



# IVCC'S PART-TIME FACULTY HANDBOOK

2019-2020

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## INTRODUCTION

### Welcome statement

Welcome to Illinois Valley Community College! If you are joining us from another institution, government, business, or non-profit agency, we are grateful that you chose to bring your knowledge and experience to IVCC. Each of you brings a unique set of strengths to our teaching environment. We are committed to supporting your teaching experiences and providing many resources to help you succeed. The handbook provides college policies, procedures and general information, which is intended to address questions while you are teaching at IVCC.

## MISSION, VISION, CORE VALUES, COLLEGE GOALS, AND OBJECTIVES

### Mission

Illinois Valley Community College provides a high-quality, accessible, and affordable education that inspires individuals and our community to thrive.

### Vision

Illinois Valley Community College is the preferred gateway to advance individual and community success.

### Core Values

**Responsibility** We will follow through on our commitments and welcome constructive assessment and suggestions for improvement. We will meet performance expectations for personal and professional conduct.

**Caring** We will nurture a culture of mutual appreciation; cultivate empathy and a compassionate response to others.

**Honesty** We will speak and act truthfully, without hidden agendas—admitting when we make mistakes or do not know, avoiding silence when it may be misleading, identifying and working with each other to communicate and solve problems.

**Fairness** We will treat students and colleagues equitably, without favoritism or prejudice, giving all the benefit of the doubt and providing opportunities for individual success.

**Respect** We will consider the talents, feelings and contributions of everyone in our interactions and behaviors; practice active listening and collaborating in our daily work; base our relationships on the essential dignity of each individual; value diverse cultures, backgrounds, lifestyle and abilities; and understand that inclusion makes us stronger and able to perform at higher levels.

**Goal 1:** Raise community appreciation for post-secondary education and the opportunities it provides.

- Promote IVCC's educational opportunities so as to optimize enrollments.
- Solicit community feedback and participation in the development and enhancement of IVCC's programs.
- Create and coordinate opportunities for community engagement in order to highlight IVCC's contributions to the community.

**Goal 2:** Provide resources and support systems that cultivate success for our students, employees, and community.

- Enhance the student experience by continuously improving teaching and learning both in and out of the classroom

- Develop interventions that address students' academic, social, emotional, and financial needs.
- Create and maintain a dynamic workplace that supports employees' personal and professional growth.
- Develop sustainable partnerships that contribute to the economic success of the individual and the community.

**Goal 3:** Serve as responsible stewards of college, community, state, and donor resources.

- Leverage human resources to maximize student learning, satisfaction, and safety.
- Plan and manage fiscal resources proactively to balance revenue with expenses.
- Design, supply, and maintain an environment that is conducive to student learning and community well-being.

## WHO'S WHO IN THE COLLEGE

**Academic Affairs** <https://www.ivcc.edu/academicaffairs/index.php>

Dr. Deborah Anderson, Vice President for Academic (815-224-0405, [deborah\\_anderson@ivcc.edu](mailto:deborah_anderson@ivcc.edu))

Bonnie Campbell, Associate Vice President for Academic Affairs (815-224-0408, [bonnie\\_campbell@ivcc.edu](mailto:bonnie_campbell@ivcc.edu))

Academic Affairs is the central administrative office with responsibility for curriculum and academic policy development, implementation and evaluation. This includes:

- career and technical programs and transfer programs
- continuing education
- adult education
- developmental/remedial education
- instructional technology
- academic fiscal management
- evaluation of academic programs
- faculty development
- assessment of student learning

### Academic Divisions:

- Nursing Division

Julie Hogue, Director (815-224-0481, [julie\\_hogue@ivcc.edu](mailto:julie_hogue@ivcc.edu)), located in A 217

Administrative Assistant: [Polly\\_Ragazincky@ivcc.edu](mailto:Polly_Ragazincky@ivcc.edu) 815-224-0485

The following programs are part of this division:

Allied Health

Nursing

Phlebotomy

- Workforce Development Division

Shane Lange, Dean (815-224-0219, [shane\\_lange@ivcc.edu](mailto:shane_lange@ivcc.edu)), located in C 317

Administrative Assistant: [Theresa\\_Carranco@ivcc.edu](mailto:Theresa_Carranco@ivcc.edu) 815-224-0233

The following programs of study are available in this division:

Automotive Technology  
Business Technology  
Certified Production/Engineering Technology  
Computer Aided Engineering and Design  
Computerized Numerical Control  
Computer Network Administration  
Cybersecurity  
Dental Assisting  
Electronics and Electricity  
Heating, Ventilation and Air Conditioning  
Industrial Maintenance  
Manufacturing Technology  
Paramedic  
Renewable Wind Energy  
Therapeutic Massage  
Truck Driver Training  
Welding

- Humanities, Fine Arts and Social Sciences Division

Dr. Robyn L. Schiffman, Dean (815-224-0433, [robyn\\_schiffman@ivcc.edu](mailto:robyn_schiffman@ivcc.edu)), located in E 208  
Administrative Assistant: [Marlene Merkel@ivcc.edu](mailto:Marlene_Merkel@ivcc.edu) 815-224-0487

The following departments and programs are part of this division:

Anthropology  
Art  
Early Childhood Education  
English  
Film  
Gender Studies  
History  
Honors  
International Education  
Journalism  
Literature  
Music  
Philosophy  
Political Science  
Psychology  
Reading  
Sociology  
Speech  
Theatre  
World Languages

- Natural Sciences and Business Division

Ron Groleau, Dean (815-224-0482, ron\_groleau@ivcc.edu), located in A 216

The following departments, programs and labs are part of this division:

Agriculture  
Accounting  
Biology  
Business Administration  
Chemistry  
Criminal Justice  
Economics  
Geography  
Geology  
Educational Fitness Center  
Geology  
Health and Physical Education  
Marketing  
Physics  
Life Science Lab - A-101  
Physical Science Lab - E-101  
Mathematics

#### **Learning Resources:**

- Dr. Patrice Hess, Director (815-224-0462, patrice\_hess@ivcc.edu)

### **SUPPORT AREAS ON CAMPUS**

#### **ASSESSMENT CENTER**

Located in E-215, the Assessment Center provides proctoring services for placement testing, instructor make-up tests, independent study course tests, telecourse tests, online courses tests, Blended course tests, Computer Aided Instruction for LPN and RN Programs, proficiency exams, CLEP testing, and community/business testing. If your student needs to make up a test, quiz, exam, or other required work, you may complete the “make-up form” and send it to the Assessment Center, who will proctor it for you. All students should make an appointment for testing and a photo ID is required.

E-215 / 815-224-0552

[assessmentcenter@ivcc.edu](mailto:assessmentcenter@ivcc.edu)

[www.ivcc.edu/assessmentcenter](http://www.ivcc.edu/assessmentcenter)

#### **CENTER FOR EXCELLENCE IN TEACHING, LEARNING, AND EDUCATION (CETLA)**

CETLA is a place where full- and part-time faculty can use computers, eat lunch, and schedule meetings. It is also host to many professional development opportunities and events through the year such as the Faculty Summer Institute, the Adjunct Faculty Development Academy, the Classroom Assessment Techniques course, and weekly workshops throughout the school year. CETLA is also available for training and questions with teaching technologies at IVCC, such as Blackboard, Zoom, and Audacity. There are a multitude of specialized software and hardware available for use by faculty and staff in CETLA. Our open lab and meeting area contain fourteen computer workstations, a copy machine, 3 scanners, a color printer, black and white printer, and video capturing equipment. This equipment is

available for faculty and staff to use as needed, on a first come first serve basis. We also have a small refrigerator, microwave and coffee pot available for faculty.

E-321

815-224-0520 / 814-224-0515

[www.ivcc.edu/cetla](http://www.ivcc.edu/cetla)

## **COUNSELING**

### **Academic and Personal Advising for students**

<https://www.ivcc.edu/counseling/>

Vice President of Student Services – Title IX and Student Code of Conduct Concerns

Mark\_Grzybowski@ivcc.edu (815) 224-0393

Counselors at IVCC strive for an optimum learning experience in college.

Our comprehensive services are designed to:

- EDUCATE students about requirements, policies and procedures related to degree programs at IVCC and the transfer process toward a baccalaureate degree at 4-year institutions;
- ADVOCATE for student success through collaborative efforts and student support resources;
- EMPOWER students to make good decisions and accept responsibility for their academic plan.

### **Academic Advising**

Academic Advising helps students with course sequences, semester schedules, and academic planning. Counselors are available to facilitate the exploration of your educational goals by introducing degree guide sheets and electronic resources; suggesting learning strategies for success; helping to explore major fields of study; understanding general education requirements; and mapping the path, time-line, expense and personal resources needed to meet students' goals.

### **Career Counseling**

IVCC counselors can help students explore and clarify their understanding of personal qualities that influence their career choice. Counselors are available to aid in the career decision-making process and to select educational programs related to a chosen career direction. Counselors assist with:

- Exploring options and opportunities in the career fields
- Identifying personal interests, skills and abilities
- Matching an educational plan with career interests
- Encouraging personal growth and development through education

Career information is located in the Career Services Office. <http://www.ivcc.edu/careerservices/>

### **Personal Counseling**

On occasion an unexpected incident can cause personal feelings of doubt, depression, pain, and loss. The IVCC Personal Counseling Assistance Program (P-CAP) provides confidential and professional counseling assistance to enrolled students in emergency situations. Counselors are professionally trained in mental health, personal development, and relationship issues and can provide immediate, short-term assistance. Referrals may be made to community agencies, medical services, or public assistance for continued services. IVCC does not provide long-term counseling services.

A student in crisis may be referred by faculty for an immediate counseling session. Contact the office and request a P-CAP and the student will be seen right away. You can also walk a student to the counseling center to help them get a P-CAP.

## **Transfer Services**

Transfer resources at IVCC are key to an effective transfer. For a seamless transfer, students should consult a Counselor for selecting the courses appropriate for major field of study and transferable to the chosen baccalaureate degree-granting institution.

CTC-202 / 815-224-0360

<https://www.ivcc.edu/transferservices/index.php>

## **DISABILITY SERVICES**

### **IVCC Disability Services Office Mission**

- Serve the needs of qualified students with disabilities by providing equal access to quality education, services, and activities.
- Serve as a resource for faculty and staff to increase their awareness and expertise in the area of disabilities.

### **Accommodations at IVCC**

Accommodations are determined on a case-by-case basis. Common academic accommodations and supports may include, but are not limited to:

- Extended test time
- Separate testing location
- Note taking supports
- Test readers
- Assistive technology

### **Who is eligible for disability services at IVCC?**

Students may be eligible for disability services and academic accommodations if they have a condition that affects their ability to learn, such as

- History of receiving special education services with an IEP or a 504 plan
- Documented learning difference, such as a learning disability like ADD or ADHD
- Sensory, physical or psychiatric condition, such as anxiety or depression, that affects their ability to learn

Services are FREE and CONFIDENTIAL!

C-211 / 815-224-0284

[www.ivcc.edu/disabilityservices](http://www.ivcc.edu/disabilityservices)

### **555 (HELP DESK)**

For immediate assistance with classroom technologies or to discuss or request other types of technology support, contact the Help Desk. If you have a problem with technology during class, 555 is your best resource for immediate aid. 555 can help with:

- Blackboard
- Camtasia
- Cengage Courses
- Classroom technologies, such as LAN school, projectors, Sympodiums, etc.
- CMS Web Authoring
- Microsoft Outlook
- Online Learning



- Web Accessibility
- WebAdvisor
- And more!

Information Technology Services and Learning Resources also offer numerous how-to guides for technology used at IVCC, including those listed above.

C-114 / 815-224-0555

[555@ivcc.edu](mailto:555@ivcc.edu)

## JACOBS LIBRARY

Jacobs Library provides resources to enhance the IVCC learning programs and services that enable our community to seek, evaluate, and use information.

In addition to robust collections of physical and electronic resources, Jacobs Library also features helpful staff, interlibrary loan, an active learning space, a collaboration table, group study rooms, quiet study space, and much more.

Additional faculty services include customized library instruction sessions, embedded librarian throughout a course, reserves or e-reserves, specialized lib guides at your request, assistance with research assignment design, and consultations about copyright permissions.

A-201 / 815-224-0306

[Jacobs\\_Library@ivcc.edu](mailto:Jacobs_Library@ivcc.edu)

[www.ivcc.edu/library](http://www.ivcc.edu/library)

## LEARNING COMMONS

The Learning Commons (D-201) houses three important student support services: **Peer Tutoring**, **Student Help Desk**, and **Writing Center**.

The Learning Commons also offers an open computer lab with dozens of computers, two quick print stations, two printers (B/W is \$.05 per page and color is \$.25 per page), and a scanning station with a duplex scanner and flatbed scanner.

D-201 / 815-224-0318

## PEER TUTORING

All part-time and full-time students at IVCC qualify for free tutoring services. Whether students would like to review class material to feel more secure in their studies or they need extra help understanding course concepts, Peer Tutoring is the place to be. Generally, all subjects (except writing) can be tutored, but the tutoring is based on the ability to find a qualified tutor. Some subjects are more difficult to find tutors for than others, so it is best to request services early in the semester. Students do not need an appointment, but they should check to see when tutors for specific subjects are scheduled. The hours for Peer Tutoring vary throughout the week. Students should call either Peer Tutoring or the Student Help Desk, or stop in to see when tutors are available.

D-201 / 815-221-0479

<https://www.ivcc.edu/tutoring>

## STUDENT HELP DESK

The Student Help Desk provides students with prompt, attentive, friendly assistance and support to help students find the solutions they need to complete their coursework using information technology.

The Student Help Desk also provides students assistance with their IVCC accounts:

- WebAdvisor
- Blackboard
- Student Email
- Network/Wifi
- Log-in/Password resets

If you need a password reset or would like to better understand a program, please contact the Student Help Desk. The Student Help Desk has headphones, earplugs, webcams, and calculators available for use in the Learning Commons.

D-201 / 815-224-0318

[shd@ivcc.edu](mailto:shd@ivcc.edu)

[www.ivcc.edu/studenthelpdesk](http://www.ivcc.edu/studenthelpdesk)

## **WRITING CENTER**

At the Writing Center, students can receive free, one-on-one tutoring session with a qualified peer tutor or an English instructor. The Writing Center helps students through all stages of the writing process for assignments in any class, and has numerous handouts on a variety of writing topics.

The Writing Center can help with

- Brainstorming and outlining
- Organization and development
- Style and sentence structure
- Grammar and punctuation
- MLA, APA, AAA, or Chicago documentation

The hours for the Writing Center vary each semester. Students can stop by the Writing Center desk, call the Writing Center, or use the online form to schedule a half-hour or an hour appointment. Students can sign up for as many sessions as desired throughout the semester. Walk-ins are welcome if tutors are available. The Writing Center also features a dedicated computer bank known as the Writers' Workshop. Writers in the workshop area may use our computers and resources for as long as they desire, with tutors circulating periodically to answer questions or quickly read over work. The workshop is ideal for writers who may need a bit of help, but who don't necessarily need or want a one-on-one session. In the workshop area, you'll also find weekly creative writing prompts, writing supplies, and people who love to talk about writing.

### **Faculty Resources**

The Writing Center is also happy to offer many services for faculty who assign writing in their classes.

### **Assignment consultations**

In an assignment consultation, one of the Writing Center instructors will review your writing assignment instructions and provide suggestions to make your assignment more clear, comprehensive, and effective. We will also review rubrics, handouts, and any other component of the writing assignments you use in your classes.

### **Classroom drop-in visits**

A Writing Center tutor will happily visit your class and give a 5- to 10-minute description of our services. If you wish, we can bring our appointment book for students who would like to make an appointment. We will work around your schedule; let us know what is convenient to you. A tutor can also visit your class in order to present on a specific aspect of writing or documentation, such as how to respond to essay exam questions or proper use of MLA citation style,

### **Documentation workshops**

If you feel your students would benefit from a refresher workshop on APA, Chicago, or MLA style as they begin a research project, we will plan and conduct one or two sessions for your students outside of your normal class time. We have offered out-of-class Chicago workshops in the past, and the feedback from the instructor and the students has been positive. Additional instructional resources for documenting sources, such as MLA and APA introduction videos, are also available on our webpage.

### **Handouts**

We have several dozen handouts on topics such as the parts of an essay, grammar and punctuation, documentation of sources, writing an annotated bibliography, and writing essay exams and short-answer essay questions. Rather than creating a handout from scratch, you can modify one of ours. The handouts are available on our webpage or in the Center. We have posters advertising the Writing Center that you can post to Blackboard, hang on your office door, or display in your classroom. We also have bookmark-style and business card-style publicity materials that you can distribute to your students.

### **Student visit verification**

If you would like to be notified when your students visit the Writing Center, please contact us to discuss various options for verifying students' attendance. If you wish to require a session or offer students extra credit for visiting; we can provide verification when they do. We have a lot of ideas for incentivizing and encouraging visits to the Writing Center that we will be happy to share with you.

### **Studio Sessions**

Studio sessions may be requested by faculty for a particular course or section of a course. Studio sessions are focused, small-group tutoring consultations in which a highly qualified Writing Center tutor leads your students in the drafting process, writing/documentation workshops, or any other topic that suits your needs.

### **Syllabus statement**

We have developed a statement that you can copy or modify for inclusion in your syllabus, essay assignments, or other course documents.

More information and links to resources are available on our website.

D-201 / 815-224-0637

[www.ivcc.edu/writingcenter](http://www.ivcc.edu/writingcenter)

## **BEFORE THE SEMESTER STARTS**

### **Part-time faculty memorandum of Teaching Assignment**

Please note the "Conditions of Employment" on the back of your contract. You will sign and return one copy of the contract, keeping the other for your files. The classes listed on the contract are scheduled to run as of the day of printing; however, they may be cancelled due to insufficient enrollment prior to the start of the semester. Additional faculty responsibilities include but are not limited to the submission of

syllabi to the division office, completion of student verifications, classroom and student evaluations, and reporting of student attendance and grades.

### **1st and 2nd 8-week classes**

Classes are scheduled in either a 16-week or 8-week format. Sixteen-week classes run the length of the semester. First 8-week classes will start at the beginning of the semester and run until midterm. Second 8-week classes will start at midterm and run until the end of the general semester. Eight-week classes have a different midterm and last day to withdraw date than 16-week classes. These dates can be found on the IVCC calendar at [www.catalog.ivcc.edu/academic\\_calendar](http://www.catalog.ivcc.edu/academic_calendar).

### **Class cancellations**

Class cancellations should be communicated to the division dean as early as possible. Follow the process specified by your Dean. This may include contacting the information desk if you need to cancel an 8 am class. Information that should be included for your dean includes: Your name, class or classes (days and times) to be cancelled, and any work or notes for the students (such as check Blackboard for assignments or additional information).

### **Special Semester items**

During the course of the semester, there may be some items outside of the course material that will require time during class to complete. These are infrequent and will typically take only a portion of one class meeting.

- a. Course Evaluations  
Evaluations are typically conducted near midterm for the course. Scantron forms are currently used to record student responses; however, there is an online version that will be piloted in select courses.
- b. Assessment  
Faculty members should be assessing learning throughout the semester. All faculty members are asked to assess student progress in one goal from the master course outline each semester. (These goals can be found at [www.ivcc.edu/assessmentcommittee](http://www.ivcc.edu/assessmentcommittee).) Instructors may choose to complete the rubrics by hand or through Blackboard. More information and help can be found in CETLA.
- c. CCSSE and Noel Levitz  
IVCC administers the Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Survey every three years, but not the same year. The CCSSE helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students. The Noel-Levitz measures student satisfaction and priorities, showing how satisfied students are, as well as what issues are important to them.

## **STARTING THE SEMESTER**

### **Learning Resources Syllabus Supplement**

[https://www.ivcc.edu/cetla/handbooks\\_bestpractices.php](https://www.ivcc.edu/cetla/handbooks_bestpractices.php)

Download a consolidated sheet with all Learning Resources information.

### **Syllabus Template and Best Practices**

A fillable template for those getting started building a syllabus and a recommendation for what to include.

<https://www.ivcc.edu/academicaffairs/faculty-handbook.php>

### **Course Outlines**

<https://www.ivcc.edu/courseoutlines/>

The most current course outlines at IVCC, which detail course objectives and other important information.

### **Webadvisor**

<https://www.ivcc.edu/webadvisor>

The location of class rosters, class registrations, and faculty and staff pay information. Where you also enter 10<sup>th</sup> day verifications, midterm, and final grades, and can email students.

### **Bookstore – Textbook and other classroom resources**

<https://www.ivccbookstore.com/>

The IVCC Bookstore is located in Building C on the IVCC Main Campus. The IVCC Bookstore is a self-supporting operation owned and operated by Illinois Valley Community College. The IVCC Bookstore is committed to serving students, faculty, staff, and visitors to our campus with the products and services necessary for their success within the college environment. These products and services will be delivered with courtesy, professionalism and an understanding of our financial responsibility to the college as a whole.

### **Online Learning – Resources for online classes for students and staff**

<https://www.ivcc.edu/onlinelearning/>

For more information, contact someone in the Online Learning office, 815-224-0462.

IVCC's online programs and classes require the same application and enrollment procedures and online students are strongly encouraged to work with a counselor on academic planning and enrollment in classes.

### **Dual Credit – Support for Dual Credit Instructors and High Schools Offering Dual Credit**

<https://www.ivcc.edu/dualcredit/index.php>

Contact: [Susan\\_Monroe@ivcc.edu](mailto:Susan_Monroe@ivcc.edu) - 815-224-0598

E2C (Early Entry College) is an opportunity for students to earn college credit while enrolled as a junior or senior in high school. Qualified students, with permission from their high school principal or designee, are eligible to enroll in IVCC courses offered on-site at their local high schools during the day.

### **Faculty Directory – Contact Information for faculty and staff**

<https://www.ivcc.edu/directory/>

### **Human Resources – Employment and EEOC Enforcement**

<https://www.ivcc.edu/humanresources/>

Contact: [Leslie\\_Hofer@ivcc.edu](mailto:Leslie_Hofer@ivcc.edu) – 815-224-0230

The office of Human Resources is committed to promoting diversity and inclusion, ensuring employee health and safety, recognizing and rewarding employees and working to guarantee nondiscriminatory employment through fair compensation and equal employment opportunities. The Human Resources staff will lead by providing integrity and excellence in service and programs that will grow and nurture IVCC's most valuable resources – its employees.

### **Ottawa Center – Resources Available at IVCC Ottawa Center**

<https://www.ivcc.edu/ottawacenter/>

Contact: [Jeannette\\_Frahm@ivcc.edu](mailto:Jeannette_Frahm@ivcc.edu) - 815-224-0801

IVCC is now serving the eastern region of the district with a full-service center in downtown Ottawa.

IVCC Ottawa Center is located at 321 West Main Street, Ottawa IL 61350

### **Student IDs**

Contact: Admissions and Records – 815 224 0439

All students must have an IVCC photo ID. ID photos are taken in Admissions & Records Office in room CTC 101. Students must provide a photo ID (driver's license, state ID card, etc.) and current student schedule in order to receive an IVCC photo ID.

IDs are required at many offices on campus. A few examples are:

- The Jacobs Library
- Cashier's Office
- Assessment Center
- Learning Commons
- Reading, Writing, and Math Lab
- Rec Center facilities
- Admittance to cultural or intercollegiate sporting event

### **Vice President of Academic Affairs – Academic Dishonesty Reporting**

<https://www.ivcc.edu/academicaffairs/college-forms.php>

link to pdf on AA webpage under College Forms

Instances of Academic Dishonesty should be reported to the Vice President of Academic Affairs.

## **DURING THE SEMESTER**

### **Project Success**

Project Success is a federally-funded TRiO Program. TRiO is a collection of educational opportunity programs funded by the United States Department of Education. The “TRiO” name for Project Success is Student Support Services.

### **Student Athlete Forms**

**STUDENT-ATHLETE ATTENDANCE TRACKER POLICY.** All student-athletes will be required to use the SAAT (Student-Athlete Attendance Tracker) during the fall and spring semesters. The student-athlete will write in their class schedule during the first week of the semester and the coach/advisor will photocopy the SAAT for the remainder of the term. SAAT's are to be picked up from their respective coach/advisor weekly. Student-athletes will take the SAAT to each class and the instructor will initial that the student-athlete was in attendance for that class before or after class based on the instructor's instructions. They are to be signed on the day of class, not before that day's class period. During the season, at the end of the day the student-athlete will take the SAAT sheet to their respective coach for the coach's signature to verify they were in attendance in each of that day's classes. This is done on a weekly basis during the off-season. All excused absences must be notified to their coach and instructor by the student-athlete by either e-mail or by phone. If class was cancelled, student-athlete will write “cancelled” in that day's section and coach/advisor will double check to make sure it was indeed cancelled.

**STUDENT-ATHLETE PROGRESS REPORT PROCEDURES** At regular intervals, student athletes are evaluated for classroom performance and participation. The first progress report goes directly from the athletic department to the instructor and is returned the same way. Subsequent reports are brought to the instructor by the student-athletes for completion. The instructor may recommend tutoring or other support services, which the coach will follow up on. If a tutor is recommended, the student must go to see a tutor

(the document requesting and verifying a tutoring visit will be given to the Student Athlete from the coach), or must cooperatively find an alternative action with his/her coach. This must be confirmed with the Athletic Academic Coordinator and documented on the student athlete's progress report. In each case, violations of the policy will be documented. Multiple violations will lead to disciplinary action, up to and including dismissal from the team and forfeiture of the athletic tuition waiver.

### **Withdrawal Procedure**

Withdrawals may be completed by the student (Student Initiated Withdrawal) or by the faculty member after the drop period but before the published withdraw date (75% point of the course). A student cannot withdraw from a course to escape the consequences of academic dishonesty. In the event that a faculty member deems it necessary, he or she can withdraw students after the withdrawal date with a dean's approval. Withdrawal forms are to be turned in to the Office of Admissions and Records promptly following the initiation of withdrawal by the student or decision made by the faculty member.

### **Drop Procedure**

Official drops from course sections are allowed and processed in the Office of Admissions and Records during the drop period (up to 12.5% of the course length). The typical drop period for a 16 week class will be 10 days, although the drop period will vary for sections that begin after the first day of the semester or for sections that are short-term. Students may complete drops through WebAdvisor or by completing the drop section of the registration form and returning it the Office of Admissions, Records, & Transfer Services. Once processed, the course section is not recorded on an official transcript. Students dropping from a course may receive a refund.

### **Student Attendance Policy**

Students are expected to attend all classes regularly. Faculty should develop their own attendance policies and place them in their course syllabi. Each instructor should keep an accurate grade and attendance record for each student and to provide this information upon request to appropriate administrators. If absence from class is unavoidable, it is the student's responsibility to explain the absence to his instructor(s) and arrange to complete any work missed. Faculty submit copies of their attendance records to the Records Office at the end of each semester with their gradebooks for proper record keeping. If an instructor feels the number of accumulated absences is interfering with the student's progress and ability to successfully complete the course, the student may be dropped from the course without notice. In open entry/open exit courses taught in a non-traditional manner, steady progress completion of course objectives is required of all students. Students not making normal progress in fulfilling course objectives may be withdrawn from the course without notice, again, subject to faculty policy.

### **Retention Alert Form**

During the course of the semester, faculty can alert specific offices on campus of students for whom academic and non-academic issues impede their ability to be successful. The "Retention Alert Form" can be found here: <https://www.ivcc.edu/cetla/retentionalert.php>. The form then gets routed to the appropriate office on campus for follow up.

### **Intranet**

Many forms, instructional guides, and resources are found here: <https://www.ivcc.edu/intranet>

## **ENDING THE SEMESTER**

### **Final Grade Submission**

Faculty members are to enter their grades into Webadvisor within the stated deadlines that will be communicated by the Director of Admissions, Records, & Transfer Services and aligned with posted deadlines within the official college calendar. After entering and verifying grades, the instructors are to turn in their grade book (or copies of grade records) and their final grade roster, signed at the bottom.

Letter grades --“A,” “B,” “C,” “D,” or “F”-- should be awarded based on student performance as defined in the instructor’s syllabus. Instructors may also assign an incomplete with an “I,” and a date to complete the coursework by, dependent upon faculty policy, and in accordance with the dates specified by the Director of Admission, Records, and Transfer Services. In some instances, a course might be or be taken as Pass/Fail, in which case a “P” or “F” should be given.

For part-time faculty, grades are to be turned in to the Division Offices by a designated time/date set by the division office. They too are to turn in their grade book and turn in a final grade roster signed, to the Division Office. Final grades are due in the Office of Admissions and Records by the time/date designated on the college calendar.

Grade books or copies of grade records and final grade rosters (signed by the faculty member and verified) must be turned in to the Office of Admissions and Records as a class is graded out and finalized. Ideally, attendance records will be included with the grade records submitted at the close of the (section's) term for possible future audits by the Department of Education, ICCB, or any other governing body.

### **Incomplete Guidelines**

The IVCC board policy on incomplete grades states, in part:

Incomplete is a temporary grade assigned when illness, unavoidable absence, or other reasons satisfactory to the instructor prevent completion of the course requirements by the end of the semester. A grade of "I" must be removed as designated by the instructor, but not later than the last class day of the semester following the issuance of the incomplete. If the Incomplete is not made up by the last class day of the semester following the issuance of the "Incomplete", the grade will revert to an "F." Summer session will not be considered a semester for this policy.

### **Saving Gradebooks from Blackboard**

Gradebooks in Blackboard should periodically be downloaded to an excel spreadsheet. The resulting excel spreadsheet can be submitted to the records office at the end of the semester. Saving your gradebook in this way would allow you to recreate it in the event that the Blackboard server should fail. To download the gradebook, from the full grade center view, select the work Offline button at the right, and then the Download option. The Download grade center option page will then appear and you should select your choices from the following choices: Select Full Grade Center, Select Tab Delimiter, No to Include Hidden Information. The file should be saved to your computer for future reference. Select the My Computer option and left click on the Submit button at the bottom right hand corner of the screen. Left click on the download button and choose to save or open the file. Please keep in mind that if you opt to open it right away you will have to save it before closing the file. Please email gradebooks to the Director of Admissions, Records, and Transfer Services, Quintin Overrocker, [quintin\\_overrocker@ivcc.edu](mailto:quintin_overrocker@ivcc.edu).

### **Final Exam Schedule**

All instructors are to give their final exams or other instruction during the assigned examination period. Any exceptions must be approved in advance by the appropriate Dean. Classes beginning at or after 4:00 p.m. are considered evening classes. Examinations for those classes should be given during the evening exam period as indicated on the final exam schedule and the college calendar. Students scheduled for



more than two exams on any one day should contact their instructors to facilitate an alternate exam schedule. Final grades are due in the Records Office by 10:00 a.m. on the date communicated by the Admissions and Records office.

### **BEST PRACTICES FOR TEACHING**

- Develop curriculum that follows course Master Course Outline expectations.  
<http://www.ivcc.edu/courseoutlines/>
- Full-time Faculty Handbook: <https://www.ivcc.edu/academicaffairs/faculty-handbook.php>
- General Education at IVCC. <https://www.ivcc.edu/academicaffairs/general-education.php>
- Distribute a syllabus that follows best practices the first day of class.
- Fill the entire class period.
- Notify your Dean by email as soon as possible if you must miss a class period.
- Provide students with a clear syllabus policy, assignment expectations, and opportunities to communicate questions and concerns with you.
- Use multiple measures of assessment as is possible within your course.
- Follow FERPA and Academic Integrity policy expectations.
- Make students aware of campus resources and involvement opportunities.
- Maintain professional working relationships with students.

### **BEST PRACTICES FOR WRITING ASSIGNMENTS**

- Provide an assignment sheet with a clear writing prompt and expectations.
- Provide and maintain clear expectations for the following by means of the assignment sheet, your course syllabus, or your Blackboard shell:
  - Type of document formatting required (e.g. MLA or APA) and whether to include a title page.
  - Type of source documentation required (e.g. MLA or APA).
  - Minimum and maximum essay length requirement (word limit or page number).
  - Type of and number of outside sources to use as evidence, if any.
  - Due date and time.
  - Submission format (e.g. typed/printed or Blackboard assignment link).
  - Policy for accepting late writing.
- Include plagiarism policy in syllabus and maintain its expectations.
- Provide a rubric that outlines the grading criteria you will use.
- Make assignment models available as either former student writing or published examples.
- Clarify whether the assignment is formal, such as an essay or article summary, or informal, such as a reflection or journal response.
- For English composition and developmental composition instructors, review and maintain English department grading standards criteria: <https://ivccwritingcenter.com/stylebook/>
- Make students aware of campus resources such as IVCC Writing Center <https://ivccwritingcenter.com> and Jacobs Library <https://ivcc.edu/library>

#### **Additional Resource Links:**

## **Writing Assignments Concerns and Helpful Hint for Non-English Instructors**

<https://ivccwritingcenter.files.wordpress.com/2018/08/writing-assignments-concerns-and-helpful-hints-for-non-english-instructors.pdf>

**Items to Consider for Rubrics** <https://ivccwritingcenter.files.wordpress.com/2018/08/items-to-consider-for-rubrics.pdf>

## **ACADEMIC INTEGRITY**

### **Student Handbook Academic Integrity Policy:**

<http://catalog.ivcc.edu/student-services/student-handbook/student-rights-and-responsibilities/>

- Academic Integrity is directly linked to the Core Values of Illinois Valley Community College, three of which are RESPONSIBILITY, RESPECT, and HONESTY. It is the RESPONSIBILITY of each student to RESPECT the academic integrity of each class/course by doing their own work and by refusing to assist others in deception. Academic dishonesty violates the academic integrity expected of all students. The Office of the Vice President for Academic Affairs will keep a file of these submissions. When a student has been identified as committing an act of academic dishonesty twice, the Vice President for Academic Affairs will conduct an investigation, which may include a formal hearing, and will recommend or impose appropriate discipline.
- The purpose of this provision is to identify students who commit multiple acts of academic dishonesty in different courses, which the student might otherwise avoid. The assumption is that multiple acts constitute a more grievous offense than a single incident, which would constitute a learning experience for the student.
- Requests that each time a faculty member documents an incident of academic dishonesty, he/she will submit to the Vice President for Academic Affairs office the following information (in hard copy to protect student confidentiality): student name, class, date, description of incident and action by faculty and/or student, faculty signature. The faculty member will retain the documentation.

**Respect Intellectual Property Faculty Resources Link** <http://libguides.ivcc.edu/rip>

## **SAFETY AND SECURITY**

**Campus Security** <https://www.ivcc.edu/businessservices/campus-security.php> **is available at all times.**

- Office: C-103, near the cafeteria; walk down the large wooden stairs by the bookstore and turn right
- Phone: 815-224-0314 (on campus ext. 314).
- Cell: 815-739-1290

### **Classroom Safety**

**Safety Concerns:** if concerned for student or personal safety, dial ext. 314 from any campus phone or dial 815-224-0314 from a cell phone.

**Medical Emergencies:** dial 911 from any phone. Campus Security will be notified.

**Behavioral Intervention:** Please report behavior concerns by filing out a “Student Behavior Incident

Reporting Form.” The Intervention Team may review and take action. This form is found on the Intranet, <https://www.ivcc.edu/intranet>

## **Campus Safety**

**Evacuation Procedures:** Evacuation routes are posted in all classrooms, offices, etc. Familiarize yourself with them.

**Emergency Response Plan** [https://www.ivcc.edu/businessservices/emergency\\_response\\_plan.php](https://www.ivcc.edu/businessservices/emergency_response_plan.php)

**Campus Violence Plan** [https://www.ivcc.edu/businessservices/Campus\\_Violence\\_Prevention\\_Plan.php](https://www.ivcc.edu/businessservices/Campus_Violence_Prevention_Plan.php)

## **BENEFITS AND GENERAL EMPLOYMENT INFORMATION**

IVCC participates in the State Universities Retirement System (SURS). Any employee who teaches a credit hour course, or works an average of 10 or more hours per week, is subject to this withholding. As of today, the College withholds 8.0% of the employee’s gross pay to remit to SURS. Social Security taxes are not withheld, but the Medicare tax of 1.45% is.

All instructors will be expected to communicate with campus employees and students via email. An email account will be provided by IVCC. Instructors will have a WebAdvisor account, which is used to enter student grades and access employment related information. Blackboard training is available to instructors who wish to maintain an online gradebook, post materials for class, or incorporate other online elements into their teaching.

“Direct Deposit” electronically deposits your paycheck into your checking or savings account. It is a fast and reliable way of ensuring that your money reaches your account.

Regular part-time employees who teach a credit course may take one class for each semester employed and have the tuition waived. Time limit: Employee has one full year from the beginning date of the semester of employment to enroll in a course. For purposes of this policy, summer term is included as a semester. Tuition waivers do not apply toward audited classes.

Usage of the fitness center requires enrolling in Fitness Center courses for credit, which may be taken for a letter grade or P/F. Part-time employees may take this course as their one tuition-free class for the semester. Tuition and fees will be waived for the fitness center course.