Preface

Welcome, Faculty

On behalf of Prairie State College (PSC), I want to welcome you.

Whether this is your first semester teaching at PSC, or if you have been here for many years, the work you do is appreciated and valued. We all play a role in helping our students achieve a successful outcome, and the role of faculty is critical in helping our students achieve their educational goals.

For students, faculty are the key to their educational success. Students don’t know whether their instructor is full or part-time. What matters to our students is the instructor’s knowledge of the subject matter, the care given to class preparation, fairness in grading, and genuine concern for student learning. Combining those elements with a commitment to helping every student succeed is winning formula for student success.

PSC has a reputation of academic excellence and a rigorous learning environment. That reputation is built on the excellent faculty we hire and the experiences our students have in the classroom.

From personal experience, I know how important faculty are in a student’s education. I started my education at PSC as a part-time student. And the experience I had in a learning community changed my life and started me on my educational path. Don’t underestimate just how critical you are to our students and the impact you have on them.

I once was in your role as an adjunct faculty member at PSC, and have continued teaching at Governors State University. The challenges of teaching can be great but so are the rewards. Faculty are student success specialists.

I wish all of you a great year. Please stop by my office or stop me in the hall and tell me how your classes are going. If I can assist you, please don’t hesitate to contact me. We are here to help students achieve their educational goals.

Sincerely,

Terri L. Winfree, Ph.D.
President
Colleague,

Welcome to a great institution, and congratulations on becoming a member of an outstanding faculty that is dedicated to helping students achieve. As President of the Prairie State College Faculty Federation, Local 3816, I can assure you that our faculty stands ready to offer assistance and guidance. We have all been first-year faculty members and understand the challenges. Please, do not hesitate to reach out to your colleagues. We want you to be successful.

You will find that the administration also wants you to be successful. One of the reasons I love teaching at Prairie State College is the support and freedom the administration offers the faculty. Experimentation in the classroom and in the development of curriculum is encouraged and rewarded. This academic freedom is vital to our art, and I encourage you to take full advantage as you develop in your career.

I want to thank you for choosing to become a community college professor. I thank you because you are entering a unique situation in which your role as professor will have immediate and lasting impact on our students. Your classes will have returning adults pursuing educations that were postponed due to family or career commitments. You will have traditional students and first-generation students. You will have students that went away for college but are now at Prairie State College due to financial or academic trouble. You will have high school dropouts, veterans, mothers, fathers, successful business owners, and more. In spite of why they are here, you will find them thirsty for knowledge, longing for understanding, and looking for help in their pursuit of academic and career success.

I wish you good luck and, again, thank you for choosing Prairie State College.

Sincerely,

[Signature]

Andy Schott
Associate Professor of Political Science
President, Prairie State College Federation of Teachers, Local 3816, IFT-AFT
As of the Fall of 2017, I am proudly accepting the reins of the AIU presidency from Vivian Zimmerman. I am excited to begin my tenure, and while I know that I have much to learn, I am eager to find ways to organize, mobilize, and empower our community to continue the work that Vivian started.

During the past 12 years, she led us in the fight to
• Significantly raise wages
• Establish paid days off each semester
• Protect us from summary dismissal
• Set up a quiet location to meet with our students

What else can we accomplish? Adjuncts comprise 70% of the faculty and are the backbone of this community.

A union is not a top-down organization with a single leader, but rather a network of leaders who lend their skills to uplift the whole, so consider what you could accomplish as a full member with the opportunity to shape the future of this union.

We can be an effective organization, but first we need to know what we are organizing for. We fail or succeed based on the strength of our participation. What do you want to accomplish?

Our new contract was approved by the Board of Trustees and will be available on the website. All changes that were made are retroactive to the start of the Fall 2017, but we need to begin organizing to negotiate the next contract in 2018.

Please contact me at if you have any problems or questions and to discuss any ideas you have to empower our organization.

Cydney Williams, AIU President
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Introduction to the college

When and where did Prairie State College get its start?

Prairie State College (PSC) was established in 1957 as a comprehensive public community college representing Illinois Community College District 515. The college originally was part of the Bloom Township High School District. It separated from Bloom in 1966, and selected its own Board of Trustees. Until 1972, the college's facilities consisted of 10 interim buildings on the north side of Vollmer. The current structure was completed in time for the 1975-76 academic year, and has continued to expand to include vocational and technical facilities, a fitness center, an expanded Library and Student Success Center, the Conference Center, the Health Tech Center, the Franciscan Fitness Center, and Adult Training and Outreach Center. The Matteson Area Center near Lincoln Mall offers additional learning opportunities.

PSC awards three transfer degrees (Associate in Arts, Associate in Science, Associate in Fine Arts), as well as offering an Associate in Applied Science, an Associate in General Studies, and numerous career certificates.

What communities does PSC serve?

The district served by PSC includes dense residential, industrial, and rural areas. Its economic, racial, and ethnic mix is heterogeneous. In terms of economic diversity, Ford Heights has the lowest per capita income in Illinois and is one of the poorest suburbs in the nation, while Flossmoor and Olympia Fields are two of the wealthiest communities in the Chicago area.

PSC serves 19 communities:
Beecher, Chicago Heights, Crete, Flossmoor, Ford Heights, Glenwood, Homewood, Matteson, Monee, Olympia Fields, Park Forest, Richton Park, Sauk Village, South Chicago Heights, Steger, University Park, and portions of Country Club Hills, Hazel Crest, Lynwood, and adjacent unincorporated areas of Cook and Will Counties.

The district includes eight public high schools (Beecher, Bloom, Bloom Trail, Crete-Monee, Homewood-Flossmoor, Rich Central, Rich East, Rich South) and one private high school (Marian Catholic).

What are PSC's mission, vision, and core values?

Mission Statement: Prairie State College fosters collaborative relationships that empower students to achieve their education and career goals. The college embraces its diversity, nurtures life-long learning, and supports community and economic development.
Vision Statement: Prairie State College will offer rigorous academic programs, meet the needs of the local workforce, cultivate the values of sustainability, and demonstrate an awareness of its responsibilities in a global society.

Prairie State has adopted five core values:
1. Learning
2. Excellence
3. Accessibility
4. Respect
5. Integrity

Prairie State College’s 2013-17 Strategic Plan includes three primary goals:

Goal 1: Provide access to quality education and support services to help students achieve their education and career goals.

Goal 2: Secure new funding sources while effectively managing and allocating current fiscal, physical, and human resources to align with strategic goals.

Goal 3: Cultivate new and expand existing partnerships.

Who is the "typical" PSC student?

Actually, there is no "typical" student! On the tenth-day of Fall 2015, PSC’s 4,695 students reflected the diverse communities served by the college. Eighty-three percent of our students are in-district residents. The average age is 27. Women make up 59 percent of the student population. Fifty-five percent of our students are Black or African American. Twenty-one percent are White and 18 percent are Hispanic-Latino. Two-thirds of the students attend part-time.

What is the organizational structure of PSC?

PSC is governed by a seven member Board of Trustees elected at large from the district to serve six-year terms. Each year, a student trustee is elected by the student body and has an advisory vote on the Board.

The college is organized into four major administrative units with each unit under the direction of an executive officer who reports to the president of the college, Dr. Terri L. Winfree:
Dr. Marie Hansel  
**Vice President, Academic Affairs and Dean of Faculty**

Dr. Thomas D. Saban  
**Vice President, Finance and Administration**

Mr. Craig Schmidt  
**Vice President, Community and Economic Development**

Dr. Gregory Thomas  
**Vice President, Student Affairs and Dean of Students**

Below is an abbreviated chart showing the organizational structure.
Classroom Policies and Procedures

What do I need to consider when designing a course syllabus?

All PSC courses that are taught for credit have been approved by the faculty-run Curriculum Committee, the administration, the Board of Trustees, and the Illinois Community College Board (ICCB). Each approved course has an Official Course Outline which includes a description of the course, a topical outline, a statement of specific course goals and objectives, and methods for evaluation. When you're assigned a class to teach, your discipline or program coordinator will give you a copy of the Official Course Outline as the foundation for your course syllabus.

Board policy requires that each faculty member assigned to teach a credit course follows the Official Course Outline. However, instructors have a great deal of flexibility in planning their individual syllabi as long as they meet the basic requirements for the course.

An effective syllabus clearly communicates to students the learning objectives for the course and how the academic skills of students will be advanced through your instruction. Although your academic discipline and program will frame the specific questions you will want to consider when planning the course, the choices you make regarding required reading, course assignments, testing format, and classroom activities have important consequences. Talk to your colleagues about how they approach their syllabus, and be aware of any departmental objectives. Institutionally, writing across the curriculum and rigorous learning environments are two areas that PSC especially supports.

In addition, the syllabus serves as a contract between the instructor and the student, and should therefore explain expectations, such as how students will be evaluated, what course assignments, tests, and activities are to be completed and your policies on attendance, classroom conduct, preparation and submission of assignments, late or missed work, and student participation.

See the appendix for examples of both an Official Course Outline and a syllabus. A copy of each course syllabus is to be given to your coordinator and your division dean at the beginning of the semester. Make sure you distribute the syllabus to your students on the first day of classes.

Please use the following checklist for designing a course syllabus:

- Prairie State College should appear on the top of the syllabus
- Course name, number, section number, IAI number (if your course has one)
- Your (instructor) name, PSC email address, and when/where you can be reached
- Name and author of text(s), outside readings and manuals required for course
- Course objectives (taken directly from the Official Course Syllabus)
- Course overview, including exam dates, due dates for assignments, or special events
- Course requirements and your grading policies
- Statement on cheating and plagiarism
- Attendance policy and last day to withdraw from course
- Disability Disclosure Statement
- Religious Observance Statement
Is there a standardized syllabus I should use?

Each course taught at PSC has an Official Course Outline (required for state approval of our courses) and a syllabus must be based on that outline. (See examples of both in the Appendix.) Some departments, such as math, information technology, and nursing, use standardized syllabi for many of their courses. Other departments give faculty considerable latitude in developing syllabi that cover the material on the required course outline but alter the order and approach to the material. If you have questions or need help, your coordinator will be happy to review your syllabus and make suggestions.

What is the Illinois Articulation Initiative?

The Illinois Articulation Initiative (IAI) is a means to guarantee to students the transferability of our General Education courses to private and public colleges across the state of Illinois. Official Course Outlines from PSC (and other colleges) are reviewed by disciplinary statewide curricular committees and approved (or rejected) for the IAI. Therefore, the quality and rigor of the Official Course Outlines must represent high academic standards. More importantly, instructors teaching the course must design their course syllabus consistent with expectations laid out in the Official Course Outlines in order to ensure the integrity of the course and meet the demand for public accountability and course transferability. The syllabus is a public document not only for your students but also for PSC and the Illinois higher education community.

Is there an institutional attendance policy I need to follow?

PSC Board policy E-10 states: "Regular class attendance is an essential component of successful learning. Students are responsible for prompt attendance and participation in all class meetings of every course for which they are registered. Students have the responsibility to contact professors in case of unavoidable absence." Instructors are responsible for maintaining attendance records and enforcing attendance policies. In your syllabus, you should clearly state your attendance policy, the specifics of which are designed by the individual faculty member. Some faculty members penalize students for poor attendance (or tardiness); others make classroom participation part of the grade, which works against students who fail to attend regularly; others strongly encourage attendance but do not link attendance with grades. It is important to keep in mind that the vast majority of our students do not perform well if they are not coming to class on a regular basis.

When do I receive a class roster?

You should check WebAdvisor on a consistent basis for updated class rosters. If there is a problem, contact your coordinator or dean.
How do I handle requests from students to enroll in my class after the Add/Drop period?

Students are free to make schedule changes (add/drop courses) as they choose during the first two days of the semester, after which they must get your approval to register for your class. It is your decision whether to sign the instructor consent form to allow students to register for your class after the second day of the semester.

Do not permit course enrollment past the designated refund period. Consult PSC’s website for refund period end dates.

Students adding courses late impacts the college reporting of the 10th day enrollment data, record keeping with regards to mid-term verifications, and can decrease the apportionment numbers reported at the end of term. These inconsistencies impact our data and can result in findings in the event of external auditing.

Students registering for courses after the refund period can also inadvertently impact their academic record, financial standing, persistence at PSC, and their ability to transfer to other institutions.

What are the grading policies?

PSC uses a standard four-point grading scale: A=Superior (4 grade points); B=Above Average (3 grade points); C=Average (2 grade points); D=Below Average (1 grade point); and F=Unsatisfactory (0 grade points). Faculty also have the option of granting an "I" grade, an Incomplete, for those students who have completed at least 80% of the course work with a passing grade but were unable to complete everything due to extenuating circumstances. Grade sheets for each course you teach are distributed near the end of the term. To assign an "I" grade, you must complete an Incomplete Grade form and bring it to your dean's administrative assistant. On that form, you need to explain the circumstances, what needs to be done to complete the course requirements, and set a deadline for the student's work to be submitted (no longer than the end of the subsequent term; e.g., May deadline for "I" grade issued in Fall). Students will be assigned a "W" grade if they withdraw from your class, which board policy allows up to the end of the twelfth week of the semester. Faculty should not assign a grade of "W."

Are there important things to keep in mind for the first day of class?

The first day of any course is very important; it sets the tone for the class for the rest of the semester. Be positive. Share your enthusiasm for the course.

Write your name and the course name with its section number on the board. Call the names on your class roster and inform students of any discrepancies.

On the first day, you might have students who request your permission to enter your “closed” class (meaning the student enrollment cap has been reached). Do not feel pressured by the students to sign overrides. Class capacities have been negotiated by the faculty union and are part of the
current union-board agreement. Remember those class caps were set for a reason. PSC is known for small class size and individual attention. However, there are certainly unusual circumstances that might prompt you to make an exception, and it is your right to do so. In many cases, though the class is technically “full,” there will be students on the class list who never attend.

Also note that since students can add/drop courses at their own discretion during the first two days of the semester, it is not unusual to have a few students who are in attendance the first day but whose name will not show up on the roster until after the add/drop period. Other students will be shifting into your course during that period but will not be in attendance that first day. This, however, does not excuse them from any first-day responsibilities.

Make sure to distribute your syllabus on the first day of class. Since the add/drop period is intended to support, in part, wise choices on the part of the student, it is important that students know what to expect from you and how the course will be presented. Some instructors wait until the second day for a detailed review of the syllabus, giving students time to read and reflect on the document, but the syllabus must at least be handed out before the end of the first class period. For most instructors, some time is spent the first day on the key components of the syllabus, including how you can be contacted, how students will be evaluated, and your expectations in terms of classroom policies.

**What student information must remain confidential?**

All staff and faculty must comply with the Family Educational Rights and Privacy Act (FERPA) in matters related to the release of student information (Board Policy F-8). This means that most student information (including grades) must be kept confidential. Only directory information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance may be released without written consent. In particular, this means that grades should not be posted in a public place, and information related to a particular student should be shared within the college only with staff who have a legitimate need to know, e.g., tutoring staff or financial aid staff.

**Is there a policy statement on academic standards?**

Setting and maintaining high academic standards is important for the students who attend PSC and expect quality instruction. Because of its importance, the Faculty Senate has issued the following statement regarding academic standards:

We, the Faculty Senate of Prairie State College, are committed to upholding rigorous learning standards in all areas of the college. As a community college faculty, our mission is to help a wide variety of students to define and meet their goals. While the specific standards we set in different programs and courses will inevitably vary, it is crucial that there be institution-wide support for academic rigor. All faculty, whether full-time or part-time, must require their students to meet rigorous course standards and should expect their colleagues to do the same.
What is the policy regarding class meeting times and breaks?

Instructors are responsible for starting class on time and preparing learning activities that will encompass the full course meeting time. You should meet the class every scheduled day for the full time allotted, including the first day of class. Fifty-minute and 75-minute classes do not have a break, but longer classes have time for break(s) built into the class meeting time. For example, a night class meeting from 7 to 9:50 p.m. includes 2 hours and 30 minutes of meeting time and 20 minutes of break time. Some faculty take two ten-minute breaks, others choose one break of 20 minutes, while others have one break of 15 minutes and finish five minutes earlier than scheduled.

How do I find out if the college has cancelled classes due to bad weather or other reasons?

Decisions to close the college and cancel day classes will be made by 6 a.m. For evening classes, the decision will be made by 2 p.m. Sign up for PSC Alert on the PSC website under the A-Z index. With PSC Alert you can opt to receive text, email, and voice notifications.

Emergency closing information also can be obtained at www.emergencyclosings.com.

What should I do if I am unable to meet my class, due to illness or family emergency?

If you are unable to teach your class on a particular day and have less than 24 hours to plan your absence, follow the following procedure:

1. Call the Welcome Center at (708) 709-3500 to report your cancellation.
2. Have the Welcome Center transfer you to the administrative assistant of the appropriate dean of your division.
   - Peggy Jones ext. 3537: Liberal Arts and Social Science
   - Camille Willoughby ext. 3524: Allied Health and Emergency Services
3. When you return to campus after your absence, complete an absence report form, available in Human Resources and the administrative assistants’ offices, and give your completed form to the administrative assistant of your division within seven days of your absence.

If you are able to plan for your absence at least 24 hours in advance, follow the following procedure:

1. Arrange with your coordinator for a substitute for your class. Your coordinator must approve the substitute, and the substitute must be a current PSC faculty member.
2. Provide a lesson plan for your substitute to follow.
3. Notify the assistant of the appropriate dean of your division of your impending absence.
4. Complete an absence report form prior to your absence, and give your completed form to the administrative assistant of your division prior to your absence.
Are students allowed to eat, drink, or smoke in class?

Eating is only allowed in the cafeteria. Water is the only drink allowed in the classrooms.

In compliance with Illinois State Law, a policy has been adopted making PSC a 100% smoke/tobacco free campus, effective July 1, 2015. The use of tobacco products is prohibited in all college buildings, on college grounds including parking lots, and in college vehicles. Use of tobacco in personal vehicles is permitted.

To view the policy in its entirety, visit prairiestate.edu, select Health Promotion Programming from the A-Z index and select the Clean Air link to download the policy.

Enforcement
The PSC Police Department will monitor the college to ensure compliance with the Smoke Free Campus Act (110 ILCS 64) and PSC Board Policy C-11. At the discretion of PSC Police Officers, citations will be given as follows:

1st offense: $25 fine or participation in tobacco use cessation class
2nd offense: $25 fine
3rd offense and each offense thereafter: $50 fine

In compliance with the Smoke Free Illinois Act (410 ILCS 82), persons who smoke within 15 feet of any entrance or inside any building or college-owned vehicle may be fined in an amount that is $100 for a first offense and $250 for each subsequent offense.

How do I handle student disciplinary problems?

If a student displays disruptive behavior, you should first talk with the student quietly and privately. If the student continues to be disruptive, discuss the matter with your coordinator or dean to determine appropriate action. Felix Simpkins, Dean of Student Development and Campus Life, is also fully prepared to help in cases where student discipline is a problem. Feel comfortable to contact him at ext. 3518. Although disciplinary problems are rare, they need to be dealt with quickly and discreetly.

What if there is an emergency while I am conducting class?

Immediately call 911 from any phone on campus. Your location is automatically determined and the Chicago Heights Police will respond along with the PSC Police Department. PSC police are radio dispatched by the police dispatcher or switchboard operators for non-emergency matters by dialing 0. You may call PSC Police from any emergency phone located in each of the parking lots. Just pick up and talk. If you are in the building after business hours or on weekends, call PSC Police at ext. 3756 from any of the courtesy phones located in the hallways throughout the main building on each floor.
Religious Observance

PSC is required to excuse students who need to be absent from class, examinations, study, or work requirements because of their religious beliefs, and provide students with a make-up opportunity, unless to do so would unreasonably burden the institution. Students must notify their instructor during the first week of the term of any anticipated absence for religious reasons. *Please put this language in your syllabus.

What are the procedures for guest speakers and field trips?

Arrangements may be made for guest lecturers when appropriate, but prior approval must be secured from the dean, preferably one week in advance. The person arranging for the guest lecturer should request a dated parking permit from the PSC Police Department for use by the guest. No honoraria may be promised without your dean's written approval.

Instructional field trips are planned visits to an off-campus site or facility. Since such trips are defined as supplementary learning activities, student attendance is optional. Before making arrangements or commitments, instructors must notify the dean in writing at least two weeks prior to a planned activity, requesting approval. Instructional alternatives should be provided for students who elect not to participate. For insurance reasons, faculty who drive to the field trip site may not take student passengers.

Are there copy machines available for faculty use?

When you need more than 10 copies of a document, use Duplication Services through EZPRINT prairiestate.edu/ezprint. For fewer than 10 copies, there is a machine available in the Duplication/Mail Center. Another machine is located in the Nursing/English section of the second floor (west corridor). You will need to know your employee ID# or have your ID with you when using these copiers.

Does PSC offer any discounts on Microsoft Office products for my home computer?

PSC has a license agreement with Microsoft that allows faculty and staff to purchase Microsoft Office Professional for their personal use at a significant savings. This license is valid for the duration of your employment at PSC. When you are no longer an employee of PSC, you will be responsible for the removal of this software per the user agreement. Email the ITR Help Desk at helpdesk@prairiestate.edu to request instructions for this software download.

What classroom technologies are offered at PSC?

PSC smart classrooms are equipped with a professor PC workstation and audio/visual equipment (e.g. projector, Elmo, DVD, speakers). PSC labs are equipped with a professor PC workstation and PC’s for the students. Some labs also have audio/visual equipment.
What do I do if I want to hold a class in a smart classroom?

This is a question for the dean’s administrative assistants. They schedule these rooms. At this time, ITR/Facilities have no plans to upgrade any classrooms to smart classrooms or labs.

Are there scantron machines available for faculty use?

Yes, one is located in the Faculty/Staff Lounge on the second floor (southwest corner of the building), one is located in the Duplication/Mail Center, one in the adjunct faculty office (4195) and another is located in the Social Sciences wing, on the second floor (northeast corner). Scantron cards are available in the Duplication/Mailroom Center.

Adjunct Faculty Office (Rm 4195)

If you are an adjunct faculty member, you have a designated office space on the main campus, room 4195. In this office, you can access the Internet, store personal belongings, grade exams via Scantron, and relax between classes. Your ID card will be coded automatically for this room.

What is the Teaching and Learning Center (TLC)?

The TLC is located in room 3190 and is available for faculty use at all times. You can get your ID coded for entry to the TLC at the security office. In the room are computers, a projector, a color printer, and scanner.

Faculty can reserve the room by scheduling the lab through the Outlook or OWA email system. Please be mindful of others when workshops are going on, and shut down the computers when done using the room.

Is there a nursing mother’s room?

A designated room has been made available on the third floor, room 3216, for nursing mothers. To request entry assistance, please call the PSC Police at ext. 7777.

Is there a midterm examination period? Are midterm grades given?

There is no official midterm examination period. Midterm grades are not formally presented, but faculty are encouraged to provide feedback on student performance near the middle of the semester, prior to the official withdrawal.

Is there an official college verification of attendance?

The college is required to identify students who have never attended class. Faculty must access WebAdvisor during the designated reporting period and identify students who have never attended. Notification is sent from Academic Affairs reflecting the reporting period and the deadline dates.
Students reported as never attended will be removed from the roster and communication mailed to the students home address.

In order to remain compliant with federal regulations faculty are required to verify attendance via WebAdvisor by the deadline provided by the vice president, academic affairs. Accurately verifying attendance ensures compliance and eliminates any adverse impact on the student’s financial and academic record. In order to verify attendance, students must be officially registered in courses they are attending. Students attending who are not enrolled, must officially enroll via WebAdvisor or by visiting the Office of Enrollment Services. If students are unable to establish payment they can request the college to hold their courses via the Request to Hold Registration form. Students may inquire with the respective administrative assistant or in any student service office.

Is there a final examination period?

Yes, the final examination period lasts five school days (six, including Saturday classes). Each course is assigned a two-hour time slot and the schedule is posted on the PSC website. All classes must meet during their assigned time. Absence from a scheduled final examination, with the privilege to make-up an examination, must be arranged with the instructor in advance. No final exams may be given during the last week of classes.

How do I submit my final grades at the end of the semester?

All faculty members are required to submit grades online using WebAdvisor. It is very important that all faculty members sign-on and use WebAdvisor early in the semester so they are comfortable using the system for grade submission.

You can submit your grades from campus or home. You will receive a set of detailed instructions in your PSC email that explains each step of the process. If you are a first-time user of WebAdvisor, you will need to sign a confidentiality statement and return it to Human Resources. If you have any questions, please see your dean’s administrative assistant.

Why am I being asked about attendance for veterans when the college has no official attendance policy?

The Department of Veteran Affairs (DVA) cannot pay for courses the veteran does not attend. Under DVA benefits, schools must confirm attendance in courses for which payments/benefits were received. If is a student in your class receives an FW and is using DVA benefits, you will receive an email from our Student Veterans Center office. Please respond with the last date of student participation for your specific course. If this action does not take place, the student may become responsible for all debts resulting from incomplete documents, non-attendance, reductions, or terminations of his/her enrollment even if the payment was submitted directly to the school, depending on the DVA benefit used. Should you require more information or assistance, please contact Georges Sanon, coordinator, Student Veterans Center at (708) 709-3567 or via email at gsanon@prairiestate.edu.
Is it possible to change a student's grade after submitting course grade sheets?

Yes. If you decide to change a grade for any reason (including a clerical error), a formal Change of Grade form must be obtained from the Enrollment Services Office, filled out, approved by the appropriate Dean, and returned to the Enrollment Services Office. This also applies to a student initially receiving an "I" grade who has subsequently completed course requirements; a Change of Grade form must be completed.

Academic Support

Student Success Center
Lisa Hansen, Manager (ext. 3507) (Office 2635)

What is the Student Success Center (SSC)?

The Student Success Center (SSC) (room 2643) provides academic support to all students and faculty members intent on improving student success. The SSC provides free tutoring and free access to computer usage in the open lab. Students must have a current PSC ID to receive services.

Where is the Student Success Center (SSC) and when is it open?

The SSC is located on the second floor on the far north side of the building.

Hours vary for the various services.* They are:

Tutoring (Room 2643)
Monday-Thursday, 9 a.m. to 8 p.m.
Friday, 9 a.m. to 4 p.m.

Computer Lab (Room 2645)
Monday-Thursday, 7:30 a.m. to 8 p.m.
Friday, 7:30 a.m. to 4 p.m.
Saturday, 9 a.m. to 12 noon

*Hours can change. Please check with SSC for verification of hours.

What services are available if my students need tutoring?

The main focus of the SSC is to provide individualized and small group tutoring to improve skills, reinforce motivation, and support classroom instruction. The SSC staff is composed of highly qualified professionals, part-time faculty and peer tutors who are trained to meet students’ needs and to help them achieve their potential. Whether they are trying to avoid failure or achieve honors status, students can benefit from tutoring.
Are any other services offered?

Printed handouts for English, math, and study skills are available in the tutoring area.

Is there a student-dedicated computer lab?

Yes, an open computer lab is part of SSC’s services (located in Room 2645). It includes a library of computerized learning programs for students needing review or reinforcement in a particular academic area, word processing programs, other course-related software and access to the Internet. No computer experience is needed to use the lab facilities; assistance is always available. Printing costs $.10 a page.

Are there any specific workshops available to help my students succeed?

The SSC periodically conducts workshops on various topics of interest to students. Topics include: grammar reviews, math, research paper, study skills, and time management. Workshops can be offered in the SSC’s instructional room or in the classroom at the request of any instructor.

What is the cost of the services provided by the Student Success Center?

Tutoring and use of lab: Free. Printing: $.10 a page

Writing Center
Elise Spencer, (ext. 3698)

What is the role of Writing Center?

The Writing Center welcomes any PSC student who needs assistance with any writing, in any class, at any time during the writing process—before you start or any time you get stuck while writing. The center not only offers grammar help, but also is a place to talk about ideas and provide feedback, no matter how much experience you have as a writer.

Where is the Writing Center and when is it open?

The Writing Center is located in the Student Success Center and offers one-on-one tutoring, half-hour sessions and walk-ins are welcome.

Hours will be announced at the start of each semester. Please check the Writing Center webpage at http://prairiestate.edu/student-services/student-success-centertutoring/writing-center.aspx
Enrollment Services Office
Jaime Miller, Executive Director (ext. 3513) (Office 1160)

What is the role of Enrollment Services?

Enrollment Services is led by Executive Director Jaime Miller, and is comprised of five main components: admissions, enrollment services, records, transcripts and graduation evaluation. The office provides services for credit, adult education and personal and continuing education courses.

What student services are available?

Enrollment Services employs several full-time enrollment services clerks whose responsibilities include:
• Process students’ admissions applications and provide class registration.
• Process students’ registration documents, some of which include add/drops, instructor consents, and course audit forms.
• Provide transcripts and complete enrollment verification requests.
• Evaluate students’ coursework to determine if they have successfully completed the necessary requirements to receive a degree/certificate.
• Evaluate coursework for incoming transfer students.
• Provide students with information on the following programs that have special admissions requirements: Nursing, Dental Hygiene, Surgical Technology, and Paramedicine.

What else should I know about Enrollment Services?

As part of its records component, the office receives and processes professor consent forms, midterm verifications and post course grades. Visit Enrollment Services on the first floor of the main campus or call the main number at (708) 709-3516.

Financial Aid
Grace McGinnis, Director (ext. 3519) (Office 1357)

Please refer to the PSC website for current financial aid information.

Student Career Development Center
Located in Room A148 in the Adult Training and Outreach Center (ATOC) building
Terri Eakins, Academic and Career Development Advisor (ext. 3922)

The Student Career Development Center provides students and PSC graduates with a wide range of services to help them make good choices when seeking a career.

Career Exploration:
The Student Career Development Center provides services to assist students with identifying career choices that match their interests and abilities.
College Central Network (CCN):
Job seekers can register online and get 24-hour access to search for positions or internships by location. Register online at collegecentral.com/prairiestate.

Job Fairs:
Students are encouraged to attend the job fairs held at PSC during the academic year.

One-on-One Consultations:
This service provides students with job search techniques, résumé critiques, and interview skills, and assists them to develop a career plan.

Employer Recruitment Visits:
Throughout the semester, students will have the opportunity to visit with employers from various companies during on-campus recruitment days.

Workshops and Events:
Free professional development workshops are held covering a variety of helpful topics. Visit collegecentral.com/prairiestate for upcoming workshops and events.

PSC Student Interview Closet:
Qualified PSC student job seekers may receive a voucher permitting them to obtain one interview outfit for free. Visit prairiestate.edu for more information.

What else should I know about the Student Career Development Center?

Faculty members are encouraged to use the Student Career Development Center for in-class presentations. Email careerdevelopment@prairiestate.edu for more information.

TRiO Student Support Services
Jameta Rogers, Director of TRiO Student Support Services (ext. 7946)
Counseling and Academic Advising Center

About TRiO student support services

PSC is proud to have TRiO Student Support Services. TRiO Student Support Services programs were originally created from the Higher Education Act of 1965, and are designed to assist those students who are low-income, first-generation, and/or disabled. Through the provision of intrusive and more personalized ancillary services, this program is able to provide mentoring, build academic and social networks, and facilitate the transfer process to four-year colleges and universities. Student Support Services is grant funded by the U.S. Department of Education at $220,000 annually and provides services to 160 eligible PSC students each year.
Over the course of each academic term, TRiO staff provides program participants with academic advising, tutoring, and supplemental instruction in the areas of Reading, English and Mathematics, along with assistance in completing the financial aid process. We also facilitate additional workshops on career exploration, study skills, computer technology, and financial/economic literacy. Our goal is to retain and graduate program participants, and we believe that it is essential that each student receive individualized, personalized services designed to help them be successful.

Counseling and Academic Advising Center
Located adjacent to the Library

Felix Simpkins, Dean of Student Development and Campus Life(ext. 3518)
Laraine Hudson, Administrative Assistant (ext. 3522)
Sarah Hein, Transfer Counselor (ext. 3508)
Shannon Word, Counseling/Special Services (ext. 3511)
Beth Wyack, Manager, Academic Advising and Recruitment (ext. 7776)
William Berkley, Coordinator, Male Success Initiative/Enrollment Advisor (ext. 2946)
Deneen Brackett, Academic Advisor, Career Tech Education (ext. 3741)
Landon Dickerson, Enrollment Advisor (ext. 3641)
Gabriella Sampedro, College Recruiter
Tanya Norfleet, Disability Coordinator/Recruiter/Advisor (ext. 3755)
Carlos Reyes, Recruiter/Academic Advisor (ext. 3620)

Where is the Counseling and Academic Advising Center located and when is it open?

The Counseling and Academic Advising Center is located next to the Library on the first floor of our main campus (room 1190). As part of Student Affairs, the center is led by the Dean of Student Development and Campus Life Felix Simpkins, and includes the Counselors, Enrollment Advisors, Manager, Academic Advising and Recruitment and the Disability Coordinator. The center is open Monday-Thursday from 8 a.m. to 7 p.m. and Friday from 8 a.m. to 4:30 p.m.

What is the role of the Counseling and Academic Advising Center?

The center advises all students at PSC, including first-time college students and students transferring from other colleges. Students receive ongoing assistance planning their schedules each term. Knowledgeable staff members help students clarify career and life goals and identify strengths. The staff also works with students to recommend ways to meet challenges that affect their academic performance.
What student services are available?

The following services are provided by members of the center:

- Provide information on time management and study habits
- Discuss student progress
- Explain institutional guidelines and procedures
- Assist with identifying career and life goals
- Provide accurate information about transferring to other colleges

In addition, help is available to students in the following areas:

- Personal/crisis counseling
- First-year student academic advising
- General academic advising
- Transfer student academic advising
- Disability services
- Career counseling

When and how do I refer a student for counseling?

You should refer students who disclose personal problems and/or exhibit behaviors that will interfere with their chances for success. Students who have noticeable signs of stress or whose behavior distracts others from learning need immediate intervention. We want to help these students work through issues that prevent learning, affect attendance, and have a negative effect on their overall success. If you have questions, you may contact counselor Shannon Word (ext. 3511). A copy of Shannon Word’s Counseling Referral Procedures can be found in the Appendix of this resource book.

What should I do in the case of a student disciplinary problem?

If a student is behaving inappropriately and disrupting the learning process, faculty members are encouraged to first meet with the student outside of class to discuss the issue and clarify the behavioral expectations of students in your classroom.

Should the student persist in being disruptive, you are asked to:
1. Dismiss the student from class and inform the student he/she is to make an appointment with the Dean of Student Development and Campus Life Felix Simpkins. Until that meeting occurs, the student should not be allowed to return to class.
2. Notify Dean Felix Simpkins (ext. 3518), of the problem.
What do I need to know about placement exams?

The college provides assessment testing to measure students’ English, reading and mathematics skills. Students are placed in courses based on their assessment scores and, in some cases, based on their high school transcript or ACT scores. Since proficiency in reading and writing are essential for academic success, students who place into Reading or English 098 are not permitted to register for most college credit courses until they have completed those courses with a minimum grade of “C”.

If you have questions, contact the Counseling and Academic Advising Center (ext. 3506).

Are there services available for students with disabilities?

Yes, the Disability Coordinator, Tanya Norfleet (ext. 3755) arranges services for students who have identified themselves as having a disability. Any student requesting accommodations/services must submit written documentation to Tanya, who will determine eligibility for accommodations on a case-by-case basis. Faculty members will receive an Accommodation Letter at the beginning of the semester explaining any accommodations that the student will need to participate in the course. Only students who submit appropriate documentation are eligible for accommodations, and if a student requests accommodations from a faculty member without receiving an Accommodation Letter, the student should be referred to the Disability Services Office (room 1192 in Counseling).

The goal of accommodations is to provide equal opportunity to individuals otherwise qualified to attend. Faculty are encouraged to contact either Tanya or Shannon Word, personal counselor, (ext. 3511), should they observe a student who could possibly benefit from additional assistance through the Americans with Disabilities Act.

It is essential that students with disabilities be made aware of the services and accommodations available at PSC. It would be helpful if all faculty would include a disability disclosure statement on their syllabus. Here is an example:

Any student needing to arrange reasonable accommodations for a documented disability (learning, physical, psychological, health, or other) should contact the Disability Services Office (room 1192). All discussions are confidential.

Does PSC have any special equipment to assist students with disabilities?

The Office of Disability Services has a variety of adaptive equipment:

- Zoom text
- Closed caption television (enlarges print)
- Voice recognition software
Are any students monitored for progress?

Throughout the term, you may have students enrolled in your courses who are part of programs requiring additional monitoring. For example, student athletes, in order to maintain eligibility under the National Junior College Athletic Association, are required to complete specific requirements each year. You may therefore be asked to complete a brief form that summarizes the student’s performance in your class to date.

Honors Program

Alanna Cotch, Honors Program Coordinator, (ext. 3654) (Office 2231)  
Sarah Hein, Transfer Counselor, (ext. 3508) (Office 1197)

Does PSC have any programs designed for exceptional students?

Yes. The college has an Honors Program consisting of specially designated sections of our regular courses. The goal of the program is to provide a rich educational experience in a creative and challenging atmosphere. Honors classes are limited to 18 students, allowing students to bond and enjoy close attention from the professor. The program also provides extras such as field trips and guest speakers.

What students are eligible for inclusion in the Honors Program?

To be invited into the Honors Program, a student must have twelve hours of college level PSC coursework with a minimum GPA of 3.5 or college-level placement scores in reading and English. Students who do not meet these qualifications may be accepted based on teacher recommendations.

What are the benefits of the program for the students?

The program offers the opportunity for honors students to exchange ideas with other high-achieving students in a challenging classroom situation where topics are explored in depth. In addition, honors students have special early registration privileges, eligibility for honors programs and scholarships at transfer colleges, recognition at graduation, and an honors designation on their transcript.

What do I do if I know of an interested student?

Encourage your student to contact Sarah Hein (ext. 3508) or Dominique Thomas-Green, (ext. 3512), enrollment advisors for honors.
Library

Carolyn Ciesla, Interim Associate Dean, Learning Resources Center  (ext. 2949) (Office 1214)  
Thane Montaner, Collection Management Librarian/Assistant Professor (ext. 3551) (Office 1221) 
Alex Altan, College Archivist and Interlibrary Loan Librarian, (ext. 3554) (Office 1216)

Where is the PSC library and when is it open?

The PSC library is on the main level of the college and is accessible from the north side of the atrium.

During the academic year, fall and spring, the library is open the following hours:

**Monday - Thursday**
7:30 a.m. to 8:30 p.m.
**Friday**
7:30 a.m. to 4 p.m.
**Saturday**
10 a.m. to 2 p.m.

Hours may vary from this schedule during breaks and between semesters.

For how long may I borrow library materials?

The library has designated loan periods based upon the location of the item within the library collection. The following loan rules apply:

21 days: General Collection (except reference)

7 days: Circulation Desk Material (CD, DVD, VHS)
       Serials (Magazines)

3 days: Extended Reserve

2 hours: Reserves (2 hours IN Library USE ONLY)

No checkout: Reference

**How many items may I checkout at one time?**
No more than 10 items may be checked out to any individual at any time. Items having a checkout date of 21 days (general collection) may be renewed twice.

May I remove non-circulating material from the library?

Materials that do not circulate may be used only in the library. Borrowers may pay to have photocopies made of this material, but it may not be taken from the library to have photocopies made. Reference and archive materials do not circulate under any circumstances and are restricted to in-library use only.

Can I use my PSC identification card to borrow items from other libraries?

Your PSC identification card does not allow you to borrow items from public libraries. However, PSC is a member of South Metropolitan Higher Education Consortium (SMHEC). You may use your valid PSC identification card in order to borrow materials from SMHEC libraries (those libraries may ask that you register as a borrower). Members of SMHEC libraries include DeVry University, Governors State University, Illinois Institute of Technology, Joliet Junior College, Kankakee Community College, Lewis University, Moraine Valley Community College, Northwestern College, Prairie State College, Saint Xavier University, South Suburban College, and the University of St. Francis.

Can I get materials from other libraries through the PSC library?

The library will request interlibrary loan (ILL) materials for any individual who holds a valid PSC ID card and is a registered library user. The library will notify patrons when requests are available for pick up. Items will be held for 7 days from date of receipt in the library. If items are not picked up during this time they will be returned to the owning library.

Can I leave an item at the library for someone else to pick up?

The library does not serve as a drop off point for personal items or materials for an individual. Library policies and procedures have been developed to make items and materials available by class and instructor for a defined use or circulation period. Faculty members should make use of office hours in those instances when items or materials are made available to a single student. The library will not accept material for an individual student.

Will I ever be blocked from borrowing library materials—even with a current registration?

A borrower is put on a blocked status under the following circumstances:

1. Has any single item for which a bill has been generated.
2. Has an item that is overdue for 70 days or more.
3. The borrower is blocked by another SWAN consortium library.
4. Has fines totaling over $5 or more.

A blocked borrower may not checkout additional items until the block has been removed. This library
does not have permission to override another library’s block. The block must be cleared up at the library that initiated the block.

The library generally sends overdue notices when material is one week overdue. A second notice is sent at three weeks overdue. A bill for the material is sent at six weeks overdue.

**Do employees of PSC pay fines on overdue library materials?**

Faculty and staff of PSC do not accrue fines. However, faculty and staff are responsible for paying for all lost, damaged, or billed items.

**Who may place items on reserve and how are reserves organized?**

With the exception of serials and items not available for checkout, library staff or faculty members may choose to place materials on reserve. If a faculty member puts a personal item on reserve, the library must be allowed to place a barcode and spine label on the item. While a personal item remains the property of the faculty member, a barcode allows the library to properly control the item and assign responsibility for the item when it is checked out to a borrower. A spine label allows the library to file the item in a logical manner so that the item can be easily retrieved. Reserve items are filed according to the course subject heading.

If a personal item is put on reserve and it is lost, stolen, or missing, the library will not replace the personal item. The library will bill the student through the business office, who will then credit the faculty member’s department for the item after it has been paid for. Faculty members may choose to donate their reserve items to the library; all donated items are subject to the library’s donation policy.

**How do I place an item or items (except serials) on reserve?**

Faculty members may submit reserve requests to the library on a Reserve Request and Copyright Compliance Form. The form is available at the library circulation desk. Please allow 1 to 2 days for items to be processed.

**How do I place a serial title on reserve?**

A faculty member or dean may make a request to the library dean to place a serial title on reserve. The library dean will determine if moving a serial to reserves will impact other disciplines or departments and make a decision to approve or deny the request. Serial titles will remain on reserve until a request to remove a serial title from reserves is presented. The same procedure will be followed when removing a title from reserve. An individual issue or issues of a serial title may not be placed on reserve.
Can the library assist me so that I am compliant with the provision of copyright laws?

In order to facilitate both copyright law compliance and access to reserve readings, the library has adopted guidelines that maximize the use of electronic dissemination methods. The library discourages the use of photocopied reserves as a method to disseminate information. Copyright law severely limits the library’s ability to provide photocopied reserves. For more information on copyright, please contact the associate dean at (708) 709-3556.

How can the library familiarize my students with procedures and skills they will need to complete class assignments?

Librarians are available to help you and your students effectively use library resources. If you have an assignment that requires students to use the library or complete a research activity, we encourage you to schedule a library instruction session. Instruction sessions can be held in the library classroom (room 1220) or a librarian can visit your class. If this is not possible, please send a copy of your assignments to one of the librarians so that we are better prepared to help your students.

Instructional sessions in the library computer classroom and classroom visits must be scheduled at least two weeks in advance. The material will be customized to the class, and the librarian will need that time to meet with you about the assignment and prepare an appropriate lesson. You must be present at all times during an instruction session in the library classroom. To schedule an instructional session or class visit, please email librarians@prairiestate.edu.

How do I use the library’s Online Resource for Articles and Ebooks?

All of the library’s resources can be accessed by going to the library’s homepage at http://library.prairiestate.edu/. Using the OneSearch box will search most of the library’s collection. However, if you would like to view individual databases, click on “Find” on the Navigation Bar. If you are accessing a database off-campus, you will need to log in with your PSC userID and password.

Board Policy C-21 “Use of Information Resources Including World Wide Web and Internet,” governs the acceptable use of computers in the Library classroom.

What other library resources are there to enrich my curriculum?

The library provides the faculty with several options to bolster their classroom experiences including streaming videos, streaming music, access to images, and more. These resources are copyright approved and can be easily added to D2L as well as displayed in your class. If you would like more information on embedding videos, linking to articles, or using the library for your class please email us at librarians@prairiestate.edu or contact us through our “Ask A Librarian” webpage at http://library.prairiestate.edu/askalibrarian.aspx.
Instructional Design and Technology

Bonnie Rajchel, IT Trainer (ext. 7929)

What services are provided for me in the area of classroom technology and instructional design?

Instructional and technical support is available for face-to-face, blended, and online courses. Desire2Learn training, smart classroom training, and instructional tools and strategies. Workshops are held throughout the year at various times of day.

What resources are available?

The ITR Learning Center website, prairiestate.edu/itrlc, has a number of resources available. Resources on the site include:

- Documentation and video tutorials for faculty
- Documentation and video tutorials for students

How do I sign up for IT workshops?

Contact the IT Trainer at (ext. 7929) or brajchel@prairiestate.edu.

Bookstore

Brittany Zook, Manager (ext. 3759)

Where is the bookstore and when is it open?

The bookstore, which is owned and operated by Barnes & Noble College Bookstores, is located on the first floor next to the Pioneer Café in room 1120.
The bookstore is open during the regular academic year:
   Monday - Thursday, 8 a.m. to 7 p.m.   Friday, 8 a.m. to 3 p.m.*

*Hours are subject to change.

Can students sell their used textbooks back to the bookstore?

If the book is going to be used again the next semester, and the bookstore has not purchased its limit, the bookstore will purchase the book back from the student for UP TO 50 percent of the purchase price. For books not being used again on campus, Barnes & Noble has an arrangement with a book wholesaler who will purchase books from students at a rate based on supply and demand. There is no guarantee Barnes & Noble or their wholesaler will purchase all or any textbook(s).
Am I eligible for an employee discount?

Yes, faculty receive a 10 percent discount on purchases made in the bookstore. Textbook, convenience, computer hardware, and some supplies purchases are not discounted.

What does the bookstore sell aside from textbooks?

Gift items, convenience, PSC clothing and novelties, and a wide range of office supplies are available.

Desk Copies

Desk copies are ordered by the department coordinator for adjunct faculty, or you can order them from the publisher if you are full-time faculty.

Fitness Center

Pam Kraay, Coordinator (ext. 3929) (Office T-138)

Is there exercise equipment on campus?

Yes. The Fitness Center (main campus T-136) offers an opportunity to use a variety of exercise equipment. It is staffed by PSC educated and certified personal trainers who are available for help or to answer questions.

The center is open:

Fall and Spring                             Summer
Monday-Thursday, 5:30 a.m. to 8 p.m.       Monday-Thursday, 5:30 a.m. to 8 p.m.
Friday, 5:30 a.m. to 5 p.m.                Friday, 5:30 a.m. to 5 p.m.
Saturday, 8 a.m. to noon                   Saturday, 8 a.m. to noon

Is there a charge for using the center?

No, but all participants must complete a pre-test and health form prior to workout every semester.

Are other programs and/or fitness classes available?

Faculty may apply their tuition waiver to participate in a variety of fitness classes such as pilates, yoga, step, kickboxing, aqua aerobics, boot camp, and indoor cycling and a variety of sports-related classes such as, golf, tennis, volleyball, basketball or softball classes.

For a complete listing of classes offered, see the class schedule for courses offered under Physical Education.
Human Resources

David J. Cronan, Executive Director (ext. 3585) (Office 2403)
Tracy Cohn, Payroll Analyst (ext. 3572) (Office 2402)
Susie Perez, Human Resources Generalist (ext. 7705) (Office 2402)
Senatha Jenkins, Human Resources Associate/Training Specialist, (ext. 7884) (Office 2402)
Constance Taylor, Administrative Assistant (ext. 7884) (Office 2402)

What forms must be on file with Human Resources in order for me to begin employment?

Each faculty member is given a packet of forms to be completed. The packet includes:
• Application for Employment (official transcripts required, if employed)
• Applicant Data Record (demographic data for government reporting; kept confidential)
• SURS retirement plan forms
• State and Federal Withholding Allowance Certificates (W-4 forms for tax purposes)
• Personal Information Form (Acknowledgment and Certification Statements)
• Employment Eligibility Verification (I-9)
• Ethics statement
• Confidentiality agreement
• Background check waiver
• Acknowledgment of Mandated Reporter Status (CANTS 22)

On what schedule will I be paid?

Full-time faculty can choose to have their pay divided into 20 or 24 pay periods. Overload and summer pay is on a separate schedule. Your dean will notify you which paychecks will include overload and summer compensation.

How will I be paid?

All adjunct faculty members, except in extenuating circumstances, will participate in electronic paycheck deposit at the financial institution of his/her choice.

Adjunct faculty pay generally starts in week four of the term. The office of the vice president of academic affairs will email the paydates to adjunct faculty at the start of each term.

Do I pay into Social Security?

No, instead faculty choose a retirement option plan from SURS (State Universities Retirement System), payroll deductions are made, and retirement funds accumulate.
As a PSC employee, am I eligible for any tuition waivers?

As a full-time faculty member, you are eligible for a full tuition waiver (tuition plus mandatory fees, course fees are not covered in the waiver) up to six credit hours (once per course) for credit courses offered by PSC. In addition, your dependents (spouse and dependent children) are eligible for a 50% tuition waiver) each semester you teach. If you or your dependents do not earn a passing grade in the course (A,B,C), the tuition and fees shall be recovered through payroll deductions spread over the following semester. The Tuition Waiver Request Form is available in Enrollment Services.

As an adjunct faculty member, you are also eligible for a tuition waiver. Consult your contract for specific information.

Is there a special form to be used for sick days?

Yes, there is a form which must be submitted to your dean. Absence report forms are available outside of the HR office. You have one week to submit your form. Faculty must also notify the Welcome Center and the division administrative assistant. If an adjunct faculty exceeds his/her allotment of leave days, deductions will be at the same rate as substitute pay ($30/hour per missed class session.) If a faculty member teaches two or more courses on a calendar day this counts as one absence.

What is the college’s official policy on Affirmative Action and Equal Opportunity (AA/EO)?

Board Policy B-8 details the college’s position on AA/EO. The position is also summarized in the college’s public statement of Affirmative Action and Equal Opportunity that states:

Prairie State College does not discriminate on the basis of race, religion, color, age, gender, disability, ancestry, marital status, military discharge status, national origin, veteran status, sexual orientation or other non-merit factors in educational programs, activities or employment practices. The college is prohibited by law from discriminating in such a manner. Inquiries may be directed to the Affirmative Action Office, Prairie State College.

How does the college support diversity on campus?

The Board of Trustees adopted a Diversity Statement to support and affirm the college’s efforts to foster an atmosphere on campus where diversity is acknowledged, accepted, and encouraged. The Diversity Statement states:

PSC recognizes the diversity of students, faculty, staff, and community as an integral part of lifelong learning. We are committed to building and maintaining an inclusive, accessible and supportive environment on campus. Prairie State College embraces the diversity of individual beliefs and opinions, and supports diversity in religion, gender, ethnicity, race, sexual orientation, physical and mental ability, age, and socioeconomic status. The college will adhere to policies and procedures which discourage harassment and other behaviors that infringe upon the freedom and respect every individual deserves.
Sexual Harassment Prevention Training

All faculty members are required to successfully complete Harassment Prevention Training on an annual basis. Training is available online through our PSC website.

How do we recycle on campus?

PSC participates in a co-mingled recycling program, which means paper, cardboard, plastic, glass, and aluminum can be placed in the same receptacle. Cardboard should be broken down and placed next to any recycling container. Paper containing confidential information should be recycled in one of the Shark Shredding bins or in the paper shredder in the mail room. All employees are expected to recycle while on campus. The college also supports waste reduction and the purchasing of items with recycled content. You may refer to Board Policy C-20 for the college’s official position on waste reduction.

Required Reporting of Child Abuse

While everyone should be concerned about child abuse and neglect, certain individuals are required by law to report suspected instances. In 2012, the Illinois General Assembly (HB3887) added “personnel of institutions of higher education, athletic program personnel, and early intervention providers” to the list of “mandated reporters” for State of Illinois Public Act 97-0711 (325 IL CS 5/4).

As such, all PSC faculty, staff, administrators, and student workers are required to report instances of suspected child abuse and neglect to the Illinois Department of Children and Family Services (DCFS) toll-free child abuse and neglect hotline at 1-800-25-ABUSE (1-800-252-2873).

‘CANTS 22’ form requirement

All PSC employees and student workers are required by law to complete the CANTS 22 form, acknowledging that you are a mandated reporter. This form must be returned to HR for inclusion in your HR file.
Division/Department Information

Allied Health and Emergency Services

Carol Fawcett, Dean, Allied Health and Emergency Services (ext. 2947 (Office 2241)
Camille Willoughby, Administrative Assistant (ext. 2524) (Office 2252)

Career and Technical Education

Janice Kaushal, Dean Career and Technical Education (ext. 3595) (Office 2223)

Liberal Arts and Sciences

Elighie Wilson, Dean, Liberal Arts and Social Science (ext. 7767) (Office 2120)
Peggy Jones, Administrative Assistant (ext. 3537) (Office 2119)

Mathematics and Science

Debra Prendergast, Dean, Mathematics and Science (ext. 3689) (Office 2122)
Rosalva Mendoza, Administrative Assistant (ext. 3543) (Office 2121)

Where do I get a copy of the textbook(s) I’ll be using?

The program or discipline coordinator is responsible for ordering desk copies for adjunct and full-time faculty. Faculty may not obtain books directly from the bookstore.

Can I select my own textbook for the course I’ll be teaching?

Textbooks for each course are approved by the department and listed on the official course outline. Adjunct faculty are required to use the text(s) the department selects.

Where can I obtain classroom supplies?

Supplies can be obtained by submitting a written request to the department chair or program coordinator or for more information, contact Carmen Davis, executive assistant to the vice president of academic affairs at (708) 709-3541. Chalk and markers are available at the Welcome Center.

Is there office space available for me to consult with students and, if yes, where do I get the appropriate keys?

Office space has been set aside in 4195. This office has computers, printers, phones, and Internet access.
Are there departmental exams or exit exams?

Each department sets its own policy about departmental and exit exams. Ask your coordinator about departmental requirements. All adjunct faculty are expected to comply with department policy.

Where can I quickly get information about the college and activities?

Check out PSC’s website at prairiestate.edu for information about the institution, departments, job openings, activities, class schedule, and more.

How do I get a PSC email address and access to WebAdvisor?

You must have a signed Confidentiality Statement on file with the Human Resources department prior to receiving a WebAdvisor account. Once the accounts are created, an email will be sent with your login name and password to your dean’s administrative assistant. All faculty are required to use the PSC email account to communicate with their students. Using that account also ensures that you will receive email notifications directed to faculty. All grades are submitted through WebAdvisor. WebAdvisor also keeps you up-to-date with current student roster information. Questions, contact the Help Desk at (708) 709-7999.

What do I do if I want to hold a class in a smart classroom?

Making a classroom “smart” requires the cooperation of various departments including Instructional Services, Facilities and Operations, and the ITR department. Requests for permanent, stationary equipment in a classroom may be made to your dean. The vice president of academic affairs, in consultation with the various deans, will determine the timeline for smart classroom development.

Can I request media services equipment for off-campus, work-related use?

The primary purpose for audio-visual equipment is to support classroom activities. However, media services equipment may be used for off-campus, work-related use. Media services equipment will not be used for any non-work related purpose.

How are student complaints handled?

Complaints about the quality of instruction or classroom management are handled by the dean or program coordinator. Complaints about adjunct faculty should go to the coordinator in which case it is the coordinator’s responsibility to inform the dean. Complaints about classroom management should also go to the dean of student services who then works with the instructor and, in some cases, with the dean, to solve the problem. Students should talk to their instructor before initiating any complaint unless it involves an unusually sensitive issue like sexual harassment. The first step in handling any complaint is for the dean or coordinator to talk with the faculty member involved to obtain his or her perspective on the situation.
How are grade complaints handled?

The college has a formal grade appeal process which is explained on the Final Grade Appeal form included in the appendix. Students can get copies of this form from the office of their divisional dean (room 2119, room 2121). A student who is dissatisfied with his/her grade should talk first to the instructor to try to resolve the problem directly, but if a resolution is not possible, the student should fill out a Student Appeal form and explain his/her concerns. This form then goes to the instructor for review and comment. If the instructor still believes the assigned grade is appropriate, he or she signs the form, adds a short note of explanation, and returns it to the dean. Since the dean has no legal right to assign grades, the dean simply signs the form to indicate that the instructor’s comments have been reviewed. If a student decides to pursue the appeals process further, a panel of three faculty members, chaired by the vice president of academic affairs and including both the student and instructor, is convened to review the situation. The faculty members on the panel have the authority to change the grade if they decide an injustice has been done; their decision is final.

How will my teaching be evaluated?

Adjunct faculty teaching is evaluated primarily through the use of a student survey which is administered every semester. Tier 3 and Tier 4 adjuncts will have student surveys only during the fall semester. The survey form, which is included in the appendix, highlights our expectations for both teachers and students and gives students the opportunity to comment on both the course and the instructor. Coordinators observe at least one class taught by each new adjunct and provide written feedback and helpful suggestions about the adjunct’s teaching. In departments where there are standardized tests, exit exams, or portfolio assignments, students’ performance on those is also taken into account in the evaluation process.

What kinds of faculty development opportunities does PSC offer?

The faculty development coordinator is responsible for planning and coordinating faculty development opportunities for adjunct faculty. Each fall and spring, an adjunct orientation session is held to address global and local issues of instruction at PSC. Additionally, workshops are held throughout the year to assist faculty with developing their instructional skills.

Topics include but are not limited to:
- Brain-friendly Lecturing
- PowerPoint Design
- Balancing Ethics of Care and Justice
- Test Construction
- Classroom Management and Conflict Resolution
- Syllabus Design
- Flipped Classroom
- Applying and Interviewing for Tenure-Track Positions

Workshop opportunity announcements and articles on innovative teaching practices will be sent to you via PSC email, so be sure to check your account regularly.
Academic Affairs

President

Vice President, Academic Affairs
Marie Hansel

Manager, Online Learning
Antonia Koslow

Executive Assistant
Carmen Davis

Dean, Liberal Arts and Social Sciences

Dean, Allied Health and Emergency Services

Dean, Mathematics, Science, and Curriculum
Director, Student Success Center and Testing

Interim Associate Dean, Learning Resources and Assessment

Dean, Career and Technical Education
What is the role of the dean as it relates to faculty?

A dean’s most important job is to support all faculty members in a way that will help them do their best work. The dean mentors and evaluates faculty and works with search committees, chairs, and coordinators to hire excellent adjunct and full-time faculty. The dean also collaborates with the chairs and coordinators on assessment, scheduling, budgeting, strategic planning, academic standards, and curriculum and faculty development. One of the dean’s most important tasks is to help maintain high academic standards across the college.

What is the role of the department chair?

A department chair is a full-time faculty member who is elected annually by his/her peers within the department. The chair provides leadership for the department in curriculum development, assessment, and academic standards. The chair also serves as liaison between the department and the dean, bringing concerns to the attention of the administration and bringing back to the department information about the issues raised at the twice monthly chairs’ meeting. The chair helps with budgeting, scheduling, and special projects. In addition, he/she is responsible for providing leadership and for keeping his/her department functioning in a collaborative way.

What is the function of the program or discipline coordinator?

The program or discipline coordinator is a faculty member who has been appointed by the division dean to coordinate a specific program within a department, such as Graphic Communications in the Fine and Applied Arts Department. The coordinator works closely with the dean and the department chair and plays a key role in budgets, scheduling classes and developing the program. The coordinator also has a key role in reviewing the applications of potential adjuncts, interviewing those qualified, and recommending to the dean those he/she wishes to hire. The coordinators also evaluate and mentor adjunct faculty members. In addition, they work with departmental colleagues to plan and implement assessment activities and write annual program reviews.

How are adjunct faculty scheduled to teach classes?

Full-time faculty in a department first select their load and overload courses, followed by administrators, retired faculty, and adjunct faculty. The latter are appointed to teach a specific course for the duration of that course. Per the adjunct union contract, the college has no obligation to extend any appointment beyond the current term.

Adjunct faculty must meet the minimum qualifications to teach as defined by Board policy and may teach up to 10 contact hours in a semester.

What if a course I’m assigned to teach has low enrollment?

All teaching opportunities at PSC depend, in one way or another, upon enrollment. Minimum enrollment figures must be met in order for a class to be offered. If your assigned class does not fill, the class may be cancelled, and you will not be employed to teach that class.
Occasionally, to maintain a full class load, full-time faculty whose classes do not fill may need to “bump” an adjunct instructor from an already scheduled class which does have sufficient enrollment. In such cases, every attempt will be made to notify you of the change as early as possible. See the adjunct faculty contract for procedures for union members.

What is the Board’s policy on sexual harassment?

PSC supports and protects the right of all employees and students to work and learn in an environment free from unsolicited and unwelcome sexual overtures. Sexual harassment is unacceptable conduct for college personnel and makes them subject to disciplinary action including dismissal. Sexual harassment is illegal under state and federal law. Sexual advances, requests for sexual favors, and other verbal and physical conduct of an unwelcome, sexual nature shall be defined as sexual harassment. Typically, sexual harassment occurs when such conduct would be deemed hostile or abusive by a reasonable person.

What are my academic freedoms as a professional?

In the Board-Union agreement (Section 4.1), it states:
Each member of the Faculty is a member both of a learned profession and of an educational institution. When speaking or writing, he or she should be free from institutional censorship or discipline, but the special position of a teacher in the community imposes special obligations. As a person of learning and an educator, one should remember that the public may judge the profession and the institution by a teacher’s statements. Hence, a teacher should at all times be accurate, should show respect for the opinions of others, and should make every effort to indicate that he or she is not speaking for the institution. The Board recognizes its responsibility to protect and encourage the search for truth and its dissemination, as each member of the Faculty must recognize his or her obligations in these matters.

Liberal Arts
Department Chairs 2016-2017

English
Thomas Nicholas (ext. 3789) (Office 2223)

Humanities, Communication, and Performing Arts
Ed Schwarz (ext. 3772) (Office 2620)

Social Sciences, Criminal Justice and Education
Cyndi Cornejo (ext. 7775) (Office 2163)
Business, Mathematics and Science
Department Chairs  2016-2017

Business, Economics and Computer Information Technology
Joe Berlinski (ext. 3565) (Office 2213)

Mathematics
Kate Sims-Drew (ext. 3765) (Office 2106)

Natural Sciences
Christine Brooms (ext. 3604) (Office 2297)

Allied Health and Emergency Services
Department Chairs  2016-2017

Nursing, Allied Health, and Human Services
Linda Zroskie (ext. 3768) (Office 2228)

Dental Hygiene and Surgical Technology
Barb Kelly-Gorbitz (ext. 3714) (Office L-160)

Industrial Technology
Department Chair  2016-2017

Georgia Karras (ext. 3598) (Office 2185)

Counseling/Library Department Chair  2016-2017

Library and Distance Education
Matthew Steele (ext. 3560) (Office 1215)

Academic Services and Counseling
Shannon Word (ext. 3511) (Office 1200)
Prairie State College Police Department

George Pfotenhauer, Chief of Police  (ext. 7834) (Office 2406)  
Sam Pavesich, Police Sergeant (Daytime) (ext. 7777) (Office 1103)  
Al Thompson, Police Sergeant (Evening (ext. 7777) (Office 1103)  
Police Department - Main Office (ext. 7777) (Office 1100)  
Welcome Center (ext. 3600) (Office 1230)

Services
- Emergency Response
- Employee Parking Permits
- Employee Card Access

Where is the PSC Police Department?

It is located on the first floor in rooms 1100-1103 (across from the PSC bookstore).

If there is an emergency, how am I able to contact the PSC Police Department?

- Phone
  Calling 911 will contact Chicago Heights Police Department (C.H.P.D.). C.H.P.D. will contact PSC Police for emergency response.

- PSC police are radio dispatched by the police dispatcher or Welcome Center operators for all matters. Using the courtesy phones located in the hallways throughout the main building on the main floor. Pressing 0, connects directly to the Welcome Center; (708) 709-3500.  
  Note: PSC police can be reached directly in the office; (708) 709-7777 or the department cell phone: (708) 912-0963

- Call boxes
  In the event of an emergency outside, the parking lots are equipped with call boxes. Pressing and releasing the buttons will send an audible alarm to the on-duty officers.

- Panic Alarm System
  Classrooms have have a computer access for instructors are set-up with a panic button. This red icon is located on the desktop, double-clicking the icon will activate it.

Parking

All vehicles parked in lot A are required to display a valid PSC parking permit. Faculty and Staff parking is marked by the white lines at the West end of the lot. Employees may also park in the student spaces marked by yellow lines if the employee lot is full. B lot is by permit only for administrators. Lots C and D are for general parking.
Where do I get a parking permit?

In room 1101, the permit sticker is free of charge and is valid for the length of employment. You will need to fill out a white card which asks for general information including the license plate number, make and model of the vehicle.

What do you need to obtain an ID?

1. Employee ID number - The number is generated through Human Resources.
2. Valid photo ID - to verify the person asking for access.
3. Classroom information - contact the department coordinator or dean for the classroom information list.

Where do I get my ID programmed?

Once you obtain the ID card, in room 1103, the sergeant and/or administrative assistant will program you for room(s). The information listed is needed to allow proper access. Once entered into the system the room access will not de-activate, if there are additional rooms you may email the request.

Institutional Support

Welcome Center/Switchboard
Denise Stabile, Manager, Campus Welcome Center (ext. 3600)

Where is the Welcome Center?

The Welcome Center (and switchboard) is located at the main entrance of the campus. It is open during the regular academic year Monday – Thursday, 7 a.m. to 9 p.m.; Friday, 7 a.m. to 4:30 p.m.

What services are available through the Welcome Center?

The center provides assistance and information about college activities to visitors, students, and staff. Services include:

- lost and found, first-aid supplies, bus schedules, and college brochures; office/lab keys for instructors who receive authorization from the department chair or program coordinator; drop-off/pick-up service for instructors who wish to leave items for other faculty members and/or students; access through dispatch to PSC police, maintenance and custodial service, media services, and evening administrator
- key request forms for faculty and staff
- provide temporary and visitor’s parking permits
- provide weekly and daily events on TV monitors in the atrium
- list class cancellations and post when the administrative assistant is not available or after 4:30 p.m.
- provides office hours for full-time faculty
Institutional Support Services
Document Production and Office Support, Duplication, Mail Room, Public Relations and Marketing, and Website

Paulette Maurer, Director (ext. 3630) (Office T-157)
Kristin Carrera, Manager, Marketing (ext. 3633) (Office 2281)
Andrea Small, Manager, Public Relations (ext. 2948) (Office 2118)
Pam Hambrick, Coordinator, Document Production and Office Support (ext. 3619) (Office T-157)
Sarah Henderson, Web Site/Content Coordinator, (ext. 7889) (Office T-156)

Document Production and Office Support

Where is Document Production and Office Support and when is it open?
The Center is located in Room T-157 in the Duplication/Mail Room Center in the Technology wing. During the academic year, the hours of operation are:
  Monday - Friday, 7:30 a.m. to 4:30 p.m.

What services are available through the center?
Support services are available for word processing, design development, and telephone messages. For a complete description of available services, visit prairiestate.edu, A-Z, Institutional Support Services.

What is the procedure for having work processed?
All work to be typed, such as forms, memos, letters, envelopes, quizzes, tests, worksheets, handouts, syllabi, etc., must be submitted with a completed work request form. The work request form is available online on bottom of the Faculty/Staff page on the website. Production timelines are available on the form.

Duplication/Mail Room Center

Where is the Duplication/Mail Room Center and when is it open?
The center is located in Room T-155 in the Technology wing.

During the academic year, the hours of operation are:
  Monday - Thursday, 7:30 a.m. to 7:30 p.m.
  Friday, 8 a.m. to 4:30 p.m.

What is the procedure for duplicating materials?
PSC EZPRINT is the online duplication ordering system that allows you to submit your work requests from anywhere you have access to the web. EZPRINT can be accessed at prairiestate.edu/ezprint. The link is also available on the PSC website under Faculty/Staff. All duplication requests must be entered into this system,
even if you are still providing a hardcopy. For more information and instructions, please go to the PSC website and choose Faculty/Staff on the top of any page and you will find an instructional PowerPoint on the top right. If you would prefer hands-on assistance, please drop by the Duplication Mail Room/Center and Karen Clifford would be glad to assist you.

**How much time is required for duplication services?**

Most jobs require one working day. Please allow more time for larger jobs.

**Can I drop off materials after hours?**

Materials can be dropped off in the drop box outside of the center.

**If I have tests duplicated, how are they secured until I can pick them up?**

We recommend having tests secured in the cabinet rather than having them placed in your mailbox. When you fill out the work order form, you can specify where you want the duplicated work stored until pick up.

**What about the duplication of copyrighted materials?**

Copyrights may be released by obtaining permission from the copyright owner. Without written permission, the duplication of copyrighted materials is prohibited.

**Is there a place where I can duplicate my own materials?**

There are two copiers available for instructional personnel. One copier is located in the duplication center, and the other is on the second floor outside the office of the nursing department. Both are to be used for small jobs only (10 copies or less). You must have your ID or ID number to use these machines.

**Where can I receive and/or send mail on campus?**

The mail room is also located in T-155. Each person employed by the college has a mailbox; a list of mailbox numbers is posted in the center. In addition, there are special boxes in which to deposit both outgoing and in-house mail.

**Is there a fax machine on campus?**

Yes, there is a fax machine in the Duplication Center. Instructions for using the machine are next to it.
Public Relations and Marketing and Website

Request forms for these departments are located on the bottom of the faculty/staff webpage.

Pioneer Café

Currently being revamped.

Where are vending machines located?

There are vending machines in front of the Pioneer Café as well as in the Conference Center. There is also a pop machine in the staff lounge on the second floor.
Appendix
## OFFICIAL COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Prefix Number</th>
<th>ENG 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic Course Number</td>
<td>1.1 230401 01</td>
</tr>
<tr>
<td>Ill. Articulation Init Code</td>
<td>C1 900</td>
</tr>
</tbody>
</table>

### Course Title
**COMPOSITION I**

### Course Hours
- **Lecture**: 3
- **Lab**: 0

### Course Description
This is the first course in the composition sequence. It provides an introduction to college writing, emphasizing how students can incorporate and respond to texts in their own essays. Students will develop strategies for creating, organizing, and revising their writing, and explore the range of ways language is used in the academic and professional worlds. Students will also practice identifying aspects of effective writing in professional and peer essays. Students write a minimum of five essays with extensive revisions. Note: Students must produce a passing portfolio and receive a course grade of “C” or better in order to pass the course.

### Mandated Prerequisite(s) if any
ENG 099 – Fundamental English III - with a grade of ‘C’ or better, or appropriate placement on COMPASS exam.

### Advisory/Supplemental course(s) if any

### Primary Textbook

### Required supplemental material(s) if any

### Secondary Textbook(s) if any
Supplemental non-fiction readings from sources such as the *New York Times*, magazine articles and editorials, scholarly articles, trade paperbacks, or anthologies like the Norton Sampler.

### Recommended supplemental material(s) if any
Course Goals/Objectives

Upon successful completion of this course, students will be able to:

1. Comprehend, analyze and critique a variety of texts, including academic discourse.
2. Summarize and incorporate sources, subordinating them to the writer's purpose and creating confidence that they have been represented fairly.
3. Recognize the diversity of discourse communities and their different conventions and forms.
4. Write minimum 500 word expository essays with clarity, correctness and effectiveness.
5. Develop a purpose, a controlling idea, and a thesis statement which clearly focus the writing.
6. Adapt writing to various audiences.
7. Adequately develop the thesis with good supporting detail.
8. Write introductions and conclusions which effectively open and close the essay.
9. Organize their thinking into clear writing and paragraphing and smoothly transition between paragraphs.
10. Apply revision skills to their own writing as well as the writing of others.
11. Write minimally correct standard English and improve sentence structure for increased effectiveness.
12. Use practical writing skills such as those needed for business letters or essay exams.

Detailed Topical Course Outline

I. An Overview of College Composition: What Can Writing Do For You?
   A. Writing for varied audiences and purposes
   B. Discourse communities

II. The Writing Process
   A. Strategies for producing writing
      i. freewriting, listing, clustering, etc.
   B. Strategies for organizing writing
      i. outlining, rearranging paragraphs, etc.
   C. Strategies for revising
      i. editing from multiple perspectives and for multiple purposes and proofreading for clarity and correctness

III. The Thesis
   A. Developing a controlling idea
   B. Staking a reasonable and arguable claim

IV. Effective summaries
V. Introducing and following up quotations
VI. Comparing points of view
VII. Addressing opposing points of view
VIII. Review of grammar as needed

Methods of evaluation

Students’ essays will be judged in six major areas: focus, development, structure, grammar/mechanics, style, and source integration.

Required written work

Students will write a minimum of four 2-3 page essays, some with extensive revisions, and one 4-6 page essay with extensive revisions. At least three of these essays will incorporate other sources, and at least one will incorporate more than one source. Sources should come from, but aren’t limited to, those on the course reading list.

Required reading

Approximately 50 pages per week including selections from texts, peer essays, and model student essays.
Sample Syllabus

**OFFICIAL COURSE DETAILS**
(Source: Official Course Outline; Course Schedule; Include IAI number if applicable.)

**Prairie State College**
**ENG 101-01: Composition I (IAI C1 900)**
**Spring 20**
**Room ****
Prerequisite: ENG 099 - Fundamental English III - with a grade of ‘C’ or better, or appropriate placement on COMPASS exam.

**Instructor:** Your Name Here  
**Office:** Room ****
**Phone:** 708-709.****  
**E-mail:** *********@prairiestate.edu

**Welcome Center:** 708-709-3500 (adjunct faculty can use this as a contact phone number)

**Office Hours:** Mon. & Wed. 1:00-2:00, Tues. & Thurs. 1:00-2:30, and by appointment. (List according to your faculty position at the college).

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**INSTRUCTOR INFORMATION**

Please note that the Adjunct Faculty Union Contract states in Article V, 5.3.B, “The latter will be expected to use College e-mail to communicate with College employees and students...”

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**OFFICIAL COURSE DETAILS**

Course Description and Objectives need to match what is listed on the Official Course Outline.

---

**Course Description**

This is the first course in the composition sequence. It provides an introduction to college writing, emphasizing how students can incorporate and respond to texts in their own essays. Students will develop strategies for creating, organizing, and revising their writing, and explore the range of ways language is used in the academic and professional worlds. Students will also practice identifying aspects of effective writing in professional and peer essays. Students write a minimum of five essays with extensive revisions.

Note: Students must produce a passing portfolio and receive a course grade of “C” or better in order to pass the course.

---

**Course Objectives**

Upon successful completion of this course, students will be able to:

1. Comprehend, analyze and critique a variety of texts, including academic discourse.
2. Summarize and incorporate sources, subordinating them to the writer's purpose and creating confidence that they have been represented fairly.
3. Recognize the diversity of discourse communities and their different conventions and forms.
4. Write minimum 500 word expository essays with clarity, correctness and effectiveness.
5. Develop a purpose, a controlling idea, and a thesis statement which clearly focus the writing.
6. Adapt writing to various audiences.
7. Adequately develop the thesis with good supporting detail.
8. Write introductions and conclusions which effectively open and close the essay.
9. Organize their thinking into clear writing and paragraphing and smoothly transition between paragraphs.
10. Apply revision skills to their own writing as well as the writing of others.
11. Write minimally correct standard English and improve sentence structure for increased effectiveness.
12. Use practical writing skills such as those needed for business letters or essay exams.
Grading

Grades will be calculated on a 1000-point scale:

- Homework, in-class writing, and workshops: 35% (350 pts.)
- Formal Essays (5): 25% (250 pts.)
- Portfolio: 40% (400 pts.)

Grades will be earned according to the following standards:
- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%
- FW: has failed due to unofficial withdrawal (student stops attending but does not officially withdraw)

Required Materials:
- Graff and Birkenstein, *They Say/I Say* (3rd edition, without readings)
- Articles that you access on Desire2Learn (D2L)
- Two two-pocket folders for your

Strongly Recommended Materials:
- A three-ring binder or folder to store and organize your course materials.
- A stapler or box of paper clips.

Assignments

List out the ways students can earn points.

Student Responsibilities

State what responsibilities the students have in your class. Include how much time out of class is expected (on average), do you require everything to be turned in on time or do you allow late work, how will your students use D2L in the class, what happens if a student misses a class, what if they miss a test, how should your students reach you, etc.

Religious Observance Statement

Prairie State College is required to excuse students who need to be absent from class, examinations, study, or work requirements because of their religious beliefs, and provide students with a make-up opportunity, unless to do so would unreasonably burden the institution. Students must notify their instructor well in advance of any absence for religious reasons. If you require special accommodation for observance of a religious holiday, please notify me during the first week of the term.
ACADEMIC SUPPORT SERVICES

Inform students of available academic support services and encourage them to make use of these services.

Miscellaneous

Academic Honesty Statement: please see this statement from the PSC Faculty Senate: [http://prairiestate.edu/academics/acadhonest.html](http://prairiestate.edu/academics/acadhonest.html)

The Writing Center information (A “standard” statement is emailed to faculty prior to the start of the semester.)

PSC Help Desk: [http://prairiestate.edu/gen/helpdesk.html](http://prairiestate.edu/gen/helpdesk.html). Their email is helpdesk@prairiestate.edu and their phone number is 709-7999.

Disability Services information (A “standard” statement is emailed out to faculty prior to the start of the semester.)

Student Veterans’ Center: If you are a veteran, please make use of the resources at the Veterans’ Center in room 1240 of the Atrium. Stop by any time, or contact Georges Sanon, Coordinator of the Student Veterans’ Center at 709-3567. Their website is [http://prairiestate.edu/veterans/vetscenter.html](http://prairiestate.edu/veterans/vetscenter.html)

Counseling and Academic Advising Center: Room 1190, 709-3506.

CLASS SCHEDULE

This section can provide a chart for course content and assignments throughout the semester. It can be somewhat general or highly specific. It is useful to include test dates and assignment due dates in this section. You can also note required readings, textbook and workbook exercises, lab projects and special presentations. A clear schedule can help both instructor and students to remain focused and on task throughout the semester.

Instructors should include a statement reserving the right to amend this schedule as the semester progresses.

Schedule

Weeks 1-16, Finals Week

Making note of when the course’s final exam is scheduled during finals week is helpful (the schedule is provided prior to the start of the semester).
Counseling Referral Procedures

The counseling faculty members of the Counseling and Academic Advising Center (CAAC) are available to provide support to you and to be advocates for the students. Please refer students who disclose personal problems or exhibit behaviors that you believe could interfere with their chances for success.

Examples for a counseling referral are as follows:
- Visible signs of stress, depression, physical abuse
- Drastic change in appearance
- Abrupt change in performance
- Self-disclosure of personal problems (homeless, abusive partner, financial problems, in need of emergency resources such as food, clothing, etc.)

How to Refer a Student to the Counseling Center
- Suggest that the student call or go to the center to make an appointment; do this by introducing the idea in a caring and non-judgmental way. Assure the student that counseling services are strictly confidential.
- Tell the student why you are recommending the referral; be specific and focus on his or her behavior.
- Once the referral has been made, Counselor Shannon Word is to be notified either at ext. 3511 or at sword@prairiestate.edu.

Examples for Initiating the Conversation
- “You seem to be acting a little bit different (state how); not only am I concerned about how you perform academically but about your overall well-being. We have professional counselors here on Campus that you can talk to.”
- “You wrote in your essay that things at home aren’t going well and that you’re feeling depressed; I’d like for you to get some help. There are Counselors here on campus who can help you.”
- “If you like, you can call the counseling department from my office or I can walk you over to make an appointment.”

How a Referral is Handled
- Once the Counselor meets with the student an assessment is made in order to determine what the presenting problem is and develop a plan that will meet the needs of the student.
- The plan may include on-campus individual counseling, a referral to an off-campus practitioner/facility for long term treatment or a referral to community agencies for emergency assistance.
- As the Counselors are eager to help you with your concerns or questions about your student, confidentiality is an essential aspect of the counseling relationship, which limits the information that can be shared with you about your student.

If you have any questions, please contact Shannon Word at ext. 3511 or at sword@prairiestate.edu
# Counseling Referral Form

**In order to keep this information confidential, please return form in a sealed envelope to the mailbox of Shannon Word, NCC, LCPC, Counselor.**

**PLEASE PRINT**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Course Prefix/Number:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student's Name:</th>
<th>ID#:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Professor's Name:</th>
<th>Ext.</th>
</tr>
</thead>
</table>

**Behaviors:**

- ☐ Self-disclosure of personal problems (e.g.: death of a loved one, financial problems, homeless, etc.)
- ☐ Drastic change in performance
- ☐ Visible signs of stress and/or depression

**Additional Information: (describe reason for referral)**

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

**The student is to be notified that he or she is being referred for counseling. Have you spoken with the student about this referral?**

- ☐ Yes  ☐ No

<table>
<thead>
<tr>
<th>Professor’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**For Office Use Only**

<table>
<thead>
<tr>
<th>Date received:</th>
<th>Counselor’s name:</th>
</tr>
</thead>
</table>

| Contacted student: | Unable to contact student: |
Student Survey

Professor: ____________ Course: ____________ Section #: ____________ Date: ____________

Part I. Please use this form to comment on aspects of the course. Your professor will not see your evaluation until after final grades have been submitted.

If a friend of yours told you that he/she was thinking of taking this course from this professor, what would you tell him/her? Explain why.

What suggestions, if any, would you offer to the professor to improve this course?

What do you particularly like about this course and/or professor?

Comment on the readability, interest level and relevance of the textbook and other assigned materials.

What grade do you expect to get in this course? _________
**Part II. Please respond to the following questions about your professor in this course using the following scale:**

<table>
<thead>
<tr>
<th>Question</th>
<th>5 = Always</th>
<th>4 = Usually</th>
<th>3 = Sometimes</th>
<th>2 = Rarely</th>
<th>1 = Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The professor is prompt in starting class.</td>
<td></td>
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<td>2. The class meets for the entire class period.</td>
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<td>3. The professor presents content so that it is understandable and permits note taking.</td>
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<td>4. The professor is well prepared for class.</td>
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<td>5. The professor shows enthusiasm for the subject matter.</td>
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<td>6. The professor demands high level thinking.</td>
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<td>7. The professor is fair and impartial in dealing with students.</td>
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<td>8. The professor demonstrates a thorough knowledge of the subject matter.</td>
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<tr>
<td>9. The professor returns exams and assignments in a timely fashion.</td>
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<td>10. The professor maintains high grading standards.</td>
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<td>11. The professor encourages all students to participate in a way that fosters mutual respect.</td>
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<td>12. The professor seems to be interested in students as individuals.</td>
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<td>13. The professor gives enough exams and/or assignments to ensure a fair evaluation.</td>
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<td>14. The professor encourages development of new viewpoints and appreciations.</td>
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<tr>
<td>15. The professor makes the assignments and expectations for examinations clear.</td>
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<td>16. The professor is available to help students outside of class.</td>
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<td>17. The professor treats all students with courtesy and respect.</td>
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<td>18. The professor creates a classroom environment conducive to learning and keeps students from disrupting the class.</td>
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</tbody>
</table>

**Part III. Please respond to the following questions about your own work in this course:**

<table>
<thead>
<tr>
<th>Question</th>
<th>5 = Always</th>
<th>4 = Usually</th>
<th>3 = Sometimes</th>
<th>2 = Rarely</th>
<th>1 = Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. I attend all classes scheduled for this course.</td>
<td></td>
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<tr>
<td>20. I complete all reading and writing assignments for this course in a timely fashion.</td>
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<td>21. I participate actively in class discussions.</td>
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<tr>
<td>22. Every week I spend at least two hours per credit hour preparing for this course. (That is, 6 hours for a 3 credit hour course.)</td>
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</tbody>
</table>

**Part IV. Please select the response that best reflects your opinion:**

<table>
<thead>
<tr>
<th>Question</th>
<th>5 = Much too difficult</th>
<th>4 = Somewhat too difficult</th>
<th>3 = Just about right</th>
<th>2 = Somewhat too easy</th>
<th>1 = Much too easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. In comparison with other college courses you have taken, would you describe this one as:</td>
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<td>24. How would you describe the professor's approach in the classroom (not laboratory)?</td>
<td>5 = Totally lecture, with no student interaction</td>
<td>4 = Predominately lecture with some student discussion/interaction</td>
<td>3 = Well balanced between lecture and student discussion/interaction</td>
<td>2 = Mostly student discussion/interaction, with some lecture</td>
<td>1 = Predominately discussion, with too little direction from the professor</td>
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<tr>
<td>25. To what extent does this course fulfill your expectations?</td>
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<td>26. Overall, I think the professor in this course is:</td>
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<td>27. The professor provided a syllabus at the first class meeting.</td>
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<tr>
<td>28. The professor made the major objectives, grading procedures, classroom procedures and attendance policy clear.</td>
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</tr>
</tbody>
</table>
Adjunct Instructor Evaluation

Prairie State College

ADJUNCT INSTRUCTOR EVALUATION

Classroom Visitation/Evaluation Form

Instructor

Class Visited Date

1. The instructor prepares well for class.
   (examples: syllabus, lab set-up, handouts, examinations, etc.)

2. The instructor uses good teaching strategies in presenting course material. (examples: varies methods of instruction, evaluates students’ progress to monitor and adjust instruction as needed, uses appropriate instructional technology, etc.)

3. The instructor demonstrates a knowledge of the subject matter.

4. The instructor interacts well with students.
   (examples: reflects interest in students, provides comfortable learning environment for students, appears fair and open in dealing with students, etc.)

5. The instructor conducts his/her professional responsibilities in a manner which is appropriate and supportive of departmental and College goals.
   (examples: completes attendance and grade reports and submits them in a timely manner, attends meetings where possible and appropriate)

Summary evaluation statements and recommendations for improvement:

Classroom Observer Date

I acknowledge that the above evaluation has been discussed with me and understand that my signature does not necessarily imply agreement.

Instructor Signature Date

Instructor comments concerning this evaluation:
MEMORANDUM

TO: All Faculty and Staff
FROM: Tanya Norfleet, Disability Coordinator and Recruiter/Advisor
DATE: August 10, 2016

SUBJECT: Evacuation Information for People in Wheelchairs or with Mobility Issues

In the event of a fire or other unforeseen emergency, it is imperative to have evacuation information in place for assisting people in wheelchairs or with mobility issues. In view of this, please read the following information carefully.

The College owns seven EvacuChairs, two for each floor of the main building. These specially-equipped chairs transport people across flat ground or maneuver down any stairway and are easy to use. Each chair is concealed in a beige metal cabinet, located next to a stairway in the following places:

- **2nd Floor**: NE side near Room 2150
- **SE side** near Room 2106
- **W side** near Room 2624
- **3rd Floor**: NE side near Room 3136
- **SE side** near Room 3290
- **4th Floor**: NE side near Room 4130
- **SE side** near Room 4285

Each EvacuChair site also has a hanging sign denoting “Emergency Evacuation Area.”

In the event of a fire or other emergency, anyone in a wheelchair or with a mobility issue should go immediately to one of the EvacuChair sites and stay there. This is where emergency personnel will look for them. Please assist in directing anyone to one of these sites.

Please familiarize yourself with the location of the EvacuChair sites and make sure that anyone in a wheelchair or with a mobility issue also knows the location of these chairs.

Thanks for your assistance.
What to do if Someone is Having a Seizure

MEMORANDUM

TO: All Faculty and Staff
FROM: Tanya Norfleet, Disability Coordinator and Recruiter/Advisor
DATE: August 10, 2016
SUBJECT: What to Do If Someone Is Having a SEIZURE

Definition: A seizure is when a person’s body shakes rapidly and uncontrollably. During a seizure, the person’s muscles contract and relax repeatedly, and the person can lose consciousness. Many times there is no forewarning of the seizure.

Who Should Be Notified
The procedure at Prairie State College is to call 911 and request an ambulance.

Call 911 immediately to request an ambulance. Please remember to identify your location and do not hang up until advised by the dispatch operator. If you are unable to call, have someone else call.

If possible, also call the Campus Police from any PSC phone by dialing “7777” or “0” to alert them that someone is having a seizure. If using a cell phone, call (708) 709-7777.

What to Do If You See Someone Having a Seizure
1. Try to ensure the person does not hit his head.
2. If possible, roll the person on his side to prevent choking or vomiting; also, turn his head to the side so that oral secretions can drain.
3. Loosen any tight clothing around the neck.
4. Do not attempt to restrain the person but make every attempt to move furniture or other objects away from him.
5. Do not attempt to put anything into the mouth as more damage can be caused by trying to pry the teeth open. Contrary to belief, people cannot swallow their tongues during a seizure.
6. Note how long the seizure lasts and what symptoms occurred so you can tell the emergency personnel when they arrive.
7. Stay with the person until assistance arrives. Keep the person’s personal belongings close to you until the Campus Police arrive.

Prairie State College seeks to ensure that its programs are accessible to all persons regardless of disability. If you have any questions or concerns, please contact me at extension 3755 or stop by my office, Room 1192 in the Counseling and Academic Advising Center.
Final Grade Appeal Form

A student has the right to express concern about his or her final grade, keeping in mind that faculty members have sole responsibility for assigning grades. The right to appeal a grade assumes a corresponding responsibility on the part of the student to act with integrity. Students may not appeal a grade for an individual assignment or examination. Only the final course grade may be appealed, and the appeal (step 2 below) must be filed within the first 30 days of the following fall or spring semester. If the faculty member who assigned the grade is no longer at the College, the dean may refer the student to the chair of the appropriate department.

If the faculty member determines that the grade submitted is the grade that was earned and the student disagrees, a formal grade appeal may be filed. Students should understand that based on indisputable evidence, the faculty appeals panel has the authority to confirm, lower, or raise the grade assigned by the instructor. The appeal committee may also recommend an amicable alternative resolution instead of a grade change. Grade appeal forms are available from the office of the division dean.

The grounds for an appeal of a final course grade are as follows:

- The grade is based on an error in calculation.
- The grade assigned did not follow the grading criteria stated on the course syllabus.
- The grade for a writing intensive class is based on inadequate criteria.

When the final grade is based on portfolio assessment, the Vice President of Academic Affairs reserves the right to assign the grade appeal to the department chair and the portfolio committee of that discipline.

Steps in the Grade Appeal Process

Step One: The student meets with the faculty member who issued the grade. At this meeting, the instructor reviews the grading policy with the student and makes sure the grade was correctly calculated. If no satisfactory resolution is reached, the student may proceed to step two.

Step Two: The student requests a grade appeal form from the division dean. The student completes the form and explains why the grade is incorrect. The dean sends the completed form to the student’s instructor.

Step Three: The faculty member responds with a short written explanation of the assigned grade and returns the form to the division dean within 10 working days of receiving the grade appeal. The dean signs and dates the form, confirming that the deadline has been met.

Step Four: The dean notifies the student of the faculty member’s decision. After hearing from the dean, a student who is dissatisfied with the outcome has up to 10 days to ask the Vice President of Academic Affairs to arrange the final step in the appeal process.

Step Five: The Vice President of Academic Affairs determines whether the appeal meets the above criteria, and if so constitutes a three-member appeal panel. When the final grade is based on portfolio assessment, the Vice President of Academic Affairs reserves the right to assign the grade appeal to the department chair and the portfolio committee of that discipline rather than to a three-member faculty panel. The student is notified of the time of the hearing or referred to the committee. The decision of the appeal committee is final. In cases referred to a department committee, the Vice President makes the final decision in consultation with the chair.
Prairie State College
FINAL GRADE APPEAL FORM

Student’s name: ___________________________________________  ID No:  ____________
Course/prefix number: _________ Section: _____  TERM: ☐ Fall ☐ Spring ☐ Summer  YEAR  _____

STEP 1: Faculty Response

date:  ________________  Signature:  ______________________________
Faculty Member

STEP 2: Dean’s Response

date:  ________________  Signature:  ______________________________
Dean

STEP 3: Faculty Grade Appeal Committee Response

date:  ________________  Signature:  ______________________________
Dean, Student Development and Campus Life
Turning on the projector:
1. With the SHARP remote, turn on the projector by pressing ON (see A). It will take approximately 30 seconds to warm up.

Lowering the screen:
1. To lower the screen, there is a switch on the wall near the desk. Push the button down and the screen will lower.

Note: There are dimmer lights on the wall near the desk. Turn the main lights off and use the dimmer switch so the image on the screen comes in clearly.

Projecting an image from the Computer:
1. Turn on the computer.
   a. User name is smartclass. There is no password
2. If image on the computer screen is not what is showing on the projector, press INPUT 1 (see B) on the SHARP remote. The computer screen should now be visible.
3. If you need audio, turn on the TOA amplifier (above the computer inside the desk). There is only one volume control—the big round knob on the right of the amplifier. Note: This needs to be turned on LAST if you are using it.

Projecting an image from the DVD/VCR Combo:
1. Turn on the DVD/VCR combo and insert the DVD or VHS into the machine.
2. If image is not the DVD or VHS, depending on the room you are in, press either INPUT 3 or INPUT 4 (see C) on the SHARP remote. The DVD or VHS should now be visible.
3. If you need audio, turn on the TOA amplifier (above the computer inside the desk). There is only one volume control—the big round knob on the right of the amplifier. Note: This needs to be turned on LAST if you are using it.

Switching back and forth between the computer and DVD/VCR combo:
Use the INPUT buttons. Remember:
1. To view the computer screen: INPUT 1 (see B)
2. To view the DVD/VCR combo: INPUT 3 or INPUT 4 (see C)

When you are done, PLEASE TURN OFF all the equipment that you used. The TOA amplifier should be shut off first.

Shutting off the projector:
1. To shut off the projector, you need to press STANDBY (see B). When a message at the bottom of the projector screen appears, press STANDBY again to turn it off. The image will disappear but it will still sound like it is on for about one minute while it cools down. Then it will turn off.

Also, please ensure that the dimmer lights are switched off as well!
Smart Classroom Instructions
Classrooms with a document camera

Turning on the projector:
1. With the SHARP remote, turn on the projector by pressing ON (see A). It will take approximately 30 seconds to warm up.

Lowering the screen:
1. To lower the screen, there is a switch on the wall near the desk. Push the button down and the screen will lower.

Note: There are dimmer lights on the wall near the desk. Turn the main lights off and use the dimmer switch so the image on the screen comes in clearly.

Projecting an Image from the Computer:
1. Turn on the computer.
   a. User name is smartclass. There is no password
2. If image on the computer screen is not what is showing on the projector, press COMPUTER (see B) on the SHARP remote. The computer screen should now be visible.
3. If you need audio, turn on the TOA amplifier (above the computer inside the desk). There is only one volume control—the big round knob on the right of the amplifier.
   Note: This needs to be turned on LAST if you are using it.

Projecting an Image from the DVD/VCR Combo:
1. Turn on the DVD/VCR combo and insert the DVD or VHS into the machine.
2. If image is not the DVD or VHS, press VIDEO (see C) on the SHARP remote. The DVD or VHS should now be visible.
3. If you need audio, turn on the TOA amplifier (above the computer inside the desk). There is only one volume control—the big round knob on the right of the amplifier.
   Note: This needs to be turned on LAST if you are using it.

Projecting an Image from the Document Camera:
1. Turn on the document camera with the power switch located either on the top or side of the machine.
2. If image is not from the document camera, press DVI and scroll down to “DVI-Analog” (see D) on the SHARP remote. The image from the document camera should now be visible.

Switching back and forth between the computer, DVD/VCR combo, and Document Camera:
1. To view the computer screen: Press COMPUTER (see B)
2. To view the a DVD or VHS: Press VIDEO (see C)
3. To view the image displayed from the document camera: Press DVI and scroll down to “DVI-Analog” (see D)

When you are done, PLEASE TURN OFF all the equipment that you used. The TOA amplifier should be shut off first.

Shutting off the projector:
1. To shut off the projector, you need to press STANDBY (see E). When a message at the bottom of the projector screen appears, press STANDBY again to turn it off. The image will disappear but it will still sound like it is on for about one minute while it cools down. Then it will turn off.

Also, please ensure that the dimmer lights are switched off as well!
Active Shooters:
An Unfortunate Reality

Emergency Contact Information

<table>
<thead>
<tr>
<th>Campus Emergency</th>
<th>708-709-7777</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical or Fire Emergency</td>
<td>911</td>
</tr>
</tbody>
</table>

Know When To Run Out, Lock Out or Knock Out

**Get Out (Evacuation)**
If you can escape safely, **you should**! Be sure you:
- Have a plan in mind
- Help others, if possible
- Prevent others from entering an area where the active shooter may be
- Follow instructions from police officers
- Keep your hands visible
- Do not attempt to move wounded people
- Call 911 when you are safe

**Hide Out**
If you can’t escape, **hide!** Be sure you:
- Are out of view of the active shooter
- Lock the door, turn off the lights and barricade the door
- Make sure your cell phone and other devices are on silent
- Hide behind furniture to protect you from potential shots

**Take (Action) Out**
If you can’t escape or hide safely, **you should** **TAKE ACTION.**
- This is a last resort and action should only be taken if your life is in imminent danger.

In all situations, call 911 as soon as you get to safety. If you cannot speak, leave your cell phone on to allow the dispatcher to listen.

Remember: Try and Stay Calm

Emergency procedures flipcharts providing information for many types of emergencies are posted in every office and classroom throughout campus.

DON’T FORGET to sign up for PSCALERT
Whistleblower Procedures

Confidential Reporting of Unethical or Illegal Activity (G-42)

A. Purpose:
The purpose of this section is to describe the rules and procedures for recording and responding to confidential reports of perceived unethical or illegal activity, as required by Board Policy G-42, "Confidential Reporting of Unethical and Illegal Activity."

B. Procedure:
1. Employees, students, and the public-at-large may report any perceived unethical or illegal activity to the designated PSC senior administrator, Dr. Marie Hansel, either in person, through a dedicated phone line: (708) 709-7789, or via email at confidentialreporting@prairiestate.edu. The report may be anonymous at the discretion of the complainant.
2. The designated senior administrator (DSA) will maintain an electronic database of all reports. Each report received will be recorded in an electronic database or log book, including a thorough description of the incident. Each report will be assigned a unique case identifier and searchable keywords to facilitate tracking and collation of reports.
3. The designated senior administrator (DSA) will evaluate each report in a timely manner to determine whether further investigation is warranted. The DSA will undertake an investigation of the allegations. To the greatest extent possible, this investigation will be conducted so as to protect the confidentiality of both the accuser and the accused. Under no circumstances will the names of those alleged to have engaged in unethical or illegal activity be disclosed before completion of a thorough investigation. At the conclusion of the investigation, the names will be released only if the reported unethical or illegal activity is found to be supported by sufficient evidence to warrant legal or disciplinary action. The results of the evaluation will be submitted to the President. The evaluation must include a full description of the incident, a review of all the relevant facts considered, and a detailed explanation to support the resolution.
4. The president shall notify the complainant if not anonymous.
5. The DSA will submit a summary report of cases filed and dispositions to the President quarterly. The DSA may submit reports on investigations in progress to the President periodically, as deemed necessary by the DSA or requested by the President.
6. If the unethical or illegal activity implicates the DSA, he/she would recuse himself/herself and the President shall appoint a temporary DSA for the particular case.
7. If the unethical or illegal activity implicates the President, the DSA would inform the chair of the Board of Trustees.
8. The President will submit to the Board of Trustees at least annually a report of complaints received and actions taken during the previous year.

Adoption Date: 2/28/12
Best Practices for Online Teaching: Prairie State College

The following discussion provides some thoughts and recommendations for ensuring a rigorous and rewarding learning experience for our online students. Faculty may find this list of “best practices” to be helpful in the design of online courses and their work with students. Administrators and support staff may find this helpful in their efforts to support academic excellence and student success. Lawrence C. Ragan, Director of Instructional Design and Development for Penn State’s World Campus, identified the following 10 recommendations for effective online teaching.¹

- Principle #1: Show Up and Teach
- Principle #2: Practice Proactive Course Management Strategies
- Principle #3: Establish Pattern of Course Activities
- Principle #4: Plan for the Unplanned
- Principle #5: Response Requested and Expected
- Principle #6: Think Before You Write
- Principle #7: Help Maintain Forward Progress
- Principle #8: Safe and Secure
- Principle #9: Quality Counts
- Principle #10: (Double) Click a Mile on My Connection

These recommendations represent an effort to define the qualities and expectations associated with successful online teaching. The discussion below addresses each of these “principles” and incorporates some of the recent internal dialog about online teaching and learning at Prairie State College. In addition, recommendations presented in various articles published by the Illinois Online Network² (ION), in support of quality online courses, have shaped the discussion below.

Best Practice #1: Let Students Know You Are Engaged and Present

This is first in the list for an important reason: faculty engagement and student engagement go hand-in-hand. If we want students to be engaged, meeting deadlines, and successfully completing the course, thereby improving the student success and completion rate in online courses, then online faculty need to be engaged and present.

Notes:


²Illinois Online Network. 2010. Reference articles include: “Online Education Overview: Key Elements of an Online Program”; “Communication: General Conferencing Strategies”; and “Communication: Specific Activities that Promote Online Discussion.”
Feedback from a survey of online students in the spring of 2015 underscores the importance of students having “access” to their professors. Prompt responses to student emails or posts within an Ask the Professor online forum (discussion board) are part of this, but also important is the faculty commitment to be visibly involved with online classroom discussions or activities. One way this visibility can be communicated is one-on-one via the private comments posted as part of the grading process, again with some consideration given to the promptness of the feedback. Faculty visibility can also be demonstrated through the professor’s direct involvement in the classroom discussion forums or activities, either participating as another voice in the course content-driven conversation or identifying high-quality student posts as a way of modeling the type of posts the faculty member is wanting and expecting.

**Best Practice #2: Be Proactive in Course Management**

This best practice focuses on active participation by the faculty member throughout the course. Proactive course management strategies include, for example, monitoring assignment submissions, communicating and reminding students of missed and/or upcoming deadlines, and making course adjustments when necessary. The degree of course management must be balanced with the time and energy available and demands of the course structure. It is likely that the degree of course management will evolve and become more efficient with experience. The challenge for the online instructor is to find the degree of interaction and intervention that works with the dynamic of their online classroom. Over time, online faculty will be able to determine the excessive “time drains” of classroom management that detract from the primary role of providing instruction.

One important key to successful course management is the clear communication of expectations to students as part of weekly or thematic modules. Each module should include clear, concise information and links to course components such as: learning objectives, course content, assignments and due dates. In addition, weekly Announcements can be opportunities to summarize the past week’s work and preview the upcoming week. This summary provides general feedback to students on the collective student performance, and can be the basis for more detailed, private feedback to individual students, especially for those falling behind.

Another proactive course management strategy used by a few faculty is to send students regular email updates, as a way of supplementing the weekly News/Announcements posts inside D2L. This has a “nagging” benefit and may be very helpful for the students who need to be reminded more than once a week. Email blasts to the whole class are very easy to send from inside D2L. Although there may be good reason to not rely on email-only as an effective communication tool—Are students actually checking their PSC student email?—it may be very effective for the student who is more likely to check their email then to remember to regularly log into D2L. For faculty using this strategy, students need to understand the importance of checking email. The information on how students can have their PSC email “pop” to the email address that they most frequently access is clearly explained on the PSC Student Email page. Although the supplementary emails may seem to be unnecessary—it is, after all, the student’s responsibility to keep up with the course and meet the deadlines—if the email updates enhance faculty visibility and improve student performance, especially students meeting course deadlines, then it may be worth the few minutes a week it takes to send the emails. The strategy of sending email reminders may be especially helpful at the beginning of the semester.
The goal of proactive course management is to empower the online student to take responsibility for managing their own learning experience and free the instructor to concentrate their time and energy on crafting a truly engaged learning experience.

**Best Practice #3: Establish Pattern of Course Activities**

Establishing a pattern of course activity and communicating this sequence to students enables each student to develop a plan of study to address the course requirements, while balancing work and life responsibilities. The absence of such a pattern of course activities can cause stress and frustration on the part of students and, by extension, cause stress for faculty members. A predictable pattern of course activities also helps the online faculty member to schedule their time and commitment to the course, at a level that reflects an appropriate workload. Again, as emphasized in the previous best practice, the use of weekly or thematic modules that include learning objectives, course content (readings), assignments, and due dates can provide a rhythm and predictable structure to the course activities.

One of the most challenging aspects of designing an online classroom is working without the traditional constraints of time and location. Many PSC faculty find it helpful to set same-day deadlines for online coursework. For example, students may need to complete some work by a Thursday deadline and additional work by a Sunday deadline. In this instance, using Thursday and Sunday deadlines on a regular basis throughout the semester provides some predictability to the students and faculty member. Weekly or semi-weekly deadlines for assignments also work in support of student engagement and course-level persistence. For a Thursday deadline, students have flexibility as to which day or days they complete the work—Monday, Tuesday, Wednesday, or Thursday—but the deadline is firm. The contrast between online courses and correspondence courses is important and students need to understand this. If they are unable to meet the deadlines the instructor sets, then that online course is not a good fit for them.

The establishment of a predictable pattern of course-related activities is also beneficial to the online faculty member. Many faculty will set deadlines that mesh well with the rest of their teaching load and life responsibilities. For example, the pattern of setting deadlines for Thursday and Sunday would work well with faculty who plan to dedicate time on Fridays and Mondays to grading student work. Whatever pattern an instructor decides on, it is crucial to clearly communicate the schedule of course-related activities to students. The intent of this best practice is not to stifle creativity, or to suggest every week of online course activities must follow the same pattern, but it can be very helpful in providing some structure of expectations to a learning context that may otherwise be unmanageable for both students and instructor.

**Best Practice #4: Plan for the Unplanned**

In the previous best practice, emphasis was placed on how established patterns of course-related activities can reduce stress and frustration for online students. Life, however, happens and the unplanned may become the reality. This best practice anticipates the possibility of an unplanned departure from the planned activities, and prepares students for how the faculty member will inform them of changes to the course activities should this occur.

One area where the unplanned may occur is technology. When technological problems rest with the College, or with the course management system (e.g., D2L), then faculty are apt to extend the deadline for work that was to be completed on a day that the technology broke down. Such a tech breakdown
can be confirmed with College officials. However, when the tech problems lie on the student end, the faculty member needs to have a plan. Most PSC faculty insist that students enrolled have a back-up plan should their computer or internet connection malfunction. Of course, this common approach to the problem is shaped by long experience with the “dog ate my homework” rationale from students. That approach is fine, and probably makes the most sense in terms of course management, but it needs to be made crystal clear in the syllabus and course communications. Other faculty may be open to extending the deadline but always keep in mind the negative unintended consequences that can occur, e.g., setting up a double standard if “tech” problem is really a procrastination issue. Course management is best upheld with firm deadlines and clear communication of student responsibilities, including a back-up plan for technology.

Another relevant area would be when faculty are unable to fulfill their expectations, due to illness, professional development opportunities, or unplanned personal situations. Again, clear communication is crucial. For example, if a faculty member typically provides feedback to students on a Monday, and this is part of the established pattern that students rely on, it’s important for the faculty member who will be unable to complete that work on a particular Monday, whatever the reason, to inform the students as to when they can expect feedback. Depending on the nature of the feedback, subsequent course assignments may be affected and, if so, clearly explaining the revised deadline to students would be consistent with this best practice. In addition, to the extent possible, making sure students know ahead of time how they will receive communication on any changes due to the unplanned is a good idea. For example, will this information be communicated by email, or by Announcements post, or both? Making this clear in the syllabus—planning for the unplanned—will be helpful.

Suggestions: Develop and plan a communications strategy for managing interruptions to the established pattern of course activities. Communicate to students how course interruption information will be communicated. Clearly explain to students the nature of the interruption, the expected duration of the interruption, any adjustments to course deadlines, and when you expect to resume course participation.

**Best Practice #5: Response Requested and Expected**

Timely feedback to students requesting faculty feedback, e.g., email communication, is extremely important to online students. This is even more crucial when that feedback is instrumental to the students who need to finish one activity before starting another. Ideally, faculty feedback is provided to students within one business day, and certainly no longer than 2-3 business days. If the nature of the feedback requires more time for an adequate faculty response, a brief response to the students making that clear is consistent with this best practice.

PSC faculty take different approaches to this expectation. Some faculty state in the syllabus that they are not available in the evenings or weekends but will reply to email within 1-2 business days, which is an acceptable approach. This prevents students from presuming 24/7 response time and allows online faculty to balance life and work demands. Other faculty are online every day and come closer to that 24/7 model. If that’s the established pattern of faculty responses, it may be helpful to let students know when faculty members know they will be deviating from that pattern. For example, faculty who typically provide feedback on the weekends, but who will be traveling screen-free on a particular weekend, may want to let students know that they will be resuming their online faculty work on Monday after their return. Like all of the best practices, clear communication from faculty to online students, both in the course syllabus and throughout the semester, is important and helps to alleviate frustrations from students who need to know they have faculty support in their online learning experience.
Suggestions: Establish and communicate a plan for responding to student questions, sent via email or via “Ask the Professor” forum within D2L. This should include the expected response time. Monitor student questions carefully and when similar ones emerge, consider responding to the class as whole by email or Announcements post.

**Best Practice #6: Think Before You Write**

This best practice underscores the importance of clear, concise communication with students in an online environment that typically relies on text-based communication for the majority of dialog. Text-based communication is unable to take advantage of the messages we send and receive in the context of f2f communication, such as voice intonations, facial expressions or body language. Therefore, the likelihood of misinterpretation and misunderstanding increases when the communication is text-based.

For text-based communication, one recommendation for faculty, when students experience difficulty with assignments or course activities, is to take this as an opportunity to improve communications ... work toward “clear and concise” in your Announcements posts, email communications, and other forms of text-based communications. Faculty may find that putting together a “frequently asked questions” document that addresses potential areas of student confusion or inquiries will save time for the faculty to concentrate on other aspects of the online course. This FAQ document can be posted as a link inside a Course Documents module or made part of a more extensive course syllabus. Should student confusion or difficulty persist, some PSC faculty have found it helpful to set up a phone appointment with the student. Others have used Skype or other video chat tools as a communications strategy.

A second recommendation is to establish and communicate the etiquette expectations for the course exchanges and make sure to hold students accountable for adhering to those expectations. Faculty may want to use existing netiquette documents available online or they may want to put together their own set of standards and expectations. Many PSC faculty address this by incorporating the communication expectations as part of the course syllabus. It may be wise to provide students multiple exposures to this information.

Another recommendation is to establish a database of responses that may be used as feedback to student work, which can then be refined based on the experience of what works. Here, the use of the database responses can save time for the faculty member when it makes sense to share similar responses to different students; of course, so as to avoid seeming to merely post “canned” responses, it is helpful to supplement the database response with a short, individualized response to the student post. Some PSC faculty prefer to spend the extra time to individualize each faculty response to a student post, which is fine, but having and using such a database of responses is consistent with this best practice.

**Best Practice #7: Help Maintain Forward Progress**

This best practice takes into account the online format where it is especially important for faculty members to provide timely feedback to students. Although this is clearly an important consideration for f2f learning environments, the formal and informal communication between faculty and students in f2f courses often provides students more opportunities to monitor class progress and individual student progress.
The intent of this best practice overlaps with the discussion in conjunction with Best Practice #2 (Be Proactive in Course Management). As suggested there, weekly Announcements or emails that provide formal feedback to the class as whole, and also preview the work to be done in the coming week, can be an effective way to maintain forward progress for students. At the individual level, timely feedback from faculty can make the difference between a student completing the course or fading away.

Timely feedback to students is very important and, especially so, when satisfactory completion of one piece of the course is a prerequisite to making further progress. As with f2f courses, online faculty need to review and grade student work within a reasonable period of time. Some institutions set that standard as two business days; e.g., work submitted by a Monday deadline should be graded by Wednesday, whereas work submitted on a Friday deadline should be graded by Tuesday. Currently, there is no absolute standard at PSC for grading online student work. However, to be consistent with this best practice, it is important to clearly communicate to students what that timeframe will be and then to meet that standard, e.g., “Papers submitted by the deadline will be graded within five business days (or seven calendar days).”

One key issue that is relevant to this best practice is in the pacing and nature of the evaluation and assessment strategies. Faculty need to address this at the time of completing the online course design. In short, be careful not to schedule course activities in such a way that the proximity of course assignments does not allow sufficient time for faculty to provide the necessary feedback so as to keep students moving in the right direction. Effective use of weekly modules within an established pattern of course activities, coupled with a consistent communications strategy with students throughout the course, will address this issue.

**Best Practice #8: Safe and Secure**

This best practice is linked to the role of the learning management system, i.e., Desire2Learn (D2L), in the course-related communication between the instructor and the students. It is strongly recommended that all such communication occur within institutionally supported and maintained communication systems. For example, PSC faculty should be using, whenever possible, the email function embedded within D2L and integrated with PSC Student email. In addition, faculty have found it helpful to clearly communicate to students that when they are using the email system within the class’s D2L course shell, as faculty receive that email the sender address is the student’s PSC email account. Students often do not realize that they need to check their PSC email account in order to hear our response to their inquiry.

Using D2L, or a comparable system, also provides a time/date stamped reference to when assignments were completed and posted. The student has a record of validation for submitted assignments and email correspondence, and the faculty member also has those records and, moreover, is able to consolidate course-related information into one location. All data is stored on an institutionally managed system, ensuring confidentiality and security.

When third party systems are used (e.g., My Sociology Lab, from Pearson), which many PSC faculty use, the communications may be less secure. Current PSC policy and recommendations for online courses using third party publisher sources are being discussed.

Suggestions: Clearly define the acceptable communications methods to students for all course-related activities. Describe the appropriate method for posting general course questions as well as personal emails. Faculty should define their response time to emails so as to reduce follow-up emails and unrealistic expectations from students.
Best Practice #9: Quality Counts

This best practice emphasizes that high-quality course content is essential for a successful learning experience. Quality assurance for online courses should encompass the three parts of the online learning context: content accuracy, instructional design, and overall systems performance. Content accuracy can be addressed prior to the new online course being offered, whereas instructional design will improve as the course is offered multiple times.

With respect to content accuracy, much of this needs to be assured prior to the course being offered. The online faculty member will obviously want to spend the necessary time to make sure the online course content is accurate. However, employing a second set of eyes makes sense; have a colleague or advanced student review the materials for accuracy. This can be a simple way to ensure a quality experience for future online students. Also, asking students currently taking the course to send you observations of possible errors is also helpful; let students know that input is welcome on errors they may encounter and then, after correcting the error, alert the students to the issue. Although most errors can be caught up front, it may be a good idea to recognize that errors are inevitable and, over time, those become few and far between.

With regards to instructional design, quality assurance is an ongoing process. Clearly, all online faculty members want to make sure that they follow best practices for online course design in order to establish a strong foundation to the integrity of their course. However, just as we continue to tweak our f2f courses year after year, changes and improvements to the instructional design of our online courses are part of the rewards and challenges of teaching online. Asking for a pedagogical review of your online course by an experienced online instructional designer or veteran online instructor can be very helpful. Moreover, asking students for feedback, during the course and after the course, can provide valuable information for instructional design. For those online courses taught by other colleagues, they can also be important sources of information.

Finally, in conjunction with overall systems performance, make sure the navigation buttons and embedded links that you are using are in working order. Again, having a colleague or student check the functionality of the course links is a good idea.

Best Practice #10: (Double) Click a Mile on My Connection

This best practice follows from the previous one, especially the emphasis on overall systems performance. Here, it is important for faculty members to make sure that they, like students, have the technology platform necessary to access the online course components. Be clear with students the tech requirements for successful navigation of the course and which devices will or will not work in terms of course success. For example, more students are accessing the course via their cell phones, so if the technical elements of the course do not mesh well with that device, that should be made clear to the students.

One key point in following this best practice is that technical issues should not interfere with the learning process. Technology should be a means to deliver a high-quality learning experience; ease of use and equity of access are important. If the technical requirements exceed the institutional recommendations for taking online courses, that needs to be communicated to prospective students. Good online course design is often associated with the use of multimedia elements to enrich the
student learning experience. However, this design quality needs to also take into account the persistent “digital divide” that remains relevant for our PSC students. Large files, for instance, that entail long download times may work against a positive learning experience.

In order to ensure effective systems performance, faculty should “pilot test” their course prior to launching the course. Some of this can be accomplished by using the “student view” mode inside D2L. In addition, ask colleagues, students or family members to access and use the various system features, preferably from different technology platforms. Once the course begins, monitor student feedback and make adjustments as necessary. As with all the best practices, clear communication between instructor and student is the most important key to success.