

**HEARTLAND
COMMUNITY
COLLEGE**

FACULTY HANDBOOK

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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, 2026

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 in General Studies

The Associate in General Studies degree focuses on a prescribed curriculum individually designed by a college-appointed advisor to meet a student's educational objectives that cannot be met by other degrees offered by the college.

1.1.3 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.

1.1.4 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.

1.1.5 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 Kids and Teens@Heartland, and the Challenger Learning Center

1.1.6 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.

1.1.7 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 Additional Locations

Heartland Community College has two Regional Centers: Heartland Community College Pontiac to the north and Heartland Community College Lincoln to the south. These 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. 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 locations look forward to working with faculty to make the HCC learning experience accessible to students in and around Pontiac and 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 institutional accreditors in the United States. The HLC accredits degree-granting post-secondary educational institutions in the United States.

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 C Institutional Effectiveness Committee. For more information on the IEC 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, the Associate in General Studies degree, as well as career and technical education programs such as the Associate in Applied Science degree or 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 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 matters that have no relation to their subject. Additionally, the faculty, as experts in their fields, create 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 exceptions 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 a 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 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 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.
 - d. Instructors can temporarily move to remote learning per the LOA [signed between the college and instructional unions](#).

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.

[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](#)

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.

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).

- Eligibility requirements and criteria for promotion are outlined in Article VIII of the adjunct CBA. Each tier has requirements for time in tier, self-evaluation, reflection on teaching, and evidence of academic and instructional engagement.
- Promotion to a new tier level requires a full supervisor evaluation following the procedures in Article VII of the adjunct CBA.
- Specific details regarding due dates and evaluation materials are listed in the [PERT Checklist](#) and [Timeline](#) for Adjunct Faculty Promotions. [Sample Adjunct Promotion Portfolios](#) are also available through the PERT SharePoint site.

Timeline of Adjunct Promotion Process:

1. To apply for promotion effective the following academic year, adjunct faculty must request a full evaluation by submitting an [Intent to Apply for Promotion](#) to their supervisor by the last working day of August (or by the last working day of January if not employed in the fall).
2. Adjunct faculty then submit an [Adjunct Faculty Self-Evaluation Form](#) and a [Reflection on Teaching and Learning](#) by the last working day in January. In the Self-Evaluation, faculty should provide evidence of significant work in Teaching, Instructional Design, and Academic Engagement. In the Reflection, faculty should discuss their approaches to teaching in areas such as teaching philosophy, instructional design, classroom practices, or academic engagement. Specific guidelines for each tier level are provided in the PERT Checklist above.
3. By the end of the spring term, the adjunct faculty member's supervisor completes a full evaluation procedure with a classroom observation, review of student evaluations, and review of faculty forms, as outlined in Section 2.5 below and detailed by the CBA and PERT. For promotion to Tier 4 or Tier 5, a ranking of Above Satisfactory is required on the last evaluation, and an appeals process is available for those who do not achieve this ranking. If the adjunct completes all their requirements but the supervisor fails to complete the full evaluation in time, then the adjunct faculty member will be promoted.

4. New tier levels are effective in the fall term following approvals at the June Board meeting.

Full-time Faculty

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 of Academic Affairs.

Tenured faculty members are eligible for promotion as defined by the process in Article XIV of the CBA. 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 in their first semester and formally evaluated in their second semester. Afterward, they receive a full evaluation once every three years depending on their teaching schedule and restarting the clock every promotion. 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 Self-evaluation forms

Instructors, Assistant Professors, and Associate Professors must complete a formalized [Self-Evaluation](#) each academic year. Professors I and II complete it every other 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 the [Reflection on Teaching and Learning form](#). This form will encourage the faculty to visit one of the writing samples on which Tenure or further promotion are predicated.

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, 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. Adjunct faculty members are compensated for attending professional development sessions when indicated in the session description.

Other entities on campus provide professional development and training for faculty. c For example, some offerings coordinated and facilitated by Human Resources staff provide training required by law. Common topics addressed by annual training assignments 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.

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 Faculty Liaison opportunities ranging from one- week to three months. 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 their regular salary (if applicable) during semester programs, while accommodations, airfare, and fees will be provided in different ways pursuant to the program requirements.

Finally, ICISP member institutions often share professional development opportunities with other members. Past offerings include IDEAS grants, 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 training is currently done on three levels: supplemental, hybrid, and online. Supplemental training is required of all HCC faculty, while the hybrid/online certification is required of those faculty who teach online or hybrid courses. Questions about Canvas training should be referred to the Division Dean or Associate Dean as appropriate or the Online Learning staff at hcctlc@heartland.edu.

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 12.9](#)) 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 [Code of Student 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 of 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 sent to faculty at the beginning of every term and found on the [Public Safety and Security](#) page in the Employee Portal.
- 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).

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 Navigate 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 in [Simple Syllabus](#), 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 Curriculum and Academic Standards committee (CAS) (see Section 5.3 below).

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

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 faculty 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 for financial aid purposes unless they are free, online textbooks.

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, audience 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 may require discussions with personnel outside of their division. 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 Records and 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 Records Office

The Records Office provides a variety of supports to students and faculty. The Records Office oversees:

- Collection and posting of census and grade rosters
- Incomplete grade process
- Drops and withdrawals through grade rosters or the Faculty Form
- Re-enrolling students through the Faculty Form
- Academic and Faculty Calendar

Many helpful resources, handouts and training guides can be found on Faculty Work Center or the Records Office SharePoint site. Contact the Records Office at 309-268-8071 or Records@heartland.edu

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 Advisement 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](#) 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. All census day drops should occur before census day. 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.

Here is some [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](#) 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.

Unsuccessful 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.

Audit grades (AUD)

Students may register to audit a course for no credit or grade. This is most often done when a student wants to gain an understanding of the content covered but does not need the course as a program requirement. Auditing a course allows the student to participate without the pressure of tests, papers, and other assignments and exempts the student from all course prerequisites and placement testing requirements. A grade of AUD will appear on the transcript as well as the course roster.

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 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 or SAAS can deem them 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](#) 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. Like 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](#) 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.

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.

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.

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.

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. You will find the incomplete grade contract and grade change form online.

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 using the [online Records Office form](#).

Grade Changes

There will be times when faculty must change a grade. They will use the same [online Records office form](#). 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 [Grade Appeal Process](#)

Before initiating a Grade Appeal, students should immediately email or meet with their instructor to discuss their concern. The student must explain the concern and inform the instructor of what outcome or resolution they seek. If the instructor does not agree with the proposed outcome or resolution, the student may initiate the Grade Appeal process outlined below. While there may be situations in which the student may want to move straight to the appeal process prior to communicating with their instructor, grade appeals should always start with the instructor.

Step 1: If a student is unsatisfied with the initial decision from their instructor (described above), the student may complete this form to initiate a formal Grade Appeal: [Grade Appeal Form](#). Once submitted, their instructor will respond to the appeal. Instructor's supervisors are notified of submitted appeals. The instructor will review the appeal and issue a written decision within 5 business days.

Step 2: Once the student receives the instructor's decision, if they are unsatisfied with the decision from Step 1, they have the option to escalate the appeal to the next level supervisor (Dean or Associate Dean of that department) within 5 business days. At this level, the appeal decision will be based on an assessment of whether or not there was an error in the grade calculation or if there was any misconduct on the part of the instructor. The Dean or Associate Dean of that department will provide a decision within 5 business days.

Step 3: Once the student receives the decision from the Dean or Associate Dean of that department, if they are unsatisfied with the decision from Step 2, the student will have the option to escalate the appeal to the next level supervisor (Vice President of Academic Affairs/Provost) within 5 business days. Again, at this level, the appeal decision will be based on an assessment of whether or not there was an error in the grade calculation or if there was any misconduct on the part of the instructor. The Vice President of Academic Affairs/Provost will provide a decision within 5 business days. This is the final step in the appeal process, however, a student can elect to end the appeal at any step. The decision of the Vice President/Provost will be final.

For information regarding the student appeal process, go to the [Student Appeals page](#).

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 once. 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](#) as well as at the [Heartland Community College Final Exam page](#). 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.

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

Web and Digital Accessibility

Heartland Community College is committed to ensuring that all web content, digital documents, mobile applications, videos, and electronic resources are accessible to students, employees, and visitors. In accordance with the U.S. Department of Justice’s 2024 ADA Title II Final Rule, all public-facing and student/employee-facing digital content must conform to WCAG 2.1 Level AA standards.

This requirement applies to:

- Websites and web applications
- Mobile apps
- PDFs, Word documents, presentations, and other electronic documents
- Video and audio content (including required captioning)
- Social media content posted by the College
- Digital tools and platforms provided by third-party vendors

When specific exceptions under the Title II Final Rule apply (e.g., archived content or preexisting conventional documents), the College will provide accessible alternative formats upon request and ensure meaningful access for individuals with disabilities.

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, Director, Student Access and Accommodation Services, at accommodations@heartland.edu or 309-268-8251.

3.12.3 Closed Captioning

In accordance with WCAG 2.1 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 Yuja feature within canvas. Any additional questions regarding captioning please contact Student Access and Accommodation Services at accommodations@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, either in-person or via email, unless otherwise indicated on the Accommodation Notification.

3.13.2 Confidentiality

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

Students who choose to utilize their testing accommodations can take their exams in the Testing Center (if the student only needs additional time) or in one of the private testing rooms in the SAAS office. 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

Students 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. For any questions regarding classroom accommodations, please contact SAAS at 309-268-8259. Any physical accommodations needing 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 should 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](#). 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 can 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.
4. 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). 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 the 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. Links 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 AND FACULTY 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,; career testing, interpretation; 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 transitioning from the Academic English Language Program (AELP) and Adult Education
- Students pursuing CTE programs

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

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 Student Counseling and Wellness Services

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 and Wellness Services.

Counseling Services Provides

- **Mental Health Counseling** SCWS offers short-term, solution-focused counseling at no cost for all HCC-enrolled students. Students may meet with a counselor **in person** or **online** through the confidential Doxy.me platform.
- Students can sign up for counseling by completing an intake form, available through:
 - The **Student Counseling and Wellness Services (SCWS) website**
 - The **SCWS office**, located in the WDC/Student Center, Suite 2200
 - **Email:** counseling@heartland.edu
 - **Phone:** 309-268-8390
- **Consultation and Referral Services:** Do not hesitate to contact the Counseling Center for a consultation for any questions or concerns you might want to discuss with a Counselor regarding students.
- **Crisis Intervention:** Although SCWS is not a 24/7 crisis center and is unavailable on weekends or when the College is closed, staff will support students to the best of their ability. This support may include meeting with students on a drop-in basis, consulting with faculty or staff, or connecting students with community crisis resources.
- **Case Management and Referral Services:** If a student's needs exceed the scope of SCWS services, staff will work to connect the student with appropriate community resources.
- **Mental Health Wellness Education and Prevention:** SCWS provides prevention and educational programming through workshops, surveys, events, and educational materials—such as the online wellness magazine *Campus Well* (heartland.campuswell.com), flyers, posters, brochures, podcasts, and additional mental-health and wellness resources.
- **Classroom Presentations:** SCWS staff are available to provide classroom presentations on a variety of mental-health and wellness topics, as staffing allows. Presentations may also include guided visits to the Stress Reduction Lab and the Hawk Shop.
- **Hawk Shop:** Located in WDC/Student Center 2230, the Hawk Shop provides free food, personal care items, and professional clothing to students. It is open during SCWS business hours.
- **Stress Reduction Lab:** The Stress Reduction Lab, located within the SCWS suite, is open to all HCC students, regardless of whether they are current SCWS clients. Staff can guide new visitors through the available wellness stations as time permits.
- **Peer Advocates:** Peer Advocates receive specialized training and supervision to provide basic helping assistance to HCC students. They support SCWS by offering one-on-one conversations (in person or online), assisting with outreach, and participating in workshops and wellness programming.

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 their 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, You can make a referral using [this referral form](#). 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](#).**

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 their 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 cannot keep the scheduled appointment, Counseling 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 students 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.

4.4.1 Temporary Accommodations

Temporary Medical Accommodations (TMA) provides short-term academic support for students experiencing temporary (1 – 3 weeks) medical conditions that affect course participation. These non-chronic issues may include surgery recovery, hospitalization, injury, or severe illness. Retroactive supports may be approved for up to two weeks. Needs lasting one month or more may be addressed through general SAAS accommodations.

SAAS will act as a liaison between students and faculty when students experience the need for temporary medical accommodations or family-needs.

A student may be eligible for Temporary Medical Accommodations if ALL the following apply:

- Current enrollment in Heartland Community College
- A student or an immediate family member under the student's care is experiencing a temporary medical emergency that is impacting course participation
- A student has missed a week or more of course participation/activities regardless of class mode
- Current documentation can be provided supporting your need for temporary accommodations in the form of the Temporary Medical Accommodation Verification Form.

SAAS reviews all requests and issues an approval letter if accommodations are granted. Students then work directly with instructors on course-specific arrangements and timelines, with SAAS available to support communication as needed.

Instructors can find more information at the [Temporary Medical Accommodation](#) website.

4.4.2 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 Honors 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. Current eligibility and applications can be found at

<https://www.heartland.edu/honors/index.html>

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 (in-person and via email and chat) providing brief instruction on journal databases or more personalized scheduled research appointments (in-person or via Zoom). 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 or library@heartland.libanswers.com

4.7 Records

The Records Office provides a variety of supports to students and faculty. The Records Office oversees:

- Collection and posting of census and grade rosters
- Incomplete grade process
- Drops and withdrawals through grade rosters or the Faculty Form
- Re-enrolling students through the Faculty Form
- Academic and Faculty Calendar
- Much more!

Many helpful resources, handouts and training guides can be found on [Faculty Work Center](#) or the [Records Office SharePoint site](#).

Contact the Records Office at 309-268-8071 or Records@heartland.edu

4.8 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](#)

The FRC is free to 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. Both students and employees will need to log in using their Heartland IDs.

4.9 Open Computer Lab

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

4.10 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 courses with on-site testing requirements, hybrid, and other distance learning courses; have a documented disability; or need to take a make-up exam. Students with documented disabilities who require testing accommodations must arrange for their accommodations 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 (ERFT). A submitted Electronic Request for Testing can be securely accessed by Testing staff in Normal, Lincoln, Pontiac, and SAAS staff.

To submit an Electronic Request for Testing, navigate to 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.

4.11 Tutoring Services

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

- Drop-in help for most subjects at three spaces on the Normal campus
- SCB 1300/Library and ICB 2705 and Math Success Center (ICN 1004)
- Drop-in help online with regular hours at [the Virtual Help Lab \(VHL\)](#).
- 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, Tutoring can also provide the following:

- Tutors who are embedded in classes online or on campus
- Facilitated study groups
- Collaborative faculty projects or assignments, have your students check in with a tutor
- Skills tutoring workshops, we can share study tips
- 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 various modes, including one-on-one appointments and drop-in services. For more information about their services, please visit the [Tutoring Services website](#), call us at (309) 268-8231, email us at tutoring@heartland.edu, or schedule in Navigate. Referring a student could be as simple as submitting an alert in Navigate.

4.12 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.

4.13 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 an appropriate

staff member. Submitting an alert can be done from the [HCC Navigate homepage](#) li Before withdrawing a student from a course, faculty should submit an alert so that the appropriate staff member can attempt contact and address student issues as early as possible.

4.14 Dean of Students

The Dean of Students Office supports and advocates for students as they progress through their personalized path to success. In addition to providing information about various campus and community resources, the Dean of Students office also offers programming that promotes student success and addresses students' concerns and non-course related appeals.

The Dean of Students Office also serves as a liaison between students and faculty when short-term leaves of absences are required for bereavement or military duty. After completing the [Temporary Special Leave Request](#), the Dean of Students Office will notify faculty of the approved dates of absence and connect students to resources as needed.

4.15 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.

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 the [Assessment Committee webpage](#).

5.2 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](#).

5.3 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
2. 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.
3. To disseminate information to full-time and part-time faculty promotion candidates regarding annual timelines and procedures.
4. To facilitate information and training sessions for full-time and part-time faculty related to the process of tenure and promotion.
5. 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

5.4 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](#).

5.4 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](#).

5.6 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](#). 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/vehicles, or theft of college property must be reported as soon as possible.

Call Public Safety around-the-clock at 309-268-8300 to make a report. Call 911 for medical emergencies and immediate threats to personal safety. Public Safety will document all incidents and forward reports to appropriate Administrators.

Employees who are injured should complete an Employee Accident/Injury report as soon as possible. This report initiates the Workers Comp process and is available here:

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 Public Safety team. Keep in mind, however, that safety is the number one concern, so address any immediate threats as needed before contacting Public Safety or calling 911. Public Safety 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 their 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 Reporting Form](#) and notify their supervisor. 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 in the classroom or program area is disruptive, they may ask the student to leave. If the student refuses to leave, the instructor can call Public Safety and have the student removed. Please note: If Public Safety 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 their supervisor.
5. While an employee can have a student removed from a class period or program area, they

cannot summarily drop them from a class roll. Students are entitled to due process, which may include requiring that they meet with an employee and/or specific administrator 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, they 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 CARE Team

The purpose of the CARE Team is to enhance student retention and completion by employing a collaborative, case management approach to support high-risk students who have exhibited concerning behaviors. In partnership with campus stakeholders, the team identifies and addresses individual barriers to success, connecting students with appropriate resources and supports to foster meaningful engagement and persistence within the college environment.

Faculty feedback on EAB Navigate alerts, student conduct reports, and Behavioral Intervention Threat reports help the CARE team identify students who may benefit from additional support and case management. Faculty can also reach out directly to the Dean of Students office at 309-268-8057 to discuss their concerns.

6.5 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.

