLVED](#)." Students as well as the campus community can use Get Involved to see what events are happening on campus, browse our current clubs and organizations, as well as manage their own clubs. Anyone with a Heartland email address can log in and interact with our office.

Clubs and Organizations are one of the primary functions of the Student Engagement Office and all clubs and Organizations need Faculty/Staff advisors. If you are interested in participating as an advisor, please contact the Director, Student Engagement.

Other than clubs and organizations, the Student Engagement Office hosts co-curricular programs and events throughout the course of the year. Some of these programs are critical leadership and civic engagement oriented co-curricular events. Examples of these events include:

- Emerging Leaders: A 9-week leadership exploration and development series
- Alternative Spring Break: A service learning and community engagement trip
- Boxes and Walls: A high impact experience focusing on Equity Diversity and Inclusion

These events usually rely on participation and student recommendations from our faculty. Any questions can be directed to the Student Engagement office on how to get involved with these programs.

4.15 Project RISE

Project RISE is a TRIO grant program funded by the Department of Education. The purpose of the program is to retain, graduate and successfully transfer students who are first-generation, low-income, and/or have a disability. Services include peer mentoring, monthly appointments with staff,

40-50 workshops a semester, cultural trips, college visits, a developmental math lab, SCED courses, socials and more. All services are free to students. Students need to apply either online or at our office in SCB 1000. The program greatly appreciates referrals for students to join.

4.16 Food Share Program

Heartland offers a food share program for students in need of non-perishable groceries. Distribution is available through the Counseling Center (all students) in SCB 2400 suite, Project RISE, and Adult Education offices for their students in SCB 1000 suite. Students may obtain groceries on a weekly basis. Please visit offices to sign-up and for details on the process.

Additionally, there is a community food pantry available to local college students. School Street Food Pantry is located at the corner of School/College inside the church behind Milner Library. Hours are Fridays 4-6 pm. A college ID is required. See their Facebook page for more details. Students are encouraged to use both the college and School Street Food Pantry.

5. STANDING COMMITTEES

HCC's committees provide faculty the opportunity to participate in shared governance in a number of essential areas including curriculum development, accreditation, etc. Please see your division's administration if you are interested in serving on one of HCC's standing committees.

5.1 Assessment Committee (AC)

The Assessment Committee (AC) provides a forum to discuss and share assessment strategies, make resources available for continued learning about assessment, and maintain and promote the College's Essential Competencies. 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 College Quality Improvement Committee (CQIC)

The purpose of the College Quality Improvement Committee (CQIC) is to promote a collaborative campus environment and processes conducive to fostering continuous improvement and completing the requirements of Higher Learning Commission Accreditation.

Functions and Goals

- Select, Manage, and Review CI Portal Projects
- Review and Disseminate Accreditation Feedback (e.g. Compliance Review, Assurance Argument Review, etc.)
- Organize Campus Conversation Days
- Foster Communication about continuous improvement and meeting the HLC Core Criteria with the College community

Further information on forms and process can be found on the [CQIC SharePoint site](#).

5.3 Curriculum and Academic Standards (CAS)

The Curriculum and Academic Standards (CAS) 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. In short, this committee reviews, evaluates, and makes recommendations concerning curriculum, courses, programs, and academic policies and standards. 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.

The recommendations of the committee will be sent to the Provost and Vice President of Academic Affairs, who may take the committee's recommendations to the Cabinet, and, as needed, to the Board of Trustees for final approval. The following are matters that the committee will approve through a vote:

- any academic policy or procedural change which, in the judgment of the committee or the Provost and Vice President of Academic Affairs, has significant impact on the college's resources, values, or mission, particularly those matters that may impact academic standards
- new college certificate and degree programs
- changes to academic procedures or policies
- changes in existing college certificate and degree programs

All items that require a vote from CAS should be routed through department administrators, who will place the item on the CAS agenda. 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.

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 online at the [DECT SharePoint site](#).

5.5 Faculty Promotion and Evaluation Review Team (PERT)

The Faculty Promotion and Evaluation Review Team (PERT) is a full standing, shared governance committee as delineated in the HFA Collective Bargaining Agreement (Sec. 11.3.) PERT consists of full-time and part-time faculty as well as instructional administrators. The purpose of PERT is to facilitate the annual faculty evaluation and promotion process and to ensure the integrity of that process.

The functions of the PERT committee are as follows:

1. To regularly review, revise, and approve the faculty evaluation process and instruments, including but not limited to review of:
 - Annual Evaluation Timelines and Procedures
 - Faculty Self-Evaluation Form
 - Supervisor Evaluation Form
 - Class Observation Forms
 - Student Course Evaluation Forms
 - Assessment Form
2. To regularly review, revise, and approve the full-time faculty tenure process and instruments, including but not limited to review of:
 - Annual Tenure Timelines and Procedures
 - Tenure Portfolio Guidelines
3. To regularly review, revise, and approve the full-time faculty promotion process and instruments, including but not limited to review of:
 - Annual Promotion Timelines and Procedures
 - Promotion Portfolio Guidelines
4. To regularly review, revise, and approve the part-time faculty promotion process and instruments, including but not limited to review of:
 - Annual Promotion Timelines and Procedures
 - Promotion Portfolio Guidelines
5. To maintain a record of evaluation, tenure, and promotion tools and to ensure that the most recent versions are available to full-time and part-time faculty and administrators.
6. To disseminate information to full-time and part-time faculty promotion candidates regarding annual timelines and procedures.
7. To facilitate information and training sessions for full-time and part-time faculty related to the process of tenure and promotion.
8. To coordinate the Tenure process and Full-time faculty promotion annual review process as outlined in the Collective Bargaining Agreement between the Board of Trustees of Heartland Community College District 540 and the Heartland Faculty Association Local 6038, (see [Section 2.2](#) above).

Faculty interested in the relevant forms and processes can find the following Evaluation and Promotion documents on in the [PERT SharePoint site](#) in the Faculty Resource folder. These documents include:

- FT Faculty Self Evaluation
- FT Faculty Supervisor Evaluation
- Adjunct Faculty Self Evaluation
- Adjunct Faculty Supervisor Evaluation

- Assessment Form
- Tenure and Promotion Guidelines
- Sample Promotion Portfolios

5.6 Academic Planning Council (APC)

The purpose of the Academic Planning Council (APC) is to align strategy for the Academic Plan and the Strategic Enrollment Management Plan across academic programs and student support services.

Functions and Goals

- Provide oversight to Academic Plan by monitoring progress and revising strategies as appropriate
- Recommend any appropriate revisions to Academic Plan Priorities and Goals to the Institutional Effectiveness Council
- Review progress on Strategic Enrollment Management Plan and ensure alignment with Academic Plan
- Recommend any appropriate revisions to Strategic Enrollment Plan Goals and Strategies to the Strategic Enrollment Management Steering Committee.
- Promote consistency and coordination:
 - In policies and procedures
 - In delivering high quality and effective programs and services
 - In reducing gaps in services and programs
 - In developing and deploying resources

To learn more about the Academic Planning Council, visit the [APC SharePoint site](#).

5.7 Sabbatical Review Team (SRT)

Per the Full-time Faculty Collective Bargaining Agreement (CBA), 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 for each academic division and one instructional administrator. For detailed information regarding sabbatical leaves, please refer to Section 12.9 of the Full-time Faculty CBA, which is linked in [Section 2.2](#) above.

The SRT also provides overall support and resources for faculty who are considering applying for sabbatical leave. Sabbatical leave resources can be found on HCC's [Employee Portal](#).

5.8 Committee for Global Education (CGE)

The Committee for Global Education (CGE) is a multi-discipline, cross-departmental body of Heartland faculty and staff from the International Programs Office. The CGE's commitment is founded in the recognition of the significant and lasting positive impact that a global perspective can bring to the College and its students.

The CGE was designed as the advisory body to the International Programs Office and tasked with reviewing matters related to international curriculum and programs. The goal of this committee is to provide a coordinating body in order to facilitate connections and dialog across departments and programs in regard to international initiatives and global education.

The CGE's Mission is to:

- Internationalize curriculum.
- Internationalize physical space.
- Promote global awareness and global perspectives among the campus community.
- Facilitate and expand student experiences abroad

Faculty interested in participating on the Committee for Global Education should visit the [CGE website](#) for up-to-date contact information.

6. EVENT RESPONSES

6.1 Emergency Procedures: Immediate Action Guide

Each classroom is equipped with an [Immediate Action Guide](#), which details 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.*

Heartland maintains a voluntary text messaging program. To be notified of emergencies and severe weather situations, text JOIN HCC-ALERTS to 31389. HCC Access is also available for employees to receive information on construction, closed entrances, other hazards that may be on campus. To join HCCAccess, text JOIN HCC-ACCESS to 31389. There are also QR Codes available to sign up on the Public Safety webpage: <https://www.heartland.edu/publicSafety/index.html>. HCC does not charge a fee for this service and will not share your phone number or personal information with any other organization.

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.

Employee injuries should be reported on the Employee Accident/Injury Reporting Form located in the Maxient system at the following link:

https://cm.maxient.com/reportingform.php?HeartlandCC&layout_id=12.

Other incidents or damages should be reported immediately upon occurrence or discovery by contacting the Public Safety Desk at (309) 268-8300; in the event of an ongoing medical emergency, 911 should be called. Public Safety Officers 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, the Director of Risk Management and Public Safety, 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 Conduct

The following information contains broad guidelines and procedures for addressing moderate to severe student conduct issues in the classroom.

If student conduct includes an immediate threat to self or others, 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 conduct 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.)

3. If the conduct continues past this initial conversation, or if it escalates as a result of the conversation, the employee should complete a Heartland Community College Student Conduct Report and notify his/her supervisor. The form can be found [HERE](#). Documentation should be included and contain 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 system with limited access but may be referred to by the Dean of Students in the larger context of continued concerns with an individual student.
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 Students 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. This process is facilitated by the Dean of Students.
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 Students can facilitate. The outcome of such a meeting should be documented and submitted to the Dean of Students 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 [Code of Student Conduct](#).

6.4 Behavioral Intervention Team (BIT)

The BIT was established to help increase the overall safety and security of the College by allowing for the reporting of aberrant or concerning behaviors that do NOT constitute an immediate threat to the safety of anyone or anything. **In Emergencies, you should always call 911 or Public Safety at 309.268.8300.** In non-emergency situations, you may contact the BIT team at 268-SAFE (7233) 24-hours a day or send an email to BIT.Reports@heartland.edu . Please note that the BIT email is only monitored 8:00 a.m. to 4:00 p.m. Monday through Friday. You may also contact the Dean of Students, Student Counseling Center, or the Department of Public Safety. The College BIT is not a disciplinary process nor is it adversarial in nature. The BIT's goal is to identify someone who may be on a pathway to violence or would benefit from additional resources. The BIT is a multi-disciplinary team and can be called regarding, students, employees or anyone who is on the campus.