

Full-Time Faculty



Handbook



2007-2008

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McHenry County College, Mission, Vision, Goals, and Strategic Directions

Mission

At McHenry County College, we value learning, and we put the interests of our students and community first. By providing high quality, affordable and accessible learning opportunities, we enable students to meet their educational, career and personal goals. By sharing our knowledge and resources, we support our community's educational, social, cultural and economic vitality.

Vision

The community's first choice for a lifetime of learning

Goals

- To prepare students to transfer successfully to colleges and universities,
- To prepare students to enter and advance in their careers,
- To prepare students with the literacy and basic skills to succeed and grow as learners, workers and members of society,
- To promote personal development and lifelong learning for all students,
- To enrich the educational, social, and cultural life of the community, and
- To address the community's workforce needs.

Strategic Directions

- Strategic Direction 1--Improve the learning environment
Strategic Objective 1.1--Improve program and department effectiveness through research, assessment and review
- Strategic Direction 2--Increase student access to education opportunities
Strategic Objective 2.1--Increase student success
Strategic Objective 2.2--Strengthen student enrollment
- Strategic Direction 3--Improve systems and processes
Strategic Objective 3.1--Understand and improve the effectiveness and efficiency of systems and processes through process analysis and Continuous Quality Improvement
- Strategic Direction 4—Utilize human resources effectively
Strategic Objective 4.1--Recruit and retain a knowledgeable and highly skilled workforce
- Strategic Direction 5--Increase external partnerships
Strategic Objective 5.1--Pursue common goals through external partnerships
- Strategic Direction 6—Improve College planning
Strategic Objective 6.1—Coordinate institutional needs and long-range plans with the College's financial plans and processes.
- Strategic Direction 7--Increase financial resources
Strategic Objective 7.1--Increase revenue to expense ratio

McHenry County College Philosophy

The commitments that evolve from McHenry County College's publicly declared definition as both a comprehensive community college and an integral part of the Illinois system of higher education have served as a basis for all of this institution's efforts in the past and will continue to do so in the future.

The College is responsive to the educational needs of the post-high school constituents within its area without duplicating existing services. It is also dedicated to carrying out the following commitments: a policy of open admissions, a comprehensive programming of educational offerings with high academic standards of performance, and the maintenance of an informal student-oriented learning environment.

The College admits any high school graduate or any adult who is capable of profiting by continuing his or her education and who desires to do so through the educational experiences offered. This open-door philosophy is sincerely extended to those who may not have benefited from previous college learning experiences as fully as their desires and capabilities permitted. McHenry County College also cooperates with area secondary schools in accepting high school students who desire and who are capable of using selected college educational experiences to complement their high school programs. In accordance with its open admissions concept, the College gives all entering students an equal opportunity to enter courses and programs. However, individuals must make their choices with full awareness of the standards necessarily set by the College for these courses or programs and are, therefore, expected to acquaint themselves with all available information related to the College's performance standards. Counseling and advising services are provided to assist students in making educational and career decisions.

Through its stated commitments, the College offers both extensive and limited educational opportunities, each with clearly defined objectives such as: programs of up to two years of full-time study, separate courses and certificates, and special services. In this way McHenry County College views its effectiveness not only in terms of the success of its graduates, but also in terms of those students who profit from other limited experiences, whether credit or non-credit, which they choose to complete at the College.

As a community college, McHenry County College is dedicated to teaching and to the type of assessment aimed at improving its instruction. Within this context, it plans to remain a two-year institution with an informal student-oriented environment.

McHenry County College Accreditation Process

The Academic Quality Improvement Process (AQIP) is an alternative process through which an already-accredited institution can maintain its accreditation from the Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools. With AQIP, MCC demonstrates that it meets the HLC accreditation standards and that it is an organization striving to improve its performance.

What most distinguishes AQIP from traditional reaccreditation is its concentration on systems and processes both as the basis for quality assurance and institutional improvement. Nine categories are addressed in the AQIP process and the interrelationships among systems essential to an effective College. The nine categories are: Helping students learn, Accomplishing other distinctive objectives, Understanding students' and other stakeholders' needs, Valuing people, Leading and communicating, Supporting institutional operations, Measuring effectiveness, Planning continuous improvement, Building collaborative relationships.

Operationally, the College has an AQIP Steering Committee comprised of representatives from all employee groups. Continuous Improvement training supports Action Teams, comprised of cross-college employees, in activities to investigate, analyze, and make recommendations to improve systems and processes at the College. The results of the Action Team projects are presented to the Steering Committee for support. By sharing both the advancement activities and the results of these actions with AQIP, the College provides the HLC with the evidence it needs both to make a public quality assurance judgment and to support and to assist the institution in its efforts to excel at achieving the distinctive higher education mission it has set for itself.

Details about AQIP can be found at <http://www.AQIP.org> and information on the College's AQIP Steering Committee and Action Teams can be found at <http://www.insidemcc.mchenry.edu/aqip/>.

Source-Principles and Categories for Improving Academic Quality, The Higher Learning Commission, 2002

The Faculty Association supports and participates in the college's commitment to continuous improvement and the AQIP process of accreditation through appropriate participation in Action Team activities.

McHenry County College Fast Facts

About The College

- McHenry County College was chartered as the 28th community college in the state of Illinois with passage of a referendum on April 1, 1967.
- The doors opened on September 16, 1968 to 312 full-time students and 1,045 part-time students at the Pure Oil Building, a rented oil company laboratory on Route 14, in Crystal Lake.
- MCC has grown to a comprehensive community college providing events, credit and non-credit educational and training opportunities for nearly 60,000 participants annually.

About Our District

- McHenry County's land area encompasses 603.508 square miles.
- McHenry County College serves District #528. The legal boundaries are formed from nine public high school districts:
 - #12, Johnsburg
 - #19, Alden-Hebron
 - #50, Harvard
 - #154, Marengo
 - #155, Crystal Lake-Cary
 - #156, McHenry
 - #157, Richmond-Burton
 - #158, Huntley
 - #200, Woodstock
- District #528 includes most of McHenry County and small parts of Boone, Kane and Lake Counties.

About The Campus

- The campus includes six buildings on 110 acres.
- Total square footage is about 386,000.
- The first building on campus was the Applied Science Building (now Building D), which opened in September, 1975.

- Buildings A, B and C, a fire science tower and a library addition, were added over the following 20 years. Building E (The Center for Advanced Technology), opened in 1997 to help prepare students for a rapidly changing workplace.
- In Spring 2003, MCC added a 62,000 square-foot classroom/student services building addition and built a new parking lot. The college also renovated the lower floor in building A. MCC received 9.54 million from the state of Illinois to complete these expansion projects.
- MCC also has two satellite facilities: University Center, a 10,969 square-foot campus in downtown Crystal Lake, the Shah Center for Corporate Training and the Illinois Small-Business Development Center, a 12,453 square-foot facility in McHenry.

About Our Students

- 57% are female
- 11.2% are minority
- 36.1% are 19 or younger

About Credit Programs

- The College offers 6 Associate Degree programs:
 - *Associate in Arts*
 - *Associate in Science*
 - *Associate in Fine Arts-Art*
 - *Associate in Fine Arts-Music*
 - *Associate in General Education*
 - *Associate in Engineering Science*
- MCC offers 17 options for an Associate in Applied Science degree.
- Certificate of Completion programs are available in 44 areas.
- Credit enrollment is expected to increase from 11,000+ students to 17,000 by 2019.

About the Faculty

MCC has 102 full-time instructors and about 260 adjunct instructors per semester.

About Finances

The sources of MCC's operating funds are:

- Local Taxes 62.29%
- State 8.2%
- Tuition and Fees 28.33%
- Interest 1%
- Other .18%

About Tuition (2007-2008)

In district	\$ 68.00
Out-of-district	\$270.58
Online in-and out-of-district	\$ 83.00
Out of state or country	\$313.16

Much More Than A College

In September 2007, MCC celebrates 40 years of service to the community. McHenry County College is the county's center for higher education and lifelong learning. MCC provides all residents with a wonderful, supportive outlet for creativity, and a positive place to satisfy a desire to learn, grow and explore new opportunities. MCC is also the area's resource for:

- Professional Education programs and continuing education courses ranging from financial planning to ballroom dance.
- A full-service conference center complete with catering and breakout rooms. The center features a 357-seat auditorium with stage and presentation technology.
- Free career services to MCC students, alumni and McHenry County residents.
- Free library access for all McHenry County residents who are 16 years of age or older. Check the MCC online catalog at www.mchenry.edu To access the college catalog - click on *Library*.
- Affordable fitness at MCC's 2,800 square-foot fitness center featuring a full line of weight training machines, treadmills, stair machines, elliptical trainers and more.

- The Center for Commerce and Economic Development (CCED), which provides services that support economic and workforce development, including training grant assistance, customized on-site training, financial and planning assistance, workshops and seminars, export assistance, small business development and more.
- Over 400 businesses and organizations used CCED services last year.
- The CCED recently obtained over \$400,000 in training grant funds to subsidize business training.
- Approximately 3,000 individuals were served via customized on-site, non-credit training.

Academic Calendar - 2007-2008 - MCC

McHenry County College 2007-2008 Academic Calendar
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FALL SEMESTER, 2007

Aug. 16, Thursday	<i>Opening Semester meeting for all employees; full-time and adjunct faculty workshops</i>
Aug. 17, Friday	Friday Night Credit Classes Begin
Aug. 18, Saturday	Saturday Credit Classes Begin
Aug. 20, Monday	Weekday Credit Classes Begin
Sep. 3, Monday	Labor Day Recess, College Closed
Sep. 10, Monday	Adult Education Classes Begin
Oct. 9, Tuesday	Professional Development Day, No Day or Night Classes; College Offices Closed
Oct. 15 – 19, Monday – Friday	Mid-Term Week
Oct. 17, Wednesday	Start of Second 8-Week Credit Classes
Nov. 9, Friday	Last Day for Withdrawals (For most 16-week classes)***
Nov. 21-23, Wednesday – Friday	Thanksgiving Recess, College Closed
Nov. 24, Saturday	No Saturday Classes College Closed
Nov. 26, Monday	Classes Resume
Dec. 7 – 8, Friday – Saturday	Final Exams for Credit Classes Meeting Only on Friday or Saturday
Dec. 8, Saturday	Commencement
Dec. 10-13, Monday – Thursday	Final Exam Period for Weekday Credit Classes
Dec. 12 – 15, Wednesday - Saturday	Last day of Adult Education Fall session at MCC and all sites
Dec. 24, 2007 - Jan. 1, 2008, Monday - Tuesday	College Closed

*** Per institutional policy, deadline varies for non 16-week courses

SPRING SEMESTER, 2008

Jan. 10, Thursday	<i>Opening Semester meeting for all employees; full-time and adjunct faculty workshops</i>
Jan. 11, Friday	Friday Night Credit Classes Begin
Jan. 12, Saturday	Saturday Credit Classes Begin
Jan. 14, Monday	Weekday Credit Classes Begin
Jan. 14, Monday	Adult Education Classes Begin
Mar. 10, Monday	Start of Second 8-Week Credit Classes
Mar. 10-14, Monday – Friday	Mid-Term week
Mar. 23 – Mar. 30, Sunday – Sunday	Spring Recess, No Classes
Mar. 29, Saturday	No Saturday Classes – College Closed
Mar. 31, Monday	Weekday Credit Classes Resume
Apr. 4, Friday	Last Day for Withdrawals (For most 16-week classes)***
May 2-3, Friday - Saturday	Final Exams for Friday Night & Saturday Credit Classes
May 5-9, Monday - Friday	Final Exam Period for Weekday Credit Classes (including Friday day classes)
May 10, Saturday	Commencement
May 21 - 24, Wednesday - Saturday	Last day of Adult Education late Spring session at MCC and most sites

*** Per institutional policy, deadline varies for non 16-week courses

SUMMER INTERSESSION, 2008

May 12, Monday	Credit Classes Begin
May 26, Monday	Memorial Day, College Closed
June 5, Thursday or June 6, Friday	Final Exam Period for Credit Classes

SUMMER SESSION, 2008

June 9, Monday	Credit Classes Begin
June 16, Monday	Adult Education Classes Begin
July 4, Friday	Independence Day Observance, College Closed
July 5, Saturday	No Adult Education classes
July 7-11, Monday – Friday	Mid-Term Week
July 25, Friday	Last Day for Withdrawals (For most 8-week classes)***
Aug. 4 – Aug. 8, Monday - Friday	Final Exam Period for Credit Classes
Aug. 6 - 9, Wednesday - Saturday	Last day of Adult Education Summer session at MCC and most sites

***Deadline may vary per institutional policy

Benefits and Employment

Address Changes

Salary and personnel records are based on information given by instructors. If any change occurs in your name, address, telephone number, other places of employment, or direct deposit accounts, promptly notify, in writing, Human Resources and your Executive Dean or Department Chair

Advanced Placement

Full-time faculty have many opportunities for advanced placement credits that accumulate and results in faculty advancing on the salary schedule. Some of these activities are taking a pre-approved course for credit at MCC; graduate coursework elsewhere; completing an advanced degree; presenting at conferences; taking courses for CEUs in your discipline or occupation; workshop training at MCC or elsewhere; etc. Please consult your Executive Dean on appropriate advanced placement credit activities. All advanced placement activities need prior approval from your Executive Dean. Please see the application forms that appear at <http://www.insidemcc.mchenry.edu/Forms/FacultyTuitionReimbursementApplications.pdf> .

Bereavement Leave

A five-day bereavement leave is available to full-time faculty for death in the immediate family. Immediate family is defined as spouse, child, daughter/son-in-law, brother, sister, parent or parent-in-law, grandparent, grandchildren or legal guardian who has raised the faculty member. In addition, each employee may take one bereavement leave for a person not on the above list during their employment at MCC. For additional information, refer to the faculty contract.

Bookstore Discount

All faculty members are eligible for a 10 percent discount on supplies, gift items, clothing, and card purchases. The bookstore will also order books for you at prices matching or lower than Amazon.com with no shipping charges.

Children's Learning Center (CLC)

Faculty can arrange for child care through the Children's Learning Center for daytime hours. The times available and fees, vary from semester to semester. Contact Debra Ryan, Director of the CLC, at 815-455-8555 (ext. 8555) for more information.

Compensation

Please consult the current faculty contract for the salary schedule outlined in Article XII of the Board-Faculty Association Agreement. (Board Policy 3.3.1.1) If you have questions, please consult Human Resources or the Faculty Association president. Overload rates and summer/intersession rates can also be found in the current faculty contract. Letters of Agreement are issued for all employment outside of the nine-month contract. Please sign and return contracts and letters of agreement to Human Resources for prompt compensation.

Contract Obligations

A contract is issued for a specific time period and includes the days designated for Faculty and Staff Workshops, and examinations as well as instructional time and office hours. Department Chairs and other special assignments may include additional work days. It is expected that each faculty member under such a contract, will work the full period except those days when the College administration deems it unnecessary for faculty members to be available.

SPECIAL NOTE: The Faculty Agreement 2004-2005 through 2007-2008 in Article IX Section 9.5. Faculty Schedules states:

A. 5. Finals Week Policy – Faculty may elect to give final exams during the fifteenth week of classes or during the established final exam week. Final exams for classes meeting once a week on Monday or Tuesday may be administered during the fifteenth week. However, final exams for classes meeting in a two-day or three-day week sequence cannot be scheduled prior to Wednesday of the fifteenth week of classes.

Classroom Faculty shall be present on campus for a minimum of eight hours during final exam week, to be distributed over the first three working days of the week. These hours shall be scheduled at the discretion of faculty, but should be at times which accommodate students.

Counseling faculty, Library faculty and other assigned faculty shall be present on campus fourteen hours during the final exam week. These hours shall be jointly scheduled by the faculty and their respective administrator based upon the concepts of equity and maximum service to students.

B. In the best interest of the College, faculty members shall be present on campus for all professional duties and obligations, including classes, divisional meetings, workshops, one (1) commencement exercise per academic year, and student conference hours. Each full-time classroom faculty member shall schedule a minimum of five (5) hours for student conferences per week. The conference hours shall be scheduled to accommodate students. Faculty teaching online courses shall schedule a

majority of their conference hours on campus. In addition, faculty members are strongly encouraged to participate in other professional activities.

C. Faculty must participate in one (1) commencement per academic year. If academic apparel is ordered for a faculty member who subsequently does not participate in the ceremonies, the faculty member will be charged for the rental of the apparel.

Credit Union

Faculty is eligible to join the McHenry County Financial Federal Credit Union. Automated Teller Machines are available at both Woodstock and Crystal Lake locations. You can now access your money 24/7. If you want to apply for an ATM card or have any questions, please contact the credit union: Crystal Lake: 815-459-3615, Huntley: 847-669-5850, or Woodstock: 815-338-3230.

Direct Deposit

Compensation checks will be directly deposited into a checking or savings account on Thursdays, bi-weekly. Human Resources has an application to complete for this service. **Please note:** A voided check or deposit ticket must be attached; payroll cannot process your request without one. Payments will not be made to faculty having credit, non-credit, or special assignment responsibilities unless you have provided Human Resources with signed Notification of Assignment, Federal and State W-4 Employees' Withholding Allowance Certificates, an I-9 Form, and a direct deposit.

Fitness Center

The MCC Employee Fitness Program is designed to enhance the health and wellbeing of our most important assets, our faculty and staff. The goal of the Employee Fitness Program is to promote healthy life-style changes in a supportive environment. Our Work-Site Fitness Program is effective and in a convenient setting to positively impact your health status.

Full-Time Employee

	Semester Rate	Yearly Rate
Employee	\$30	\$70
Employee + spouse <u>or</u> + 1 child (16-21)	\$65	\$150
Employee/Family	\$100	\$210

- Only for full time faculty or staff
- Prices Effective September 1, 2007 to August 31, 2008

Note: semesters are four months in length for employee rates:

- Summer = May, June, July, August
- Fall = Sept, Oct, Nov, Dec
- Spring = Jan, Feb, March, April

Additional information about this benefit can be found at:

<http://www.insidemcc.mchenry.edu/fitnesscenter/employeeincentive.pdf>

Flexible Spending Account (FSA)

All full-time employees are required to submit an enrollment form whether or not they participate in either the Health Care or Child Care Flexible Spending Accounts. FSA booklets and claim forms are available in the Human Resources Office. Please read the information thoroughly prior to participating. If you have any questions regarding FSA accounts, please contact Human Resources.

Insurance

Health, dental, vision and life insurance are available through the College for all full-time employees. Please contact Human Resources for further information. Optional life and long term disability insurance are also available.

Liability Insurance

The College carries adequate liability insurance coverage for its employees in the course of their job duties. We also carry workman's compensation insurance for job-incurred injuries. Such injuries should be reported immediately to the Director of Business Services.

Notification of Assignment

Letters of Agreement are prepared by the appropriate Department Chair Secretary for appointment to a special assignment, i.e., part-time teaching, overloads, mentoring, seminars, summer teaching, etc. These letters are usually issued immediately following the first Board Meeting of each semester as well as during the semester.

The College reserves the right to cancel this appointment at any time. If more than one day of the special assignment has been completed prior to cancellation, a prorated portion of the total stipend shall be paid.

Outside Employment for Faculty

Policy and Interpretation

The following statement is McHenry County College's policy on outside employment of full-time faculty (Board Policy 3.3.2):

Faculty members are encouraged to accept professional consulting and other employment outside the College that contributes to their professional roles. The College President reserves the right to review such outside employment as it relates to fulfillment of the faculty member's responsibilities to the College.

The Board Policy was designed to apply to cases involving faculty/staff who take on work outside of the College which could impinge upon their responsibilities at the College. In such cases, the College does have the right to know about and approve work activities that might necessitate such considerations as the rearrangement of teaching schedules or the potential absence of a faculty or staff member at particular times. On the other hand, it is understood that the College has no right to approve or disapprove of work activities which a faculty or staff member conducts on his/her own private time, as long as they do not affect the professional responsibilities accepted at the College.

Questions regarding the possible relationship of the outside work activities of faculty or staff and his/her College responsibilities might occasionally arise. The administration of the College would be in a better position to respond to such questions if a clear and concise written statement concerning such outside employment was in the personnel folders for reference. Therefore, faculty and staff are encouraged to submit a statement regarding outside employment as appropriate.

Overloads

Assigned Overloads

A full-time faculty member who is *assigned* an overload by his/her Divisional Administrator, has the option of accepting overload payment the semester earned or of accepting a reduced instructional load by the same course percentage (to a maximum accumulation of 25%) in a following Spring or Fall semester. Divisional Administrators are expected to exhaust other available staffing options before making an assigned overload to a full-time faculty member.

Requested (Voluntary) Overloads

A full-time faculty member who *requests* an overload for a given semester will need to do so in writing to his/her Divisional Administrator. The written request must be made by the deadline date set for divisional faculty to submit their recommended teaching schedule for the semester in question. Through the Office of Learning and Student Support Services, requested (voluntary) overloads will be distributed as equitably as practical among faculty who are interested and qualified for the available overloads.

Personal Leave

Full-time faculty receives two days per year for personal leave. Personal days are credited to the employee at the beginning of the academic year. These days may be used for any personal reason at the discretion of the employee. Personal days do not accumulate; they will convert to sick days if not used within the fiscal year. One day per year of accumulated sick leave may be used as an additional personal day.

Sick Leave

Full-time faculty receive 12 sick days per year. Sick days are to be used for personal illness, quarantine at home or serious illness in the immediate family or household. Accumulated sick leave will not be compensated for by the College upon termination; however, up to one year of unused sick leave can be applied by SURS in the computation of retirement benefits (180 days).

Full-time faculty are allowed 2 class absences per course taught each semester for participating in other professional obligations such as attending meetings, workshops, conferences, etc. without charge to their sick leave or personal leave days. Additional absences will be charged against sick or personal leave days.

Sick Leave Pool

Full-time faculty members may elect to put one day of their accumulated sick leave into a Sick Leave Pool each year up to a maximum of fifteen days to be fully vested. Full-time faculty members who have participated regularly in the Sick Leave Pool may then draw from the pool in the event of an extended illness in excess of the accumulated sick leave. Retiring faculty may elect to withdraw up to 15 days to help their retirement benefits or they may elect to donate any remaining days to the Pool. The Sick Leave Pool is administered by a member-at-large of the Faculty Association Executive Board and recorded in the Human Resources Office.

Sponsored Leave

After four years of full-time employment, full-time faculty is entitled to request a sponsored leave for one semester at two-thirds salary. After six years of full-time employment, faculty is entitled to request a sponsored leave for one semester at full salary or for two semesters at one-half salary. Sponsored occupational leaves are also available. The beginning date of employment will be used as a basis for calculating years of service.

State Universities Retirement Plan (SURS)

All faculty members, except those employed on an occasional substitute basis or less than a full semester, contribute 8 percent of their pre-tax gross compensation to the State Universities Retirement Plan administered by the State Universities Retirement System. McHenry County College neither represents the benefits nor assumes the liabilities for benefits and/or employee benefit choices available through the SURS program. For more information, contact Human Resources at 815-455-8737 or SURS at 1-800-ASK-SURS.

Travel

The divisional Executive Dean/Dean shall review all requests to attend professional meetings and, after evaluating each request, shall authorize, within the limits of the budget, those which will be beneficial to the College and the individual faculty member. Travel Expense Forms are available in the Office of Learning and Student Support Services.

Tuition Waiver/Reimbursement for Faculty

Faculty is eligible to receive a Tuition Waiver or Reimbursement (see Appendix) toward credit courses at MCC. One hundred percent tuition reimbursement is available to the faculty member's spouse or dependent children for course work at MCC. Reimbursement for tuition, fees, and book cost is available to full-time faculty, to a maximum of \$1,800.00 annually for approved course work taken elsewhere. The employee will receive a tuition waiver and their spouse/dependent children will be eligible for tuition reimbursement upon successful completion of the course.

The Tuition Waiver or Reimbursement form must be submitted to the faculty member's Executive Dean for approval signature prior to course registration.

College Support Services

Academic Computing Labs

Academic Computing Labs are located in A127 and E108. These Labs service the computing needs for students. You may pick up a copy of the Academic Computing Labs' policies and guidelines outside either lab. The Academic Computing Labs are not available for use as classrooms. For this reason, instructors should not bring or direct their classes to either of these rooms for the purpose of instruction or project work during the class meeting times. The two labs are set up to accommodate individual students, or small groups of students working on assignments and projects, outside of class time. Instructors working with individual students or a small group of students during office hours or other non-class times may also use the two labs. Brief tours of the labs, for the purpose of familiarizing students with their location and capabilities, are encouraged and welcomed!

AV Equipment Reservations

Located in Rm. A110, LCD projectors, CD and DVD players, slide projectors, easels, cassette recorders, laptops, Laser Pointers and other equipment for college-related use may be reserved by calling **the HELP Desk at 8457 (select option #2 for AV Equipment Hotline)**. This number can be accessed from outside the College by calling 815-455-8457. The AV Equipment Hotline has voice mail capability so you may record your request if necessary. A technician will receive the message immediately.

When you call to reserve equipment, please be prepared to provide the following information:

- Your name, department, extension or phone number
- The date and time of your call
- The equipment you are requesting
- The dates and times you will pick-up and return the equipment

If you have a problem with AV equipment while using it on-campus - Call the MCC HELP DESK at ext. 8457 (8HLP)

Bookstore

All textbooks used by the College, as well as student classroom supplies, are sold through the Bookstore (located on the first floor of Building B). Used books to be resold the following semester are **sold back** to the Bookstore during the week of final exams. Phone number: 815-455-8747 (ext. 8747).

Cafeteria

The College Cafeteria and the Employee Dining Room are located on the ground floor of Building B, adjacent to the Commons. The cafeteria is available for a full range of meal, beverage and snack services 7:30 am – 7:00 pm Monday through Thursday, and 7:30 am – 1:00 pm Friday. The Cafeteria offers a full range of catering services. Vending machines are available in the Cafeteria, outside of the Fitness Center, at the stairway on the 2nd floor of Building A (near the Library), on the 3rd floor of the new section of Building A next to Adult Education, and at the entrances to Buildings D and E.

Campus Mail Preparation and Processing

Incoming Mail

Mail is picked up at Crystal Lake Post Office and delivered to MCC by 8:30 a.m. Packages containing purchase orders are processed through the Mail Room or Receiving Room. Mail Room staff separate mail for each faculty mailbox. Faculty mailboxes are located outside the Mail Room (in the corridor of Building A, opposite the Art Department classroom). Mailbox keys are available through the Mail Room at 815-455-8595 (ext. 8595). Twice daily, packages/large envelopes are delivered to each office. Final mail pickup begins at 2:30 p.m. **All outgoing mail, personal or business, must indicate your department or name in the upper left corner**, otherwise the mail will be returned to you.

Processing of personal mail is extended as a convenience to employees. The mail must be pre-stamped and placed in an outgoing interoffice mail receptacle provided in most offices. All personal packages / boxes must be brought down to the mail room for processing – this does not include envelopes or small packets

All UPS personal packages will be delivered during rounds when we have room on are carts. Office depot and business packages will as always take priority.

Campus Telephone Services

Long distance calls can be designated business or personal. For business calls dial 9 + 1 + area code + number. For personal calls dial 1967 + 9 + 1 + area code + number and the call will be charged and billed to you as a personal call.

Direct Inward Dial (DID)

Direct Inward Dial allows outside calls to circumvent the Switchboard. All telephone extensions on campus use DID. If your extension begins with an “8”, the prefix is 455. If your extension begins with a “7”, the prefix is 479. Please encourage your students and other outside callers to dial your number direct. This greatly reduces the overload of calls coming through the switchboard. The area code for the College is 815.

Voice Mail

If you are away from your office or are using your phone when another call comes in on your line, the caller will be answered by Voice Mail. You can record your own personal greeting and use your own security code. This feature also allows you to check your Voice Mailbox messages if you are calling the College from an outside line.

For further information, check with the Administrative Assistants in your faculty office or call the MCC HELP DESK at ext. 8457 (8HLP).

Duplication Center

The Duplication Center in room A-133 provides duplication and finishing services for instructional materials, tests, brochures, and other published materials within approved copyright guidelines.

Materials to be duplicated may be submitted in-person or dropped in the after-hours depository, if the Duplication Center is closed. Please attach a completed project request to accompany your project.

The Center also offers online submission from off-campus locations using the internet. To submit a project using this resource, visit www.myorderdesk.com and follow the instructions for first-time customers. Setup of this application requires that a special print conversion driver be installed on your computer. If you are adjunct faculty and rely on technology support at your remote location, please contact them for assistance in installing this print driver. On-campus users should contact the Information Technology Help Desk for assistance in installing this print driver. The driver converts your document into a Portable Display Format (PDF) prior to submission to the Duplication Center. Online technical support is available using the HELP feature in the application or you may call the technical support phone line listed for additional assistance.

Each academic division office is equipped with appropriate duplication equipment for that area, many of which can accept your Microsoft WORD, EXCEL or POWERPOINT documents via the local area network (LAN). Document in PDF format are also accepted by these units. Contact the Duplication Center staff for information or training at (815) 455-8798 (campus extension 8798) or by e-mail at: duplication@mchenry.edu

Plan ahead...the beginning of each semester is always a busy time for the Duplication Center, so completion of your project may be delayed. It's a good idea to plan your requests in advance as the Center is not able to provide while-you-wait service.

Help Desk

For assistance with computer software, hardware, telephone, or AV problems, call the Help Desk at ext. 8457 (8HLP).

Hours:

Monday-Thursday 7:45 a.m.-10:00 p.m.,

Friday and 8:45 a.m.-8:00 p.m.

Saturday.8:00 a.m. to 1:00 p.m.

MCC's Help Desk is set up to work with, and through, the instructor on matters related to his or her students. For this reason, please do not give out the Help Desk phone number to students. Students who contact the Help Desk are referred back to their instructors as the point of contact and support on computer-related matters. Telephones are provided in computer-equipped classrooms for the convenience of instructors in contacting the Help Desk. The Help Desk is accessible off-campus by dialing 815-455-3700 and asking for the Help Desk (ext. 8457).

Human Resources

The Office of Human Resources is located in A 244. The office coordinates recruitment and selection of staff, administers all benefits, collects all required forms, and keeps personnel files up-to-date and accurate. This office also serves as a resource for questions and concerns. Please feel free to contact any of the staff when you need information or assistance.

Assistant Vice President: 815-455-8738 (ext. 8738)

Director of Employment Services /

Affirmative Action Coordinator: 815-455-8987 (ext. 8987)

Coordinator of Personnel Services: 815-455-8737 (ext. 8737)

Applications For Employment

Prior to your formal appointment by the College Board of Trustees, the Office of Human Resources must have on file a completed application form with supporting data, professional experiences, qualifications, and a certified copy of college transcripts.

Library Services

Information Literacy Instruction

The MCC Library's Information Literacy Program reflects the librarians' proactive approach to infuse information literacy instruction at key points in the curriculum to assist our students in becoming information-literate lifelong learners.

The **Baccalaureate Transfer Core** consists of an information literacy component integrated into three courses: MCC101, ENG151, and ENG152. The information literacy component of these courses is based on the Library's Information Literacy Goals and Objectives as well as course objectives. Basic information, navigation skills, evaluation of information sources, and the research process plus database search techniques are covered in MCC101, ENG151, and ENG152, respectively.

After completing these courses, students should be able to transfer the information literacy skills they've learned to other classes and research-based projects. Supplemental instruction will be provided through focused instruction sessions, handouts, or assignments as deemed necessary by the librarian and instructor of classes outside the core.

Students should be provided ample opportunity to apply and use information literacy skills during their course of study at MCC. That is why the librarians encourage faculty to give research-based assignments and projects and to hold students accountable for these skills. The librarians will be happy to work with faculty interested in designing an information literacy assignment and further integrating information literacy into their respective curricula.

Occupational Programs: The need for information literacy instruction is discussed with each occupational program during the program review process. The goal is to identify core occupational classes that the majority of students will take in each of the specific occupational programs offered at the College. Information literacy instruction is infused into these specific courses to meet agreed upon information literacy goals and objectives and the needs of each discipline.

To discuss the information literacy needs of your students or to schedule an instruction session, contact the Reference Librarians at 815-455-8762.

Library Reserve Materials

"Reserve" allows for the equitable use of materials that are in high demand as a result of specific class assignments or which have very limited availability. To reserve class materials for all, or part of a semester, contact the Library Circulation Assistants at 815-455-8533. Instructors must have a library card. Loose papers must be secured in a binder with a typed title label on the front cover. Loan periods can vary from "in-library-use-only" to two weeks. Whether the material is library owned, personal or photocopied, copyright laws must be observed. Reserve material is usually reviewed for usability and removed at semester's end. Personal copies are returned to the owner and library owned materials are returned to the permanent collection. (Complete Reserve Policy can be accessed from the Library homepage (<http://www.mchenry.edu/library/>)).

Purchase of New Books/AV Materials

Recommendations for the purchase of new resources in your subject area for the Library collection may be discussed with Joan Perlman, or sent to the Catalog / Collection Development Librarian. The Library relies heavily on faculty requests, so let your needs be known. Prioritize your requests (i.e., need for class being taught next semester; nice if funds are available, etc.). Please preview AV materials *before* payment to ensure these are appropriate for your classes.

Lost and Found

Please forward unclaimed items to the Switchboard/Information Office - located in the Commons Area of Building B.

Media Center

The Media Center, located in room A210, provides faculty with state-of-the-art hardware and software in a hands-on environment. Using the Media Center's resources, faculty and staff have the ability to experiment and explore innovative ways to use technology to enhance teaching and learning either in a synchronous or asynchronous classroom setting. If you need help, Professional Development personnel are an important component of College technology support resources.

Office of Marketing and Public Relations

How to Initiate Your Next Project: It's as Easy as 1-2-3!

Your contact for all incoming project requests is Pat Kriegermeier at extension 8562.

1) Advance Preparation

As a subject area expert, please provide a working draft of the communication that you would like to share with others when you begin a project. Writers in OMPR will work with you to edit and refine your draft into polished language prior to production. Staff is available for advance coaching, if desired.

2) Prepare a Project Request

<http://www.mchenry.edu/projectinrequest/projectreqform.asp>

You'll find our online project request at the URL listed above. You may attach a document up to 50KB – if your attachments are larger, please email them to pkrieger@mchenry.edu.

3) Your Project Team is Assigned

Once received, Pat Kriegermeier works with the director to assign a project support team. Necessary meetings will be scheduled and deadlines for completion are established based on prior commitments and staff availability at the time your project is initiated.

At The Close Of Your Project

The OMPR is beginning to provide detailed reports of the staff time and expenses associated with many projects. If you are interested, you may request a paper copy at the close of your project.

Professional Development

The faculty is encouraged to participate in various workshops and other professional development opportunities as offered on campus. These workshops are free and are published on the automated registration system available by clicking the "Got Training" button on <http://www.insidemcc.mchenry.edu> Mentoring is also available through your Dean.

Reserving Space - Campus Wide

Contact To Reserve: (Call the Coordinator of Campus Facilities 815-455-8764)

Atrium (Building A)	Employee Dining Room (B177C)
Black Box Theatre	Gym (A107)
Classrooms (including computer classrooms & instructional labs)	Hallways
Commons area (Bldg. B)	Main Dining Hall (B177)
Conference Center/Breakout Rooms	Parking Lot(s) (i.e. outer paved areas)
Conference Rooms (throughout MCC)	Playing Fields/ outdoor sports areas
	Scheduling for Outside Groups

Review of Procedures for Reserving Space – Campus-Wide

A telephone call is not sufficient to generate a reservation. The Facilities Request Contract is available on insidemcc in forms (<http://www.insidemcc.mchenry.edu/Forms/FacilitiesRequest.doc>). You must use this form when requesting space for meetings/events.

When planning your event:

- Check with Coordinator of Campus Facilities on space availability
- **Completely fill-out** a Facilities Request Contract
- You are responsible for contacting the Director of Food Services 815-455-8793 (ext. 8793) to confirm arrangements for food/beverages
- Make these arrangements prior to setting the date for your event
- Send the form as an email attachment, to Coordinator of Campus Facilities - acarzoli@mchenry.edu
- If the status of your event changes (i.e., number of attendees, AV needs, room set-up, cancellation of the event), it is very important to notify the Coordinator at 815-455-8764 (ext. 8764).

If you have any questions, contact the Coordinator. Comments and suggestions are welcome. If we all do our part, things will run smoothly and last minute problems will be avoided.

College Student Services

Advising and Transfer Center

Advising & Transfer Center - A262	
Phone: (815) 479-7565	
Fax: (815) 479-7785	
<hr/>	
Office Hours August - May	
Monday - Thursday	8:00 a.m. - 7:30 p.m.
Friday	8:00 a.m. - 4:30 p.m.
Saturday	8:00 a.m. - 1:00 p.m.
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Office Hours June-July	
Monday - Thursday	8:00 a.m. - 7:30 p.m.
Friday	8:00 a.m. - 4:30 p.m.

The primary function of the Advising & Transfer Center is to take an active role in each student's learning environment by facilitating the process of educational planning. It is recommended that each student see an Advisor once a semester for course selection and transfer planning or view the ATC website for degree and transfer information at www.mchenry.edu/ATC . For further information contact Sharon Archacki at 815-479-7674 (ext. 7674).

Advisors will:

- work with students in course selection
- help students select a degree
- interpret placement test scores
- provide advice about adding or dropping courses
- provide unofficial degree progress checks
- make referrals to appropriate student services (financial aid, counseling, etc.)
- provide in-depth transfer planning services
- provide new student orientation
- provide major-specific seminars

Counseling

Counseling - A262	
Phone: (815) 455-8765	
Fax: (815) 479-7785	
<hr/>	
Office Hours August - May	
Monday - Thursday	8:30 a.m. - 7:30 p.m.
Friday	8:00 a.m. - 4:00 p.m.
<hr/>	
Office Hours June-July	
Monday - Thursday	10:00 a.m. - 5:30 p.m.
Friday	8:30 a.m. - 4:00 p.m.

Counselors are often confused with Academic Advisors or Guidance Counselors. At MCC, *Academic Advisors* help students select coursework and degrees. The *Counselors* have Master's degrees in Counseling and help students with personal issues, provide career

counseling, and guide students toward academic success. Students with a gpa below 2.0 are encouraged to see counselors to develop an Academic Success Plan; it is required when a student reaches 24 credits.

The Counselors also teach 1 credit, transferable elective courses on Personal Development (PDV) topics such as Stress Management, Positive Living, Assertive Communication, Career Decision-Making and more.

Faculty is encouraged to refer students to Counseling. Counselors are also available for consultation about student development issues. The website is another excellent source for self-help resources on mental health and career issues: www.mchenry.edu/Counseling .

If a student is in crisis, contact the Counseling office immediately. Do NOT leave a voicemail message. If it is after hours, contact the McHenry County Crisis Line 1-800-892-8900.

Enrollment Processor

Enrollment Processor - A258	
Phone: (815) 455-8588	
Fax: (815) 455-3766	
<hr/>	
Office Hours August - May	
Monday - Thursday	8:00 a.m. - 7:30 p.m.
Friday	8:00 a.m. - 4:30 p.m.
Saturday	8:00 a.m. - 1:00 p.m.
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Office Hours June-July	
Monday - Thursday	8:00 a.m. - 7:30 p.m.
Friday	8:00 a.m. - 4:30 p.m.

Financial Assistance

Financial Aid - A256	
Phone: (815) 455-8761	
Fax: (815) 455-8594	
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Office Hours August - May	
Monday - Thursday	8:00 a.m. - 7:30 p.m.
Friday	8:00 a.m. - 4:30 p.m.
Saturday	8:00 a.m. - 1:00 p.m.
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Office Hours June-July	
Monday - Thursday	8:00 a.m. - 7:30 p.m.
Friday	8:00 a.m. - 4:30 p.m.

The Financial Aid & Veteran Services Office administers and coordinates student financial assistance programs from federal, state, college, and private sources.

The five (5) types of financial assistance available at the College are:

- Scholarships
- Grants
- Student Loans

- Student Work Study/Job Opportunities
- Veteran's Educational Benefits

All inquiries regarding scholarships, veteran benefits, and all other types of student financial assistance should be directed to this office. For information, call 815-455-8761 (ext. 8761).

Intercollegiate Athletics

MCC is a member in good standing of the National Junior College Athletic Association and the Illinois Skyway Collegiate Conference. The Athletic Department has shown concern for the total development of the student-athlete via institution-wide programs to help these participants achieve in the areas of academics, personal growth, and athletics. An academic monitoring program supported by counseling and academic advising is in place. It is appreciated when faculty respond to requests for academic progress information. (Student-athletes grant permission for academic monitoring by Athletics.) Please inform the Director of Athletics, at 815-455-8547 (ext. 8547) or program assistant 815-455-8580 (ext. 8580), of any concerns related to attendance or performance.

All faculty members are eligible to receive a complimentary *family season pass* to all men's and women's Scots home basketball games. These passes are available in the athletic office - Rm. A109, beginning in the last week of October. Athletic and sports camp information, updates, results etc., are accessible at www.mchenry.edu/athletics.

The following is a list of the Fighting Scots & Lady Scots sports offerings:

Men's Sports		Women's Sports	
Fall	Soccer	Fall	Tennis & Volleyball
Fall/Winter	Basketball	Fall/Winter	Basketball
Fall/Spring	Baseball	Spring	Softball
Winter/Spring	Tennis	-----	-----

Sage Learning Center (SLC)

The Sage Learning Center is a general tutoring center and learning facility located near the Atrium entrance in A247 for all students seeking assistance in a variety of subject areas. Comprehensive support is provided in Math and in Writing/English. Assistance is also provided wherever possible in many other disciplines. Tutoring is delivered by professional and peer tutors on a scheduled drop-in and appointment basis and in both individual and group formats. Computer-assisted instruction, study groups, assorted handouts, videos, audiotapes, and CDs as well as a resource library are also available. On-site tours or classroom visits by a SLC staff member may be arranged by calling 815-455-8579.

Student Leadership and Multicultural Services & Programs

Multicultural Programs and Student Leadership (MP&SL) provides direct student support services and coordinates individual and group activities to promote integration into the college environment and academic success.

The goals of MP& SL:

- Promote respect for diversity
- Ensure social, educational, and cultural student programming for underrepresented groups on campus is inclusive and accessible
- Provide students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community, and acceptance of responsibilities inherent in community membership
- Assist students in gaining varied leadership experience
- Use multiple leadership techniques, theories, and models
- Recognize and reward exemplary leadership behavior

In collaboration with the Student Life Office, MP& SL supports student organizations such as the Club Concordia, Equality, Latinos Unidos, Nirvana Buddhist Fellowship, Student Senate and Student Trustee. Services are available to all students; however, the primary constituents are individuals of color and individuals with limited English language skills.

Special Needs Program

The Special Needs Program is designed to provide reasonable support for otherwise qualified students with disabilities so that they have the same opportunity to succeed in college as other students.

Whether a student has a documented learning, physical, or psychological disability, or other barriers to learning; our comprehensive support services help to provide equal access to students with special needs. Some students in occupational programs who have limited English proficiency or are academically disadvantaged may also qualify for accommodations. Available services include tutoring, note takers, extended testing time, test readers, private testing, taped text books, sign language interpreters, adaptive equipment, and advocacy on campus.

If a faculty member feels that one of their students may be eligible for these services, the student should be referred to the Special Needs Office, Rm. A257, 815-455-8676, for an intake interview. More information on the department and its services can be found at: <http://www.insidemcc.mchenry.edu/SpecialNeeds/index.htm>.

Student Life

The Student Life and Campus Activities Office at MCC inspires students to take charge of their lives. This office believes that learning outside the classroom is necessary to make that

next transition in life. Through this office, students will learn the how to expand relationships, which is an essential skill in the everyday world. By participating in student organizations they will develop the necessary leadership and organizational skills needed in their professional career. Students will also get an opportunity to become instrumental in the different types of programs to be offered on campus to make their college lives meaningful. Currently, there are over 30 student organizations on campus. The Student Life and Campus Activities office needs faculty members to provide their impact on the students that we serve. Advisors serve as a catalyst as they educate students about institution policy, related legal matters, fiscal responsibility, and integrate knowledge gained in the classroom with actual practice. Faculty members are encouraged to become an advisor for an organization on-campus. If interested, contact – Office of Student Life – (Rm. A252) at 815-455-8550 or email stulife@mchenry.edu.

Student Performances/Publications/Art Work

A variety of opportunities in the arts are provided for students interested in composing, producing, and performing. The jazz band, chorus, and Black Box Theatre are available to students. MCC also sponsors *Voices*, a literary magazine featuring original work; *The Tartan*, a student newspaper; art gallery displays of student photography, paintings, drawings, pottery, sculpture, and other three-dimensional art work are regularly presented. The College also participates in Skyway Competitions for art, writing, and jazz. In addition, the College sponsors an Accounting Bowl, Ethics Bowl, Illinois Drafting Educators Association Regional Competition and WYSE – World-Wide Youth in Science and Engineering Competition.

Testing Center

The Testing Center (located in Rm. A245; phone 815-455-8984) does a variety of testing, including, but not limited to, telecourses, online, correspondence, Constitutions, GED, CLEPS, ASSETS, CNA, Prometric, proficiency, make-up exams, and placement testing.

Note:

- Correspondence, Prometric, CLEP, Proficiency Exams, Online and GED, require appointments. Call 815-455-8984.

Make-Up Test Guidelines

The Testing Center will proctor Make-Up Tests for individual students who cannot take the test in the usual classroom setting. MCC Instructors who wish to avail themselves of this service should be aware of Testing Center procedures:

Filling out the Make-Up Exam Authorization form

- The forms are available in the faculty offices and in the Testing Center

- One copy will stay with the test, and one copy will be held in the Testing Center.
- Tests will be returned to the room circled, or held in the Testing Center if “HOLD” is circled
- The “time needed to complete this test” line indicated the minimum time needed to complete the test, and enables the Testing Center staff to determine whether the student has enough time to take the test before closing
- If a Scantron, line paper, or other materials are required, the instructor must provide these. The Testing Center will provide calculator, scratch paper, and colored pencils

Miscellaneous information

- If open book or notes are allowed, the Testing Center staff will not examine the contents
- The Testing Center cannot time tests

Information for your students

- FEE: A \$5.00 fee will be charged for all students payable at Registration (A258) prior to testing. The fee will be waived for eligible Special Needs Students. (If the faculty member knows that the student is eligible for this waiver then she/he should check the “Special Needs” box on the form)
- ID: A picture ID is required for all tests
- CALCULATOR: If a test requires the use of a calculator, students must use a calculator provided by the Testing Center
- If a test is to be done in Microsoft Word and requires a printout, the student must put a header on the paper that includes the student’s name, the instructor’s name, and the class title

WHO DO I CALL?

Name	Title	Extension
Dr. Normah Salleh-Barrone	Assistant Vice President of Learning and Student Support Services	8613
Deb Gallo	Administrative Assistant to the Vice President and Assistant Vice President of Learning and Student Support Services	7547
Lesley Frederick	Dean of Students	8734
Sue Ann Olsen	Secretary to the Dean of Students	8696
Jonathan Birnbaum	Dean, Library & Academic Support Services	7545
Carol Dautel	Secretary to the Dean of Library and Academic Support Services / Acquisitions Specialist	8777
Marianne Devenny	Director of Enrollment Services	8716
Susan Zingrone	Secretary to the Director of Enrollment Services	8767
Marilyn Weniger	Director of Student Development	7620
Rose Mikulsky	Student Development Secretary	8917

Policies

Anti-Violence Policy

McHenry County College is strongly committed to providing a safe environment free from violence, threats of violence, aggression, intimidation, and harassment from students, employees or outside parties including visitors and vendors. The College will not tolerate any acts of violence including domestic violence occurring on campus. Prohibited behaviors include but are not limited to: acts of violence, threats or statements which expressly or impliedly carry the intent to cause harm to a person or property, physical aggression against persons or property, and any other form of violence otherwise described in Board policies, procedures, the Student Code of Conduct, and/or the College's Course Catalog.

To ensure a safe environment for employees, students, visitors and vendors, the College prohibits anyone from wearing, transporting, storing, or possession of firearms or other weapons on College property (including College-owned vehicles and parking lots), at College-sponsored or College-related functions or events, and during times when acting as a representative of the College whether on or off College premises. Any employee or student who violates this policy may face disciplinary action, including termination and/or expulsion. Furthermore, individuals who commit such acts may be removed from College premises and/or subject to disciplinary action, criminal penalties, or both. All members of the College community are encouraged to report violations of this policy before such violations begin to compromise the health, safety, and efficiency of the College community.

"Weapons" includes but is not limited to firearms (including any gun, rifle, shotgun, pistol, BB or pellet gun, any firearm or device from which a projectile may be fired by an explosive, any firearm or device operated by gas or compressed air), knives (including any bowie knife, spring blade knife, dagger, switchblade knife), explosives, chemical or biological weapons, slingshot, metal knuckles, blackjack, any object which by use, design, or definition may be used to inflict injury upon a person, and any object if used, attempted to be used, or threatened to be used to cause bodily harm. "Weapons" does not include mace or pepper spray type products designed and carried solely for the purpose of self-protection.

This policy does not apply to any certified law enforcement personnel engaged in official duties. Furthermore, this policy is not intended to eradicate or abridge the effect of other existing College policies regarding incidents of violence or weapons possession on College premises, at College-sponsored or College-related functions or events, or during times when individuals are acting as a representative of the College.

Persons seeking exceptions to this policy for strictly educational purposes must petition the Director of Campus Security. A request for an exception must have the written approval of the Vice President of Learning and Student Support Services and must describe in detail the purpose of the exception sought and the safety measures which will be observed if the exception is granted. For College procedure on implementation see the following website: <http://www.insidemcc.mchenry.edu/PoliciesProcedures/Policy1.10MCCAnti-ViolencePolicy0225041.pdf>.

Board Policy Manual

This policy manual has been determined to be the official document of the Board of Trustees and sets forth the authority by which the Board acts. Policy established herein reflects either legal restrictions or obligations of the Board, or general policies which have been approved by the Board to facilitate the operation of the College.

<http://www.insidemcc.mchenry.edu/PoliciesProcedures/BoardPolicyManual.pdf>

Children on Campus

Board Policy 2.4.6

It is recognized that the College must be concerned with maintaining a safe and orderly collegiate environment for the benefit of all students. To fulfill this broad responsibility, it is McHenry County College Board policy to:

a. Require that no children (e.g., less than 16 years of age) be permitted on campus unattended by a parent/guardian, except when they are attending classes offered by the College for children.

b. Require that no children (e.g., less than 16 years of age) be allowed into a classroom/laboratory environment solely for the purpose of a parent/guardian providing direct supervision of his/her child.

Copyright Policy

The College will maintain current procedures and guidelines to ensure that all staff and students comply with applicable copyright laws and other intellectual property protection laws. The College will encourage staff and students to engage in the development of intellectual property and facilitate ownership protections with respect to such development of intellectual property. The College expects that staff and students will act responsibly and ethically in a manner consistent with all copyright laws and College copyright procedures and guidelines. This policy authorizes the College to adopt and maintain such procedures and guidelines necessary to ensure compliance with copyright laws and to facilitate ownership protection with respect to the development of intellectual property.

For further clarification of this policy and the college procedures for implementation refer to the following website: <http://www.insidemcc.mchenry.edu/PoliciesProcedures/Copyright/>

Drug-Free Workplace Policy

No employee shall unlawfully possess, use, dispense, distribute, or manufacture any controlled substances or drugs in the workplace (Board Policy 3.1.6). The College has enacted a Drug-Free Workplace Policy to conform to federal law and to further the educational aims of the institution. By establishing this policy, the College seeks to improve

the work environment by eliminating unlawful use and/or possession of drugs in the workplace.

Recycling at McHenry County College

Mixed paper, and bottles and cans are recycled at MCC. Large brown containers for recycling bottles and cans are located at five entrances to the College. Large blue paper recycling totes and green recycling totes are located at 20 “waste reduction stations” in the campus hallways. Small blue paper-recycling bins and green recycling bins are also located in each classroom. All paper (except paper with plastic coating) can be recycled in all the blue containers. The following types of bottles and cans can be recycled in all the green containers: aluminum, steel, glass, and plastics #1 and #2. Please dump-out liquids before recycling bottles and cans. A large blue recycling tote for recycling bottles and cans is also located in the cafeteria near the conveyor belt.

Small blue paper recycling bins are also located in all offices. These recycling bins are provided to new employees by Dan Chmura at 815-455-8751 (ext. 8751). Employees are asked to empty their own bin into the large blue paper recycling totes located in the hallways. (Hallway locations are listed at www.insidemcc.edu under Policies and Procedures). The cafeteria, outside, hallway and classroom recycling containers are emptied regularly.

In addition, you can recycle old **cellular phones** at A257. **Transparencies** can be dropped off at the Duplication Center (Rm. A133) . Check the faculty offices for additional drop-off locations for transparencies. **Household batteries** can be dropped off at the MCC Bookstore entrance. All types of **cartridges (laser, inkjet and fax)** can be recycled as well. Drop them off at Computer Labs A & E or Network Services (Rm. A110).

Right to Privacy (Releasing Student Information)

Research into the Federal Educational Rights to Privacy Act (also known as the “Buckley Amendment”) has been completed. The following procedures have been in effect since 5/7/91:

FERPA rights for any student attending a postsecondary institution protect the distribution of any information to parents unless the student has signed a release. This includes Running Start students. The release form is available to the student in registration.

Sexual Harassment Policy (Employee)

It is the policy of McHenry County College, in keeping with efforts to establish an environment in which the dignity and worth of all members of the college community are respected, that sexual harassment of students and employees at McHenry County College is unacceptable conduct and will not be tolerated. Contact the office of Human Resources for additional information regarding this policy and the complaint procedure.

Smoking Policy

The College respects the rights of smokers and non-smokers. Within the limits imposed by the College facilities and current medical information, all reasonable efforts will be made to minimize the health hazards for non-smokers and provide necessary spaces and efficient practices to accommodate smokers within the College community.

Designated smoking areas are 50 feet from buildings and only in the following locations:

Building A – the patio facing the pond
Building B – the patio outside the cafeteria

Student Attendance/Absences

The faculty is free to establish their own attendance policies and procedures that are consistent with the objectives, content, organization, and instructional techniques used in their class. It is assumed that the established attendance policies and procedures are designed to assist each student to gain the maximum educational benefits from each class. It is required at the beginning of the course that faculty define his/her class attendance expectations and also their administrative withdrawal policy.

All students at McHenry County College are expected, and strongly encouraged, to attend every class meeting. Class attendance has been shown to have a definite relationship to a student's grades. The repeated failure of a student to attend classes can be expected to result in lower grades as a direct consequence.

Instructors may, at their discretion and with the full support of the College, require attendance, establish an excused absence policy, and impose penalties for non-attendance. Such policies, if established by an individual instructor, shall be provided in writing with the course syllabus and fairly imposed.

If an instructor determines that a student's absences are adversely affecting his/her performance in a course, the instructor may inform the student in writing of the problem and provide a reasonable opportunity to correct the situation. If the faculty member is unable to assist the student in resolving his/her attendance problem, the following three options are available: 1) Refer the student for counseling; 2) Encourage the student to withdraw from the class; 3) Initiate an administrative withdrawal to remove the student from the class. Counseling referrals can be made directly to a Counselor or forwarded to the Dean of Students in writing. See "Withdrawal Policy" for information regarding withdrawal options.

Student Code of Conduct

Consistent with the McHenry County College mission is an expectation that students will govern themselves in terms of appropriate behavior with emphasis on self-respect and respect for others. The Student Code of Conduct has been established to maintain order on

campus and to guarantee the broadest range of freedom for all who come to learn at the College.

We recognize that each student is responsible for knowledge of and compliance with this Student Code of Conduct. The Student Code of Conduct is available in the Student Life Office (Rm. A252) and located at

<http://www.insidemcc.mchenry.edu/PoliciesProcedures/CodeofConduct.pdf>

Students Disrupting Classes

Occasionally a student may be responsible for *chronically* disrupting the learning of classmates. Under such circumstances, the instructor has a responsibility to make every possible effort to work with the student involved to correct the situation. If these efforts fail, the case should be referred to the Dean of Students. The student will then be contacted by the Dean's Office to determine if the problem can be corrected. If it is impossible for the student to correct his/her problem through the discussions with their faculty member and the Dean, the Records Office may be instructed by the Dean to withdraw the student from the class.

Procedures-Emergency

College Closures and Cancellation of Classes

If an emergency occurs overnight or in early morning, radio stations and College administrators will be notified of a College closing prior to 6:15 a.m.; the College will be closed for the daytime classes starting before 4 p.m. A separate decision will be made by 3 p.m. for evening classes starting at 4 p.m. or later. Radio stations and College administrators will be made aware of an evening closure by 3:15 p.m. In the event of a closing, departmental telephone trees for College closings will go into effect. This will allow all College personnel to be informed of the closing.

For information on closings, listen to television and radio broadcasts, or call the College at 815-455-3700.

During a weather emergency, MCC employees may check the facility status online by visiting www.mchenry.edu and selecting SCHOOL CLOSING CENTER on the home page menu. Type in MCHENRY COUNTY COLLEGE and Crystal Lake to view the current status.

Safety Procedures in Case of Injury

Emergency Care

- If someone is ill or injured or if you perceive the injury or illness to be life threatening, take the following steps:

- Designate a specific person to call 911 and relay information to emergency personnel.
- **Dial 22** and ask the operator to page Campus Safety and Security and send them to your location.
- Once a member of Campus Safety and Security arrives, she/he will coordinate efforts.

Non-Life Threatening Problem or Injury

Dial 22 if:

- You or someone near you is in danger and needs immediate assistance
- You or someone near you is involved with a major emergency. A major emergency is defined as any incident, potential or actual, which affects an entire building or buildings and will disrupt the overall operations of the college.
- A disaster has begun. A disaster is defined as any event or occurrence that seriously impairs or halts the operations of the college.

Disaster Plans (See Classrooms for Safe Location Maps)

If a disaster occurs, the first decision is whether to evacuate the buildings or to take cover. This is not always a clear-cut decision. An expectation of radioactive fallout to arrive three hours from now would be treated in a different way than a tornado expected within a few minutes. Therefore, we have several plans with built-in considerations that take into account time of day, urgency of action and degree of potential destructiveness of the particular disaster. Please see faculty offices or Department Chair for more details.

College Security is provided at all times. For additional information see the [MCC Emergency Response Manual](#)

DIAL "0" (Safety and Security Problem)

If you have a safety or security problem, assistance will be summoned.

DIAL "22" (Immediate Danger)

If you are in danger and need immediate assistance, this signals the switchboard of an emergency and the operator will notify security immediately.

Teaching and Learning

Assessment

McHenry County College has a comprehensive assessment program under faculty leadership with administrative support. All faculty are expected to participate in ongoing College-wide assessment efforts across departments and general education outcomes. In addition, the use of classroom assessment techniques (CATS) is encouraged to aid in formative assessment of student learning. Also, see your Department Chair for more information on each department's assessment plan, and measurement tools.

Assessment Plan



For current information and assistance with assessment plans, documentation in TracDat, or classroom implementation, contact an Assessment Liaison, the Assessment Chair, or Faculty Development Chair. For details, see the website at:

<http://www.insidemcc.mchenry.edu/LSSS/Assessment/index.html>

Alternative Pedagogies and Instructional Methods Including Distance Education

Definition

Instruction at McHenry County College continues to evolve. For purposes of course and class schedule planning, determination of faculty loads and compensation, staff recruitment planning, and budget development, certain key distinctions need to be established between scheduled traditional class instruction and: learning communities, service learning courses, special curriculum infusions such as ethics across the curriculum, internships, individualized study, and independent study.

The following descriptions are intended to serve as initial operating distinctions:

Distance Education

The Distance Education Program represents a wide variety of credited, transferable courses, degrees and certificates offered via distance learning delivery systems such as online courses, telecourses and hybrid courses. By combining online courses, telecourses and hybrid courses with traditional face-to-face courses, students can earn an Associate Degree via distance education. Students can also transfer to one of MCC's partnering institutions to earn a Bachelor's Degree as well.

Distance Education Definitions, Policies and Procedures

Distance Education (DE) courses are designed for individuals seeking alternative, flexible and convenient ways to pursue their educational goals. Online courses, hybrid courses, and telecourses allow students to access a course at times and places that work best for them.

- Online courses allow students to complete all course requirements at a distance via the Internet. Students are not required to come to campus for any portion of the course.
- Hybrid courses allow students to complete a portion of course requirements at a distance via the Internet, but some campus attendance is required, including reduced face-to-face class time, proctored tests/exams, or labs. Dates and times of required on-campus attendance is listed in the MCC Credit Schedule.
- Telecourses are licensed in a variety of subject areas. Students can register for many of them on a bi-monthly basis throughout the semester. Telecourses are 18 weeks in length, yet students have the ability to complete their course work early if they choose.

Distance Education - Angel Learning Management System

The college supports an instructional learning management system called ANGEL that enables the delivery of online courses, hybrid courses, web-enhanced courses, and, in some cases, telecourses. The departments of Distance Education and Professional Development offer a number of training sessions related to the ANGEL learning management system and online instruction. Many of the ANGEL trainings are offered online, in addition to on-campus, and are open to all interested faculty.

Distance Education - Telecourses

A telecourse semester is 18 weeks in length and generally consists of a textbook, student study guide and a multimedia component such as a CD-Rom, DVD or video. Some students may choose to complete their telecourse before the 18 week semester is over.

Telecourses are self-study delivery systems enabling students to complete coursework at a flexible pace while exchanging assignments and communication via the US mail and/or email. Distance Education oversees telecourse licensing, duplication, credit schedule information, and administrative services. DE also ensures that all telecourse information including syllabi is posted on the DE website at <http://www.mchenry.edu/telecourses> .

Students enrolled in a telecourse access all of their telecourse information via the DE website, unless in special circumstances, other arrangements have been made through the DE department. Once a student has registered for a telecourse, the DE department sends out an informational letter with section specific information regarding where to access telecourse materials. Instructors are also sent student telecourse mailing labels in order to communicate with their students individually.

Telecourse instructor responsibilities:

- Five (5) weeks prior to the start of a new telecourse section, create and forward a digital copy of course syllabus to your department secretary who will create an E-syllabus and forward it to DE.
- Coordinate all testing/exam activity with the Testing Center.
- List on telecourse syllabus approximate times allotted for each test/exam, so students can plan to come to the Testing Center at least 2½ hours before closing.
- Along with department Dean and Chair, please share with DE any interest in new telecourse licensing and/or multimedia options

GUIDELINES FOR:TELECOURSE LOAD DETERMINATION AND COMPENSATION

Effective Spring 2005

The following telecourse guidelines are:

1. Executive Deans and Administrative Assistants will work with Department Chairs/faculty to determine telecourse offerings, scheduling and faculty load. Telecourses are 18 weeks in length or students choose to complete a telecourse early.
2. An accurate syllabus for courses must be submitted to your department secretary five (5) weeks before the start date of the telecourse, so the syllabus can be uploaded to the telecourse DE web site. In the event that a student cannot access a syllabus, special arrangements can be made by contacting the DE department.
3. The Executive Dean, in consultation with the faculty member, will determine if/how a telecourse is applied to a faculty member's teaching load and method of compensation. Full-time faculty may teach a telecourse as part of a regular load, or as an overload, or at individualized pay rate. Adjunct instructors can be paid at the individualized or adjunct rate. Should telecourse enrollment increase beyond an instructor's original load assignment, the following conditions apply:
 - a. 1-14 students: Either a full-time or adjunct instructor would be paid the individualized rate.

- b. 15-35 students or class maximum: A full-time instructor would be paid the overload rate, an adjunct instructor the adjunct rate.
 - c. Course cancelled due to special circumstances.
4. A telecourse will be considered part of a full-time faculty load between 15 students and the class maximum.
 5. In the event that combined enrollment of sections offered prior to the main section reaches 15, the instructor will be paid for a full class. Letters of Agreement shall be generated whenever enrollment reaches a minimum of 15 students.
 6. Determination of enrollment is made at the midterm of each telecourse section term of record (MTR).
 7. New telecourses and new license renewals are determined in collaboration with the DE Department, Executive Deans and appropriate approvals secured prior to fiscal year budget development.
 8. Class maximums are to be determined by the Executive Dean in consultation with Department Chair/faculty. Under most circumstances, the class maximum will be recommended at 35 students. When class exceeds maximum, guideline #3a applies.
 9. The Executive Dean will notify the Distance Education Department about course status: cancellations, individualized offerings, or section additions.

Guidelines for Developing Online Courses

Effective Fall 2007

1. Any instructor wishing to develop an online course should first discuss the option with his/her department chair and executive dean.
2. The instructor then fills out a *Determination of Need* form and discusses developing the course online with the department.
3. If the department supports online development of the course, a discussion must be held at a division meeting about online development of the course.
4. Based on feedback from the department and division, the executive dean may choose to approve the online development of the course by signing the *Determination of Need* form.
5. If the executive dean approves development of the course, the Director of Distance Education and the Vice President for Learning and Student Support Services may approve the online development of the course by signing the *Determination of Need* form.
6. If the executive dean, Director of Distance Education, and Vice President for Learning and Student Support Services sign the *Determination of Need* form, the instructor attends ANGEL training necessary to develop proficiency.
7. Before developing the online course, the instructor must successfully complete an ANGEL proficiency exam administered by Distance Education.

8. Once the instructor has successfully completed the ANGEL proficiency exam, the instructor may develop the online course.
9. After the course is developed, the department chair, executive dean, and Director of Distance Education review the course and sign the *Online Course Development Completion* form.
10. Once the *Online Course Development Completion* form has been signed by the department chair, executive dean, and Director of Distance Education, the instructor and/or department chair submits a *Notification of Change in Course Information* form to CAPC.
11. Once the Notification of Change in Course Information form has been submitted, the online course may be included in the credit schedule.

The executive dean, in consultation with the faculty member, will determine if/how an online course is applied to a faculty member's teaching load and method of compensation. Full-time faculty may teach an online course as part of a regular load, or as an overload, or at individualized pay rate. Adjunct instructors can be paid at the individualized or adjunct rate.

It is highly recommended that the instructor who develops the online course has the option to teach the online course for at least two semesters before a different instructor is assigned to the course.

For the first three semesters an online course is taught, there is no enrollment minimum. After an online course is taught three semesters, academic/department enrollment guidelines apply. Online course maximums may vary in some instances. Best practices suggest online maximums to be no more than 25 students. However, if an instructor chooses to admit additional students, the instructor will not receive additional payment.

After the course is offered for three semesters, the department chair and executive dean will review enrollment for the course. If enrollment has not been sufficient, the course will be put on hold.

If enrollment has been sufficient, the instructor, department faculty, and executive dean review the assessment data collected from the online course. If the assessment data suggest that students are meeting intended learning outcomes, the online course may continue as originally designed. However, if the assessment data suggest that students are not meeting intended learning outcomes, the department considers alternatives, including converting the course to a hybrid format, redesigning the course, or allowing a different faculty member to teach the course.

ANGEL Shells for Online, Hybrid, and Web-Enhanced Courses

Course shell requests require 72 hours to process. To request a new course shell for a following semester, visit: <http://www.mchenry.edu/DistanceEd/faculty/shell>.

Faculty will receive email confirmation from a Distance Education Technologist that the course shell has been created. Faculty are responsible for copying course content, reviewing the accuracy of the copied content, and resetting date/time availability of content.

At the completion of the semester, faculty are strongly encouraged to export the gradebook and make the course shell unavailable to former students. Due to space restrictions, online, hybrid, and web-enhanced course shells may not remain online indefinitely. Course shells will be deleted after the completion of the semester.

DE Procedures Related to the Internet Course Exchange (ICE) System

MCC is a participating consortia member of Illinois Community College Online (ILCCO). A key benefit of ILCCO is use of the Internet Course Exchange (ICE) database which allows members to import and export online courses. Other advantages of ILCCO membership include faculty training and grant writing opportunities.

The DE department responsibilities include:

- Providing ICE information listed in the credit schedule
- Facilitating imported/exported seat requests
- Gathering student information including email addresses
- Sending out login information
- Creating users and enrolling students in Angel
- Supporting Help Desk calls
- Facilitating tests and grade exchanges
- Confirming attendance and withdrawals
- Training faculty and staff on the use of the ICE system
- Managing ICE rollover functions
- Facilitating student requests for ICE courses not listed in the credit schedule

Department and instructor ICE considerations

- Academic departments work with DE on a semester basis to determine imported/exported ICE courses and seat requests
- Executive Deans/Chairs email DE seat request approvals
- Executive Deans/Chairs/Instructors monitor both MCC enrollments and ICE enrollments to determine if additional sections need to be opened by Administrative Assistant. DE monitors ICE enrollments to ensure that enrollments are accurately being matched with seat requests.
- ICE instructors monitor add and drops and record grades in ICE system
- ICE instructors update textbook information in ICE system so the exchanging institution's bookstore can order the appropriate textbook

Distance Education – Assessment

Distance Education is committed to continuously improving student learning and program effectiveness. To this end, the DE department facilitates end of semester student evaluations for both telecourses and online courses. A student assessment survey designed to gauge technical and instructional effectiveness is linked within each online course two weeks prior to exam week. In addition, telecourse students submit general course assessments to the

Testing Center after completing their final exam. The student assessments are then forwarded to DE and distributed to appropriate instructors. If you have questions, contact the Distance Education Department: 815-479-7878.

Independent Study

This is a course that does not appear in the MCC catalog. Under this mode, students and instructors are not required to schedule themselves for specific class hours or numbers of contact hours per week. Prior to being allowed to engage in each study, students must be judged by their instructor to be able to carry out Independent Study. Through consultation with the directing instructor, each student must develop a written plan of study consisting of: objectives to be met, learning activities to be carried out, projects or paper(s) to be completed, evaluation expectations, methods to be employed by the directing instructor to assess the student's success in completing the course. Time limits for completing the Independent Study need not conform to any institutional academic calendar.

Students need not be bound to the campus facilities because primary locations for study and contact with the directing instructor is on an as-needed basis (by appointment) once the Independent Study has been initiated. The instructor initially has the prerogative of accepting or not accepting the directorship of Independent Study with any student who contacts him/her for this purpose. Having accepted the directorship of an Independent Study student, an instructor is responsible for spending adequate time with the student to assist her/him in developing the plan of study. The instructor should be available on an as-needed basis (by appointment) to assist the student as the study proceeds, as well as to carry out the final evaluation.

Independent Study Projects - Procedure For Approval

Under the provisions of the Independent Study courses that have been approved within the College by ICCB, the instructional divisions were given the responsibility of establishing mechanisms for controlling the development and approval of independent study projects. The following procedural elements have emerged as common parameters of the project approval process and should be understood and carried out by students and faculty members involved:

- Students interested in Independent Study have the responsibility of approaching an appropriate faculty member (or being encouraged to do so by another staff member) to discuss the matter.
- Obtain Independent Study Request forms from the Divisional Secretaries, Program Coordinators and Executive Deans.

The faculty member who is approached by students for Independent Study has an initial responsibility in determining whether the student's interest is within the faculty member's area of expertise and whether the student appears to be capable of Independent Study.

If the faculty member accepts the directorship of an Independent Study project, he/she is then responsible for assisting the student to formulate a proposal which would include a minimum of the following elements:

- Name of the project.
- Projected completion date.
- Number of credit hours - (minimum of 1, maximum of 4).
- Objectives to be accomplished.
- General method(s) of study to be used.
- Information, concepts, and/or skills to be covered.
- Method(s) of evaluation to be used.

The completed proposal must be approved within the Division by the directing faculty member and the Executive Dean.

The Executive Dean will arrange with the Records Office to open an appropriate Independent Study course section and arrange pay for the directing instructor in accordance with the current position on load and compensation for Independent Study.

The student will be directed to *register/pay tuition* for the Independent Study course.

The directing instructor will be responsible for keeping copies of all projects and the evaluations done on the Independent Study project, as well as notifying and turning in a grade to the Records Office when the student has completed the course.

Individualized Study

This relates to a course that appears in the MCC catalog. Under this mode, each student is normally required to schedule himself/herself to work for a minimum number of hours during the week with no set class hours established each week for students to receive instruction as a group. Students are free to accelerate their pace of learning and may complete the course in less than the scheduled semester.

The instructor is responsible for being available during specified blocks of time each week to assist students on an individualized basis. The instruction normally involves the use of print and non-print self-instructional material combined with individual student-teacher interaction.

Individualized Study Registration Guidelines

This relates to a course that appears in the MCC catalog. Special section(s) of a course will be opened for students who desire individualized study; however, the first pre-requisite is having a qualified instructor who is willing to teach the course. Consideration will be given whether or not these additional courses or sections will be opened according to the following:

- For students needing additional hours, or if the course is required for graduation and it either is not offered or was canceled, the course section will be opened and the student will be permitted to register. Individualized Study forms are available from Departmental Offices and Executive Deans.
- For those students whose outside work or other responsibilities necessitate “odd” time registration or who have completed a previous course prior to the end of the semester may register on an open basis.

Learning Communities

Learning communities are classes in which the subject matter and ways of investigating questions in two or more fields are integrated. Students learn from each other and their instructors as they see connections between fields represented by the courses. Classes are linked by common themes, readings, and even assignments. Sometimes both teachers will be in the same classroom, sometimes the teachers will seldom be in each other's class, but the class roster is constant.

Learning communities are a more effective approach to be aware of many ways to think about and approach issues which integrate both traditional and visionary perspectives in dealing with our changing world. This contrasts to most educational experiences offered in the *traditional mode* of separate, isolated courses in which we have little opportunity to make the connections between various fields of study.

The emphasis is on the "learning community." Through participating in a shared learning experience, the college recognizes that students are important individuals within a dynamic group of peoples.

Students will receive full credit for both of the classes in the linked courses. The courses in a learning community will transfer as if taken separately. **Students must register for both of the courses in the learning community.** If students register for only one of the courses, they will be asked to move to another section of the course if available or to register for the other course as well. Please contact your Executive Dean for the codes by which to list learning communities in course schedules.

Service Learning

Service learning represents one of the most powerful teaching tools available in today's higher education arena, and the history of community colleges provides a sound basis for involvement in and leadership for the current service learning movement. Community colleges not only respond to their communities—they are intrinsically intertwined. If an institution can possess empathy for the heartaches and needs of a community—that institution is the community college.

Reasons to use service learning:

- Meets the mission of the community college
- Links coursework to real world experience, career exploration, and employment
- Helps students to develop self-esteem and confidence
- Builds relations with the community
- Creates a connection between personal development and civic responsibility

Service learning is the pedagogy that links community service and academic study so that each strengthens the other. The basic theory of service-learning is Dewey's: the interaction of knowledge and skills with experience is key to learning. As defined by the authors of *Service Learning In Higher Education* (1996): Service learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning. Please see your Executive Dean for special codes by which to list service learning sections in course schedules.

Classroom Support

Textbooks and Instructor Manuals

Department Chairs and full-time faculty will be asked to assist in the selection of textbooks and manuals to be used by adjunct faculty. The Department Chairs have the primary responsibility of acquiring texts and manuals for the adjunct faculty member. Sample textbooks, faculty manuals for textbooks, and other books from publishers sent to adjunct faculty will be directed by the College mail service to the appropriate Executive Dean and/or Department Chair for distribution to the adjunct faculty member.

Classroom Syllabus

McHenry County College has moved to a standardized electronic syllabus format (E-Syllabus) for all credit courses on campus. This means that the college mainframe and database produce the opening section of the syllabus, the instructor develops a section of the syllabus, and these two sections are merged by the administrative assistants and faculty secretaries, produced in a PDF format for web delivery and are sent for duplication by the division and/or department office. All syllabi must be submitted electronically to the department/division offices in a *Microsoft Word* format by a date specified by the V.P. of LSSS.

College Segment of the Syllabus:

- Course title, prefix, and number
- Course description
- Course objectives
- Course content outline
- Course start, end and drop dates
- College policies on:
 - Special Needs Statement
 - Academic Integrity
 - Copyright Policy
 - Student Code of Conduct and the Judicial Process:
 - Teaching Schedule

Instructor Segment of the Syllabus – *must include:*

1. Contact Information

- Instructor Name
- Phone
- Office
- Email
- Office Hours
- Secretary's office location and or phone message center

2. Grading and Attendance/Participation Policy

- How all grades and final grade will be determined
- Value of each skill, assignment, project, quiz and exam as it relates to the final grade and measures the student achievement of the learning objectives
- Extra Credit Options (if available)
- Attendance Policy

Faculty members are free to establish their own attendance policies and procedures that are consistent with the objectives, content, organization, and instructional techniques used in their class. It is assumed that the established attendance policies and procedures are designed to assist each student to gain the maximum educational benefits from each class. It is required at the beginning of the course that faculty define his/her class attendance expectations and also their administrative withdrawal policy.

All students at McHenry County College are expected, and strongly encouraged, to attend every class meeting. Class attendance has been shown to have a definite relationship to a student's grades. The repeated failure of a student to attend classes can be expected to result in lower grades and/or possible instructor-initiated administrative withdrawal from the course as a direct consequence.

Instructors may, at their discretion and with the full support of the College, require attendance, establish an excused absence policy, and impose penalties for non-attendance. Such policies, if established by an individual instructor, shall be provided in writing with the course syllabus and fairly imposed.

If an instructor determines that a student's absences are adversely affecting his/her performance in a course, the instructor may inform the student in writing of the problem and provide a reasonable opportunity to correct the situation. If the faculty member is unable to assist the student in resolving his/her attendance problem, the following three options are available: 1) Refer the student for counseling; 2) Encourage the student to withdraw from the class; 3) Initiate an administrative withdrawal to remove the student from the class. Counseling referrals can be made directly to a Counselor or forwarded to the Dean of Students in writing. See "Withdrawal Policy" for information regarding withdrawal options.

- Make up policy

3. Course Schedule

- Date of Each Class Meeting
- Topics to be Covered (lab courses must indicate a section on safety, or incorporate secondary material by reference)
- Due Dates
- Assignments, Homework, and Projects
- Quizzes and Exams (type of exam to be given and date, time of final exam)
- Required Special Activities (field trip, attendance at an outside activity)

Instructional segment of the syllabus *may include:*

Textbook(s) and References

- Title, Author, Publisher, Date of Publication
- References and their access

Supplies (your expectation of “art supplies”, technology, equipment etc.)

Statements On Access and Use

- Classroom or online discussion
- Group interaction and participation
- Participation in classroom activities
- Preparation for class
- Tutoring assistance
- Angel access
Request a shell through Distance Learning Department
Angel URL: <http://mchenry.angellearning.com>
- Due date deadlines
- Library
The MCC library’s URL:
<http://www.mchenry.edu/library/> We have many students who use their computers from home. They like being able to quickly access and bookmark the library’s web site. They can also access several of the library’s subscription databases from home from this website. Please note that most of the databases will require passwords which they can get by stopping in the library, or calling the library reference desk at 815-455-8762, ext. (8762).
- Testing Center: 815-455-8984, Rm. A245. (See section in Faculty Handbook)
The Testing Center is not open on days the College is officially closed. (Please check the MCC schedule for specific dates.) There is a \$5.00 fee for make-up tests to be paid at the Cashier’s Office prior to arriving for test appointment.

Statements on Instructor and College Responsibility

- Facilitating all students’ learning
- Teaching to a range of learning styles
- Be prepared and punctual for class
- Timely distribution of assignments
- Timely grading and return of student assignments and evaluations
- Assessing learning outcomes
- Providing student assistance
- Challenging student learning
- Philosophy of instruction and instructional style

Methods of Instruction

- Method(s) of evaluating student performance, including the number, length and type of writing assignments, if applicable.
- Delivery system, if non-traditional
- Computer and Internet Use

Other

- Load and time commitment
Sample: “A good ‘rule of thumb’ is to plan for 3 hours per week for each semester credit hour taken:
1 hour for the formal class meeting and 2 hours for outside study and homework.”
- Tips to prepare and study for course

General Education Philosophy Statement

MCC’s commitment to its students includes a general education component structured to provide a wide array of life and career skills that will enrich your personal life and help you develop a well-rounded perspective. Each degree program is designed to broaden your knowledge and understanding of the world and enhance your ability to become an active, independent, and responsible citizen.

To that end, the college’s general education classes are designed to help you:

- Think critically, act rationally, and be open to examining new ideas
- Communicate clearly
- Be creative and innovative
- Develop an awareness of and a commitment to ethical behavior
- Develop the skills and values for lifelong learning
- Become competent users of technology
- Appreciate the diversity of the human experience
- Understand human behavior, societies and history
- Use mathematics and computational reasoning for problem solving activities
- Develop an informed appreciation of the arts and humanities
- to understand the physical and natural sciences
- Develop information literacy skills

To measure student success and institutional effectiveness, MCC actively assesses student progress in the curricular areas of critical thinking, mathematics, reading, and writing. This commitment to academic assessment and transformation is intended to ensure that associate degree graduates have the ability to:

- Apply critical thinking skills to situations involving problem solving, analysis of bias, and inferences
- Perform basic computation and problem solving in mathematics
- Demonstrate reading comprehension at the college level
- Write a 500-word essay that develops and clarifies one main idea

Assessment

As a part of this ongoing commitment to academic assessment and transformation, all full-time students entering McHenry County College will be assessed for general education competencies. Those students seeking a transfer Associate degree or Associate in General Education degree will be required to participate in general education assessment activities as a graduation requirement. Further, all students (full-time and part-time) who complete at least 45 baccalaureate/occupational credit hours at MCC will be required to participate in these same general education assessment activities. Students with at least 65 credit hours at the beginning of the fall 2007 semester will be grandfathered from this requirement unless they apply to graduate. The results of these assessment efforts are not intended to determine a student's eligibility to enroll in classes or graduate but rather to provide essential aggregate entry and exit level data in support of the College's ongoing commitment to enhance student learning.

In compliance with the Illinois Community College Board directive to implement end-of-program testing of graduates for all occupational programs, any student seeking an Associate in Applied Science degree or a certificate of 30 credits or more, will be required to participate in the assessment activities designated by the department for those degrees and/or certificates. These activities are designed to provide essential data critical to the support of the College's ongoing commitment to enhancing student learning. While academic assessment is integral to the mission of an educational institution, it represents only one facet of the necessary efforts to insure "best practices." MCC is equally committed to assessing and transforming all program and service areas of the College to insure that we are efficiently and effectively approaching the college's mission and are good stewards of the public trust.

Grades and Grade Point Averages

Final letter grades are earned for each course at the end of each semester. Grade point average is calculated using quality points divided by attempted credit hours. Grades are recorded on each student's transcript according to the following performance criteria:

Grades that are calculated in grade-point average excluding developmental level course work:

- A =** Outstanding performance in mastering of the subject; achievement of superior quality. (4 grade points per credit hour)
- B =** Consistent performance in achievement beyond the usual requirements of the course. Achievement of high quality. (3 grade points per credit hour)
- C =** Performance of a satisfactory nature. Achievement demonstrating an understanding of the subject sufficient for continued study in the discipline. (2 grade points per credit hour)
- D =** Minimally acceptable performance. Achievement demonstrating below average understanding of the basic elements of the course. (1 grade point per credit hour)
- F =** Achievement at a level insufficient to demonstrate understanding of the basic elements of the course. (0 grade points)

Grades that are not calculated in grade-point average:

- I =** Incomplete – A temporary grade indicating completion of most but not all of the requirements of the course due to circumstances beyond the control of the student. (Note: An incomplete grade requires the student to make necessary arrangements with the involved instructor to complete the remaining work before the end of the next regular (fall or spring) semester. Failure on the part of the student to do so will result in a grade of "F.")
- IP =** In progress. Denotes that the course was still underway when the grade report or transcript was issued.
- W =** Student-, instructor-, or administrative-initiated withdrawal from a course.
- X =** Audit of a course. No credit or performance grade is awarded.
- N =** Non-credit course. Achievement of goals is not formally evaluated, thus, no performance grade is awarded.
- P =** Denotes satisfactory progress in a portion, but not all of a developmental course.
- S =** Denotes satisfactory completion of non-degree course work or a credit course graded pass/fail.
- NC =** Denotes unsatisfactory performances in non-degree course work or a credit class graded pass/fail.
- REPEAT =** Course repeated as indicated by REPEAT in the hours or CEU's column. Student has repeated this course and the resulting grade is shown elsewhere on the transcript.
- FORGVN =** Forgiven Grades indicated by FORGVN in hours column.

CLEP test results are not part of grade-point average calculation. Transcripts will reflect the course that the CLEP test is for and the credit hours.

Appeal for Change of Grade

An instructor's grades are permanent once they have been handed to the Enrollment Services office on the final day of the term. In extenuating circumstances, a student may appeal for a change of grade. The procedure for appealing for a change of grade is as follows:

Step 1: The student confers with the instructor. If the instructor no longer works at MCC, contact the chairperson of the department to discuss the problem and seek a mutually acceptable solution.

Step 2: If dissatisfied with the outcome of Step 1, compose and submit a written statement outlining the nature of the problem, and arrange to meet with the faculty member's immediate supervisor/department chair to review the problem and seek its resolution. (Students with disabilities may seek assistance from the MCC Special Needs Coordinator in room A257 or call (815) 455-8676)

Step 3: If the problem remains, submit a written appeal outlining the problem, the steps taken to resolve it, and the outcome of these efforts. Submit the written appeal to the Dean/Executive Dean. (Students with disabilities may seek assistance from the MCC Special Needs Coordinator in room A257 or call (815) 455-8676)

Step 4: Following receipt of a written response from the Dean/Executive Dean, and if still dissatisfied, submit the written appeal and related correspondence records to the Vice President for Learning and Student Support Services for consideration. The decision of the Vice President for Learning and Student Support Services will be final.

NOTE: Efforts to resolve such problems should be made in a timely manner (e.g., within 30 calendar days following the end of the semester in which the decision was made.)

Grade Posting

End-of-semester grades are processed and mailed to students by the Records Office the week following final exams. Students often ask their instructors to inform them of their grades immediately following the completion of final examinations. In such cases, instructors have the prerogative of deciding if and how to comply with the student requests. If instructors decide to inform students of their grades, certain considerations regarding confidentiality would dictate that under no circumstances are grades ever to be posted. Students may give the instructor a self-addressed, stamped envelope that the instructor can mail to the student after recording the course grade. Alternately, if the instructor uses ANGEL, grades may be posted in this secure environment.

An instructor may orally inform the student of his/her grade. **Do not** give grades over the phone or in regular e-mail.

<p>Under no circumstances may a student's name, College ID number or Social Security number be used to post grades.</p>
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Grading

Academic Integrity Policy Statement

As an educational community, McHenry County College values the pursuit of academic excellence and integrity. In accordance with this philosophy and Chapter 10, Act 5, of the 1994 Illinois Community College Act, academic dishonesty in any form, including cheating, plagiarism, and all other acts of academic theft, is considered intolerable. Appropriate sanctions, up to, and including, suspension from the College will be imposed by authorized College personnel. Refer to the Student Code of Conduct, Article VIII, page 8.

Final Grades

Required Action:

All baccalaureate and occupational courses require a grade entry of **A, B, C, D, F, or I** for each student currently enrolled. Instructors assigning "I" grades are also required to submit Incomplete Grade Forms to the Records Office. These forms are available from your Executive Dean's office. Grading policies are fully described in the College catalog. Internships and PDV course sections should be graded "**S**" or "**NC**." HHP 120 grades will be entered as **A, B, C, D, F, or I** grades. Remedial courses require a grade entry of **A, B, C, D, NC or I** for each student currently enrolled. **Instructors assigning "I" grades are required to submit Incomplete Grade Forms to the Records Office.** Incomplete Grade forms are available in Records Office. Return the signed and dated copy of the final grade sheet to the Records Office by the deadline date printed on the bottom of the class list.

Questions regarding any of the procedures outlined above should be directed to your Executive Dean or the Coordinator for Records.

Courses with Pre-requisites

Pre-requisites are identified for students to ensure academic qualifications for advanced course work. Unless otherwise indicated, each credit course offered through McHenry County College assumes a level of proficiency in the basic skills (i.e., English, Mathematics and Reading) equivalent to that required to successfully complete college level course work.

As students review particular course descriptions and program outlines that appear in the Catalog and Planning Guide, they will find course pre-requisites, if applicable, listed at the end of the various course descriptions. Program Pre-requisites may be found preceding the listing of individual program requirements. Courses having a stated pre-requisite level of preparation are conducted on the assumption that all enrolled students possess the stated or equivalent level of academic proficiency. Students will be expected to document or otherwise provide satisfactory evidence of having met these pre-requisites at the time of registration.

Curriculum and Instruction

As ratified in the Faculty Agreement 2004-2005 through 2007-2008, Article IX, Section 9.2 Curriculum Development:

“The development of curriculum and related academic policies and procedures is a shared responsibility of the faculty and administration. This responsibility shall be coordinated through a body called the Curriculum and Academic Policy Council (CAPC) which shall function under the following general guidelines:

- A. Mission – The Curriculum and Academic Policy Council (CAPC) of McHenry County College is committed to enhancing student learning and success by providing continual comprehensive planning, oversight and review for academic development, curricular assessment and transformation (modification of curriculum to better meet student needs) in accordance with the educational mission and goals of the college.
- B. Objectives – The mission of the CAPC inherently includes, but is not limited to, the following fundamental objectives:
 1. To assure a balance of educational program opportunities for area residents.
 2. To evaluate the need, justification, and structure of proposed and existing courses and programs.
 3. To provide direction, instruction, and oversight for outcomes assessment, program reviews, and curricular transformation.
 4. To develop and implement a long-range academic plan.
 5. To establish academic policy and planning procedures for such areas as academic and advanced placement credit; grading procedures and appeals; the academic calendar; course scheduling procedures; student placement, orientation, and assessment; student withdrawals; interdisciplinary curriculum development; faculty review and recognition; and instructional equipment and facilities.
 6. To provide a platform for debate of pedagogy and academic policy.”

In order to meet the identified mission and objectives, specific policies and procedures have been established. The procedures are aligned with specified interests and needs. Generally, these fall into four categories:

1. New course proposals
2. New curriculum/program proposals
3. Changes to existing courses
4. Changes to existing curriculum/program

In all instances, CAPC and its standing committees are responsible for providing oversight and approval of these activities and all efforts must be coordinated through CAPC’s organizational structure and schedule.

Additionally, CAPC has developed a comprehensive set of forms which must be completed to initiate these activities. Guidelines and forms for specific identified interests are available on

InsideMCC. It is important to note that different standing committees of CAPC are responsible for different interests and deadlines for request submissions will vary accordingly. Therefore, it is imperative faculty refer to the guidelines and CAPC schedule and adhere to the established procedures in order to efficiently and effectively move requests through the review and approval process.

The following are worthy of special note:

- New course proposals must be presented to CAPC by October 1 of a calendar year for inclusion in the following Fall Schedule. Approved new courses will be listed in the next available academic catalog.
- The deadline for submission of forms and supporting materials for all interest proposals is 10 calendar days prior to the meeting the proposal will be considered by the appropriate body, either CAPC or standing committee.\
- Again, faculty should refer in InsideMCC for guidelines, forms and deadlines.

Another important element of curriculum and instruction is “*status*”. The following definitions may be useful for clarification of course and program status.

Active Course Status

All courses approved by MCC and the ICCB are considered “active” until formal withdrawal is submitted and accepted by the ICCB. All “active” courses are published in the current catalog.

Inactive Course Status

This status does not exist for courses. ICCB does not recognize “inactive” status; a course is either approved or withdrawn. If a curriculum is submitted to the ICCB as “inactive,” the associated courses remain on the books as approved until a final decision is reached to keep the curriculum or to withdraw it. Until the final decision is reached, all associated courses are published in the catalog; term(s) offered are omitted from the display.

Withdrawn Course Status:

Courses no longer used in curriculum should be withdrawn. Course withdrawals are submitted by the department chair to the CD&R committee using the Notification of Change in Course form. The MCC Coordinator of Records notifies the ICCB of the change. Courses that are withdrawn need to be removed from degree and certificate requirements in the catalog. It is up to the Department Chair to investigate how withdrawals affect all curricula. Withdrawn courses do not appear in the course catalog. To “bring back” a course, a new course proposal must be submitted to CAPC.

Notification of the following changes to courses must be submitted to the CD&R committee by using the Notification of Change in Course Information form:

Course title/name
Course 3-letter prefix
Course 3-digit number
Course description/content
PCS category
Catalog notes
Course pre-requisites
Course credit value
Course lecture or lab hours
Course withdrawal
Semesters when typically offered

Active Curriculum Status

All certificates and degrees approved by MCC and the ICCB are considered to be “active” until formal inactivation or withdrawal is submitted and accepted by the ICCB. All such “active” curricula are published in the current catalog.

Inactive Curriculum Status

If it is determined that certain certificates and/or degrees need to be placed in inactive status (usually resulting from a program review), a Notification of Change in Curriculum form must be submitted to the CD&R. The MCC Coordinator of Records notifies the ICCB of the change. To activate a program, see the Administrative Rules of the ICCB Manual, Section 1501.302f.

Courses that are associated with an inactive program are published in the catalog.

Withdrawn Curriculum Status

A department can request that a degree or certificate be permanently withdrawn by submitting a Notification of Change in Curriculum form to the CD&R. The MCC Coordinator of Records notifies the ICCB of the change. All courses associated with such curricula should also be submitted for withdrawal or assigned to another program.

Notification of the following changes to degrees and certificates must be submitted to the CD&R committee by using the Notification of Change in Curriculum Information form.

- Title
- Minimum credit hours
- Curriculum number
- Inactivation
- Re-activation
- Withdrawal

Evaluations of Full-Time Faculty

Self Evaluation

An important component of the evaluation process, as per the Faculty Agreement, is the independent completion of a Self-Evaluation Form; this, combined with student-provided feedback, is intended to serve as a planning base for the instructor and her/his Executive Dean. Executive Deans distribute the forms.

Supervisory Evaluation

Non-tenured faculty participates in a class visitation program conducted through the Office of Learning and Student Support Services. At various times during the year there will be class observations and student evaluations (TABS) administered by the divisional Executive Dean. These visits are followed by individual conferences designed to assist the faculty member with his/her teaching effectiveness.

Student Evaluation of Instructor

Student evaluations of instructors are designed to help us provide and maintain excellent instruction in the classroom, and to help each instructor develop a personal plan for growth and development.

Instructors are responsible for providing each class with student evaluation instruments, at some point between midterm and the last day of class. The evaluations are reviewed by the Executive Dean for full-time faculty and Department Chairs/Supervisors for adjunct faculty.

Program Review Process

Academic and administrative departments of the College are required to take part in a program review. Separate forms for academic and service programs are available in the Office of Learning and Student Support Services (LSSS). It is advisable to look at similar reviews and begin the process several months in advance of the review. The Office of LSSS publishes the five-year calendar of scheduled program reviews and coordinates the process with Executive Deans and Department Chairs.

Registration

Complete and specific information for a semester is provided in the Timeline of Classes. It may be that a student is unable to submit academic documentation for a pre-requisite or has non-traditional or job experience which may be the equivalent of a stated pre-requisite. In this case, an *Instructor's Permission for Pre-requisite* form must be signed by the instructor in order for the student to register and/or remain in the course section. Students may obtain this form in the Faculty Office.

Each instructor must assess, in some way, the skill level of such students and their likelihood to be reasonably successful in the course in question. Instructors are not required to approve permits if they feel the student is insufficiently prepared.

Tuition Refund (For Students)

Upon proper withdrawal procedure, a student may be allowed a tuition refund. The refund dates and amounts are available from the Cashier's Office and printed on the student schedule. (Board Policy 2.3.3)

Withdrawal of Students from Class

Administrative Withdrawal

Students who no longer wish to continue in a course are responsible for withdrawing from it. Students who have excessive absences or are not actively pursuing the completion of course objectives must make satisfactory arrangements with their instructor or they may be subject to Instructor Withdrawal. Special high-demand courses or short-term classes (such as CIS classes) may drop students for non-attendance early in the term. The grade of "W" will be recorded if a student is administratively withdrawn. A failing grade will be posted on the student transcript if the student is not withdrawn.

Students also may receive an instructor withdrawal from their class for emergency or disciplinary purposes.

Student Withdrawal from Class

There are three options

1. Students may contact their instructor and the instructor may withdraw the student prior to the last day to withdraw (see Student Withdrawal from Class)
2. The student may withdraw in person at the Registration Office (A258) prior to the last day to withdraw.
3. The student may FAX in the request to the Registration Office at 815-455-3766 giving their name, I.D., the class name and section number, and their signature prior to the last day to withdraw.
4. Student may withdraw over internet registration.

None of these options will generate a refund for the student if after the refund date. The student may complete an "Exception to Refund Policy" form in the registration office to be considered for a refund. These requests are handled through the Bursar.

Students are encouraged to consult directly with the instructor and an advisor when considering a course withdrawal. The student may withdraw from a course by contacting the Registration Office as indicated above (include student name, student I.D., course prefix, number and section, course title, instructor, reason for withdrawing and student signature). Withdrawal from a class will not be accepted over the telephone. **All student withdrawal dates are ¾ of the way through the semester, for example:**

Length of Course	Last Day to Withdraw
18 week course	last day of the 14th week
16 week course	last day of the 12th week
12 week course	last day of the 8th week
8 week course	last day of the 6th week

The grade of “W” will be recorded and it will not count in computing the student grade point average. A failing grade will be posted on the student transcript if the student does not follow college withdrawal procedures and if the faculty member does not withdraw the student.

Withdrawal Procedure – Faculty Initiated

Faculty individually determine how they will handle attendance:

All faculty state on their course syllabus their attendance policy and whether students will be subject to administrative withdrawal for non-attendance/lack of progress.

What to do regarding students who are not attending:

Faculty can complete an “MCC Faculty Request for Student Withdrawal” form for students they desire to officially withdraw from their classes prior to or up until the last day to withdraw from the course. (The last day to withdraw is identified on the class list.) Forms are available in the Division Offices and are to be submitted to the Records Office for processing. A notification mailer will be sent to the student letting them know that they have been Administratively Withdrawn for not actively pursuing the course objectives and, if this is in error, to contact the instructor immediately or no later than one week. After meeting with the student, if you choose to readmit the student, complete a “Permit to Re-add Withdrawn Class” form for the student (located in Division / Faculty offices) and have instructor or division staff submit it to the Records Office.

On the mid-term class list, faculty also will have an opportunity to withdraw a student for excessive absences or not actively pursuing a course by circling “withdraw” next to a student’s name. This action is separate from the “NA” designation.

NOTE: Faculty may want to call students who have not attended the first class or send a “letter of concern” to students at the point when they have stopped attending class.

Clarification of NA:

For state reporting purposes, faculty are to identify students who are not actively pursuing course objectives by placing an “NA” on the mid-term report. (This action will not generate an administrative withdrawal for the student.)

To provide for due process for students:

Students who are withdrawn will automatically receive a mailer from the Records Office informing them that they have been administratively withdrawn from the class due to non-attendance/lack of progress and if they want to be reinstated in the class that they should contact the instructor within a week.

High enrollment and short-term classes:

These classes will work out a common date and procedure for withdrawing students who do not attend class early on. This information will be conveyed to students in the class schedule so they are aware of the procedure when they register for the class.

Last day a faculty member may withdraw a student:

The last day will be the same as for student withdrawal (see Student Withdrawal From Class). This date will appear at the bottom right of all class lists, except the last one of the term. **However**, if it is beyond the last day for withdrawing a student or if grades are posted, faculty has the option of completing a 'FACULTY/ADMINISTRATOR RECOMMENDATION FOR ADMINISTRATIVE WITHDRAWAL' form. These forms may be obtained from your Faculty Office, or Susan Zingrone (ext. 8767), or Noreen Nelson (ext. 8935).

Quick Reference Help List

This reference list is intended as a guide to use in directing questions and/or problems to an appropriate person or office. The initial contact noted for each issue represents a person or office that can either offer an answer, make a decision, or facilitate getting an answer or decision in a timely fashion.

Question or Problem Area:

First Contact Person:

Absence/Sabbaticals:

Absence (planned)
Absence (unplanned)
Leaves of Absence & Sabbaticals
Substitute Instructors

Immediate Supervisor/Executive Dean
Switchboard/Executive Dean
Immediate Supervisor/Executive Dean
Immediate Supervisor/Executive Dean

Assessment and Transformation Chair:

Kathy Chamberlain, ext. 8568

Athletic Program:

Wally Reynolds, ext. 8547
Patty Domin, ext. 8580

Audio/Visual Equipment and Services:

AV Equipment Repair
AV Equipment Reservations,
AV Equipment Use Problems
Audio & Video Taping
CD & DVD Duplication
Conference Center AV information
Video Production

Communications Technologies, ext. 8457
(press option #2)
Communications Technologies, ext. 8457
(press option #2)
Communications Technologies, ext. 8457
(press option #2)
Communications Technologies, ext. 8457
(press option #2)
Communications Technologies, ext. 8457
(press option #2)
Communications Technologies, ext. 8457
(press option #2)
Peter Lilly, Professional Dev. Office., ext. 7612

Board of Trustee Agenda Items:

President Walter Packard, ext. 8725
Marlene Kopala, ext. 8726

Budget Expenditures:

Budgeted Funds Available for:
Expenditures
Ordering Equipment
Ordering Supplies
Purchasing Problems or Follow-up

Immediate Supervisor/Executive Dean
Immediate Supervisor/Executive Dean
Immediate Supervisor/Executive Dean
Dave Penoyer, ext. 8770

Buildings and Grounds:

Grounds
Mechanical/Electrical

Ron Peterson, ext. 7606
Steve Kormanak, ext. 8563

Room Cleanliness	ext. 8754
Room Set-ups	Dan Chmura, ext. 8751
Utilities (except phones)	Scott Selcke, ext. 8564
Vehicle Maintenance	Steve Kormanak, ext. 8563
Computer/Telecommunications Problems:	Help Desk, ext. 8457
Conference Center:	Molly Walsh, ext. 8697
Curricular & Instructional Development Issues:	
Independent Study	Executive Dean/Program Coordinator/ Department Chair
New Course Ideas	Executive Dean/Program Coordinator/ Department Chair
New Program Ideas	Executive Dean/Program Coordinator/ Department Chair
Development and MCC Foundation:	Joseph Like, ext. 7510
Distance Education (DE):	
Distance Education Director	Diane Nyhammer, ext. 8561
Distance Education Technologist	John Fillicaro, ext. 8796
Distance Education Technologist	Peter Lilly, ext. 7612
Distance Education Coordinator	Diane Hellyer ext 8704
Duplication Center	Stephanie Stoklosa, ext. 8798
Field Trip Arrangements:	Immediate Supervisor/Executive Dean
Fitness Center:	
General Information	Bill Allerheiligen, ext. 8753 Carol Conroy, ext. 8551
Faculty Development Chair:	Elaine Whalen-Pedersen, ext. 8534
Health and Other Emergencies:	Security & Campus Safety, ext. 8733
Human Resources:	
Assistant Vice President of Human Resources	ext. 8738
FSA, Leave Days, Tuition Reimbursement	Tina Rosenberg, ext. 8995
Insurance	Jan Reed, ext. 8577
SURS , Personnel Records	Joan Hain, ext. 8737
Retirement	Joan Hain, ext. 8737
Internal Website (insidemcc):	http://www.insidemcc.mchenry.edu
Inside MCC (web masters):	Kathy Plinske, ext. 7573 Elaine Whalen-Pedersen, ext. 8534
Institutional Research and Planning:	Donald Quirk, ext. 8915

Library Services:

Dean, Library
 Inter-library Loan Requests
 Information Literacy Sessions
 Reference & Research Assistance
 Requests for Purchases
 Reserve Materials

Jonathan Birnbaum, ext. 7545
 Circulation Desk, ext. 8533
 Reference Desk, ext. 8762
 Reference Desk, ext. 8762
 Joan Perlman, ext. 8775
 Circulation Desk, ext. 8533

Locked Class Room:

Department Secretary or Security

Mail Room:

Jeff Naskrent, ext. 8595

MCC College Website

<http://www.mchenry.edu/>

Multicultural Services & Programs:

Sonia Reising, ext. 7749

Network & Desktop Computing Needs:

Help Desk, ext. 8457

Office of Marketing & Public Relations

Advertising – All Media
 News Releases and Brochures
 Photography Requests (for P.R.)
 Roadside Campus Marquee

ext. 8562
 ext. 8562
 ext. 8562
 ext. 8562

Professional Development

Professional Development Director
 Information
 Faculty Development
 Employee Development
 Technology Training

Diane Nyhammer, ext. 8561
 Merrilyn Richards, ext. 7768
 Elaine Whalen-Pedersen, ext. 8534
 Pat Stejskal, ext. 7530
 John Fillicaro, ext. 8796 and
 Peter Lilly, ext. 7612

Publications:

Employee Publications

Bagpipes

Keeping In Touch

Office of Mkt. & Public Relations, ext. 8562
 Joan Hain, ext. 8737

Student Publications

Tartan (to submit articles)

Voices (creative arts magazine)

Rose Nemunaitis, ext. 7803
 Ted Hazelgrove, ext. 8671

Recycling Information:

Pat Dieckhoff, ext. 7817

Room Reservations:

Scheduling for all internal & external Groups: Amy Carzoli, ext. 8764

Safety and Security:	Duty Person, ext. 8733
Sage Learning Center:	Jonathan Birnbaum, ext. 7545
Student Leadership:	Sonia Reising, ext. 7749 Ralph Gardner, ext. 8772
Student Services and Concerns:	
Administrative Withdrawals	Susan Zingrone, ext. 8767
Admissions	Fran DuWaldt, ext. 7782
Advising & Transfer Center	Sharon Archacki, ext. 7674
Attendance Problems	Any Counselor, ext. 8765
Career Counseling	Any Counselor, ext. 8765
Career Services	Arleen Quinn, ext. 8576
Counseling	Marilyn Weniger, Ext. 7620
Course Articulation with Transfer Institutions	Laurie Cubit, ext. 8792
Course Enrollment	Vicki Brennan, ext. 7632
Financial Aid	Laura McGee, ext. 8943
Multicultural Programs & Student Leadership	Sonia Reising, ext. 7749
Records	Noreen Nelson, ext. 8935
Refunds	Barb Cunningham, ext. 8910
Scholarships	Ginger Robinson, ext. 8911
Special Needs	Bev Albright, ext. 8676 Virginia Hoover, ext. 8766
Student Employment (on campus/work study)	Barbara Flaherty, ext. 8761
Student Life & Campus Activities	Ralph Gardner, ext. 8772
Student Issues Directly Related to Academic Performance Problems	Any Counselor, ext. 8765
Student Issues Directly Related to Articulation (high school)	Marilyn Weniger, ext. 7620
Student Recruitment	Kellie Sowiak, ext. 8670
Testing Information	Tom Shepard ext. 8984
Veterans' Benefits	Lynn McCabe, ext. 8763
Telephone System:	Help Desk, ext. 8457
Travel Requests:	Immediate Supervisor/Executive Dean
Vehicle Use (College or Field-Trip):	Rita Dubas, ext. 8708

Appendices

Academic Assessment

Department/Program Planning Sheet, reports, CAT information etc.

[*http://www.insidemcc.mchenry.edu/LSSS/Assessment/index.htm*](http://www.insidemcc.mchenry.edu/LSSS/Assessment/index.htm)

Advanced Placement

Faculty Professional Development Advanced Placement Guidelines

Tuition Reimbursement/Advanced Placement Application

[*http://www.insidemcc.mchenry.edu/Forms/FacultyTuitionReimbursementApplications.pdf*](http://www.insidemcc.mchenry.edu/Forms/FacultyTuitionReimbursementApplications.pdf)

Faculty Evaluation Process Handbook

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Adjunct Faculty (Part-Time Faculty)

New Adjunct Faculty (Part-Time Faculty) (for the first 3 semesters teaching at McHenry County College)

- *Classroom Observations* will be conducted by the Department Chairs. Time to be determined by Department Chair/Supervisor. (see form attached)
- *TABS* will be administered by Department Chairs/Supervisor for teaching faculty (September/January). (see form attached)

- *The Student Evaluation of an Instructor Form* will be administered in every class and reviewed and summarized by Department Chair/Supervisor ([see process for all adjunct faculty](#))

Continuing Adjunct Faculty (Part-Time Faculty) (After 3 Semesters)

- Classroom Observation is optional and used as result of concerns or comments on Student Evaluation.
- TABS is optional if faculty member or Department Chair/Supervisor has concerns.
- *The Student Evaluation of Instructor Form* will be administered in every class and reviewed and summarized by Department Chair/Supervisor using the following procedure:
 - All Adjunct Faculty will receive from their respective department secretary the *Student Evaluation of an Instructor Forms* and use these forms in each of the sections that they teach.
 - Each semester the Department Chair/Supervisor must read the student evaluations for every adjunct faculty member.
 - Each semester the Department Chair/Supervisor must provide written (and when possible face-to-face) feedback to every adjunct faculty member about student evaluations for their classes.
 - This written feedback must be forwarded to the Executive Dean/Supervisor for accountability purposes.

Chair/Faculty Feedback on Evaluations

1. TABS Results
2. Classroom Observation of Instructor
3. Student Evaluation of Instructor

Support

1. Mentor Program
2. Orientation by Department Chair
3. Professional Development Workshops
4. Fall and Spring Opening Semester Faculty Workshops

Files retained by the Department Chair/Supervisor

1. *Classroom Observation* results
2. *TABS* results
3. Summary of *Student Evaluation of an Instructor*

Full Time Non-Tenured Faculty

Observations/Evaluations

1. *TABS* is administered for 5 semesters – one class per semester chosen by the instructor, but the selection must be representative of all classes taught over 5 semesters (schedule in September/January)

2. *Classroom Observation* conducted by administration each semester – two class per semester for 5 semesters. (Begin scheduling in September/January-completed by administrator and reviewed with faculty)
3. *Student Evaluation of an Instructor Form* administered in every class – reviewed and summarized by Administrator then returned to faculty

Executive Dean/Dean/Supervisor/Faculty Joint Evaluation Every Year

1. Faculty Action Plan
2. Classroom/Lab Observation (conducted each semester and reviewed with faculty)
3. Portfolio and Self-Evaluation Form – Annually (March)
4. Administrative Evaluation – Annually (March)
5. Faculty Action Midyear Review (October)
6. TABS Results (each semester)

Support

1. Mentor Program
2. New Faculty Orientation
3. Non-Tenured Faculty Professional Development Plan
4. Faculty Professional Development Action Plan
5. Professional Development Workshops
6. Fall and Spring Opening Semester Faculty Workshops
7. Faculty Development Chair
8. Graduate Course Enrollment
9. Conference Attendance

On File

1. Self Evaluation – Administrative Evaluation and Faculty Action Plan on file in divisional office and HR
2. Teaching Portfolios are kept by the instructor
3. Summary of Student Evaluations on file in divisional office

Full Time Tenured Faculty

Evaluations

1. Student Evaluation Form administered in every class
2. Instructors will read own Student Evaluations and choose one section per year to be read by supervisor

Joint Evaluation

Every three years

1. Self Evaluation Form – Spring semester
2. Administrative Evaluation – Spring semester

Annually

1. Faculty Professional Development Action Plan at beginning of Fall semester

On File

1. Self Evaluation – Administrative Evaluation and Faculty Action Plan on file in Divisional office and HR
2. Teaching Portfolios are kept by the instructor
3. Summary of student evaluations on file in Divisional Office

Library Faculty

- *STUDENT EVALUATION OF AN INSTRUCTION LIBRARIAN* distributed in 5 teaching sessions per semester for all faculty
- *Classroom/Lab Observation* (conducted twice each semester and reviewed with faculty)

Role of Administrative Assistant

- Coordinate development of *Student Evaluation of an Instructor* packets.
- Assist in the gathering and distribution as per the confidential process.
- Develop, distribute and summarize *TABS* Evaluations.
- Assist Executive Dean in scheduling *Classroom Observations*; *TABS*, Portfolio and Self Evaluation Conferences; as well as Midyear and Midpoint Review meetings.

Role of Administrators

- The administrator, or her/his assistant/secretary, will receive completed evaluations and hold them until the start of the following semester. They will then distribute them to the full time faculty. Evaluation of part-time faculty will go to Department Chairs, before being given to faculty member [as per process indicated above](#).
- Administrators will maintain a written summary of the evaluations for the classes that are submitted by tenured faculty, to be used with the evaluation of the faculty member, which is completed every three years.
- Administrators will keep a written summary for all classroom observations, *Student Evaluation of an Instructor* and *TABS* results for non-tenured faculty.

Non-tenured and tenured faculty are encouraged to save written summaries of their evaluations for annual and/or 3 year reviews, or to have them in their personal, historical files

Non-Tenured Faculty Portfolio Outline

Teaching and Learning examples

- Video assessment
- Teaching strategies
 - Assessment
 - Innovation
 - Syllabus
 - Teaching squares
- Evaluations
 - Student Evaluation
 - Tabs
 - Executive Dean
 - Classroom visit
 - Evaluation / Self Evaluation
- Commendations

College contribution

- Committees
- Program development
- College presentations

Community contribution

- Participation
- Leadership

Professional development

- Graduate courses
- Degrees
- Certifications
- Conference attendance
- Conference presentations
- CEU's and Clock hours

Annual Faculty Professional Development Action Plan

Date:

Faculty Name:

Faculty's Department:

Division:

Teaching and Learning Instructional Objectives	Planned Professional Development Activities to Support the Objectives	Support Needed	Target Date	Executive Dean/Supervisor comments and date (This plan should have an annual review with the faculty)
<p>Modifications and date:</p>				

Annual Faculty Campus and Community Involvement (A faculty member should update this list as appropriate.)

College Committee Involvement:

Community Involvement:

Student Evaluation of Instructors Process

Student Evaluations of Instructors are designed to help us provide and maintain excellent instruction in the classroom, and to help each instructor develop a personal plan for growth and development.

Instructors are responsible for providing each class with student evaluation instruments, at some point between mid-term and the last day of class. The evaluations are reviewed by your Executive Dean.

Assembling an Evaluation Packet

Step 1:

On a manila envelope, write your name, the class prefix & section number, and affix your division's color-coded dot to the outside of the envelope.

Note: Using the dots expedites the mail coordinators' job of sorting and delivering completed evaluation packets to the appropriate Executive Dean.

Green dots = Humanities Division

Blue dots = Business and Technology Division

Yellow dots = HPSSS Division

White dots = Personal Development courses (Counseling)

Red dots = MATH, SCIENCE Division

Step 2:

Inside each manila envelope:

- **evaluation forms**
- **one copy of the *Memo to the Student-Evaluation Administrator***

*Note: The Memo to the Student Evaluation Administrator instructs that person to:
Distribute evaluation instruments after the instructor has left the room
Collect the completed evaluations and return them to the manila envelope*

Deposit the envelope in the drop-off box across from the Bookstore, in Bldg. B.

Supplies for the student evaluation process are available in divisional offices. Instructors are responsible for distributing evaluation packets to each of their classes.

Student Evaluation of an Instructor Form

Instructor's Name _____
Course _____

A note to students: Your responses are important and will be used by this instructor in assessing his/her performance and in developing a personal plan for further growth and development. Please comment on:

1. The usefulness of the syllabus.

2. The instructor's classroom presentations.

3. The encouragement you received from the instructor.

4. The instructor's enthusiasm for the course.

5. The instructor's accessibility such as keeping designated office hours, returning messages and phone calls, etc.

Whether you would take another course with this instructor.

6. Whether this course challenged your learning ability.

7. How free you felt during class to ask questions.

8. How free you felt during class to discuss the class material.

9. What you consider to be this instructor's strengths.

10. List any suggestions you want to make to this instructor about this course.

11. List the benefits you have gained from this course in proportion to the effort you have made.

12. The thing I liked most about this course was

13. This course would have been better if

Student Evaluation of an Instruction Librarian

Librarian's Name _____
Course _____ Date _____

A note to students: Your responses are important and will be used by this instruction librarian in assessing his/her performance and in developing a personal plan for further growth and development. **Please circle your responses.**

1. The librarian presented the subject matter in a **clear** and **organized** manner.
 - a. Strongly agree
 - b. Agree
 - c. Neutral/Undecided
 - d. Disagree
 - e. Strongly disagree

2. The librarian used **relevant examples** of applications for the skills and concepts covered.
 - a. Strongly agree
 - b. Agree
 - c. Neutral/Undecided
 - d. Disagree
 - e. Strongly disagree

3. The librarian had effective **communication and presentation skills**.
 - a. Strongly agree
 - b. Agree
 - c. Neutral/Undecided
 - d. Disagree
 - e. Strongly disagree

4. The overall quality of **instructional materials** (handouts, overheads, etc.) used was:
 - a. Excellent
 - b. Very good
 - c. Good
 - d. Fair
 - e. Poor

5. I felt free to **ask questions** during the presentation.
 - a. Strongly agree
 - b. Agree
 - c. Neutral/Undecided
 - d. Disagree

e. Strongly disagree

6. The librarian was **enthusiastic** about teaching information skills.

- a. Strongly agree
- b. Agree
- c. Neutral/Undecided
- d. Disagree
- e. Strongly disagree

7. The librarian was **knowledgeable** about the material presented.

- a. Strongly agree
- b. Agree
- c. Neutral/Undecided
- d. Disagree
- e. Strongly disagree

8. I would feel **comfortable approaching** this librarian with a reference question.

- a. Strongly agree
- b. Agree
- c. Neutral/Undecided
- d. Disagree
- e. Strongly disagree

9. The information in this presentation will be **relevant/useful** to my course work.

- a. Strongly agree
- b. Agree
- c. Neutral/undecided
- d. Disagree
- e. Strongly disagree

10. What do you consider to be this instruction librarian's **strengths**? _____

11. List any **suggestions** you want to make to the librarian about this presentation. _____

12. **Other comments:** _____

MCHENRY COUNTY COLLEGE

Classroom/Lab Observation Form

Instructor: _____	Date: _____
Class/Lab: _____	Location: _____
Observer: _____	

I. General Information

The purpose of this observation is two-fold: To recognize positive performance and to identify areas for improvement.

For each of the general categories listed, you are encouraged to provide feedback in several ways:

A. Rating any/all specific indicators/descriptors which apply to your observation, using the following:

- + = Observed/Done well
- = Observed/Needs discussion
- 0 = Not observed/No discuss. Needed
- Ø = Not Observed/needs discussion

B. Marking (X) at a point on the Rating Scale provided for each category which best reflects your overall conclusion.

C. Providing narrative commentary designed to reinforce, clarify or otherwise relate to your observation.

II. Performance Areas

ORGANIZATION

A. The Opening:

- _____ Provided an overview of what was planned for the class period.
- _____ Related topic to previous topics covered in the class.
- _____ _____

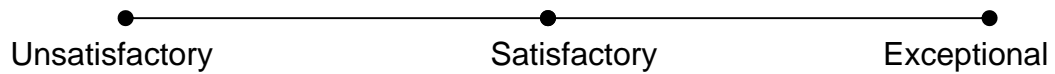
B. The Body/Presentation:

- _____ Summarized main points periodically.
- _____ Indicated transitions to new topics and ideas.
- _____ Pointed out relationships between ideas.
- _____ Gave more than one example of a concept.
- _____ Demonstrated variety of movement, speech, and gestures.
- _____ Varied activities over the class period.
- _____ Utilized a comprehensive vocabulary.
- _____ Used illustrative materials and teaching aids.
- _____ Demonstrated sensitivity to response of students to presentation.
- _____ _____

C. The Closing:

- _____ Summarized major points covered in the class period.
- _____ Introduce the next topic to be covered.
- _____ Made an assignment/activity that reinforced the day's topic.
- _____ _____

Rating Scale for Organization



Commentary: _____

SCHOLARSHIP

- _____ Included fundamental principles, generalizations, and theories.
- _____ Showed application and relation of theory to practice.
- _____ Discussed/contrasted more than one point of view.
- _____ Went into detail rather than just generalizations.
- _____ Presented information from related fields and related topics.
- _____ Emphasized ways of solving problems rather than solutions.
- _____ Demonstrated evidence of current research/knowledge in the content area.
- _____ _____

Rating Scale for Scholarship:



Commentary: _____

CLASSROOM RELATIONSHIPS

- Called student by name.
- Included material relevant to student interest.
- Made clear his/her own way of considering ideas/attacking problems.
- Used humor, when appropriate
- Demonstrated social skills.
- Provided opportunities and encouraged student participation.
- Clarified material when asked and answered questions clearly.
- Allowed time for students to answer questions.
- Encouraged comments and questions.
- Checked to see if material/answers to questions were understood.
- Related student comments to one another.
- Remembered and referred to student ideas.
- Used student comments/questions to introduce new material.
- _____

Rating Scale for Presentation:



Commentary: _____

FOLLOW-UP CONFERENCE SUMMARY

I. Areas of Strengths:

II. Areas for Improvement:

III. Conference Verification:

This observation was discussed with me on: _____

Instructor's Signature: _____

Observer's Signature: _____

Title: _____

Self Evaluation of an Instructor

Instructor's Name _____

Date _____

Instructions to the Instructor:

Constructive comments in response to all of the questions are expected in order to make this evaluation a valuable part of the overall assessment of you this year. This instrument should be completed prior to your review of your Administrative and Student Evaluations.

1. When beginning the teaching of my courses, I provide all students with clear objectives in written form.

COMMENTS:

2. My classroom presentations are well organized and are easy to follow.

COMMENTS:

3. I provide encouragement and show a genuine concern for the progress of students in my courses.

COMMENTS:

4. I am available to students outside class times during my designated office hours.

COMMENTS:

5. During my classes I encourage students to discuss and ask questions regarding the information I provide.

COMMENTS:

6. During this year I have demonstrated that I am remaining current in my field e.g., workshops, graduate courses, conferences, association memberships).

COMMENTS:

7. I am enthusiastic about my work at the College.

COMMENTS:

8. I effectively communicate with my peers and staff of the College.

COMMENTS:

9. I demonstrate positive attitudes toward:
 - a. Students of the College
 - b. My peers in the College

COMMENTS:

10. I am involved in College affairs (e.g., divisional meetings, committee meetings, town meetings).

COMMENTS:

11. I demonstrate a respect for College policies and procedures (e.g., keeping office hours, holding classes for full periods, meeting budget and schedule deadlines).

COMMENTS:

12. I demonstrate an understanding of and commitment to the institution's community college mission (e.g., support for the remediation role of the College, support for the counseling services of the College, support for the community services of the College, involvement in articulation activities).

COMMENTS:

13. I consider my strengths to be:

14. I plan to work on the following during the coming year to further improve my effectiveness as an instructor:

15. I believe that the divisional administrator has provided active support for my activities and development during this academic year.

COMMENTS:

Administrative Evaluation of an Instructor

Instructor's Name _____

Evaluator _____

Date _____

Instructions to the Evaluator:

Constructive comments in response to all of the questions are expected in order to make this evaluation a valuable part of the overall assessment of this instructor. This instrument should be completed prior to the evaluator reviewing this instructor's Self and Student evaluations.

1. Has the instructor demonstrated that he/she is remaining current in his/her fields (e.g., workshops graduate courses, conferences, association memberships)?

COMMENTS:

This is an item which should take priority in this instructor's development plan.

Yes _____ No _____

2. Does the instructor demonstrate enthusiasm toward his/her work at the college?

COMMENTS

This is an item which should take priority in this instructor's development plan.

Yes _____ No _____

3. Does the instructor demonstrate the ability to communicate effectively with peers and staff of the College?

COMMENTS:

This is an item which should take priority in this instructor's development plan.

Yes _____ No _____

4. Does the instructor demonstrate positive attitudes toward:
- a. Students of the College?
 - b. Peers in the College?

COMMENTS:

This is an item which should take priority in this instructor's development plan.

Yes _____ No _____

5. Does the instructor demonstrate involvement in College affairs (e.g., divisional meetings, committee meetings, town meetings)?

COMMENTS:

This is an item which should take priority in this instructor's development plan.

Yes _____ No _____

6. Does the instructor demonstrate a respect for College policies and procedures (e.g., keeping office hours, holding classes for full periods, meeting budget and schedule deadlines)?

COMMENTS:

This is an item which should take priority in this instructor's development plan.

Yes_____ No_____

7. Does the instructor demonstrate an understanding of and commitment to the institution's community college mission (e.g., support for the role of the College, support for the counseling services of the College, support for the community services of the College, involvement in articulation activities)?

This is an item which should take priority in this instructor's development plan.

Yes_____ No_____

8. I consider the instructor's strengths to be:

9. I would make the following suggestions to this instructor for his/her improvement:

Mentor Handbook

Mentoring Program Description and Guidelines

This Mentoring Program is designed to provide our faculty with mentors to help them become more effective instructors. The goals of the program are to:

1. Provide instructional support for new part-time faculty (and/or those teaching a course at MCC for the first time) and for new (1st year) full time faculty members.
2. Improve coordination of instruction between full-time and part-time faculty
3. Meet the needs and deal with the problems encountered by faculty members at MCC.
4. Strengthen professional relationships.
5. Improve retention of students by increasing the effectiveness of the faculty.
6. Maintain the integrity of the curriculum.

Selection Procedure

Faculty to be mentored are:

1. New full-time faculty members (1st and 2nd year).
2. Part-time faculty members presenting a course not previously taught by that faculty member or where the Department Chair/Supervisor or faculty request.
3. Full – time faculty as requested by the faculty or Executive Dean/Dean.
4. A peer coaching and/or video evaluation program is available for all other interested faculty members.

Mentor Selection

1. Mentors are appointed by Executive Deans or Department Chairs (for part-time faculty) and report directly to them regarding mentoring responsibilities.
2. Mentors for full-time faculty should be tenured instructors; appointment is a form of recognition of excellence; appointment should be seen as an honor worthy of respect. Senior part-time faculty mentors may be chosen for new part-time faculty members.
3. Only those willing to accept the responsibility/risk should be chosen.

Duties of Mentors

- Contact the assigned mentees at least one week prior to the beginning of the semester.
- Establish an agenda and schedule of meeting dates.
- Identify the needs of the mentee through discussion with the Executive Dean/Dean/Chair and the mentee
 - Knowledge based assistance

- i. advise mentees about course content, departmental, division, and college practices/policies,
 - ii. provide coaching on the syllabus
 - iii. Assist in teaching strategies or job functions
- Guidance discussion
- Peer and professional development coaching
- Provide the mentee with a phone number and office hours during which contact can be if/when a problem arises.
- To “fine-tune” the program, an evaluation session at the end of the semester will be made to get feedback from mentors/mentees.

Duties of Mentee

- Maintain regular contact with mentor as established in the preliminary meeting discussion.
- Use the mentor as a resource in discussion of college, division, department policies and procedures.
- Use the mentor as a resource in discussion of teaching strategies.
- Discuss the effectiveness of the mentor relationship with the mentee’s Executive Dean/Dean/Chair/Supervisor.

Differentiating Mentoring from Orientation:

Mentor’s Role	Possible Discussions
One who “takes trouble with”	Emphasis on Quality
Encourage	College level work (not high school or grad school)
Support	Texts
Mediate risks	Attendance
Provide perspective	Grading
Nurture potential	Exams
Sounding Board	Example of Course Syllabi
Sharing Information	Pre-requisites/Learning Disabilities/Academic Deficiencies
Counselor/Teacher	Learning Lab
Peer/Friend/Buddy	Orientation to Students
Guide	Ethics
Sponsor/Patron/Coach Opportunity	Classroom Management
Helping Relationship	Student Code of Conduct
Transmitter of Culture of MCC	Student Engagement
Listening	Assessment
Positive Expectations	Continuous Improvement
Advocate/ally	
Structure (goals)	
Making it Special/Unique	

Mentor's Role	Possible Discussions
Discussion	
Reality Checks	
Modeling	
Providing a "Map" – "How to Behave"	

Remuneration/Honorarium for Mentor/Mentee

Both mentors and mentees will be paid for three hours of contact per term at the prevailing part-time faculty hourly pay rate.

Facilities Request Contract

<http://www.insidemcc.mchenry.edu/Forms/FacilitiesRequest.doc>

Sponsored Leave Process

Information:

The Sponsored Professional Development Leave Program underscores the College's interest in providing significant financial support and positive encouragement for faculty to improve their professional skills. In keeping with MCC's commitment to provide high quality instruction and academic support, the program is designed to recognize a variety of well-planned professional development proposals of a semester or academic year duration including graduate study, other specialized study, advanced technical training, applied work experience, or other professional development activity.

Criteria:

Eligibility for Sponsored Leave consideration is established upon completion of four years of consecutive full-time service with the College. A committee chaired by the Vice President for Learning & Student Support Services will review all applications for Sponsored Leave and make recommendations to the President.

Sponsored Leaves are intended to clearly benefit both the individual and the College upon the recipient's return to MCC. In keeping with the stipulations in Section 12.1 of the current Faculty Agreement, committee consideration of Sponsored Leave requests will be given in the following order:

Requests which directly relate to the individual's current role and responsibilities.

Requests which relate generally to the individual's academic/vocational field but not necessarily to one's current position.

Requests which are for other professional development purposes.

In addition to submitting a completed Sponsored Leave Request form (see appendix) to the Vice President for Learning and Student Support Services, each applicant will have the opportunity to meet with the Sponsored Leave Committee to discuss his/her proposal in greater detail.

Note: The information provided on the request form and the information presented when meeting with the committee will serve as the basis for the committee's recommendation.

Application Process:

Application for Sponsored Leave consideration must be made prior to the end of the fall semester of the academic year preceding the leave period. Completed applications may be submitted to the Vice President for Learning and Student Support Services at any time during the applicable fall semester. The review process will be completed by March 15 of the following spring semester.

Sponsored Leave Request Form

I. Personal Information

Name: _____

Division/Area: _____

Current Professional Role: _____

Requested Leave Period: First Choice _____

Second Choice _____

Sponsored Leave Proposal

Please address the following points, attaching additional pages as necessary.

- A. Describe in detail the purpose and scope of activities included in your planned leave.
- B. List the specific professional development goals you intend to meet through such a leave.
- C. Using the current Faculty Agreement as a guide, specify the particular subsection of Section 12.1 to which your request applies.
- D. As a sponsored professional development leave is intended to clearly benefit both you and the College, please specify the expected benefits to be derived for:
 1. You individually.
 2. Your current role, particularly as it affects students.
 3. Your anticipated role, if it differs from #2 above.
 4. Your professional role generally within the College.
- E. Explain how this experience will fit into the Plan for Professional Development approved by your Executive Dean.