

ADJUNCT FACULTY HANDBOOK



Harold Washington College
John R. Wozniak,
President
Fall 2009

**Harold Washington College
Adjunct Faculty Handbook
Fall 2009**

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THE CITY COLLEGES OF CHICAGO

Serving over 200,000 students each year, the City Colleges of Chicago (CCC) is one of the largest community college systems in the United States. For over 90 years, City Colleges of Chicago has provided accessible education and training to a diverse population of learners.

City Colleges of Chicago attracts recent graduates from the Chicago Public High Schools, working adults seeking career advancement or career change, professionals renewing certification, and recreational learners pursuing classes for personal enrichment. A variety of Associate Degree Programs prepare students for transfer with junior standing to four-year institutions, and a comprehensive offering of Certificate Programs prepares students for immediate entry into their chosen careers.

City Colleges of Chicago students have many options in selecting where and how they will pursue their goals. Seven colleges, four technical institutes, and three learning centers are conveniently located throughout Chicago. In addition, academic and career programs are offered in local community-based organizations, public and parochial high schools, and branches of the Chicago Public Library.

Students can also take courses by Internet and through WYCC-TV, Channel 20, owned and operated by the City Colleges of Chicago. This approach to learning enables students to earn credit from home on their own time. General Education Equivalency (GED) preparatory courses are also available.

Small class size and personal attention from dedicated faculty guarantee students the best education for their dollar. Moreover, CCC's commitment to providing affordable tuition gives students from every economic stratum a chance to follow their dreams. Comprehensive Student Services include financial aid, academic advising, career services and orientation programs. Special services are also available for international students, disabled students and veterans.

Since 1911, the City Colleges of Chicago have been an educational cornerstone where students from all backgrounds find unlimited personal, professional, and academic opportunities. **Success Starts Here!**

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GOVERNANCE BY THE BOARD OF TRUSTEES

The Board of Trustees of the Community College District 508 (City Colleges of Chicago) is composed of seven residents of the City of Chicago appointed by the Mayor to serve three-year terms, with one-third of the trustees retiring each year but almost always eligible for re-appointment. The Board meets monthly at the District Office at 226 West Jackson Boulevard or at one of the seven college locations of the City Colleges of Chicago College, as announced. By law, all meetings are open to the public. At its meeting, the Board considers agenda items brought before it by the Chancellor, the chief executive officer of the City Colleges of Chicago, prepared by him and the members of his staff. The president of Harold Washington College, like the other CCC presidents, is an officer of the District and attends all Board meetings.

MEMBERS OF THE BOARD OF TRUSTEES

James C. Tyree, Chairman
James A. Dyson, Vice Chairman
Terry E. Newman, Secretary
Ralph G. Moore, Member
Rev. Albert D. Tyson III, Member
Gloria Castillo, Member
Nancy J. Clawson, Member
Anthony Chungath, Student Member from Wilbur Wright College,
City Colleges of Chicago

DISTRICT OFFICE ADMINISTRATION

District Office Administration, which is located at 226 West Jackson Boulevard, is made up of the chancellor, executive vice chancellor, vice chancellors, associate vice chancellors, directors and other personnel who coordinate and direct various system-wide programs and services. Policy and most procedural decisions for the District are made at the level of central administration and are communicated to the colleges by central administration personnel, who work with and through local administrative offices.

The Officers of the District, which is an advisory group consisting of the executive vice chancellor, vice chancellors and the college presidents, meet regularly with the Chancellor to discuss matters pertaining to the District at the various CCC units. The Officers of the District have several standing committees, and frequently convene ad hoc committees, whose members may also include faculty and other administrative

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staff. These committees review and investigate specific areas and advise the Chancellor of their findings.

OFFICERS OF THE DISTRICT

Deidra Lewis
Interim Chancellor

John R. Wozniak
President,
Harold Washington College

Angela Henderson
Interim Vice Chancellor for
Academic Affairs, Student Development and
Planning & Research

Ghingo R. Brooks
President,
Malcolm X College

James M. Riley
General Counsel

John Dozier
Interim President,
Kennedy-King College

Xiomara Cortes Metcalfe
Vice Chancellor for Human Resources
& Staff Development

Charles P. Guengerich, Ph.D.
President,
Wilbur Wright College

Kenneth Gotsch
Vice Chancellor for Finance

Lynn Muldrow Walker
Interim President,
Harry S Truman College

Michael A. Mutz
Vice Chancellor for Development

José Aybar, Ph.D.
Interim President,
Richard J. Daley College

Kathy Linenberger
Vice Chancellor and Chief Information Officer

Clyde El-Amin
President,
Olive-Harvey College

Diane Minor
Vice Chancellor of Administrative Services

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HAROLD WASHINGTON COLLEGE

HISTORY

Since 1962, Harold Washington College has symbolized educational integrity to a student population rich in cultural and ethnic diversity. Our students arrive from various backgrounds and with diverse purposes and academic interests.

When the first students of what was then Loop College arrived for opening day of the Fall 1962 Semester, classes were located at 64 East Lake Street. Totalling only 250, the students anxiously waited for the elevator operators to whisk them to the eleventh floor of the former University of Chicago/DePaul Center. For more than ten years, Loop College existed in the six floors above two other colleges with just enough funding to pay the rent.

In January 1983, the College obtained its own building at the Wabash and Lake site. Constructed with only local funds, the College at 30 East Lake Street was built as inexpensively as possible with almost no student amenities.

Although the 1983 building was designed as City Colleges of Chicago's District Office, Chicago City-Wide College, and Loop College, it was all that the faculty needed to teach; and it was all that the students needed to learn. Adults working in the Loop and students graduating from high schools throughout the Chicagoland continued to enroll in an array of transfer, occupational, and career-oriented programs. Once enrolled, the students stayed, completed and succeeded. Harold Washington College, renamed in 1987 to honor one of Chicago's greatest public servants, looks back on over 45 years of service to individuals, business and industry, and the community.

On April 19, 1988, the College was officially dedicated to honor the memory of Mayor Harold Washington. The first, African-American Mayor of Chicago and a City Colleges of Chicago Alumnus, Harold Washington spoke about the importance of community during his commencement address at Loop College on May 10, 1984: "It is from the diversity of city life and the variety of cultures and backgrounds it offers, that we find the common threads that bring us together to form a college community."

Harold Washington College completed a three-year, \$35 million dollar total renovation of its physical facility and space in Fall 2005 Semester. The campus boasts new, well-equipped laboratories, with amenities such as chemistry's

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spectrophotometer, information technologies' microcomputers, computer-assisted design for architecture and engineering students, and extensive foreign language cassettes. The art department has new photography laboratory, new digital multi-media laboratory with state-of-the-art computers, and new ceramics laboratory. In addition, the new library contains audio taping facilities, student carrels with television receivers, video and audio tape recorders, phonographs, and slide viewers. Every department demonstrates commitment to educational excellence through these modern, state-of-the-art facilities.

Harold Washington College's diverse student body compares favorably with the demographics of the City, especially in terms of African-Americans. For FY 2008, of the 19,296 total enrollment, African Americans students represented the largest race/ethnic group at 37% (7,139), followed by Whites at 27% (5,209), Hispanics at 20% (3,859), Asians/Pacific Islanders at 15% (2,894), and Native American/Alaskans at 1% (193).

Of the 19,296 (unduplicated headcount) students enrolled in fall 2008, 55.33% were female, and 44.63% were male. English is not the native language for 11.8% of HWC students. The average age of HWC students were 28, the median age was 23, and 6.9% of the students reported an annual income below \$6,000. Of all of HWC students 21.38% were employed full-time and 15.91% part-time. Additionally, 46.7% were enrolled full-time, and 53.2% were enrolled part-time. It is reflection of HWC's successful efforts that 79% of the students reported that they were first-time college enrollees.

The unduplicated headcount has decreased by 88 heads or less than half a percent (0.45%) in FY 2008 over FY 2007. However, although credit headcount has remained fairly consistent, it depicts the steady decline in headcount since 2004 due primarily to four main factors: (1) the closing of CCC Europe, HWC's military programs, (2) the cessation of its international programs; (3) the lack of adequate classroom space at HWC; and lastly, (4) the moving of the Adult Education program from HWC to its sister college Malcolm X College (MXC). The move was precipitated by the realization that HWC was competing for students who previously would have enrolled at MXC.

Harold Washington College provides a comprehensive program on general education in the liberal arts and, sciences, vocational education and courses in English as a Second Language. Until May 2007, it also was home to The Center for Distance Learning (CDL) for the City Colleges of Chicago, which is explained further in this

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handbook. CDL moved to the new Kennedy-King College at 6301 South Halsted Street.

Through a rapidly expanding variety of programs, Harold Washington College prepares students for advancement in the workplace, immediate transfer to baccalaureate-granting institutions, and further pursuit of their personal and professional goals. In spite of the increasing class sizes, nationally recognized professors continue to offer individualized instruction in and out of the classroom. College Advisors, Tutors, and Disabilities Access Center Staff assist students to prepare them for college credit programs. Traditional classes incorporated the latest computer technology facilitated by professors who are abreast of current pedagogical philosophies.

In addition to serving students, the College has a long history of serving the Community. Through its Public Service Institute, established in 1967 and operating as Chicago City-Wide College for almost twenty years, which is now called the Office of Public Agencies and Special Programs, the College offers training to employees of many government agencies and local businesses.

The faculty, staff and administration of Harold Washington College have generated unlimited results. When high hopes confronted the harsh realities of budget cuts and shrinking grant dollars, the College responded with progressive, innovative programs. It then placed those programs in the hands of faculty and staff whose first priority has always been pride in their work and service to their students.

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MISSION STATEMENT

Harold Washington College is a learning-centered urban institution of higher education that offers accessible and affordable opportunities for academic advancement, career development, and personal enrichment. The College is committed to upholding high institutional and academic standards and to understanding and improving student learning.

To accomplish its mission, Harold Washington College:

- Demonstrates institutional integrity
- Provides liberal arts and career education
- Gathers and uses assessment information to improve student learning
- Employs new technologies to enable students to thrive in a global and technological world
- Builds local and global partnerships to address the changing needs and interests of a community comprised of a variety of cultures and backgrounds
- Promotes and supports diversity
- Encourages responsible citizenship
- Sustains an environment that promotes optimal learning for all students

In every detail, our mission honors the vision of Harold Washington, former Mayor of the City of Chicago.

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VALUES STATEMENT

We believe that the following values are essential to an optimum learning and working environment at Harold Washington College.

Integrity

- To provide opportunities to examine one's values, character, and role as a citizen
- To encourage standards of excellence in conduct and achievement
- To promote honesty, fairness, open communication and trust within the institution and to emphasize these values in class instruction

Justice

- To reward and acknowledge achievement equitably
- To provide opportunities and services with impartiality
- To furnish avenues to seek redress of grievances

Knowledge

- To foster scholarly activities that advance education and training
- To support and promote learning gained through experience and study
- To encourage lifelong learning

Respect

- To embrace diversity of individual differences, opinions and perspectives
- To hear and acknowledge one another's views, ideas and concerns
- To treat those we serve and each other with compassion and dignity
- To communicate information about changes and issues affecting the college

Responsibility

- To fulfill our roles within the institution in a timely and dependable manner
- To account for our actions to one another and our constituencies
- To account to the public trust for fulfilling our mission

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ACCREDITATION

Harold Washington College (HWC) is operated under the auspices of the Illinois Community College Board, District 508. HWC is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools, which is located at the following address:

30 North LaSalle Street
Suite 2400
Chicago, Illinois 60602
312-263-0456

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FURTHER CERTIFICATION AND LICENSURE

Public Agency and Special Programs are certified by the following external entities:

Fire Science & Technology
Associate in Applied Science

Chicago Fire Department
R. J. Quinn Fire Academy
558 W. DeKoven St.
Chicago, Illinois 60607

Food Service Sanitation
Basic Certificate

City of Chicago
Department of Health
Food and Dairy Protection
1224 W. Van Buren St.
Chicago, Illinois 60607

Mental Health: Addition Studies
Associate in Applied Science and Basic Certificate

Illinois Alcohol and Other Drug Abuse
Professional Certification Association
State of Illinois
Department of Registration and Education
Springfield, Illinois 62730

Public Passenger Vehicle Training
Basic Certificate

City of Chicago
Business Affairs & Consumer Protection Dept.
Room 208
50 West Washington Street
Chicago, Illinois 60602

Office of Vocational Training and
Development

The Council on Quality and Leadership
100 West Road, Suite 406
Towson, Maryland 21204

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The Illinois Community College Board approves Continuing Education Courses. Divisions within Continuing Education are certified by the following agencies:

Additions Counselor Certification	Illinois Alcohol and Other Drug Abuse Professional Certification Association State of Illinois Department of Registration and Education Springfield, Illinois 62730
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Real Estate Licensure	Real Estate Division Office of the Commissioner of Savings and Residential Finance 500 East Monroe, Suite 200 Springfield, Illinois 62701
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Child Development	National Association for the Education of Young Children (NAEYC) 1313 L Street, N.W. Suite 500 Washington, D.C. 20005
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The Illinois Community College Board approves Vocational Skills courses. Divisions with Vocational Skills are certified by the following agency:

Certified Nursing Assistant [CNA]	Illinois Department of Public Health Health Education and Training Department 525 West Jefferson Street Springfield, Illinois 62761
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PHILOSOPHY OF GENERAL EDUCATION

Harold Washington College's General Education Program provides a breath of study from which students may obtain a body of common knowledge and intellectual concepts as well as the cognitive skills that the College's Faculty believes every educated person should possess.

General Education at Harold Washington College (HWC) is intended to impart an appreciation of diverse cultures, a mastery of fundamental modes of inquiry, the ability to analyze and communicate information effectively, and an awareness of the importance of creativity to the human spirit. HWC's General Education Program is also intended to help students gain competence in the exercise of independent inquiry, to encourage the development of leadership and individual responsibility, and to support students' participation in the aesthetic, cultural, and civic life of the Community. The HWC Faculty believes these attributes to be essential to living a principled life and for the informed exercise of local, national, and international citizenship.

GENERAL EDUCATION OBJECTIVES

Harold Washington College's goals for student learning across its General Education Program are consistent with the foundation skills its faculty believes every educated adult should possess. These skills are demonstrated by the ability of students:

- To think critically and to analyze and solve problems
- To communicate effectively, orally and in writing, and use information resources and technology competently
- To use mathematics for computation, reasoning, and problem solving
- To understand cultures, institutions, and patterns of human behavior and the application of the scientific method to their study
- To understand the major principles of the natural sciences and the application of the scientific method to biological, physical, and environmental systems
- To understand and appreciate the arts, literature, history, and philosophical systems of major world cultures
- To understand and respect human diversity in regard to race, ethnicity, gender, and other issues pertinent to improving human relations

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DEFINITION AND PHILOSOPHY OF THE ASSESSMENT OF STUDENT LEARNING

Harold Washington College (HWC) is committed to maintaining a campus culture focused on learning in which faculty, students, and the administration share a common understanding of the meaning, purpose, and utility of assessment. It recognizes that for the Faculty to be successful in this endeavor there must be meaningful input from students and strong support from the Administration. HWC characterizes “assessment of student learning” as a comprehensive process that is ongoing, systematic, structured, and sustainable. To be effective, the assessment process involves:

1. Establishing faculty expectations for student learning and attainment that are explicitly and publicly stated and set standards for the quality of the learning experience as well as its outcomes
2. Aligning assessment activities, methods, and instruments with the learning outcomes expected by the faculty
3. Gathering, analyzing, and the interpreting evidence of student development and attainment to determine how well their performance aligns with faculty’s stated expectations and standards
4. Using assessment information from both direct and indirect measures:
 - a. To examine assumptions about learning
 - b. To understand how, when and where learning takes place
 - c. To identify in what areas and for which students learning needs to be improved
 - d. To encourage efforts to make changes in modes of instruction, program curricula, learning resources, and support services designed to improve student learning
 - e. To create and sustain an institutional culture in which it is the College’s priority to assure and improve the quality of education each academic program promises and offers

To learn more about Harold Washington College’s assessment efforts, please contact any member of the Assessment Committee or the Chair of the Assessment Committee, Carrie Nepstad at 312/553-6095 or visit our Assessment website: <http://faculty.ccc.edu/colleges/hwashington/assess>.

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HELPFUL RESOURCE DOCUMENTS

Harold Washington College (HWC) is a complex, comprehensive community college with a wide array of programs and services. The information below is a basic description of the programs, services, policies, and procedures at the College. Other documents such as the *HWC Catalog*, the *City Colleges of Chicago Student Policy Manual*, the *HWC Procedures Manual*, and the *HWC Emergency Response Manual* are important resource documents that give detailed information. These documents are all available in department offices.

CURRICULUM

Harold Washington College (HWC) offers liberal arts and sciences and pre-professional programs for students planning to transfer to four-year colleges. In addition, it offers vocational, technical and occupational programs for students pursuing more immediate jobs, entry-level or career advancement goals. HWC also offers remedial/developmental programs for students whose academic achievement in English language skill level demands special attention. Further, skill development and hobby courses for leisure-time students are offered. Distance learning is offered through an extensive online course offerings as well as broadcast and web-enhanced college credit courses with The Center for Distance Learning, which students may enroll at each of the seven City Colleges of Chicago. Special contracts have been entered into between Harold Washington College and various public and private agencies to give, on a restricted basis, credit as well as non-credit offerings.

Associate Degree Programs

The Associate in Arts (AA), Associate in Science (AS), Associate in Engineering Science (AES), or the Associate in Fine Arts (AFA) degrees are awarded upon successful completion of the first, two years of work requisite for transfer to a four-year college or university. The Associate in Applied Science (AAS) degree leads typically to immediate employment readiness, or in some cases, to further education. A series of certificates -- recognition, basic, advanced -- signify successful completion of a specified series of career courses with concentration in a particular subject area. Certificate credit may be, and often is, applied to degree-completion requirements. Finally, HWC offers an Associate in General Studies (AGS) degree for students who have completed 60 credit hours of work, which is a combination of 30 credit hours of specific general education courses and 30 credit hours of general elective courses.

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For a listing of the programs, degrees and certificates offered at HWC, see the current *Harold Washington College Catalog*.

Program Entry Requirements

Although Harold Washington College (HWC) is by law an open-admission institution, access to the educational programs and services of the College does not necessarily guarantee immediate access to specific degree or certificate programs. The Board of Trustees' *Rules for the Management and Governance of the City Colleges of Chicago* allows the establishment of criteria for admission to specific programs. Admission to most HWC programs is contingent on eligibility for English 101, and based on the results of the *Compass* achievement test. Many of the beginning courses across the College have established this eligibility as a pre-requisite. Accounting and mathematics require subject-specific placement tests. Students who do not meet the requirement initially are placed in remedial/developmental programs or courses. Courses for the development of such skills are found in Continuing Education, in the Pre-Collegiate Program, and/or in Credit offerings.

General Education Requirements

Central to the Associate Degree Programs at Harold Washington College (HWC) are a core of courses in general education. These general education requirements insure that students develop skills and knowledge essential to almost any career. More importantly, the general education core exists to reinforce, refine and extend basic literacy. In short, the core courses aim to help students build both knowledge and learning skills for career access, personal growth, and responsible citizenship.

Program Completion Requirements

Successful completion of any Harold Washington College (HWC) associate degree requires a 2.0 or higher overall grade point average and a grade of "C" or better in all general education and required course work. All certificate programs require a 2.0 overall grade point average and many certificate programs have instituted more stringent requirements, accepting only grades of "C" or better in some or all required courses. These programs include all computer information system programs and almost all of the varied programs under the guidelines of the Applied Sciences Department. ***Effective Fall 2009, all students electing the associate in Arts degree are required to complete two years of foreign language to graduate.**

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Pre-Transfer Programs: AA, AS, AES, and AFA Degrees

The Associate in Arts (AA), Associate in Science (AS), Associate in Engineering Science (AES), and Associate in Fine Arts (AFA) Degree Programs offer courses parallel to the first, two years of study at a four-year institution. Illinois colleges and universities (all four-year public institutions and many private institutions) participating in the Illinois Articulation Initiative (IAI) will admit HWC graduates with AA or AS degrees to their baccalaureate degree programs with junior standing. Community colleges must comply with the Illinois Community College Board (ICCB) model of general education requirements to place into this category. Harold Washington College does.

To enter the AA, AS, AES, or AFA Degree Program, students must demonstrate college-entry-level English proficiency by scoring at the English 101 level on the HWC English Placement Test or by completing a sequence of developmental English and reading courses. Credits earned and developmental courses are non-transferable and may not be counted toward the minimum credit-hour requirement for each degree completion.

The AA Degree Program emphasizes language and literature, the humanities, the arts, and the social sciences, and is recommended for students intending to major in these areas or in such associated professional fields as law, teaching, social work, or business administration. ***Effective Fall 2009, all students electing the associate in Arts degree are required to complete two years of foreign language to graduate.**

The AS Degree Program is intended for students planning to pursue studies in the sciences, mathematics, or such fields as engineering or architecture. Beyond the general education requirements, students are urged to select a core area of concentration, which will provide preparation for their intended field of study at a four-year college or university.

Pre-transfer students who are undecided about a field of study, or whose intended major is not available at HWC, may elect to earn an AA or AS degree without a specified area of concentration. With respect to the AA and AS degrees, the area of concentration is no longer listed on the student's transcript. HWC offers generic AA and AS degrees with the only courses required being general education courses. Other courses that are identified with particular areas of concentrations are recommended.

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The AES and AFA Degree Programs include the general education and major courses that will enable students to transfer into engineering, music education, and music performance majors at four-year institutions and complete baccalaureate degrees in a timely fashion.

Illinois Articulation Initiative

Model for City Colleges of Chicago Transfer Degrees and General Education

City Colleges of Chicago participates in the Illinois Articulation Initiative (IAI), which is a comprehensive statewide effort among more than 100 colleges and universities in Illinois to ease the transfer of students. IAI became effective for students entering a participating college or university as first-time freshman the Summer of 1998. Benefits for students are:

- Students, who complete the AA or AS degree and who meet the admission requirements of the IAI-participating baccalaureate degree granting institution to which they transfer, will have completed the lower-division general education requirements for an associate or baccalaureate degree in lieu of the receiving institution's general education requirements.
- Students, who complete the IAI General Education Core Curriculum (GECC) and transfer to participating institutions, have the assurance that lower-division general education requirements for an associate or baccalaureate degree have been satisfied.

A receiving institution may require transfer students to complete an institution-wide and/or mission-related graduation requirement beyond the scope of the Illinois General Education Core Curriculum.

The IAI website is <http://www.itransfer.org>. It includes information on requirements for general education and specific majors, course descriptions, and a student planning worksheet. For more information regarding the IAI, please see the current *Harold Washington College Catalog*.

Career Programs: Vocational, Technical and Occupational

All career programs have advisory committees or networks of professional consultants who contribute their time to insure that each program's requirements and course content are tuned to employers' needs. In addition, every program is evaluated regularly both by the State of Illinois and by the City Colleges of Chicago.

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Developmental Programs

All students new to City Colleges of Chicago are required to take placement tests before they register. Harold Washington College (HWC) offers college-credit, non-transferable college credit, and non-credit courses for students whose placement test scores indicate inadequate preparation for college-level work.

English as a Second Language (ESL)

English as a Second Language (ESL) offers three semesters of pre-credit ESL courses in grammar, reading, speech, and writing to prepare students for entry into Harold Washington College credit ESL courses, for career-related English skills, and for day-to-day living in Chicago. Initial placement for all ESL courses is determined by a standardization test, a writing sample and an oral interview.

The writing courses develop skills in grammar and sentence patterns of American English, leading students from sentences to paragraphs to essays in fluent, written English. The reading courses focus on reading comprehension, vocabulary, idioms and American culture. The speech courses emphasize American pronunciation, intonation patterns, speech rhythms, vocabulary and gestures, and require regular use of listening materials. Computerized learning aids supplement the student's grammar, reading, writing and speaking skills.

Pre-Credit Program

Designed to help students succeed in college, the Pre-Credit Program offers students, who score below the minimum standard score on the placement test, the opportunity to study in a non-credit environment. The program requires up to 15 hours of classroom instruction per week for a 16-week semester. Instruction in reading, writing, and math is emphasized, with additional instruction in study skills. Because class size in this program is carefully monitored, students receive individual attention and have access to tutors. As a non-credit program, Pre-Credit courses are \$118.50 for each class. Students also pay the registration and activity fees and purchase books and supplies. At the end of the semester, students take exit exams in reading, writing and mathematics. Scores on the exit exams determine if, or at which level, the student should enter the credit program.

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Continuing Education

Continuing Education is designed for students with broadly varying educational backgrounds and academic goals. Offering classes in the evening, on weekends, and in intensive workshop formats, Continuing Education attracts students who seek certification in a particular area as well as students who take classes for personal enrichment or recreational purposes.

Continuing Education offers more than 700 approved courses including business, computer training, financial planning, fine arts, foreign languages, investments, management, nutrition, photography, psychology, public speaking, real estate, sign language, and travel/tourism. See the current *HWC Continuing Education* for a listing of programs.

The Center for Distance Learning

The Center for Distance Learning is the central coordinating unit for all distance-learning courses available through the City Colleges of Chicago. CDL enrolls over 14,000 students each year, making it one of the leading distance learning organizations in the nation. CDL offers over 120 college-credit and professional development courses in various disciplines using a range of mediums including the Internet, and combined internet and television.

The Center for Distance Learning through Kennedy-King College is a member of the Illinois Virtual Campus (IVC) <http://www.ivc.illinois.edu> a statewide database of distance learning programs and Illinois Community College Online (ILCCO) <http://www.ilcco.net> which supports course sharing among partner institutions. These external affiliations allow us to enhance our course offerings and programs and offer select support services to distance learning students, statewide.

Distance Learning students must meet the same academic requirements as students enrolling in campus-based courses. Those who successfully complete distance learning courses earn the same credit from the City Colleges of Chicago as those enrolled in classroom based courses. Many students combine media courses with traditional classroom courses to fulfill degree and certificate requirements. The credit earned is generally transferable to four-year colleges and universities, depending upon the requirements of the receiving institution.

New students register for CDL courses in-person at any one of the seven City Colleges of Chicago. Returning students may register online at <http://My.ccc.edu>.

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Disciplines offered through the Center for Distance Learning include Anthropology, Architecture, Art, Astronomy, Biology, Business, Child Development, Criminal Justice, Economics, English, Entrepreneurship, Fine Arts, French, Geography, Art Geology, Health, History, Humanities, Information Technology Literature, Mathematics, Music, Philosophy, Physical Science, Political Science Psychology, Social Science, Sociology, Spanish and Speech. Course Information is available on-line at <http://cdl.ccc.edu/Course.asp>.

Public Agency/Special Programs

Public Agency/Special Programs (PASP) is a distinct administrative and workforce development educational unit dedicated to serving the needs of the City of Chicago as well as public agencies within the City of Chicago and the State of Illinois Five areas are supervised by the Dean of PASP. They are Fire Science, Public Chauffer Training Institute (PCTI), Food Services Sanitation (FSS), Human Services/Child Development Associate (CDA), and Occupational and Vocational Training Department (OVTD).

Public Passenger Vehicle Program

The Public Passenger Vehicle Program is a joint venture between HWC and the Department of Business Affairs & Consumer Protection. It prepares prospective taxi and limousine drivers for the city's licensing exam. For more information, contact Public Chauffeur Training Institute at 312-553-3070.

Food Service Sanitation Program

The Food Service Sanitation Program is a partnership between HWC and the Department of Health. It offers training in food service sanitation and prepares food dispenser establishments for certification by the City of Chicago and the State of Illinois. For more information, contact Food Service Sanitation Office at 312-553-5800.

Human Services/Child Development Associate Program

Human Services/Child Development Associate (CDA) Program provides training and education for staff of Head Start or childcare centers sponsored by the Chicago Department of Human Services. Human Services/CDA Program guides early childhood educators in obtaining the nationally recognized Child Development Associate credential. To receive this competency-based credential, candidates take Child Development classes at Harold Washington College and receive on-site visits

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from field advisors. The Chicago Department of Human Services must refer participants. The CDA credential is also offered in Spanish. For more information, contact Human Services/CDA at 312-553-5840.

Office of Vocational Training and Development (OVTD)

Harold Washington College provides Vocational Development and Vocational Training to people with developmental disabilities. The Illinois Department of Human Services funds both programs.

◆ Vocational Development

Designed to equip students with skills necessary for living independently, OVTD's Vocational Development program offers courses in reading, phonics, basic math, time and money management, socialization, job development and work behavior.

◆ Office of Vocational Training and Development (OVTD)

OVTD is dedicated to helping students with developmental disabilities achieve personal and career goals by providing quality educational, vocational and supportive employment services.

OVTD offers non-credit classes focused on development job skills and an array of non-credit enhancement classes focused on life, work and social skills.

For more information, contact OVTD office in Room 1137 or call 312-553-5810.

INFORMATION FOR ADJUNCT FACULTY

HUMAN RESOURCES AND PAYROLL PROCEDURES

Adjunct faculty are employed strictly on a term-to-term or course by course basis, based solely on the determination by the College of its needs for any given academic term. Reassignment is also contingent upon evaluation of the instructor and/or the particular subject taught.

Part-time assignments are contingent upon sufficient enrollments and are made after full-time faculty has fulfilled teaching loads and any overtime assignments to which they are entitled.

Occasionally, an adjunct faculty member may be relieved of an assignment if a full-time faculty member needs the course to maintain a full teaching load. Part-time instructors teaching credit courses may teach up to 3 classes, not to exceed a total of 10 contact hours for probationary adjunct faculty members (Job Code 361) and not to exceed a total of 11 contact hours for non-probationary adjunct faculty members (Job Code 365).

Personnel File Documentation Requirements

The City Colleges of Chicago (CCC) Human Resources Office needs the following items on file before an adjunct faculty member's employment begins:

1. A completed CCC Personnel Data Form and completed Adjunct Faculty Hire Packet.
2. Provided official, original transcripts from all schools validating degrees, certificates, and hours, which provide a basis for salary payment or certifying competency in the teaching subject area.
3. Completed a drug screening prior to employment in the College.
4. Completed current tax year Form W-4s, a completed Form I-9, a loan default statement, and a signed form stating that the instructor has received a copy of *CCC's Drug-Free Work Place Policy*.
5. A signed *CCC Lectureship Assignment for Credit Courses*.

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Adjunct faculty members are responsible for keeping their personnel files up to date by submitting additional relevant information as well as changes in address and telephone number to the HWC Human Resources Department (312) 553-5923/5924.

Collective Bargaining Agreement between the Board of Trustees, Illinois Community College District No. 508 (City Colleges of Chicago) and The City Colleges of Chicago Contingent Labor Organizing Committee (CCCLOC), Illinois Education Association/National Education Association (IEA/NEA)

This agreement was initially made on March 4, 2004 by and between the City Colleges of Chicago Contingent Labor Organizing Committee, IEA-NEA, and the Board of Trustees, Illinois Community College District No. 508, and was effective January 12, 2004 to June 30, 2005. It is available in its entirety through the City Colleges of Chicago website, <http://www.ccc.edu/faculty/> and locate part-time faculty on the intranet site. The Collective Bargaining Agreement was amended at the August 4, 2005 Board of Trustees Meeting and the Resolution in its entirety is available through the City Colleges of Chicago website, <http://www.ccc.edu/brpublic/2005/aug/index.shtml>. The current CCCLOC CBA is in effect until Board approved of the next CBA, which is pending approved at the time of this handbook's publication.

Contract or Adjunct Faculty Teaching Assignment

The class (es) assigned to an adjunct faculty member for each semester will be shown on the instructor's contract. The instructor's contract will also contain the following conditions:

- The individual agrees to perform all duties assigned to the satisfaction of the College, and to abide by all policies, rules and regulations contained in the current *Harold Washington College Adjunct Faculty Handbook*.
- This appointment cannot be considered a commitment on the part of the College for further assignment since such commitments can only be made at a later date and depend upon student registration and number of faculty needed.
- All adjunct faculty assignments are temporary and if the appointment as first written above is acceptable, the individual must notify the HWC Human Resources Office and Department Chairperson within five days.

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- This appointment and your services are subject to the laws of the State of Illinois and the policies and regulations of the Illinois Community College Board, the Board of Trustees of City Colleges of Chicago, and all other appropriate regulatory agencies.
- This appointment and your services are subject to a specific understanding that this appointment is made as a part-time employee for the time frame specified only. You do not acquire any rights of tenure or continued employment and are not entitled to any benefits CCC gives to its eligible employees. Your employment is at the will of the College.
- This appointment and your services are subject to approval by the Board of Trustees of CCC at its next regular meeting following the execution and return of the *CCC Lectureship Assignment for Credit Courses* to HWC (if approval has not already been given). In the event this appointment and your services are not so approved, this appointment will be of no force and effect, and you shall not be entitled to any compensation or obligated to perform any services hereunder, provided you will be compensated on a pro rata basis for those hours worked prior to such meeting of the Board of Trustees.
- Should you find it necessary to be absent from class, prior notification of such absence must be made to your Department Chairperson. In the event of an absence, your compensation may be commensurately adjusted for classes missed and/or a substitute must be found.
- HWC in its sole discretion reserves the right to cancel the class if the enrollment does not justify its offering or to withdraw this assignment from you as an adjunct faculty member, should changes in Harold Washington College's total schedule make it possible for a full-time faculty person to be assigned this class as part of his/her total load.
- By executing this contract you certify that you are not in default on any educational loan, except as disclosed in writing, attached to this contract, and incorporated by this reference.

Salary and Payroll Deductions

Payday is every other Friday in accordance with the stipulations noted on the instructor's assignment. Paychecks may be picked up at the payroll office or, if an

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instructor prefers, his/her checks can be electronically direct-deposited. Paychecks are distributed from the HWC Payroll Department on Fridays, 12:00 Noon until 4:00 PM. After 4:00 PM and on Saturdays, checks can be picked up at the Security Desk in the 1st Floor Lobby. Thereafter, checks can be picked up in the HWC Payroll Department from 8:30 AM - 4:30 PM, Monday through Friday. Deductions are Federal and State Income Tax, the State Universities Retirement Systems (SURS), and if applicable, Medicare. For all employees hired April 1, 1986 or after, and employees who have a break in their employment, there is a mandatory 1.45 percent deduction from gross salary each pay period for Medicare coverage.

An adjunct faculty member can expect his/her first salary payment for a particular class to begin on the 2nd pay period after the contract **and** all documentation including transcripts have been submitted to Human Resources Office.

Any questions regarding salary for classes should be directed to the HWC Human Resources Office at 312-553-5924. An adjunct faculty member may contact the Payroll Department at 312-553-5623 if he/she wishes to take part in special tax-sheltered annuity plans, change his/her deductions, or signs up for direct deposit of the payroll check.

State Universities Retirement Systems

The State Universities Retirement System (SURS) deduction is 8 percent of an employee's gross salary before taxes, and the amount is the employee's contribution to the state-sponsored pension fund. In order to qualify for pension payments, an employee needs to contribute to the fund for five years. If an employee terminates his/her employment at City Colleges of Chicago prior to completing the required five years of enrollment for pension benefits, his/her total contribution plus interest will be refunded to him/her.

All adjunct faculty members will be enrolled in SURS. If an instructor teaches for more than one college covered by SURS, he/she may receive service for no more than one year, during any academic year, but his/her contribution base would increase. Any other public employment or prior service time that an employee has can be purchased to provide him/her with service credit toward retirement benefits.

Faculty Attendance Reporting Procedures

One of the most important obligations of an adjunct faculty member is attendance. Each instructor is expected to be present at all scheduled class sessions. All absences

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are deducted from salary on a pro-rata basis. No faculty member may cancel a class. If you know that you will not be able to meet the assigned class as scheduled, you must notify your Department Chair and the Harold Washington College Security Desk on the 1st Floor at 312-553-5643.

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FACILITIES AND SERVICES

Campus Hours

Hours of operation for campus facilities are as follows:

Monday - Friday	7:30 AM - 10:00 PM
Saturday	7:30 AM - 5:00 PM
Sunday	Closed

Employee Identification Cards

All adjunct faculty members teaching on the Harold Washington College campus are required to obtain an Employee Identification (ID) Card from the Security Office. ID is obtained by receiving a letter or memorandum from your department chair or department secretary to the Security Office requesting an ID Card be issued to you for the current semester. ID cards are necessary to gain access to the building and are useful at the Library, Media Distribution Services, Computer Laboratories and Beck's Bookstore.

Security Services

Security personnel are on duty 24 hours a day. With routine requests, call the Security Office [312/553-5644] or the 1st Floor Security Desk at 312-553-5643. If an emergency occurs, contact the security officers on duty by dialing 5643 or request security officers to be paged by the switchboard operator by dialing "0" on any Harold Washington College telephone instrument. The Security Office, Room 206, also issues and validates Student Identification Cards during registration and is the "Lost and Found" repository for the College.

No Smoking in the Building

Please remember that Harold Washington College, in compliance with the City of Chicago ordinance on prohibition of smoking in public buildings, has a strict no smoking policy. Furthermore, there is no smoking permitted within fifteen (15) feet of entrances to public buildings in compliance with Chapter 7-32 of the City of Chicago Municipal Code, *Chicago Clean Indoor Air Ordinance*. Harold Washington College maintains and enforces this strict no smoking policy. Smoking is permitted on the East side of the building at the corner of Wabash Avenue and Lake Street.

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Those failing to comply with the *Chicago Clean Indoor Air Ordinance* are subject to fines up to \$100.00.

Supplies and Equipment

All employees may not purchase items on behalf of the College and seek reimbursement of expenses unless they have prior written authorization by the Business Office. If you require supplies and equipment, please request assistance prior to any purchase through your departmental secretary for inexpensive and small items and your department chair for expensive item requests.

Telephones

To use the Harold Washington College telephone system, these instructions are provided:

- For making Internal Calls within the system: Dial the four-digit extension number.
- For making Outside Calls: Dial 9, first wait for a dial tone for an outside line, and then dial the outside number.

There are two College switchboards, which are located in the Registrar's Office, Room 209 and the College Administration Reception Area, which is opposite Room 1108. At least one switchboard is staffed weekdays from 8:00 AM to 9:00 PM. If you need to call into the College from outside during hours the switchboard is closed, please use the Security phone number, 312-553-5643. The telephones have a number of sophisticated capabilities such as voice mail, conference calling, and call transfer. A *Telephone User's Guide* is available through your department secretary.

The *Directory* for Harold Washington College is distributed to all employees after the semester begins and may be obtained through your department secretary. The *Directory* provides the telephone number extension, office number, and e-mail address, if available at the time of printing for all full-time and part-time faculty, staff and administrators.

Cellular Telephones

The policy for all students attending Harold Washington College is that cellular telephones are not permitted in the classrooms or laboratories. Cellular telephones are considered intrusive in the teacher-student learning process, and the teacher deals

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appropriately with students, whose cellular telephones are in use during classroom and laboratory periods.

Parking Facilities [available in the Loop] Fall 2009

Harold Washington College (HWC) has no parking facilities that it operates; however, local parking garages in the Loop offer discount parking to Harold Washington College faculty, staff and students. There are several parking facilities within walking distance of the College that provide the following rates for specific times of the week and day. Please note that some parking facilities required parking validation of the parking ticket at the HWC Security Desk prior to returning to your vehicle. Also, the rates listed may change without prior notice.

PLEASE NOTE THAT DIFFERENT RATES APPLY TO MORNINGS, AFTERNOONS OR EVENINGS AND SATURDAY and SUNDAY PARKING

MORNING PARKING - MONDAYS THROUGH FRIDAYS
Public Parking – 171 North Wabash All Day Special: In by 10:00 AM and Out by 8:00 PM Rate: \$13.00 [includes taxes]
InterPark – Wabash & Randolph Entry to Parking Garage on Wabash and on Randolph All Day Special: In between 5:00 – 9:00 AM and Out by 8:00 PM Rate: \$14.00 [includes taxes]
InterPark – Wabash & Randolph Entry to Parking Garage on Wabash and on Randolph Nine (9) Hours Parking Special with Yellow Validation Parking Coupon obtained at Harold Washington College Security Desk Rate: \$14.00 [includes taxes]

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AFTERNOON & EVENING PARKING - MONDAYS THROUGH FRIDAYS

Public Parking – 171 North Wabash

Afternoon Special: In after 4:00 PM and Out by 10:00 PM

Rate: \$14.00 [includes taxes]

InterPark – Wabash & Randolph

Entry to Parking Garage on Wabash and on Randolph

Afternoon Special with Stamped Parking Coupon at Harold Washington College

Security Desk: Validation is only for In after 4:00 PM and Out by 12:00 AM!

Rate: \$9.00 [includes taxes]

InterPark – 60 East Lake Street

Afternoon Special with Stamped Parking Ticket at Harold Washington College

Security Desk: Validation is only for In after 3:00 PM and Out by 12:00 AM!

Rate: \$10.00 [includes taxes]

Theater District Parking – Dearborn & Lake Street

Entry to Parking Garage on Lake and on Dearborn

Afternoon Special with Stamped Parking Coupon at Harold Washington College

Security Desk: Validation is only for In after 4:00 PM and Out by 12:00 AM!

Rate: \$10.00 [includes taxes]

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SATURDAYS

Public Parking – 171 North Wabash

All Day Special, including Sundays, with Stamped Parking Coupon at Harold Washington College Security Desk
Rate: \$14.00 [includes taxes]

InterPark – Wabash & Randolph

Entry to Parking Garage on Wabash and on Randolph
Nine (9) Hours Parking Special with Yellow Validation Parking Coupon at Harold Washington College Security Desk
Rate: \$14.00 [includes taxes]

Theater District Parking – Dearborn & Lake Street

Entry to Parking Garage on Lake and on Dearborn
All Day Special, including Sundays, with Stamped Parking Coupon at Harold Washington College Security Desk
Rate: \$10.00 [includes taxes]

ALL DAY PARKING - ANY DAY OF THE WEEK

InterPark- 60 East Lake

24 Hours/7 Days a Week
Sundays-Saturdays
Rate: \$14.00 (in by 12:00 AM; out by 11:59 PM)

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Copying Procedures

Course outlines, syllabi, exams, handouts and books (See below for copyright protocol.) should be given to the department secretary one week in advance or submitted directly to Reprographics 24 hours in advance. Completed materials may be placed in your mailbox in the departmental office by the Academic Department Secretary.

Reprographics (Duplicating/Copying) Office & Procedures

The Reprographics Office is open Monday through Thursday, 9:00 AM - 6:30 PM.

A copy machine is located in the Academic Department Office. Full-time and Adjunct faculty are allotted 2,000 copies per semester, but you are limited to 30 total copies per run. To operate the copier, you need an access number, which you will get at the beginning of the semester. As much as possible, please send material to the Reprographics Office, Room 1112, 312-553-5639 to preserve your copying allotment for the semester for “last minute” copying in your department office.

Reprographics request forms are in the Academic Departmental Office and also available at the Reprographic Office. For service, please leave the request form in the Academic Departmental Office designated outbox or take them directly to the Reprographics Office or submit the requests via e-mail in the following formats: MS Word, Excel, Access or PDF to dlocke@ccc.edu. For other formats please contact David Locke at Ext. 5639 or dlocke@ccc.edu.

Reprographics needs a minimum of 24-hours to turnaround the service except at the beginning of the semester. In some instances, rush copies can be accommodated.

Please note only faculty members and departmental secretaries can pick up tests and quizzes, all tests and quizzes are locked in a security cabinet in the Reprographics Office.

For large format (posters) and color printing you will need to fill out a large format and color printing request form. This form will need to be sign by the department chairperson and by either the college president or vice president. These requests require a 48 hour turnaround. These jobs need to be sent electronically to dlocke@ccc.edu. For all large format (posters) the text and the artwork needs to be sent electronically.

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Copyright Protocol

Documents that are copyright protected can be reproduced under certain circumstances. The circumstances allow for two chapters or less from a book, as long as the two chapters do not exceed 25% of the total book. Reprographics can do this only once from the book. If more chapters are needed, or the two chapters are used every semester then Reprographics will require permission from the publisher. Reprographics will need the original book to verify the copyright information and to make copies.

Office Doors & Sign Posting

For security reasons the glass on your office door should never be obscured with paper or any other material. The office hours or any other notices should be posted in the plastic sign holder outside your office door. If a notice for your class is required please post it in the plastic sign holder above the room number outside the classroom. Never post anything on the wooden doors. If a sign needs to be posted elsewhere please contact David Locke in Room 1112 or [*dlocke@ccc.edu*](mailto:dlocke@ccc.edu).

Engineering/Maintenance

The Engineering/Maintenance Office is located in the lower level of the campus building. At least one engineer is on duty Monday through Friday from 6:00 AM - 10:00 PM, and Saturdays from 6:00 AM - 6:00 PM. Contact your department secretary with routine requests for maintenance; in an emergency, the engineers can be paged by using the College telephone system through the switchboard operator by dialing "0", or contact the HWC Security Desk [312-553-5643 or internally extension 5643] and request that an HWC Engineer be paged by the Security Officer to respond to the emergency.

Faculty/Staff Lounges

There are no designated central Faculty Lounges at this time. Vending machines are located on the 10th and 11th Floors. Please follow directional signage to these locations and ask for assistance from other faculty and staff members of the College.

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Grading Machines

The SCAN-TRON Multi-Purpose Test Scoring Computer is an easy-to-use machine, which can score standardized, norm-referenced, criterion-referenced or teacher-made tests. The machine marks the wrong responses and prints the total of correct responses at the bottom of the answer sheet. It is easily programmed by using a "KEY" form with the correct answers marked. Please contact your Academic Department Secretary or the Placement Testing Center at 312-553-3167 for further assistance.

Requests for Keys

Adjunct faculty members may be issued keys for classrooms or labs, which are normally kept locked. If a key is required, a *Request for Keys* form, signed by the instructor and the appropriate Department Chairperson/Program Coordinator, must be submitted. Issued keys must be returned in person to the Academic Department Secretary at the last class session of the semester and cannot be transferred to other faculty or staff members.

Liability Insurance

Every adjunct faculty member is covered by the College's liability insurance for instruction-related activities. State Workers Compensation Insurance covers on-the-job injuries of instructors. In the event of a personal injury while in the College or working for the College at an off-campus location, the incident of the injury must be reported to the Harold Washington College Security Office and a written report of the incident recorded as soon as possible.

Textbook Acquisitions

An instructor's academic department chairperson or program coordinator may supply him/her with a textbook for his/her class. If a textbook is not available, the instructor may obtain a complimentary copy of the textbook from the publisher through the Academic Department Secretary and/or Department Chairperson. During the time the instructor is waiting to receive the textbook from the publisher, the department secretary may receive a copy of the textbook from Beck's Bookstore on loan and replace this loaned textbook upon receipt of the complimentary copy from the publisher. Beck's Book Store is conveniently located at 60 East Lake Street.

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Mailboxes

Mailboxes are located in the Academic Departmental Offices. If you are teaching off-campus, please contact the Academic Department Secretary and request that information is mailed to you.

Office Space

Space limitations prohibit assignment of permanent office space to adjunct faculty. If an instructor has not been assigned an office space, he/she should contact the Department Chairperson or Program Coordinator to arrange for space. Sharing of office space is common among part-time faculty.

Classroom Assignments

The classroom to which an instructor is assigned is noted on his/her assignment along with the days and times a class meets and the class beginning and ending dates. Changes in classrooms must not be made without prior approval from the appropriate dean and the room coordinator; please call the Office of Instruction at 312/553-5910. Because classes start on different dates, a classroom may appear to be available when in reality there is a class scheduled for that space.

LIBRARY ELECTRONIC SUBSCRIPTION RESOURCES

ON-CAMPUS ACCESS

The Web address www.hwclibrary.ccc.edu will direct on-campus users to the local version of the library web site. This web site provides links to the FULLTEXT ARTICLE & REFERENCE DATABASES. NOTE: On-campus users will gain seamless access to FULLTEXT ARTICLE & REFERENCE DATABASES while off-campus users are required to login first. In the Library, users must present their Harold Washington College ID Cards in order to check out books and audiovisual materials.

The Library Faculty and Staff may be reached at 312-553-5760, 5784, or 5766. Email addresses are as follows:

Sherry Ledbetter, Library Chairperson: sledbetter@ccc.edu

John Kieraldo, Systems Librarian: jkieraldo@ccc.edu

Todd Heldt, Librarian – Reference/Serials: theldt@ccc.edu

Celia Perez, Librarian – Bibliographic Instruction: cperez2@ccc.edu

Roelisia Dawkins, Circulation Supervisor: rdawkins@ccc.edu

Jo Anne Mason, Audio Visual Supervisor: jomason@ccc.edu

The Library and Audio Visual Department are open as follows:

Days of the Week

Monday – Thursday

Friday

Saturday

Sunday

Fall/Spring Semester

8:00 AM – 9:00 PM

8:00 AM – 6:00 PM

8:30 AM – 1:30 PM

Closed

Days of the Week

Monday, Wednesday, Thursday

Tuesday

Friday

Saturday

Summer Term

8:00 AM – 8:00 PM

8:00 AM – 4:00 PM

Closed

Closed

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REMOTE ACCESS

The same web address www.hwclibrary.ccc.edu will direct off-campus users to a welcome page designed for off-campus users. This page includes a link to the login page for access to subscription-based electronic resources. In order to gain access to the FULLTEXT ARTICLE & REFERENCE DATABASES remote users must login with a user ID and password. All current students and Harold Washington College employees may obtain a user ID and password from the Library Faculty (Librarians).

FULLTEXT ARTICLE & REFERENCE DATABASES

There are approximately 60 individual fulltext and reference databases available to Harold Washington College students, faculty, administrators, and staff. A full, annotated list is available with the FULLTEXT ARTICLE & REFERENCE DATABASES link from either the local-access site or the remote-access site. Remote users can display these resources in one of three ways – list all, list by subject, or list by vendor.

A sample of these include:

Grove Music Online

Chicago Sun-Times (fulltext from 1985-present)

Chicago Tribune (fulltext from 1985-present)

EBSCO (general academic, health/medicine, business modules)

ProQuest General Reference (general academic module)

New York Times (fulltext from 1995-present, indexing from 1986)

Oxford English Dictionary

CQ Researcher

GALE/Cengage Learning (groups of current issues data base)

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AUDIO-VISUAL MATERIALS AND EQUIPMENT

A large collection of audio-visual equipment and materials is available to faculty members of Harold Washington College upon request. The Audio-Visual (A-V) Department is located in Room 501E, which is inside the Library, and is open as follows:

Monday – Thursday	8:00 AM – 9:00 PM
Friday	8:00 AM – 9:00 PM
Saturday	8:30 AM – 1:30 PM

Summer Semester hours may be different from the above schedule and are posted at the entrance to the Library. Telephone lines to the A-V Department are 312-553-5775 and 312-553-5773. Faculty may place materials on reserve for use by students with valid student ID Cards. The A-V listening and viewing area contains the following equipment for student use with reserve materials and TV college tapes within the room, CD Players, cassette players, ¾ inch U-matic videocassette players, ½ inch VHS videocassette players, and DVD players. The A-V Staff are always pleased to discuss A-V matters and special projects with you.

A-V RESERVATIONS

A-V equipment and materials are heavily used, and all requests for delivery service must be given to the A-V Department in writing, at least 48 hours before delivery is required. The department provides student operators to set up, deliver, and retrieve equipment, **except on Fridays after 4:00 PM, all Saturdays, and Summer Semester, and at the beginning of each semester while new A-V student aides are being hired and trained.**

A-V REQUEST FORM

The A-V Request Form, which lists the available equipment, can be picked up in Room 501E and is also available via the Library's web page using "Schedule AV" under Faculty or call 312-553-5774/5775.

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MOBILE LAPTOP LABS

A-V Staff request a 48 hours notice to use the Mobile Laptop Labs (MLL) units to avoid double booking and requests. The faculty member is required to pick up and return units. MLL units will not be signed out to anyone other than the faculty member who made the request. Last minute requests will be honored only if there are no reservations overriding the MLL unit's use. MLL units can only be used as a unit. Individual use of laptops is not permitted.

OFF-CAMPUS USAGE

Reservations for A-V equipment or materials to be used off-campus should be made 48 hours in advance. Please submit all requests in writing or in person to the A-V Staff; our A-V student aides are not authorized to receive requests except in writing.

LONG TERM LOAN OF A-V EQUIPMENT OR MATERIALS

Certain types of A-V equipment or materials can be borrowed for long periods of time. These requests must be submitted in writing and approved by the Department Chairperson.

BORROWING FROM OUTSIDE SOURCES

Requests to borrow materials from off-campus sources should be made six weeks before class use. Video catalogs are available in Room 501E. Faculty members are strongly advised to preview all unfamiliar materials before using them in class.

IN THE CLASSROOM

GENERAL RESPONSIBILITIES OF AN ADJUNCT FACULTY MEMBER

College teaching is a demanding profession, which requires an open mind, creative use of instructional techniques, mature judgment, intellectual curiosity, and keen interest in the welfare of the student. Harold Washington College has attained its reputation for excellence largely because of the quality of its faculty. Toward this end, the adjunct instructor has three major responsibilities:

1. Teaching educational content in a logical, organized manner.
2. Advising students and facilitating their access to support services.
3. Performing essential reporting functions.

The adjunct faculty member is expected to:

- Provide instruction in accordance with the stated mission of Harold Washington College.
- Provide instruction in classes according to established course syllabus and outline and in accordance with the description in the College's catalog.
- At the beginning of the semester, inform students orally and in writing of course requirements, evaluation procedures, and attendance policies.
- Maintain one conference/office hour per week for each class taught at a time convenient to students.
- Assist students with study problems or refer them to the Tutoring Center Room 409.
- Maintain accurate attendance and scholastic records of students and submit all required reports according to deadlines.

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SYLLABI AND COURSE OUTLINES

According to the Illinois Community College Board, a current syllabus following a stipulated format must be on file for each course listed in the current *Harold Washington College Catalog*. These official course syllabi, which include course objectives agreed to by all department members provided by the academic departments, are on file in the Office of Instruction. Copies of these materials for each department's own courses are generally to be found in the Academic Department Office, also.

Faculty members are required to include an up-to-date course outline as part of the materials they distribute at the beginning of the semester or term to students in each of their classes. While the format of these materials may be determined by the instructor, the course outline must include information on office hours, grading policies, attendance expectations, textbooks and material to be covered each week.

On the following page is an example of how the Harold Washington College Course Outline should be structured for each course.

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COURSE OUTLINE EXAMPLE

COURSE NUMBER AND TITLE:
SEMESTER:
CLASS MEETING TIME:
CLASSROOM NUMBER:
CREDIT HOURS:
INSTRUCTOR'S NAME:
OFFICE ROOM NUMBER:
OFFICE HOURS:
OFFICE TELEPHONE (VOICEMAIL):
EMAIL ADDRESS:
COURSE WEBSITE:

Course Description: (This is the official description in the College catalog.)

Required Textbook(s) and Materials:

Textbook(s) title(s):

Materials:

Course Objectives: (From the instructor's perspective: What are the instructor's intentions for the class? Summarize what you, the instructor, want students to learn in this class and how the students will learn them. Explain the learning environment you wish to create for the students.)

Learning Outcomes: (From the student's perspective: What specific skills and knowledge should the student expect to have learned after the completion of the course.)

Attendance: (Regular and punctual attendance is required. All Harold Washington College policies on attendance will be observed by faculty and students. Students who miss class attendance must check with their instructor when a class session is missed for make-up work.)

Grading:

Assignments:	Grade Distribution
Class Participation:	90% to 100% = A
Quizzes:	80% to 89% = B
Mid-Term Examination:	70% to 79% = C
Research Paper(s):	60% to 69% = D
Final Examination:	Below 60% = F
What the grade means:	
A:	
B:	
C:	
D:	
F:	

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Disabilities Access Information:

It is Harold Washington College's policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are required to obtain the appropriate documentation from the Disabilities Access Center. They are also required to contact their instructors to discuss their individual needs for accommodations.

Academic Integrity:

(FROM THE *CCC STUDENT POLICY HANDBOOK*)

The City Colleges of Chicago is committed to the ideals of truth and honesty. In view of this, students are expected to adhere to high standards of honesty in their academic endeavor. Plagiarism and cheating of any kind are serious violations of these standards and will result, minimally, in the grade of "F" by the instructor.

(A BETTER EXAMPLE FROM PROFESSOR AMANDA LOOS'S *HUMANITIES 102 SYLLABUS*)

Academic Dishonesty/Plagiarism

A student who submits a paper which in whole or part has been written by someone else or which contains passages quoted that are paraphrased from another's work without proper acknowledgement (quotation marks, citation, etc.) has plagiarized. Maintain your integrity when completing assignments and be overzealous to give credit where credit is due. You will have plenty of opportunities to develop and express your own thoughts; you do not need to take someone else's! If you are ever unsure about what constitutes plagiarism or if you have questions about the integrity of your writing, ASK.

Students who are found to have plagiarized any work may be subject to serious disciplinary actions including a failing grade on the assignment, failure of the course, and possible disciplinary measures (including expulsion) from the college. I have no fear of confrontation if I suspect that you have plagiarized, and evidence will be submitted to the Dean if my suspicion is confirmed.

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Other Policies – It is a good idea to include these policies in the syllabus/course outline. Having these in the syllabus/course outline clarifies policies for the students and protects the instructor:

Classroom behaviors
Extra credit
Attendance
Late assignments
Class participation
Portfolios/projects
Makeup exams

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<i>COURSE OUTLINE [Course Number & Title, Section, Semester]:</i>
WEEK 1
WEEK 2
WEEK 3
WEEK 4
WEEK 5
WEEK 6
WEEK 7
WEEK 8
WEEK 9
WEEK 10
WEEK 11
WEEK 12
WEEK 13
WEEK 14
WEEK 15
WEEK 16
WEEK 17

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Assessment and Evaluation

Assessment is a systematic process that collects aggregate data about student learning in multiple-section courses or programs, (e.g., General Education) and uses the data to understand and improve student performance, development, and achievement. **Evaluation** is making judgment about relative value, worth, usefulness, productivity, or effectiveness.

Grades vs. Assessment

Grades	Assessment
Student performance within one course	Aggregate <ul style="list-style-type: none">▪ student performance across an instructional sequence of courses (e.g., ICCB 9hrs HUM, 10 core CD courses)▪ a degree program (e.g., AA, AS, AAS)
Individual faculty member with the individual student	
Purpose <ul style="list-style-type: none">▪ validate formative & summative achievement in that specific course▪ validate transfer credit▪ validate transcripts for degree or certification	Purpose <ul style="list-style-type: none">▪ improve student performance, development, and achievement▪ improve pedagogy, course content, curriculum, learning resources, student services

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Defining Course Objectives

Course Objectives are goal statements that

- Provide the faculty member's perspective;
- Delineate the major curricular content of the course
- Answer these types of questions:
 - ✓ What do I want students to be able to *know* and *do* upon their successful completion of this course?
 - ✓ What changes in behaviors or attitudes can I expect?
 - ✓ What course content and instructional experiences will I provide or require them to engage in?

Defining Student Learning Outcomes

Student Learning Outcomes are written as explicit and measurable statements that

- Delineate what students should **demonstrate** that they *know* and can *do*.
- Answer this question:
 - ✓ Across the cognitive, behavioral, psychomotor, and/or affective domains, what will students demonstrate that they know and do upon their successful completion of this course?

On the following page are examples of Course Objectives and Student Learning Outcomes.

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Examples of Course Objectives and Student Learning Outcomes

Course Objective

Student Learning Outcome

Math 099 will facilitate students' development of algebraic skills necessary for problem solving.

Students will be able to

- identify and use exponents and scientific notation, including negative and rational exponents; and
- use rational and radical expressions.

Chemistry 201 will provide lab opportunities for students to understand the three major states of matter.

Students will be able to

- describe the atomic differences of solids, liquids, and gases; and
- apply the Kinetic Molecular Theory to the behavior of solids, liquids, and gases.

Child Development 101 will introduce students to the theories of cognitive and psychosocial developmental growth, from prenatal to adolescence.

Students will be able to

- identify various theories of development growth;
- differentiate between cognitive and psychosocial behaviors associated with specific growth of development; and
- analyze the behavior of toddlers as consistent with or departing from the theory of language acquisition.

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INSTRUCTIONAL TIPS

The job of an instructor is to create a quality educational experience for his/her students. Here are some ideas that will help an instructor reach that goal.

- The atmosphere created in the classroom can definitely enhance the learning process. An instructor should respect all students and make them feel welcomed, accepted and challenged.
- A good instructor-student relationship is very important as the students are our clients and the instructor is Harold Washington College's representative to them.
- An instructor should get to know his/her students as people and learn and use their names. The few minutes before class starts, the break and time after class are well spent in general conversation with students.
- An instructor should think through the objectives for his/her course and develop strategies for reaching them. The course syllabus and outline is the instructor's map to success. With a good map, students can arrive at where the instructor wants them to be.
- An instructor should use a variety of learning strategies. Probably the most overused form of instruction is the lecture method or "talking head." If an instructor uses the lecture method, he/she should make certain that a portion of each class session also incorporates another learning method. Following are some suggested methods:

Small discussion groups
Group projects
Oral reports
Debates

Panel discussions
Role-playing
Field trips
Guest speakers

- An instructor should provide adequate feedback on students' progress throughout the course and should not let grading and evaluation be a surprise.

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- An instructor should start and end class on time. If students know that an instructor expects them to be punctual, they will come on time. Likewise, an instructor must give students the full measure for their education by meeting for the entire scheduled class time. Coming late or dismissing class early is not acceptable!

- An instructor should encourage all students to participate actively. Research has shown that those who participate learn and retain more than those who are passive. This may mean that an instructor will have to encourage the shy students while monitoring the participation of the more talkative students.

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BEFORE THE FIRST CLASS SESSION

Before the first class session, the instructor should be sure to do the following:

1. Be sure all necessary hiring documents and paperwork have been turned into the Harold Washington College Human Resource Office.
2. Obtain a course syllabus for the course he/she is teaching from the Department Chairperson as soon as he/she is employed.
3. Obtain a copy of the appropriate textbook.
4. Write and have duplicated a course outline, which includes educational and behavioral objectives that the instructor expects his/her students to acquire by the end of the term, the course requirements, and the grading system to be used. The grading system must clearly indicate how the instructor will weigh and balance the various requirements of the course in reaching the final grade determination. State the office number assigned, CCC e-mail address and your office extension if known at the first class session. The outline should be handed out at the first class session.
5. Plan the semester to ensure that all relevant material is covered and allow time for review before examinations.
6. Pick up the initial class lists from his/her department mailbox and carefully follow the instructions given. Harold Washington College and all City Colleges of Chicago are non-attendance institutions since Fall 2008, therefore there are no “formal” attendance forms to maintain.
7. Arrive before the scheduled beginning time of the class. This will demonstrate to students that punctuality is expected.

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DURING THE FIRST CLASS SESSION

During the first class session, the instructor should:

1. Introduce him/herself. Write his/her name as well as the department, course, section number, and meeting days/times on the whiteboard.
2. Distribute the course outline and grading procedure to all students.
3. Inform students of the required text and materials necessary for the course.
4. Inform students of course attendance requirements.
5. Determine students present and absent. Any student whose name is not on the initial class list should be referred to the Registrar's Office to clarify enrollment status. Do not allow students who are not officially registered to participate in class; do not promise students that you can give them permission to enroll in a class that is full or after registration has ended.
6. Establish a "telephone tree" to assist in notification of all students in case an emergency arises which would prevent classes from being held.
7. Give the students the department phone number, location, and hours during which messages are taken and consider giving students a telephone number where you may be reached directly if students need assistance. The College will not release an instructor's telephone number to students.
8. Inform students of emergency procedures.
9. Inform students you are available for assistance and set times to meet with students individually as needed.
10. Try to learn a little about the students at the first class session. Students appreciate being called by name. Learn and use students' names as soon as possible. Although there may be limited time available to cover course content at the first session, some time should be devoted to this purpose. It is important to utilize all class time to its fullest. The first class, and all subsequent classes, is to meet for the entire assigned time.

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THROUGHOUT THE SEMESTER

Throughout the semester, the instructor should:

1. Be sure students who enrolled during the late registration period and missed the first class session are given all the information that was provided at that session.
2. Review the objectives, course requirements, and grading system periodically.
3. Make every effort to contact and counsel a student before a student receives a No-Show grade [NSW] or an Administrative Withdrawal [ADW] grade from class. Student retention is important. The instructor must indicate the last date the student attended. If an instructor does not assign an "ADW" grade to a student who does not attend class or the student does not withdraw him/herself, a grade of "F" will be assigned for the course at the end of the semester.

PC COMPUTER LAB RESERVATION

The PC Computer Instruction Labs located in Rooms: 203B, 401, 405, 406, 407, 408, 709, and 710 are only available by request through the Dean of Instruction at 312-553-5911, before the start of the semester. During the semester, please book these computer labs with **Vincent Wiggins** at **312-553-5655** or by e-mail at vwiggins1@ccc.edu.

OPEN COMPUTER LAB HOURS

Open Computer Lab hours are changed for the Fall 2009 Semester are:

Monday - Thursday	8:00 AM – 9:00 PM
Friday	10:00 AM – 7:00 PM
Saturday	10:00 AM – 3:00 PM
Sunday	Closed

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OIT Support

If you have any computer related questions please contact Harold Washington College helpdesk at hwc-helpdesk@ccc.edu or 312-553-3030. HWC OIT website is located at <http://hwc.ccc.edu/oit> where you can find more information about IT Resources at the College.

RESPONSIBLE COMPUTER USE POLICY

On August 3, 2006, the Board of Trustees, City Colleges of Chicago, adopted a new *City Colleges of Chicago Responsible Computer Use Policy*. This policy is for all users of City Colleges of Chicago (CCC) computers and computer labs. All users who do not abide by this policy and its provisions may be subject to disciplinary action or referral to the appropriate legal authorities for failing to comply. The scope of this policy is applicable to all users of CCC information resources, such as all computer and communications equipment installed on CCC property or otherwise furnished by CCC.

For the complete text of the new *City Colleges of Chicago Responsible Computer Use Policy, adopted August 3, 2006*, please visit the City Colleges of Chicago web site at http://ccc.edu/aboutccc/computer_policy.shtml.

FIELD TRIPS

The College recognizes that in some classes field trips enhance learning. All field trips for credit courses require advance approval of the appropriate dean. Field trips should be planned a minimum of three weeks in advance.

As general policy, the field trip should begin and end at the site of the activity, if possible, and students should make their own travel arrangements. Safety should be emphasized at all times during field trips, in going to and from the facility, and while touring the facility. Proper instruction should be given to the class prior to departure for the field trip.

In order to maximize the educational benefit of field trips, they should be:

- directly related to course objectives;
- planned well in advance;

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- scheduled sufficiently in advance to insure that all students will be informed of the trip; and
- scheduled at a time that is convenient to students, to encourage maximum participation.

No participation fee, admission charge, or travel charge is permitted for a field trip, which requires participation by all students in a course unless such charges are collected as a course fee at registration, or unless all students agree in advance.

No monies can be paid to the instructor directly. Arrangements must be made with the Dean of Students Services and the Executive Director of Business and Administrative Services to collect appropriate fees and to issue vouchers.

GUEST SPEAKERS

Adjunct instructors must obtain prior approval from the appropriate dean prior to inviting non-College personnel for a speaking engagement at the College. The guest speaker is not to be considered a substitute for the instructor; the instructor must be present at all times during the speaker's presentation. Stipends for guest speakers are generally not available.

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STUDENT SUPPORT SERVICES

TUTORING

The Learning Center offers tutoring, free to all Harold Washington College (HWC) Students. Tutoring is designed to assist students who are attending class and reading assigned materials to gain a better understanding of the subject matter. Tutoring is accomplished in individual and group sessions. Tutors often work with several students from a class and on occasion with the entire class. While we offer tutoring by appointment, many opportunities for “drop-in” assistance or to have a question or problem explained exist. Subjects in which tutoring is available are the following:

Accounting
Applied Sciences
Architecture
Art
Biology
Chemistry
Child Development
Computer Information Systems
Criminal Justice
Economics
English
English as a Second Language (ESL)
Foreign Language (Chinese, French, Italian, Japanese, Spanish)
Humanities
Mathematics
Music
Philosophy
Physical Sciences
Physics
Psychology
Social Sciences
Speech
Sociology

The Learning Center’s Tutoring Hours Are:
Mon-Thurs 8:00 am - 8:00 pm
Fri-Sat 9:00 am - 4:00 pm

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Tutoring is limited in some subject areas by budget and availability of qualified tutors. The Learning Center sometimes organizes group sessions for a specific level of mathematics, writing for Humanities classes, and ESL conversation.

Please contact Mary Levenson at 312-553-5851, Room 315 for further information and assistance. Tutoring is located in Room 409. The telephone in 409 is 312-553-5699. Mathematics Tutors are located in both Rooms 409 and 702. The Writing Tutors are located in the Writing Lab in Room 1118.

DISABILITIES ACCESS CENTER (DAC)

The Disabilities Access Center (DAC) offers support services that make HWC programs more accessible for students with special needs. These individualized support services may include registration assistance, campus orientation, building evacuation information, special testing arrangements, adaptive equipment, support personnel (interpreters, readers, note-takers, etc.), counseling about disability related issues, and referrals to campus and community resources. DAC is located in Room 107.

Frequently Asked Questions about the Services for Students with Disabilities

How are accommodations for students with disabilities determined and what office oversees these services?

The Disabilities Access Center (DAC) is the designated office to determine appropriate accommodations and auxiliary aids for students with disabilities. The determination is based on the disability documentation provided by the student and the functional limitations presented by the disability. All documents are regarded with strict confidentiality. Students must provide the DAC with this documentation before services are initiated. The purpose of the accommodations and auxiliary aids is to give the student an equal opportunity to participate in programs offered by the College. The DAC is located in Room 107 and can be reached at 312-553-6096. Office hours are Monday through Friday, 9:00 AM to 5:00 PM.

What services does the Disabilities Access Center provide?

The Disabilities Access Center (DAC) coordinates the provision of accommodations and auxiliary aids, including:

- Testing accommodations, such as extended time, large print, use of a computer for essay tests, use of a tape recorder for dictated answers, etc.
- Assistive technology devices, such as tape recorders, magnifiers, screen-reading and magnification software, assistive listening devices, talking dictionaries/calculators, Braille printer, etc.
- Alternate text formats (electronic, large print, tape-recorded and braille)
- Books-on-tape
- Sign language interpreters, readers, scribes
- Access to class notes
- Information about building evacuation procedures for people with disabilities

Who is the role of a note-taker in the classroom for a student with a disability?

- The note-taker is to take notes from the board, the lecture and any pertinent information regarding assignments.
- The note-taker will proctor tests in the DAC for their student at the assigned class time.
- The note-taker may not discuss the student's progress in class with the instructor or discuss the student's disability with the instructor.
- The note-taker is to assist the student with tasks that the student is unable to do for themselves because of their disability.
- Only the student may dismiss the note-taker during a class session. The student must complete a Student Waiver of Services form before the note-taker can leave the class.

What is the role of the sign-language interpreter in the classroom?

- The sign-language interpreter is to provide signed language for the spoken lecture of the instructor and responses from students.
- The interpreter is to present the spoken lecture in an accurate unbiased manner to the student.
- The interpreter will facilitate a conversation between the student and the instructor using both spoken and signed language so that both parties are able to participate in the conversation equally.

How is testing handled in the Disability Access Center?

- A student must request testing accommodations 2 business days in advance of a test to insure that there will be a test proctor to monitor the exam in the Disability Access Center. (Failure to request testing accommodations in advance may result in the post-ponement of the test for that date.)
- A proctor will monitor the student while testing to insure the integrity of the testing process.
- Once a test is completed by the student it is returned to the instructor or the department's secretary.
- Irregularities in testing are reported to the instructor.
- Tests are returned to the instructor or department secretary when a student does not show up for the scheduled testing time in DAC so that the instructor may apply their own rules regarding missed tests and tardiness.
- Students requesting to re-schedule the date of a test with DAC will require an instructor's written permission before the test will be administered.

Who provides academic advisement to students with disabilities?

Students with disabilities receive academic advisement from academic disciplines, faculty, and academic advisors in the Office of Admissions, the same as students without disabilities. If a student requests information pertaining to how courses can be made accessible or has other disability-related questions, the student should be referred to the DAC for that information. Faculty and staff, who are advising and registering students, should assist students with disabilities when this can be done without difficulty. If, however, a student requests the use of magnification devices or other auxiliary aides in order to fill out registration forms, please refer the student to the DAC for that type of assistance. The goal is to integrate students with disabilities into all aspects of the college experience, but to also ensure accessibility.

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How do students with disabilities request accommodations? What are the responsibilities of students with disabilities?

Students with disabilities must:

- Identify themselves to the College through the Disability Access Center and request accommodations as early as possible in the semester.
- Provide appropriate documentation of their disability. The documentation must come from an authority qualified to assess the disability. There must be a logical link between the functional limitation stemming from the disability and the accommodation requested.
- Fill out service request forms in a timely manner in order to use services through the Disabilities Access Center (DAC).
- Obtain Accommodation Letters from the DAC and deliver them to their teachers. The letters explain the accommodations the student has requested and is eligible to receive.

What should faculty do to accommodate students with disabilities in the classroom?

- Include a statement in your course syllabus informing students that accommodations are available, for example: “Students with disabilities who need accommodations in this course are encouraged to speak with me after class at the beginning of the semester. In order to receive accommodations, students with disabilities need to provide documentation of their disability to the Disabilities Access Center (DAC) located in Room 107.”
- Provide a copy of the syllabus in advance to students who request it, so they can make arrangements to have required reading materials put into accessible formats, such as tape-recorded, large print and electronic. This process can take several weeks, depending on the length of the materials to be read.
- Say aloud what you write on the board while writing so that students with visual impairments and learning disabilities (such as dyslexia) have access to that information at the same time as the rest of the class.

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- Permit your students to use auxiliary aides and technologies that ensure access. Depending on the disability, this may include tape recorders, computers, spell-checking devices, assistive listening devices, sign language interpreters, and note takers.
- Assist your student and the DAC in recruiting a volunteer from the class to make copies of their class notes if requested. You may be asked for a copy of your lecture notes and/or copies of overheads for students who have disabilities that prevent them from taking notes.
- Allow testing accommodations. Whenever possible, students with disabilities should take their accommodated tests in the classroom in order to be with peers and have access to the teacher for questions. However, some accommodations need to be provided in the DAC. Meet with your student to discuss the testing accommodations and arrangements that will be best for the student. Examples of testing accommodations include: extended time, alternate text formats (electronic, large print, tape-recorded), a separate quiet testing room, use of assistive technology, use of spell-checking devices or calculators, or oral tests where the student dictates answers onto tape.

If your student needs to take tests in the DAC, you will be asked to send tests and testing instructions to the DAC several days in advance. Please plan ahead so you can do this. The DAC may have to administer several tests to other students with different accommodations at the same time. We need to make sure all of the tests are in accessible formats before the students arrive to take their tests. If we have not received a test in time to convert the text into an accessible format, the test must be postponed. We try to avoid this if at all possible because it may be difficult to find a time to give a make-up test that does not conflict with the student's other classes.

- Tests can be sent via e-mail to: hwc-dac-tests@ccc.edu

When requested, provide alternate formats of class handouts or other printed information. Alternate formats include: electronic text (on diskette or via e-mail), large print and braille. Teachers can provide electronic format by simply emailing the handout to the student as an attachment. If you need assistance in putting printed material into an alternate format, you may contact the DAC for assistance with creating large print and braille on any document that has not been previously published or copyrighted to the following e-mail address: hwc-dac-alttext@ccc.edu. Students are responsible for negotiating the alternate format for their books with the DAC.

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- Make academic adjustments in instruction when requested. For example, some students who are hard-of-hearing need teachers to face them when speaking. You may be asked to wear a small microphone that transmits your voice to a student's FM receiver. Students with visual impairments or learning disabilities may need you to say aloud and describe what you write or draw on the board/overhead projector. Some students may need extended time on an assignment. Occasionally, a student may need an alternate assignment if a particular assignment cannot be made accessible.
- If you have a course that uses Blackboard, please make sure the information you have on Blackboard is accessible. For example, information for students must have text-based descriptions for graphics and pictures so blind students can access the information using screen-reading software that reads aloud to the student. Information that uses sound files for students to hear must have text accompanying the files that describe the item to be heard for students with hearing impairments. For more information, please contact the Director of the Disabilities Access Center or the Dean of The Center for Distance Learning.

What else should faculty be aware of?

- Regard disability-related discussions and information with the strictest confidentiality.
- Select textbooks early. Students with visual impairments and certain learning disabilities, such as dyslexia, must begin early to obtain their texts in alternate formats.
- Making reasonable accommodations does not mean reducing the standards you set for the course, but rather leveling the playing field for the student with a disability. Hold students with disabilities accountable to the same standards you hold every other student.
- When students request accommodations, you may ask that they provide you with an Accommodation Letter from the DAC. The letters list the accommodations the students are eligible for and have requested.
- If you have a student who suspects he/she has a learning disability and is interested in obtaining LD diagnostic testing, you may refer the student to the DAC for information about community agencies that provide this type of testing. There is usually a significant cost involved. However, the DAC can refer the

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student to an agency that provides the testing at a discounted rate. In some cases, the costs can be covered by the Department of Human Services' Office of Rehabilitation Services.

- It is the student's responsibility to discuss their disability with their instructor's.
- The Disability Access Center only provides services to students that have a documented diagnosis of a disability. Many times classroom performance does not reflect that students have a disability, however, this is not an indication that a disability does not exist.

For further assistance, please contact the Director of Disabilities Access Center at 312-553-6096 [Voice Mail and TDD].

ADDITIONAL STUDENT RESOURCES

Transfer Center

The mission of the Transfer Center is to facilitate a transfer to four-year colleges and universities. Students who visit the Transfer Center will find catalogs of four-year colleges and universities, information on scholarship opportunities, application materials, brochures, and most important, transfer guides to secondary institutions. Staff members are available for walk-ins or appointments to provide one-on-one advising sessions, campus tours, and facilitation of college representative visits. The Transfer Center also coordinates college fairs, information sessions by colleges and universities, and discipline-specific transfer seminars. For further information, contact the Transfer Center at 312-553-3007 or stop by Room 106E.

Career Planning & Placement Services

The Career Planning & Placement Services offers an array of career related resources and services for Harold Washington College students. The Career Planning and Placement Center assists students with career interest profile, resume' and cover letter preparation, job search, interviewing and communication skills, internships, mock interviews, job applications, and job shadow opportunities, etc. The Center also sponsors job fairs and ongoing career and job readiness workshops. In addition, The Center hosts local business for onsite recruiting and networking opportunities. For further information, please contact 312-553-3000 or stop by Room 203A.

The Wellness Center

The Wellness Center provides students, faculty, and staff with mental health and other wellness services, including mental health crisis intervention, short-term counseling, support groups, psycho-educational workshops, and referrals. The Wellness Center is located in Room 713 and can be reached at 312-553-5858. Students may phone for an appointment or simply walk in. The Wellness Center services are free and confidential.

Faculty are encouraged to refer to the Wellness Center upon identifying students in distress or exhibiting other symptoms of depression, anxiety, or life crisis. The Wellness Center also provides counseling for stress management and study skills development. If you are uncertain how best to intervene with a student needing support, you may contact Michael Russell, Wellness Center Manager, for guidance at 312-553-5858.

STUDENT ATTENDANCE REPORTS AND GRADES

There are various documents that are required of instructors by the Registrar's office each semester. On the first day of each semester, an academic calendar is distributed to each department secretary that lists the dates that documents required to be submitted to the Registrar's Office is distributed and should be returned to Room 209, Registrar's Office.

The documents that are submitted to the Registrar's Office each semester are:

- Day One Class List
- Class List (previously Day Ten List)
- Midterm Grade Reporting Form
- Final Grade Reporting Form

Day One Class List

Instructors use this roster to no-show withdrawal (NSW) a student who has missed the first three class sessions of a regular sixteen week term. With classes in summer, mini, or other special sessions, the number of days is reduced according. If students are listed on the roster but did not attend they should be withdrawn from the class by the instructor and issued with an NSW. The name of the student should be lined out and the instructor should print "NO SHOW" next to the student's ID number. The signed and dated rosters are returned to the Registrar's office by the date noted in the distributed academic calendar. Please be aware that by giving a student a "NO SHOW", you are removing the student from the class.

No refunds of tuition and/or fees will be issued for students with no-show withdrawals (NSW). Students will be held accountable for the payment of tuition and fees for NSW courses.

Note: Effective Summer 2008, CCC became a non-attendance taking institution; therefore CCC no longer uses NS1.

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Class List

Instructors use this roster to once again enter any appropriate NSW that was not entered on the Day One Class List. The signed and dated rosters, with lined-out to students to indicate the NSW, should be returned within the established time frame to the Registrar's office.

If a student is attending the class but is not listed on the roster, instruct the student to report to the Registrar's Office in Room 209 immediately. Students are not entitled to attend class without being properly registered. Please do not write a student onto your class list unless you have reviewed a class scheduling receipt from the student and confirmed that the student was properly registered.

Midterm Grade Report Form

Instructors will enter a midterm grade or an Administrative Withdrawal (ADW). An ADW should be given for students who are not actively pursuing the course at the midterm of the class. Instructors can measure student pursuit in the class through class participation, taking required examinations/quizzes, submission of required paper/work assignments, etc. If instructors want class attendance as part of the definition of actively completed, signed, and dated Midterm Grade Report Form should be submitted to their Registrar's Office by the established date.

Beginning in Fall 2008, the midterm and final grade rosters have a certification statement at the end of the form. These statements should be checked, as appropriate, by each instructor to designate what is utilized to certify that a student is actively pursuing completion of the course at the time of grade submission. Further, your signature and certification of measures used in the classroom indicates that the instructor has proper documentation to support this indication. Please note, for each class, the measures used to confirmed active pursuit.

Only instructors can reinstate a dropped student. The request must be submitted to the Registrar's Office on school letterhead with the instructor's signature along with the student and class information for reinstatement into a course to occur.

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Final Grade Reporting Form

The Final Grade Reporting Form should ONLY have a letter grade or the action code of incomplete (I) recorded. If you are giving a student an incomplete, there is an attached form with all final grade sheets that should be submitted with final grades. The form should be completed to indicate why the student is being given an incomplete and what the student must do to receive a letter grade for the class. Remember that if the student has not satisfied the requirement to change an “I” to a letter grade by mid-point of the following semester, the grade will automatically convert to an “F”. Also remember to complete a Grade Change Form and submit it to the Registrar’s Office when the “I” should be changed to a letter grade.

Instructors will enter the student’s final grade for the course on this form. The completed, signed and dated Final Grade Reporting Form should be submitted to Registrar’s Office.

Note: ADW is not a final grade. Instructors should not enter any ADW on the Final Grade Reporting Form. Students must be given a grade appropriate to their performances in the course.

ATTENDANCE RECORDS

Because state financial support to the College and financial assistance to students are based on verifiable enrollment and attendance records, all faculty are required to maintain accurate attendance records for each student who is enrolled in each course and submit them to the Office of the Registrar at midterm. Attendance rosters are submitted to Department Chairpersons at the end of the semester.

Student absences must be recorded on the attendance rosters that are provided for that purpose. A student who arrives late or leaves early will normally not be considered absent. However, a student who misses a large portion of a class period may be marked absent at the discretion of the instructor. Instructors who do not receive attendance roster(s) must contact the Office of the Registrar. Faculty are responsible for maintaining records or ad hoc forms until the official Attendance Roster is provided.

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GRADING SYSTEM

The College uses the following system of grading for all courses in all programs:

A	Excellent	4 points per semester hour
B	Good	3 points per semester hour
C	Fair	2 points per semester hour
D	Poor	1 point per semester hour
F	Failure	0 point per semester hour
I	Incomplete	Assumes student has submitted passing work and is missing one final assignment
WTH	Student Initiated Withdrawal	No penalty
ADW	Administrative Withdrawal	No penalty
AUD	Audit	No penalty, no credit

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COMPUTING GRADE POINT AVERAGE

A student's overall academic credit record is measured in terms of a grade point average (GPA). The number of grade points earned as a final grade in each course is multiplied by the number of semester hours attempted, excluding courses for which an incomplete or withdrawal is indicated.

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

This formula is expressed as follows:

Grade points times semester hours divided by total semester hours attempted equals grade point average (GPA).

Example: If a student earns an "A" in a course with 5 semester hours of credit and a "C" in a course with 2 semester hours of credit, his/her GPA would be computed:

$$4 \text{ (points for "A")} \times 5 \text{ (credit hours)} = 20 \text{ grade points}$$

$$\underline{2 \text{ (points for "C")} \times 2 \text{ (credit hours)} = 4 \text{ grade points}}$$

$$7 \text{ (credit hours)}$$

$$24 \text{ grade points}$$

24 (total grade points) divided by 7 (total credit hours attempted) equals 3.42 (GPA)

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GRADING STANDARDS

The following criteria for grading student performance in credit courses insure that the grading system is understood and is consistently applied. Instructors should strive to maximize the validity and precision of the grades they assign. The level of student achievement that is required for each grade should be consistent with the expectations that prevail in post-secondary education for similar courses.

GRADE OF AN "A"

- Earns consistently superior scores on examinations.
- Completes assignments in prescribed form on time, with evidence of careful research on subject matter and planned presentation.
- Consistently shows independent thinking in terms of the subject matter of the course, in written assignments and/or class discussion.
- Demonstrates understanding of relationships between concepts within the subject area in written assignments and/or class discussion by citing parallels, similarities, and paradoxes.
- Applies learning to new situations.
- Asks questions which demonstrate understanding of the subject and which stimulate relevant discussion.
- Complies with attendance regulations.

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GRADE OF "B"

- Earns consistently above average achievement on examination.
- Completes assignments in prescribed form on time with consistently above average quality.
- Demonstrates independent thinking in written assignments and/or class discussions of the subject.
- Demonstrates general understanding of the subject by citing parallels in its various aspects in written assignments and/or class discussion.
- Demonstrates understanding of intended learning outcomes and applies learning to some new situations.
- Asks questions which demonstrate above average knowledge of the subject.
- Complies with attendance regulations.

GRADE OF "C"

- Earns satisfactory scores on examinations.
- Completes assignments in the prescribed form on time and of acceptable quality.
- Demonstrates a satisfactory level of understanding of subject through written assignments and/or class discussion.
- Demonstrates a satisfactory level of understanding of the organization of textbooks and other forms of instruction.
- Demonstrates some understanding of the relationship of the subject to academic, vocational, or social goals.
- Asks relevant questions.
- Complies with attendance regulations.

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GRADE OF "D"

- Earns below average examinations scores.
- Turns in incomplete or late assignments; quality of work is marginal.
- Is a passive listener rather than an active participant in class discussion?
- Demonstrates only a marginal understanding of the relatedness of concepts.
- Demonstrates evidence of a minimal application of subject outside of class.
- Complies with attendance regulations.

GRADE OF "F"

- Does not complete assignments or turns in unacceptable assignments.
- Is inattentive in class.
- Demonstrates little or no interest in or comprehension of the subject.
- Makes unsatisfactory progress toward achieving intended learning outcomes.
- Does not comply with attendance regulations.
- Demonstrates unsatisfactory performance in the clinical setting even though other intended learning outcomes have been achieved.

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GRADE OF “I”

The Incomplete grade, “I”, means that the student has actively participated in a course and is doing passing work at the end of the semester, but has not taken the final examination (or has not completed other specific assignments, such as a term paper). To remove an “I” grade, a student must make arrangements with the instructor to complete the coursework and/or take the final examination by the mid-point of the following semester (not including the summer term). If the coursework is not completed and turned in to the instructor by this deadline, the “I” grade will convert to a facility grade, “F”. A student who has an “I” grade may not re-register in that course. However, if the “I” grade is changed to an “F”, the student may then re-register for the course.

To assign the “I” grade, the instructor must submit an Incomplete Grade on the Final Grade Report form. To change a grade of Incomplete to a permanent grade, the instructor must submit a Grade Change Report form, signed by the Department Chairperson to the Office of the Registrar.

ACADEMIC HONORS

The college encourages academic excellence and officially recognizes outstanding student achievement by the designations of Dean's List (for students with a semester GPA of 3.50 or above) and Dean's Honor List (for students with a semester GPA of 3.00 to 3.49).

Full-time credit students earning 12 semester hours or more or part-time students having earned 12 hours are eligible for these honors. No more than 6 of these hours may be in developmental education courses.

RECORDING OF GRADES

MIDTERM GRADE REPORT FORM

Completion of the *Midterm Grade Report* form is mandatory for state funding. Photocopies or fax copies are not acceptable. Because state funding is based on mid-term enrollment, and the enrollment report for the college cannot be prepared until all instructors submit enrollment verification for each of their courses, it is imperative that the reports be submitted on time. The State of Illinois requires that the enrollment of students in each class be verified at the course midterm to be eligible for state funding. Copies of attendance reports must be provided along with the *Midterm Grade Report* forms.

Midterm Grade Report forms are delivered to the department offices for distribution just prior to the course midterm date. Instructors must make any necessary changes, sign and date the *Midterm Grade Report* form by the due date, and return the form in person to the Office of the Registrar. The original of the *Attendance Roster Form* must be stapled to the *Midterm Grade Report* form. (Instructors should keep copies of these documents.) Midterm grades will not be accepted if attendance records are not attached. Students receive mid-term grades in the mail.

FINAL GRADE REPORT FORM

The *Final Grade Report* form is delivered to the department offices for distribution just prior to the final date of the course. The original copy is to be marked, signed, dated and returned. The completed *Final Grade Report* form must be submitted, in person, by the end-of-semester deadline to the Office of the Registrar. Hours are 9:00 AM to 6:00 PM, except Fridays when the office closes at 1:00 PM. Attendance records for the semester are submitted to the Department Chairperson.

INSTRUCTIONS FOR COMPLETING GRADE REPORT FORM

Do not line out a student's name for any reason or change pre-printed data. Letter grades must be assigned to all students listed on the *Final Grade Report* form. Enter the appropriate grade in the grade column using capital letters. Use the grades of A, B, C, D, F, or I. The grade designations of Administrative Withdrawal (ADW) and Student Initiated Withdrawal (WTH) cannot be used. Review your completed forms to make sure a grade is assigned to every listed student. Sign and date each form.

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GRADE CHANGES

Once a course grade has been officially assigned, it may be changed only if there has been an error in computing or recording the grade. To change a grade, the adjunct instructor must submit the *Grade Change Report* form, signed by the Department Chairperson, to the Office of the Registrar. Forms are available from the Registrar's Office. Students must challenge the final grade assigned by presenting their grade dispute to the department chairperson and then the academic dean, if the request is denied by the instructor. The decision of the dean will be final. Copies of the teacher's procedures for determining grades must be submitted with any grade changes.

EXCESSIVE ABSENCE AND ADMINISTRATIVE WITHDRAWAL

The instructor should notify a student whose absence has seriously affected the quality of coursework. The instructor must give a student absent three (3) consecutive weeks prior to the mid-term an Administrative Withdrawal (ADW) grade on the *Midterm Grade Report*. If excessive absences and lack of progress after the mid-term make it impossible for course completion, the student should be encouraged to officially withdraw from the course. Students officially withdraw from classes in the Office of the Registrar. After midterm, the student must activate withdrawal from the course; administrators or instructors cannot initiate withdrawal at that time.

STUDENT WITHDRAWAL FROM CLASS

Students may withdraw from credit classes for various reasons by coming to the Office of the Registrar. The necessary form for formal withdrawal is available from the Office of the Registrar.

MEDICAL EMERGENCY PROCEDURES

GENERAL PHILOSOPHY

Faculty and staff of Harold Washington College (HWC) are not medical personnel, and therefore should not attempt to diagnose illnesses or treat serious injuries, which occur anywhere in the College. HWC Security staff members will respond to calls for first aid and provide any assistance they are able to ill or injured persons. It is the responsibility of HWC security staff members to notify the Chicago Fire Department to dispatch an ambulance for sick or injured parties to the College.

PROCEDURES IN A MEDICAL EMERGENCY

When an illness or an accident resulting from injury occurs, one or more of the following actions should be taken by the faculty or staff member:

In instances of minor injury:

Assist the individual by providing access to a first aid kit if available. If there is no first aid kit in the classroom or department where the injury occurred, HWC Security staff is trained to provide first aid if requested to do so by the injured party. Contact the HWC Security Desk at 312-553-5634 or 5644.

In instances of illness or serious injury:

HWC personnel should first provide whatever immediate assistance is necessary and then follow the procedures detailed below:

1. Contact the Security Desk at 312-553-5643 or 5644.
2. Provide your name and department.
3. Describe the nature of the medical problem and the location of the victim to the HWC Security staff.
4. Remain with the victim until the HWC Security officer arrives.
5. Keep the victim still and comfortable; do not move the victim.
6. Be prepared to give any information regarding the illness or injury to the HWC Security officer. The HWC Security officer will contact the Chicago Fire Department and complete an incident report form.

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The Chicago Fire Department's Paramedic staff determines if the sick or injured person should go to the hospital. The sick or injured party has the option to refuse or accept the services of the paramedic staff and the ambulance.

In laboratory classes, the faculty or staff member in charge of the laboratory at the time of the accident must submit a department accident form for all incidents resulting in illness or injury.

If the ill or injured person refuses medical treatment, said refusal should be noted on the department accident reporting form and the Security Office's incident report.

EVACUATION OF THE BUILDING

FIRE ALARM - STROBE LIGHTING & HORN ALARMS

If the fire alarm is activated for any reason, the building is to be completely evacuated as soon as possible. Each classroom contains signs directing personnel to the nearest stairwell to exit the building. No one is to remain in the building or re-enter the building unless directed by the Chicago Fire Department. Please follow these instructions for preparing your students and you for evacuating the building. Specific College personnel have been designated to act as Emergency Evacuation Floor Leaders; usually there are four personnel to a floor. They may be wearing red baseball caps, bright orange and yellow vests, and carry flashlights. Follow their direction on exiting the building. In their absence, take charge of ensuring that your floor has been evacuated safely and calmly.

BE PREPARED FOR AN EMERGENCY

1. Know the locations of the Fire Alarm Pull Stations.
2. Know the locations of all Exit Doors and Stairwell nearest your classroom or office.
3. Ask students to identify themselves to you if they may have a disability and need assistance in evacuating the building.
4. Give a copy of your class schedule to the Disabilities Access Center.

WHAT TO DO IN CASE OF A FIRE ALARM

1. Exit the classroom in a quiet and orderly manner with personal valued belongings, so all personnel can hear any announcements over the public address system.
2. If you encounter personnel needing assistance, offer assistance and instruct the individual to remain near the Freight Elevator located on the northwest corner of each floor, near the restrooms and you will notify Security Desk of the situation.
3. Exit the floor using the nearest stairwell. Do not use elevators or escalators during an evacuation including a fire drill.
4. Exit the building immediately and go across Lake Street and Wabash Street. Do not remain on the sidewalk directly near the building.
5. Do not return to the building until the Chicago Fire Department, or in its absence, College officials, announce that it is safe to re-enter the building.

Fire Drills will be practiced at least once each semester and are publicly scheduled, so that the College can be prepared in case of a real emergency.

Should a Fire Alarm activate, evacuate the building. Do not wait for assurance that it may be a false alarm. Your cooperation will save lives.

WHAT TO DO IN CASE OF SEVERE WEATHER OR PENDING SEVERE WEATHER WARNINGS/SIRENS

1. Exit the classroom in a quiet and orderly manner with personal valued belongings, so all personnel can hear any announcements over the public address system.
2. Close the classroom/laboratory door and have students remain in the hall corridor or go to the emergency stairwells away from windows.
3. Students may sit on the corridor floor or in the emergency stairwells until the Severe Weather Warning has been called off by the public address system.

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IMPORTANT DATES

FALL 2009

Activity	Date
Classes Begin	Monday, August 24, 2009
Last Day for Students to withdraw -100% Tuition Refund	Seven calendar days from Start of class
Late Registration & Revisions of Students' Schedules	Monday, August 24, 2009 & Tuesday, August 25, 2009
Labor Day Holiday	Monday, September 7, 2009
Last Day for Students to file for Fall Graduation	Tuesday, October 6, 2009
Midterm Grades are due to Registrar's Office	Wednesday, October 21, 2009 <u>no later than 4:30 PM</u>
Last Day for Student Initiated Withdrawal	Monday, November 16, 2009
Thanksgiving Holiday (no classes)	Thursday, November 26 - Sunday, November 29, 2009
Fall 2009 Semester Ends	Saturday, December 12, 2009