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Welcome!

Dear Adjunct Faculty,

On behalf of our students, staff, and faculty, we are pleased to have you join us. We value the expertise and diversity you bring with you to share with our students.

This guidebook provides information regarding policies, procedures, and responsibilities for adjunct faculty, as well as available College resources and services. It should be your first stop for answers to your questions on matters of policy, procedure, or responsibility. This handbook will give you an overview as to who and what we are, some general policies, some specifics for you as an employee, and some help for you as an instructor. If you have additional questions, do not hesitate to contact your Department Chairperson, department secretary, the Dean or Associate Dean of Instruction.

If you are a new or returning adjunct, we hope your time spent with Truman College will be, or will continue to be a positive experience, and we look forward to creating additional opportunities for collaborative interactions with all of you as the semester progresses.

Dr. Reagan F. Romali, President
Academic Affairs Team

Office of the Vice President (773-907-4452)
Vice President of Academic and Student Affairs, Dr. Pervez Rahman
Assistant to the Vice President, Naeema Mahmood
Academic Services Coordinator, Kimberly Dismuke

Office of Instruction (773-907-4446)
Dean of Instruction, Dr. Loretta Canett-Bailes
Associate Dean of Instruction, DeShaunta Stewart, J.D.
Associate Dean of Instruction, Maggie Ayala
Assistant to the Deans of Instruction, Julie Dang
Director of Developmental Education, Elizabeth Rosenthal
Director of High School to College Partnerships, Karen Sandler
QUICK GUIDE: IMPORTANT PHONE NUMBERS AND CONTACT INFORMATION

College Switchboard: (773) 907-4700

College Security: (773) 907-4800

IT Help Desk: (312) 553-2600

To make internal calls (within the CCC District): Dial the last 4four-digits of the phone number. For outside calls: Dial 9 first, then 1 + area code (even for local calls) and the phone number.

All room numbers listed below with three digits (i.e. 135, 162, 136) are located in the Larry McKeon Building. All others (4digit room numbers) are in Truman’s Main Building.

<table>
<thead>
<tr>
<th>If you have a question about...</th>
<th>...you should call the:</th>
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<tr>
<td>Your class list/roster</td>
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<td>Room 135</td>
<td>6814</td>
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<td>Technology/ software/hardware</td>
<td>Technology Learning Center</td>
<td>Room 3921</td>
<td>2600</td>
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<td>issues/equipment/training</td>
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<tr>
<td>Workplace issues &amp; benefits</td>
<td>Human Resources</td>
<td>Room 162</td>
<td>4462</td>
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<td>Payroll/COA issues</td>
<td>Payroll</td>
<td>Room 106</td>
<td>4461</td>
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<tr>
<td>Student reinstatements &amp; grade</td>
<td>Registrar’s Office or Office of Instruction</td>
<td>Room 135 or 162</td>
<td>6814 or 4446</td>
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<td>changes</td>
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<td>Photocopying and Printing</td>
<td>Reprographics Center</td>
<td>Room 1935</td>
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<td>Personal and group counseling,</td>
<td>Wellness Center</td>
<td>Room 1946</td>
<td>4786</td>
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<td>stress management and community</td>
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<td>resource referrals</td>
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<td>Classroom temperature control</td>
<td>Security-ask them to page Engineer</td>
<td>Room 1438</td>
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<td>Unlocking your classroom or office door</td>
<td>Security</td>
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<td>Scheduling makeup exams for students</td>
<td>Testing Center</td>
<td>Room 136</td>
<td>4889</td>
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<tr>
<td>Classroom supplies</td>
<td>Department assistant or Office of Instruction</td>
<td>Room 2230</td>
<td>4446</td>
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<tr>
<td>Disabled student issues</td>
<td>DAC (Disability Access Center)</td>
<td>Room 1435</td>
<td>4725</td>
</tr>
<tr>
<td>Library resources &amp; visit</td>
<td>Library</td>
<td>Room L625</td>
<td>4877</td>
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<td>scheduling</td>
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Part I: About City Colleges of Chicago

City Colleges of Chicago (CCC) has enrolled more than 2 million students since its inception in 1911. Seven separately accredited community colleges—Harold Washington, Harry S Truman, Kennedy-King, Olive-Harvey, Malcolm X, Richard J. Daley, and Wilbur Wright—serve their neighborhoods and the entire city of Chicago with a variety of college transfer, workforce, and adult education programs and courses. The colleges are open-door institutions, which means that everyone who can benefit from further education is admitted regardless of their past educational background or achievement. A program is available for everyone to start at their level and progress as far as they wish. We are here to help students be successful and provide a variety of student services and educational programs to meet their needs. If you want to learn more about The City Colleges of Chicago and its history, visit the City Colleges website at www.ccc.edu.

Governance/Board of Trustees

The Board of Trustees of the City Colleges of Chicago (Community College District 508) is composed of eight members. Seven voting members are appointed by the Mayor to serve three-year terms and are eligible for reappointment. A student from one of the colleges is elected for a one-year term as a trustee. The student trustee attends all meetings but does not vote.

By law, all Board meetings are open to the public. The Chancellor, the executive officer of the City Colleges of Chicago, and her staff prepare agenda items to present to the Board. Regular Board meetings are monthly at the District Office (226 West Jackson). If you want to learn more about City College Governance and the Board of Trustees, view meeting announcements, and read Board rules, visit: http://www.ccc.edu/departments/Pages/Board-of-Trustees.aspx.

District Administration

The District is administered by the Chancellor, Vice Chancellors, Associate Vice Chancellors, Directors, and other personnel who coordinate and direct various system-wide programs and services. Policy and most procedural decisions for the system are made at the District Office. The Officers of the District, a group consisting of the Presidents of each of the colleges, the Vice-Chancellors and General Counsel, meet regularly with the Chancellor to discuss and advise the Chancellor on district-wide issues. The Officers of the District have several standing committees and sometimes convene ad hoc committees, which include faculty and other administrative staff. You can learn more about District Administration in the Organizational Structure section of the District-Wide Employee Manual.

About Harry S Truman College

Truman College was founded in 1956 as an unnamed "evening college" at Amundsen High School on Foster Avenue. In 1961, having outgrown Amundsen, Truman College moved to a former elementary school on Wilson Avenue and was named Mayfair College. The college moved to its present location in Uptown in 1976 and was going to be called Northeast Community College until Frank Sullivan, Mayor Richard J. Daley's press secretary, suggested naming it after President Harry S Truman, a lifelong proponent of higher education.

Truman is one of the largest of the City Colleges of Chicago, with a yearly enrollment of more than 23,000 students, and has the largest English as a Second Language and GED program in Illinois with more than 12,000 students annually. Truman students come from 160 countries and speak 90 languages. Nearly half are Hispanic. They live all over Chicago, but most come from communities close to the college. Truman has the oldest and most successful two-year nursing program in Illinois, as well as the state's only two-year biotechnology program.

In addition to the main campus, Truman maintains satellite campuses, the largest and most established being the Lakeview Learning Center on Clark Street in Wrigleyville. In 2011, the college completed
construction on the new student services building and parking structure, which offers 1,100 secure, free parking spaces to faculty, staff, and students. The building is certified Silver through the Leadership in Energy and Environmental Design (LEED) program of the US Green Building Council. It is named after late State Representative Larry McKeon, a longtime friend of the college who was instrumental in bringing the project to fruition.

Truman's Mission

Our Mission dedicates us to deliver high-quality, innovative, affordable, and accessible educational opportunities and services that prepare students for a rapidly changing and diverse global economy. Our Teaching and Learning Goals commit us to develop students who:

- communicate effectively in both written and oral forms.
- gather, interpret, and analyze data.
- demonstrate the ability to think critically, abstractly, and logically.
- utilize a variety of technologies.
- exhibit social and ethical responsibility.
- perform productively in the workforce.
- demonstrate the ability to learn independently.
- gain awareness of their role in the global community.

Accreditation

Truman College is accredited by the North Central Association of Colleges and Schools, Higher Learning Commission, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60606-2504 [Telephone: (800) 621-7440 Fax: (312) 263-7462 email: info@ncacihe.org] and approved by the Illinois Community College Board, the Illinois Board of Higher Education and the Illinois State Board of Education. In addition, many programs have specialized accreditations.

Academic Calendar

The current year's academic calendar is available online at www.ccc.edu/events/Pages/default.aspx?cat. Some important dates to keep track of during the semester as follows:

- First day of class
- Date a student can drop a class for a refund (see Student Policy Manual)
- Due date of your DAY 10 class lists to the Registrar’s Office
- Due date of midterm grades to the Registrar’s Office
- Last date for a Student-Initiated Withdrawal (no refund)
- Due date of final grades to the Registrar’s Office
- Last day of class

Parking

All student, faculty, and staff have access to free parking in the parking structure located behind the Main Building, attached to the Larry McKeon Building. The parking structure is monitored by security and closes at 10pm Monday-Friday.
Part II: Important Policies, Rules, and Procedures

Understanding the CCC District-Wide Employee Manual and Work Rules, CCC Board Policies, and Collective Bargaining Agreements is a part of being a CCC employee. Below are some of the policies, rules, and procedures pulled from these documents. For full documents, please visit the CCC website via these addresses:

CCC District Wide Employee Manual: http://intranet.co.ccc.edu/hr/Employee20Manual/Forms/AllItems.aspx (available on-campus only)
CCC Board Policies: http://ccc.edu/departments/Documents/BOARD%20POLICIES%20AND%20PROCEDURES.pdf
Collective Bargaining Agreements: http://ccc.edu/menu/Pages/Union-Contracts.aspx

Equal Opportunity in Employment, Programs, Services and Activities

The Board of Trustees of the City Colleges of Chicago prohibits discrimination, except as allowed by law, by any person with respect to hire, terms and conditions of employment, continued employment, admissions, or participation in Board programs, services, or activities. "Discrimination" includes harassment or the creation of a hostile working or learning environment based upon race, national origin, ethnicity, gender, age, religion, citizenship, sexual orientation, marital status, disability or handicap, veteran status, membership or lawful participation in the activities of any organization, or the exercise of rights guaranteed by local, state, or federal law.

Prohibited harassment under this policy includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where the conduct is made a condition of employment or participation in a Board program, service, or activity. Prohibited harassment also includes where submission to or rejection of such conduct is the basis for an employment or educational decision, or where such conduct interferes with the individual’s work or academic performance or creates an intimidating, hostile, or offensive working or learning environment.

Employee complaints of discrimination may include issues concerning hiring, wages, salary, benefits, promotions, transfers, work environment, or any other term or condition of employment. Student or other persons’ complaints of discrimination may include issues concerning admissions; participation in Board programs, services, or activities; application of academic policies; educational or learning environment; or any other term or condition of participation in Board programs, services, or activities. Any employee, student, or other person who believes he or she has been the victim of prohibited discrimination must file a complaint within 180 days of the occurrence of the discrimination. All employees, students, and complainants must provide their full cooperation to the EEO Officer when that cooperation is requested.

EEO Officer and Complaint Resolution Process

The Equal Employment Opportunity ("EEO") Officer is responsible for investigating all equal opportunity concerns of City Colleges of Chicago employees, applicants for employment, students, applicants for admission, or any other person, including complaints of discrimination, harassment, hostile work or learning environment, retaliation, intimidation, and requests for accommodation due to religion or disability. You may access detailed information on EEO issues by contacting the Director of Human Resources (X4462) or going online to http://www.ccc.edu/departments/Pages/Equal-Opportunity-Office-(EEO).aspx.

Ethics Policy

As public employees, we owe a special duty to the Board and the public to avoid conflicts of interest, self-dealing, and the appearance of impropriety. All employees are required to adhere to the provisions of the Ethics Policy. To see the complete policy go to www.ccc.edu/departments/Pages/Ethics.aspx. Please note
that ALL employees are required to complete an annual Ethics Training program, which is offered by the District. Employees who fail to complete the annual Ethics Training Program shall be subject to penalties outlined in Section 19 of the policy. Please stay posted for communiques sent to your CCC e-mail account regarding the Ethics training.

The Office of the Inspector General for the City Colleges of Chicago

The Office of the Inspector General for the City Colleges of Chicago has the authority to conduct investigations regarding waste, fraud, and misconduct by any officer, employee, member of the Board; any contractor, subcontractor, consultant, or agent providing or seeking to provide goods or services to the City Colleges of Chicago; and any program administered or funded by the District or Colleges. The full scope of the powers and duties of the Office of the Inspector General can be found in Section 2.7 of the Bylaws of the Board of Trustees. You can make a confidential complaint regarding waste, fraud, and misconduct involving City Colleges of Chicago officials, employees, or those doing business with the City Colleges in any manner with which you are comfortable, including the methods listed below:

- Submitting a confidential complaint on-line to InspectorGeneral@ccc.edu
- Calling the Office of the Inspector General Fraud Hotline at (312) 553-3399
- Faxing information to (312) 553-3418
- Mailing a letter to: The Office of the Inspector General City Colleges of Chicago, 11South LaSalle Street Suite 1740, Chicago, Illinois 60603
- Making an in-person complaint at 11 South LaSalle, Suite 1740

Please note that by Board Rule all pending investigatory files and reports of the Office of the Inspector General are confidential and may only be divulged at the conclusion of investigations with recommendations of disciplinary or other action or may be divulged to the appropriate law enforcement/prosecutorial authorities for the purpose of criminal prosecution.

Prohibition Against Retaliation Pursuant to Section 2.7.4(c) of the Bylaws of the Board of Trustees: No person shall retaliate against, punish or penalize any person for complaining to, cooperating with or assisting the Inspector General in the performance of his or her office.

Photo ID

Your photo ID is required for entrance into the buildings and you are required to wear your ID at all times while in the building.

Drug- and Alcohol-Free Campus

Truman is a drug- and alcohol-free campus. Possession and/or consumption of alcoholic beverages is prohibited except at off-campus activities where all in attendance are of the legal drinking age and where the location of the activity does not prohibit alcoholic beverages. Possession, sale, use, or distribution of any narcotic, drug, marijuana, or other addictive or hallucinogenic substance prohibited by law is subject to college disciplinary action.

No Smoking Policy

Effective March 1, 2012, the City Colleges of Chicago became a completely tobacco-free campus (including smokeless tobacco products), prohibiting the use of all tobacco products on all of its Colleges’ campuses, satellite locations, District Office and offsite facilities, including parking lots. A healthy campus is defined as a tobacco-free campus which prohibits the use of all forms of tobacco (including but not limited to cigarettes, cigars, pipes, hookah, electronic cigarettes, chew, snuff, and other smokeless tobacco products) and the sale of these products on campus-owned or leased property, including buildings, grounds, plazas, ramps, parking lots and outdoor common areas. No ashtrays or smoking shelters are provided on tobacco-free campus grounds.
Liability Insurance

Every part-time instructor is covered by the College's liability insurance for instruction-related activities. State Workers Compensation insurance covers on-the-job injuries of instructor.

Address Changes

Because checks are mailed from out-of-state, it is very important that your address is correct. Please make sure to update any name or address changes immediately. Contact the Payroll Office for further information. You may also setup a US Bank AccelaPay Card so you can get paid faster and safer. An AccelaPay Card is a prepaid VISA debit card issued by US Bank as an alternative to receiving paper checks. Your funds will automatically be deposited to your card each payday and you have access immediately. You can use it to make purchases or get cash. There is also a mobile banking app for this system. See the Payroll Office to sign up.

Certificate of Attendance (COA/time sheet)

You will receive bi-weekly faculty Certificate of Attendance forms in your departmental mailbox. The section labeled ASSIGNMENTS must be filled in with the course numbers of the course(s) you are teaching and the correct number of classroom hours you worked for each week. Be sure to sign it and return it to your department chair. Failure to fill in the critical portions of your Certificate of Attendance or turning it in late, will cause your paycheck to be delayed. You are strongly recommended to use Direct Deposit for your paycheck (through HR Self-Service online); otherwise, your paycheck will be mailed to your home and can take a few days.

Contingent Assignments

Adjunct (part-time instructor) employment is strictly on a term-to-term or course-by-course basis, based solely on the determination by Truman College of its needs for any given academic term. Each semester you will receive a Contingent Assignment Form (see Appendix) with the class(es) assigned to you. The class(es) cannot be considered a commitment on the part of the college since such commitments can only be made at a later date and depend upon student registration and number of faculty needed.

Probationary adjunct faculty (have taught at least 3 credit hours per semester at a Board College for at least six regular semesters of the prior eight semesters) and non-probationary adjunct faculty members may be assigned to teach up to four (4) courses or twelve (12) contact hours, whichever is less, per regular academic term.

Part-time faculty teaching Composition may be assigned to teach no more than three (3) courses or eleven (11) contact hours, whichever is less; two courses or ten (10) contact hours may be taught during the summer term. The workloads are exclusive of intermittent substitute assignments. The conditions of your assignment are fully described in the Adjunct Faculty Agreement with IEA.

Union Information

City Colleges of Chicago has a labor agreement with the Illinois Education Association (IEA). You should become familiar with this Agreement, which describes wages, benefits, and conditions of employment. A current copy of the CCCLOC, IEA-NEA Agreement can be accessed at http://www.ccc.edu/menu/Pages/Union-Contracts.aspx. IEA bargaining unit members with three or more years of service will be entitled to one (1) paid excused absence per semester. All other absences are deducted from salary on a pro-rata basis.

Salary and Deductions
Deductions are federal and state income tax, the State Universities Retirement System (SURS), and if applicable, Medicare. If you were hired 4/1/86 or after or had a break in your employment, there will be a mandatory 1.45 percent deduction from gross salary each payday for Medicare coverage. An instructor can expect his or her first salary payment for a particular class to begin on the second or third pay period after the Contingent Assignment Form and all documentation, including transcripts, have been submitted. Contact Truman’s Payroll Department if you believe your pay has been delayed or if you have any questions regarding your salary. An instructor also may contact the Payroll Office if he or she wishes to take part in special tax-sheltered annuity plans, change his or her deductions, or sign up for direct deposit.

SURS

All part-time faculty are automatically enrolled in SURS. The SURS deduction is eight (8) percent of an employee's salary before taxes, and the amount is the employee's contribution to the state-sponsored pension fund. In order to qualify for pension payments, an employee needs to contribute to the fund for five years. If an instructor teaches for more than one college covered by SURS, he or she may receive service for no more than one year, during any academic year, but his or her contribution base would increase. Any other public employment or prior service time that an employee has can be purchased to provide him or her with service credit toward retirement benefits. If an employee terminates his/her employment at CCC prior to completing the required five years of enrollment for pension benefits, his or her total contribution plus interest will be refunded to him/her. Any other public employment or prior service time that an employee has can be purchased to provide him or her with service credit toward retirement benefits.

Substitution Policy and Call in Procedures

Faculty members are required to maintain regular attendance and punctuality. Not only are regular attendance and punctuality conditions of faculty employment, they are also critical elements in the College’s efforts to maintain high levels of student service and satisfaction. Still, the College recognizes that faculty may occasionally be absent from their regularly scheduled work activities due to illness, attendance at scheduled professional conferences, or exigent circumstances. In instances when a faculty member is unable to attend a scheduled class or professional responsibility, the following substitution procedures must be followed.

Types of Calls for Substitution

Timely – Advance notification of at least 24 hours that a substitute is needed.

Emergency – Less than 24 hours of advance notification that a substitute is needed.

Note that pursuant to the Academic Policy Manual, faculty cannot assign a substitute themselves when one is needed.

Call-in Procedures

A.) Timely Call for Substitution

In the event of a Timely Call for Substitution, faculty must send an email to or call both the department secretary and the department chairperson. The email must identify the class and section that needs a substitute instructor and must contain the lesson plan for the scheduled class and any special instructions for the substitute.

Upon receipt of the notification email, the following will occur:
A call for qualified/vetted instructors will be made in the area needing the substitute by the department chairperson or his or her designee.

If a qualified/vetted instructor is not found to be available or to be interested, a general call for an instructor from all areas will occur, as academically appropriate and defined by the department chairperson.

If a full-time or part-time faculty member is not found to be available or to be interested in substituting, the class will be cancelled, a cancellation notice displayed, and an attendance sign-in sheet posted by the department secretary or department chairperson. If at all possible, the absent faculty member will email the students informing them of the cancellation.

B.) Emergency Call for Substitution

In the event of an Emergency Call for Substitution, faculty must contact, via email or telephone, both the department secretary and the department chairperson. If neither is available, faculty must contact security to inform students. The faculty member must identify the class and section which needs a substitute instructor, and must clearly communicate (in writing or verbally if by phone) the lesson plan for the scheduled class along with any special instructions for the substitute.

The process of responding to an Emergency Call for Substitution will be structured identically to a Timely Call for Substitution described above. However, the process must be expedited depending on the window of time after the identification of the need for a substitute and the beginning time of the scheduled class needing substitution.

Faculty Cancelling Class

Faculty cannot self-initiate a class cancellation. Faculty must follow the Substitution Policy and Call-in Procedures in order to find a faculty member to facilitate active student learning. If neither the department chair nor secretary are available, nor security is contacted to cancel the class, faculty are required to follow up with the chair and department secretary.

Substituting Class Time Prohibited

Alternative class meeting times cannot be substituted for a scheduled meeting time. When students enroll for a course they are registering for specific days and times on a scheduled grid.

Payment for Classes with Excess Enrollment

CCC Policy states that no distinction shall be made between full-time and part-time maximum class size. Part-time faculty who are assigned to teach classes with students that exceed the established maximum number of students shall be paid over-enrollment pay. Claims for over enrollment must be submitted to the Vice President for approval by the mid-term date; claims submitted after the submission of mid-term grades will not be eligible for reimbursement.

Supportive Intervention Team (SIT)

SIT is the College's behavioral threat assessment team. SIT conducts behavioral threat assessments for persons who might pose a safety risk to themselves or others. SIT is a collaboration among key College departments and engages the College’s resources to:

- Investigate concerning behavior and assess the level of threat
- Develop and implement an intervention plan for the safety of all
- Identify sources of support for the person of concern
- Provide ongoing support and monitoring
In a life-threatening emergency: CALL 911 FIRST! Then CONTACT SECURITY IMMEDIATELY by calling (773) 907-4800 or by pressing the blue, red, or silver button on the Emergency Call Stations located throughout our buildings, garage, and campus (look for the blue light). Threats toward others and suicidal threats and/or gestures always constitute an emergency.

In a non-life-threatening emergency: CALL SECURITY IMMEDIATELY (as explained above).

In a non-emergency: Notify SIT using the online Person of Concern Report Form at https://apps.ccc.edu/PersonofConcern/.

Submit the form as soon as possible but no later than 24 hours after learning of the concerning situation. DO NOT USE THIS FORM TO REPORT AN EMERGENCY.

Emergency Procedures

In a life-threatening emergency: CALL 911 FIRST!

You should familiarize yourself with the Emergency Procedures for your location (Main Building, Larry McKeon Building, Truman Technical Center, or Lakeview Learning Center).

When you contact the Security Department, be sure to provide your name and department and describe the nature of the problem and the location of the situation or victim to the security staff. Security staff members will respond to calls for first aid and provide any assistance they are able to for sick or injured persons. It is Security's responsibility to notify the Chicago Fire Department to dispatch an ambulance for sick or injured parties to the college. If an illness or injury occurs, Truman personnel should first provide whatever immediate assistance is possible and then follow the procedures detailed below:

1. After notifying Security, remain with the victim until the security officer arrives; keep the victim still and comfortable. Do not move the victim.

2. Be prepared to give any information regarding the illness or injury to the security officer. The security officer will contact the Chicago Fire department and complete an incident report form.

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

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

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


7. Faculty and staff at Truman College should not attempt to diagnose illnesses or treat minor or serious injuries that occur anywhere on the premises of the College.

REFERRING STUDENTS FOR NON-EMERGENCY ASSISTANCE
• You can make internal or external referrals depending on the student’s needs.

• External Referrals are all services outside the scope of educating and placing students.

• Infectious Diseases: The Chancellor, College President or their designees will report all incidents of infectious diseases to the City of Chicago Department of Health or other responsible public agency as required by law.

**CCC Alert**

CCC Alert is City Colleges of Chicago's emergency notification system, which notifies you quickly in the event of an emergency via email, text message, and/or voice messages. As an employee, be sure you add or update your mobile, home phone numbers, and email addresses using HR Self Service (which is available on-campus only).
Part III: Important Academic Policies and Procedures

Understanding the CCC Academic Policy Manual and CCC Student Policy Manual is a part of being a CCC faculty member. Below are some of the policies, rules, and procedures pulled from these documents. For full documents, please visit the CCC website via these addresses:

CCC Academic Policy Manual:

CCC Student Policy Manual:

CCC Email

City Colleges of Chicago uses email as one of its official means of communication. Official CCC email correspondence to faculty and students will only occur via a ccc.edu email account.

Students and faculty are expected to read CCC emails in a timely manner and to respond as requested. Email can be accessed both at and away from the college. CCC takes measures to ensure that email services operate in a reliable and secure environment and comply with the Family Educational Rights and Privacy Act (FERPA). Students should check their student email account on a regular basis for important information from the financial aid and advising offices, communications from faculty, and general information of interest to all CCC students. Students who use their personal email accounts to initiate correspondence or to respond to an official CCC email will receive subsequent responses from a CCC email account.

As an employee of CCC, it is important that you check your email regularly. You are assigned an email account—usually the first digit of your first name, last name, @ccc.edu (example: jsmith@ccc.edu) after your paperwork has been filed with Human Resources. Please contact the IT Help desk (Ext. 4600) if you are having problems logging in to your CCC e-mail account.

Student Attendance

Student Absences and Excessive Tardiness
A student’s attendance habits are an important aspect of progress towards degree or certificate attainment. The instructor has the right to establish his or her own attendance policy for a course. Attendance and tardiness rules for your courses must be documented in your syllabi and be transparent to students. Failure to attend class or multiple late arrivals to class (or early departures from class) may result in a student being administratively withdrawn (ADW) from the class or failing the course. The Active Pursuit/ADW Policy for your class should be clearly documented in your syllabus and explained to the students (see more on Active Pursuit/ADW in the section on Grading Policies and Grade Designations). Please note that some programs have specific attendance policies. Please consult with the Department Chair of Program Coordinator for clarification on these policies to include them in your syllabi.

A student who is registered for a class cannot be excluded from that class for tardiness, but excessive tardiness may negatively affect the student’s final grades. Students who disrupt the learning environment upon their late entry may be excluded from class.

Students in certain specialized programs, e.g. Allied Health, must follow the requirements published in the program’s student manual in accordance with the program compliance.

Excused Absences
As the faculty member setting the attendance policies for your class, you decide what is considered and excused or unexcused absence. Again, this must be clearly documented in your syllabus and explained to students.
City Colleges of Chicago will reasonably accommodate the religious observance of individual students in regard to admissions, class attendance, and the scheduling of examinations and work requirements. Students who are unable to attend classes or to participate in any examination, study, or work requirement on a particular day for religious reasons may be excused and have an opportunity to make up the examination, study or work requirement missed because of such absence on a particular day. To be excused for such absences, students must notify their instructors well in advance of any anticipated absence or a pending conflict between a scheduled class and the religious observance, provided that the make-up examination, study, or work does not create an unreasonable burden upon the college. No fees of any kind shall be charged by the institution for making available to the student such an opportunity. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this policy. Students may raise any claim that they have been denied an educational benefit due to their religious beliefs or practices under this policy through the EEO Office.

Grade and Non-Grade Designations

Grades Designations

Grades issued to degree-seeking students are recorded on a student’s permanent academic record and transcript are used to calculate a student’s Grade Point Average (GPA). They serve as the basis for a student’s academic standing and may apply towards graduation.

<table>
<thead>
<tr>
<th>Grading Basis for Remedial, Credit and Skills Classes Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Below average</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
</tbody>
</table>

Non-Grade Designations

Non-grade designations issued to degree-seeking students do not apply towards graduation, but are recorded on a student’s permanent academic record and appear on the transcript. Non-grade designations are not used in Grade Point Average (GPA) calculations:

I – Incomplete

“I” designations (Incomplete) are non-grade designations received by students who have actively pursued a course and are doing passing work at the end of the course, but who have not completed the course’s final examination and/or other specific course assignments due to extenuating circumstances. “I” grades are awarded upon request of the student and at the discretion of the instructor and must be supported by documentation that explicitly explains the extent of the extenuating circumstances.

If an “I” grade is listed, the instructor must document all requirements which must be met by the student to remove the “I” grade and replace it with a final grade. Either the instructor or the Department Chair must inform the student in writing of the requirements needed for removal of the “I” grade and the date the requirements must be met. Until the “I” grade is removed, a student who receives an “I” grade may not enroll in any new course for which the “I” grade course is a prerequisite.

To remove an “I” grade, a student must make arrangements with the instructor to complete the course work and/or take the final examination no later than the mid-point of the following semester (excluding the Summer term). If the course work is not completed and turned in to the instructor by this deadline, the “I” grade will convert to an “F” grade.
If the instructor is not available, the student should contact the Department Chair. A student who has an “I” grade may not re-register in that course. However, if the “I” grade is changed to an “F” grade, the student may then re-register for the course.

The Department Chair shall verify that a copy of all assignments and/or tests required for the removal of each “I” grade have been placed in the department files and shall so certify to the Academic Vice President.

**NSW – No-Show Withdrawal**
Students will be issued a no-show withdrawal (NSW) under the following circumstances (see Refunds – No-Show Withdrawal (NSW) on page 28 for information about NSW refund policies in the Student Policy Manual, September 2013):

Courses that meet more than once per week: Students who do not attend the first two (2) class sessions will be withdrawn from the class by the instructor and issued an NSW.

Courses that meet once per week: Students who do not attend the first class session of a course which meets only once per week will be withdrawn from the class by the instructor and issued an NSW.

Students who have been issued an NSW by the instructor may, at the request of the instructor, be reinstated (RNS) into the class.

**ADW – Administrative Withdrawal**

A student may be awarded an administrative withdrawal (ADW) at midterm if the instructor determines that the student is not actively pursuing completion of the course, based upon the instructor’s active pursuit criteria. Instructors are required to publish their measures of active pursuit and distribute them to students via their class syllabus during the first week of class.

A student who receives an ADW at midterm and is reinstated (RNS) by the instructor may not elect to withdraw from the class at a later time. Students may not be reinstated after the last date for student-initiated withdrawals (WTH). If a student receiving an ADW repeats that course, only the last grade received will be included in the Grade Point Average (GPA) calculations; however, both grades will appear on the permanent academic record, will appear on the transcript, and will be counted as registered hours to determine satisfactory academic progress, academic warning, and academically dismissed status.

**WTH – Student Initiated Withdrawal**

It is the student's responsibility to officially withdraw from courses. Failure to withdraw may result in mandatory payment of tuition, fees and book charges, forfeiture of financial aid eligibility, and/or a failing grade (see Student Initiated Withdrawals & Refunds on page 27 of the Student Policy Manual, September 2013).

A student may withdraw from a course prior to or on the date (Last Day for Student Initiated Withdrawal) specified in the College Class Schedule if the student has not already received an NSW or ADW from the instructor. Thereafter, the student may withdraw during the remainder of that term only with the approval of the College President or designee upon demonstration of extenuating circumstances.

A student may drop a class (student initiated withdrawal, WTH) by visiting my.ccc.edu or the Office of the Registrar. The WTH will appear on the student's permanent academic record but will be excluded from Grade Point Average (GPA) calculations. Student initiated withdrawals occurring after the Statistical date will be counted as registered hours. See Office of the Registrar for more information.

**Entering Grades into My.faculty.ccc.edu**

Below are instructions on how to enter grades into the system via my.faculty.ccc.edu. If you have any questions or concerns, please contact the Registrar’s Office.
Navigation for Faculty Self-Service (myfaculty.ccc.edu):

Navigate to **Learning Management > Management > Record Grades**

**Record Grades**

Michael Crenshaw

Select the Term for which you wish to view a roster.

**Grade Rosters**

*Summer 2010*

Return to Learning Management

Under **Grade Rosters**, select the Term for which you wish to view a roster to enter grades.

Under **Course Title**, select the Course Title of the roster you wish to view.

**Select Grade Roster**

Michael Crenshaw

Select the Course Title of the roster you wish to view.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Subject Catalog Nbr</th>
<th>Section</th>
<th>Class Nbr</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Writing Skills</td>
<td>ENGLISH 100</td>
<td>AVI</td>
<td>54034</td>
<td>City Colleges of Chicago</td>
</tr>
</tbody>
</table>

**Select a Different Term**

Return to Learning Management
Grade Roster page should display. Approval Status should default to Not Reviewed and grayed out.

In the Roster Grade column, begin to enter each student’s grade or click the Lookup button to select student grades.

Note: If you receive the error message below that the Enrollment Total Count, XX, does not match Final Grade Total Count, XX, contact the Registrar to create a new Grade Roster for your class.

The Lookup Roster Grade page appears if you select the Lookup button. Click on Lookup. Under Grade Input Description, select grade. After grade is selected, it should return to Grade Roster page.
Continue entry of grades for each student. **Verify that each grade has been entered correctly.** After final grades have been entered and verified, click [Save]. **Approval Status** will open up and you can select **Ready for Review**.

### Grade Roster

<table>
<thead>
<tr>
<th>ID</th>
<th>Name</th>
<th>Roster Grade</th>
<th>Official Grade</th>
<th>Grading Basis</th>
<th>Final Roster Status</th>
<th>Career</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0000598759</td>
<td>Boudreaux, Claudia J.</td>
<td>A</td>
<td>Remedial</td>
<td>Pending</td>
<td>Credit</td>
<td>Daley</td>
<td>College</td>
</tr>
<tr>
<td>0000676599</td>
<td>Carrasquel, Jorge</td>
<td>B</td>
<td>Remedial</td>
<td>Pending</td>
<td>Credit</td>
<td>Daley</td>
<td>College</td>
</tr>
<tr>
<td>0000184081</td>
<td>Castro Pablo</td>
<td>C</td>
<td>Remedial</td>
<td>Pending</td>
<td>Credit</td>
<td>Daley</td>
<td>College</td>
</tr>
<tr>
<td>0000243721</td>
<td>Clark, Jacqueline M</td>
<td>B</td>
<td>Remedial</td>
<td>Pending</td>
<td>Credit</td>
<td>Daley</td>
<td>College</td>
</tr>
<tr>
<td>0000547232</td>
<td>Fonseca, Cecilia</td>
<td>C</td>
<td>Remedial</td>
<td>Pending</td>
<td>Credit</td>
<td>Daley</td>
<td>College</td>
</tr>
</tbody>
</table>

**Note:** After selecting **Ready for Review**, the grades can no longer be changed. If you wish to change a grade at this time, change **Approval Status** back to **Not Reviewed**.

When finished, click on [Save] and **Print Grade Roster**.
Before submitting the Final Grade Roster to your college Registrar’s Office you must print and sign your name on the provided signature lines.

**Note:** Once your grades are set to Ready for Review, saved and submitted to your Registrar’s Office; **ANY changes to the Final Grade Roster should be made by your Registrar.** The date will also automatically print as of the date you print the Final Grade Roster.

If you need to enter grades for another course, click on the link **Select a Different Class** and follow steps beginning with Step #3.

---

**Final Roster Status** will remain in a *Pending* status until the college Registrar approves the Final Grade Roster. Once it has been *Approved*, **Final Roster Status** will change from *Pending* to *Posted*.

This concludes the grade-entering process.
Grade Appeals

The grade-appeals process must be accomplished within one term (excluding the Summer term) of the original final grade’s assignment. One additional term will be allowed for Incomplete (“I”) grades.

1. A student who wishes to appeal a final grade must first meet with the faculty member to review the criteria applied in assigning that grade. The student must initiate this appeal within thirty (30) calendar days after the student’s final grade has been posted in the student system by submitting a Grade Appeal Form to the faculty member with copies to the Department Chairperson and Academic Dean.

2. The faculty member shall respond to the appeal by meeting with the student and rendering a written decision within seven (7) calendar days after receipt of the appeal.

3. If after this initial review the student is not satisfied, he or she may next appeal in writing to the Department Chairperson within fourteen (14) calendar days of the conclusion of discussions with the instructor. If the instructor is the Department Chair, the appeal must be submitted to the Dean of Instruction or equivalent College Officer.

The Chairperson or Dean shall investigate the matter and communicate the outcome of the investigation to the student in writing. Said investigation shall include a meeting with the faculty member to review the criteria applied to the student’s performance in assigning the final grade and a meeting with the student to hear the basis of the grievance. When the faculty member and the Chairperson or Dean has reached a decision, the Chairperson or Dean will communicate that decision in writing to the student. The Chairperson or Dean shall complete the investigation and issue a decision within fourteen (14) days after receipt of the appeal.

4. If the student does not agree with the Department Chair’s decision, the student may appeal in writing to the Academic Dean within seven (7) calendar days of receipt of the Department Chair’s decision. The Academic Dean shall review the matter and issue a decision in writing within seven (7) calendar days after receipt of the appeal.

5. If the student does not agree with the Academic Dean’s decision, the student may appeal in writing to the Academic Vice President within seven (7) calendar days of receipt of the Dean’s decision. The Academic Vice President shall review the matter and issue a decision in writing within seven (7) calendar days after receipt of the appeal.

6. If the student does not agree with the Academic Vice President’s decision, the student may appeal in writing to the College President within seven (7) calendar days of receipt of the Academic Vice President’s decision. The decision of the College President is final.

7. If at any step in the appeal the student does not receive a decision on the appeal by the deadlines stated above the student may proceed to the next level of appeal. The sole exception being a showing of good cause to be determined by the administrator assigned to the next level of appeal. A grade may be changed by someone other than the instructor of the course or the Department Chairperson, only in the event there is objective evidence to do so. In that event, another instructor in the discipline shall be appointed by the College President to conduct an evaluation of the student’s performance and award the final grade.

Grade Appeal forms and instructions can be found in the Appendix.
Non-Academic Appeals and Grievances

If any student feels he or she has been mistreated by another student or a member of the college staff, the following “non-academic grievance” procedure should be followed:

I. If the student believes he or she is in immediate danger, or is threatened in any way, security should be notified immediately and a report filed.

II. If the student feels aggrieved by a staff person, the student should submit a written complaint within five (5) days of the incident, describing the aggrieved incident to the staff person’s supervisor. The supervisor will investigate the incident and report back to the student their finding within five (5) school days. Based on the supervisor’s findings the necessary action will be taken in accordance with the City Colleges of Chicago - Rules of the Board of Trustees, or the appropriate procedures outlined by the Collective Bargaining Unit. If the student’s grievance is sexual harassment or discrimination-related, they should follow the procedures outlined by the Policy on Equal Opportunity in Employment, Programs, Services, and Activities.

III. If the student feels aggrieved by a fellow student, the student should submit a written complaint within five (5) days of the incident to the Dean of Student Services or their designated representative detailing the aggrieved incident. The matter will be investigated and a response will be provided to the student within five (5) school days. If it is determined that a hearing is warranted to resolve the matter, a Student Disciplinary Committee (comprised of students, faculty, and administrators) will be convened to hear the grievance and render a recommendation. The Dean will receive the Disciplinary Committee’s recommendation and make a final decision on the matter within five (5) school days from receiving the ruling from the Committee. The student filing the non-academic grievance should be notified in writing of the final ruling within five (5) school days of the hearing. If the student’s grievance is sexual harassment or discrimination-related, they should follow the procedures outlined by the Policy on Equal Opportunity in Employment, Programs, Services, and Activities.

Academic Integrity

The City Colleges of Chicago is committed to the ideals of truth and honesty. In view of this, students are expected to adhere to high standards of honesty in their academic endeavor. Plagiarism and cheating of any kind are serious violations of these standards and will result, minimally, in the grade of “F” by the instructor. Such violations may result in the revocation of a previously awarded degree or certificate (see Revocation of Degrees or Certificates on page 53 of the Student Policy Manual, September 2013).

Academic Dishonesty

Academic dishonesty is a serious offense, which includes but is not limited to the following: cheating, complicity, fabrication and falsification, forgery, and plagiarism. Cheating involves copying another student’s paper, exam, quiz, or use of technology devices to exchange information during class time and/or testing. It also involves the unauthorized use of notes, calculators, and other devices or study aids. In addition, it includes the unauthorized collaboration on academic work of any sort. Complicity, on the other hand, involves the attempt to assist another student to commit an act of academic dishonesty. Fabrication and falsification, respectively, involve the invention or alteration of any information (data, results, sources, identity, etc.) in academic work. Another example of academic dishonesty is forgery, which involves the duplication of a signature in order to represent it as authentic. Lastly, plagiarism involves the failure to acknowledge sources (of ideas, facts, charges, illustrations, etc.) properly in academic work, thus falsely representing another’s ideas as one’s own.
In individual cases of academic dishonesty, sanctions may range from a written warning to a failing grade for the course; the severity of the penalty is left to the discretion of the instructor. Additional sanctions may be imposed up to and including dismissal from the City Colleges of Chicago when circumstances warrant it and/or the revocation of a previously awarded degree or certificate (see Revocation of Degrees or Certificates on page 53 of the Student Policy Manual, September 2013).

**Students with Disabilities**

No qualified individual with a disability shall, by reason of such disability, be academically dismissed from participation in or be denied the benefits of its services, programs or activities, or be subjected to discrimination. CCC’s goal is to promote equality of opportunity and full participation in our services, programs and activities. CCC endeavors to provide reasonable accommodations to qualified individuals in accordance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and all pertinent federal, state and local anti-discrimination laws. Students who believe they have a need for disability accommodations are responsible for requesting such accommodation(s) and are responsible for providing all requisite documentation to verify eligibility to the Disability Access Center (DAC). DACs (www.ccc.edu/DAC) will provide reasonable accommodations for qualified students with disabilities as required by law.

Students with disabilities may request accommodations by doing the following:

Provide documentation of the disability(ies). Students with disabilities should arrange an appointment for an intake interview with DAC staff at least thirty (30) days prior to enrollment, bringing current documentation of their disability(ies). Students may request an academic adjustment at any time, but are advised to do so as early as possible. Some academic adjustments may take more time to provide than others. Students should follow DAC procedures to ensure sufficient time to review requests and provide appropriate academic adjustments. Documentation should include an evaluation by an appropriate professional that makes evident the current impact of the disability as it relates to the accommodations requested. The documentation will be kept in a confidential student file in the DAC.

Examples of documentation include:
- Diagnostic evaluation
- Medical records
- Audiogram evaluation
- Vision report
- Psychological evaluation

Request accommodations every semester. It is important to request accommodations at least thirty (30) days before the start of the semester. Requests that are not made in a timely manner may result in delays in receiving accommodations. Students should pick-up Accommodation Letters from the DAC and give them to their instructors on or before the first day of class. Additionally, students should meet with their instructors during office hours to discuss their specific accommodation needs.

Inform the DAC of schedule changes. Students with disabilities should inform the DAC immediately of any changes in course schedules (e.g., if a class is moved to a different classroom or in case of withdrawal from a class).

**Individuals Visiting Classes**

CCC policy states only individuals who are officially registered for a class shall be allowed to be present in the class. Students may not bring children into the classroom while instruction is occurring. College administrators DO NOT require permission to enter or visit a class.
**Guest Speakers**

Adjunct instructors must obtain approval from the appropriate Department Chair prior to inviting outsiders for a speaking engagement at the college. The guest speaker is not to be considered a substitute for the instructor; the instructor must be present at all times during the speaker’s presentation. Stipends for guest speakers are generally not available.

**Evaluations**

You will receive peer and student evaluations each semester. Your Department Chair will notify you of the evaluation dates, and evaluation forms will be provided to your students by the Office of Instruction. You may also be observed and/or evaluated by your Chair, a fellow faculty colleague, or an instructional administrator as part of the adjunct evaluation process. Copies of your evaluations will be provided upon request.

**Classroom Assignments**

Changes in classrooms must not be made without prior approval from the appropriate dean and the room coordinator. Because class times and start dates vary, a classroom may appear to be available when in reality there is a class scheduled for that space.

**Field Trips**

The college recognizes that in some classes field trips enhance learning. All field trips for credit courses require advance approval of the appropriate department chairperson or dean. Field trips should be planned a minimum of three weeks in advance, and students must complete a release form prior to the trip (see the Appendix for the sample form). The trip should begin and end at the site of the activity, if possible, and students should make their own travel arrangements. Safety should be emphasized at all times during field trips, in going to and from the facility as well as while touring the facility.

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

- Directly related to course objectives and learning outcomes.
- Planned and scheduled well in advance to ensure that all students will be informed of the trip.
- Scheduled at a time convenient to students.
- Free of participation fees, admission charges, or travel charges for a field trip which requires participation by all students in a course unless such charges are collected as a course fee at registration or all students agree in advance.
- Not mandated if the trip is scheduled outside of the official scheduled class time.

**Classroom Courtesy and Cleanliness**

Please erase all boards at the end of your class, and dismiss your class on time. If you rearranged furniture, please return it to the position you found it at the start of your class.

**FERPA**

(From the Department of Education website www2.ed.com)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice).
Part IV: Instructional Support and Resources

Group Library Instruction

The library offers two types of group library instruction: library research classes, which provide in-depth information on how to use a variety of library resources (approximately 1 hour), and walking tours, which provide basic information on the different areas of the library (approximately 30 minutes). Both can be customized to focus on specific subject areas (e.g., nursing or ESL). If you would like to schedule a library research class or walking tour, please contact Leone McDermott at 773-907-4877 or lmcdermott@ccc.edu. Please provide at least two alternate dates and times for each research class or walking tour and one week's advance notice for scheduling and preparation.

Course Reserve Information

If you would like to place books, articles, or other course materials on library reserve for your students, please print and fill out the course reserve form available through the link below. Return the completed form along with your reserve item to the library's circulation desk. Please note that a separate completed form is required for each reserve item. If you have placed materials on reserve in previous semesters but no longer need them, please contact Carolyn Rostek at crostek@ccc.edu so that they can be removed from the library's reserve collection.

Classroom Supplies

Supplies and equipment are generally available in the departmental office, or through the Department Secretary or the Office of Instruction. You may not purchase supplies, equipment, or food for use in the classroom with the expectation of being reimbursed for said expense.

Reserving Audio-Visual (A/V) Equipment

Audio-Visual (A/V) equipment can be reserved by Truman College faculty and staff. Use the Truman Intranet (www.trinternalapps.com) to request equipment. Access to the request form on the Intranet requires a user name and password. If you do not have a user name and password contact the Technology Learning Center (TLC) in room 3921. You must pick up and return the equipment in the Technology Learning Center, room 3921.

Important: You must pick up the equipment in the Technology Learning Center (TLC), room 3921. You must also return the equipment to the same room number on time. Students are not allowed to pick/return equipment from/to the TLC. The TLC Staff asks all faculty/staff members to handle the equipment carefully and with consideration to minimize the damages. If you observe any malfunctions or notice anything wrong with the equipment, please notify the TLC staff as soon as possible.
Accessing Truman’s Intranet

You can access the Intranet from Truman’s Home Page by typing in www.trinternalapps.com. To access the Intranet resources, sign in with your unique username and password. Visit the TLC if you have question or problems logging on to the intranet.

Setting up and Using Blackboard

Effective fall 2010 per Academic Policy, all part-time faculty are required, at a minimum, to post their syllabi on Blackboard. The Blackboard (Bb) Course Menu must contain a content area labeled Syllabus. The Course Syllabus must be made available on Bb’s Syllabus Course Menu area to students, guests, and observers no later than the first week of the semester. Any exceptions must be approved by the Vice President for Academic and Student Affairs. All posted syllabi will contain measurable student learning outcomes.

Log into Bb using your username and password that you’ve set up for your e-mail account. Find the Bb link under the Faculty/Staff tab on Truman’s homepage.

Make sure your that you ‘make your course available’ in Bb. This will ensure that students are able to see your Bb content. **Follow these steps to make your Bb course available:**

Using the navigation on the left menu, select **Customization -> Properties:**
Although your credit course is automatically setup in Blackboard, you may have some difficulty navigating the system. If so, please feel free to go to the Technology Learning Center (TLC), call the IT Help Desk at ext. 2600, or attend one of the scheduled Blackboard workshops held throughout the semester.

My.faculty.ccc.edu
My.faculty.ccc.edu allows you to look at your course schedule and class rosters and is also where you will be inputting midterm and final grades. Use your set username and password to log in.

Learning Management

GradesFirst
GradesFirst, a web-based student support tool aimed at improving student success, combines academic early alerts with advising and tutor management capability. Access GradesFirst anywhere using your CCC username and password – even from your phone.

With GradesFirst, students can:

• Schedule advising and tutoring appointments online.
• Communicate with their advisors via phone, email, text messaging, or Facebook.

Faculty can:

• Easily identify which students need additional help and notify both students and advisors, who can then assist students with additional academic support, tutoring, or referrals.

At various points during the term, faculty will be asked to submit progress reports of students who may be performing poorly or borderline in your class according to the policies you outline in your syllabus. It is important that you take the time to submit these reports to ensure that student Services and advisors can reach out to students to guide them during the semester.

Questions regarding GradesFirst can be directed to Truman’s GradesFirst Faculty Trainer, Charlie Abrams at cabrams@ccc.edu.
Truman's Reprographics/ Desktop Publishing Center

To have copies of your syllabi, course materials, exams, etc., you may email electronic files to trc-reprographics@ccc.edu for print along with the electronic Reprographics Form or it may be submitted in-person in room 1935. **Please understand that no printing can be completed without accompanied Reprographics Form.**

The Reprographics Department provides Color and Black & White prints on the following sizes, Letter (8.5” x 11”), Legal (8.5” x 14”) and Oversize (11” x 17”) all on white stock. (Please note any color stock must be provided) The Reprographics Department requires 24 business hours for most in-house jobs to be completed. Run time is determined by the number of originals and quantity requested. Larger volume runs may require additional time, please plan accordingly.

**Daily hours of operation:**

- Monday through Thursday
  - 8:00am
  - 7:00pm
- Friday
  - 8:00am
  - 3:00pm
- Saturday
  - 9:00am
  - 1:00pm
Part V: Preparing for Your Semester

Expectations

As a Truman adjunct, you are expected to...

- Check your CCC e-mail account regularly.
- Honor your hours. Begin and end the class at scheduled times. Post and hold office hours.
- Adhere to the Substitution Policy and Call-In Procedures.
- Post your syllabus to Blackboard and disseminate and explain the syllabus within the first week of class.
- Include clear grading expectations in your syllabus, such as your grading scale and grade breakdown. Thoroughly explain your grade points or weighted system to students.
- Submit grades and records on or before the Registrar’s deadline (day 10 lists, Midterm and ADW lists, final grades).
- Utilize GradesFirst to report at-risk students. Using the attendance feature in GradesFirst is also highly recommended.
- Return assignments and exams in a timely manner so that students can keep track of their progress.
- Administer student evaluations, making sure to follow instructions (exit classroom when evaluations are in progress) as well as administer other institutional surveys and assessments as needed.
- Participate in the evaluation process conducted by the Office of Instruction and the departments.

Your Syllabus

Your course syllabi must be posted on Blackboard at the start of each semester. Effective fall 2010, CCC Academic Policy states "All faculty, including adjuncts are required, at a minimum, to post their syllabi on Blackboard. The Blackboard Course Menu must contain a content area labeled Syllabus, no later than the FIRST week of the semester. Any exceptions must be approved by the Vice President for Academic and Student Affairs. Additionally, ALL posted syllabi must contain measurable student learning outcomes."

You are expected to prepare and distribute to your students a detailed course syllabus and outline/schedule for each course you are teaching. While the format and content of a detailed course syllabus may be determined by the instructor, you must include information on course objectives, office hours, grading policies, attendance expectations, textbooks and material to be covered each week.

Your syllabus should include the following components. Please see the appendix for a syllabus template:

- **Class information:** Include the course, section, meeting place and time, a website if there is one.
- **Course or catalog description:** This should match what is listed in PeopleSoft.
- **Prerequisite courses/textbook name:** Include Course numbers, ISBN#, and any other learning materials.
- **Instructor information:** Include your name, office location, office hours, telephone number(s), and college email address.
- **Student Learning Outcomes (SLOs):** These should be taken from the departmental master course syllabi.
• **Teaching methods**: Students want a clear idea of the instructional methods you intend to employ, such as labs, discussion, small group work, etc.

• **Attendance policy**: Be very clear and explicit with what your policies are. Students may have questions on this section, so make sure it reflects college and department attendance policies as well as your own values. Include information regarding what constitutes "active pursuit" of the course. Your statements may include attendance as one of the criteria, but attendance cannot be the sole criteria for administratively withdrawing (ADW) a student. Active participation, completion of homework, etc. are some examples of active pursuit.

• **Grading Criteria**: Be consistent with other faculty in your department. If you give only two exams when others are giving four or essay questions when everyone else is using multiple choice, your students may complain. Be clear in your expectations and describe penalties for late assignments, make-up work, and awarding of incomplete grades.

• **Grade Calculations**: You must clearly indicate how you will weigh and balance the various requirements of the course in reaching the final grade determination.

• **Late policies**: Be consistent. Some instructors allow students to turn in one late assignment or take one late or early exam. If assignments are due at the start of class, put that in your syllabus so that students don't "skip" class to work on an assignment. One method that works well in getting students to arrive on time is giving quizzes at the start of class and not allowing students to make up missed quizzes. Another method is to give points for attendance. Some faculty give students one point for attending, but only half of a point if a student arrives late or leaves early.

• **Tentative schedule of assignments, activities, and assignments**: Put a disclaimer on your syllabus in case you need to change the schedule (i.e "Subject to change").

• **Integrity and statement on plagiarism**: found in the Student Policy Manual and also in the syllabus template in the appendix.

• **Student Services**: Include Information on access to tutoring and other on-campus resources: See your department chair for an updated list of these services.

• **Study Time**: Discuss the amount of time students should expect to spend studying outside of class as well as your expectation of what it means for them to come prepared for class.

• **Important Policies**: Include college policies on students with disabilities, FERPA, antidiscrimination, etc.

• **Other Rules**: Include lab and classroom rules on safety, cell phones, bringing children to class, etc.

• **Other important dates**: These include course withdrawal dates, midterm, college holidays, and registration days.

**REMEMBER! The syllabus is often treated as a binding contract with students.**

**Office Designation and Office hours**

Your Department Chair will assign you to an office. Your office hours must be posted outside your office and updated each semester. Every faculty office should have a computer. If your office doesn’t have a computer, or has a very old one, your Department Chair can request a replacement. All Truman computers have Microsoft applications loaded on them.

**Student Conduct**

As an instructor, you should be aware of what is and is not permissible behavior and conduct in the classroom and college. The City Colleges of Chicago students are expected to conduct themselves in a manner which is considerate of the rights of others and which will not impair the educational mission of the college. Specifically, all students assume an obligation to conform to Board Rules, the statement of Student Rights and Responsibilities, and the following policies.
“The Standards of Conduct applies and discipline may be imposed for conduct which occurs on College premises, at off campus recreational or instructional sites, at any College-sponsored event, or at any College supervised or provided activity, transportation or facility.”

A copy of these Board Rules governing student conduct is available from the Dean of Student Services. Misconduct for which students are subject to college discipline, up to and including expulsion from the college, falls into the following categories:

- All forms of dishonesty such as stealing, forgery, alteration or improper use of college documents, records, or identification cards with intent to defraud, and knowingly furnishing false information to the college.
- Intentional obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other college activities.
- Physical abuse, verbal abuse, threats, intimidation, harassment, hazing, coercion, and/or other conduct that threatens or endangers the health or safety of any person or creates a hostile working or learning environment, which, includes but is not limited to, any telecommunication devices.
- Carrying or possession of unauthorized weapons, ammunition, or other explosives, or creating a clear and present danger to persons or property by the misuse of combustible or biological materials.
- Theft or damage to college premises or damage to property of a member of the college community on institution premises.
- Unauthorized or inappropriate use of City Colleges’ facilities and resources.
- Failure to comply with college officials acting in the performance of their duties.
- Violations of the following City Colleges of Chicago Policies: (1) Academic Integrity, (2) Policy on Equal Opportunity in Employment (EEO), Programs, Services and Activities, (3) Drug and Alcohol Free Campus Policy, (4) Safety and Security Policy, (5) Responsible Computer Use Policy, (6) Smoke Free Policy, and (7) Headcovering Policy.
- Retaliation against any students, program participants, employees or other persons who made complaints or who cooperate in the investigation of EEO matters and complaints, Student Grievances and/or Student Disciplinary matters.
- Per federal regulations, if a student is found to have provided fraudulent information to any entity in the school for the purpose of receiving federal financial aid, the U.S. Office of the Inspector General will be notified.

Any violation of the above stated categories may result in an informal or formal hearing resulting in one or more of the sanctions as deemed appropriate by a City Colleges of Chicago official:

**Disciplinary Warning**

A written reprimand stating that further misconduct will bring more serious action.

**Disciplinary Probation**

A written statement disqualifying a student for a specific period of time up to one (1) calendar year from participating in extra/co-curricular activities at any college. Additionally, written sanctions may be detailed describing more serious action if further violations occur.

**Restitution**

A written requirement that the student will provide reimbursement for misappropriation of funds or damage to City Colleges’ property, or that of an individual. Reimbursement may take the form of appropriate service to repair or compensate for damages.
**Community Service**  
A written requirement that a student perform a certain number of community service hours either at the college or at a partnering community based agency prior to end of term at the City Colleges of Chicago. Completion will afford students full reinstatement of privileges.

**College Suspension**  
A written notice of exclusion from the college, and/or class(es), privileges, and all college activities for a specified period of time of up to one (1) calendar year after which the student may be eligible to return. Conditions for readmission may be specified.

**College Dismissal**  
Privileges to attend a certain college are permanently revoked. Attendance at another City College are contingent on the other college’s approval.

**Expulsion**  
Student indefinitely restricted from enrolling or attending classes or accessing any extra or co-curricular activities or privileges offered at any of the City Colleges of Chicago. A permanent notation of expulsion will be placed on the student’s transcript.

**Revocation of a Previously Awarded Degree or Certificate**  
The revocation of a previously awarded degree or certificate. Note: both the student’s previously awarded degree or certificate and the revocation of such award will be included in the student’s permanent academic record and will appear on the student’s official transcript.

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**Effective Classroom Management**
Below is an article provided from the faculty resource website [www.4faculty.org](http://www.4faculty.org).

**Classroom Management**  
by Lisa Rodriguez, Ph.D.

Elements of classroom management vary. In researching this topic, it is clear that a common understanding for the term *management* might be useful. For this purpose, management refers to issues of supervision, refereeing, facilitating, and even academic discipline. Not all student behaviors require intervention or confrontation while some are serious enough in nature to warrant formal disciplinary action. Rest assured that while there are current studies in higher education literature that suggest a growing trend of rudeness and even overt animosity towards faculty by students, the vast majority of classroom experiences are not dramatic.

Since many professors teach for years without encountering some of the management instances we discuss here, our intent is to move beyond identification of classroom problems to *suggest preventative strategies and practical solutions*. For some faculty, teaching comes quite naturally and the notion of management in the classroom is irrelevant. But situations within the classroom do occasionally occur that lead us to seek out advice in order to maintain the learning environment for students not to mention our personal sanity.

Typical classroom management topics are listed in faculty handbooks to reflect pragmatic concerns such as policies on classroom breaks, adds and drops, disruptive and dangerous students, emergency procedures including weapons and drugs in the classroom, location of phones, etc. Keeping essential records is a component of this topic and is addressed in the previous Read section.

A rule of thumb for faculty is to keep current on policies regarding student and faculty interactions as well as the role of your teaching assistants, if you have one. Know your college and state policy on student conduct. As a new faculty member, I was terrified that I would not know how to handle students who were older than I. I wanted very much to hear "for instances" from other faculty. Serendipitously, our campus Staff Learning Department instituted an *online discussion forum where faculty could seek collective advice on issues*...
of classroom management. Your campus may use the services of the 4faculty discussion forums. If your campus doesn’t utilize the 4faculty system, you might encourage them to do so or ask if you might work with your Professional Development Office or Information Technology to establish this valuable communication forum on your campus.

Some common conduct issues identified by Gerald Amada in his research for *Coping With Misconduct in the College Classroom* (1999) are listed in the table below. In discussing what constitutes problematic classroom behaviors with colleagues, I have decided to add to Dr. Amada’s list. While his approach does not necessarily align with learner-centered teaching, his work does cover many sticky issues of navigating the uncomfortable situations that occur from time to time and suggests several strategies for working with student services and other administrators to remedy situations.

### Issues / Solution Suggestions Table

<table>
<thead>
<tr>
<th>Issue</th>
<th>Solution</th>
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<tbody>
<tr>
<td>1. Undermining the instructor's authority</td>
<td>This is tricky as it speaks to &quot;attitude.&quot; A student might belittle the instructor or engage in a battle of the wills. This student would need to be privately told that their attitude was confrontational and asked how this might be resolved mutually. &quot;Be careful not to read most questions about content, interpretation, or assignments as a challenge of authority. Acting as if they are not, even when you suspect they are, can convey a sense of confidence and control. Sometimes merely assuring the student, while smiling, that you have indeed reflected on this issue at length and that they too will understand soon why the information or the assignment is valuable diffuses the situation. You may even want to encourage them to ask the question again at a later date if necessary.&quot;</td>
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<td>2. Leaving class too frequently</td>
<td>Camps are divided as to whether or not students should ask for permission to leave for bathroom breaks or wait for a break in the class. I don’t require my students to limit their bathroom breaks or ask permission, however, this is contentious for some faculty when breaks are taken too frequently. You might privately ask the student if everything is OK so that they know that you are concerned by their behavior. Don’t assume disrespect – it might be a bladder infection or some other physical problem.</td>
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<tr>
<td>3. &quot;Spacing Out&quot; or Sitting With Back to Instructor</td>
<td>If this is a repeated problem, students need to know that their non-verbal behavior is perceived as disinterest. You might ask them after class if they need a more comfortable seat. Some students are extremely shy and it might take half of the semester before they open up enough to make sustained eye contact or face the instructor completely. Remember also that sustained eye contact is a culturally dictated practice that might not be feasible for some students.</td>
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<td>4. Poor hygiene (possible cultural considerations)</td>
<td>Poor hygiene, too much perfume, cigarette odor or other strong odors can be distracting or even nauseating to students. The cause for the odor might be culturally based in bathing preferences between cultures. This can be a real problem for some faculty while others will never encounter the dilemma. I suggest letting the offending student know that in close quarters, some students have issues with strong smell. It might be suggested that for the course (not their outside of class lives) that the odor be masked in some way.</td>
</tr>
<tr>
<td>5. Verbal or physical threats</td>
<td>Verbal or physical threats are serious matters. They are discussed in detail by experts in the field in &quot;Handling Crisis.&quot; As a general rule consult professional experts for assistance immediately.</td>
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</tbody>
</table>
| 6. Gum, Food, Pagers, and Cell Phone Disruption              | If decided upon by class, consequences for breaking this policy might range from the loss of participation points to the offender having to present on a topic of interest to the class. Some instructors allow pagers and cells to be on the vibrate setting as long as they are attended to at
the break rather than used when it interrupts the class. Instructors need to abide by this rule as well and allow for at least one mistake per student as accidents do happen from oversight. The idea here is to prevent habitual disruption from gum popping and phones ringing.

### 7. Monopolizing Discussions
This is common but manageable. Many students are excited and talkative so it might be good to give them a few class periods to settle in. However, if it’s evident right away that this is a trend, it’s best to ask them to stay after class. You might approach them initially by saying that you are pleased with the amount of enthusiasm they have for discussion but were hoping that they have suggestions for getting the other class members equally involved. The student will most likely get your drift with minimal humiliation.

### 8. Sleeping in class
Sleeping in class is usually considered rude. Most faculty believe it should not be tolerated and is best curbed up front by waking a sleeping student and asking them to step outside with you. Once there faculty often tell students that it’s best for the rest of the class if they return when they are awake enough to be an active participant. This occurs from time to time and you obviously are the one to choose lenience or punitive action. If it’s one of your more regularly involved students, perhaps give them an option of an extra credit research assignment they can bring to your next class period covering the subject matter they missed while they were sleeping.

An alternative approach is to assume that the student does not feel well, was up most of the night with a sick child, or has some other condition that results in sleepiness when still for long periods of time. You might simply choose to wake the student and ask them if they are feeling alright. To pull this off you need to approach it with true concern for the student's health and well-being. Most of the time, students are so embarrassed and so appreciative of your genuine concern that they don't let it happen again.

Encourage students to actively participate, take notes (explain that this is helpful to their learning as it stimulates memory in the brain) and in particularly long classes break up the session with activities or paired conversations about a topic to ensure that students stay engaged. Students don't learn much from listening, so remember that the more they “experience” the learning process the more you are really teaching.

### 9. Repeated Tardiness:
There should be clear parameters set around this issue up front – either in your syllabus or in the class decided norms. Stick to your guns on the policy. Some fair policies might include 3 tardies equals one absence. It might be best to discuss this with students individually; some are habitually late because they are dependant on bus routes or other drivers for transportation to school.

### 10. Refusal to Participate or Speak
We cannot force students to speak in class nor participate in group projects. This can be addressed and become a win-win situation by either giving the student alternative options to verbal participation (unless it’s a speech class) or simply carefully coaxing some response out of them and praising whatever minimal effort you receive from them. Remember, some students are terrified to be in a class setting – especially if there are round tables rather than desks – allowing for little anonymity.

### 11. Sexual Innuendo, Flirting, or Other Inappropriate Suggestion
This behavior should be curbed as soon as it occurs. It’s never comfortable to tell a student that they aren’t being appropriate and if you are uncomfortable, a short, positive e-mail or phone call might suffice. Your response should be not judgmental and you might discuss it with your department chair or faculty mentor before broaching it with your student.

### 12. Sharing/Copying Work
In some cultures, students work together to produce homework. It may come as a shock to these students that they cannot submit identical work. This may also come as a surprise to couples, parent-child, siblings, or close friends. Be careful to give thought to how you will handle this before you encounter it and react as if it were intentional cheating. This
can also occur when the class does a great deal of group work. Make sure you are clear about what is individual vs. group work in your assignments.

### 13. Plagiarism or Lying
Depending upon the class and the student’s prior knowledge of what plagiarism entails, some faculty issue an automatic F for the first instance, then expulsion from the class with a report to the department chair and division dean on a second instance. Most colleges have specific policies. Be sure to know you college policy before taking action.

**Plagiarism should be outlined in your syllabus with a reference for students to the college catalog for more information.**

### 14. Too Much Chit Chat
Give 2-minute chat times for groups or before class begins let them know that you have material to be covered and that their talking isn’t helping you achieve your goals for the class. Know too that some students occasionally translate a word or phrase to a tablemate who might not have as strong an understanding of English, be patient and observant when curbing this behavior.

### 15. Disrespectful Behavior
The reality is that sometimes students just plain won’t like you. You will find yourself in a conversation with yourself about why they don’t like you and treat you with disrespect. Animosity will perpetuate itself so remember your role and look for a way to positively invite the student to engage more deeply in the class. Perhaps offer them a special task based on a self-disclosed talent; for instance, a student whose hobby is Origami (Japanese paper folding) might lead a lesson on the art of following instructions.

**A few notes on confronting the behaviors listed above:**
Avoid calling a student to the carpet publicly. This can be humiliating and break down respect and the sense of a safe environment that students need in the classroom.

Start with a positive statement if possible: for example, if a student is monopolizing class discussion, you might start by saying, "I’m really pleased that you take such an interest in discussions and have a lot to share. But I was wondering if you might have suggestions to help others get equally involved?"

Document incidents that you feel might continue or are egregious enough to warrant a paper trail. Keep in mind that your dean will likely suggest you take a graduated approach: verbal warning, written warning, meeting with the dean, etc.

Remember that you were once a student. Think before you act. Take a deep breath if necessary before saying or doing anything you might later regret.

### Setting the Classroom Atmosphere
You may wish to revisit and reflect upon the importance of the first day of class. A successful first day and week often contributes to a semester free of classroom management problems. Setting ground rules, as discussed in Module 4, can be particularly helpful.

### Managing Tempo and Time
If you have an early morning, after lunch, or after dinner class time, you might notice some problems with rhythm and attentiveness. You might start these classes with brainteasers or wake up exercises that get students ready to focus. Being aware of circadian rhythm might save you some frustration in getting used to timing issues with your class.

New instructors often become surprised by how even the best-laid lesson plans go awry. It is often the case that students will lead the discussion off topic and the instructor, pleased to have such lively interaction, will not be able to bring the class back on track. As mentioned in Making a Good First Impression, a handy practice is to have key phrases pre-planned to bring class back to topic such as "time to come together now, please wrap it up in 2 minutes."
Some classrooms don’t have clocks where faculty can see them, so as is practiced in Toastmasters (the professional speaking organization) it might be useful to select a timekeeper whose function it is to notify you when discussion time is up and transition is needed. I often write a reminder to the class not to let me get off track or talk past a certain time amount when we have a good amount of material to be covered or group activities planned. With this reminder written on the board under the daily agenda, students aren’t as hesitant to let me know that while they are fascinated by my words, I have exceeded a self-imposed limit.

Taking this a bit further, the act of student input into the pacing of the class adds to a sense of empowerment and lessens the sense that they are powerless to mood or whims of the instructor. Finally, if you have taken the advice to audio or video tape your instruction but still find that you are prone to tangents, you might bring a kitchen timer with a soft bell to keep track of time limits on lecturing or group projects. This is especially helpful with question and answer times following student presentations. With limited time allotted to groups or individuals to present, a timer can serve to maintain the sense of fairness.

Making a Connection Between Faculty and Students:

Students can feel disconnected and disoriented in a new class. Returning students might feel self-conscious about their age and out of place returning to school while younger students might bring emotional remnants of negative high school experiences with them to their first college classroom.

Breaking the ice is essential in establishing this connection. In Planning for the First Day of Class, you found solid advice for the first day of class. Some ideas for lessening the tensions that might exist from lack of familiarity include:

Know your philosophy regarding education and tell your students what it is. This can be an enlightening experience for them to realize that you consider your career to be deeper in meaning beyond merely collecting a paycheck.

Take digital photos (with permission) of the class to let them know that you value them and want know their names and faces as soon as possible. Other options are name tents in on their desk, or practice as a group with name memory tricks. Harry Lorraine is a memory expert whose video "Memory Power" teaches name and face recognition tricks. There is also ample information available on the Internet for getting students names learned quickly.

Present a visual depiction of your life such as a Power Point that contains family photos, pictures of a pet, a mission statement, examples of artwork, hobbies, short biographical sketch, etc. Allow students to ask questions within your comfort zone. I have found this to be a useful introduction to technology in presentations as well as breaking down student-perceived barriers. See Sample

Share an instance when you struggled as a student and how you dealt with it.

Share your memories of your best and your worst instructors when you were a student. Let them know that you are evolving as an instructor and hope to develop into one that learns to meet student’s expectations.

Distribute a questionnaire. I usually distribute a single-page (confidentially and with a clear statement that the decision to not answer the questions does not constitute lack of participation) for students’ e-mail address, phone number, age, number of children, hobbies, favorite books, expectations about the class, favorite movies, music, number of hours worked, special information that would help them succeed in the class, favorite subject in high school, plan of study, and more. Answers to the questionnaire are later discussed with the class in terms of averages and areas of interest. Often students make connections with each other when they hear commonalties.

Let the students know what you want them to call you. "Miss," "Mr.," "Mrs.," "Ms.," "First Name," "Professor," or "Dr." are the choices most commonly agreed upon. Remember, some students will not feel comfortable being required to call you by your first name based on cultural background or prior educational experience, so it’s recommended that they are not forced to do so. Conversely, be aware that some students interpret the informality of being on a first name basis or the discovery of commonalties as permission to try to bend boundaries or challenge standards. There is much to be gained from balancing friendliness with expectations.

Announce your boundaries for communication. Be it e-mail or talking after class, let them know what you will and will not accept. Tell students that you want to have outside of class communications but you
need a certain amount of time for replies and need courtesy in communication. For example, I give a separate e-mail address to my students than my home address and let them know that they may not Spam me, add me to chain e-mail lists, send me unsolicited or unidentified attachments, nor add me to their instant message buddy lists without prior permission. Additionally, let them know that you want to be equitable in sharing your office hours with others students, so they might be asked to come to office hours with concrete questions or concerns.

**Walk your talk:** give students a list of things and behaviors they can expect from you. If you agree to give assignments back graded within one week, do so. Avoid contradicting yourself or appearing indecisive. Model the behaviors you expect of your students.

**Allow students to form a list of expectations they have for you, the instructor.** This can serve to empower students as well as provide a forum to discuss what their fears, concerns, expectations, and needs as students really are. This activity will most likely aid in the classroom sense of fairness and serve to prevent later challenges to fairness and or documentation issues by students.

**Making Connections: Student-to-Student**

Research into student retention suggests that students drop out of college most frequently citing lack of connection as the key factor. With this in mind, it is good practice to pepper the first few classes of the term with connection building activities. Having established a connection amongst peers, students will be more likely to contact each other outside of class for support, ask each other for missed notes, feel safer to offer answers aloud during discussions, and ask for advice regarding other academic and personal concerns. One of the most gratifying feelings as a new faculty was to witness my students staying after class to chat informally.

Some suggestions for fostering student connectedness are:

Pair off or small groups of three in which students find answers to questions written on the board such as "where were you born?," "why are you taking this class?," "what kind of car do you drive?," etc. Scavenger hunts such as finding one person with 2 kids, one person who has a famous relative, one person who is born in January, 2 people who have unusual pets, etc.

For more suggestions, you might consult with your staff development office for books on team building exercises or search the Internet for "ice breaker" activities.

**Helping Students Learn to Be College Students**

Distributing this list of desirable and undesirable behaviors can serve to avert management issues in that some students simply do not realize that their behavior is negative or disruptive to the instructor or to their classmates. The following table identifies some common positive and negative behaviors that provide students with a guide for managing themselves as students. You might wish to distribute this list to your class at the time you discuss your syllabus or set class norms as a group. Feel free to modify this list as needed for your students.

<table>
<thead>
<tr>
<th>Positive Impression Givers</th>
<th>Negative Impression Givers</th>
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<tbody>
<tr>
<td>Book on desk, pencil or pens ready</td>
<td>Picking face, nose, grooming, knuckle cracking, nail filing or cleaning teeth</td>
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<tr>
<td>Note taking or recording the lecture/class with permission from the instructor</td>
<td>Heavy sighs, eye rolling</td>
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<tr>
<td>Ask questions that are appropriate</td>
<td>Laughing AT the instructor rather than WITH the class</td>
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<tr>
<td>Make an effort to maintain eye contact</td>
<td>Leaving early without letting the instructor know ahead of time</td>
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<tr>
<td>Sit where you can see and be attentive</td>
<td>Frequent tardiness or absences</td>
</tr>
<tr>
<td>Submit assignments on time, ask if there is</td>
<td>Distracting noises: foot tapping, nail biting, pen</td>
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<tr>
<td>Supplemental material you can explore to better complete your assignments such as video titles or other materials</td>
<td>Twirling/tapping, yawning w/o covering your mouth, mumbling, zipping up bags to indicate you want the class to end, paper tearing, paper toy making, etc.</td>
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<tr>
<td>Help your classmates whenever possible</td>
<td>Head on desk to indicate boredom</td>
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<tr>
<td>Make certain you understand assignments when assigned</td>
<td>Staring at the clock or your watch</td>
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<tr>
<td>Save announcements about necessary absences for before or after class</td>
<td>Skipping assignments and/or breaking assignment policy, handing in shoddy, unstapled, ripped out pages that show no care for the assignment</td>
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<tr>
<td>Refrain from doing other course work or paying bills in class</td>
<td>Refer to sexual situations inappropriately in assignments (unless it’s asked for in the assignment such as a human sexuality class)</td>
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<tr>
<td>When using the Internet in class, stay on task rather than surfing for fun</td>
<td>Frequently forget text and notebook</td>
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<tr>
<td>Give the instructor the respect you wish to be treated with</td>
<td>Attempt to be class clown inappropriately; a joke here and there is fine, but repetitious clowning is distracting</td>
</tr>
<tr>
<td>Don’t interrupt, belittle, or put down fellow students</td>
<td>Squinting or face making to show disapproval</td>
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<tr>
<td>Keeping an open mind when issues arise you disagree with. Disagreeing with dignity.</td>
<td>Note passing or hand signals to others</td>
</tr>
<tr>
<td>Make certain you pay your fees for enrollment and get your text on the first day of class</td>
<td>Interrupting the instructor to ask what you missed when you were absent or if you missed anything “important”</td>
</tr>
<tr>
<td>Be positive with expectations of success in the course</td>
<td>Acting as if the class or topic of discussion is irrelevant or stupid – if you really feel so, drop the class</td>
</tr>
<tr>
<td>Know the instructor’s name and call them only what they prefer to be called – ask if necessary</td>
<td>Leaving your belongings where they inconvenience others</td>
</tr>
<tr>
<td>Spell the class, instructor, and assignment name correctly on all submitted work</td>
<td>Tipping in your chair</td>
</tr>
</tbody>
</table>
- Map of Main Building
- Student Concern Forms
- Grade Appeal Form
- Grade Change Form
- Reinstatement Form
- Field Trip Release Form
- Syllabus Template
Office of Instruction

All students who want to file a grievance regarding an instructor must follow the procedures described in detail in the Student Policy Manual found online at http://www.ccc.edu/departments/Documents/studentpolicymanual.pdf

Below are some guidelines to help you with this process.

1.) You must first work with your instructor. In many cases, the issue can be resolved by working directly with your instructor. You should request a meeting during your instructor’s office hours and make an attempt to resolve your concerns directly. You must:
   - Request a formal appointment with your instructor by e-mail.
   - Contact your advisor if you need help with arranging an appointment with your instructor.
   - After meeting with your instructor, summarize the outcome of your meeting in writing so you have a record of it.
   - Retain all e-mail and/or other written records pertaining to your concerns, your meeting or your follow-up after the meeting.

2.) If the meeting with your instructor does not satisfy your questions, you must meet with the Chair of the Department in which your instructor works. Follow the same points listed above in #1. The Chair will help you discuss your concerns with the faculty member and in most cases it can be resolved at this level.

3.) If the meeting with the Chair of the instructor’s department does not satisfy your concerns, you can contact the Office of Instruction to meet with a dean. You should:
   - Visit the Office of Instruction (Room 162, Larry McKeon Building). Fill out a Student Concern Form if you have not done so yet.
   - Set up an appointment with the office secretary to meet with the Dean of Instruction regarding your concern.

   Be sure to bring the following documents and information with you when meeting with the Dean of Instruction:
   - Student Concern Form (this may already be in the Dean’s office)
   - Copies of e-mail communication between you, the instructor, and Chair
   - A copy of your course syllabus
   - Copies of any course work, papers, or assignments that are relevant to your issue
   - The name of your advisor

Office of Instruction 03.13
Office of Instruction
Student Concern Form

Name: ________________________________

Student ID#: __________________________

E-mail: __________________________________

Phone # where you can be reached: __________

Who is your advisor? __________________________

Please write a brief statement about your concern:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Have you spoken with your advisor about your concern? (Circle one): YES Date: ______ NO

Have you spoken with your instructor about your concern? (Circle one): YES Date: ______ NO

Have you spoken with the Department Chair about your concern? (Circle one): YES Date: ______ NO

Signature: ________________________________ Today’s date: __________

For office use only: ____________________________

_____ Relevant e-mails/communications attached

_____ Student records reviewed

_____ Copy of syllabus

_____ Student address/phone on file and accurate

Dean’s Initials: __________ Date: ______
DIRECTIONS: Appeal Procedure for Instructional Grading (Please refer to Student Policy Manual, Part V for complete Grade Appeal Process)

1. A student who wishes to appeal a final grade must first meet with the faculty member to review the criteria applied in assigning that grade. The student should initiate this discussion within thirty (30) calendar days of a student’s receipt of the final grade by submitting this form to the faculty member with copies to the department chairperson and appropriate Dean.

2. The faculty member shall respond to the appeal by meeting with the student and rendering a written decision within seven (7) calendar days after receipt of the appeal.

3. If after this initial review the student is not satisfied, he or she may next appeal in writing to the department chairperson within fourteen (14) calendar days of the conclusion of discussions with the instructor. If the instructor is the department chair, the appeal must be submitted to the Dean of Instruction or equivalent College Officer. The chairperson or Dean shall complete the investigation and issue a decision within fourteen (14) days after receipt of the appeal.

4. If the student does not agree with the department chair’s decision, the student may appeal in writing to the Academic Dean within seven (7) calendar days of receipt of the department chair’s decision. The Academic Dean shall review the matter and issue a decision in writing within seven (7) calendar days after receipt of the appeal.

5. If the student does not agree with the Academic Dean’s decision, the student may appeal in writing to the Academic Vice President within seven (7) calendar days of receipt of the Dean’s decision.

6. If the student does not agree with the Academic Vice President’s decision, the student may appeal in writing to the College President within seven (7) calendar days of receipt of the Academic Vice President’s decision. The decision of the College President is final.

STUDENT INFORMATION:

Student ID: ____________________  Last Name: ____________________
First Name: ____________________  M.I.: ____________________
Date of Birth (MM/DD/YYYY): ____________________

CLASS INFORMATION:

Class Campus: ____________________  Term (SU, FA, SP): ______  Yr: ______  Session: ______
Subject: ____________________  Catalog Nbr: ______  Section: ______  Class Nbr: ______
Course Title: ____________________

State specifically the reason(s) for your grade appeal for the course listed above:

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

Student Signature: ____________________  Date (MM/DD/YYYY): ____________________
Faculty Signature: ____________________  Date (MM/DD/YYYY): ____________________
Department Chair Signature: ____________________  Date (MM/DD/YYYY): ____________________
(Provide comments and attach)
Action Recommended:  ☐ Retain Grade  ☐ Change Grade to: ______
Appropriate Dean Signature: ____________________  Date (MM/DD/YYYY): ____________________
Grade Change Form

Date ______________________

Last Name __________________ First Name __________________ Middle Initial __________________

Student ID __________________ Date of Birth __________________

Semester / Yr __ Class Number __ Subject __ Section __

Grade change from __________ To __________

(Do not use this form for incomplete grade change.)

State Specifically the reason(s) for your grade change for the course listed above:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Faculty Signature __________________ Date __________________

Department Chair Signature __________________ Date __________________

Appropriate Dean Signature __________________ Date __________________
**ADW Reinstatement Form**

Notice to student: You will not be allowed to withdraw after you have been reinstated.

Instructors only should acquire an ADW Reinstatement Form from the Registrar’s Office Room 135 and complete all items on the form. For each reinstated student the appropriate mid-term grade A, B, C, or D only based upon the student’s performance is to be substituted for the ADW designation.

Please print clearly.

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</tr>
<tr>
<td>Student PS ID</td>
<td>Student First Name</td>
<td>Student Last Name</td>
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<tr>
<td>Corrected Grade</td>
<td></td>
<td></td>
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<tr>
<td>Catalog</td>
<td>Section</td>
<td>Class Number</td>
</tr>
<tr>
<td>State Course requirements student has completed as a basis for reinstatement:</td>
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<tr>
<td>Faculty Signature / Date</td>
<td>Registrar Signature / Date</td>
<td>Student Signature / Date</td>
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Student must present this form to the Registrar’s Office—Room 135.

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**Instructor’s NSW Reinstatement Form**

Instructor:

1. Please complete all items on this form.
2. Once completed, the signed form should be given to the student; please inform student to report immediately to the Registrar’s Office Room 135 for re-registration.

I, the instructor, approve the reinstatement of the student indicated below - if space is available.

Please print clearly.

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</tr>
<tr>
<td>Student PS ID</td>
<td>Student First Name</td>
<td>Student Last Name</td>
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<tr>
<td>Course Name</td>
<td>Catalog</td>
<td>Section</td>
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Faculty Signature ____________________________

For Office Use Only: Operator Date
BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT NO. 508
dba CITY COLLEGES OF CHICAGO
PERMISSION/RELEASE FORM

I, (print name) ____________________________, the “PARTICIPANT, agree to participate in (name or describe activity) ____________________________, hereinafter referred to as “ACTIVITY”. In consideration for my participation in the ACTIVITY, I hereby voluntarily assume all risk of accident, injury or damage to person or property, and hereby release, acquit, and forever discharge the Board of Trustees of Community College District No. 508, County of Cook, and State of Illinois, and its employees, directors agents and assigns from any and all claims, injuries costs, losses, damages, suits, liabilities, and/or judgments, which may in any way result or arise from my participation in the ACTIVITY, unless it shall be determined that the act was caused through negligence or omission of the Board, its officers, employees or agents, on any of its subcontractors or its employees. I freely and voluntarily waive and release any and all rights and claims, demands, suits, liens, and damages against CCC, its Board, its officers, employees and agents whatsoever as a result of my participation in the ACTIVITY.

<table>
<thead>
<tr>
<th>SPONSORING COLLEGE</th>
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<tr>
<td>College</td>
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<tr>
<th>SIGNATURES</th>
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<tbody>
<tr>
<td>I fully understand the terms of this waiver and release, and I freely and voluntarily execute this document without any undue influence or coercion. I certify that I am at least 18 years of age.</td>
</tr>
</tbody>
</table>

| Name | Signature | Date |

If PARTICIPANT is under age of 18 – I certify that I am the parent or legal guardian of the PARTICIPANT named above. I grant my permission for the above named PARTICIPANT to participate in the ACTIVITY. I fully understand the terms of this waiver and release, and I freely and voluntarily execute this document without any influence or coercion.

| Name | Signature | Date |
| Relationship to Participant | Telephone | Cell |

<table>
<thead>
<tr>
<th>PERSONAL HEALTH INSURANCE INFORMATION</th>
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<tbody>
<tr>
<td>Carrier</td>
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<tr>
<th>EMERGENCY CONTACT INFORMATION</th>
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<tr>
<td>Name</td>
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<td>Name</td>
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CCC/RM-01 (rev. 5/27/10)
HARRY S TRUMAN COLLEGE  
One of the City Colleges of Chicago  

COURSE SYLLABUS  
Semester  

Course Title and Section:  list IAI number for General Education courses as applicable  

Length of Course:  
Credit Hours:  
Contact Hours:  
Class Meeting Times:  
Building / Room:  

INSTRUCTOR:  
E-MAIL:  
PHONE:  
OFFICE:  
OFFICE HOURS:  7/week for full-time faculty, 1/week per course for part-time faculty  
COURSE WEBSITE:  For Blackboard, ccc.blackboard.com (list others as appropriate)  

Truman College Mission Statement: Quote verbatim:  
Our Mission dedicates us to deliver high-quality, innovative, affordable, and accessible educational opportunities and services that prepare students for a rapidly changing and diverse global economy.  

Truman College General Education Goals:  
The syllabus needs to indicate which Truman College General Education Goals the course addresses. Cut-and-paste the appropriate goals from below:  
- The student exhibits social and ethical responsibility and is aware of her or his place in the global community.  
- The student performs effectively in the workplace and has the ability to work and make effective use of a wide variety of current technologies.  
- The student communicates effectively in both written and oral formats.  
- The student demonstrates the ability to think critically, abstractly, and logically.  
- The student gathers interprets and analyzes data.  

Course Description and Prerequisites:  The course description MUST match the description in Truman’s course catalogue. Find it at http://www.ccc.edu/menu/Pages/Academic-Catalog.aspx. Include course prerequisites.  

Required/Recommended Texts and Materials:  
Text: Include date of publication, edition, and ISBN #  
Materials:  

Note: If you are composing a Master Syllabus for IAI, as opposed to an instructor’s syllabus, make sure to indicate that the texts and materials are “recommended,” not required.  

Students Course is Expected to Serve:  Describe the student population your course will serve (transfer students, students who need preparation in a certain area, etc.).  

Course Objectives:  Course objectives drive the Student Learning Outcomes below. They should be written from the instructor’s perspective, reflecting the instructor’s thinking as to what learning activities, special assignments, projects, and/or the course content you, as the instructor, plan on introducing or emphasizing throughout the course (e.g., service learning, group work, case studies, and active learning strategies. What are your intentions
for the class?) Summarize what you want the students to learn in this class and how they will learn it. Explain the learning environment you wish to create for the students in a brief paragraph.

**Measureable Student Learning Outcomes:** Check with your department chair to see if your course has standardized SLOs; if it does, use them. If not, learning outcomes are the specific knowledge, skills, and/or competencies a student should demonstrate she/he can do or know upon successful completion of the course. It is helpful when the learning outcomes statement begins with a sentence like this one: “Upon successful completion of this course, students will be able to…” What follows should be a series of action verbs (check out Bloom’s Taxonomy at [http://www.nwlink.com/~donclark/hrd/bloom.html](http://www.nwlink.com/~donclark/hrd/bloom.html) for a list) that may include some low level skills but should focus on higher order thinking skills, competencies, and knowledge across appropriate domains (i.e., cognitive, affective, behavioral, and psychomotor). List at least three.

**Method of Instruction:** Lecture, lab, case studies, guest lecturers, etc.

**Definition / Statement of Active Pursuit of the Course:** Students who do not meet basic, instructor-defined criteria for active pursuit may receive an ADW (administrative withdrawal) at midterm. Make your criteria for active pursuit clear and specific. District and College attendance policies are listed in the college catalog and the Student Policy Manual: [http://ccc.edu/Student/files/Student_Policy_Manual_6.25.09.pdf](http://ccc.edu/Student/files/Student_Policy_Manual_6.25.09.pdf). In addition to these general policies, you should have your own specific policy on missing class, arriving late, and leaving early. In what specific ways will attendance problems affect students’ grades?

**“No Show” Policy:** If a student registered for the course before the start time of the first class period, but did not attend either of the first two classes (or the first class only for once-a-week courses), the instructor will report it on the Day 10 class lists and Registrar’s Office will remove the student from the course.

**Academic integrity:** The City Colleges of Chicago is committed to the ideals of truth and honesty. In view of this, students are expected to adhere to high standards of honesty in their academic endeavor. Plagiarism and cheating of any kind are serious violations of these standards and will result, minimally, in the grade of “F” by the instructor. Check out the Student Policy Manual, page 44, for the District’s policy on academic honesty: [http://www.ccc.edu/departments/Documents/studentpolicymanual.pdf](http://www.ccc.edu/departments/Documents/studentpolicymanual.pdf).

**Student Conduct:** City Colleges of Chicago students are expected to conduct themselves in a manner which is considerate of the rights of others and which will not impair the educational mission of the College. Misconduct for which students are subject to College Discipline (e.g. expulsion) may include the following: (1) all forms of dishonesty such as stealing, forgery, (2) obstruction or disruption of teaching, research, administration, disciplinary proceeding, (3) physical or verbal abuse, threats, intimidation, harassment, and/or other conduct that threatens or endangers the health or safety of any person, and (4) carrying or possession of weapons, ammunition or other explosives. Check out the Student Policy Manual, above, for more information.

**Disability Access Center:** Any student with a disability, including a temporary disability, is eligible for reasonable accommodations should contact the Disability Access Center located in the Larry McKeon building, room 162 as soon as possible. Instructors can only honor accommodation requests from the DAC.

**Classroom Etiquette:** Compose a specific policy on classroom behavior and policies, especially regarding mobile phones, food and drinks, entering and leaving the classroom, visitors, etc. Truman policy prohibits student guests and eating in classrooms.

**Grading:** Clearly explain your grading system as it applies to your assignments—points, percentages, etc. If this is a Master Syllabus, make sure that the grade breakdown is listed as “Recommended,” not required.

<table>
<thead>
<tr>
<th>Assignments:</th>
<th>Grade Distribution</th>
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<tbody>
<tr>
<td>Class Participation:</td>
<td>90% to 100% = A</td>
</tr>
<tr>
<td>Quizzes:</td>
<td>80% to 89% = B</td>
</tr>
<tr>
<td>Mid-Term Exam:</td>
<td>70% to 79% = C</td>
</tr>
<tr>
<td>Research Papers:</td>
<td>60% to 69% = D</td>
</tr>
<tr>
<td>Final Exam/Portfolio:</td>
<td>Below 60% = F</td>
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<tr>
<td>What the grades mean  (Use specific evaluative language to explain each grade.)</td>
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<td>--------------------------</td>
<td></td>
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<tr>
<td>A:</td>
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<td>B:</td>
<td></td>
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<td>C:</td>
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<td>D:</td>
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<td>F:</td>
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**Late Work and Make-up Assignments:** What are your policies? Will you accept late work? How late after the due date? What is the grade penalty? Be as specific as possible.

**Exit Assessment:** If your course has a standard exit assessment (final exam, portfolio, etc.), describe and clarify directions, requirements, and grading procedures.

**Topical Outline/Course Calendar:** Use either a class-by-class or week-by-week schedule that clearly indicates which topics and assignments will be covered.