

HIGHLAND COMMUNITY COLLEGE

District #519

AGENDA

Board of Trustees Meeting

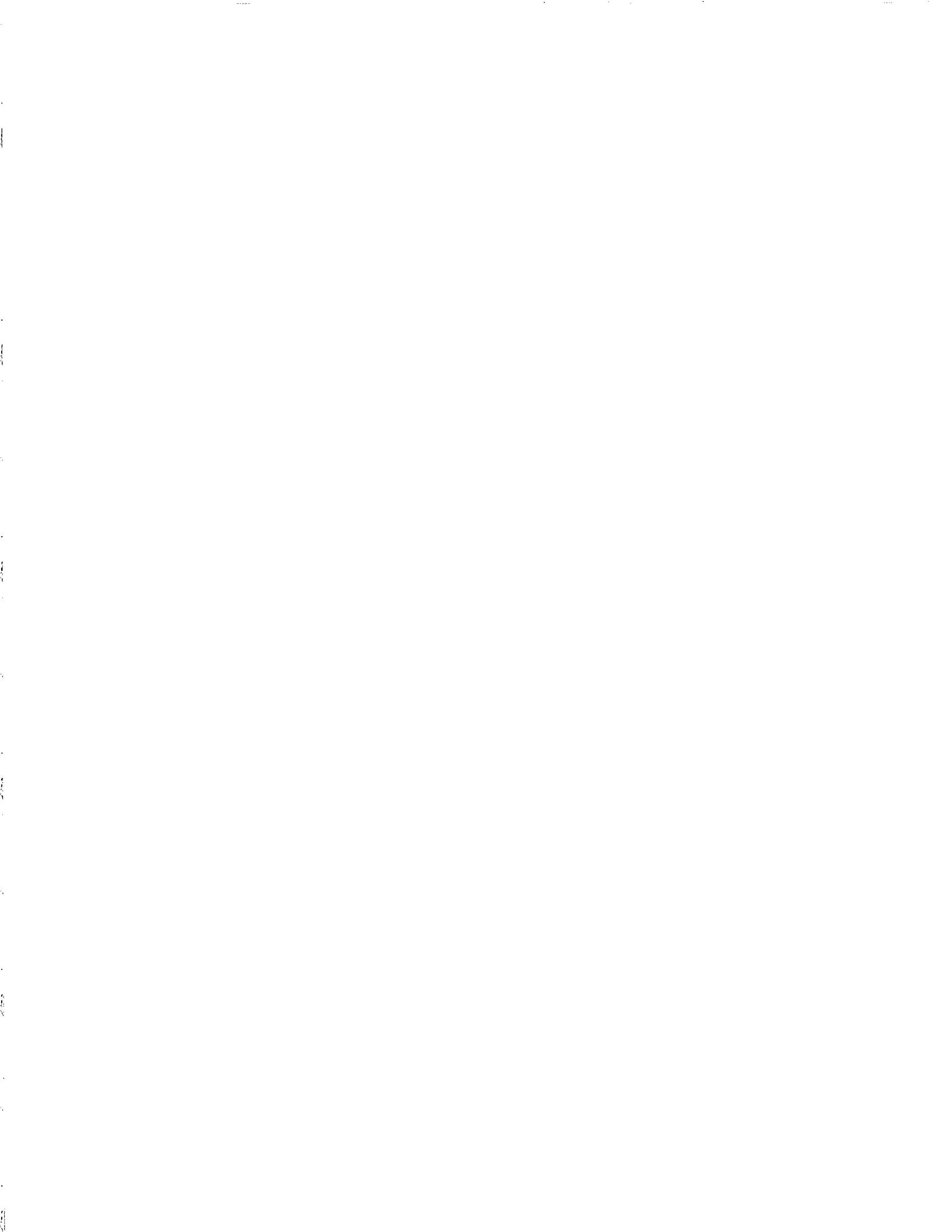
December 21, 2010 – 4:00 p.m.

Robert J. Rimington Board Room (H-228)

Highland Community College Student/Conference Center

Freeport, Illinois

- I. Call to Order/Roll Call
- II. Moment of Silence in Honor of Former Trustee Bob Urish
- III. Approval of Agenda
- IV. Approval of Minutes: November 16, 2010
- V. Public Comments
- VI. Introductions
- VII. Foundation Report
- VIII. Consent Items (None)
- IX. Main Motions
 - A. Academic
 1. New Degree: Equine Science Associate of Applied Science (Page 1)
 - B. Administration
 1. Submission of Revised Facility Master Plan for New Greenhouse (Page 13)
 2. First Reading: Policy Manual Chapter III – Student (Page 15)
 3. First Reading: Revised Policy – Evaluation of Instruction (Page 52)
 4. First Reading: Revised Policy – Grades (Page 58)
 - C. Personnel
 1. Revised Job Descriptions: Nursing/Allied Health Programs Coordinator and Learning Specialist, Coordinator of Training, Coordinator of Instructional Technology, and Coordinator of Accounting (Page 60)
 2. Appointment: Chemistry Instructor (Page 70)
 - D. Financial
 1. Payment of Bills and Agency Fund Report (Page 71)



X. Reports

- A. Treasurer's Report: Statements of Revenue, Expenditures and Changes in the Fund Balance (Page 73)
- B. Bookstore and Textbook Rental
- C. Student Trustee
- D. ICCTA Representative
- E. Administration

XI. Old Business

XII. CLOSED SESSION

- A. Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees
- B. Collective Negotiating Matters Between the Public Body and its Employees or Their Representatives
- C. Semi-annual Review of All Closed Session Minutes and Tapes

XIII. ACTION, IF NECESSARY

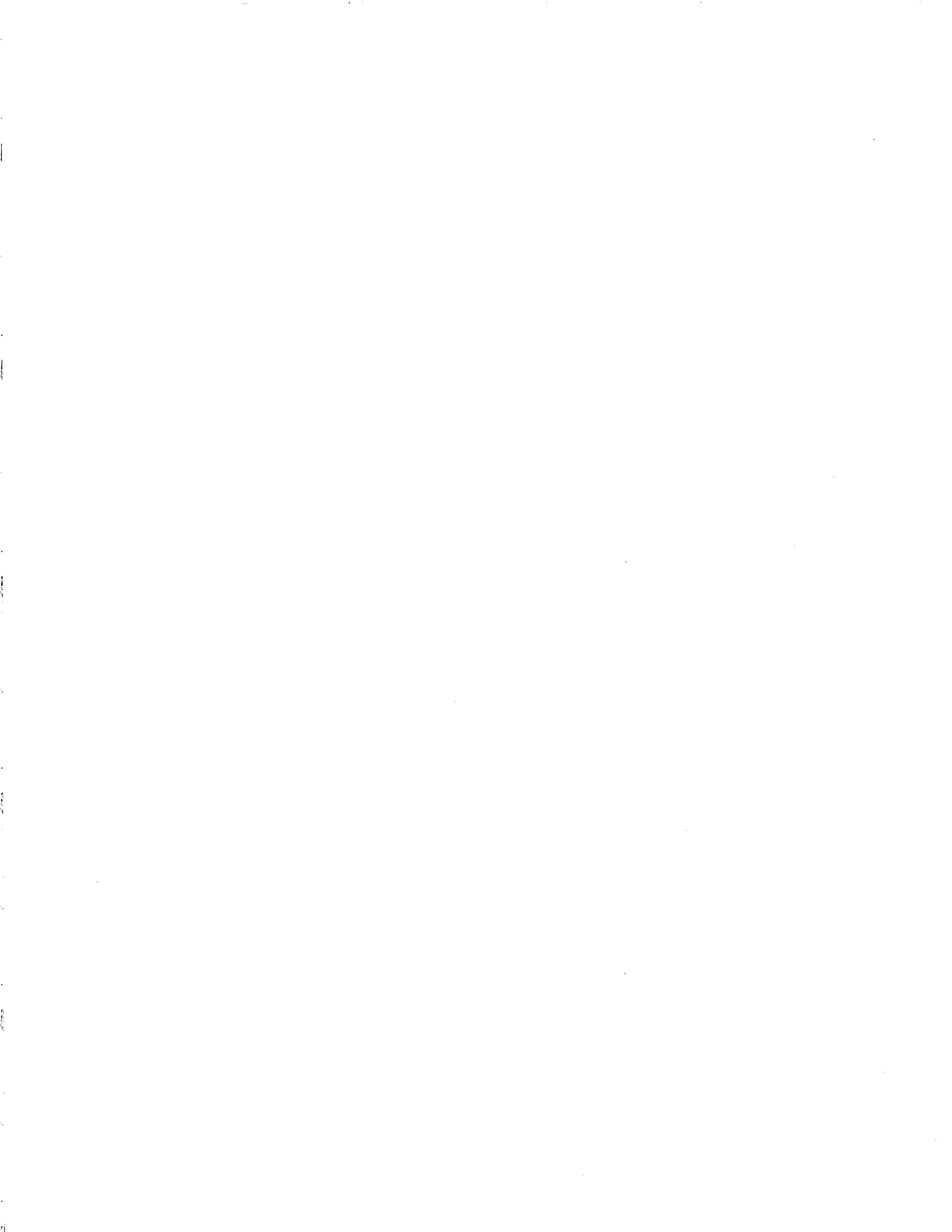
- A. Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees
- B. Collective Negotiating Matters Between the Public Body and its Employees or Their Representatives
- C. Semi-annual Review of All Closed Session Minutes and Tapes

XIV. New Business

XV. Dates of Importance

- A. Opening Days activities – January 6 & 7, 2011 (remarks by President and Board Chair on January 6; Service and Excellence awards will be presented on January 7)
- B. Next Regular Board Meeting – January 18, 2011 at 4:00 p.m. in the Robert J. Rimington Board Room (H-228) in the Highland Community College Student/Conference Center
- C. ACCT National Legislative Summit – February 13 – 16, 2011 in Washington, DC
- D. Freeport Area Chamber of Commerce Business After Hours – February 17, 2011 beginning at 5:00 p.m. in the new Nursing Wing – hosted by Highland
- E. Freeport Area Chamber of Commerce Rise 'n Shine Breakfast – March 2, 2011 at 7:30 a.m. in the Wind Turbine Technician Training Center – hosted by Highland
- F. Next Quarterly Board Retreat – March 2, 2011 at 8:30 a.m. in room H-206 in the Highland Community College Student/Conference Center

XVI. Adjournment



**AGENDA ITEM #IX-A-1
DECEMBER 21, 2010
HIGHLAND COMMUNITY COLLEGE BOARD**

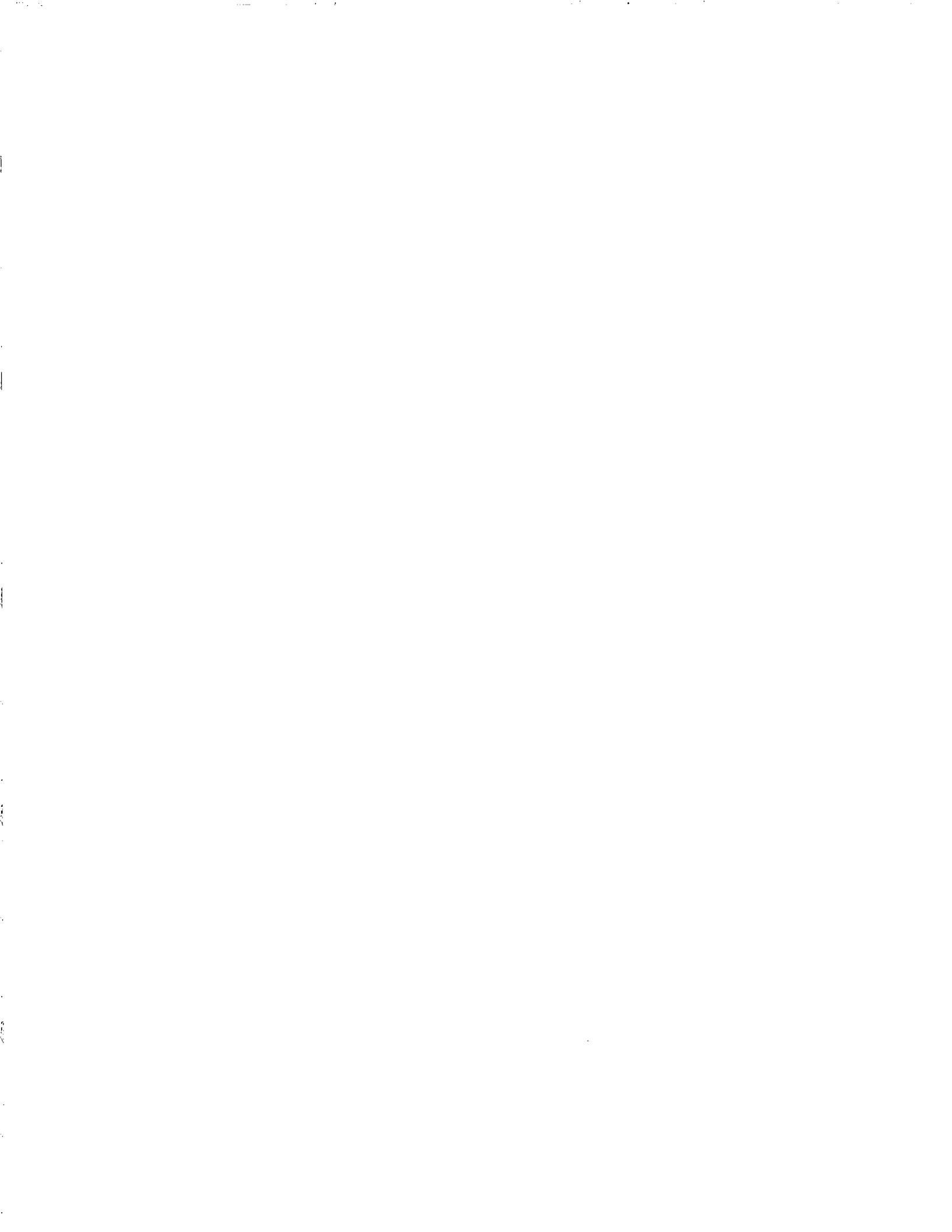
**NEW DEGREE
EQUINE SCIENCE ASSOCIATE OF APPLIED SCIENCE**

RECOMMENDATION OF THE PRESIDENT: That the Board of Trustees approve a new Equine Science Associate of Applied Science Degree.

BACKGROUND: The purpose of this program is to fulfill the increasing need for a broadly educated horse person with essential skills in fundamental horse handling, instruction and management in the horse history. The emphasis is to combine a broad education with some related specific certificates, which will include plenty of live applications of skills and concepts learned. The program provides a possibility to achieve an Associate Degree of Applied Science and certification as an equine facility manager. This degree's emphasis will lead graduates to equine careers in equine facility management, i.e. general management with stable management and riding instruction included.

The uniqueness of this program lies in its extensive design in providing a workforce for the local shortage, overall education and the nationwide need in general.

BOARD ACTION: _____



Form 20
(November 2003)

Illinois Community College Board

**APPLICATION FOR PERMANENT APPROVAL
OF AN OCCUPATIONAL CURRICULUM**
Submit THREE Complete Copies

| | | | |
|-----------------------|------------------------------------|-------------------------------|---------------------|
| COLLEGE NAME | <u>Highland Community College</u> | 5-DIGIT COLLEGE NUMBER | <u>51901</u> |
| CONTACT PERSON | <u>Scott R. Anderson</u> | | |
| PHONE | <u>815-599-3604</u> | FAX | <u>815-599-3625</u> |
| EMAIL | <u>scott.anderson@highland.edu</u> | | |

CURRICULUM INFORMATION

AAS:

| | | | | | |
|--------------|-----------------------|---------------------|-----------|-----------------|-------|
| TITLE | <u>Equine Science</u> | CREDIT HOURS | <u>65</u> | CIP CODE | _____ |
|--------------|-----------------------|---------------------|-----------|-----------------|-------|

CERTIFICATE

| | | | | | |
|--------------|-------|---------------------|-------|-----------------|-------|
| TITLE | _____ | CREDIT HOURS | _____ | CIP CODE | _____ |
|--------------|-------|---------------------|-------|-----------------|-------|

PROPOSED CLASSIFICATION: District _____ Regional _____ Statewide

PROPOSED IMPLEMENTATION DATE: August 2011

| | |
|-------------------------------------|--|
| SUBMISSION INCLUDES: | |
| <input checked="" type="checkbox"/> | Part A: Feasibility Analysis |
| <input checked="" type="checkbox"/> | Part B: Curriculum Quality and Cost Analysis. Also, complete the following when submitting Part B: |
| | This curriculum was approved by the college Board of Trustees on: _____ Date |
| | State approval is hereby requested: <i>Required -</i> _____ Chief Administrative Officer Signature Date |

| | |
|----------------------------------|-----------------------------|
| ICCB USE ONLY: | |
| ICCB APPROVAL DATE: | 7 – 29 cr hrs |
| AAS _____ | Cert. _____ 30+ Cert. _____ |
| IBHE APPROVAL DATE FOR AAS _____ | |

**OCCUPATIONAL CURRICULUM APPROVAL APPLICATION
PART A: FEASIBILITY ANALYSIS**

1. CURRICULUM DESCRIPTION.

- a. This program is created to fulfill the increasing need for a broad educated horse person with essential skills in fundamental horse handling, instruction and management in the horse industry. The emphasis is to combine a broad education with some related specific certificates that include plenty of live applications of skills and concepts learned.

- b. The program provides the possibility to achieve an Associate Degree of Applied Science and receive the title of an Equine Facility Manager. This degree's emphasis leads the graduates to equine careers in equine facility management, i.e. general management with stable management and riding instruction included.

Non-2 year degree seeking students can obtain certificates in General Equine Science, Stable Management, Riding Instruction or Equine Massage Therapy which will allow them to begin an entry level career as a Stable Manger, Riding Instructor or Equine Massage Therapist.

- c. The target population would mainly be for those wishing to enter a career in the Equine field. However, there are many current employees and horse and equine facility owners with limited training that may find it beneficial to gain further knowledge and experience by completing the AAS degree and become an Equine Facility Manager or to complete a certificate to begin an educated career as a Stable Manager, Riding Instructor or Equine Massage Therapist. The certificate in General Equine Science is furthermore designed for those who cannot complete 2 years of study but still want a valued beginning to an AAS degree or just a general insight and competence in the horse industry.

- d. The uniqueness of this program is that it is an extensive design to provide workers for the local shortage and for the overall education needed; also for the nationwide need in general. When designing this program we have had input from highly qualified equine businesses in the area as well as educated and experienced individuals in the horse field. This input has been obtained by conducting a survey followed by deep interviews as well as thorough discussions with designated

individuals. One field of interest is also that this education will fit well as a way to continue the basic education in the equine field obtained by members of 4-H clubs in their earlier age.

- e. The Equine Program is related to courses in General Education which are included in the proposed AAS degree and in the proposed certificates. The General Education in the AAS degree consists of 7 courses with a total of 20 credits. The curriculum includes computer skills, communication, finance and bookkeeping, math, marketing and general management. The General Education in the certificates consists of 2 courses, Management Communication and Introduction to Information Systems, with a total of 6 credits. The certificate in General Equine Studies, which consists of 23 credits, is furthermore the basic education for the rest of the certificates in Riding Instruction with a total of 35 credits, Stable Management with a total of 32 credits and Equine Massage Therapist with a total of 31 credits. The Equine program also includes essential Workplace Experience as in other existing curricula at the college, the AAS degree has 4 credits (300 hours) and the Certificates have 2 credits (150 hours).

2. LABOR MARKET NEED

a. **Supply-Demand Data.**

The national projection data regarding Animal care and service workers from the National Employment Matrix that can support our Equine Program shows a growth of employment of 21% over the period of 2008-2018 which is much faster than the average. The same source shows 6% increase in the data regarding farmer and rancher managers. The projection data of employment regarding Animal trainers in Illinois shows a growth of 14% over the period 2006-2016.

b. **Alternative Documentation.**

The market that we intend to serve with our Equine Program was surveyed to provide us with the job outlook data in the area of Northwest Illinois, Northwest Iowa and Southwest Wisconsin. In February 2010 we sent 97 surveys, received 6% as "no recipient" and 18% answers. We asked about different Job Titles/Occupations in order to understand what there was an interest and need for now and in the near future and also how the possibilities were in hiring someone out of the different occupations. The result of the survey showed that 94% had an interest and need for an education in Stable Management, 53% in Riding Instruction and 47% in Equine Massage Therapy. There was also a broad interest for a broad educated horse person in general in order to fill specialist positions such as Stable Assistant, Stall Cleaner/Keeper and Horse Care/Equine Manager (82%). The need to hire someone was expressed in the range of 18%-29% of the answers. 94% wanted the college to offer an AAS degree and 71% wanted the degree portioned with 75% equine and 25% general education.

c. **Need Summary.**

The college surveyed the area equine facilities. The survey was used to determine needs and interest in related to a proposed Equine program. Well over one-third of the facilities responded. The dean and/or the lead instructor conducted site visits of over a dozen local facilities to confirm the findings of our survey and determine a commitment level to assisting in the promotion of our program. The survey gave us a clear vision of the concerns and needs of area equine facilities. The AAS degree and related certificates were designed to match local needs.

d. **Planning and Collaboration.**

During our site visits we were able to not only confirm commitment and interest in the proposed program, we gained insight into the specific needs of a variety of facilities ranging from a dozen horses to several dozen horses valued in the millions. Each facility has shown an interest in promoting our program. This promotion would include, but not

be limited to; sending their staff to our program for training, the use of their facility for coursework or site visits, internship, to be a part-time instructor or guest speaker. There was also discussion regarding hosting events and student organizations.

Program Manual
March 2004

3. **ENROLLMENT DATA.** Project enrollments and completions on Chart B: Enrollment.

CHART A: LABOR MARKET NEED. Summarize key findings from labor market data (including alternate data if appropriate) to document need for the proposed program.

| <u>SOC Job Titles & Codes</u> (and other job titles if alternate data also submitted) | Employment Projections | |
|--|-----------------------------------|-------------------------------------|
| | Statewide 2008 – 2010 openings | Annual Program Completers - 2013 |
| Stable Management | 94% from local survey | 4 |
| Riding Instructor | 57% from local survey | 2 |
| Massage Therapist | 47% from local survey | 2 |

Note: Data summarized in Chart A should directly correspond to data appended for 2a and 2b.

*SOC (Standard Occupational Classification) Job titles/codes & AAJO (Average Annual Job Openings) by Community College district can be found through the IDES (Illinois Department of Employment Security) website at www.il.workinfo.com.

**Program completer data can be used from the most current ICCB data and Characteristics Report or completer data provided by the college.

CHART B: ENROLLMENT: Project enrollments and completions:

| | First Year | Second year | Third Year |
|------------------------|------------|-------------|------------|
| Full-Time Enrollments: | 8 | 8 | 12 |
| Part-time Enrollments: | 8 | 16 | 24 |

Occupational curriculum Approved Application Part B: Curriculum Quality and Cost Analysis

1. Occupational Curriculum Application Cover Sheet:

- a. A cover sheet with the necessary signatures has been attached to Part "A" with this document.
- b. Information in Part "A" is still accurate and pertinent.

2. Curriculum Information:

- a. Curriculum: see Chart "C" attached
- b. Articulation: There is no articulation agreement between Highland Community College and any secondary or post secondary entity. There are no secondary Equine programs in the region at this time. Highland Community College will be receptive to future discussions regards any type of articulation/Dual Credit agreements in the future.
- c. Course syllabi attached
- d. Work-Based learning sites:

Name: Bell Oaks Farm
Location: 1374 Harlem Center Rd.
Contact: Klaus Biesenthal, 815-235-4031

Name: Country View Equestrian Center
Location: 2192 Clarno Rd, Monroe, WI 53566
Contact: Brandi Widmer or Crimson Pulver, 608-329-5711

Name: Galena Riverview Equestrian Center
Location: 2689 S. River Road, Galena, IL 61036
Contact: Brad or Robin Hall, 815-777-2034

Name: Haywire Farms
Location: 4543 W Longhollow Rd, Galena, IL 61036
Contact: Joseph de Parasis, 815-777-0261

Name: Oak Creek Stable
Location: 1744 S Woodbine Rd, Elizabeth, IL 61028
Contact: Sherryl Dombeck, 815-858-9633

Name: Oak Ridge Arabians
Location: 3010 S Voss Rd, Freeport, IL 61032
Contact: Erin Shaw, 815-232-8500

- e. Equipment: This is a unique situation in which the college will only be using equipment provided by the rental facility on an "as needed basis, per student" so there are no overhead cost for equipment or building.

3. Education and Skills Requirements:

- a. Employer input: The general consensus from our potential employers centers on the need for a person with a diverse set of Equine related skills through practical application backed by some common basic academic skills. There will be a significant amount of classroom delivery, but in many cases the course will be held in part on-site to provide the student with as much direct contact with the equine environment. The academic skills will center on our core communications, math and computer application type course and be rounded out by business-related content.

4. Assessment of Student Learning:

- a. Learning Outcomes are listed on each syllabi—see attached syllabi
- b. Assessment of Student Learning Outcomes—see attached syllabi
- c. Program Improvement: The College has multiple processes established to ensure program improvement. We are an accredited and AQIP approved college. We have regular program reviews through ICCB and regularly assess General Education Outcomes.

5. Faculty:

- a. Faculty Qualification: see attached Chart "D"
- b. Faculty Needs: see Chart "D2"
In general this program will be launched with the use of part time instructors only. Upon the establishment of the program and growth in headcount we would expect to hire a full-time instructor to teach and oversee the program.

6. Academic Control:

- a. Contractual/Cooperative agreements: At this time there are no agreements with outside agencies.
- b. Academic Control: The Equine program would fall under the college's heading of all the other CTE programs thus have the same type of established controls.

7. Cost Data:

- a. Source Funds: 34% of the courses within the program from existing courses taught at the college and would not require additional staff. The remaining courses fall under the heading of Equine which would then be taught by part time instructors to maintain the cost do to the smaller class sizes. Since the facilities and equipment needed to offer equine course in the proper environment will be rented on as "as needed basis, per student" the college will have zero exposure in this area. The rental fees will be directly covered by established course fees to match those expenses. Other than instructor cost the college will only need to provide a minimum amount to cover some instructional materials and travel costs.
- b. Finance: see Chart "E"

CHART C: CURRICULUM. List courses within the proposed program and *asterisk new courses*.

| | <i>Course Prefix/#</i> | <i>Course Title</i> | <i>Asterick New Courses</i> | <i>Credit Hours</i> | <i>Lecture Contact Hours</i> | <i>Lab Contact Hours</i> |
|---|----------------------------|--|-------------------------------------|-------------------------|--------------------------------------|----------------------------------|
| General Education Courses (<i>required coursework</i>) | BUSN 141 | Business Communication (ENGL 121 or COMM 101) | | 3 | 3 | 0 |
| | INFT 180 | Intro to Information Systems | | 3 | 3 | 0 |
| | ACCT 120 | Intro to Quickbooks | | 2 | 2 | 0 |
| | BUSN 124 | Intro to Small Business | | 3 | 3 | 0 |
| | BUSN 125 | Math of Business | | 3 | 3 | 0 |
| | BUSN 246 | Principles of Marketing | | 3 | 3 | 0 |
| | BUSN 249 | Principles of Management | | 3 | 3 | 0 |
| Total | | | | 20 | 20 | 0 |
| Career and Technical Education Courses (<i>required coursework</i>) | EQUI 101 | Equine Business | * | 3 | 3 | 0 |
| | EQUI 103 | Equine Evaluation | * | 2 | 2 | 0 |
| | EQUI 105 | Equine Facilities | * | 3 | 2 | 2 |
| | EQUI 107 | Equine Healthcare I | * | 2 | 1 | 2 |
| | EQUI 109 | Equine Healthcare II | * | 2 | 1 | 2 |
| | EQUI 115 | Equine Nutrition | * | 3 | 3 | 0 |
| | EQUI 117 | Equine Physiology | * | 3 | 3 | 0 |
| | EQUI 123 | Horse Handler Exercise | * | 1 | .5 | 1 |
| | EQUI 125 | Horse Handler First Aid | * | 1 | .5 | 1 |
| | EQUI 127 | Horse Handling I | * | 2 | 1 | 2 |
| | EQUI 129 | Horse Handling II | * | 2 | 1 | 2 |
| | EQUI 131 | Horse Shoeing | * | 1 | .5 | 1 |
| | EQUI 133 | Horse Training I | * | 2 | 1 | 2 |
| | EQUI 135 | Horse Training II | * | 2 | 1 | 2 |
| | EQUI 137 | Riding I | * | 2 | 1 | 2 |
| | EQUI 139 | Riding II | * | 2 | 1 | 2 |
| EQUI 141 | Riding Instruction I | * | 2 | 1 | 2 | |

| | | | | | | |
|-----------------------------|----------|---------------------------------------|---|-----------|-------------|-----------|
| | EQUI 143 | Riding Instruction II | * | 2 | 1 | 2 |
| | EQUI 145 | Stable Management I | * | 2 | 2 | 0 |
| | EQUI 147 | Stable Management II | * | 2 | 1 | 2 |
| Total | | | | 41 | 27.5 | 27 |
| Work-based Learning Courses | OCED 290 | Workplace Experience/Equine-Beginning | | 2 | 2 | 0 |
| | OCED 290 | Workplace Experience/Equine-Advanced | | 2 | 2 | 0 |
| Total | | | | 4 | 4 | 0 |
| Total | | | | 65 | | |
| | | | | | | |

CHART D1: FACULTY QUALIFICATIONS. Cite the minimum qualifications for new and existing faculty.

| Degree | Field | Years of Related Occupational Experience | Years of Teaching Experience |
|--|--------|--|------------------------------|
| No specific degree required- certifications and related Equine experience are sufficient | Equine | 5 | 2 preferred |

CHART D2: FACULTY NEEDS: Cite the number of faculty. Including new and existing faculty, that the program will need for each of the first three years, noting if they will serve as full-time faculty or part-time.

| | First Year | | Second Year | | Third Year | |
|-----------------------|------------|-----------|-------------|-----------|------------|-----------|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time |
| # of New Faculty | | 4 | | 4 | | 4 |
| # of Existing Faculty | | 3 | | 3 | | 3 |

CHART E: FINANCE: Identify projected new direct costs to establish the program.

| | First Year | Second year | Third Year |
|--|---|-----------------|-----------------|
| Faculty Costs | 25,000 | 25,000 | 30,000 |
| Administrator Costs | | | |
| Other Personnel Costs (specify positions) | | | |
| Equipment Costs | 1,000 | 1,000 | 1,000 |
| Library/LRC Costs | | | |
| Facility Costs* | | | |
| Other (specify) | Rental costs: max of \$23,000 is assumed for full classes. This is a pay as you go, per head rental agreement | | |
| TOTAL NEW COSTS | \$49,000 | \$49,000 | \$31,000 |

* Items to be funded by partners.



**AGENDA ITEM #IX-B-1
DECEMBER 21, 2010
HIGHLAND COMMUNITY COLLEGE BOARD**

**SUBMISSION OF REVISED FACILITY MASTER PLAN
FOR NEW GREENHOUSE**

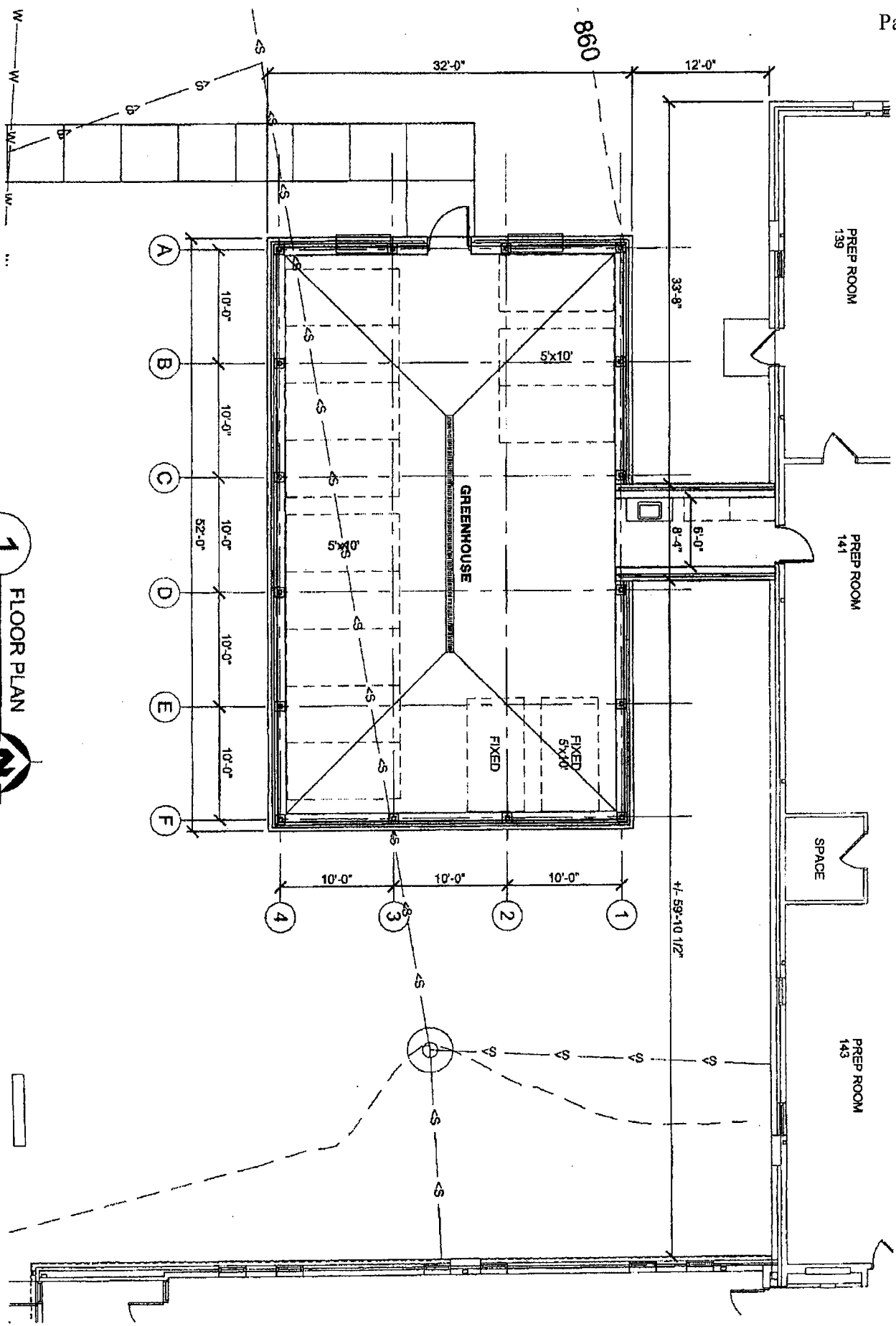
RECOMMENDATION OF THE PRESIDENT: That the Board of Trustees approve the submission to the Illinois Community College Board of an update to the Facility Master Plan to reflect the plans for the construction of a greenhouse.

BACKGROUND: Due to the deterioration of the current greenhouse, its limited space and functionality, and the fact that it is not accessible by today's ADA standards, the College Council collectively deemed it a priority to replace the current greenhouse structure with one of larger size, higher efficiency, and much improved accessibility. This update to the Facility Master Plan will show the size and location of the proposed greenhouse.

ICCB requires that we update our Facility Master Plan to include a proposed addition of facilities as part of our Recognition Report.

BOARD ACTION: _____

BUILDING "N"



1 FLOOR PLAN
SCALE: 1/8"=1'-0"



OPTION

| | | | |
|--|---|---|--|
| PROJECT INFORMATION Date: October 27, 2010 Rev. Date: Rev. Date: Rev. Date: RLLA Proj: 2010 075 | SHEET IDENTIFICATION FLOOR PLAN | Richard L. Johnson Associates, Inc. Architects & Interior Designers 4203 Charles Street, Springfield, IL 61108 618296-1311 618296-1289 Fax www.rlja.com <small>© Richard L. Johnson Associates, Inc. 2010</small> | NEW GREENHOUSE AT BUILDING "N" FOR HIGHLAND COMMUNITY COLLEGE FREEPORT, ILLINOIS |
| | 1 2 3 4 | | |
| | 5 6 7 8 | | |
| | 9 10 11 12 | | |

**AGENDA ITEM #IX-B-2
DECEMBER 21, 2010
HIGHLAND COMMUNITY COLLEGE BOARD**

**FIRST READING
POLICY MANUAL CHAPTER III – STUDENT**

RECOMMENDATION OF THE PRESIDENT: That the Board of Trustees approve for first reading the attached new and revised policies in Chapter III of the Policy Manual and reaffirm for first reading the unchanged policies in Chapter III of the Policy Manual.

BACKGROUND: The list of attached policies incorporates minor changes in words, titles, or clarification. The policies are being reaffirmed or revised as part of the regular cycle of general updating and review of the Board Policy Manual. Reaffirmation of or revisions to policies in this chapter of the Policy Manual have been discussed and approved by the Policy Committee, which is made up of representatives from across the College. Revisions to the Chapter were formulated by the Policy Committee and by the individual(s) in charge of each functional area of the College.

Language which is to be deleted from a policy has been lined through. Language which is to be added to a policy is underlined. Keep in mind that all policy titles in the manual are underlined. The following list includes each changed policy along with a description of the change:

| <u>Policy #</u> | <u>Change</u> |
|------------------------|--|
| 3.05 | <u>Grades</u> – Update job title. Reaffirmed. (Additional changes also made through approval of Faculty Contact in November 2010) |
| 3.06 | <u>Repeating Courses</u> – Update job title. Reaffirmed. |
| 3.10 | <u>Financial Aid</u> – Delete the last sentence in Section 4 to be consistent with actual practice. Revised. |
| 3.115 | <u>Student Code of Conduct</u> – Capitalize “Federal” and “State.” Reaffirmed. |
| 3.12 | <u>Campus Speakers</u> – Minor word change. Revised. |
| 3.16 | <u>Student Organizations</u> – Update job title. Reaffirmed. |
| 3.20 | <u>Food—Use of in Highland Community College Facilities</u> – Changed wording to expand on eating areas. Revised. |
| 3.22 | <u>Drugs—Possession, Use, Sale or Exchange of in Highland Community College Facilities</u> – Changed wording to include prescription drugs. Revised. |
| 3.23 | <u>Substance Abuse assistance—Information</u> – Update job title. Reaffirmed. |

All other policies within Chapter III remain unchanged, with Board reaffirmation recommended.

BOARD ACTION: _____

CHAPTER III

STUDENT

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| 3.001 | Student Responsibility for Admission and Registration |
| 3.01 | Waiver of Requirements |
| 3.02 | Graduation Requirements |
| 3.021 | Student Responsibility for Graduation |
| 3.03 | Attendance |
| 3.035 | Attendance—Volunteer Emergency Worker |
| 3.04 | Scholastic Requirements |
| 3.041 | Evaluation |
| 3.05 | Grades |
| 3.051 | Academic Grievance |
| 3.052 | Grade Reports |
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| 3.06 | Repeating Courses |
| 3.07 | Withdrawals |
| 3.08 | Transfer of Credits |
| 3.09 | Student Records |
| 3.10 | Financial Aid "Standards of Satisfactory Academic Progress" |
| 3.11 | Student Activities |
| 3.115 | Student Code of Conduct |
| 3.12 | Campus Speakers |
| 3.13 | Student Assembly and Dissent |
| 3.14 | Student Government |
| 3.15 | Political Activity |
| 3.16 | Student Organizations |
| 3.17 | Official Student Publications |
| 3.18 | Student Disciplinary Regulations |
| 3.20 | Food—Use of in Highland Community College Facilities |
| 3.21 | Intoxicants—Use of in Highland Community College Facilities |
| 3.22 | Drugs—Possession, Use, Sale or Exchange of in Highland Community College Facilities |
| 3.23 | Substance Abuse Assistance—Information |
| 3.24 | Sexual and Other Harassment |
| 3.25 | Non-Violence |

| 3.00 Admissions Requirement (Reaffirmed ~~9/20/05~~)

The Board of Trustees shall adopt regulations for the admission of students. If space is not available for all students applying, the College shall give preference to students residing in District 519.

| 3.001 Student Responsibility for Admission and Registration (Revised 9/20/05 Reaffirmed)

The responsibility for proper registration each semester rests entirely with the student. All students are expected to register for each semester on the dates established on the College calendar and are not admitted to class until they are properly registered.

| 3.01 Waiver of Requirements (Reaffirmed ~~9/20/05~~)

A student may request waiver of admission, academic, or graduation requirements as found in the current College catalog.

| 3.02 Graduation Requirements (Reaffirmed 9/20/05)

Highland Community College shall establish graduation requirements for Certificates and Associate Degree Programs.

| 3.021 Student Responsibility for Graduation (Reaffirmed-9/20/05)

All students are responsible for satisfying graduation and/or program requirements within their individual curricula at Highland Community College. A student will be allowed to graduate if the student meets the College and program requirements as outlined in the College catalog under which the student matriculated or any Highland Community College catalog in effect during enrollment.

| 3.03 Attendance (Revised 9/20/05 Reaffirmed)

Classroom attendance is the responsibility of the student. See Student Code of Conduct located in the College catalog for attendance information.

| 3.035 Attendance–Volunteer Emergency Worker (Adopted 12/19/06 Reaffirmed)

The Volunteer Emergency Worker Job Protection Act and the Volunteer Fire Protection Association Act as amended provides that no public university or community college's attendance policy or the attendance policy of a faculty member thereof may in any way penalize a student who is a volunteer emergency worker or volunteer fire protection association member for absence from class caused by the performance of his or her duties as a volunteer.

“Volunteer Emergency Worker” means a volunteer emergency worker as defined in the Volunteer Emergency Worker Job Protection Act. Highland Community College shall have the right to initiate disciplinary action against a student as described in the College Catalog for misuse of this policy.

| 3.04 Scholastic Requirements (Reaffirmed-9/20/05)

Minimum scholastic requirements are established by the College and are listed in the College catalog. Failure of the student to meet these requirements as listed in the College catalog, may result in academic probation or academic suspension.

| 3.041 Evaluation (Reaffirmed-9/20/05)

Evaluation is considered part of the total requirement for each college credit course according to course syllabi.

| 3.05 Grades (Revised/Reaffirmed 9/20/05)

The determining of grades for student class progress and achievement is the sole responsibility of the individual instructor. No person, other than the instructor, shall be allowed to give or change a grade.

An academic complaint process exists (see College Catalog "Other Student Academic Complaints").

| When a request is made for a review of a grade originally given by an instructor no longer employed by the College, the Vice President of Academic and Student Services and Dean shall determine if any change is merited.

| 3.051 Academic Grievance (Revised 9/20/05 Reaffirmed)

In the event of a student academic grievance, excluding disciplinary cases, the student has the right to request a formal hearing according to established procedure as outlined in the College Catalog under “Other Student Academic Complaints.”

| 3.052 Grade Reports (Revised 9/20/05 Reaffirmed)

Verified grade reports of students' progress, attested to by the instructor, shall be made twice each semester, at midterm and the semester conclusion. The midterm report shall be based on the record of scholarship to that date, and will not be a permanent grade of record.

| 3.053 Grade Point System (Revised 9/20/05 Reaffirmed)

| | | |
|---|----------------------|----------------|
| A | Excellent | 4 grade points |
| B | Good | 3 grade points |
| C | Average | 2 grade points |
| D | Minimum Passing | 1 grade points |
| F | Failure | 0 grade points |
| S | Satisfactory | 0 grade points |
| P | Passing | 0 grade points |
| R | Needs to be Repeated | 0 grade points |
| U | Unsatisfactory | 0 grade points |
| I | Incomplete | 0 grade points |
| W | Withdrew | 0 grade points |

S, U, I, P, R, and W grades will not be used in computing grade point averages.

3.06 Repeating Courses (~~Revised~~ Reaffirmed 9/20/05)

A student is permitted to repeat a course for which a grade of A, B, C or S previously has been earned only with formal permission of the ~~Dean of Enrollment Services~~ Director of Enrollment and Records. However, the College reserves the right to delay or deny a student's repetition of courses or programs which have limited enrollment.

When a student repeats a course, the last grade becomes the grade of record, and any preceding grades will be disregarded in computation of the cumulative grade point average at Highland Community College.

| 3.07 Withdrawals (~~Revised 9/20/05~~Reaffirmed)

Students shall be able to withdraw from a course according to procedures in the College catalog.

| 3.08 Transfer of Credits (Reaffirmed-9/20/05)

A student enrolled in curricula designed to transfer to four-year colleges and universities bears the responsibility to be aware of the requirements of the institution to which the student intends to transfer.

| 3.09 Student Records (Revised 6/20/06 Reaffirmed)

The Gramm-Leach-Bliley (GLB) Act (effective 2003) requires colleges to ensure the security and confidentiality of student records. Highland Community College complies with this law by following the guidelines of the Family Educational Rights and Privacy Act (FERPA) and subsequent regulations thereto.

The College considers the student's name, address, telephone, e-mail address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended to be directory information and therefore available for dissemination, unless the College is instructed otherwise in writing at the time of registration. The address and phone contact number provided by the student is considered the address and telephone listing information available for dissemination.

3.10 Financial Aid (Revised 7/20/10)

Any individual who has been admitted to Highland Community College or who is currently enrolled at Highland Community College in an eligible degree or certificate program is eligible to apply for student financial assistance. Students not demonstrating satisfactory progress toward their degree or certificate fail to continue eligibility.

"Standards of Satisfactory Academic Progress" (Revised Fall 2000)

As it pertains to students receiving Financial Aid at Highland Community College, this policy ensures that all students meet the federal, state, and local financial aid program requirements for eligibility (Title 34, Section 668.16, U.S. Department of Education Federal Regulations).

The Satisfactory Academic Progress Policy of Highland Community College consists of

- A maximum time frame requirement
- A completion requirement
- A minimum grade point average requirement

1. **Grade Point Average Requirement**

In order to receive Federal, State, and/or Highland Community College Foundation financial aid funds, a student must remain in good academic standing. The Highland College minimum standards are:

1.75 after attempting 12 credit hours

2.00 after attempting 24 credit hours

Only grades earned at HCC are counted in this requirement. Grades are calculated for all eligible courses, not just college level courses. The GPA requirement evaluates the student's entire academic career at HCC. A student placed on academic probation will also be placed on Financial Aid Probation. A student remaining on academic probation and not showing academic improvement will be placed on Financial Aid Termination.

2. **Definitions**

Financial Aid Probation - When a student fails to meet the minimum standards of one of the requirements (completion or grade point average), the student is placed on Financial Aid Probation. A student may stay on Financial Aid Probation for one semester.

Financial Aid Termination - A student is ineligible for any type of educational benefits while on Financial Aid Termination. The student may appeal the Termination status (see Student Appeal Procedure). A student is placed on Financial Aid

Termination status upon two successive semesters of Financial Aid Probation or AFTER ANY SEMESTER for a reason specifically described in the requirements (time frame, completion, GPA). A student placed on Financial Aid Termination will not be eligible for financial aid for the next semester of enrollment.

Grades - Successful completion includes only grades of A, B, C, D, P, R or S. Grades considered to be unsuccessful are F, I, W and U.

A grade of I, Incomplete counts as enrolled hours but does not count as successfully completed hours until the "I" is changed to an A, B, C, D, P, R or S.

Withdrawals after the no-record drop date count as enrolled hours but do not count as successfully completed credit hours.

Repetition of a course, which has been successfully completed, only counts as enrolled hours when and if the course is designed to be repeated or the repetition is required for graduation.

Developmental courses count as enrolled hours if they are deemed necessary for successful completion of a program.

3. **Maximum Time Frame Requirement (150% Rule)**

The maximum time frame students have to complete a degree from the time they enter college shall be no longer than 150% of the credit hours required for the completion of the degree or certificate. All semesters of enrollment at HCC will be considered, even if financial aid was not received during a particular semester. (Example: A degree requiring 62 credit hours would have a maximum of 93 attempted credit hours of available financial aid.) Students who exceed the Maximum Time Frame Requirement will be placed on Financial Aid Termination. Time limits for Veteran's benefits are determined by Veteran's programs.

Completion Requirement (50% semester/67% overall)

Semester requirement:

Each semester at HCC students must complete at least 50% of their hours attempted or be placed on Financial Aid Probation. If a student fails to complete at least one class in a semester, the student is immediately placed on Financial Aid Termination.

Cumulative requirement:

At the end of the student's second semester, and subsequent semesters, the student must complete a minimum of 67% of all attempted credit hours while at HCC. Failure to meet the minimum percentage standard will place the student on Financial Aid Probation.

4. **Frequency of Review**

The grade point average, cumulative completion rate, and maximum time frame requirements are evaluated at the end of each fall and spring academic semester. ~~The completion of a degree or certificate is evaluated after the second semester at HCC and re-evaluated each semester thereafter.~~

5. **Appeal Procedure**

If a student feels that extenuating circumstances (such as a student illness, injury, or death of a relative) prevented the achievement of Satisfactory Academic Progress as defined above and resulted in the termination of eligibility for financial aid, the student may write a letter of appeal to the Director of Financial Aid. The letter must be accompanied by the documentation necessary to support the student's claim. The five-member Financial Aid Appeals Committee (Director of Enrollment and Records, a representative from the Business Office, Director of Financial Aid, Academic Advisor, and a member at-large) will determine if the policy will be waived so the student will be returned to probation status and have financial aid reinstated for their next semester of enrollment. The decision of the Financial Aid Appeals Committee will be final.

If the student's letter of appeal is denied, further appeals may be heard after the student successfully completes an additional 6 credit hours or more at HCC using resources other than FAFSA awards.

| 3.11 Student Activities (Reaffirmed 9/20/05)

A comprehensive program of student activities to complement the academic program will be offered in which all students are eligible to participate unless otherwise restricted by College regulations.

3.115 Student Code of Conduct (Revised/Reaffirmed 9/20/05)

The activities of students both on campus and at College sponsored events, or on College owned property, are governed by ~~federal~~Federal and ~~state~~State laws, College policy, and the Student Code of Conduct, in order of legal precedence. Violations of the Student Code of Conduct are processed as outlined in the Code (see College catalog). Violations of ~~federal~~Federal and/or ~~state~~State laws or College policy are not under the jurisdiction of the Student Code of Conduct or the “Student Judicial Review Board” and are processed accordingly.

3.12 Campus Speakers (Revised 9/20/05)

Any student, ~~faculty member, or administrator~~ or employee may recommend to the President or his or her designee any speaker to appear on campus. The speaker must be assured the right to express a point of view; however, the expression of any point of view must be in compliance with local, State and Federal statutes, must respect the rights of others, and must not disrupt the regular essential operation of the College.

It is the responsibility of the College to take such precautions as deemed appropriate to protect its students, employees, guests, facilities and the community from potential harm arising from speaking events at the College. The cost of the precautions will be borne by the originator of the event if it is not sponsored by the College.

| 3.13 Student Assembly and Dissent (Reaffirmed 9/20/05)

The right to examine critically, dissent, and support causes in a responsible manner should be fostered at Highland Community College. The exercise of such dissent, however, must be in compliance with College regulations, local, State and Federal laws, must respect the rights of others, and must not disrupt the regular and essential operations of the College.

| 3.14 Student Government (Reaffirmed 9/20/05)

Students have the right to organize a student governing body.

| 3.15 Political Activity (Reaffirmed 9/20/05)

The College, in order to carry forward its programs of acquainting students with their responsibilities as citizens of a community, will encourage interest and appropriate participation of students, both on and off campus, in political activities. These activities will be governed by College policies and applicable local, State and Federal laws.

3.16 Student Organizations (Revised 9/20/05 Reaffirmed)

Students at Highland Community College shall be free to organize and join associations to promote their common interests and to petition for the recognition of these organizations according to the College procedure obtained from the Associate Vice President of Academic and Student Services.

| 3.17 Official Student Publications (Revised 9/20/05 Reaffirmed)

Students at Highland Community College have the right to publish and disseminate information in official student publications. At the same time, the institution must provide editorial freedom and financial autonomy to maintain the integrity of purpose of such official student publications as a vehicle for free inquiry and free expression.

| 3.18 Student Disciplinary Regulations (Revised 9/20/05 Reaffirmed)

Highland Community College shall have the right to initiate disciplinary action (disciplinary probation, disciplinary suspension, or expulsion) against a student as described in the College catalog.

3.20 Food—Use of in Highland Community College Facilities (Reaffirmed
9/20/05 Revised)

Food and beverage may be consumed only in designated areas such as cafeteria, kitchens, break rooms, offices and commons areas. Food or beverage shall not be consumed in classrooms, computer areas or library, except as allowed by college staff.

3.21 Intoxicants—Use of in Highland Community College Facilities (Revised
8/21/07 Reaffirmed)

The possession of and the use of intoxicants while in the facilities or on the premises of Highland Community College (including parking lots) or at Highland Community College sponsored events is prohibited with the exception of Policy 4.37. No person shall appear in the facilities or on the premises of Highland Community College (including parking lots) or at Highland Community College sponsored events if the person is unable to adequately carry on normal functions or is impeding the normal operation of the College, as the result of the use of intoxicants. Violators of this policy are subject to appropriate disciplinary action. Information related to this topic will be published and distributed annually in the Student Right to Know publication located on the Highland Community College website in the Admissions section.

3.22 Drugs—Possession, Use, Sale or Exchange of in Highland Community College Facilities (Revised-8/21/07)

The possession, use, sale, ~~or exchange~~ or sharing of illegal drugs, while in the facilities or on the premises of Highland Community College (including parking lots) or at Highland Community College sponsored events is prohibited. This will include the sale, exchange, or sharing of prescription drugs. No person shall appear in the facilities or on the premises of Highland Community College (including parking lots) or at Highland Community College sponsored events if the person is unable to adequately carry on normal functions or is impeding the normal operation of the College, as the result of the use of drugs. Violators of this policy are subject to appropriate disciplinary action. Information related to this topic will be published and distributed annually in the Student Right to Know publication located on the Highland Community College website in the Admissions section.

3.23 Substance Abuse Assistance—Information (Revised/Reaffirmed 8/21/07)

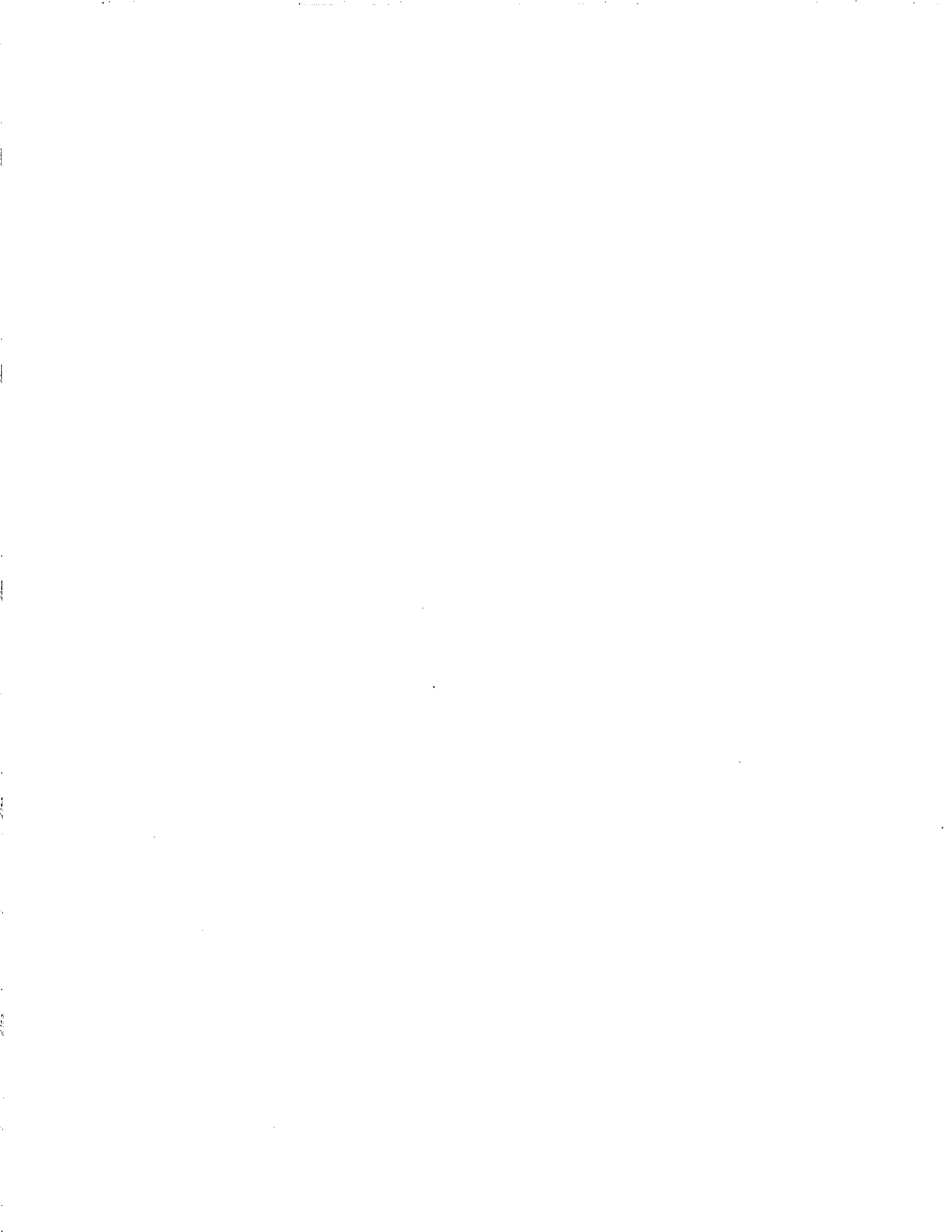
The College shall provide a list of resources for students who desire information concerning their substance abuse problem and where to obtain assistance. The list of resources is in the Student's Right to Know publication located on the Highland Community College website in the Admissions section or may be obtained from the ~~Vice President of Academic and Student Services Office~~ Director of Enrollment and Records.

| 3.24 Sexual and Other Harassment (Reaffirmed ~~9/20/05~~)

See Policy 4.034.

| 3.25 Non-Violence (Reaffirmed 9/20/05)

See Policy 4.39.



**AGENDA ITEM #IX-B-3
DECEMBER 21, 2010
HIGHLAND COMMUNITY COLLEGE BOARD**

**FIRST READING
REVISED POLICY: EVALUATION OF INSTRUCTION**

RECOMMENDATION OF THE PRESIDENT: That the Board of Trustees approve for first reading the attached revisions to Policy 4.35 – Evaluation of Instruction.

BACKGROUND: The attached policy is in Chapter IV of the Policy Manual, Personnel. The recommended changes were developed through the course of faculty negotiations and provide a process by which student additional or special evaluation of instruction will be conducted. Items with a strike-through are recommended for deletion. Items that are underlined are recommended additions.

4.35 Evaluation of Instruction (Reaffirmed 11/18/08)

The purpose of the formal instructional evaluation process is to encourage and actively promote ongoing development in the teaching and learning process. It intentionally offers an opportunity for deans and instructors to establish strong, professional relationships so that improvement in and enhancement of student academic achievement can be attained. The process should be timely, consistent, and meaningful.

The evaluation process varies depending upon if the instructor is non-tenured, tenured, or a part-time instructor. In all cases there are four components to the evaluation process. These components are:

- administrative classroom visits,
- use of a student evaluation of instruction course survey,
- a self-evaluation, and
- an evaluation meeting between the instructor and the appropriate dean or associate dean.

The data collected from these four evaluation components are combined into a summary evaluation document.

Administrative Evaluation of Instructors

Full-time Tenured Faculty

Procedure:

1. All tenured faculty will be evaluated formally a minimum of once every three years.
2. During the year of this formal evaluation, all students in the faculty members' classes, for at least one of the semesters, will be asked to complete the institutional student evaluation form.
3. At the conclusion of the evaluation year, the faculty member will complete a written self-evaluation and submit it to his or her supervisor. Uniform criteria for self-evaluation will be provided to the faculty member at the beginning of the semester.
4. A class visitation by the supervisor will occur in the same semester during which student evaluations take place (see Item #2 above). The visit is scheduled and a lesson plan of the class is submitted to the supervisor showing the class goals and objectives.

5. After the class visitation, the supervisor will compose a written evaluation of the faculty member in a timely fashion that will be discussed with the faculty member and, if necessary, improvement strategies will be identified. If considerable improvement is needed or serious deficiencies are present, the evaluation process shall revert back to the frequency of second and third year non-tenured faculty evaluations until two successive years of satisfactory evaluations occur. Faculty may respond in writing to the evaluation and/or the improvement strategies.
6. A copy of the evaluation, the written response, and/or improvement strategies will be given to the faculty member, the Vice President of Academic and Student Services and will be placed in the faculty member's personnel file in the Human Resources Office.
7. Other evaluation criteria and methods, including peer evaluation and professional certification, are encouraged.
8. Prescriptive recommendations and/or suggested improvements will be monitored throughout the year.

Full-time Non-tenured Faculty

The following procedures have been developed to evaluate non-tenured faculty in compliance with the State Tenure Law. In addition to course improvement, a primary objective of this evaluation is to recommend retention or non-retention of a faculty member beyond the probationary period. This evaluation procedure complements the existing procedure for evaluation of instruction that will continue to be used for tenured full-time faculty and part-time faculty.

Procedure:

1. All non-tenured faculty will be evaluated formally for the first three years of employment by the dean or associate dean.
2. Each semester during those three years, all students in the faculty member's classes will be asked to complete the institutional student evaluation form.
3. At the conclusion of each year, the faculty member will complete a written self-evaluation and submit it to the supervisor. Uniform criteria for self-evaluation will be provided to the faculty member at the beginning of the semester.
4. Class visitation by the supervisor will occur a minimum of twice a semester during the first year of employment, and a minimum of once a semester during the second and third years of employment. The visits are scheduled, and prior to

the visit a lesson plan with the class goals or objectives for these classes will be submitted to his or her supervisor.

5. Other senior faculty members may be requested by the deans or associate deans to visit classes of non-tenured faculty at least once during the semester.
6. Additional evaluative criteria and methods as determined by the Vice President of Academic and Student Services and/or the dean or associate dean may be used.
7. The supervisor will then compose a written evaluation of the faculty member that will be discussed with the faculty member and, if necessary, improvement strategies will be identified. Faculty may respond in writing to the evaluation and/or the improvement strategies.
8. A copy of the evaluation, the written response, and/or improvement strategies will be given to the faculty member, the Vice President of Academic and Student Services and will be placed in the faculty member's personnel file.
9. The dean or associate dean will consider, but will not be required to adopt, an advisory recommendation concerning dismissal or extension of probation of non-tenured faculty or the granting of tenure to a non-tenured faculty member. Such recommendation will be made by a faculty peer committee of three tenured faculty from the appropriate division.
10. In case of a decision not to rehire, or a decision to extend the probation period, the Vice President of Academic and Student Services and dean or associate dean shall consult with the individual in question in advance of the notification dates required in the Tenure Law.
11. The administration may require the faculty member to serve a fourth year as a non-tenured faculty member and be evaluated according to procedure before a decision is made on tenure. Notice will be given to the faculty member not later than 60 days before the end of the school year or term immediately preceding the school year or term in which tenure would otherwise be conferred. Such notice must state the corrective actions that the faculty member should take in order to satisfactorily complete service requirements for tenure.
12. If tenure status is not recommended, notice shall be given to faculty at least 60 days before the end of the school year or term, and such recommendations will be made to the Board of Trustees for action.
13. At the conclusion of the third year, or if necessary fourth year, of employment, the President will make a recommendation regarding tenure to the Board of Trustees for action.

Part-time Faculty

Procedure:

1. All new part-time faculty will be evaluated during their first teaching assignments using one or more of the following methods:
 - class visitation, scheduled or on a walk-in basis
 - student evaluation
 - self-evaluation
 - peer evaluation
 - other evaluation criteria and methods may be used at the discretion of the supervisor and the Vice President of Academic and Student Services.

2. Re-employed part-time faculty may be evaluated on a regular basis according to the same methods.

3. Part-time faculty will be evaluated a minimum of once each semester of the first three semesters they teach. After three successive satisfactory evaluations, each part-time instructor will be evaluated a minimum of once every three years.

Student Evaluation of Instruction

~~An evaluation instrument developed internally is used as part of the evaluation process. This evaluation instrument is used in all courses in one semester for tenured faculty during their formal evaluation year and the tenured faculty are encouraged to use this instrument a minimum of one class per semester during other years. This evaluation instrument is used a minimum of one class per academic year for established part-time instructors who have had three successive successful evaluations previously. The instructor and dean or associate dean should jointly select the classes to be used for the student evaluation.~~

~~Additional or special student evaluation of instructor instruments or methods may be used to meet special needs. These additional student evaluations are implemented at the prerogative of the instructor or under direction of the dean or associate dean or Vice President of Academic and Student Services.~~

~~A faculty member's personal norms from students' evaluations of instruction over time should be established and compared with current evaluations to promote continuous improvement. Required student evaluations for the preceding year will be retained in the Division office.~~

1. Standard Evaluation Instrument: A standard evaluation instrument developed internally is used as part of the evaluation process. This evaluation instrument is used in all courses in one semester for tenured faculty during their formal evaluation year and the tenured faculty are encouraged to use this instrument a minimum of one class per semester during other years. This standard evaluation instrument is used a minimum of one class per academic year for established part-time instructors who have had three successive positive evaluations previously. The instructor and dean or associate dean should jointly select the classes to be used for the standard student evaluation.
2. Additional/Special Evaluation: Additional or special student evaluation of instructor instruments or methods may be used to meet special needs not addressed by the standard evaluation instrument. Special needs may include, but shall not be limited to; the evaluation of new courses or new teaching methods; the investigation of student complaints; the investigation of complaints by the faculty or staff; or, investigation of matters before the Judicial Review Board. These additional/special student evaluations may be implemented at the prerogative of the instructor with dean or associate dean approval or by the dean, the associate dean or Vice President of Academic Services. Additional or special evaluations will be conducted during a regular scheduled class session.
3. If an additional/special evaluation is used to investigate any complaint or allegation of misconduct on the part of the faculty, the individual implicated in any such complaint shall be informed of the allegation prior to use of the additional/special evaluation instrument, provided with a copy of the instrument for review and comment at least three(3) business days prior to the use of the instrument, and shall be provided a typed compilation of the student responses, unless such disclosure is prohibited by law. Any information which may be used to identify a particular respondent on the typed compilation shall be redacted. Initial notification and a copy of the instrument shall be provided via college email to the faculty member and to the Faculty Senate President or the Faculty Senate President's designee. The typed compilation of the student responses will also be provided via email to the faculty member and the Faculty Senate President or the Faculty Senate President's designee, and it will be sent prior to any meeting scheduled with the administration or its representatives to discuss the results.
4. Student evaluations shall not be used as the sole basis for discipline, promotion, retention, salary increments, granting or denial of appointments, or other adverse or positive action involving faculty members.
5. A faculty member's personal norms from students' evaluations of instruction over time should be established and compared with current evaluations to promote continuous improvement. Required student evaluations for the preceding year will be retained in the Division office.

**AGENDA ITEM #IX-B-4
DECEMBER 21, 2010
HIGHLAND COMMUNITY COLLEGE BOARD**

**FIRST READING
REVISED POLICY: GRADES**

RECOMMENDATION OF THE PRESIDENT: That the Board of Trustees approve for first reading the attached revisions to Policy 3.05 Grades.

BACKGROUND: The attached policy is in Chapter III of the Policy Manual, Student. The recommended changes were developed through the course of faculty negotiations and provide a process by which a student or faculty member can appeal a grade or a grade change. Items with a strike-through are recommended for deletion. Items that are underlined are recommended additions.

BOARD ACTION: _____

3.05 Final Course Grades (Revised 9/20/05)

The ~~determining~~determination of grades for student class progress and achievement is the sole responsibility of the individual instructor. Except through the grade appeals process, no person, other than the instructor, shall be allowed to give or change a grade. ~~An academic complaint process-~~The grade appeals process ~~exists~~ is found under “Other Student Academic Complaints” in the College Catalog. ~~(see College Catalog “Other Student Academic Complaints”).~~

When a request is made for a review of a grade originally given by an instructor no longer employed by the College, the Vice President of Academic ~~and Student~~ Services and Dean shall determine if any change is merited.

**AGENDA ITEM #IX-C-1
DECEMBER 21, 2010
HIGHLAND COMMUNITY COLLEGE**

REVISED JOB DESCRIPTIONS
NURSING/ALLIED HEALTH PROGRAMS COORDINATOR AND LEARNING
SPECIALIST, COORDINATOR OF TRAINING, COORDINATOR OF
INSTRUCTIONAL TECHNOLOGY, AND COORDINATOR OF ACCOUNTING

RECOMMENDATION TO THE PRESIDENT: That the Board of Trustees approve the attached revised job description for Nursing/Allied Health Programs Coordinator and Learning Specialist (exempt professional) with a salary change as noted below. The recommended change in salary would be effective retroactive to November 1, 2010. It is also recommended that the Board approve the revised job description for Coordinator of Training with a job title change to Coordinator of Business Training and with a placement change on the Highland Salary Range Table to Range 40. Job description changes for Coordinator of Instructional Technology and Coordinator of Accounting are also being submitted for approval.

BACKGROUND: The Nursing/Allied Health Programs Coordinator and Learning Specialist position has had significant changes in responsibilities since the position was filled in 2008. This position has taken on a principal role in the coordination of the clinical rotations, class scheduling, and the selection process for nursing students. In addition, this position has taken on the responsibility of becoming the campus coordinator for the Northern Illinois Online Initiative for Nursing (NIOIN) program, and has become actively involved in advisory committees and partnership meetings with the various area hospitals. Due to greater autonomy and accountability within the position, an increase to the full-time annual salary is recommended for the current incumbent, Cassie Mekeel, from \$31,616 to \$35,000. The salary level for the position will remain the same.

The position of Coordinator of Training has taken on additional responsibilities in the last year or more, primarily involving the recruiting, screening, hiring and evaluation of part-time instructors used for professional development community education classes and training courses. The position now also coordinates the Community Education Business and Professional Development schedule of classes each semester and has greater involvement in grant funding. It is recommended that the salary level for the position be changed from its current level of 38 to 40 to account for the change in the level of responsibility, and the title be changed to Coordinator of Business Training to clarify the position purpose. The placement change is retroactive back to July 1, 2010.

The position of Coordinator of Accounting has taken on the added task of coordinating the workflow for the cashier's office. This includes assigning duties and ensuring that proper processes and procedures are followed. This is all done independently, based on judgment of priorities within the accounting area. In addition, there are also added responsibilities as a result

of TouchNet involving setting up and learning different processes as a result of the new technology, which was implemented in order to improve business practices.

The job description for the Coordinator of Instructional Technology position is being updated to clarify its role in Alternative Delivery. Position responsibilities have not changed.

BOARD ACTION: _____

Highland Community College Position Description

TITLE: Nursing/Allied Health Programs Coordinator and Learning Specialist*

GENERAL STATEMENT OF RESPONSIBILITIES: To provide complex administrative support to the College's Nursing/Allied Health programs by assisting the program ~~director~~associate dean, supporting program students, and coordinating career advisement and services for students in the programs.

PRINCIPAL DUTIES: (essential functions)

- Coordinates Nursing/Allied Health programs by setting class schedules, managing clinical schedules, and participating in the selection process for nursing students by reviewing, organizing and prioritizing student files for admission.
- Advises students following admittance in a Nursing/Allied Health programs individually or through group presentations on processes, courses, types of degrees, transfer options and skill development.
- Serves as campus coordinator for NIOIN by writing contracts, reviewing student files for admission, administering ATI testing, participating in director meetings and coordinating clinical assignments/groups.
- Provides resources or makes referrals to support educational success in Allied Nursing programs.
- Acts as liaison between the students, ~~director~~associate dean, faculty and clinical sites.
- Identifies and assesses learning barriers of program students and acts as intermediary.
- Coordinates student events for the Nursing/Allied Health programs and NIOIN, such as orientations and pinnings.
- Provides administrative support such as assisting with clinical rotations, preparing correspondence and other written documents, responds to inquiries and complaints and determines appropriate resolutions to situations; schedules and prepares for meetings, processes mail, schedules appointments and keeps calendar.
- Assists the ~~Director of Nursing~~Associate Dean of Nursing and Allied Health with program development activities, program evaluation and grant writing.
- Coordinates and manages student testing and student remediation with approval from ~~Director of Nursing~~Associate Dean of Nursing and Allied Health.
- Coaches program students on effective learning styles.
- Represents the College at various meetings on and off campus.
- Gathers and enters information into the computer for reports and other documents, maintains records and files, analyzes project data, and makes recommendations.
- ~~Coaches program students on effective learning styles.~~
- Maintains and assures confidentiality, accuracy and completeness of student files, including credentials and supporting documentation.
- ~~Provides administrative support for the Nursing/Allied Health programs and general office management.~~
- Performs other duties as assigned.

KNOWLEDGE AND SKILLS REQUIRED:

Knowledge of the college Nursing/Allied Health programs, transfer requirements and professional standards.

Knowledge of advising practices, principles and processes.

Knowledge of learning styles.

Knowledge of principles and practices of office administration.

Adopted 8/24/11/20/07

Nursing/Allied Health Program Assistants Coordinator & Learning Specialist

Knowledge of office equipment and computer hardware and software applications.
Knowledge of customer service techniques.
Knowledge of state laws associated with approval and operations of Nursing/Allied Health programs.

Skill in reviewing student history and interests and recommending possible educational or career options.

Skill in operating office equipment and computer hardware and software applications.

Skill in maintaining confidential information.

Skill in composing memos, letters, reports and other documents.

Skill in communicating effectively one-on-one or in groups.

Skill in establishing and maintaining effective relationships with co-workers and others.

PHYSICAL REQUIREMENTS: Work is routinely performed in office environments. Subject to standing, walking, sitting, bending, reaching, kneeling, pushing and pulling, climbing, stooping and occasional lifting of objects up to 30 pounds.

MINIMUM QUALIFICATIONS: Bachelor's degree, preferably in a health related field, and two (2) years advising experience OR an equivalent combination of education and experience that provide the required knowledge and skills.

REQUIRED LICENSE/CERTIFICATION: Valid Drivers License.

SECURITY SENSITIVE POSITION: May require a criminal background check.

REPORTS TO: ~~Director of Nursing~~ Associate Dean, Nursing/Allied Health

APPOINTED BY: President.

FLSA CLASSIFICATION: Exempt

CLASS CODE: 4101

JOB SERIES/FAMILY: Student Support Services Series/Academic Advising Group

ADOPTED: ~~11/20/07~~ **LAST REVISED:** 12/21/2010* **Pending Board Approval**

Highland Community College Position Description

TITLE: ~~Coordinator, Training~~ Coordinator, Business Training*

GENERAL STATEMENT OF RESPONSIBILITIES: To coordinate training for businesses and business professionals.

PRINCIPAL DUTIES: (essential functions)

- Markets training programs by attending district chamber meetings, trade shows or expos, special chamber events and meetings with local businesses.
- Designs flyers, postcards, e-mail sales pieces and provides information to other sources for distribution.
- Assesses training needs of customers and makes recommendations for both standard programs and customized training.
- Develops curriculum and pricing for standard and customized training.
- Plans, coordinates, markets and implements Community Education Business and Professional Development schedule of classes each semester.
- Recruits, screens, hires, develops and evaluates contract and regular instructors to deliver training and other instructional programs offered by the Business Institute.
- Coordinates instructors, equipment, schedule and paperwork for standard and customized training.
- Participates in department assessment, development of goals, marketing plans, and processes.
- Attends local, regional, and state meetings related to grant funding and economic development.
- Documents customer contacts in database; sets up, maintains and creates reports.
- ~~Assists with activities and events co-sponsored between the Business Institute and the Small Business Development Center.~~
- Performs other duties as assigned.

KNOWLEDGE AND SKILLS REQUIRED:

Knowledge of principles and practices of training courses and programs for adults.

Knowledge of courses and programs offered by the Business Institute.

Knowledge of computer equipment and software applications.

Knowledge of sales techniques and strategies.

Knowledge of principles, practices and methods of management and supervision.

Skill in assessing training needs of organizations.

Skill in making contacts, offering persuasive proposals, and closing a sale.

Skill in operating computer equipment and software applications

Skill in coordinating training programs.

Skill in providing customer service and meeting the needs of customers.

Skill in establishing and maintaining effective relationships with co-workers and others.

PHYSICAL REQUIREMENTS: Work is routinely performed in a home office environment and in the businesses in the HCC district. Subject to standing, walking, sitting, bending, reaching, kneeling, pushing and pulling, climbing, stooping and occasional lifting of objects up to 20 pounds.

Adopted 8/15/1995

~~Coordinator, Training~~ Coordinator, Business Training

MINIMUM QUALIFICATIONS: Associate's degree in human resources, business management or a related field and two (2) years sales or training development experience OR an equivalent combination of education and experience that provide the required knowledge and skills. Must have a computer with internet access for working at home office. Must be able to access transportation for traveling to meetings with clients.

REQUIRED LICENSE/CERTIFICATION: None.

REPORTS TO: ~~Associate~~ Dean, Business & Technology

APPOINTED BY: President.

FLSA CLASSIFICATION: Non-Exempt

CLASS CODE: 5312

JOB SERIES/FAMILY: Community and Partnership Series/Business Institute & Conference Center Group

LAST REVISED: ~~1/23/08~~ 11/16/2010* Pending Board Approval
1/23/08

