

HAGERSTOWN COMMUNITY COLLEGE

August 2011

**HCC Academic Affairs
Guidebook for Full-Time Faculty**

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This Guidebook is intended as a resource for the full-time faculty and staff who work within the Academic Affairs unit of Hagerstown Community College. It is a dynamic document that needs continual updating in order to meet the needs of those for whom it was written and to reflect policy and procedural changes. As is the case with the College Catalog, this Academic Affairs Guidebook will be updated every year.

Section 1: Getting Started

Introduction to the College

Founded in 1946 as the first Maryland community college, Hagerstown Community College is the “community’s college.”

Our Vision: HCC will be a learner-centered, accessible, life-long learning institution dedicated to student and community success.

Our Mission: HCC’s central purpose “is to offer a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic skills enhancement, general and continuing education, as well as student and community service. It is part of the College’s mission to promote and deliver educational excellence within a learning community environment and to foster regional economic and cultural development through community service and collaboration. The College is charged to provide high quality education at a reasonable cost to meet the postsecondary needs of the citizens of Washington County and the surrounding region.”

Our Values: The College believes in and teaches the ideals and values of cultural diversity and a democratic way of life and also seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self direction, moral sensitivity, and the value of continuing education.

At Hagerstown Community College, students come first, and as HCC’s President, Dr. Guy Altieri has emphasized, “When we say it, we mean it.”

For additional information on the College’s history, its strategic goals designed to achieve HCC’s vision, mission, and values, its facilities, and programs, consult the College Catalog, which is published annually. The Catalog is a basic resource for all faculty and staff.

Employee Handbook and Human Resources

The Human Resources Office publishes the Hagerstown Community College Employee Handbook annually which contains essential information on topics related to employment benefits and requirements as defined in the Hagerstown Community College Board Policy Manual. Additional personnel information is contained in official benefits material and outlined in college payroll and personnel practices. At the time of employment, each faculty member is directed to the Internet site where the Employee Handbook may be accessed.

The *Employee Handbook* covers General Personnel Policies; Employment with the College; Employee Relations; Matters of Misconduct; Salary Administration; Employee Benefits; Employee Development; Computer Use, Protection, and Security; and Campus/Workplace Violence. Appendices include HCC's Hiring Guide, Faculty Evaluation Form (see Appendix A), Annual Performance and Planning Review (APPR) Form, and Non-Exempt Evaluation Form.

In addition to maintaining the *Employee Handbook* (available in hard copy and online on the HCC Web site, Log in, **Faculty & Staff, College Operations**, "Human Resources," "Employees"), Human Resources staff members are available Monday through Friday, 8:30 a.m. to 4:30 p.m., in the Administration and Student Affairs Building, Room 700.

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Online Human Resources references consist of information related to:

- *Employees* benefit forms, internal application, staff development, and tuition reimbursement + *Handbook*
- *Hiring Process* hiring process and interviewing guide
- *Supervisors* job description, position requisition, student workers, performance evaluation
- *Benefits* cost-sharing rates for medical/Rx and dental coverage, Catastrophic Sick Leave Bank

Contact the Human Resources Office for further information concerning health or life insurance, the retirement program, or salary documents.

Organization of the Academic Affairs Unit

The Academic Affairs unit is led by the Vice President of Academic Affairs (VPAA). Included within Academic Affairs are: academic divisions led by elected Chairs or appointed Directors; Library Services, including Learning Technologies and Distance Learning; the Academic Testing Center; the Student Success Center; and the Fletcher Center for Professional Development.

Academic Council

This group addresses issues such as day-to-day operations of the divisions and interactions with other units on campus, academic scheduling and calendar, curricula, and programs and services.

Membership includes:

- VP of Academic Affairs (convener);
- Director of Instruction;
- Chairs of the English and Humanities; Behavioral and Social Sciences/Business; and Mathematics and Science divisions;
- Directors of the Nursing; Health Sciences; Technology and Computer Studies; Developmental Education and Adult Literacy Services; and Physical Education and Leisure Studies divisions;
- Director of Library Services and Learning Technologies;
- Faculty Assembly Chair; and
- Executive Assistant to Vice President of Academic Affairs.

Academic Officers

The Academic Officers group is a sub-set of the Academic Council and includes the Vice President of Academic Affairs, the Director of Instruction, and the Chairs/Directors of the Academic Divisions.

The Academic Council meets every other Thursday morning from 9 – 11 a.m. The Academic Officers meet on the alternate Thursday mornings at the same time.

Faculty Assembly

The Faculty Assembly is the central faculty governance body through which faculty express their ideas regarding academic policy, student success, and matters related to teaching and learning. The Assembly also serves as a forum for faculty to express views on matters outside governance, such as day-to-day college operations. The Assembly chair, elected by the membership for a two-year term, is responsible for taking issues from the Assembly to the Governance Council, the President's Cabinet, or directly to the President and Academic Vice President based on whether the issue is a governance matter, an administrative issue, or a topic that requires direct deliberation with the appropriate member of the executive staff. The chair of the Assembly is a member of both the President's cabinet and the Governance Council, and attends Board of Trustees Meetings. One must be a member of the Assembly for three years prior to holding an elected office. Faculty Assembly meets on the third Thursday of each month during the College Hour. Membership includes all full-time faculty including Temporary Senior Lecturers, and one official adjunct selected by and representing each academic division.

Section 2: Faculty Information and Responsibilities

Faculty Classification System

Full-time Faculty

Full-time faculty are exempt employees. An exempt employee is an employee who is exempt from provisions of the Fair Labor Standards Act and earns a fixed compensation in a predetermined amount that is paid each pay period regardless of the number of days or hours worked. Exempt employees are typically executives, directors, managers, professional and some technical staff, faculty, and others whose duties and responsibilities allow them to be exempt from overtime pay provisions defined by the FLSA as amended, and any applicable state laws.

Adjunct Faculty (The Academic Affairs Guidebook for Adjunct Faculty is currently under development)

Adjunct faculty are temporary employees. A temporary employee is an employee who is hired for a specific period of time or for the completion of a specific project. The job assignment, work schedule, and duration of the position will be determined on an individual basis. Adjunct faculty are part-time, temporary employees who are hired on a semester basis to teach up to twelve (12) credits (credit or non-credit valued courses) per semester. Adjunct faculty are compensated according to the number of credits (for credit course), or hours (for noncredit courses) that they teach.

Temporary Senior Lecturer

Temporary Senior Lecturers carry a 15-credit load each semester and have the responsibility for holding 5 office hours per week. They are temporary employees hired by the semester and frequently fill in for full-time faculty who are on leave from the College or for sudden and unforeseen enrollment boosts.

Faculty Offices and Accommodation

Full-time faculty are allocated an office space for the duration of their teaching assignments. Division Chairs and Directors notify the Director of Facilities Management and Planning to inform that division of new hires or office changes so that furniture may be ordered or moved into the appropriate location. Chairs and Directors must also inform the Director of Information Technology so that the appropriate telephone and computer requirements are met. While private office space for full-time faculty is not guaranteed, the College is committed to honoring requests related to private office accommodation, as space permits. Faculty office space assignments are to be approved by the Vice President of Academic Affairs.

Faculty Duties and Responsibilities

Policy Procedures 220-D.08

There are ten specific duties and responsibilities expected of all faculty pertaining to teaching and service to students.

1. Teaching;
2. Student Outcomes Assessment;
3. Student Advisement;
4. Student Advocacy;
5. Curriculum Development;
6. Student Recruitment and Program Marketing;
7. Shared Governance;
8. Professional Development;
9. College Service; and
10. Community Service.

Specific to the above duties and responsibilities, faculty must:

- Conduct assigned classes in the area of designated employment in accordance with course descriptions outlined in the College catalog and within the general provisions of the division. A faculty member is also responsible for arranging equipment, supplies, and materials necessary for such instruction;
- Meet every scheduled class including the final examination, except for emergency situations and approved absences. This involves meeting the scheduled number of minutes for the class in the room assigned as outlined in the current semester schedule of classes. The faculty member must inform the Division's Chair/Director if he/she is unable to attend any scheduled class(es) or meeting(s). Faculty may not cancel class or post a class cancellation without informing the Division's Chair/Director. Vacation leave is not permitted during assigned instructional days;
- Prepare course syllabi for all assigned courses;
- Select or assist in the selection of textbooks and all ancillary materials for assigned courses;
- Teach day or evening classes on-campus or at off-campus sites as part of the regularly assigned teaching load;
- Maintain standards of teaching worthy of accreditation;
- Offer rigorous courses that challenge all enrolled students;
- Search for ways to improve instruction through membership in professional associations, attendance at meetings and workshops, and review of current instructional materials in his/her field;
- Provide a variety of teaching methods in an effort to meet student needs;

- Acts as an advisor to students on programs of study and course problems;
- Submit grade reports on time and provide information requested by appropriate administrative personnel;
- Post and schedule a minimum of five regular office hours a week (three hours for faculty hired before July 1, 1996) with the provisions for seeing students at other times. This schedule should be reported to the appropriate division chairpersons and the Vice President of Academic Affairs;
- Attend all scheduled and special faculty meetings as well as the meetings of other groups to which the individual is assigned (for example, division committee or special assignment);
- Function on faculty committees by assuming responsibility for attendance and an equitable share of the work of such committee;
- Follow the established institutional channels of communication. All concerns should be raised first with the Division Chairs/Directors, and, if unresolved, referred to the Vice President of Academic Affairs;
- Participate in the College's communications network by picking up mail regularly from assigned mailboxes as well as checking voice mail and e-mail regularly;
- Support and attend all regularly scheduled academic functions such as workshops, special colloquia and convocations, and graduation ceremonies; and
- Support the stated mission, objectives, purposes, policies, and regulations of the College and interpret them faithfully and accurately to the students and the public.

All faculty members are expected to be cognizant of their responsibilities toward teaching, service to students, and college and community service.

In addition, the FLPTC (Faculty Load, Promotion, and Tenure) document (2003) provides specific indicators relating to faculty responsibilities for teaching, assessment, student advisement, and student advocacy.

Teaching

1. Each academic year a full-time faculty member is responsible for teaching a full load within the college's defined range and parameters;
2. Individual faculty members must adhere to academic standards that are collectively set by the faculty at the college, department, and discipline levels. The teaching quality must be high and effectively measured; and
3. Enthusiastic teaching and a love for student learning is expected.

Student Outcomes Assessment

1. Faculty teaching and student learning must be measured or assessed, which aids in educational direction, insight, and accountability;
2. Faculty must assess learning outcomes at the course, discipline, department, program, and college levels; and
3. Results from learning outcomes assessment should be used to improve teaching and learning at all levels of academic instruction at the college.

Student Advisement

1. All faculty are expected to advise students on courses and curriculum;
2. Students should be advised during faculty office hours and other times mutually determined; and
3. Student Services should assist faculty advisement and complement, enhance, and supplement this advisement with other data, information, and resources such as career exploration.

Student Advocacy

1. All faculty should be student and learning centered. Student success is a reflection of faculty accomplishment and teaching competence; and
2. Being totally committed to student learning and success requires faculty to be student advocates.

Curriculum Development

1. Curriculum development is a duty and responsibility of all instructional faculty;
2. Faculty members must maintain their teaching content and materials, and continue to be current and up-to-date or contemporary in their field;
3. Current issues, transfer content, and technological enhancement must be interwoven within college course group, degree programs, and certificates; and
4. Continuous curriculum revisions, enhancements, and deletions are necessary functions of all teaching faculty.

Student Recruitment and Program Marketing

1. College faculty members are expected to be college ambassadors and, as such have special obligations to their profession and their institution by representing the College in a professional manner, marketing and promoting their discipline or program;
2. Recruitment coincides with marketing. Student recruitment, especially for new programs, is required; and
3. Recruitment and marketing may be done in conjunction with other college personnel as a coordinated effort.

Shared Governance

1. All faculty have a responsibility to participate in shared governance at all levels. Faculty must be willing to participate and effectively collaborate with other employees and administration.

Professional Development

1. A faculty member's professional development plan must coincide and match or enhance the College's strategic goals. A faculty member's professional developmental plan must be approved by the Division Chairs/Directors and the Vice President of Academic Affairs.

College Service

1. The extent and depth of college service by faculty should factor into the promotion system and be aligned with the College's strategic goals. Areas may include departmental responsibilities, community outreach, and student-orientated activities.

Community Service

1. Since HCC is a community college, local community service should be a standard responsibility of all staff, faculty, and administrators; and
2. Community service should not interfere or conflict with the College's strategic goals or the faculty member's other duties.

Instructional Load

The base faculty teaching load shall be fifteen (15) credit-hour equivalents. For most faculty, this would mean fifteen (15) hours and fifteen (15) credits of base load, since lecture or didactic hours are treated one-for-one in student contact hour to credit equivalency.

Clinical instruction is equivalent to laboratory instruction for determination of load. In general, credit hours assigned to laboratory or clinical sections is a ratio of one to three (1:3). Therefore, one credit hour for three hours of instruction would be assigned.

A load multiplier of .75 is used in equating labs and clinicals, in calculating a base load of fifteen (15) credits. These courses or sections have more clock hours of instruction than credit hours assigned (i.e., one credit: three hours of instruction).

Teaching overload credit would begin at sixteen (16) credit hours, and fractions of a credit hour from fifteen (15) to sixteen (16) will not be compensated (e.g., 15.75). Conversely, credit hours or credit-hour equivalents between fourteen (14) and fifteen (15) will not be construed as an underload (e.g., 14.5).

Faculty Work Load

Policy Procedures 220-D.09

All full-time faculty at HCC are expected to allocate their work hours in the following manner:

Allocation of Work Hours per Week	Work Hours to be Spent
75% Teaching and Learning	30 hours per week
<ul style="list-style-type: none"> • Learner support activity (office hours) • Class preparation • Student contact hours (15-21 hours) 	
15% College and Community Service	6 hours per week
<ul style="list-style-type: none"> • Serving on committees • Recruiting students • Presentations to faculty 	
10% Professional Development	4 hours per week
	Total – 40 hours a week

These hours represent a minimum workload and many faculty members will work more than 40 hours in an average work week to meet their responsibilities.

Office Hours

Full-time faculty must post and schedule a minimum of five regular office hours a week (three for faculty hired before July 1, 1996) with the provisions for seeing students at other times. The schedule should be reported to the appropriate Division Chairs and Directors as well as the Vice President of Academic Affairs.

Full-time faculty should be available for student consultation during final exam week. Since finals week has its own unique scheduling, faculty must arrange their office hours to deal adequately with students' questions related to final exams. Faculty are expected to post their office hours for the convenience of the students.

Guidelines for Faculty Absences

- Faculty are not permitted to schedule vacations or other unapproved leave during the academic semester. Faculty members are expected to attend all classes unless the absence is due to illness or is otherwise approved by the Division Chair or Director.
- When unable to meet with their classes for any reason, faculty must notify the Division Office Associate and the Division Chair or Director, or if neither of them are available, the Office of the Director of Instruction or the Office of the Vice President of Academic Affairs. The faculty member must make contact with an administrative office so that either a class cancellation notice can be posted or a substitute can be found.
- When at all possible, classes should be held. They should be canceled only when a substitute cannot be provided. Adjunct and full-time faculty should notify the Division Office Associate if they are willing to substitute and for which courses they can substitute. Normally person-to-person contact is expected, but in cases of extreme illness or emergency, email, text messaging or phone messages are acceptable.
- Faculty should give as much notice as possible when absent so that students can be notified in advance. Faculty should also use the course management software (Moodlerooms) to post assignments or to contact students in the event of an absence.
- Absence not properly recorded or deemed to be unnecessary or unapproved could result in the docking of pay and/or disciplinary action. All faculty absences must be recorded on the HCC Employee timesheet that is submitted monthly by Division Chairs/Directors to the College's Finance Office.
- At the end of each base load semester, the Office of the Vice President of Academic Affairs will request an accounting of faculty absences for the semester. This work will be facilitated by the Executive Assistant to the Vice President who will work closely with the Division Office Associates.

Commencement

Commencement is held each year on a Saturday morning in May. Full-time faculty are required to attend Commencement wearing academic attire. Faculty who do not own the academic attire must contact the Office of the Dean of Students Affairs to request information pertaining to rental. In rare instances, a faculty member may be excused from attending Commencement. Permission to be absent may be granted by the Vice President of Academic Affairs. In addition, all full-time faculty are required to attend, in academic attire, the annual Honors Convocation, held the week of Commencement.

Employment Outside the College

Reference: HCC Employee Handbook, October 2004: Policy Procedures 220-A.06 (pg. 25-26)

Appropriateness of Employment

Full-time employees of the College may engage in part-time employment elsewhere provided such outside work does not interfere with the performance of normal professional responsibilities, have an adverse effect upon the College, or create a conflict between the interests of the College and the employee. The College considers full-time

employment to be a full-time commitment. Full-time employees who choose to work outside the College must complete the appropriate notification form which may be obtained from their area dean or vice president.

Administrative Approval

Full-time administrators and faculty must inform the area dean or vice president and/or the President and obtain their approval prior to accepting employment in addition to their contractual agreement with the College. The President may disapprove the outside employment if it is considered to be detrimental to the performance of the employee's responsibilities at the College, or the work is in conflict with the College's interest. In such cases, the President will provide the employee with a rationale for denying outside employment. All other full-time exempt and non-exempt employees must request permission from their immediate supervisors and the area dean or director to accept employment in addition to employment at the College.

Unacceptable Outside Employment

In general, outside employment is not permitted if:

- It prevents employees from fully performing their work required of them while employed at the College, including overtime assignments or attending required college activities. In case of any conflict with an outside activity, the employee's obligations to the College must be given priority, with the understanding that the College is their primary employer;
- It involves organizations that are doing or seeking to do business with the College, including actual or potential vendors, customers, or grantors; or
- It violates provisions of the law or College policy.

Each year, faculty who are employed outside the College must complete a form providing the requested information about their employment. This form is to be submitted to their immediate supervisor who will forward it to the Office of the Vice President of Academic Affairs.

Student Learning Outcomes Assessment (SLOA) and Faculty Responsibility

Student Learning Outcomes Assessment is an ongoing component of the instructional process. All members of the institution share responsibility for student learning. Continuous improvement of learning is a collaborative enterprise upon which the success of instruction depends. The results of SLOA are never used in a punitive manner toward students, faculty or staff. The data collected during the assessment process is used to provide feedback to both students and faculty, reinforcing and improving educational practices that facilitate learning. (Student Learning Outcomes Assessment Plan, 2004-2012, p. 2.)

Increasingly, student learning outcomes are playing a greater role in the accountability of higher education institutions. In 2004, the College published the Student Learning Outcomes

Assessment (SLOA) Plan that has spanned the years 2004 to 2012. This plan provided a blueprint for an eight-year period during which time faculty and administrators would examine how well students are achieving the specified outcomes for programs and courses at the College. During that time period, modifications to the plan and to program courses and curriculum have been made based on the data that the outcomes assessment provided.

HCC is committed to maintaining a college-wide SLOA plan that will produce clear evidence of student learning. The College provides resources for the systematic documentation of student learning outcomes assessment and improvement of student learning. As part of their professional responsibilities, all full-time faculty are expected to contribute to plans to design and implement SLOA at the course and program levels. Full-time faculty are also expected to provide leadership for adjunct faculty teaching sections of a common course and when a course is taught only by an adjunct instructor. Each division will have an annual plan and timeline for SLOA projects which involves all faculty and which includes every course and program within the division in a cycle of assessment, data analysis and benchmarking, curriculum improvement and reassessment.

All faculty, full-time and adjunct, are expected to facilitate institutional student learning assessment at the course, program, and institutional level. This may involve requiring students to take nationally-normed exams such as the Collegiate Assessment of Academic Proficiency (CAAP) and the Measures of Academic Proficiency and Progress (MAPP) tests.

Shared Governance and Committee Assignments

Shared governance is part of the College's decision-making model in which all employees have both the right and responsibility to contribute to major decisions for which they have expertise or special interest related to their job duties. The shared governance model at Hagerstown Community College provides for the following standing committees:

- Academic Standards, Outcomes Assessment, and Faculty Affairs Committee;
- Administrative and Information Technology Services Committee;
- Curriculum Development and Review Committee;
- Governance Council;
- Human Resources Committee;
- Student Affairs Committee; and
- Teaching and Learning Committee.

In HCC's shared governance model, institutional and policy decisions are made via informed recommendations that are developed preferably through the consensus of involved parties. Issues or concerns of an institutional nature that arise are directed by the Governance Council to the appropriate body for further study. The standing committees or groups, supplemented by ad hoc bodies may make recommendations to the appropriate decision-making individual or group for action based upon supporting rationale and data. Throughout the process, open and respectful communication ensures participation by all affected parties. Standing committees are co-chaired by an administrator and a faculty member, and include representatives of multiple areas of the College.

Current committee rosters and minutes can be found on the College Web site. Governance Committees with specific responsibilities related to Academic Affairs include:

Teaching and Learning Committee

The Teaching and Learning Committee considers and makes policy recommendations regarding the College's environment for and support of excellence in teaching and learning, particularly in academic support services such as learning technologies, distance learning, tutoring services, workplace learning, and career development services.

The Teaching and Learning Committee oversees classroom learning technology and instructional spaces, and recommends to the Technology Planning Council standards for technology in the classroom environment.

Recommendations may include: policy development/change, procedures, activities, initiatives or opportunities, and strategic planning directions that support teaching and learning excellence at HCC.

The Teaching and Learning Committee recommends new policies after they have been reviewed and recommendations have been made by the Faculty Assembly.

Membership

- Director of Instruction, co-chair;
- Director of Library and Learning Technologies or designee;
- Five faculty from various divisions, including faculty co-chair;
- One Division Chair/Director;
- One Student Affairs representative; and
- One support staff representative.

Reporting Relationship

The Teaching and Learning Committee reports and makes recommendations to the Vice President of Academic Affairs.

Academic Standards, Outcomes Assessment and Faculty Affairs Committee

Jurisdiction

The Academic Standards, Outcomes Assessment and Faculty Affairs Committee considers and makes recommendations on policies that support and maintain high academic standards, assessment methodologies and systems with emphasis on student learning outcomes, and faculty affairs.

Recommendations may include: policy development/change, procedures, activities, initiatives or opportunities, and strategic planning directions that are needed to support and maintain high academic standards, an assessment system to measure students' academic achievement, and faculty affairs including faculty load, tenure, and promotion procedures. This committee does not address faculty personnel decisions. The Academic Standards, Outcomes Assessment and Faculty Affairs Committee recommends new policies after they have been reviewed and recommendations have been made by the Faculty Assembly.

The Academic Standards, Outcomes Assessment and Faculty Affairs Committee and the Curriculum Development and Review Committee are expected to have joint meetings as necessary to address matters of shared jurisdiction.

Membership

- Vice President of Academic Affairs, co-chair;
- Director of Admissions, Records and Registration;
- Research and Assessment Coordinator; and
- Six faculty from various divisions, including faculty co-chair.

Reporting Relationship

The Academic Standards, Outcomes Assessment and Faculty Affairs Committee reports and makes recommendations to the President.

Curriculum Development and Review Committee

Jurisdiction

The Curriculum Development and Review Committee reviews new programs and courses to insure that they meet college and state standards, such as general education requirements for programs, course contact to credit hour ratios, compliance with the official college course syllabi format, or disputes of discipline coding of courses.

The Curriculum Development and Review Committee recommends new policies after they have been reviewed and recommendations have been made by the Faculty Assembly.

This committee does not oversee matters relating to the rigor of courses or programs. This responsibility resides with appropriate faculty and academic officers.

The Curriculum Development and Review Committee and the Academic Standards, Outcomes Assessment and Faculty Affairs Committee meet as necessary to address matters of joint jurisdiction.

Membership

- Vice President, Academic Affairs, co-chair;
- Six faculty from various divisions, including faculty co-chair;
- Two Division Chairs/Directors; and
- One academic advisor.

Reporting Relationship

The Curriculum Development and Review Committee reports and makes policy and program recommendations to the President. Course approvals are processed from the committee to the Office of the Vice President of Academic Affairs.

Faculty Work Expectations

As an educational institution, HCC does not wish to impose a rigid, codified set of rules upon members of its faculty. The College does, however, have certain expectations concerning faculty workload.

The normal faculty work year begins August 15 and runs through June 15 of the following year. Faculty should be available for College functions, meetings, professional development, etc., through June 15. For faculty holding eleven-month positions, the work year begins on August 15, however, the end of the work year is dependent on the cycle of courses offered in their academic discipline. The 4 non-reporting weeks they are not required to be on campus is to be established annually in consultation with their Division Chair or Director and approved by the Vice President of Academic Affairs.

All full-time faculty are expected to be on campus, meeting with their classes, and maintaining their established office hours during their scheduled academic work weeks. At a minimum, faculty must be present on campus 4 days a week, regardless of their teaching schedules.

Faculty teaching schedules vary greatly in meeting student needs, and faculty have substantial latitude in the establishment of required office hours, but these must be posted each semester. Should the class and office hour schedule result in a day when a faculty member has no campus duties, the College reserves the right to schedule meetings on those days (excluding weekends) and faculty are expected to attend those meetings. In addition, attendance at shared governance meetings including the Faculty Assembly, as well as meetings arranged by the Division Chairs and Directors or the Vice President of Academic Affairs is required. Division Chairs and Directors should make every attempt not to schedule classes during the time that governance meetings take place, nor should faculty schedule office hours during those times. Faculty whose schedules conflict with the mentioned meeting times are excused.

Please note that any missed required time should be recorded following the College's official absence reporting system.

Classes may be assigned during any of the times the college is in session without regard to day or evening; however, Division Chairs and Directors will attempt to provide both equality in scheduling among faculty where possible and design each schedule to be as compact as possible.

In some academic disciplines such as nursing and radiography where faculty load is generally expressed in student contact hours, the required workload for full time faculty must minimally meet 225 contact hours (or the equivalent as pro-rated in instances where team teaching or lab assistants are used) per term which is the equivalent of 15 credit hours. Hours beyond 225 will be considered as overload, and faculty will be compensated accordingly. For faculty who include team-teaching in their schedules, each contact hour will be divided based on the number of faculty team teaching. Use of lab assistants may be factored into faculty contact hours/credits as determined and approved by the Vice President of Academic Affairs.

Independent studies, internships and tutorials are not counted into the full time faculty base load, either in credits or contact hours, without special approval from the Vice President of Academic Affairs.

Comparison of 10 and 11 month Faculty and Chair/Director workload

FACULTY	10 Month Appointment	11 Month Appointment	CHAIRS (faculty with administrative duties)	DIRECTORS (administrators)
Teaching and other obligations (full range of FLPTC duties)	15 credit hours per fall and spring semesters totaling 30 credit hours	15 credit hours per fall and spring semesters totaling 30 credit hours (FLPTC duties for fall and spring)	*Not required	*Not required
Salary Difference		10% more than a comparable 10 month faculty salary at the point of initial hire	10% above faculty salary (minimum \$59,850)	Administrator scale based on position grading
Summer base load teaching	Not required	6 credit hours or equivalent in teaching hours (with FLPTC duties and 2 office hours)		
Non-reporting	2 months (Summer)	1 month = 22 days (Summer)	38 days spread out through the year	20 days spread out through the year
Other required work periods			Work on days prior to Christmas break. Work during Spring Break.	Work on days prior to Christmas break. Work during Spring Break.

*Prior written approval of teaching involving additional compensation must be obtained from the Vice President of Academic Affairs. Also, Division Chairs and Directors may teach during hours not considered as a part of their regular work day which normally occurs between 8:30 a.m. and 4:30 p.m. at a minimum. Emergency situations, i.e. no adjunct faculty available, may require teaching during those hours, but time must be made up on either end of the work day per agreement with the Vice President of Academic Affairs.

Program Coordinators and Lead Faculty

A number of faculty members serve as coordinators or lead faculty for career or transfer programs. Their responsibilities include:

Program Coordinator

The program coordinator is a faculty member who teaches in a discipline and has oversight for one or more programs, certificates and letters of recognition. The Program Coordinator reports to the Academic Division Chair or Director.

Full-time/part-time faculty members responsible for campus-based program/discipline support perform the following duties:

- Assists with recruiting, credential evaluation, interviewing, and hiring of part-time program/discipline faculty;
- Mentors part-time faculty in their specialty area;
- Assists with part-time faculty training sessions;
- Assists with class scheduling and coordination for program/discipline;
- May serve as the campus-based contact to college-wide program/discipline meetings;
- Convenes meetings of faculty within the discipline to discuss college-wide, discipline-related items;
- Deals with all faculty who want to discuss or work through topics related to their curriculum or to a specific course within their curriculum;
- Responsible for official textbook designations for each course;
- Coordinates advisory committee membership and meetings for their specialty if applicable;
- Class scheduling and college-wide coordination for program/discipline;
- Assists Division Chair/Director with annual reports for the college;
- Recommends program staffing needs;
- Recruitment and retention activities of students in collaboration with Admissions, Records, and Registration (ARR) and Academic Advising;
- Applies program outcomes data to make curriculum improvements;
- Recommends program budget;
- Recommends program development, technology, and revision when necessary; and
- Supports all advisory committees in their oversight area.

Program Coordinator - Additional Responsibilities

- Acts as liaison with program's health care community (if applicable);
- Program accreditation/recognition participation (if applicable);
- Laboratory and/or clinical supply inventory control (if applicable);
- Supports college curriculum committee meetings (as needed basis);
- Future redevelopment of specialty rooms or labs, equipment, layout, use, curriculum, and course development (where applicable);
- Legal compliance;
- Grant administration and development;
- Adjunct faculty orientation;
- Unit planning;
- Assist Division Chair with supervision;

- Supervision of IAs;
- Represents the program at statewide/local meetings;
- Act as liaison to update faculty across other divisions for program changes/requirements;
- Planning Career Day;
- Internship coordination; and
- Mediating disputes between faculty and students.

Lead Faculty

Lead faculty members carry out the following responsibilities:

- Assisting in the maintenance and inventory of curriculum materials and equipment;
- Assisting in the planning and implementation of staff development programs;
- Coordinating advisory committee membership and meetings for their specialty;
- Advising students for their discipline;
- Acting as lead contact with Academic Advising in their discipline area;
- Overseeing specialty labs in the discipline area;
- Promoting their academic discipline within and outside the College;
- Making official textbook designations for each course;
- Grant administration and development;
- Adjunct faculty orientation; and
- Unit planning.

Alternative Assignments

Policy Procedures 220-D.12

Alternative assignments are reductions in teaching load and are considered for faculty who are assigned to develop and teach substantially new curricula, or who are assigned administrative responsibilities or other special assignments where the Vice President of Academic Affairs, subject to the approval of the President, has determined a teaching load reduction is warranted. The formula for determining the minimum number of work hours for a given alternative assignment is as follows: For a three credit-hour equivalent of release time, a faculty member would receive the total hours for the semester as 7.5 hours (3 hours x 2.5) x the number of weeks in the semester (15). Consequently a faculty member would be expected to devote 112.5 hours/15 weeks/semester to the alternative assignment for a three credit teaching reduction.

All alternative assignments must be approved by the President. The Vice President of Academic Affairs has the responsibility to calculate the minimum number of work hours for an approved alternative assignment.

Faculty Professional Development

Policy Procedures 220-D.11

Professional development means developing continuously as a faculty member such as improving in instructional techniques and design, learning new topics and concepts, and remaining technologically competent.

A faculty member will professionally develop by various means, including, but not limited to the following:

1. Graduate and undergraduate studies;
2. Scholarly work and presentations (e.g., AFACCT);
3. Business and industrial training (which may include externships); and
4. Other endeavors.

Extensive curriculum development may be considered as professional development and result in a new course or program. Alternative assignments may be assigned to assist with this development (e.g., distance education).

HCC is committed to supporting professional development for its full-time and adjunct faculty. Professional development activities should enhance faculty skills, strengthen their competencies, and enrich the teaching and learning process. HCC believes in providing the highest quality professional development opportunities for faculty, as their continuous acquisition of knowledge and skills will enrich the classroom experience for our students.

Full-time faculty are required to complete a “Professional Development Plan” (PDP) annually. Working with their Division Chair or Director, faculty craft a plan guided by yearly divisional goals and objectives. In some cases, the PDP may include a focus on improving one or more areas of knowledge or skill that the faculty and Division Chair/Director mutually agree would improve the faculty member’s classroom performance. An annual assessment of PDP goal attainment is included in the faculty member’s overall assessment for the year.

Faculty are encouraged to include cost estimates in the Annual PDP and the division unit planning process. After submitting the Professional Development Request Form (see Appendix B) for approval of the Division Chair/Director, faculty are notified of approval or disapproval from the Vice President of Academic Affairs, who monitors the budget allocated to professional development on an annual basis.

The PDP form for faculty and the purpose/procedure for completing a professional development plan are found on the HCC Web site under **Faculty/Staff, College Operations**, “Human Resources,” “Employees.”

All full-time faculty are required to complete Sections 1-5 of a PDP annually for the new fiscal and academic year no later than May 30.

In Section 2 of the PDP, Goals and Outcomes are matched with Faculty Responsibility as defined in Policy #5050 (FLPTC) in the Board of Trustees Policy Manual, available on the HCC Web site under **About HCC, President & Leadership**, “Board of Trustees,” “Related Links” at the bottom, “Board of Trustees Policy Manual.” Professional development goals should be

congruent with the Division's goals and the College's strategic plan. Any goal for which institutional financial support is expected must include a budget estimate. In Section 3, the rationale for each goal is presented.

The relationship between each faculty goal, the division's goals, and the HCC Strategic Plan is presented. In Section 4, the faculty member signs the Plan and submits it to the Division Chair/Director for discussion and approval. When approved and signed at the Division level, the form is submitted to the VPAA for review and approval. Once signed, the form is forwarded to the President for a final review and approval.

Prior to the expenditure of funds for professional development listed on a signed PDP, a Professional Development Request Form must be completed and approved by the Division Chair and the VPAA. This form requires the listing of specific expenses for a PD activity such as a conference (registration, transportation, lodging, meals, etc.). When the actual expenditure of funds by finance is requested, either before or after the event, this approved PD Request form must be attached to the paperwork.

No later than January, at the beginning of the Spring semester, the faculty member should review the PDP and complete Section 5 to provide a progress report to the Division Chair. The Division Chair may schedule a meeting in January or February to discuss progress on the PDP. This meeting is required for faculty who are applying for promotion or tenure. Additional updates to Section 5 can be added as the semester progresses. As a goal is completed, the date is entered as well as a short explanation of whether all the outcomes were achieved. Goals listed at the end of the year as not met must include an explanation of why the goal could not be accomplished.

In Section 6, faculty can enter a short explanation of any additional accomplishments (not included in the original plan) they have achieved over the year covered by the PD Plan. All Division Chairs/Directors will meet individually with division faculty by May 30 to conduct a formal review of a faculty member's professional accomplishments and performance during the academic year. A short summary or specific comments can be written in section 7. This may include topics related, for example, to the faculty member's goals and accomplishments, student evaluations, classroom observations, or the faculty member's general performance as a team member in the division.

After the individual meeting is completed, both the faculty member and the Division Chair/Director sign and date the form. A copy is given to the faculty member and the original is placed in the faculty member's employee file in the division office.

For additional information related to professional development, including the application process, consult the HCC Employee Handbook.

Faculty Evaluation

Policy Procedures 220-D.14

Student evaluations of faculty are conducted, which offers useful assessment of teaching effectiveness, and offers comparative data with other faculty within a department, a division, and college-wide (see Appendix A).

Student evaluations are connected to faculty promotion and tenure decisions. The recommended level of minimum acceptable performance should be 75%. All classes, including labs and clinicals, are to be evaluated using the appropriate instrument, every semester. This would include part-time as well as full-time instructors. On all of the instruments, the minimum acceptable level of performance should be 75%.

Faculty members receiving less than acceptable student evaluations will be counseled and given advice by his/her Division Chairs/Directors to improve his/her evaluation scores. Division Chairs/Directors should perform a formal supervisory evaluation of their faculty members on an annual basis. This may be reduced if the faculty member is tenured and receives consistently high student evaluations. All faculty evaluations are official personnel documents and must be retained in the employee's official personnel file in Human Resources.

Supervisory Evaluation

Division Chairs and Directors are required to perform an annual supervisory evaluation of their full-time faculty members. The purpose of this evaluation is to provide the faculty member with information from a supervisory perspective, synthesize information from various components of the evaluation process, and assist in the development and implementation of a faculty professional development plan. This evaluation will include: a written report based on a classroom observation, annually for non-tenured faculty, and every three years for tenured faculty; a listing of the prior two semesters' of student evaluations of teaching; and the supervisor's assessment of the faculty member's performance in meeting the full range of faculty duties, including professional development, as well as an assessment of college and community service.

Student Evaluation of Faculty (SEOF)

Purpose

The College is committed to providing the most effective instruction for all students and is strong in the belief that, through classroom evaluation instruments, students can provide essential feedback to improve teaching and learning at HCC. Purposes include:

- A. To furnish information for the individual faculty member to use in assessing his/her course content and presentation;
- B. To provide the individual student with an opportunity to offer constructive criticism to his/her instructor;
- C. To provide the individual faculty member with comparable data that may be used in support of his/her considerations for promotion, tenure, and salary increments;

- D. To provide the student body with a voice in developing and maintaining an effective faculty and curriculum;
- E. To provide data that may assist in making instructional design and curricular decisions; and
- F. To provide the College administration with information that is considered in making retention, promotion, and tenure decisions.

Uses of Course Evaluations

- A. Student evaluation of faculty (SEOF) shall be administered to both support faculty self-improvement as well as to make administrative decisions (i.e., for mandated professional development, reappointment/dismissal, promotion, and tenure);
- B. Student evaluations shall be used for administrative purposes only in combination with other measures of teaching effectiveness, including classroom observation of teaching normally conducted by the Division Chair, Division Director or Academic Vice President. Scores of SEOF in online courses will be provided to the faculty member and to the Division Chair or Director and Academic Vice President, and, as of Fall 2009, are counted toward the average SEOF score;
- C. The SEOF instrument shall consist of a College-wide form that is compulsory;
- D. The completed instrument shall be collected, tabulated, and the scores returned to the faculty member by the Division Chair or Director. The summary reports shall include the scores on each survey item, plus comparison data on other sections of the course. Copies of the tabulations shall be retained by the Chair of the Division and by the Vice President of Academic Affairs who will consider those scores when making decisions regarding reappointment, tenure, promotion and salary increases; and
- E. The student evaluation of faculty may be reduced to every other year if the faculty member is tenured and receives consistently high student evaluations (average of course sections taught must be in the upper 20% of full-time faculty average scores and average scores ≥ 95) for 5 out of the 6 past semesters. In order to be on an every other year cycle, approval is needed by both the Division Chair or Director and the Vice President of Academic Affairs. Those faculty who satisfy the above criteria who wish to have student evaluations of their teaching conducted every year may choose that option.
- F. Use of Student Evaluation of Faculty to Improve Instruction

The primary use of student evaluation of instruction is as a source of information to maintain quality instruction in all the College's courses. As stated in the College's Employee Handbook, Chairs and Directors are expected to review the scores of student evaluations with faculty in their divisions. Scores on individual items can offer specific information on areas

where faculty may need to make changes in course methodology, course delivery, etc. Student comments can also be a source of valuable feedback.

G. Use of Student Evaluation of Faculty in Retention, Promotion and Tenure Decisions

Recommendation of faculty for retention, promotion, and tenure is a complex process that involves the synthesis of a variety of information such as supervisor classroom observation, college and community service, meeting the full range of faculty duties, professional development, as well as student evaluations of faculty. The College’s administration is committed to the belief that student evaluations of faculty are an important and useful source of evidence that should be explicitly considered in reaching judgments on the above.

Student evaluations of faculty will be considered in promotion and tenure decisions. The occasional individual class score below 75, however, will not have an impact on one’s application for tenure or promotion.

In the decision-making process, average scores from the prior 6 semesters will be considered. The other items that will factor into promotion and tenure decisions are supervisor classroom observations, meeting the full range of faculty duties, professional development, and College and community service. To receive tenure or promotion, the following are applicable beginning in the fall 2008 semester:

1. Supervisor classroom observations:	Satisfactory in 6 prior semesters
2. Student evaluations of faculty:	Average scores 75 or more in prior 6 semesters, with no more than 3 classes with scores below 75
3. Meeting full range of faculty duties, including professional development:	Satisfactory in 3 prior academic years
4. College and community service:	Satisfactory in 3 prior academic years

If a judgment is made that a faculty member is unsatisfactory in one of these areas, written feedback must be given to the individual.

Initial Faculty Probationary Period

Policy Procedures 220-D.03

Chairs and Directors need to work closely with tenure track faculty who are serving in their initial probationary period (generally two years).

1. Length of probationary period – All new faculty members must serve an initial two-year probationary period during which the faculty member will be evaluated each semester.
2. Evaluation criteria may include student evaluations, classroom visitations, peer review, college and community service recognition, and an annual review by academic supervisors including Division Chairs/Directors and the Vice President of Academic Affairs.

3. Extension of probation – The initial probationary period may be extended from one year at the discretion of the Vice President of Academic Affairs due to unsatisfactory performance. At the conclusion of the extended evaluation period, the Division Chair/Director and the VPAA will make a decision to either retain or not retain the faculty member. The President must concur with the decision and recommend a Board of Trustees' personnel action.
4. Completion of probation – The faculty member will be placed into the tenure track probationary period upon successful completion of the initial or extended probationary period. The faculty member will receive a faculty contract.
5. Faculty progression – There is a three stage progression for full-time faculty members: (1) initial probationary period (first two years), (2) non-tenured, and (3) tenured.

Tenure Track Probationary Period

Policy Procedures 220-D.04

1. After successful completion of the initial probationary period faculty members will serve a tenured track probationary period prior to becoming eligible for tenure.
2. During the tenure track probationary period, a faculty member will participate with the Division Chair/Director in a series of annual performance reviews in the areas of:
 - a. Teaching Competence;
 - b. Professional Growth; and
 - c. Participation in College/Division service.
3. These reviews will be completed after the required classroom evaluation, but prior to March 15 of each academic year.

Tenure Track Performance Evaluations

Policy Procedures 220-D.05

1. During the annual performance evaluation meetings, the Division Chair/Director will review, with the faculty member, the accomplishments in the three areas identified above.
2. The faculty member must also complete a self-evaluation and portfolio in which accomplishments are noted and goals are stated for the next academic year.
3. In the Division Chair/Director's evaluation, problems in any of the three areas will be described and corrective measures will be identified.
4. The Vice President of Academic Affairs will conduct a performance review with the faculty member and Division Chair/Director. At the end of the performance review, one of the following actions occur for the next academic year:
 - a. Performance is Acceptable – Renewal of the faculty member's contract.
 - Division Chair/Director recommends renewal of contract to the Vice President of Academic Affairs;
 - The VPAA recommends renewal of contract to the President; and

- If the President concurs, the faculty member shall be notified by the President concerning the contract renewal for the next academic year, pending the Board of Trustees action to support the recommendation.
- b. Performance is generally acceptable, but certain problem areas are identified – Offer the faculty member a provisional contract.
 - Provisional contract will include a statement of concern regarding the problem areas and steps to be taken by the faculty member to correct them. The faculty member **must** agree in writing to these corrective steps;
 - Division Chair/Director recommends the offer of a provisional contract to the VPAA;
 - The VPAA recommends the offer of a provisional contract to the President;
 - The faculty member may appeal the offer of a provisional contract to the President. If the appeal is denied, the faculty must accept the corrective steps or a contract will not be issued;
 - If the President concurs, the faculty member shall be notified by the President concerning the provisional contract for the next academic year, pending the Board of Trustees action to support the recommendation;
 - The maximum number of times a faculty member may be awarded a provisional contract is two. These may or may not be consecutive years.
- c. Performance is Unacceptable – Non-renewal of the faculty member’s contract.
 - Division Chair/Director recommends the non-renewal of contract to the Vice President of Academic Affairs;
 - The VPAA has the prerogative to disagree with the Division Chair/Director’s recommendation and reverse the recommendation. The reasons for this reversal must be in writing;
 - If the VPAA concurs with the recommendation of non-renewal contract, the VPAA recommends the non-renewal to the President;
 - The faculty member may appeal the non-renewal of a contract or a recommended denial of tenure to the President; and
 - If the President concurs with the recommendation, the faculty member shall be notified by the President of the non-renewal of contract pending the Board of Trustees action to support the recommendation.

Accelerated Tenure Track

Policy Procedures 220-D.06

1. The accelerated tenure track will consist of a probationary period and a tenure track period.
2. Eligibility:
 - a. A previously tenured faculty member at full professor rank;
 - b. Minimum of ten years of full-time relevant teaching experience; and/or
 - c. Leaving a previous accredited institution recognized by the U.S. Department of Education and in good standing.

3. After a successful completion of the tenure track probationary period, the faculty member will submit a letter requesting tenure to the Division Chair/Director who will forward it to the Vice President of Academic Affairs. The VPAA will provide a recommendation to the President.

Performance Improvement Plan (Tenured Faculty)

On occasion, a tenured faculty member's performance may be found to be unsatisfactory. A combination of supervisor classroom evaluations, SEOF scores, meeting the full range of faculty duties and College/community service could impact an overall unsatisfactory performance assessment. Beginning in the fall 2008 semester, a 3-year cycle will commence in which all full-time faculty members will be subject to an overall evaluation review process. During this 3-year cycle, faculty must:

- Receive satisfactory supervisor classroom evaluations in each of 6 consecutive semesters;
- Achieve average SEOF scores above 75% for at least 80% of their classes taught; and
- Receive satisfactory evaluation in meeting the full range of faculty duties and College and community service.

If a faculty member fails to satisfy the above criteria, the deficiency will need to be addressed. A remedy to correct the deficiency will be determined by the Vice President of Academic Affairs in collaboration with the Division Chair or Director, and may require that a performance improvement plan be established.

The plan must provide for a clear set of expectations and timetable for improvement of performance of faculty found deficient, and

- A. For those whose performance remains deficient, provide for the imposition of serious sanctions, and
- B. Be signed by the faculty member (signature only denotes receipt of the plan and not necessarily agreement), the Division Chair or Director, and the Vice President of Academic Affairs.

The process to establish a performance improvement plan must:

- Be fair and consistent;
- Contain clearly stated criteria and define minimal standards of performance, including definitions of expectations in teaching and College/community service;
- Complement existing faculty evaluation procedures;
- Respect and recognize differences in discipline-related pedagogy; and
- Include regular written feedback to the faculty member as well as a mechanism for faculty response to the evaluation.

The faculty member who has received an overall unsatisfactory evaluation:

- Is required to submit an annual progress report to the Division Chair or Director for three successive years after the plan has been initiated. The Division Chair or Director will review the report and provide a written annual evaluation to the Vice President of Academic Affairs on the progress of the faculty member toward the objectives stated in the development plan. The Division Chair or Director and Vice President of Academic Affairs must find that the faculty member has achieved satisfactory progress for two consecutive years in order for the mandated professional process to cease; and
- If the Division Chair or Director and the Vice President of Academic Affairs do not find satisfactory progress then the following possibilities may occur: 1) an additional development plan be written and implemented in consultation with the faculty member and the Division Chair or Director, or 2) the faculty member be recommended to the College President for a performance dismissal.

Hagerstown Community College recognizes the importance of providing employees with a disposition of grievances that may arise out of the application of a Performance Improvement Plan. As such, please review HR Policy #305, Board approved on September 21, 2004, as Board Approved Action #5007 as found in the HCC Employee Handbook.

Promotion and Tenure

Tenure and Promotion Criteria

Policy Procedures 220-D.07

Faculty Tenure Criteria – To attain tenure, successful completion of a probationary period and a minimum number of service years at the College are required. Below is a table indicating the minimum criteria for promotion and tenure:

<i>Faculty Ranks</i>	<i>Promotion Criteria*</i>	<i>Tenure</i>
Instructor	3 years (2 probation + 1 additional)	2 years probation + 4 tenure track**
Assistant	3 years at Assistant Rank	2 years probation + 3 tenure track
Associate	5 years at Associate Rank	2 years probation + 2 tenure track
Professor	N/A	1 year probation + 1 tenure track

* Minimum years in current position to be promoted to a higher academic rank.

**After successfully completing a probationary period, faculty members are offered a tenure track faculty contract.

Most faculty will need more than eleven years (the minimum) to move through the ranks of instructor to full professor.

Promotion Criteria by Academic Rank – The following tables indicate the minimum criteria for promotion and tenure by academic rank:

Assistant Professor:

Degrees	Initial placement: Master's degree, its equivalent, or 30 graduate credit equivalents for technology fields with specialization in teaching field.
Experience	One year at Instructor rank, plus two years probationary period at HCC.
Teaching	Demonstrated teaching excellence based on College student evaluation system. <u>Minimum</u> 75% positive rating or better.
Professional Development Plan	An approved professional development plan.

Associate Professor:

Degrees	Master's degree, its equivalent*, plus 30 additional graduate semester hours or their equivalent; in the technologies, 60 graduate credit equivalents will be accepted.
Experience	Three years at the Assistant rank
Teaching	Demonstrated teaching excellence based on College student evaluation system. <u>Minimum</u> 75% positive rating or better.
Professional Development Plan	An approved professional development plan.

Professor:

Degrees	Master's degree, its equivalent*, plus 30 additional graduate semester hours or their equivalent; in the technologies, 60 graduate credit equivalents will be accepted.
Experience	Five years at the Associate rank
Teaching	Demonstrated teaching excellence based on College student evaluation system. <u>Minimum</u> 75% positive rating or better.
Professional Development Plan	An approved professional development plan.

*Nationally recognized technology certifications where clock hours can be converted to credit hour equivalents, Certified Public Accountant, Juris Doctorate, and Professional Engineer may be used for promotion.

Board of Trustees' Action – In all cases of contract renewal or denial, granting of tenure, or promotion in rank, final actions rest with the Board of Trustees, acting to approve or not approve a recommendation from the President.

Administrators are not eligible for tenure. Part-time or adjunct faculty members are hired on a semester basis as needed and are not eligible for tenure or promotion.

Promotion and Earning Credits

To earn credits toward promotion, full-time faculty members have a number of options available. In each option outlined below, the activities must be relevant to their professional assignments, especially classroom teaching, instructional design, or curriculum development.

There are four options to earn credits towards promotion at HCC. These options are:

1. **Academic graduate credits** from coursework completed at an accredited graduate school that are relevant and appropriate for professional development in the discipline or curriculum. *Most credits applied toward promotion requirements should fall into this category.* The credits may be part of an appropriate graduate degree or independent of a degree.
2. **Academic graduate credit equivalents** may be earned from time to time when HCC offers an academic course on campus at the graduate level for faculty/staff in a content area appropriate for their professional development. The course must meet the established criteria which include: 45 clock hours for a 3-credit course with twice as much study time required as class contact time; rigorous assessment of course outcomes; and a minimum passing grade of C. If the course is offered in a hybrid format, the face-to-face meeting time may be reduced and the remainder of the required course time will be devoted to work completed through the official HCC course management system.
The instructor teaching the course must be qualified to teach graduate level coursework in the course discipline. Adequate record keeping for attendance and grades must be kept by the instructor and grading criteria must be clearly defined. Student grade reports will be created and submitted to the VPAA who will forward them to Human Resources to be filed with the employee's academic record materials.
3. **Continuing Education Units (CEUs)** from a noncredit continuing education program which are **documented with a certificate or letter** from the organization sponsoring the program. The CEU credit award must be clearly stated in the documentation. Nationally, CEU programs must include 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. These CEUs are often awarded in occupational program fields such as health and computer studies.
4. **Continuing Education Unit Equivalents** (CEU equivalents) may be earned by participation in conferences, workshops, seminars, short courses, etc., when official CEU credits from the sponsoring organization are not documented as in #2 above. To receive one CEU equivalent credit, the faculty member must document 20 hours of participation in a relevant educational experience (or series of experiences) with printed materials from the sponsoring organization, a comprehensive report of what was learned, how it is relevant to professional development, and how it will impact learning for HCC students. Academic Officers and Division Chairs or Directors may request the assistance of an impartial committee to evaluate the appropriateness of the CEU experiences for CEU equivalents. The Vice President of Academic Affairs is responsible for making the final decisions for CEU equivalent credit.

Most of the credits applied toward a requirement for promotion should be the traditional academic graduate credits or academic graduate credit equivalents (#1 and #2 above). No more than 20% of the promotion requirement (6 credits) can be from the CEU or CEU equivalent categories (#3 or #4) for arts and sciences and business faculty and no more than 40% of the promotion requirement (12 credits) can be from the CEU or CEU equivalent categories (#3 or

#4) for health occupations and industrial and engineering technology faculty (see the VPAA for a master list of faculty positions by category). No more than 4 CEUs or CEU equivalents can be earned in a single academic year.

Section 3: Teaching Classes: Instructional Practices and Procedures

Academic Calendar

The HCC Academic Calendar is located inside the back cover of the current College Catalog and on the HCC Web site.

Academic Freedom

Policy Procedures 220-D.19

Based upon a statement of Principles on Academic Freedom from the American Association of University Professors (1940):

1. Academic freedom is essential and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.
2. College faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
3. College faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
4. College faculty are citizens, members of a learned profession, and employees of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and professionals, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should allow respect for the opinion of others, and should make every effort to indicate that they are not speaking for the institution.

Books and Course Materials

Lead faculty and Division Chairs/Directors make decisions on the official textbook for all sections of a given course. Textbooks should be ordered well in advance, normally at least three months before the start of the next semester. Consult your supervisor and/or Division Office

Associate for additional information. Course books, school supplies, laboratory materials, and other items may be purchased by students at the College Bookstore, located in the Student Center. Store hours are posted on the College's Web site. The bookstore may also be reached at extension 271.

Desk Copies: Instructors are required to obtain desk copies from the book publisher. The College Bookstore will not provide free textbooks to divisions or instructors. Desk copies may be obtained using the following procedure:

1. Faculty are to provide the textbook information to the Division Office Associate who will contact the publisher's sales representative to order a desk copy and ancillaries for the instructor. This contact may be done electronically or in writing using college letterhead.
2. Desk copies and ancillaries should be requested from the publisher when the division book order is turned in to the bookstore (well in advance of the semester when they are to be used). In emergencies, the Division Chair/Director may authorize the purchase of an interim copy of a text from the bookstore using a transfer of funds from the division budget. The interim copy is replaced by the publisher's desk copy when it arrives and the funds are transferred back into the division budget.

Cancellation of Courses

It is sometimes necessary to cancel scheduled courses when student enrollment does not reach minimum levels. The decision for course cancellation resides in the Office of the Vice President of Academic Affairs in consultation with the Director of Instruction, and the Division Chairs and Directors. Faculty members are not paid for courses which must be canceled. When a class is canceled, students who enrolled in that class will be notified by phone that the class is canceled and receive a full refund. Any fees directly applicable to the canceled class will also be refunded.

Class Cancellations Due to Absence

Policy Procedures 220-D.18

Instructors are to notify Division Chairs/Directors of the Office of the Vice President of Academic Affairs (if the Chairperson is unavailable) as soon as possible whenever there is an illness or a later arrival.

The Division Chair/Director should provide class coverage whenever possible with another Division faculty member substituting during the absence of a faculty member, or provide timely information to the students concerning the cancellation of the class.

Class cancellation due to absence can be authorized only in an emergency by the appropriate Division Chair or Director. The instructor may not cancel class(es) without the appropriate authorization. Instructors may not post signs on classroom doors announcing the cancellation of classes. The posting must be done by the Division Chair/Director or Division Office Associate. All classes should meet their full, scheduled times.

When a faculty member is ill, it is imperative that the faculty member notify his or her immediate supervisor as early as possible so that appropriate arrangements can be made. The instructor should make every effort to provide his or her immediate supervisor with the appropriate course/class materials to be used by the substitute instructor so students will not be unduly affected by the instructor's absence.

When faculty members find it necessary to be absent for any reason other than illness, they must secure approval from their respective Division Chair or Director. There is an expectation that faculty will meet with their classes as scheduled. On the rare occasion that a faculty member must be absent from campus for a professional development opportunity such as making a conference presentation, a substitute faculty member may be employed to cover the class(es). Faculty are encouraged not to schedule medical appointments during teaching time unless no other time can be arranged. In this event, a Division Chair or Director must approve the request for a substitute teacher, and the Office of the Vice President of Academic Affairs must be notified in this regard. Faculty may not schedule vacations or extended professional development sessions during a time when they are scheduled to teach.

A faculty member who arranges for a replacement instructor for his/her class for whatever reason (e.g., substitute instructor, guest lecture, test proctor, etc.) MUST notify his/her Division Chair or Director. Only an individual approved by the Division should be invited to the classroom; this process will ensure that proper credentials, remuneration, and liability concerns are addressed.

In the event an emergency occurs and it is impossible to reach the Division Chair or Director or Division Office Associate, the instructor should contact the Office of the Vice President of Academic Affairs. It is imperative that notice is given as soon as possible so that arrangements may be made regarding teaching the classes.

All faculty absences must be recorded on the HCC Employee timesheet that is submitted monthly by Division Chairs and Directors to the College's Finance Office.

It is a Division Chair/Director's responsibility to file any request for payment to a substitute instructor with the Office of the Vice President of Academic Affairs.

Class Rosters

Class rosters comprise the official attendance record for every class and include the names, student identification numbers, and campus e-mail addresses of all students enrolled.

Because the College continues to drop students for nonpayment and for not completing financial aid processes, it is imperative that faculty check their WebAdvisor class rosters once a week. Updated class rosters are distributed through e-mail by the Registrar's Office every Saturday night during the semester but may also be obtained at any time through WebAdvisor, which can be accessed through the HCC home page.

Faculty should pay careful attention to attendance during the first two weeks of classes and are expected to submit a corrected roster to the student Records' Office by the announced deadline for the semester. The roster due dates for Fall 2011 follow:

First 5 & 7.5 Weeks	Thursday, September 1	By Noon 12:00 p.m.
First 10 Week	Friday, September 2	By Noon 12:00 p.m.
15 Week	Friday, September 9	By Noon 12:00 p.m.
Second 5 Week	Friday, October 7	By Noon 12:00 p.m.
Second 10 Week	Tuesday, October 11	By Noon 12:00 p.m.
Second 7.5 Week	Wednesday, October 26	By Noon 12:00 p.m.
Third 5 Week	Monday, November 14	By Noon 12:00 p.m.

If a student is not on the roster, they are **not** allowed to be attending class. Faculty need to send the student to the Office of Admissions and Registration immediately and should not let them return to the classroom until the student appears on the roster.

Please make sure you check your roster at least once a week during the entire semester. If a student is attending class and is NOT on your roster, they should NOT be attending class. Send them to the Office of Admissions and Registration immediately regarding his/her registration in your class.

Student No-Show Submission Requirements

Each semester, faculty are required to indicate on WebAdvisor (see Print Screen instructions as Appendix C) which students have never attended class. Submission is required for all sessions during the term. It is imperative that we have 100% compliance based on federal financial aid reporting requirements. Faculty are sent instructions/due dates to only their HCC email account prior to each session.

The goal of this process is to indicate those students who have **never** attended your class. If they have attended even one class, they **are not** considered a no show.

To submit your “no-shows,” follow these steps:

1. Log on to WebAdvisor;
2. Click on the Faculty Menu;
3. Click on Grading;
4. Select the Credit Fall 2011 term;
5. Select Midterm Grading and select the course from the list below; and
6. Your class roster will appear. Check the box “Never Attended” for those no-show students.
7. Make sure to go into each class individually to indicate your no shows.

If everyone is attending class, please email Alex Zombro in the Office of Admissions, Records and Registration at abzombro@hagerstowncc.edu. For the subject of the email, please state “All Attending.” In the body of the email, please include your name and course/section number.

*For on-line courses, please report students as no shows who meet all of the following criteria: did not attend orientation (if applicable), have not participated in the online classroom, and have not responded to contact from the faculty (email/phone calls).

Because the federal regulations have become stricter, Admissions, Records and Registration (ARR) will be informing Division Chairs/Directors if rosters are not submitted by the deadline. Please adhere to the deadlines.

Classroom Assignments

Classes are scheduled in specific rooms at specific hours based upon availability. Faculty will receive their classroom assignments as a part of their teaching schedule. Changing classrooms after the semester has begun is difficult because of limited classroom space. Faculty may not arbitrarily change their room assignments simply because another room appears available. If a faculty member believes that an assigned room is not sufficient for his/her needs, they may address the issue with his/her Division Chair or Director.

Confidentiality

Each faculty member is accountable for ensuring the confidentiality of all student educational records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. In accordance with this responsibility, faculty of Hagerstown Community College will not post or display, either electronically or in hard copy, lists of students' grades in personally identifiable forms, including the students' names or any four consecutive digits of the students' Social Security numbers or student identification numbers.

Student work, grades, attendance, and conferences are to be kept strictly confidential. Faculty may not disclose or discuss information about a student's educational record or classroom performance to anyone, including parents, spouses or employers, without the written consent of the student, unless this information has been requested by HCC personnel performing an assigned college responsibility or activity. If the student is a minor, information may be released to a parent or guardian, but only if the student has completed an "Authorization to Release Information" form which can be obtained from the Records Office. Faculty should check with the Records Office to confirm that this has been completed before releasing any information. If there are any questions regarding this policy or specific incidents related to this policy, contact the Dean of Student Affairs.

Course Syllabi and Course Guides

Faculty must submit these course guides to the Division Office Associate for each course taught. These guides are due before the end of the first week of class. Each credit course has an official course syllabus (see Appendix D) maintained by the Division Chairs/Directors with copies also provided to the Vice President of Academic Affairs. All sections of a course must follow the official syllabus. Faculty teaching a particular section of a course are to develop course guides for students that detail how they will address the course including their grading procedures.

Field Trips

Instructors are permitted to take students on field trips. Please contact your office associate or the Executive Assistant to the Vice President of Academic Affairs to get a copy of the “trip permission” form so that you may obtain the required approval signatures at least 2 weeks in advance of the trip.

Final Exam Week

A final examination is considered to be a necessary part of the evaluation for each course. For non-15 week classes, final examinations are administered during the last class. For 15-week classes, the last week of the semester is set aside for final exams and the normal class schedule will be replaced with a final exam schedule of two hour-time blocks. During the time block scheduled for each class, all faculty members are expected to administer an examination or appropriate alternative outcomes assessment activity. Rescheduling an exam during a different time block is not acceptable. An appropriate alternative outcomes assessment activity should be cleared with the Division Chair/Director.

The final examination schedule will be published on the College’s Web site for each semester. Every effort will be made to develop a schedule in which no student is required to take more than two final exams in one day. When the schedule requires a student to take more than two final exams in one day, or if a student’s final exam conflicts with a class in a non-15 week session, a final exam may be administered in the Testing Center during final exam week at a time mutually agreed on by the student and instructor.

The final examination week is considered a contractual responsibility of all faculty members, both full-time and adjunct. The normal full-time workload during this week is five two-hour time blocks during which assessment will be conducted. Overload courses and laboratory responsibilities may modify the “examination week” workload. A faculty member faced with extraordinary circumstances may petition the appropriate Division Chair/Director for release from the final examination regulation.

Grading /Grade Changes

Assessment procedures and a grading policy must be outlined in the course syllabus or course guide, and faculty members must maintain grade reports for each student assessment. Acceptable grades recognized by the College can be found within the HCC catalog. Final grades will be reported through WebAdvisor and should be submitted by the deadline that has been established for the semester. The Records Office will e-mail a reminder notice and online instructions at least a week before the due date.

Faculty will also be asked to submit an interim progress report for their courses, typically at the end of the sixth week of the semester. The names of students who are not passing the course are submitted and faculty should prepare to meet with these students to discuss their progress and course expectations.

Normally, grades may be changed only by the instructor who assigned the original grade. If a grade needs to be changed, a “Request for Change of Grade” form (which can be obtained from the Records Office) must be completed by the instructor, and submitted to the Vice President of Academic Affairs for approval. Students may appeal their grade within fifteen working days of the grade submission deadline. The process for grade appeal can be found in the HCC College Guide: A Handbook Planner for Students. Faculty should keep careful records of all grades given for student assessments during the course of the semester as validation of the student’s final grade.

Incomplete Grades

The grade of “I” (Incomplete) is awarded only when the instructor has determined that illness or unforeseen circumstances prevented the student from completing all course requirements. The student should have completed most of the course requirements (80%) and be beyond the deadline for receiving a “W” grade.

It is the faculty’s responsibility to complete a form entitled “Request for Grade of Incomplete,” which requires signatures of the student, instructor and Chair or Director of the respective academic division. Also, the form must be delivered to the Records Office before the final exam week. Once the form is received, the Records Office will input the “I” grade into the student’s record.

The student is not required to register for the course again, but must make up the work before the instructor’s deadline. If the student takes the course again, the “I” grade will become an “F” grade. The deadline for completing the work will not extend beyond the end of the next semester or the instructor will assign an “F” as the official grade. The instructor will change the “I” to a letter grade within fifteen working days from the date that the student completes all remaining course requirements.

Forms to request an Incomplete grade are available from the Records Office or from Division Office Associates.

Grading Systems/Scales

HCC uses the letter grading system (A, B, C, D and F) for credit and developmental courses. The current catalog defines each of these grades and explains how they are applied to the students’ grade point averages. Other actions such as MP, W, AU and I are also explained in the catalog.

Faculty must use HCC’s standard grading system, and it is recommended that faculty include the grading system in each course syllabus/course guide. Please note that some programs have established a different grading system, e.g. Medical Imaging. Any faculty member who contemplates modifying the standard grading scale for their courses must have the approval of the Division Chair/Director.

Grading Scales

The standard grading scale for credit and developmental courses is A (90-100), B (80-89), C (70-79), D (60-69) and F (59 or below). Faculty must include the grading scale on their course guide.

Sample Points and Grading Scale

Assignment 1:	50 points
Assignment 2:	50 points
Assignment 3:	50 points
Assignment 4:	50 points
Project:	60 points
Attendance:	40 points
Midterm Exam:	100 points
Final Exam:	<u>100 points</u>
Total points:	500 points

Using the above points and a grading scale based on 90, 80, 70, and 60 percentages, a student's grade will be determined based on the total number of points he/she accumulates during the semester:

450-500 points	A
400-449 points	B
350-399 points	C
300-349 points	D
0-299 points	F

Submission of Grades

Policy Procedures 220-D.16

All instructors must submit their electronic grades on time, and prior to their departure for any approved leave or academic breaks.

Records of class grades and any documentation that supports the determination of students' grades must be accurately maintained by instructors, and may be used during a grade appeal procedure.

Developmental Education Grading Systems/Scales

A student enrolled in HCC's developmental education courses shall be eligible to earn grades of A, B, C, and F. However, students who earn a grade of F in developmental education courses shall be required to repeat these courses. The hours and quality points earned in developmental education courses shall be included in the computation of the semester grade point average as applied to determining good academic standing for financial aid and for athletic membership.

However, the hours and quality points related to such courses shall not be applicable toward meeting requirements for a degree by an institution within HCC's System.

Faculty teaching developmental courses must use HCC's developmental education grading system, and it is required that faculty include the grading system in each course guide.

Grading Scales

The grading scale for developmental math follows the standard grading scale of A (90-100), B (80-89), C (70-79), and F (below 70). Faculty must include the grading scale on their course guide.

The grading scale for developmental English and ESL follows the grading scale of A (94-100), B (87-93), C (80-86), and F (below 80). Faculty must include the grading scale on their course guide.

Sample Points and Grading Scale

Attendance: 100 points

Homework: 100 points

Journal: 100 points

Quizzes: 100 points

Tests: 250 points

Final Exam: 150 points

Using the above points and the developmental math grading scale, a student's grade will be as follows:

720 – 800	A
640 – 719	B
560 – 639	C
0 – 559	F

Using the above points and the developmental English and ESL grading scale, a student's grade will be as follows:

752 – 800	A
696 – 751	B
640 – 695	C
0 – 639	F

Intellectual Property

Intellectual property refers to creations of the mind or intellect. Such creations can be patented or copyrighted and can be owned by the creator of the property or by a purchaser of that property. According to the United States Copyright Office, “Copyright is a form of protection provided by the laws of the United States (Title 17, U. S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- To reproduce the work in copies or phonorecords;
- To prepare derivative works based upon the work;
- To distribute copies or phonorecords of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- To perform the work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works;
- To display the work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work; and
- In the case of sound recordings, to perform the work publicly by means of a digital audio transmission.

For further details about copyright, consult <http://www.copyright.gov/>. For HCC policies concerning the use of copyrighted material, go to

<http://www.hagerstowncc.edu/library/services> and click on the plagiarism link.

Make-up Examinations

Students absent from an announced (major) test or examination may be given an equivalent examination at a later date at the discretion of the instructor.

Office Supplies

Faculty should contact the Division Office Associate for directions to obtain general classroom supplies.

Reprographics

HCC Reprographics can provide support in the areas of graphic design, copying, printing and CD replication. Project requests may be submitted through e-mail.

In addition, for small photocopying jobs (under 100 copies), copiers are located across the campus. Your HCC ID number is your access code. Division Office Associates can provide you with instructional support for the individual photocopiers. For additional information about

services provided by Reprographics, see **Section 5, Instructional Support, Services, and Additional Programs.**

Student Behavior Issues and Procedures

As a faculty member you have the right to expect that students will not:

- Disrupt the educational process in your classroom;
- Engage in academic dishonesty;
- Infringe on the rights of others; and
- Commit unlawful acts or violations of college rules.

If you believe that any of these things are occurring, the student is subject to disciplinary action. The first step in remedying the situation is to speak with the offending student(s). If the situation does not improve, formal disciplinary procedures should be pursued through the Dean of Student Affairs (for behavior violations) or the Vice President of Academic Affairs (for academic integrity violations).

The standards for student behavior and procedures for filing an incident report are listed in the Code of Student Conduct which is published in the HCC College Guide: A Handbook Planner for Students, available from the Student Affairs Office.

Plagiarism is the use of ideas or work of another without sufficient acknowledgment that the material is not one's own. Plagiarism is considered prohibited conduct and an academic integrity violation, and students found guilty of plagiarism will be subject to sanctions as defined in the HCC College Guide.

For issues involving academic integrity (academic dishonesty), the Academic Integrity Incident Form found in the HCC College Guide may be used. When an academic integrity issue arises, instructors should follow the procedures in the handbook including filling out the form. If a student is found to have committed a violation of academic integrity, a letter of reprimand from the Vice President of Academic Affairs and a copy of the form are placed in the student's file, so that if another academic integrity issue arises, further steps may be taken regarding that student's suitability for college work.

Pre-Requisites and Co-Requisites

Pre-requisites are preparatory courses or placement tests that must be successfully completed before students are allowed to enroll in a course. These requirements are enforced by the registration system; students attempting to register for a class will not be allowed to register if they are missing these pre-requisites. The course description, located in the catalog or in WebAdvisor, will dictate the pre-requisite course(s) or required placement level. Some course descriptions list co-requisites. These are classes the students must take concurrently. Student must take the courses in the same semester.

There may be occasions when faculty wish to allow a student to register for a class in which the student does not meet a pre-requisite or co-requisite. The instructor must provide written permission to the Registration Office via the override form or by emailing the Registration Office at register@hagerstowncc.edu.

Registration Deadlines

Registration deadlines vary depending on the term in each semester. For an up-to-date list, consult the current class schedule or WebAdvisor.

Student Attendance of Class

In compliance with Federal Regulations (34 CFR Parts 668), instructors must maintain accurate attendance records, specifically to determine a student's class withdrawal date for a student's financial aid liability.

Student Withdrawal from a Course

A student may withdraw from a course until one day before 20% of the semester is completed and receive no grade. After that point, the student may withdraw until 66% of the course is completed and incur a "W" grade. Faculty will be emailed if a student withdraws from a class after the census date.

Administrative Withdrawal

Students can be involuntarily withdrawn from their courses by the administration:

- To protect the safety of the student and/or others or to protect the integrity of the College's learning environment when the student is not able or willing to withdraw from courses;
- Under extraordinary and/or unforeseen circumstances; and/or
- After academic or disciplinary action that has a specified return date and the student has not returned by the specified time.

Students can appeal the Involuntary Withdrawal through the Student Code of Conduct due process procedures within ten work days after the withdrawal was completed. The President will designate in administrative job descriptions those positions with the authority to administratively withdraw students from their courses, including both the chief student services and academic officers of the College.

Policy No.: 4011, Board Approved: April 27, 2010

Waitlists or Overrides

Course section capacity can vary according to classroom size and/or course requirements. Class capacities are set and changed only by the Division Chair/Director. When a class reaches its maximum capacity, a faculty member can elect to have the Registration Office start a waitlist. The faculty member would need to call x238 or email register@hagerstowncc.edu to request the list. The waitlist is checked by a Registration staff member each day and students are added into the class as others drop it.

If the faculty member does not want to start a waitlist, he or she may grant written permission to allow a student into a closed class. This can be done by the yellow override form (available from the Registration Office). Faculty can also email permission to the Registration Office at register@hagerstowncc.edu. Instructors are not required to oversubscribe their sections, but may do so at their own discretion. Instructors should work closely with the Division Chair/Director to manage overrides.

Cautionaries

College Letterhead Stationery and Logo

Hagerstown Community College letterhead stationery and logo is an official emblem of the College and should be used only for approved or authorized college business. Neither the College letterhead nor logo may be altered. Use of college letterhead stationery in conducting correspondence, for example, implies that the College has endorsed any ideas or actions contained therein. To avoid legal responsibility for unauthorized use of its letterhead stationery and logo, the College has provided the following directives. College letterhead stationery may not be used as:

- Personal stationery by an employee.
- An implication that an action or activity has College approval when it does not.
- A conveyance for an outside remunerative or non-remunerative activity.
- An espousal of personal or professional belief, opinion, or cause not held by the College.
- An attempt to represent or imply a position by the College on any social, political, or professional issue not approved by the College.

Conducting Surveys

Individuals or groups wishing to administer research and opinion surveys to college faculty, staff, student body and/or the public at large must comply with guidelines published by the Office of Planning and Institutional Effectiveness (PIE), available from that Office or the HCC Web site.

Section 4: Money Matters

Getting Paid

It is the policy of Hagerstown Community College that the College will maintain a competitive compensation program consistent with available fiscal resources and in compliance with federal and state laws and regulations pertaining to wage and hour practices. The College Board of Trustees reviews and establishes the annual salary scales for all employees and is committed to maintaining competitive compensation for all employee groups as compared to similar public institutions in the state and region. To establish fair and competitive compensation, the College will periodically review salaries internally and externally.

Full-time Faculty Overload in Base Load Semesters

Faculty overload would apply in base load semesters, normally in fall and spring. This provision would also apply to 11 month faculty during summer terms. These faculty by contract have a third semester as part of their base load. For more information concerning overload compensation, consult the Office of the Vice President of Academic Affairs.

Adjunct Credit Faculty

There are two compensation levels:

Level 1 = \$670 per course credit for the first 12 credits taught (current pay rate)

Level 2 = \$700 per course credit after having taught 12 credits

(NOTE: only past credit course instruction at HCC would apply to this differential in pay)

The College will annually review the above listed pay rates and adjust them along with all other employee compensation provisions as may be suggested through market studies and approved by the Board of Trustees, consistent with available operating funds.

Third Semester Compensation

Full-time faculty who teach credit courses during a third semester (normally summer), beyond their contractual requirements, would be paid according to their academic rank as follows:

Professor	\$855.00 per course credit
Associate Professor	\$805.00 per course credit
Assistant Professor	\$755.00 per credit
Instructor	\$705.00 per credit

(Note: These figures reflect FY12 funding and are subject to change)

Note that the above provisions would not apply to 11 month faculty, since their base salary at the time of hire is established to cover three semesters of teaching.

Also, as applies to third semester compensation:

There will be no prescribed upper limit to the number of credits taught per faculty during the third semester, but the academic officers are authorized to limit teaching loads, on a case by case basis, as may be necessary in their judgment to assure quality instruction.

The criteria for management of class sizes, course cancellations, and running tutorial sections of classes would be the same for fall, spring, and summer classes, and would not vary based on higher compensation rates in the third semester. These criteria are to be established and adjusted as needed by the Vice President of Academic Affairs.

Faculty who work in student services (usually academic advising), or in other areas of the College outside of academic affairs during their third semester (normally summer) as part of an approved alternative assignment, would continue to receive the prescribed hourly rates of pay for the particular work.

Nothing in this policy would negatively impact faculty alternative assignment past practices and related compensation during third semester time periods. The compensation for alternative assignments in academic affairs (as distinct from student services, for example) would continue to be established on a credit basis, either load reductions in base load semesters or by the credit overload rate (here listed as \$700.00 per credit) for fall, spring, or summer terms.

Tuition Assistance

Please refer to the HCC Employee Handbook, October 2004: HR Policy #700 Professional Development, Tuition Assistance and Tuition Waiver; Approved by the Board of Trustees September 21, 2004, Board Policy #5091

Tuition Reimbursement (Credit Bearing)

Tuition Reimbursement applies to an approved program or course of study at an accredited college or university for eligible employees (subject to maximums per fiscal year listed herein). However if courses are available at Hagerstown Community College the employee may not request to take the equivalent transferable course at another college or university. **Course(s) or curriculum must be beyond the associate level and must be relevant to the employees' job or profession.** The immediate supervisor and the area Dean or Vice President must approve the employee request to take a course or enroll into a degree program.

Reimbursements will not exceed the in-state tuition rate per credit hour (excluding fees) for equivalent academic courses at Frostburg University, Bowie State University, University Maryland University College, University of Maryland, Salisbury University and Towson University. Mathematical average for the fall semester of the listed institutions will determine the rate for the following Fiscal Year. Hagerstown Community College will limit reimbursement to one undergraduate degree and one graduate degree per employee. In the case where the

employee is requesting approval for a second degree the individual's current credentials should be reviewed as should the impact of the requested program as it pertains to the employee's current job responsibilities and will be approved by the President of the College.

- Employee Eligibility. Tuition Assistance applies to regular full time employees. The employee must have successfully completed one (1) year of satisfactory performance in his/her current role.
- Up to and including six (6) Credit Hours per Fiscal Year. Tuition only (no fees) will be reimbursed at the actual per credit hour rate (excluding fees), not to exceed the in-state tuition rate per credit hour for equivalent academic courses at Frostburg University, Bowie State University, University Maryland University College, University of Maryland, Salisbury University and Towson University.
- Other. Approval of the supervisor and the Human Resources Office is required in advance each semester, and a grade of "C" or better is required for reimbursement. Approval will be contingent upon satisfactory job performance. The Human Resources Office will provide application forms for this benefit.
- As part of the sabbatical leave approval process any applicable concurrent tuition assistance request will be reviewed and approved by the President's Office on a case by case basis.

The College Budget

Budget Reports

Funds allocated to College units can be found in the Annual Plan and Budget, prepared at the beginning of every fiscal year by the Vice President of Administration and Finance and the Dean of Planning and Institutional Effectiveness. During the fiscal year, although budget reports are not routinely provided by the Finance Office, individuals responsible for budgets may request copies of expenditure reports from Datatel.

Budget Revisions

At the midpoint of each fiscal year, the Vice President of Administration and Finance requests budget revision requests from every College cost center. Division Chairs/Directors are responsible for preparing a list of needed revisions, for example, an increase in student aide hours. Division Chairs/Directors are responsible for discussing their requests with the VPAA, who will submit all requests from Academic Affairs.

Expenditure of College Funds

College monies may be expended only by authorized College personnel through completion and approval of a Purchase Requisition, a Request for Check, an Expense Voucher, or Petty Cash.

Expense Voucher

An Expense Voucher is completed when employees return from conferences or trips. Employees should attach receipts and, if applicable, a copy of the approved Professional Development request. The Expense Voucher must be signed by the direct supervisor, cost center manager, and the VPAA.

Purchasing Goods and Services

With the exception of some resalable items for the bookstore, dues, subscriptions, travel, refreshments, and lodging, *all* requests for purchases must be submitted to the Purchasing Office on the standard college requisition form, which is available on the HCC Web site. Before you begin this process you should determine if additional requirements may be needed based on the estimated price of the item you are purchasing. Refer to the chart, '*Dollar Limitations*,' at <http://www.hagerstowncc.edu/faculty-staff/dollar-limitations>.

To complete a purchase, an academic division prepares a ***Purchase Requisition***. The completed form (with or without an identified vendor) is approved and signed by the cost center manager (for academic divisions, the Division Chair/Director). If the Purchase Requisition amount is greater than \$1,000, it must be approved and signed by the VPAA. The Purchase Requisition is sent to the Director of Business and Procurement Services. That office will search for the best price and may solicit bids.

Requests for new equipment, furniture, and technology are made as part of the unit planning process. Once all requests are assembled, the VPAA, together with the academic officers, set priorities. Tentative decisions concerning these purchases are made at the executive retreat held each January. When the budget is set, an equipment, furniture, and technology list is prepared and included in the Annual Plan and Budget. The list also includes items for which outside funding, e.g. the Perkins Basic Grant, will be used.

Petty Cash

Employees may be reimbursed from Petty Cash for expenses that are less than \$25. The cost center manager must sign the Petty Cash voucher and enter the appropriate account number. Vouchers may be taken to the Finance Office for reimbursement between 9:00 a.m. and 11:00 a.m., Monday through Friday. Sales tax will not be reimbursed, so employees should request a Maryland tax exempt card to show to a vendor before making a purchase.

Request for Check

This form may be used:

- To reimburse College employees for College-related expenses. Employees who make a purchase within Maryland should take with them a Maryland tax exempt card (available in the Finance Office) since they will not be reimbursed for Maryland taxes; and
- To pay for contracted services and vendor purchases for which Purchase Requisitions have not been prepared in advance.

Requests for Check must be signed by the cost center manager. If the amount of a Request for Check exceeds \$1,000, it must be signed by the VPAA.

Supplies for Office and Classroom

Each academic division has an annual budget for supplies. Supplies may be obtained from items kept on hand by the division, or through completion of a *Central Stores* form, available from the Division Office Associate. If the College's Central Stores does not stock the needed supplies, a Purchase Requisition should be completed.

Section 5: Instructional Support, Services, and Additional Programs

Faculty Resources

The services, information, and resources listed below will aid you in carrying out your teaching responsibilities. In addition, advice from faculty colleagues on best teaching practices (regarding issues as varied as handouts to pedagogy) may be extremely beneficial.

Information Technology Services

The Information Technology Department provides instructional technology support for the College. This includes the College's electronic communication infrastructure, classroom technology, academic servers and software, and desktop computing support. Additionally, the IT Department facilitates centralized technology purchasing and manages software licensing for the College.

Located in the lower level of the Career Programs Building, the Information Technology Department maintains a Help Desk 8 a.m.-10 p.m., Monday through Thursday; 8 a.m.-5 p.m., Friday; and 9 a.m.-2 p.m., Saturday at extension 457. For help with WebAdvisor or Student E-mail, the Student Help Desk can be reached at extension 891 on campus or 301-791-6891 directly. College staff submit work orders through the college e-mail address, trackit@hagerstowncc.edu. Also, Faculty links to the course schedule enable faculty to maintain a faculty information page available to students. Within the HCC Web site, academic divisions are invited to develop a division web site which can highlight programs of study and other division-related information.

The Director of Information Technology and staff provide various services to faculty and instructional divisions including the following:

- Assistance in determining hardware and software needs for the division and the individual faculty member;
- Technical support in the repair and service of existing hardware recommended by the IT Department and housed in the division or in faculty offices;
- Consultation with divisions and faculty concerning effective hardware and/or software configuration used for instruction in student labs (e.g., “open lab” in the Library and specialized labs as used by Nursing and Health Science); and
- Implementation of the master plan of the College for instructional technology.

The Instructional Technology Committee serves as an advisory group to the Director of Information Technology and staff.

The Information Technology Department can be found on the HCC Web site listed under **Faculty & Staff, College Operations**, “Information Technology.”

Academic Testing Center

The Academic Testing Center is located on the third floor of the Learning Resource Center in Room 322 and provides a variety of services for faculty and students. Services include administering make up exams, exams for students with disabilities, and exams for hybrid and online classes. Instructions to request testing in the Academic Testing Center can be found on the Academic Testing Center’s Web page under “Faculty Guide and Forms.” The Center also provides services for national testing, participates with MAPP/CAAP, CLEP, DSST, and other College testing. Additional information for Praxis and LSAT is also available on the Center’s Web page.

The skills assessment is required as part of the entrance process into Maryland colleges. The Academic Testing Center assures proper course placement for all students seeking a degree or certificate, or attempting their first college-level English or mathematics class using Accuplacer, a computer based skills assessment. The assessment includes assessing students’ current skills in reading, writing, and mathematics. A written essay may be required.

Accuplacer assessment scores are good for two years at Hagerstown Community College and may be taken twice within that time period. Placement testing provides information necessary to make the best decision about the initial courses needed to begin college coursework. Exemption status for placement testing and hours of operation can be found on the Academic Testing Center’s Web page at <http://www.hagerstowncc.edu/testing-tutoring/academic-testing-center> or the Center can be reached at testingcenter@hagerstowncc.edu or (301) 790-2800, ext. 305.

Office of Admissions, Records and Registration (ARR)

ARR has three main responsibilities. The admissions function involves all the recruitment efforts for the college. The Recruitment Coordinator and Multicultural Recruiter conduct the majority of our recruitment efforts. The Recruitment/Operations Coordinator - Fort Ritchie conducts specific recruitment events related to the Fort Ritchie extension site, which is managed by ARR. All admissions applications and transcripts are processed through ARR. Transcript evaluations for transfer students are also completed in ARR.

The registration function includes credit and non credit registration. Credit registration is conducted primarily on line, though situations exist that do prohibit on line registration and require paper registration. Non credit registration is done via phone, fax, mail in, on line, and walk ins. Registration staff assist students with using WebAdvisor, and also process all changes to student record information including address, program of study, residency, and legal name.

The records function includes the processes of interim and final grading, probation, dismissal, letter/short term certificate awarding, incomplete grades, and veteran's affairs. The Records Office also processes all official transcript requests. Students can request transcripts via WebAdvisor, fax, or stop by the Records Office. The records staff also manages the paperwork for students who give permission to release academic information to a third party.

ARR provides faculty reminders (via HCC email) at the beginning of each semester regarding roster return requirements, roster checking requirements, drop/add dates, and interim and final grading.

Multicultural Recruitment

The central purpose of the Multicultural Recruiter at HCC is to identify, recruit, and retain students from historically under-represented student populations. These groups may include first generation college students, students of color, and students from high need financial backgrounds. HCC seeks to increase the ethnic and socioeconomic diversity of new students and encourages advancement of a campus-wide commitment to developing a diverse and multicultural student body recognizing differences and similarities across cultures. Outreach efforts include working with school counselors, ELL specialists, religious organizations, through college fairs and community based organizations providing the public with information about academic programs, resources, and opportunities available to under-represented student populations.

Fletcher Center

As a learning-centered institution, the College is committed to quality instruction in all courses. HCC is extremely pleased to be able to make available the services of the Adjunct Commons and Fletcher Faculty Development Center to assist adjunct faculty members, who are so important to the success of HCC's students. The Fletcher Center is currently located in LRC 102. After the Fall 2012 completion of the Classroom Building renovation, both the Adjunct Commons and the

Fletcher Center will move to newly renovated space in that building. Professional development materials and resources are being developed for use by faculty in the Fletcher Center.

Adjunct Faculty Resources

All adjunct faculty are given an HCC email address, which they are expected to check regularly for important information and announcements. In addition, each adjunct faculty member is emailed important information from the Executive Assistant to the Vice President of Academic Affairs. This information should be read and kept on file.

Adjunct faculty are expected to follow all of the same teaching guidelines (class attendance, syllabus, roster corrections, etc.) that full time faculty are expected to follow. Adjunct faculty questions or concerns should be directed to the Chair or Director of the academic division for which they teach, or to a full-time faculty member assigned by the Chair or Director.

Behavioral Intervention

The goal of the Behavioral Intervention Team (BIT) is to provide a pro-active and holistic approach to addressing behavior of concern in students. This reporting system facilitates communication and creates a quick response. Your incident report will be routed to a specific BIT member to prioritize and investigate. After submitting your report, you will receive an email message indicating the case number and the BIT member who is assigned to investigate your report.

All prior incidents relating to individual students are integrated in the system and help the BIT member with the investigation. In gathering information through interviews and finding other sources of information, the team member gains a better understanding of what occurred and can assess the risk involved more accurately as well as the necessary level of intervention.

Student behavior can be grouped into three categories of risk levels. For example, a student who appears to be depressed and talks or writes about death could present a mild, moderate, or severe risk. If the student is responding to one of life's negative circumstances and is exploring feelings, the risk is probably mild or moderate. However, if the student has been diagnosed with clinical depression, has decided to commit suicide and has said goodbye to his friends and instructors, the risk is severe. The intervention may be supportive sessions for a mild risk person while committing the student to a psychiatric facility, after contacting parents/guardians, may be necessary for a severe risk person.

The BIT has established referral guidelines which include emotional distress, physical deterioration, and/or suicidal tendencies of the student in question as well as a list of frequently asked questions.

Referral Guidelines

Emotional Indicators

- Direct statements of distress, family problems or other difficulties;
- Unprovoked anger or hostility;
- Exaggerated personality traits: more withdrawn or more animated than usual;
- Expressions of concern about a student by his/her peers; and/or
- A hunch or gut-level reaction that something is wrong.

Physical Indicators

- Deterioration of physical appearance;
- Lack of personal hygiene;
- Excessive fatigue;
- Visible changes in weight; and/or
- Bleary-eyed, hung over or smelling of alcohol.

Safety Risk Indicators

- Any written note or verbal statement which has a sense of finality or a suicidal flavor;
- Essays/papers which focus on despair, suicide, or death;
- Statements to the effect that the student is “going away for a long time;” and/or
- Giving away of prized possessions; self-injuries or self-destructive behaviors; severe depressions.

Frequently Asked Questions (FAQ)

Taking the step to express a concern about someone can evoke mixed feelings. Following are a few questions to explore as you consider your options.

- 1. What If I Am Wrong About The Person?** You are registering a concern based on an observed behavior (e.g., verbal exchange, action, etc.), not making a determination. By alerting the appropriate campus representatives, a safety determination can be made.
- 2. Should I Approach Him/Her First?** As a caring individual, you may desire to reason with or explore the source of the actions of the person in question. However, based on the threat level, this mentoring approach may not be the best course of action. Always assess the risk. Should you have any concern about your safety or that of the involved student, your best course of action is to access intervention from people who are trained in these areas.
- 3. I Don't Have A Great Deal Of Evidence – Should I Wait Before Notifying Someone?** Sometimes we don't have all the evidence. Let the Behavioral Intervention Team (BIT) weigh the information and see if gathering more facts is wanted as a response plan is evaluated. Bring what you have because others may have evidence too.
- 4. What Will Happen To The Person Whom I Submit A Concern Report Form About?** Although action will depend upon the situation, the BIT will intervene in support of the person of concern.

5. **Who Has Access To This Information?** The BIT is the primary responding body at the College. In the event that other people will need to be involved, reported information will be handled discretely.
6. **How Long Will This Concern Report Stay On File?** The majority of reports will stay on file for six (6) years; however, depending on the situation, some reports may stay on file for a longer period of time.
7. **Will This Report Adversely Affect This Person's Student Or Employee Status?** You are doing the right thing in reporting your concerns in support of the health of the individual student and of the safety of our campus. However, this action may also raise concern for the person(s) involved. Whether the overall review of information will adversely affect the person's student status will depend on the situation.
8. **How Will I Know That The Situation Has Been Addressed?** BIT will address every report that is brought to the committee. However, you may not be privy to the specific outcome of an investigation based on the factors involved.
9. **Will The Person Be Able To Find Out That I Submitted The Concern?** BIT will attempt to handle all matters discretely. We cannot guarantee that the person(s) involved will not be able to figure out the source of the report. However, we will not divulge your identity.
10. **Can I Submit Anonymously?** No. It is important to this process for you to identify yourself.

BIT Members

Jaime Bachtell (Coordinator of Disability Support Services);
 Angela Auldridge (Academic Advisor);
 Jeffrey Leister (Student Support Specialist);
 Jennifer Mills (Job Training Student Resources Advisor);
 Emily Hollins (Coordinator of Recruitment Operations at Fort Ritchie); and
 Dawn Nally (Instructor, Medical Assisting & Plebotomy Program).

Incident Reporting Form

The Incident Reporting Form may be found online:

<https://publicdocs.maxient.com/incidentreport.php?HagerstownCC> (see Appendix E).

Child Care

The Children's Learning Center is dedicated to serving the needs of young children by providing a high quality early childhood program within a safe, nurturing environment. The program supports the child care needs of HCC students, faculty, and staff and provides a learning laboratory for college students interested in working with young children.

Children are accepted at the age of two through the age of five. The Children's Learning Center is open Monday through Friday, 7 a.m. to 6 p.m., 12 months a year. The Center follows the College calendar and is closed for observed holidays and staff training days. It also follows the College's inclement weather policies.

For more information, call 301-790-2800, ext. 322. Current Application Fee, Tuition Rates and Payment Schedule/Policies are available online at HCC Web site, **Current Students, Student Services**, “Child Care.”

Division Office Associate

The Administrative Office Associate provides administrative and clerical support to the Division Chair/Director, as well as to the full-time and the part-time faculty, while serving as division receptionist. This position also provides assistance for students and others.

The Administrative Office Associate reports directly to and is responsible to the Division Chair/Director. This position may require the leadership responsibilities for assigned student workers and/or volunteers. The Administrative Office Associate coordinates closely with the Office of Academic Affairs, division faculty, instructional support personnel, and other Division Office Associates in carrying out assigned responsibilities.

Learning Centers

Faculty should make students aware of the Learning Centers and should encourage students to take advantage of the assistance which is available to them.

HCC’s four Learning Centers are unique academic resource centers committed to providing high quality experiences and a caring environment to help students improve their academic performance.

Instructional staff and/or peer tutors are available in each center to work with students in the major disciplines of English, Math, IST, and Science.

The Learning Centers are places where students study and complete assignments. Small group study sessions may be conducted by instructional staff, tutors, or peer students. In addition, all tutoring takes place in the appropriate subject learning center. Learning tools include:

- Computers
- Scientific calculators
- Internet and Blackboard access
- Textbooks
- Audiovisual material
- Study guides
- Practice tests

Computer Learning Center (ATC 212)

The CLC is an open lab for all HCC students enrolled in computer technology classes. Students work with peer tutors on tricky IST or programming assignments or just to practice computer skills for personal use.

Math Learning Center (LRC 335)

The MLC is an open lab for all credit-level mathematics students. Students stop by to complete online or paper-based homework assignments, to receive help and guidance with a Mathematics course, or just to study for an upcoming test.

Science Learning Center (SCI 118)

The SLC is an open lab for all students taking courses in the Science disciplines: Biology, Chemistry, Physics, and Physical Science. The center provides a variety of services to help students improve academic performance (including drop-in and one-on-one tutoring).

Student Success Center (LRC 346)

The SSC is designed to assist ALL students seeking successful completion of their programs at HCC. From Study Halls to Skills Labs in English or Math to just “open lab,” the SSC provides a variety of services to help students improve academic performance (including drop-in and one-on-one tutoring). Tutoring for accounting, foreign languages, and other subjects may also be available in the SSC.

For more information, call 301-790-2800, ext. 560, or email learningcenters@hagerstowncc.edu.

Learning Technologies

Learning Technologies supports HCC faculty and students with all classroom technologies, and in all forms of distance education used at the College. LT also supports meetings and events of all types for all members of the College Community. Available services cover a wide range of audio-visual and online capabilities, and support and training for staff and faculty. See below for LT areas and contact information. Staff members are available Monday through Thursday (7 a.m. - 7 p.m.) and Friday (7 a.m. - 4 p.m.).

Learning Technology Services - Course Management System • Help Desk Phone: 301-790-2800, ext. 587 • Audio-Visual Shop: ext. 222 • Course Management System Administrator: ext. 387 • Fax: 301-733-4229 • E-mail: learntech@hagerstowncc.edu.

Learning Technologies “Policies” and electronic forms to request Equipment Repairs, Reservations, and Training are found on the HCC Web site (log in) under **Faculty & Staff, College Operations**, “Learning Technologies.” Students can access General Information about Learning Technologies under **Current Students, Student Services**.

Library Services

The William M. Brish Library, located on the second floor of the Learning Resource Center, houses over 45,000 volumes including books, art prints, audio, and video recordings. The Library subscribes to over 200 magazines, journals, and newspapers.

The Library's online catalog allows students and staff to locate material available in the Library. Forty-two online databases and e-books provide access to full text articles from popular magazines, scholarly journals, newspapers, and other research materials. Access is available on campus or remotely. Links to the catalog and the databases are available through the Library's Web site at www.hagerstowncc.edu/library.

The Library has 48 computer workstations available for student research. These workstations have access to the Internet, Microsoft Office, HCC course modules as well as Library resources. Adjacent to the library is a 27-seat open computer laboratory. There is no charge for printing.

Assistance and instruction in using the Library or any of its resources is available at all times the Library is open. The Library maintains the Reserves Desk, which circulates course related material assigned by instructors. A copier and scanner are also available.

Students may reserve group study rooms for quiet study or group projects. The rooms can be reserved for 2 hours at a time. Please see library staff for more details.

Material may be borrowed from the Library by bringing your valid HCC identification card and the material to the Circulation Desk.

General library hours throughout the year are: Monday through Thursday, 7:30 a.m. to 9 p.m.; Friday, 7:30 a.m. to 4:30 p.m.; and Saturday, 9 a.m. to 3 p.m. Changes, summer hours, and holidays will be announced by campus e-mail, posted in the Library, and on the HCC Web site.

Office of Planning and Institutional Effectiveness

The Office of Planning and Institutional Effectiveness (PIE) is responsible for the implementation and coordination of the College's planning, research and evaluation processes that support institutional effectiveness, accountability, assessment and facilities development. In addition, the Dean of Planning and Institutional Effectiveness, with assistance from the Vice President of Academic Affairs, serves as the liaison with the Middle States Commission on Higher Education and coordinates related accreditation processes. The dean, with the assistance of the Governance Council, also monitors campus governance issues.

Institutional Research

The institutional research (IR) function of the PIE office:

- Provides information and statistical reports to support institutional planning and decision-making;

- Compiles, analyzes, and presents institutional research, planning and budget information in support of enrollment, policy development, and decision-making;
- Develops databases for various reporting and analytical studies, including, but not limited to, evaluation and outcomes, developmental studies, enrollment management, enrollment projections, retention, and institutional and program-specific accreditation;
- Fulfills compliance reporting requirements;
- Verifies data for submission to state and federal reporting agencies;
- Conducts statistical assessments and summaries; and
- Designs and conducts specialized evaluations and research projects.

To access PIE's research services, submit a request via campus e-mail addressed to **ResearchAndAssessment**. Each request should include:

- Requestor name, contact person, project description, and due date; and
- Criteria/parameters of information request, including such items as semester and/or date ranges for which information is requested (e.g. Fall 2009), and variables to be considered.

All requests will be acknowledged, and will include the name of the PIE staff member assigned to handle the request. Requests judged to fall within the purview/jurisdiction of the Information Technology office will be forwarded to that department, and PIE will inform the requestor. If a request cannot be undertaken by PIE, an explanation will be provided to the requestor.

Environmental Scanning

PIE also researches and compiles information in environmental scanning reports that assist the College to plan future programming and services. These environmental scanning reports, which provide information on national, state, and local trends in such sectors as economic and workforce development, as well as social, education, and cultural aspects, are made available to the campus community for use in unit planning and other activities. Environmental scanning reports are available on the HCC Web site under **Faculty & Staff, College Operations**, "Planning/Effectiveness."

Grants Office

HCC's grants office, operating as one of the areas of service provided by PIE, serves as the main point of contact for grants development and management and is located in room ATC 125. Working with the Grants Council, administrators, and other staff, the grants office ensures that every grant proposal developed and submitted at HCC aligns with the institution's priorities as established by the Board of Trustees and executive officers.

Before developing a grant proposal, faculty and staff should contact the grants office to ensure that protocol for HCC grant development is followed and necessary forms are submitted. The Director of Grants Development will forward grant ideas to administrators and, based on administrators' decisions, will notify faculty and staff about whether grant opportunities are to be pursued.

The grants office also writes and edits grant proposals, and provides boilerplate documents to assist HCC faculty and staff in writing proposals. Finally, the Director of Grants Development meets with grant managers on campus to review HCC's guidelines for administering grant projects. The grants office, including the Administrative Office Associate, also assists grant managers in following individual grant guidelines for completing activities and following reporting requirements.

Public Information and Government Relations

HCC's Office of Public Information and Government Relations seeks to enhance communication and facilitate information sharing about the College both internally and externally. Its primary functions are to serve as the gatekeeper for the release of information to the media and other external audiences, support student recruitment efforts, plan and direct all College marketing efforts, and assist in building and maintaining good working relationships with local and state elected officials. The office is responsible for maintenance of the College web site and the production of all official College marketing materials.

As the primary gatekeeper for the release of College information to the media, the Office of Public Information is responsible for the preparation and dissemination of all press releases and media announcements on behalf of the College. This office acts as the liaison between the College and the media, and requests that all media inquiries be initiated here. In the event that other campus departments or individuals are contacted directly by a member of the media, the contact should be referred to the Office of Public Information prior to the release of any information.

The Office of Public Information coordinates the collection and storage of College photographs. A staff pictorial directory, entitled *Faces*, is maintained by this office. New employees should stop by the office during their first week of employment to have a photograph taken for inclusion in the directory.

Campus Publications

Campus publications are largely maintained by the Office of Public Information and Government Relations. This includes, but is not limited to:

- College Catalog;
- Course schedule books;
- Viewbook;
- Program literature such as brochures, booklets and fact sheets;
- Annual President's Report to the Community and official College literature;
- Internal staff publications and newsletters; and
- News and Events.

Academic divisions planning to develop program brochures should first consult with the Public Information Office for assistance in creating a design that is compatible with the overall "look"

of College publications. The Public Information Office will also work with academic divisions and Reprographics to complete the project.

Reprographics and Copying

Reprographics, located in the Career Programs Building, Room 136, operates Monday-Friday, 8 a.m.-4:30 p.m., and can be reached at ext. 275. Services provided include Graphic Design, Copying, Printing, Binding/Finishing, and CD Replication. More information related to these services can be found on the HCC Web site under **Faculty & Staff, College Operations**, “Reprographics.” Directions for placing an order are explained under “Place an Order,” which also provides a copy of the Reprographic Xeroxing Requisition and Reprographic Business Card Requisition. Graphic Design on the Web site includes a *Graphic Identity Manual*, which discusses the HCC Symbol, HCC Wordmark, and HCC Signature/Logo; Typography; HCC Seal; Sample Letterhead, Sample Envelope, Sample Standard Letterhead Format, and Sample Business Envelope Format; Business Cards; and Glossary of Terms. Additional information on Copying, Printing, Binding/Finishing, and CD Replication can be found on this same Web site. Consultation on special projects with Reprographics staff is available upon request.

Additional Programs and Services

It is the responsibility of faculty and staff associated with Academic Affairs to become familiar with the wide variety of programs and services that help the College achieve its mission and goals. The following are examples of these programs and services, and faculty and staff are encouraged to consult the College Catalog, web site, and other campus publications for additional program information.

Academic and Career Advising

Advisement services are available to each student during his/her period of enrollment at HCC. Academic advisement and career planning are included in those services. Members of the staff are regularly available for day and evening students on a walk-in basis (appointments can be made in some instances). An academic advisor is also available on selected Saturdays according to a published schedule. Students are initially referred to an advisor for the purpose of planning an academic program. Faculty advisors also are available within each instructional division.

NOTE: Students are also able to receive assistance from the Welcome Desk staff and student ambassadors (located in the Administration and Student Affairs Building). The Welcome Desk staff and student ambassadors can assist students with basic information, including scheduling questions and the use of WebAdvisor.

A Career Development Specialist (CDS) is available to assist students who are undecided about their program of study. The CDS can help undecided students make important educational and career decisions and learn how HCC can help facilitate their vocational goals.

Additionally, the CDS offers an assortment of career interest inventories such as the Strong Interest Inventory, the Myers-Briggs Type Indicator, and the online career exploration tool, Choices Planner.

For students who need a more detailed and comprehensive career exploration service, a one-credit career planning course is offered each fall and spring semester.

Adult Basic Education (ABE) and English As A Second Language (ESL)

Hagerstown Community College is the home of the Washington County Adult Education Program. The mission of the program is to provide adult learners with basic life skills, including reading, writing and mathematics to increase their literacy rates and/or prepare them for the labor market or further educational/vocational training.

Classes include Adult Basic Education, English as a Second Language, General Educational Development (GED), External Diploma Program (EDP), and Family Literacy (FL) to eligible students. Students must attend an orientation and assessment session in order to be placed into the appropriate class. All classes, with the exception of EDP, have no fee. Textbooks are provided in the classroom for students to use, but students must purchase textbooks if they would like to write in them or remove them from the classroom.

Classes are offered on the campus of HCC and at other sites throughout the county. Through this program, HCC involves a number of partners, including CASA, DORS, Family Center, Head Start, Housing Authority of Hagerstown, Judy Center, Washington County Board of Education, and Western Maryland Consortium.

Funding for the Adult Education Program is provided by the U.S. Department of Education, Department of Labor, Licensing, and Regulation, and Hagerstown Community College.

Adult Education Programs Definitions

Adult Secondary Education (ASE) – EDP. This is a competency-based, applied performance, high school diploma program for adults 18 years of age or older who have acquired academic and occupational skills through their life experience. The cost of this program is \$75.00 for diagnostics and \$125.00 for assessment.

ASE – GED-level class. This will be for students placing in grades 10-12. There is open enrollment; however, if the classes are full, students may work on the GED computer program in the Student Success Center (SSC) until placement can be made. The textbook is *GED Complete Preparation* by Steck-Vaughn. A class set of books will be available for students to use only in class. Students may purchase their own textbook from the bookstore or online. In addition, the Official Practice Test will be given every Saturday in the SSC at no cost to students.

Advanced ABE (Pre-GED) is for students placing in grade levels 7-9. Students enrolling late in the session or on the waiting list will attend Ready-to-Learn in the Student Success Center and work to improve their reading level. The class textbook is *Pre-GED Complete Preparation* by Steck-Vaughn. A class set of books will be available for students to use only in class. Students may purchase their own textbook from the bookstore or online.

Intermediate ABE is for students placing at grade levels 4-6. Students enrolling late in the session or on the waiting list will attend Ready-to-Learn in the Student Success Center and work to improve their reading level. The class textbooks used are *Top Line Math* by Steck-Vaughn and *Building Strategies for GED Success* by Steck-Vaughn. A class set of books will be available for students to use only in class. Students may purchase their own textbook from the bookstore or online.

Beginning ABE is for students placing at grade levels 3-4. Students enrolling late in the session or on the waiting list will attend Ready-to-Learn in the Student Success Center and work to improve their reading level. The class textbooks used are *Working with Numbers* by Steck-Vaughn and *Endeavor* by Steck-Vaughn. A class set of books will be available for students to use only in class. Students may purchase their own textbook from the bookstore or online.

Ready-to-Learn (RTL) is the class for students placing below grade level 3 on the reading assessment. Students will be placed into RTL in the Student Success Center until they score at or above grade level 3 on Reading Plus. Study skills and computer basics will also be incorporated into the curriculum for students at this level.

Family Literacy (FL) is provided to students with at least one child through age 16. In addition to the academic studies listed in the courses above, students will improve their knowledge with interactive literacy activities between parents and children, students will learn how to be the primary teacher for their children, and students will receive parent literacy training that leads to economic self-sufficiency.

ESL Advanced is a course designed for students whose English proficiency allows them to meet most professional and social demands, carry conversations, and grasp deeper contexts in the language. The class includes reading, writing, speaking, and listening. Students will work on honing the verbal and written skills they already have, understanding somewhat more complex grammatical and implied concepts, and applying their skills to better themselves at home and in the workforce. This class prepares students to transition to secondary ESL classes. Students are encouraged to attend the Student Success Center for additional instruction and practice exercises.

ESL High Intermediate is a higher level course for students whose English allows them to function in most day-to-day situations, yet they may have trouble understanding more complicated situations. The class includes reading, writing, speaking, and listening. Students in this level will concentrate on more advanced skills in such areas as using the telephone, filling out job applications and medical forms, and communicating in different social situations. Students are encouraged to attend the Student Success Center for additional instruction and practice exercises.

ESL High Intermediate with Civics includes the above description and also incorporates Civic education. This course will emphasize a study of government, individual rights and responsibilities, and daily activities that promote civic participation in one's community.

ESL Low Intermediate is a mid-range class for students who are able to function with a limited routine English proficiency, yet are not able to communicate well outside familiar situations. The class includes reading, writing, speaking, and listening. Emphasis will be placed on sharpening skills in speaking phrases; writing messages; and interpreting written signs, maps, menus, etc. Students are encouraged to attend the Student Success Center for additional instruction and practice exercises.

ESL Low Intermediate with Civics includes the above description and also incorporates Civic education. This course will emphasize a study of government, individual rights and responsibilities, and daily activities that promote civic participation in one's community.

ESL High Beginning is a course for students with limited functional ability in English, but who are able to comprehend letters and numbers, simple phrases, and basic vocabulary relative to their needs. The class includes reading, writing, speaking, and listening. Emphasis will be placed on improving basic skills, including recognizing simple conversation topics, responding to a range of common greetings and expressions, reading for specific information, and writing simple sentences. Students are encouraged to attend the Student Success Center for additional instruction and practice exercises.

ESL Low Beginning is a course designed for English language learners who know very little or no English, who may not be familiar with the alphabet, or who may not be literate in any language. The class includes reading, writing, speaking, and listening. Students will concentrate on the basics of English, including letters, simple vocabulary, and basic phrases. Students are encouraged to attend the Student Success Center for additional instruction and practice exercises.

Attendance Guidelines

Students are expected to attend class regularly. Those missing three consecutive classes without notifying the teacher of the absence will lose priority registering for the next class session and will have to return to the RTL Class until a seat becomes available.

For more information on the program and to attend an orientation, call (301) 790-2800, extension 313.

Articulation Agreements

HCC maintains articulation agreements with both the Washington County (MD) and individual schools in Franklin County, Pennsylvania, that will allow students to receive college credit for certain specific advanced courses completed by students in their home high schools, such as advanced placement courses.

Articulation agreements also exist between HCC and other higher learning institutions such as Wilson College, Shippensburg University, and Penn State Harrisburg in Pennsylvania, Shepherd University in West Virginia and West Virginia University, and Virginia Tech and Shenandoah University in Virginia. Within Maryland, articulation agreements exist between HCC and Bowie State University, Capitol University Maryland, College of Notre Dame, Coppin State University, Frostburg State University, Goucher College, Hood College, Morgan State

University, Mount St. Mary's College in Maryland, St. Mary's College of Maryland, Salisbury University, Towson University, University of Baltimore, University of Maryland (Baltimore, Baltimore County, College Park, Eastern Shore, University College), Villa Julie College, Washington College, and McDaniel College (formerly Western Maryland College).

Concurrent (Dual) Enrollment

HCC's ESSENCE programs are designed for ambitious high school students who wish to get an early start on college. The ESSENCE program allows high academic achievers, who reside in Washington County, the opportunity to earn up to 12 credits while still in high school or home school. As part of the Essence Program students may dual enroll as both high school students and HCC students in courses offered at their home high schools. These students receive both high school and college credit simultaneously and receive a 50% reduction on HCC tuition for the course. The ESSENCE II Program provides the same opportunity to high school students who are out-of-county and/or out-of-state residents at a 25% tuition reduction. Eligibility is defined as students who have the academic and social readiness for college level work.

Disability Services

Hagerstown Community College provides reasonable accommodations to students with disabilities in accordance with the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973 and its amendments. Although the College does not have a special education program for students with disabilities, the Disability Services Office coordinates the provision of reasonable accommodations which are determined on an individual basis.

These accommodations allow students to be evaluated not on the effects of their disability, but instead on their knowledge and understanding of course material. In no case, however, will the College modify essential requirements for any course or degree program for students with disabilities.

All accommodations are based upon documentation that must be provided by a licensed or certified professional. It is the student's responsibility to identify him/herself to the coordinator of disability services at 301-790-2800, ext. 273 (TTY 301-739-5813), at least two weeks prior to the start of classes to allow time for necessary arrangements.

Distance Learning Program

HCC understands that busy schedules limit students' ability to attend classes on campus or take courses that may be offered at a convenient time. Distance learning may provide course access to those students. Distance Learning opportunities include: Online (WEB), Hybrid and Interactive Video formats.

- Online courses allow students the flexibility of deciding the time and place of course delivery. To successfully complete an online course, students must have basic computer skills, access to a computer with an Internet connection and an e-mail address. Each course will also have a list of system and software requirements. Students may need to

come to campus for scheduled meetings and/or exams. Online courses demand that students be able to learn and work independently and be able to meet deadlines.

- A hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and as a result, the amount of classroom seat-time is reduced.
- Interactive Video:
 - *Compressed Video Classroom (ATC-132)*: Using ISDN telephone lines and compressed video equipment, HCC courses are sent to other locations that also have compressed video equipment. The instructor and students are able to see, hear, and interact with each other with the use of cameras, TV monitors, and microphones.

Evening Courses: On and Off Campus

In addition to regular daytime offerings, HCC courses are offered during evening hours, typically between 6:00 and 10:00 p.m. on both the Main Campus (Robinwood) and off-campus locations, including the center at the Fort Ritchie site.

Intercollegiate Athletics and Student Academic Responsibilities

HCC offers 14 intercollegiate sports for its students including men's and women's basketball, men's soccer, men's and women's indoor and outdoor track, men's and women's cross country, men's baseball, women's softball, golf, women's volleyball, and women's tennis. The athletic director in cooperation with the Dean of Student Affairs formulates the guidelines that apply to HCC intercollegiate sports. The athletic director enforces academic eligibility rules for participation in intercollegiate athletics.

Internship Opportunities

Faculty who teach in programs that require or recommend student internships should consult with an HCC Workplace Learning Advisor (ext. 260) to learn requirements and procedures. Additional information is also available on the HCC Web site, under **Current Students, Student Services**, Internships.

Job Training Student Resources (JTSR)

JTSR offers academic and career development assistance for low-income independent students majoring in career programs. The JTSR office can be reached at ext. 392.

Learning Community

In August 1999, a formal initiative that included faculty and staff from HCC and the Washington County Public Schools was established and named the Learning Community, defined as a community of scholars and their students learning from and with one another. The mission of the

group was to increase college attendance within the Washington County student population and to create a seamless transition from high school to college in a K through 16 progression. The five original goals of the Learning Community initiative were to establish:

- A collaborative professional development activity for all teachers from local high schools and HCC to be hosted by HCC at the start of the 1999-2000 academic year and which would provide a vehicle for the two faculties to work together to build an organization of ongoing mutual support;
- A teacher-teacher communication network;
- A student-to-student (WCPS-HCC) communication network with joint supervised study;
- A faculty-to-faculty (WCPS-HCC) team to meet and work on placement testing, problems with the Student Outcomes Assessment Report (SOAR), and developmental education at HCC, and
- Curriculum-based projects involving both HCC and WCPS faculty and students. (Specific suggestions included dual enrollment classes, expanding high school student opportunities for classes at the College through the Early College Entry Program, advanced placement and articulated credit, special topic workshops, guided historical tours of battlefields and other sites of interest, leadership training and academies.)

The Learning Community initiative has flourished since its establishment and has resulted in a stronger partnership between HCC and WCPS. It is an integral part of enrollment growth at the College. It is a Board adopted program by both the Hagerstown Community College Trustees and the Washington County elected Board of Education.

Off-Campus Instructional Sites

The College operates satellite locations at the Valley Mall in Hagerstown and at Fort Ritchie in Cascade. In addition classes are regularly offered at various sites in Washington County and Franklin County, PA. HCC also maintains a training facility and driving range for its Commercial Vehicle Transportation Program at the Hagerstown Volvo Powertrain/Mack facility.

Additional off-campus sites include: Chambersburg Hospital; Waynesboro Hospital; Greencastle-Antrim High School; Hancock Middle-Senior High School; Washington County Technical High School; Eastern Elementary School; and Hagerstown Church of the Brethren.

Prison Education Programs

In conjunction with the Department of Labor, Licensing and Regulation (DLLR) and the Maryland Division of Correction, HCC provides educational opportunities to inmates of the Maryland Correctional Training Center (MCTC) located near Hagerstown. Inmates who are approved by the MCTC staff are taught by HCC instructors at the prison site. These students

may earn a letter of recognition, a certificate, and in some cases, an Associate degree while incarcerated.

Section 6: Division Chair/Director Duties and Responsibilities

Hagerstown Community College uses a Chair/Director model for academic division leadership. Division Chairs retain faculty status, are elected by the Division's full-time faculty for a term of 3 years, and are eligible for re-election. Divisions electing Chairs are: English and Humanities; Behavioral and Social Sciences/Business; and Mathematics and Science. Division Directors are appointed as administrators and lead the following divisions: Nursing; Health Sciences; Technology and Computer Studies; Developmental Education and Adult Literacy Services; and Physical Education and Leisure Studies.

Policy Procedures 220-D.17

A Division Chair, is elected, and re-elected by a majority vote of the full-time division faculty for a three-year term and shall work a required number of reporting days.

The faculty Assembly Chair or a designated faculty person appointed by the Chair oversees the election of a Division Chair. The faculty Assembly Chairperson communicates the results to the Vice President of Academic Affairs within five (5) working days of the election. The VPAA has the right to accept or reject the Division's recommendation.

1. If the recommendation is rejected, the VPAA shall inform the elected faculty member and the Division, and provide the reasons within fifteen (15) working days.
2. If the recommendation is accepted, the VPAA shall submit the recommendation to the President for approval.

The President may accept or reject the recommendation. If the recommendation is rejected, the President informs the VPAA, the Division and the elected faculty member, and provides reasons for the rejection, within fifteen (15) working days.

A faculty member, due to extraordinary circumstances, may be elected as acting Division Chair with approval from the VPAA and the President until a regular Division Chairperson is elected and approved.

The Division Chair will develop and present the annual unit plan, supervise the Division's faculty, annually evaluate the performance of faculty members, and recommend faculty promotions, tenure and disciplinary actions to the Vice President of Academic Affairs.

Division Chairs/Directors are responsible for assisting the Vice President of Academic Affairs in implementing the educational mission of Hagerstown Community College and:

- Participates in short- and long-range planning and evaluation for facilities design, instruction, and staffing needs;

- Coordinates, manages, collaborates, and solves problems to attain educational goals;
- Acts as an advocate for faculty;
- Prepares and administers unit plans;
- Provides instructional leadership for the division;
- Facilitates community relations as appropriate;
- Facilitates two-way communication between division members and other college personnel as appropriate; and
- Participates in appropriate division and college-wide accreditation, certification, and licensure activities.

Responsibilities

Curriculum and Instructional Design

- Collaborates with appropriate faculty to prepare the class schedule for the division within the specified timelines;
- Evaluates the viability of new program/course requests and modifications of existing courses/programs as requested by the division faculty;
- Develops and evaluates proposals for special projects (alternative assignments);
- Consults with the administration and division faculty on curriculum, course, and program matters;
- Coordinates, along with other division faculty, the articulation of division disciplines with secondary schools and institutions of higher education;
- Supports the development of objectives and outlines for new and revised courses/programs by division faculty;
- Maintains a file of current syllabi for all instructors in all classes;
- Provides leadership on alternative modes of course delivery including online, hybrid, clinical, and experiential learning;
- Ensures Quality Matters standards are being applied to distance learning course sections;
- Provides leadership for online instructional design; and
- Mediates among faculty who hold opposing viewpoints as to curriculum content or equipment.

Personnel

- Recommends to the Vice President job postings and the employment of adjunct faculty and staff for the division;
- Participates in the evaluation of division faculty;
- Communicates college philosophies, objectives, policies, and procedures to the division faculty and staff;
- Assumes a responsibility for keeping faculty and staff informed about college and state matters;
- Fosters faculty and staff development and professional growth;
- Coordinates, processes, and resolves conflicts concerning the assignments of faculty;
- Provides appropriate orientation for all faculty and staff;

- Supervises and evaluates personnel in the division;
- Coordinates the assignment of campus volunteers and student employees within the division;
- As appropriate, engages in the informal resolution of conflicts between and among division students and faculty;
- Mediates personality and philosophical conflicts within the division;
- Is responsible for the hiring process of new faculty and staff for the division;
- Oversees the use and security of their division's instructional resources;
- Compiles annual statistics related to program coordinator duties;
- Recommends professional development opportunities for faculty and staff; and
- Processes and resolves student complaints.

Budget and Plan

- Through the unit planning process, provides input to plans and goals;
- Coordinates the development and administration of the division budget and special program budgets in consultation with division faculty and requests resources to implement the plans;
- Coordinates the requests for capital items for the division in consultation with division faculty and submits those requests to the appropriate administrator;
- Is responsible for grants administration within the division; and
- Follows established college purchasing procedures and policies.

General Administrative Items

- Recommends to the Vice President all facility needs and modifications necessary to the functioning of the division;
- Processes required reports such as personnel absence reports;
- Coordinates and verifies the selection, ordering, and availability of textbooks for the division;
- Conducts regular divisional faculty meetings;
- Maintains an inventory of division equipment;
- Initiates procedures for necessary repairs and maintenance of division equipment and facilities;
- Works with advisory committees;
- Facilitates long-range planning by division personnel;
- Attends division, Academic Officers, Academic Council, and administrative staff meetings;
- Oversees the coordination of normal first-week activities each semester, i.e., room changes, last minute instructor no-shows, aiding students, etc.;
- Initiates schedule changes and submits them to the Director of Instruction;
- Works to create and promote diversity in the division;
- Represents Division on appropriate campus committees such as those involving campus leadership, strategic planning, budget, facilities, technology, academic issues, and student academic achievement;

- Participates in the development and administration of student scholarships and awards;
- Provides Division leadership for annual graduation and honors activities and other campus special events;
- Grant administration and development; and
- Adjunct/Part-time faculty hiring.

Adjunct/Part-time Faculty Hiring

Division Chairs/Directors maintain files of resumes from interested potential adjunct faculty as well as a community network of sources that can recommend appropriate candidates for potential adjunct faculty. In the absence of appropriate candidates in division files and network, Chairs/Directors complete a Job Description request and submit the request to HR for posting and/or advertising. HR will advertise the position when provided with materials by the Division Chair/Director and forwards all resumes and applications to the Division Chair/Director.

The Division Chair/Director contacts qualified applicants for interviews, interviews potential candidates, completes an interview checklist, evaluates the qualifications of the candidate for teaching a class within the division, and offers the position if appropriate. The Chair/Director confers with the Vice President of Academic Affairs when a candidate has less than the required qualifications.

The Division Chair/Director provides an orientation to each new part-time faculty member. The Division Chair/Director or Division Office Associate completes the new adjunct checklist, collects the required documents, and submits information for each adjunct to Human Resources and the Executive Assistant to the VPAA by completing the HCC New Adjunct Information form. Human Resources will input the new part-time faculty member's information into Datatel.

The Division Office Associate will add the name of the new part-time faculty member to the appropriate schedule in Datatel as soon as the Executive Assistant to the Vice President of Academic Affairs informs them of the adjunct faculty member's ID number. Division Office Associates order desk copies of appropriate course materials, set up a mail tray in the Office area, and inform the part-time faculty member about obtaining a picture ID and using the ID number for the campus copier network.

Unit Planning: Planning and Budgeting Cycle for Academic Affairs

Each year, the College engages in an integrated process of planning, evaluation, and budgeting for the following fiscal year. Every unit of the college prepares a plan that reflects its accomplishments (Annual Productivity Report), and, building on the College's mission, vision, institutional priorities, and strategic plan, submits its projected needs (Unit Plan). This planning process is vitally important for all constituent units of Academic Affairs. The plan for each unit includes:

- The unit's goals to maintain and improve productivity (e.g. new personnel, supplies, equipment, or facilities);
- Timelines;
- Persons responsible; and

- Assistance that may be required outside the department.

Unit planning meetings occur from October through December, with academic units generally convening first. For purposes of unit planning, each academic division is divided into smaller, discipline-related units. The Office of Planning and Institutional Effectiveness (PIE) prepares a schedule for all meetings, which is sent to all units and is also available on the HCC Web site with log in. PIE also prepares and distributes relevant data and unit planning forms.

Preparation for Unit Planning

Division Chairs/Directors are responsible for coordinating and presenting materials at unit planning sessions. New Division Chairs/Directors should network with their peers and consult with the Vice President of Academic Affairs (VPAA) to gain an understanding of the process.

An early start is important. At the beginning of the fall semester, division meetings should include a discussion about the upcoming planning process, including each unit's needs concerning data. If units have data requests beyond the information usually provided by the Planning and Institutional Effectiveness Office, Chairs/Directors should review these requests with the VPAA.

Division Chairs/Directors should schedule meetings with individual units in the division to:

- Review the previous year's goals;
- Examine outcomes data for the unit, using information from the unit as well as PIE. Use these data to determine and justify needs for additional resources. For example, to provide rationale for an additional faculty position, examine and report enrollment numbers for the relevant discipline, the number of sections, faculty/student ratios, as well as the ratio of full-time to adjunct faculty;
- Complete the Student Learning Outcomes Assessment (SLOA) report for courses and programs within the unit and use these data to determine and justify needs for additional resources;
- Note unit accomplishments for preparation of the Annual Productivity Report;
- Determine goals for the next fiscal year;
- Review proposed unit plans with the VPAA; and
- Complete the official forms provided by PIE and send all items electronically to PIE in as few files as possible. Meet with units to review the presentation prior to the scheduled meetings.

Unit Meeting Follow-up

It is important to note that even if agreements are recorded during unit planning meetings, for example on additional positions or equipment, these requests will not be necessarily fulfilled. Once requests from all units are gathered, the President and the executive officers review, prioritize, and align them with a draft budget. Since the final budget does not become official until all revenue sources are in place, follow-up monitoring by Division Chairs/Directors is important. Suggestions for follow-up include:

- Conduct a debriefing session at the division meeting following unit meetings;
- Review unit meeting summaries sent from PIE. If there are inaccuracies or if clarification is needed, contact the Dean of Planning and Institutional Effectiveness, making sure to keep the VPAA informed; and
- Follow-up with the VPAA to monitor status of unit planning decisions made by the President's executive team.

Responsibilities for Unit Planning Implementation

Division Chairs/Directors are responsible for monitoring implementation of unit goals throughout the year. Chairs/Directors are also responsible for monitoring budget expenditures and, if needed, preparing mid-year budget requests to meet unanticipated but necessary needs.

Section 7: The Campus

Campus Police

In the event of a crime or security violation on campus, call campus security immediately.

Emergency Contact Information

According to the Emergency Management and Response Plan:

Definitions

Minor Emergency - Any incident, potential or actual, which does not seriously affect the functional capacity of college activities and operations. **For facility/utility problems, contact the Maintenance Department at extension 339; for all other situations contact the Campus Police at extension 308.**

Major Emergency - Any incident, potential or actual, which affects an entire building or buildings and/or will disrupt college activities or operations. **Contact the Campus Police immediately at extension 308.**

Disaster - Any event or occurrence, which has taken place and has seriously, impaired or halted the operations of the College. In some cases, mass casualties and/or severe property damage may be sustained. A coordinated effort of all campus resources is required to control the situation

effectively. Outside emergency services may be essential. In all cases of disaster, an Emergency Command Post (ECP) will be established and the appropriate support and operational plans will be executed. Upon the President’s command, the Emergency Operations Control Center (EOCC), and his Emergency Advisory Team will be activated.

Telephone Numbers

Campus Police	Extension 312	
Emergency	Extension 308	Cell (240) 675-0914
Night Security	(240) 675-1011	
Emergency Rescue Ambulance	Dial 9-911	
Washington County Sheriff’s Office	(240) 313-2100	
Director of Plant Operations and Maintenance	Extension 216	Cell (301) 491-4801
Maintenance Supervisor	Extension 343	Cell (301) 491-9809
Vice President of Administration and Finance	Extension 330	Cell (301) 491-9801
Dean of Student Affairs	(240) 675-0863	

Use of College Facilities

With the HCC identification card a faculty member may use the services of the Athletic, Recreation, and Community Center (ARCC). The ARCC is available to fill the fitness and recreation needs of all HCC students, HCC employees, program participants, and the community. The ARCC is generally available for students and staff use when no special events are taking place and not between the hours of 4:00 p.m. and 6:00 p.m., because of the athletic team practices.

Campus Facilities Management and Planning – Maintenance and Custodial Services

The Office of Facilities Management and Planning provides maintenance and custodial services to the HCC campus. The maintenance staff operates and maintains building systems including heating, ventilation, air conditioning, electric, plumbing and carpentry services, as well as caring for the structural components of the buildings such as walls, floors and roof. The campus grounds are also cared for by members of the maintenance staff.

The custodial service staff provides general housekeeping and cleaning for common areas, interior space, classrooms and departmental space within the College. This includes regular trash removal, floor cleaning, dusting and lamp replacement. Custodial services also coordinates pest control and recycling programs.

Faculty may request services from the Facilities Management and Planning Office by logging in to the HCC Web site, **Faculty & Staff, College Operations**, “Maintenance” “Related Links” at the bottom, “Facilities Management and Planning Department Work Order Request System.”

Use of College Vehicles Guidelines

According to Policy #8055 Board of Trustees Approved: November 16, 2007 and revised August 2010, Hagerstown Community College (HCC) maintains a limited number of vehicles for use by employees and/or students for College related activities only. Use of College vehicles for personal use is prohibited. In addition, some College employees may choose to use their personal vehicles for College business which also requires them to adhere to the guidelines set forth for the use of college vehicles.

Driver Qualifications

Employees and/or students using a College vehicle or choosing to use a personal vehicle for College business must notify the Vice President of Administration and Finance or his/her designee and complete a Driver Application verifying that they:

- Accept the obligations of driving on behalf of the College;
- Will disclose any convictions for moving violations or vehicle accidents during the last 2 years;
- Will notify the Vice President of Administration and Finance or his/her designee if convicted of drunk driving, driving under the influence or if a license is revoked or suspended at any time following submission of the Driver Application; and
- Meet one or more criteria:
 - Routine use:
 1. Drives more than an average of twice per month;
 2. May transport others; and/or
 3. May drive distances of 30 miles or more.
 - Periodic use:
 1. Drives no more than twice per month;
 2. Generally drives for short errands (less than 30 miles).

A Schedule of Drivers will be maintained by Administration & Finance and updated no less than annually. Individuals using college vehicles must provide the Vice President of Administration and Finance or his/her designee with current information in order to obtain a Motor Vehicle Administration Driving Record. Driving records will be treated confidentially.

All drivers must meet the following requirements:

- Be at least 18 years of age;
- Possess valid driver’s licenses for at least two years;
- Maintain a good driving record as determined by the Vice President of Administration and Finance and the Chief of Campus Police; and
- Confirm receipt and understanding of the College’s Policy on the Use of Vehicles.

Individuals routinely using their personal vehicle for College business/activities must:

- Provide the Vice President of Administration and Finance or his/her designee with proof of insurance for the vehicle being used. The individual is responsible for the cost of maintaining this coverage; and
- Acknowledge that personal insurance will serve as primary in the event of an accident.

Restrictions

- College vehicles will not be used for personal or non-College business/activities;
- Children are not allowed to ride in College vehicles except those that are enrolled as students of Hagerstown Community College or children enrolled in the Children's Learning Center;
- Family members and friends will not be transported in College vehicles, unless serving in official capacity for College;
- Use of a College vehicle may be denied in extreme weather conditions or when extreme weather is expected. Contact the Facilities Management/Maintenance Department for direction under these conditions;
- For 15-passenger vans, mileage is limited to 400 miles round trip. Load, including equipment, is limited to the equivalent of 10 individuals according to the National Highway Traffic Safety Administration recommendations. Training will be provided for drivers of the 15 passenger vans;
- For all other fleet vehicles, mileage is limited to 200 miles one way;
- Occupants should not exceed the number of available seatbelts; and
- Under special circumstances, the above referenced restrictions may be waived with approval from the executive officer of the area. Waivers of these restrictions for executive officers must be approved by the President. Notification of any waiver will be provided to the Vice President of Administration and Finance or his/her designee and the Director of Facilities Management.

Accidents

If an accident occurs, REPORT IT IMMEDIATELY TO AUTHORITIES. Then, as soon thereafter as feasible, contact the College. Contact information is located in each fleet vehicle.

Failure to report an accident will result in a revocation of authorization to drive on behalf of the College. For College fleet vehicles:

- One accident or failure to comply with the College's policies and procedures will result in a written warning;
- A second accident or failure to comply with the College's policies and procedures may result in the loss of driving privileges; and
- Accidents considered egregious by Hagerstown Community College will result in the immediate loss of driving privileges.

Vehicle Requests

To ensure availability, it is advisable to request a vehicle at least two weeks prior to an activity or event. Vehicles should be requested by completing the Vehicle Request Form. The form is available on the HCC Web site, Log in, **Faculty & Staff, College Operations**, “Maintenance,” “Vehicle Request Form.”

Immediate Supervisor approval is necessary for all trips (except for trips under 30 miles one way). If transporting passengers requiring special accommodations, contact the Coordinator of Disability Services.

Driver’s Responsibilities

- Drivers are responsible for the general cleanliness of the vehicle. All trash should be removed from the vehicle and properly disposed of at the conclusion of use;
- No smoking is allowed in College vehicles;
- Any traffic violations and/or tickets are the sole responsibility of the driver. The College does not reimburse for traffic fines of any type;
- Drivers are expected to follow posted speed limits and practice defensive driving;
- Drivers and passengers will wear seatbelts at all times;
- Drivers should not talk on cell phones while driving unless the vehicle is equipped with a College-approved hands-free speaking and listening device. If there is a need to make a phone call, the driver should find a proper parking space before making the call. Stopping on the side of the road is not acceptable except in genuine emergencies; and
- In accordance with Maryland law, children younger than six years old, regardless of weight, or weighing 40 pounds or less, regardless of age, must be secured in a federally approved child safety seat according to the safety seat and vehicle manufacturers instructions.

These guidelines were submitted to the Board as supplemental material along with the College Vehicle Use Policy on November 16, 2007.

Center for Continuing Education and Training

The Center for Continuing Education and Training at Hagerstown Community College (HCC) focuses on “lifelong learning.” The College is dedicated to providing customers with opportunities for learning required to keep pace with the changes in our economy and society throughout a lifetime. The Center for Continuing Education is certified as a distinguished professional continuing education unit by the Learning Resources Network (LERN). LERN is the foremost authority on lifelong learning programming in the world. “Lifelong learning” at HCC includes both credit and non-credit customized training services for business, government, and industry. It also includes retraining, skills upgrading, and personal enrichment.

Institutional Advancement

The Office of Institutional Advancement conducts activities which strengthen the College’s ability to achieve and maintain self-sufficiency and viability. The Hagerstown Community College Foundation, Inc., fund raising efforts provide a stable income base for financial assistance to deserving and needy students. Through its fund raising, alumni activities, and volunteers, the development office creates greater opportunities for students, faculty, and staff and thus ensures the College’s ability to attain a financially sound margin of excellence for its students.

Merle S. Elliott Conference Center

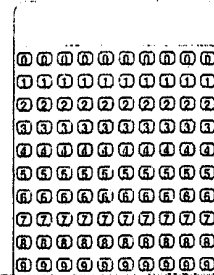
Opened in 2008, the Conference Center is located on the upper floor of the Career Programs Building. Contact the Office of Continuing Education for information about the Conference Center or consult the HCC Web site, Log in, **Faculty & Staff, Internal Forms**, “Elliott Center Conference Room Request Form” to reserve space in the Center.

Appendices

Appendix A – Faculty Evaluation Form

FACULTY EVALUATION

INSTRUCTOR _____ COURSE _____
DATE _____



Instructions for Completion:

Please use a #2 pencil. Make sure entire block is filled in. Give only one response per question. Erase response completely if changing your answer. Please make your decisions based on your expectations when you entered the course or your experience with other courses.

Responses A-E across the top apply to questions 1-19 only.

(write comments on back)

For questions 1-19 use the following:

A. always B. usually C. sometimes D. rarely E. not applicable

	A	B	C	D	E
1. The instructor makes clear to you what is expected in this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The activities or the objectives specified in the course syllabus are being accomplished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. So that you can adjust, sufficient notice is given if the instructor modifies the syllabus or the schedule of major assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The instructor is well prepared for class and well organized in his/her presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The instructor communicates clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The instructor clarifies material when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The instructor promotes independent thought about the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The instructor encourages questions, discussion, and expression of your viewpoints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The instructor responds to your questions satisfactorily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The instructor is enthusiastic about the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The instructor is available to you outside class, either during office hours or by appointment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The exams in this class are representative of the information covered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The instructor's grading practices are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The instructor's grading practices are fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Graded work is returned in a reasonable time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The instructor makes comments (oral or written) about papers, projects, homework, or tests to help you understand your mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The instructor demonstrates knowledge of the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The teaching materials (handouts, audiovisual materials, etc.) in this course are helpful in understanding the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The instructor begins and ends each class on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Your overall evaluation of the instructor is: A. excellent B. above average C. average D. below average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. In comparison to other college courses you have had, your opinion of this course is: A. excellent B. above average C. average D. below average E. not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions 22-24 are for data collection and do not affect the instructor's evaluation.					
22. Compared to the other college courses you have taken, the effort you put into this course is: A. much more B. somewhat more C. about the same D. somewhat less E. much less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. The textbook selected for the course contributed to your understanding of the course content. A. always B. usually C. sometimes D. rarely E. not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Are you a full-time or part-time student? A. full-time B. part-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B – Professional Development Request Form



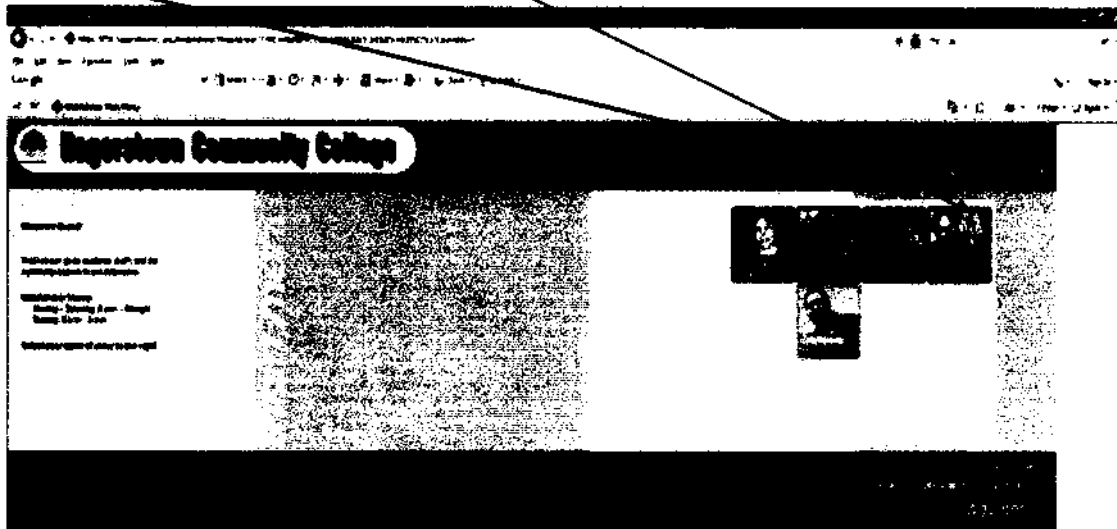
Professional Development Request Form

Name	Department
Date of Request	Date(s) of Activity
Activity Title	Activity Location
Check One: <input type="checkbox"/> IT Training (all employees) <input type="checkbox"/> Administrators & Professional Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Faculty	Cost of Activity: Registration _____ Local Mileage _____ Transportation _____ Lodging _____ Meals _____
Please provide justification for requesting attendance of this activity and explain its applicability to performing your job and your professional development goal(s) that were established with your supervisor (Please attach any available course description and additional pages as necessary.).	
Employee's Signature Date	
APPROVALS:	
Supervisor's Signature Date	
Area Dean's Signature Date	
Forward completed form as follows: IT Training - Dean, Administration and Finance Administrators & Professional Staff - Dean, Administration and Finance Support Staff - Director, Human Resources Faculty - Vice- President, Academic Affairs	
<input type="checkbox"/> Approved <input type="checkbox"/> Denied/Reason	

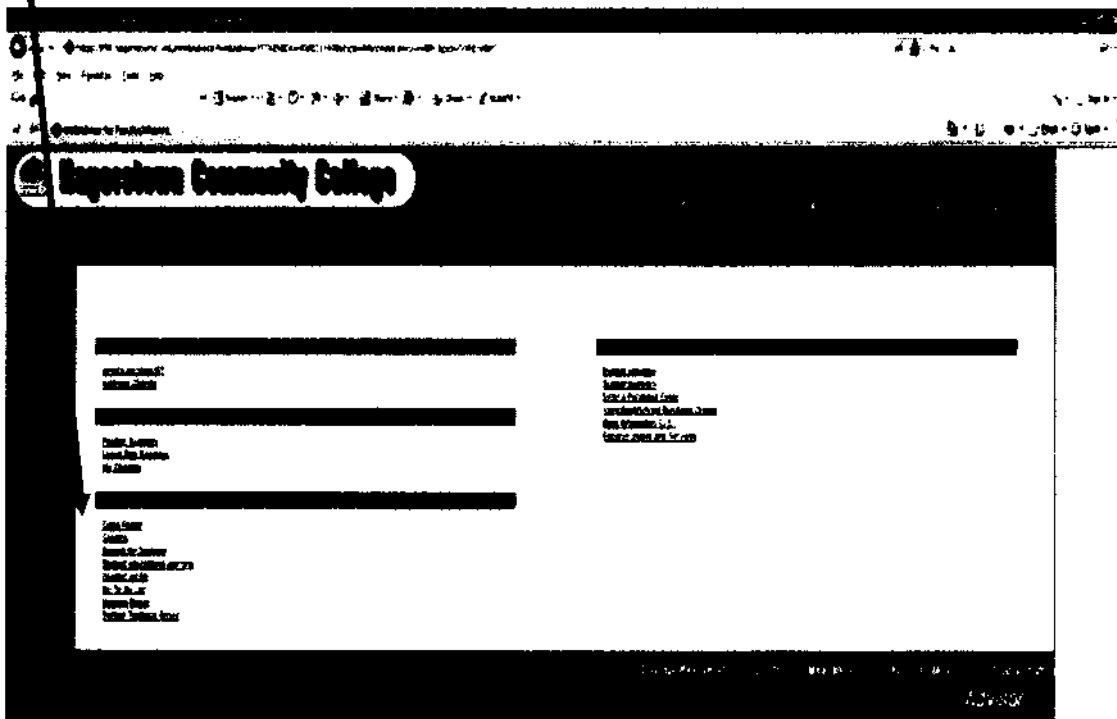
Appendix C – Student No-Show Submission Requirements

Please carefully read the following instructions for submitting the names of students who never attended your class. Your cooperation and timely submission helps HCC to stay in alignment with federal financial aid requirements. It also helps us to inform the students in a timely manner regarding the withdrawal procedures. To submit your “no-shows,” follow these steps:

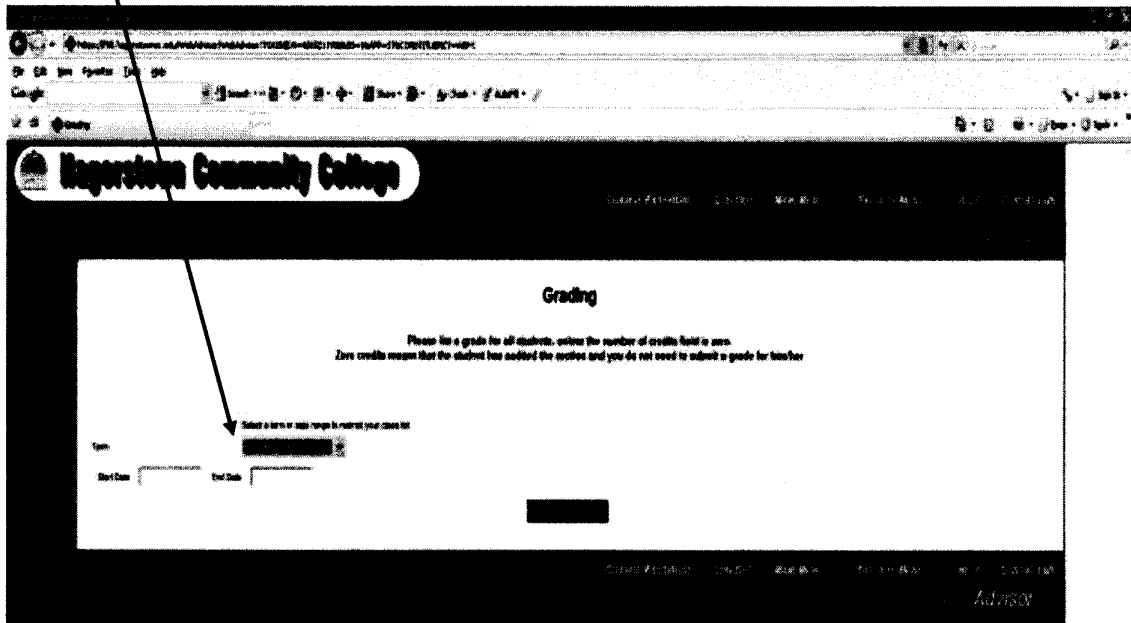
Log on to WebAdvisor and click on Faculty.



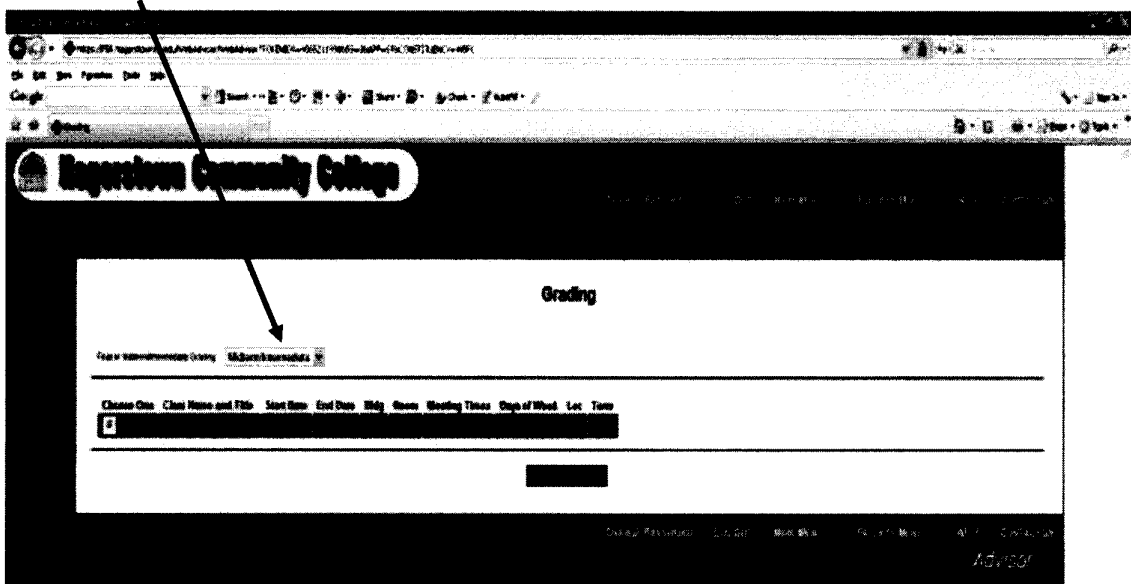
Click on Grading



Select the appropriate term and click SUBMIT.



Select Midterm and choose the appropriate class. Click SUBMIT (If you are teaching multiple sections in the term, they all will appear. Make sure to submit no shows for each section as applicable).



Appendix D – Course Syllabi

Hagerstown Community College OFFICIAL COURSE SYLLABUS DOCUMENT

INSTRUCTIONS FOR FACULTY:

- Use the following template to create your course guide. Please use Times New Roman 12 for your font and keep the margins as they are on the template. You will need to provide your Division Office Associate with an e-file of your course guide as a Word document by the first day of class. This can be done on a disc or by attaching the file to an e-mail message. The Division Office Associate will be able to store your course guide electronically rather than in a paper format (for example, one CD could hold an academic year's worth of syllabi).
- All categories must be included in course guides.
- For multiple section courses, content must be the same under the categories marked with an asterisk.

COURSE:* (*designator, number, title, credits*)

INSTRUCTOR:

SEMESTER/YEAR:

COURSE DESCRIPTION:* (*copy directly from college catalog*)

TEXTBOOK:*

STUDENT LEARNING OUTCOMES:*

Must Be Included On All Course Guides:

Total Hours of Coursework:

To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute “academic” hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit.

For most classes, students should expect to do at least 2 hours of coursework outside of class for each hour of in-class coursework.

COURSE CONTENT OBJECTIVES:

ASSESSMENT PROCEDURES: (*explanation of quizzes, exams, projects, etc.; must include three or more evaluations*)

COURSE POLICIES:


(Course policies should contain statements about the following topics, as well as any individual policies of an instructor.)

- Attendance Policy – the college attendance policy can be found in the College catalog.
- Disclaimer that the instructor reserves the right to modify course content.
- Mention of the Honor Code.

TOPICAL OUTLINE:**CONTACT INFORMATION:****Must Be Included On All Course Guides:**

Services for Students with Special Needs: Students who have special needs are encouraged to identify themselves to the Coordinator of Disability Services as early as possible. Reasonable accommodations based on current documentation are provided to qualified students.

Appendix E – Incident Reporting Form



Incident Reporting Form

Background Information

Your full name:

Your position/title:

Your phone number:

Your email address:

Your physical address:

Nature of this report: Behavioral Intervention

Urgency of this report: Normal

* Date of incident: / / must be formatted YYYY-MM-DD

Time of incident: : :

Location of incident: CFB

Specific location:

Reason(s) for Report

Below are categories that correspond to the Student Code of Conduct. Please indicate the relevant sections that pertain to this incident report.

BEHAVIORAL INTERVENTION

<input type="checkbox"/> Abuse-Physical, Mental, and/or Sexual	<input type="checkbox"/> Limited Support System	<input type="checkbox"/> Risk to Others
<input type="checkbox"/> Child Care Concerns	<input type="checkbox"/> Medication Related	<input type="checkbox"/> Substance Abuse
<input type="checkbox"/> Food Resources	<input type="checkbox"/> Mental Health	<input type="checkbox"/> Suicide Risk
<input type="checkbox"/> Housing/Homelessness	<input type="checkbox"/> Pregnancy	<input type="checkbox"/> Transportation

OPERATION OF COLLEGE

<input type="checkbox"/> Misuse of College Records	<input type="checkbox"/> Restricted/Confidential Information
<input type="checkbox"/> Misuse of Computer	

PERSONS

<input type="checkbox"/> Alcohol	<input type="checkbox"/> Harassment	<input type="checkbox"/> Mental Abuse
<input type="checkbox"/> Assault - Sexual	<input type="checkbox"/> Harassment of Staff	<input type="checkbox"/> Physical Abuse
<input type="checkbox"/> Drugs	<input type="checkbox"/> Hate Crime	<input type="checkbox"/> Sexual Relations
<input type="checkbox"/> Gambling	<input type="checkbox"/> Identity Theft	<input type="checkbox"/> Violence

PROPERTY

<input type="checkbox"/> Explosives	<input type="checkbox"/> Theft/Burglary
<input type="checkbox"/> Misuse of Keys	<input type="checkbox"/> Vandalism

WELFARE, HEALTH, & SAFETY

Involved Parties

Please list the individuals involved (excluding yourself), including as many of the listed fields as you can provide. For non-students, please list an SSN or Drivers License number in the block labeled SID if available.

<input style="width: 95%;" type="text" value="Name or Organization"/>	<input style="width: 95%;" type="text" value="****[Select Gender]****"/>	<input style="width: 95%;" type="text" value="****[Select Role]****"/>	<input style="width: 95%;" type="text" value="ID Number"/>
<input style="width: 95%;" type="text" value="DOB (YYYY-MM-DD)"/>	<input style="width: 95%;" type="text" value="Phone number"/>	<input style="width: 95%;" type="text" value="Email address"/>	<input style="width: 95%;" type="text" value="Hall/Address"/>

Description / Narrative

Please provide a detailed description of the incident/concern using **specific** concise, objective language.

[Check Spelling & Preview](#)
[Check Spelling & Preview](#)

Supporting Documentation

Additional supporting documentation may be attached below. *Maximum 12 megabytes per file*
Attachments require time to upload, so please be patient after you click to submit this report.

One last step ...

To help us fight spam and increase security, please complete the captcha at right:

Too difficult to read? Click the arrows located below the second word until you get one that's clearer. One word is likely harder to read than the other; you only need to get the easier word correct.

What's this all about? By typing these words and giving it your best guess, you're fighting spam and helping to digitize old books. Learn more about the reCAPTCHA project [here](#).


d d r e g a m f r o m

Type the two words:



d d r e g a m f r o m

Type the two words:



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