FACULTY HANDBOOK

August 2011
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CCC REINVENTION VISION

The Vision is to transform the City Colleges of Chicago (CCC) into a world-class institution. This will be done by ensuring student success. It is the centerpiece of CCC’s Reinvention effort. What is meant by student success is making sure that students are prepared to move into higher education and that they have the skills for jobs in the 21st Century. The Chancellor believes there is no other institution better positioned to become an economic engine for the City of Chicago.

CCC REINVENTION GOALS

- Increase the number of students earning credentials of economic value
- Increase the rate of transfer to Bachelor's degree programs following CCC graduation
- Drastically improve outcomes for students requiring remediation
- Increase number and share of ABE/GED/ESL students who advance to and succeed in college-level courses

DALEY COLLEGE MISSION

Richard J. Daley College provides high-quality education which leads to academic success, career development, and personal enrichment that fulfill diverse community needs.

DALEY COLLEGE VISION

Richard J. Daley will be the first-choice community college through which students’ educational, professional, and cultural expectations are exceeded.
DALEY COLLEGE PURPOSES

For the purposes of meeting its mission, Daley College will:

1. Analyze the job market and standards of 4-year institutions and ensure that our programs are fully aligned (Reinvention Goal 1)
2. Make sure more students leave Daley College transfer-ready, career-ready, and prepared to pursue their life goals (Reinvention Goal 1 and 2)
3. Identify ways to help students succeed in remedial courses by understanding their needs better, and find the best possible instructional methods and support services to meet those needs (Reinvention Goal 3)
4. Improve Adult Education programs so that all students are on the pathway to completion of their program and successfully transfer to college credit courses (Reinvention Goal 4)

5. Improve advising, tutoring, job placement and other student services to ensure that students can take full advantage of their time at Daley College, from registration to graduation (academic success and career development)
6. Create programs to better support the professional development of faculty and staff including raising standards of accountability (career development)
7. Make sure students, faculty and staff have the technology necessary to succeed, both inside and outside the classroom (high-quality education, academic success and personal enrichment)

Daley College has a broad offering of courses in Liberal Arts and Sciences. In addition to transfer and pre-professional programs, the college offers career-workforce programs for entry-level employment or career advancement. Foundational Studies programs are offered along with Continuing Education, Adult Basic Education, the GED programs, and English as a Second Language courses to serve the needs of persons who need additional support for the pursuit of their academic and career goals. A wide array of special events at the college provides enrichment activities and affordable cultural experiences for the community. Business partnerships and special contracts between Daley College and outside agencies give students and community unique opportunities for economic development and growth.

DALEY COLLEGE VALUES

Richard J. Daley College values:

- A life-long learning process which helps students obtain, appreciate, and use knowledge.
- Self-respect and responsible, accountable, ethical behavior including open, honest communication.
- Creative challenges and pursuit of new ideas.
- The continuous improvement of programs and the professional that encourages excellence sets common goals and objectives.
- Diversity.
- Partnerships with educational institutions, businesses, industry, government agencies and community groups and organizations.
GENERAL EDUCATION OUTCOMES STATEMENT

CORE COMPETENCIES
Upon completing the general education requirements for an associate degree at Richard J. Daley College, a student should be able to:

- **Communicate effectively** by writing well organized papers; making clear, well organized oral presentations, demonstrating observational and active listening skills as appropriate to the discipline and complete reading assignments using course-specific requirements.

- **Think creatively, analytically, and critically** by expressing views and ideas creatively through words, and the arts, analytically by being able to determine the meaning of information and use it appropriately to communicate information, and critically by assessing information from different perspectives which also can be used to resolve complex issues or equations.

- **Appreciate diversity (Global/Cultural Awareness)** by experiencing alternative perspectives in order to make new connections to a larger world/global context, and to appreciate the differences in cultures.

- **Quantitatively Reason** by using simple math tools to reason, evaluate, interpret, critique and draw conclusions.

- **Effectively use technology** by acquiring skills that will allow the student to operate, Blackboard, to navigate the Internet, to use computer software and programs such as word processing, spreadsheets, database management, and presentations.

- **Value ethics** by developing life and interpersonal skills that will lead to life-long learning and effective citizenship.
ASSESSMENT

Purpose and Development at Daley College

"Assessment systems, including classroom and large-scale assessment, are organized around the primary purpose of improving student learning. Assessment systems provide useful information about whether students have reached important learning goals and about the progress of each student. They employ practices and methods that are consistent with learning goals, curriculum, instruction, and current knowledge of how students learn. Classroom assessment that is integrated with curriculum and instruction is the primary means of assessment. Educators assess student learning through such methods as structured and informal observations and interviews, projects and tasks, tests, performances and exhibitions, audio and videotapes, experiments, portfolios, and journals.

Assessment systems report on and certify student learning and provide information for school improvement and accountability by using practices that support important learning. Teachers, schools and education systems make important decisions, such as high school graduation, on the basis of information gathered over time, not a single assessment. Information for accountability and improvement comes from regular, continuing work and assessment of students in schools and from large-scale assessments. Accountability assessments use sampling procedures. Rigorous technical standards for assessment are developed and used to ensure high quality assessments and to monitor the actual educational consequences of assessment use.

Educators, schools, districts, and states clearly and regularly discuss assessment system practices and student and program progress with students, families, and the community. Educators and institutions communicate, in ordinary language, the purposes, methods, and results of assessment. They focus reporting on what students know and are able to do, what they need to learn to do, and what will be done to facilitate improvement. They report achievement data in terms of agreed-upon learning goals. Translations are provided as needed. Examples of assessments and student work are made available to parents and the community so they know what high quality performance and local students' work looks like. Assessment results are reported together with contextual information such as education programs, social data, resource availability, and other student outcomes. [This involves transparency and is one part of closing the feedback loop.]

Assessment systems are regularly reviewed and improved to ensure that the systems are educationally beneficial to all students. Assessment systems must evolve and improve. [Evaluating the plans produced from the assessment results and again making these results transparent, is the next part in closing the feedback loop.]

Assessment is an ongoing process.

The following definition of assessment was taken from www.fairtest.org.


ACCREDITATION SELF-STUDY

Daley College’s re-accreditation visit by the Higher Learning Commission (HLC) is scheduled for November 7 to 9, 2011. Daley College’s self-study report will be submitted to the HLC on September 1, 2011, and will be available on the college’s G-drive. Faculty members are encouraged to become familiar with the materials in the self study which reflect the state of the college and its projections for the future.

Through a special emphasis self-study, Daley College will accomplish the accreditation report by focusing efforts on the first-year experience for students with support from the Foundations of Excellence Program and the John Gardner Institute.

Faculty members are encouraged to explore the Foundations website below, as well as voluntarily serve during this academic year on the steering committee for the self-study.

You can find more information on the Foundations website below:

http://www.fyfoundations.org/

For more information about HLC criteria, click the link below and choose HANDBOOK for the criteria or BOOKLET for quick information.

http://www.ncahlc.org/information-for-institutions/publications.html
DISCLAIMER

The Daley College Faculty Handbook is provided as a professional resource, providing faculty with necessary information. This Faculty Handbook is not intended to be construed as a contract for employment. This Faculty Handbook may be withdrawn or updated at any time, without notice.
I. INTRODUCTION

The Daley College Adjunct Faculty Handbook delineates polices and procedures at the college. It also details services offered.

Other sources of information regarding City Colleges of Chicago (CCC) policies and procedures are:

- CCC Employee Manual. (Found on CCC’s website at http://portal.intranet.co.ccc.edu/hr/Employee%20Manual/Forms/AllItems.aspx)
- CCC Academic Policy Manual. (Found on CCC’s website at http://ccc.edu.)
- Rules for the Management and Governance of CCC. (Found on http://www.ccc.edu/files/BoardRules20082009.pdf)
- CCC catalog - General information, programs, course descriptions (Found on http://www.ccc.edu/student/ProgramMain.asp)
- Purchasing Policies and Procedures, City Colleges of Chicago. (Found on http://www.ccc.edu/ProcurementFAQs.asp)
- For full-time faculty, the Local 1600 contract. (Found on CCC’s website at http://ccc.edu.)
- For adjunct faculty, the Collective Bargaining Agreement between the Board of Trustees, Illinois Community College District No. 508 (CCC), and the CCC Contingent Labor Organizing Committee IEA/NEA (Found on CCC’s website at http://www.ccc.edu/Files/CCCLOCIEA-NEAAgreement.pdf)
- Faculty & Staff Resources (Found on http://www.ccc.edu/FacultyResources.asp)
- Daley College Student Handbook (copies on file in the Office of the Dean of Student Services, Room 1111a4)
- Campus Directory (copies on file in the Department Offices)
- CCC Directory http://webapps.ccc.edu/phone/index.do

Each faculty member is responsible for knowing the contents of this Handbook. Contact the Department Chairperson/Administration for any item that needs clarification.

II. HISTORICAL SKETCH

The City Colleges of Chicago (CCC)

CCC is a multi-college system which is comprised of seven colleges. CCC has a full-time/part-time staff of 5,800 and services the needs of more than 120,000 students. CCC welcomes adults of all ages and ethnic backgrounds, who wish to work toward a college degree, prepare for a career,
increase/improve skills and/or study for self-enrichment. Although CCC colleges have many common characteristics, each reflects the traits and needs of the unique communities it services.

Richard J. Daley College
Daley College was first established as the Southwest Side College in 1960 on the Bogan High School campus. The program enrolled mostly part-time evening students and evidenced rapid growth. In 1970, the Southwest College opened its doors in a set of pre-fabricated buildings and trailers designed to accommodate 1,000 students.

The current college site was purchased by the City of Chicago and opened in 1981. It was named after Richard J. Daley, the former Mayor of the City of Chicago. Daley College has expanded its sites to meet the increased needs of the population in the service area. In 1997, it opened a technical training center, the West Side Technical Institute at 2800 S. Western Ave. in 2009.

III. HUMAN RESOURCES POLICIES AND PROCEDURES

Human Resource secures all employee files within the Human Resource Offices. Employees may request to review his/her file, upon request. All employees should review the CCC Employee Manual, particularly the Work & Board Rules on page 7 of this manual. Employees should also review the CCC Board Rules for the Management and Government. Employees are expected to consistently update their contact information in PeopleSoft HR (PSHR) self service from any CCC site. This will ensure that, in case of an emergency, employees will receive timely CCC Alert messages.

Personnel questions should be directed to the Human Resources Office in Room 1110b2 or at (773) 838-7528. Employees with payroll questions may call (773) 838-7537.

IV. ABSENCES

Notification of Absence: If a faculty member must be absent, the Department Chairperson is to be notified as far in advance of the absence as possible. If any absences occur after the Certificate of Attendance has been signed, a corrected Certificate of Attendance must be submitted by the Monday following the occurrence. In case of inclement weather or cancellation of class, please also notify the Security Department at (773) 838-7608 or (773) 838-7944 so that a notice can be posted on the classroom door.

Substitution: Arrangements for substitution shall be made by the Department Chairperson. Faculty members may not arrange for their own substitutes. However, the faculty member is responsible for notifying via phone call (message) and email the Department and Dean’s Office in at least 24 hours, regarding the need for substitution. The faculty member, who substitutes will be compensated at the contractually set rate of pay. However, faculty members will not be compensated for substitution unless the coverage was arranged by the Department Chairperson or Dean.
V. FACULTY RESPONSIBILITIES

Syllabi – Faculty members must prepare and update a course syllabus for every class taught at the beginning of each semester. Copies of current syllabi are kept electronically on file with the instructor’s Department, Office of Instruction, and Office of Career Programs. All faculty members, including adjunct faculty, must post the course syllabus of their course on Blackboard (see the CCC Academic Policy Manual). Students are to be given the course syllabus on the first day of class that lists course title, number, section, description, course objectives, and measurable student learning outcomes.

Instructors should first check with the Department chairperson that a district-wide or departmental syllabus has not already been created. If so, the instructor must integrate the components of the district-wide syllabus into their course syllabus. Other information to be included in the syllabus is textbook information, course outline, method of evaluation, instructional methodology, grading methodology and attendance policy if applicable. Course outlines shall be as detailed as possible for the benefit of the students. A copy of the syllabus format to be followed by all instructors can be obtained from the Office of Instruction or department chairperson.

Class, Conference & Office Hours – Faculty members shall be present on campus for all professional duties and obligations, including classes, departmental meetings, faculty meetings called by the College President or the Chancellor, and student conference hours. Faculty members must, with professional preparation and responsibility, meet classes as scheduled, on time and for the full class time allocated. In addition, faculty are required to maintain at least one office hour for each course taught for the purpose of counseling and advising students, scheduled for the maximum convenience of students. See the union contract for more detail regarding conference and advising hours. These conference hours shall be posted outside the faculty member’s office door. Absence from these hours shall be reported on Certificates of Attendance. Compliance with the posted hours will be monitored.

Department Chairperson – The Department Chairperson coordinates the activities and operations of the department. The department chairperson is responsible for submitting departmental reports, scheduling teacher programs, monitoring teacher performance, conducting departmental meetings, addressing student, staff and faculty concerns, and performing other duties as assigned by the College administration. The Department Chairperson reports directly to the Dean of Instruction or Dean of Career Programs, as appropriate. Most required reports are channeled through the chairperson to the proper office by the due date.

Student Evaluation of Instruction – Students complete course evaluations in the fall and spring semesters. Instructors must provide class time for the completion of the evaluation.

Faculty Meetings – Faculty and Departmental meetings are conducted as needed. District-wide meetings of faculty in a particular discipline may be held from time to time. Adjunct faculty members have an open invitation to all departmental meetings. It is the Department Chairperson’s responsibility to invite all adjunct faculty members to each departmental meeting. Required meetings for adjunct faculty are compensated at the IEA/NEA Agreement set rate.
Special Grading – Regardless of what student evaluation system a given instructor uses, all midterm and final grades shall be entered directly into the PeopleSoft system by the instructor and the grade computation must be equivalent to what has been written within the student syllabus for the course.

- Developmental Students – Students enrolling in Math 098, Math 099, English 098, 100, Reading 099, and Reading 125 are mandated to attend 21 hours of in-person and computer lab tutoring (see CASH-to-ROI on page 12). The mandatory tutoring participation will be worth 15% of the student’s grade and will be tracked by the Daley administration. Teachers will be given a list of students who meet or not the tutoring policy.

A student must meet all 15 hours of the tutoring requirement and retake the COMPASS placement test (at the end of the course) in order to receive 15% of their final grade. Students who place higher on the COMPASS retake will be allowed to take the course of placement, regardless of the final grade in the developmental course. Students who do not place into a higher course using the COMPASS retake must rely on a passing letter grade of C or better from their developmental course instructor.

- NSW Policy – No-Show Withdrawals
  No refunds of tuition and/or fees will be issued for classes with no-show withdrawals (NSW). Federal financial aid cannot be processed for classes from which students who have been NSW’d. Students who do not attend at least one of the first two class sessions will be withdrawn from the class by the instructor and issued an no-show (NSW). Students who do not attend the first class session of a course, that meets only once per week, will receive a NSW. Students will be held accountable for the payment of tuition and fees of NSW courses. A student who is NSW’d by the instructor may, at the request of the instructor, be reinstated (RNS) into the course.

- ADW Policy – Administrative Withdrawals
  - A student may be awarded an ADW at midterm, if the student is not actively pursuing completion of the course requirements. Active pursuit must be defined in the course syllabus. Instructors are required to publish their measures of active pursuit and distribute them to student in their syllabus during the first week of class.
  - A student who receives an ADW at mid-term and is reinstated (RNS) by the instructor may not elect to withdraw from the class at a later time.
  - If a student receiving an ADW repeats that course, only the last grade received will be calculated in the GPA; however, both grades will appear on the permanent academic record and will be counted as registered hours to determine satisfactory progress, academic warning, and exclude status.
  - ADW's received from Fall 1982 through Spring 1988 will be counted as F's in a student's GPA. Faculty will be issued a Day One Initial Class List and a Tenth Day (Attendance) Class List.
Faculty will be issued a Day One Initial Class List and a Tenth Day (Attendance) Class List. On these class lists, faculty shall make necessary corrections and updates. Besides spelling corrections, these will include addition of students’ names who have been attending class and have provided proof of registration but whose names do not appear on the official class list; and deletion of students’ names who have not attended in accordance with “ADW” policy (see above).

Mid-Term Grades – At midterm, each student must receive a letter grade, “WTH” or “ADW.” Midterm grades are to be assigned to all students and entered on the midterm class list or directly on PeopleSoft (as it becomes available). **Student names cannot be added or deleted on the midterm class list.** Any student enrolled at midterm but not actively pursuing completion of the course shall receive for an “ADW” designation at midterm by the instructor.

For any student receiving a letter grade, the faculty member must have on at hand proper documentation (e.g., papers, exams, quizzes, projects and attendance) to support the grade. Students earning grades of A, B, or C at midterm are eligible to register for the next subsequent prerequisite course (if there is one). Midterm grades will be available for students online at [http://my.ccc.edu](http://my.ccc.edu).

Final Grades – Letter grades (A, B, C, D, or F) shall be awarded to a student by their instructor for the student’s work in the course, except for most Continuing Education courses. Students enrolled in a Foundational Studies course receive S (Pass) or F (Fail) as a final grade.

The letter grades (A through F) shall be used for computing the grade point average. A grade of “C” or better must be earned in prerequisite courses in order to pre-register for the next course. At least one week prior to the close of the semester, faculty will receive access to the Final Class Roster on PeopleSoft. A final grade is to be entered directly into PeopleSoft and will then become an official record in the Registrar’s Office. Complete instructions will be sent regarding entering final grades.

A copy of all grades, both at midterm and the end of the semester, must be maintained on Blackboard. A copy of the grade book as a text (txt) or csv file must be given to the department at midterm and by the end of the semester. The grades must clearly reflect and match the grading schema described in the syllabus.

Faculty assigning an “Incomplete” (“I”) designation for a final grade must attach an explanation, for each student receiving an incomplete, indicating the work that student must complete in order to receive some final grade. Any “I” designation not changed on a student’s record by the eighth week of the subsequent semester, not including the summer semester, will convert to an “F” grade.

The “I” designation must be removed by the instructor issuing a grade change processed through the Registrar’s Office. Incomplete grades should be given out sparingly. Faculty members can issue grade changes for courses, with proper rationale and documentation.
Final Examinations – All final examinations must be given during the final two class sessions unless prior approval had been obtained from the Vice President.

VI. SUPPORT SERVICES

Admission and Records (Registrar’s Office)
The Admission and Records (Registrar’s Office) maintains and stores student grades, transcripts and other academic records. In addition, the office provides students with applications for admission, graduation and facilitates course enrollment. The Admission and Records Office is located in Room 1408 or Room 1217 at Arturo Velasquez Institute, our satellite campus. The office hours are Monday, Tuesday, Wednesday, Thursday 8:00 a.m. to 7:00 p.m., Friday 8:00 a.m. to 5:00 p.m.

Career, Advising and Transfer Services
Advising services are available for day and evening students. Services are provided by advisors in Student Services, Room 1111 or Room 1217 at Arturo Velasquez Institute. Students are encouraged to schedule appointments for advising in advance. However, advisors will attend to students on a walk-in basis, if possible. Materials available include catalogs, college and university listings and websites pertaining to specific majors.

Office of Financial Aid
This office assists undergraduate and professional students with identifying financial resources in order for them to pursue their academic and personal goals. The Office of Financial Aid strives to counsel, promote, and encourage students, families, and communities by identifying necessary financial resources for their academic pursuits.

The Office of Financial Aid is responsible for administering and coordinating aid funds from federal, state and campus based programs. The primary goal of the Office of Financial Aid is to provide financial assistance to applicants who would otherwise be unable to afford a college education. The Office of Financial Aid is located in Room 1403 at Daley College, or Room 1217 at Arturo Velasquez Institute. A financial aid advisor can be reached through e-mail at dafinaid@ccc.edu, or via telephone at Daley (773) 838-7581 (Monday-Thursday, 8 am to 7 p.m.) or at AVI (773) 843-4622 (Friday, 9:00 am to 5:00 pm).

Special Needs Service
The Disability Access Center at Daley College is here to assist students with disabilities and provide services, resources and referrals to students to assist them in successfully completing their college program.

The Disability Access Center provides:

- Note takers
- Readers
- JAWS (Talking Software for the Blind)
• Voice Recorders
• Enhanced Magnifiers
• Large Print Dictionaries & Thesauruses
• Recordings for the Blind & Dyslexic
• Talking Calculators & Dictionaries
• Braille Equipment
• Sign Language Interpreters
• Registration Assistance
• Classroom Accommodations
• Scanners
• Referrals to campus, community, state agencies and support services

Services are determined on an individual basis. Disability documentation must be provided. Services are provided at no cost to students. The Disability Access Center is located in Room 1401, at the main campus. Days/Hours available: Monday - Friday 8:00 A.M – 4:00 P.M. For more information call Advisor: Karen Barnett- Lee or Assistant: Kimberly Thorpe at (773) 838-7578.

**Tutorial Services** – All students enrolled at Daley College may use the free tutorial services located in the CASH-to-ROI building at the main campus and Room 2215 at Arturo Velasquez Institute, the college’s satellite campus. Services are available at both campuses, as walk-in only. Services include individualized and group assistance to meet a wide range of academic needs. Part-time faculty can often work as tutors when their schedule permits and tutoring positions are available.

For Foundational courses, tutors are paired with classes to ensure there is full academic support to assist students in achieving success at Daley College.

*Comprehensive Academic Support and Help to Return on Investment (CASH-to-ROI)*
All students placed and enrolled into developmental education courses, English 098, English 100, Math 098, Math 099, Reading 099, and Reading 125, **must** participate in the CASH-to-ROI initiative.

The initiative involves:
1. Attending eight (five in the summer) 90- to 120-minute modular sessions of in-person group tutoring;
2. Completing five hours of online learning from any internet;
3. Actively pursuing your developmental education course;
4. Completing at least one session of advising; and
5. Retaking the Placement Test on either Friday or Saturday, July 22 or 23.

The goal is to assist students to successfully complete developmental education courses.
This program is mandatory and must be worth 15% of these student’s final grade in the course. That is, any missing five requirements above should reduce the final potential score by 15%. That is, a possible 100% should be reduced to 85%. If you complete all elements above, the student should earn the 15%.

The student’s participation and completion of the above requirements will be tracked and monitored. Also, please note that students will not be able to retake the Placement Test if he/she does not complete all the above requirements.

The CASH-to-ROI program, where the modules will be completed, is located:
- At the main campus, in Building 200 (behind Building 100 in the Faculty/Staff parking lot).
- At AVI, in Room 2215 on the second floor.

**Testing Office** The Testing Center administers the COMPASS Placement Test for all incoming and transfer students in the areas of writing, mathematics and reading. COMPASS Placement Test scores determine enrollment for students at the college level, the developmental level and/or the non-credit college level in the areas of reading, writing and mathematics. Placement Testing will be waived for new students who have proof of having earned an Associate or higher degree in the form of an official transcript on file in the Registrar’s Office. Testing waivers for transfer students will be determined upon receipt of official transcripts. The Testing Office is located in the lower level at the main campus in Room L406-L409 and L110.

**VII. THE LEARNING RESOURCE CENTER**

The Daley College Learning Resource Center (LRC) houses the print and the non-print materials and is staffed by professional librarians, trained para-professionals and a number of student aides. The LRC’s collection consists of 60,000 volumes, 250 current periodical subscriptions, over 800 videotapes, and thousands of slides.

There are subscription databases that provide 24-hour online access to:
- Magazines
- Newspapers
- Reference tools (encyclopedias, atlases, poetry indices, and movie reviews)

Periodicals are held for five years with microfilm availability for titles dating to the 1920’s. The book collection is cataloged, automated and classified according to the Library of Congress Classification system. Also, the media collection supports student learning and classroom instruction.

Faculty members are encouraged to order books, print and non-print items in their special areas so the Learning Resource Center may maintain a well-balanced and up-to-date
collection. All book requests are submitted to the Chief Librarian of the LRC. Material request forms are available in the Technical Processing Office.

The Learning Resource Center hours are Monday through Thursday, 8:00 a.m. to 10:00 p.m., Friday 8:00 a.m. to 4:30 p.m., Saturday 9:00 a.m. to 2:00 p.m.

The Learning Resource Center provides the following special services:

- Class and individual orientation to the resources and services
- Study rooms for small group study
- Conference room for group of up to 25 students
- Assistance in planning library instruction projects
- Notification of new publications and acquisitions in the various subject areas
- Compilation of bibliographies on special topics
- Interlibrary loan
- Information Technology
- Preview rooms for media review, preview/purchase of audiovisual resources at faculty request
- Audiovisual services

Office of Information Technology (OIT)

- Help Desk: Problems with computers, computer equipment, software, or email can be forwarded to the Help Desk by calling (773) 838-7521 or emailing dahelpdesk@ccc.edu
- Open computer labs are maintained by OIT and computer update requests can also be forwarded to OIT.

The Audio-Visual Center is located in the library area. Hours of operation are from Monday through Friday 8:00 a.m. to 10:00 p.m., and Saturday 8:00 a.m. to 3:00 p.m.

The AV Center:

- Supports the needs of the faculty for media usage in the classroom
- Manages the technical aspects of the Daley College theatre and language labs

Usage of the AV Center’s equipment and media in the classroom

- Advance notice of at least three days by calling x7671 or completing the Request Form is necessary.
- If assistance is needed in operating audio-visual equipment an appointment can be made with AV to review use of equipment.
- Unauthorized individuals should not attempt to repair equipment.
- Faculty should avoid leaving AV equipment next to chalk trays while using the chalk board.
- Any media that has been checked out of the AV Center must be returned the same day, unless advance permission has been given.
- Faculty requesting films, videos and other media and/or equipment must present identification such as driver’s license or Daley College faculty/staff ID card at the check-out window of the AV Center.
- The preview room can be used on a first-come-first-served basis.

VIII. **CAMPUS SERVICES**

**Parking** – The parking area for faculty and staff is located directly north of the campus with the entrance at 75th and Pulaski Road. Vehicles must display a parking permit which is available from the Director of Security, Room 1114. Handicapped and visitors’ parking is also located in this area. Parking for students is located in the South Lot and is available for all students attending the college. The South Lot entrance is off of Ford City Drive. Similarly, there is north and south parking at AVI for faculty, student and staff use.

**Security** – The Office of Security has primary responsibility for the protection of persons, campus property, and the control of traffic and parking on campus property. Security assistance is available around-the-clock. The Office of Security is located in Room 1114 and there are Security Desks at the Northwest and Bridge entrances to the college building. The emergency telephone numbers for Security is (773) 838-7608 or 7944. When the campus is closed, Security can be contacted directly at these same numbers.

**Bookstore** – Books assigned by Daley College faculty can be purchased at the official Daley College bookstore, Follett, located on the main campus in Room L215. Textbook Adoption forms need to be approved by the Department Chairperson and the appropriate Dean before the end of the previous semester. The bookstore also has:
- Supplies
- Daley College logo apparel
- Student aids
- Paperback best sellers

Students may purchase texts for each semester, usually a week before classes start and any time thereafter. Students should have their Study List when purchasing texts.

Bookstore hours are printed in the class schedule. Regular semester hours are Monday – Thursday, 9:00 a.m. to 6:30 p.m., Friday 9:00 a.m. to 2:00 p.m., Saturday 10:00 a.m. to 2:00 p.m. Special “rush hours” accommodate students during the first three weeks of the semester. Interim hours are Monday – Thursday only, 9:00-2:00.

**Blackboard on Campus**
Blackboard is a course management system through which an instructor can:
- Post syllabi and other course documents
- Post announcements and send email to the class
- Create assignments and other assessments (e.g., exams, quizzes, etc.)
- Post videos and other media that supports instruction
- Maintain student grades
- Communicate synchronously and asynchronously with students outside of the classroom
- Check submitted work on Blackboard for plagiarism using Turnitin.

Food Services - At the main campus breakfast and lunch are served in the cafeteria, along with sandwiches, salads, desserts and beverages, managed by the Board approved vendor (Compass). Vending machine services are available in the Student Lounge areas on the various floors as well as in the cafeteria at both campuses. However, consumption of food and beverages is restricted to the cafeteria and designated lounge areas. The Faculty/Staff lounge is located next door to the cafeteria and is equipped with a refrigerator and microwave oven.

Telephones – Each instructor has a phone in the office assigned by the department chairperson. A copy of the Faculty and Staff Directory is available from the department secretary. Outside calls may be made by dialing “9” and the area code or going through the college switchboard by dialing “0.” Long distance calls must be made with the assistance of the switchboard operator.

Supplies and Equipment – All instructors should understand the following regulations governing the purchase of supplies and equipment at Daley College. (Forms for ordering supplies and equipment may be obtained from the Department Secretaries and the Business Office.)

1. Office Supplies – General requests for supplies are to be submitted on a supply requisition form and sent to the Mailroom Room L201. Requests may be adjusted by the supply room according to the demand and amount in stock. All orders for supplies not normally stocked by the college are submitted on a purchase requisition form, stating City Colleges approved vendor and prices and department budget code to be charged. Quotes should be attached when necessary. The requisitions are forwarded to the Chairperson for approval and proper handling.

2. Major Equipment – Authorization for the purchase of major equipment or building improvements is made in the annual City Colleges of Chicago Budget.

3. Purchasing Procedures – All purchases must have prior approval by the Business Office. No purchase, commitments to purchase, or acceptance of delivery of goods may be accomplished unless a requisition and purchase order have been processed in advance. Failure to observe this regulation may result in the instructor having to assume personal responsibility for the obligation. The proper procedure is as follows:
   a. Fill out a purchase requisition; give as much information as possible so as to avoid delays in processing; attach quotes if necessary; be sure department budget code is included.
   b. Obtain approval of Department Chairperson, appropriate Dean, and the Vice President for Academic Affairs.
   c. Forward requisition to Business Office for budget approval and purchase order
processing.

d. All invoices received by departments for purchases should be forwarded to the Business Office. They are not to retain original copies of invoices.

**Duplicating Services**- All duplicating needs should be handled through the department secretary to be duplicated in the department or in the Mailroom. The rules and procedures governing duplicating are as follows:

- Only materials related to academic programs being taught or sponsored by Daley College may be reproduced. Syllabi and course outlines have duplication priority at the beginning of the semester.

- Any instructor requesting duplication of manuals, publications or bulletins of more than 25 pages and more than 40 copies of each page must receive authorization from their academic Dean. A copy of the authorization will be sent to the President’s Office. Any material that is reproduced must have a work request “Form for Duplication.”

- The U.S. Copyright laws forbid reproduction of copyrighted materials including photocopying, and audio or videotaping, without prior approval in writing from the copyright holder. A “fairness doctrine” permits quotation of excerpts for review and the making of single printed copies for scholarly use and teaching. Reproducing multiple copies is, however, an illegal deprivation or confiscation, without payment, of the property rights of the authors and/or publishers and producers.

- A photocopy machine is available in an academic department office on each floor during the normal college working hours for small copy needs only. All other copying requests should be sent to the Duplication Center with the Form for Duplication to Room L202 for processing. One-week notice is required.

**Classroom and Other Facilities Assignments** – In order to facilitate the coordination of classroom and other facilities usage, assignments are confirmed by the Facilities Coordinator, extension 7520. This office is responsible for assigning classroom space, with the exception of computer lab usage, for all educational programs of the college. In addition, this office is responsible for scheduling the theatre, lecture hall (room 3223), conference rooms, faculty/staff lounge, gym, and coordinating the usage of the main lobby area at any other time except registration. Any special request for space should be made on the Facility Usage Form at least 10 days in advance of use of space. The theatre and physical education facilities require special arrangements in scheduling. The first priority is for educational usage.

Computer labs must be scheduled with the Office of Information Technology (OIT). A computer request form will be available for instructors to complete. Procedures will be created and forwarded to instructors at the beginning of each semester. However, no instructor may use a computer lab for more than four times during a semester per course without the permission from the Vice President. Exceptions are courses that **must** be taught in a computer lab. These exceptions must be documented to the Vice President.
IX. MISCELLANEOUS INFORMATION

Faculty/Staff ID – All faculty and staff are required to wear in a visible and appropriate manner their employee ID. Failure to follow this policy will result in disciplinary action. Faculty and staff coming to campus, when school is closed, are required to show their employee ID and sign the visitor’s log.

College Equipment – All college equipment is part of the college inventory and is intended to remain on site.
- Requests for temporary assignment of college equipment to off-campus locations require prior written approval of the Business Manager, the Vice President, or the President.
- Property pass forms can be obtained in the Security Office (Room 1114) and must be completed and approved before any equipment can be relocated.

Field Trips – Within limitations of distance, time and cost, field trips are encouraged. Properly planned, supervised, and with careful class discussion of knowledge and experience gained, field trips are a valuable educational tool. Student absence must be filled out five days before the expected date of the field trip and signed by the chairperson and the academic dean.

Keys – Requests for keys should be made to the department chairperson on a personal note and signed by the individual requesting the key. The department chairperson or secretary will complete the Key Request Form for approvals and a key will be made and sent to the instructor who will sign for it when received. All keys will be returned to the department chairperson or secretary at the end of each semester.

Lost and Found – Any articles found are sent to the Security Office, Room 1114.

Smoking – Smoking is not allowed anywhere in any of the college buildings according to college regulations and city laws. Smoking is limited to outside of buildings or bridge at least 15 feet from all entrances.

Instructors are responsible for enforcing the no-smoking regulation in their classrooms.

Unauthorized Persons in the Classroom – Only registered students may be present in classrooms. Children are not permitted in the classroom or computer labs with their parent(s).

Faculty members who desire to have guest lecturers in their classes should notify their department chairpersons and the appropriate academic dean beforehand.

Visitors – During the hours when the college is normally open to students and faculty, the offices of the college will be opened also to members of the public having business with, or seeking information from the college.
- Visitors must have prior written permission to attend or be present at class meetings.
- Visitor passes should be obtained in the Security Office, upon the submission of a valid id.
• Solicitation is not permitted without prior arrangement with the Facilities Director.
• Except as otherwise ordered, the college shall be closed to unauthorized personnel during after normal hours, in emergency situations and at such other times as may be necessary for the orderly conduct of the college’s business.
• Admission to properties during periods when such properties are closed to the public will be limited to authorized individuals who may be required to sign the register and/or display identification documents when requested by the guard, watchman, or other authorized individuals.

X. EMERGENCY PROCEDURES:

Accident or Illness. When an emergency occurs in any of the college buildings, a faculty or staff or employee member or secretary will immediately:

1. Notify the Security Department at ext. 7608 or ext. 7944. Give an exact location of the accident or the person who is ill. (Example: Third Floor, Room 3301). Give a description of the injury or symptoms of illness.
2. Request security to notify an Administrator on duty or the Administration office. In the event it is necessary to utilize the services of a Chicago Fire Department (CFD) ambulance, it is the policy of the Fire Department to deliver the patient to the nearest hospital. If requested, attempts will be made by the Security department to notify the next of kin.

Fire – In the event of a fire:
1. Pull the nearest fire alarm in the hallway. The alarm will be sounded and the building must be evacuated, according to the law. The Fire Department will respond to all pulled fire alarms.
2. In the event of any minor incident, notify the Security Department at ext. 7608 or ext. 7944.
3. If possible, make use of the fire extinguisher located in the hall, laboratories, auditorium and cafeteria.
4. When the alarm sounds, classes, which are in session, must be accompanied out of the buildings by their instructors. Instructors must remain with their classes until the all-clear signal has been given.
5. All persons in the buildings must leave and move away from the buildings until permission is given to re-enter the building.
6. It is requested that in the event of an emergency evacuation of any of the campus buildings, faculty or staff members, who are in need of assistance, should notify the security department at ext. 7608 or ext. 7944. By cooperating with this request the information can be on file and disseminated to the security officers on duty and to the Chicago Fire Department personnel who are responding to the campus.
7. Upon the sounding of the fire alarm, people with disabilities are to go to the student lounge area on the north side of the floor. Security shall at the alarm's sounding, immediately send an officer equipped with radio to assist students and staff and establish the necessary and appropriate radio communications with the Chicago Fire Department upon their arrival.
Thereafter, the attending security officer is to proceed in rendering appropriate assistance to the individuals in question under the direction of appropriate CFD personnel.
APPENDIX

POLICIES/UNION CONTRACT

- **Employee Policies** - [http://ccc.edu/PoliciesManuals.asp](http://ccc.edu/PoliciesManuals.asp)
- **Union Contracts** - [http://www.ccc.edu/UnionContracts.asp](http://www.ccc.edu/UnionContracts.asp)

EMPLOYEE MANUAL & POLICIES

- **Ethics Policy** - [http://ccc.edu/files/Ethics_Policy.pdf](http://ccc.edu/files/Ethics_Policy.pdf)
- **Ethics Training Information** - [http://ccc.edu/EthicsTraining.asp](http://ccc.edu/EthicsTraining.asp)
- **Board Reports** - [http://www.ccc.edu/brpublic/](http://www.ccc.edu/brpublic/)
- **Disability Access Center** - [http://daley.ccc.edu/admissions/dac.aspx](http://daley.ccc.edu/admissions/dac.aspx)

ACADEMIC POLICIES

- **Student Appeal Policy** - [http://ccc.edu/student/files/ccc_grade-appeal_form_8_17_07.pdf](http://ccc.edu/student/files/ccc_grade-appeal_form_8_17_07.pdf)
- **Academic Policy Manual** -
- **Student Initiated Withdrawal Policy** -
- **IL Student Sexual Harassment Law Notice** -
  [http://ccc.edu/files/ILStudentSexualHarassmentLawNotice.pdf](http://ccc.edu/files/ILStudentSexualHarassmentLawNotice.pdf)
- **Student Government Association Guidelines** -
  [http://ccc.edu/Files/SGAGuidelines_updated.pdf](http://ccc.edu/Files/SGAGuidelines_updated.pdf)
APPENDIX (continued)


**PROFESSIONAL DEVELOPMENT PROGRAMS**

- **Faculty Development Seminars** - [http://ccc.edu/FacultyDevelopmentSeminarsTrainingSchedule.asp](http://ccc.edu/FacultyDevelopmentSeminarsTrainingSchedule.asp)

- **Faculty Development Seminars FAQ** - [http://ccc.edu/FDSFAQ.asp](http://ccc.edu/FDSFAQ.asp)

**ONLINE INSTRUCTIONAL SUPPORT TECHNOLOGY**

- **Aztec Learning System** - [http://ccc.azteclearning.com/_Aztec/Control/Lite/default.asp](http://ccc.azteclearning.com/_Aztec/Control/Lite/default.asp)

- **Aztec Help Website** - [http://ccc.edu/AztecHelp.asp](http://ccc.edu/AztecHelp.asp)

- **Blackboard Coursesites** - [http://ccc.blackboard.com/](http://ccc.blackboard.com/)

- **Blackboard Help Website** - [http://www.ccc.edu/bbsupport/](http://www.ccc.edu/bbsupport/)

**LEARNING THEORY**

- **Learning & Teaching Theory** - [http://www.engsc.ac.uk/er/theory/learning.asp](http://www.engsc.ac.uk/er/theory/learning.asp)

- **Learning Outcomes** - [http://www.abet.org/assessment.shtml#Assessment%20of%20student%20learning%20](http://www.abet.org/assessment.shtml#Assessment%20of%20student%20learning%20)


- **Multiple Intelligences, VARK** - [http://www.businessballs.com/howardgardnermultipleintelligences.htm](http://www.businessballs.com/howardgardnermultipleintelligences.htm)

- **Blooms Taxonomy** - [http://tlt.its.psu.edu/suggestions/research/Blooms_Taxonomy.shtml](http://tlt.its.psu.edu/suggestions/research/Blooms_Taxonomy.shtml)
TEACHING TECHNIQUES

- Idea Papers (Active Learning, Grading etc.) - http://www.idea.ksu.edu/resources/Papers.html
- Collaborative Learning - http://www.wcer.wisc.edu/archive/CL1/CL/default.asp
- Team Based Learning - http://atlas.services.ou.edu/idp/teamlearning/index.htm
- Case Study Teaching in Science - http://ublib.buffalo.edu/libraries/projects/cases/case.html
  - http://ublib.buffalo.edu/libraries/projects/cases/webcase.htm
  - https://chico.nss.udel.edu/Pbl/
  - http://www.udel.edu/pbl/others.html