

MORTON COLLEGE

FACULTY HANDBOOK



Revised Fall 2017

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Morton College Overview

Morton College

Morton College (MC) is a public, comprehensive community college located in Cicero, Illinois. Morton College, founded in 1924, as a public junior college under the auspices of J. Sterling Morton High School, it became an independent community college district in 1966, and a Board of Trustees was elected in 1967. The MC campus, as it is today, opened in November 1972. MC is located on 37.1 acres, at 3801 S. Central Avenue in Cicero, and includes five educational buildings. One of 37 public community colleges in Illinois, MC is recognized by the Illinois Community College Board and serves District 527, including six suburbs and located approximately 12 miles from downtown Chicago.

District 527

District 527 serves Berwyn, Cicero, Forest View, McCook, Lyons, and Stickney. With approximately 200,000 residents, it has the smallest service area of the 37 community college districts in Illinois.

District 527 has the greatest concentration of Hispanics in the Chicago metro area. Cicero and Berwyn are the two largest municipalities in the College's district. Three-quarters of the population of Cicero is Hispanic and in Berwyn somewhat less than half. The Hispanic population is much younger than the non-Hispanic population, as evidenced by enrollments in the local secondary schools where Hispanics comprised just over three-quarters of all students (76.8%); this percentage is likely to increase significantly in the near future since at the elementary and junior-high level, Hispanic children comprise 95% of total enrollments in the district.

Programs and Services

Morton College offers a comprehensive selection of courses and programs, including university transfer, career, and adult education, continuing education, and community service. Students can select from 37 certificate programs and 21 Associate degrees (Associate in Applied Science, Associate in Arts and Associate in Fine Arts). Students receive services in a centralized location from the Office of Admissions and Records, Student Development, Services for Students with Disabilities, Financial Aid, Cashier, and pre-college adult education programs. The increase in bilingual staff members that support each of the student service areas is noteworthy. Moreover, Morton provides co-educational and extra-curricular opportunities through Career Planning and Placement, Student Activities, Athletics, Student Government, student clubs, theater, and leadership programs, and a variety of other community outreach activities.

The Students

Morton College enrollment has expanded over the last five years, serving a student population representing diverse of educational, social, ethnic, cultural, geographic, and economic backgrounds. As of fall 2014, the average Morton student is 27 years of age; however, 90% of our full-time students are under the age of 26, while 50% of our part-time students are over the age of 25. Nearly 59% of Morton students are female, and 84% are Hispanic. Many students bring significant challenges to the College setting. For example, many are first-generation college students; many are recent immigrants in need of English-as-a-Second-Language instruction (data reflect a significant increase in students seeking study in ABE/GED/ESL); many arrive with multiple work and family responsibilities outside their academic pursuits; a large number come with significant financial needs.

The Employees

In spring 2015, Morton College personnel included 473 employees in the following categories: 56 full-time faculty, 214 part-time faculty, 18 administrators, and 170 classified staff. Of the full-time faculty, 16 have earned doctoral degrees.

Faculty members are prepared, enthusiastic, and dedicated educators. Forty-three hold a doctorate, and 173 hold a master's degree, in their respective disciplines. Of the 56 full-time faculty members, 63% have been teaching at Morton College for more than 10 years.

Morton College has separate contracts that serve four bargaining units: full-time faculty [American Federation of Teachers (AFT)], classified staff (AFT), safety and security office [Service Employees International Union (SEIU)], and maintenance (SEIU). The administration recently finalized negotiations with the Illinois Education Association/National Education Association IEA-NEA), which has created a fifth bargaining unit comprised of adjunct faculty.

The Campus

Morton College's physical plant exceeds 235,000 square feet. In the last half-decade, the college has committed more than \$11 million to renovating numerous educational and student support units. A new state-of-the-art library with wireless capabilities is open to students and the public. The Nursing Program's facilities and science labs have been renovated as well.

Technology

Morton has committed more than 5 million dollars to upgrade technology throughout the campus and converting to a new management information system. Since the fall of 2004, MC has systematically been converting traditional classrooms from blackboards and carts to technology-enhanced classrooms as funding is available. To date, 23 classrooms have been upgraded. In addition, 25 computer labs, which include academic, special purpose and open use labs such as the library with 75 workstations, have been upgraded with new computers and had the numbers of computers in each lab increased where space allows.

Further, MC is nearing the completion of the transition from a 15-year-old data information management system to Ellucian (Datatel). This process was begun in June 2009 and has been successfully completed. This new system has improved management and services to all aspects of the College to include the services provided to students.

Accreditation

Morton was initially accredited by the North Central Association (NCA) in 1927 and currently by the Higher Learning Commission. Information on the Higher Learning Commission can be found at:

Higher Learning Commission
30 N. LaSalle St, Ste 2400
Chicago, IL 60602
Telephone: 800-621-7440
Fax: 312-263-7462
E-mail: info@hlcommission.org
Web site: www.ncahigherlearningcommission.org

MORTON COLLEGE CALENDAR

2017 – 2018

FALL SEMESTER 2015

Semester Begins	August 21 (Monday)
Labor Day Recess (College Closed)	September 2-4 (Saturday-Monday)
Columbus Day (College Closed)	October 9 (Monday)
Midterm Week	October 15 – 21 (Mid-Term Week)
Veterans' Day (College OPEN)	November 11 (Wednesday)
Thanksgiving Recess (College Closed)	November 23 – 26 (Thursday-Sunday)
Final Exam Week	December 9 -15
Winter Recess Begins (No Classes)	December 16 (Saturday)
<i>Final Grades Due (2:00 P.M.)</i>	December 18 (Monday)

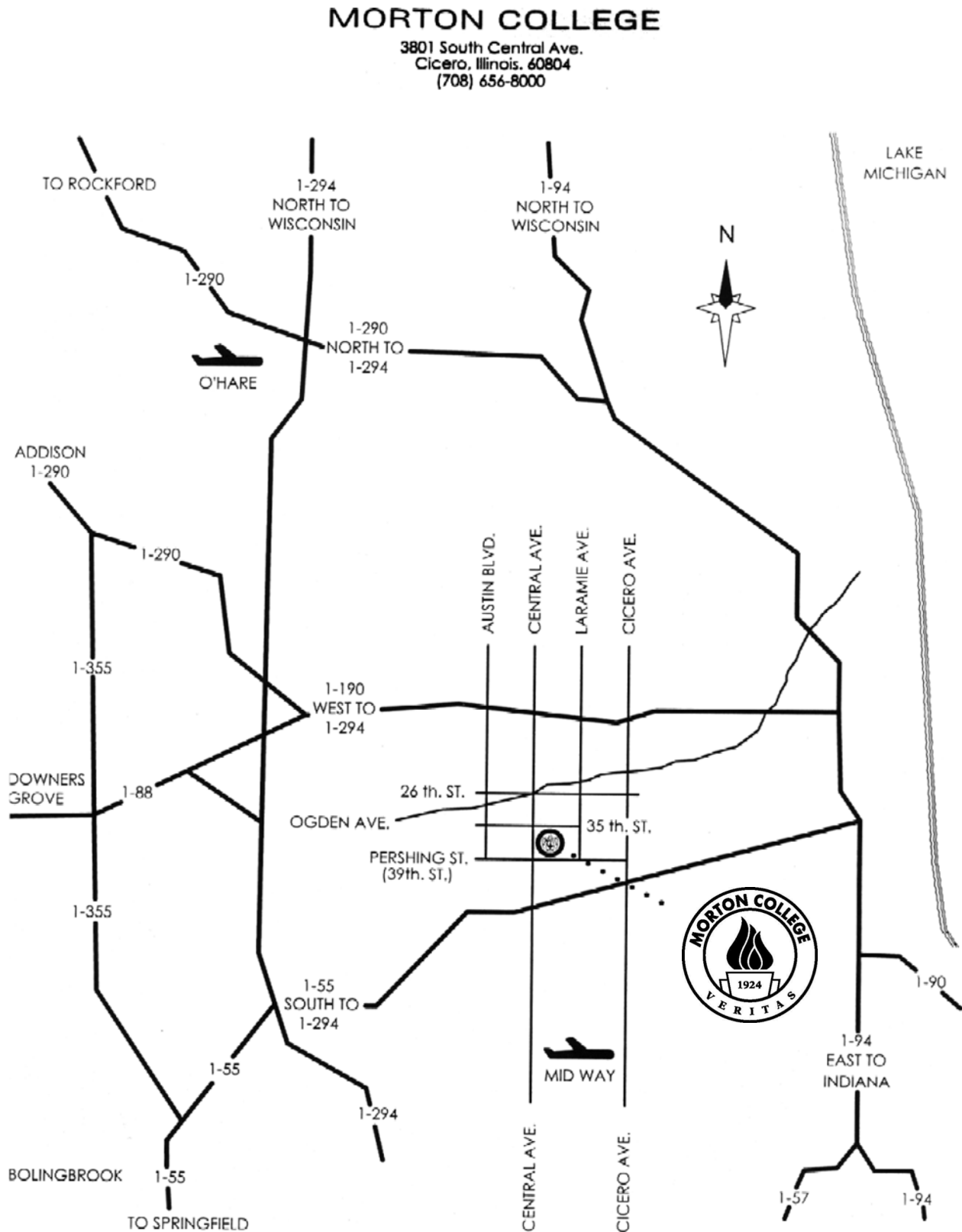
SPRING SEMESTER 2016

Martin Luther King, Jr. Day (College Closed)	January 15 (Monday)
Semester Begins	January 16 (Tuesday)
College Wide In-Service Day (No Classes)	February 19 (Tuesday)
Casimir Pulaski Day	March 5 (Monday)
Midterm Week	March 11 – 17 (Mid-Term Week)
Spring Break (No classes)	March 18- March 24 (Friday-Sunday)
Spring Recess (College Closed)	March 30-April 1 (Friday- Sunday)
Classes Resume	April 2 (Monday)
Final Exam Week	May 11-17
Commencement	May 18 (Friday)
<i>Final Grades Due (2:00 P.M.)</i>	May 21 (Monday)

SUMMER SESSION 2018

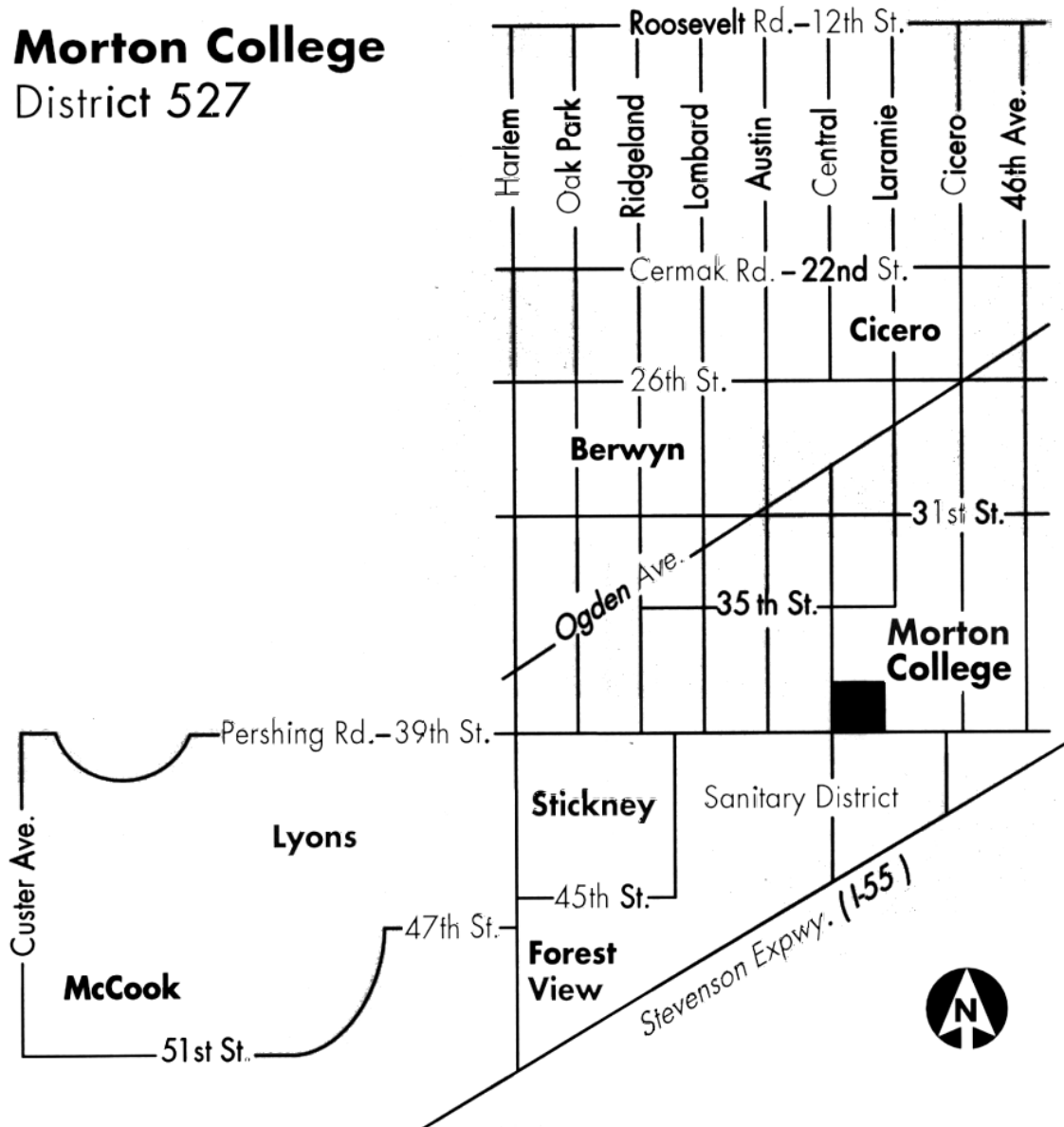
Memorial Day (College Closed)	May 28 (Monday)
1st 5-Week Session	May 29 – June 28
<i>Final Grades Due (2:00 P.M.)</i>	July 2
8-Week Session	June 11 – August 2
Independence Day (College Closed)	July 4 (Wednesday)
<i>Final Grades Due (2:00 P.M.)</i>	August 6 (Monday)
2nd 5-Week Session	July 2 – August 2
<i>Final Grades Due (2:00 P.M.)</i>	August 6 (Monday)

CHICAGO METRO MAP



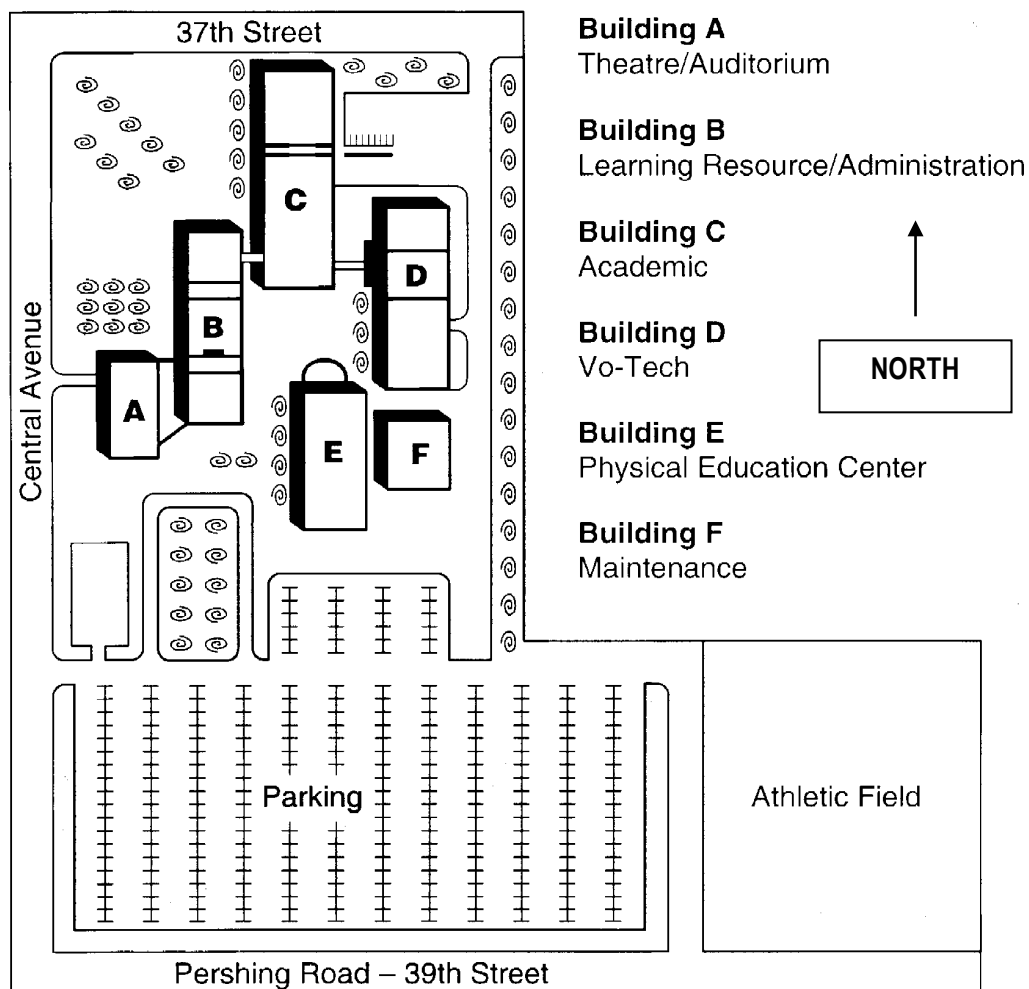
COLLEGE DISTRICT MAP

Morton College
District 527



COLLEGE CAMPUS MAP

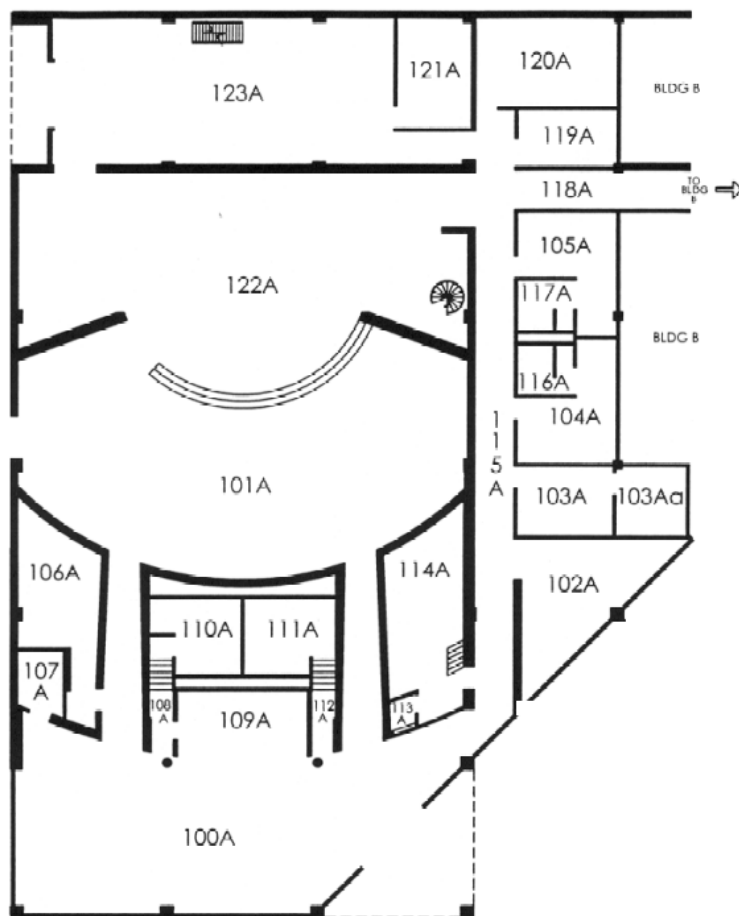
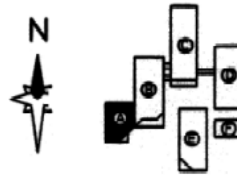
The Campus



Maps showing room numbers and locations are placed in high-traffic areas throughout the campus.

CAMPUS ROOM LOCATION MAPS

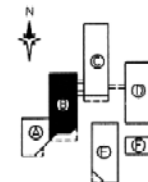
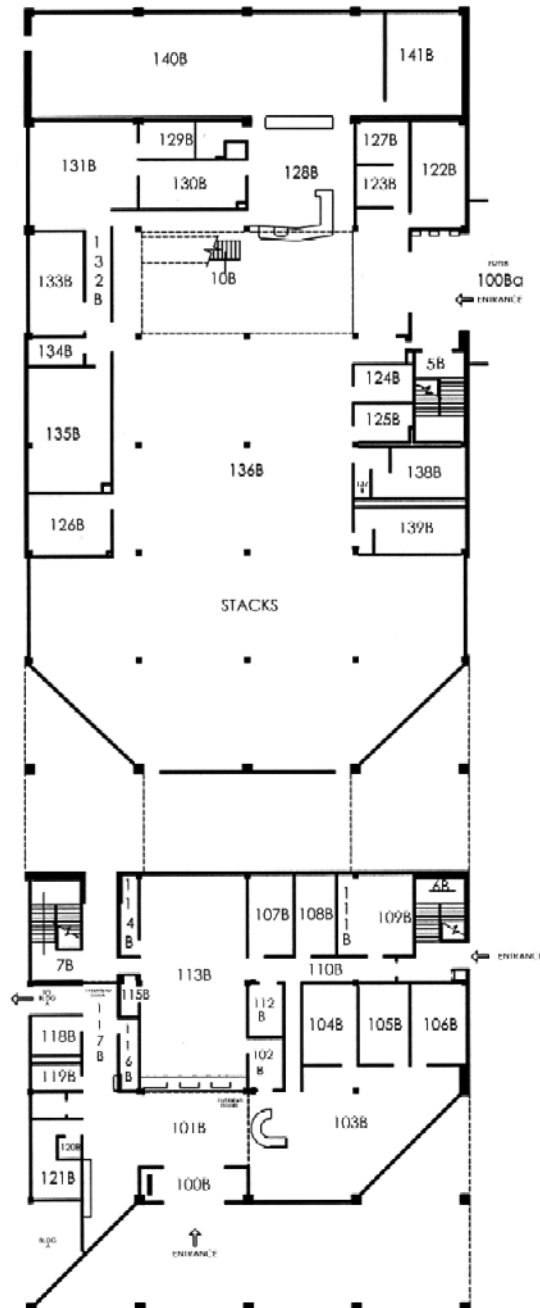
**MORTON COLLEGE
FIRST FLOOR PLAN - BUILDING A**



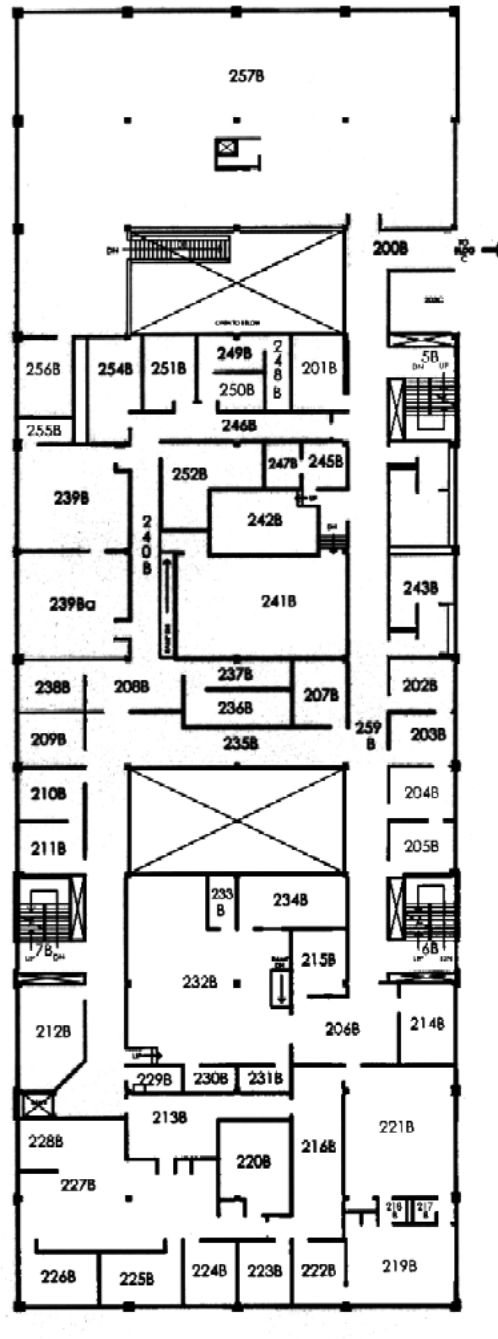
MORTON COLLEGE

FIRST FLOOR PLAN - BUILDING B

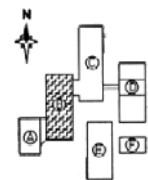
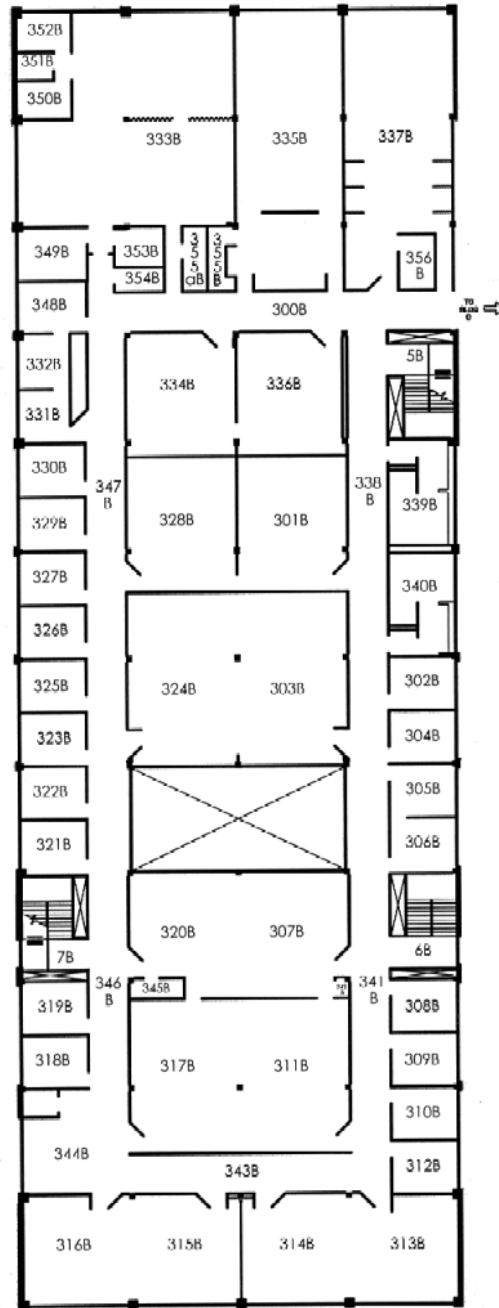
ROOMS

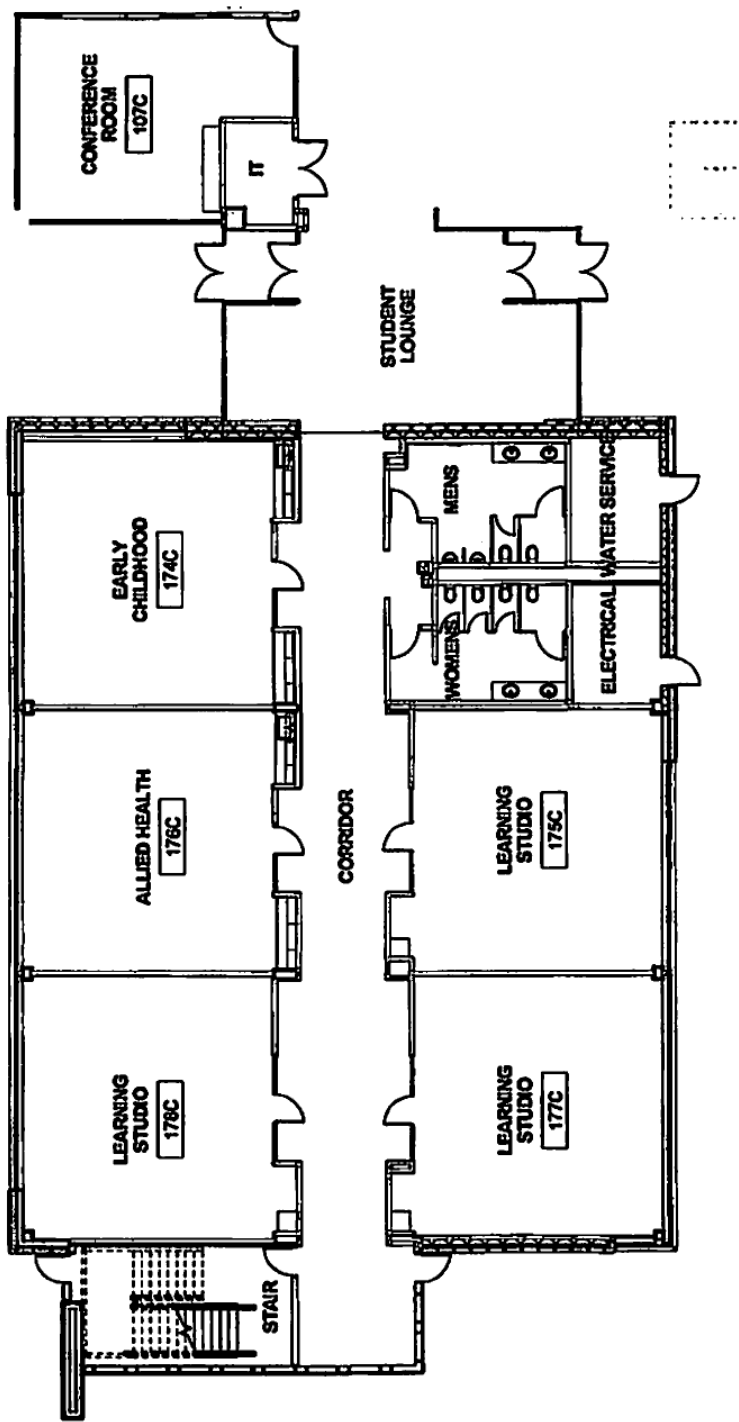


MORTON COLLEGE **SECOND FLOOR PLAN - BUILDING B** **ROOMS**



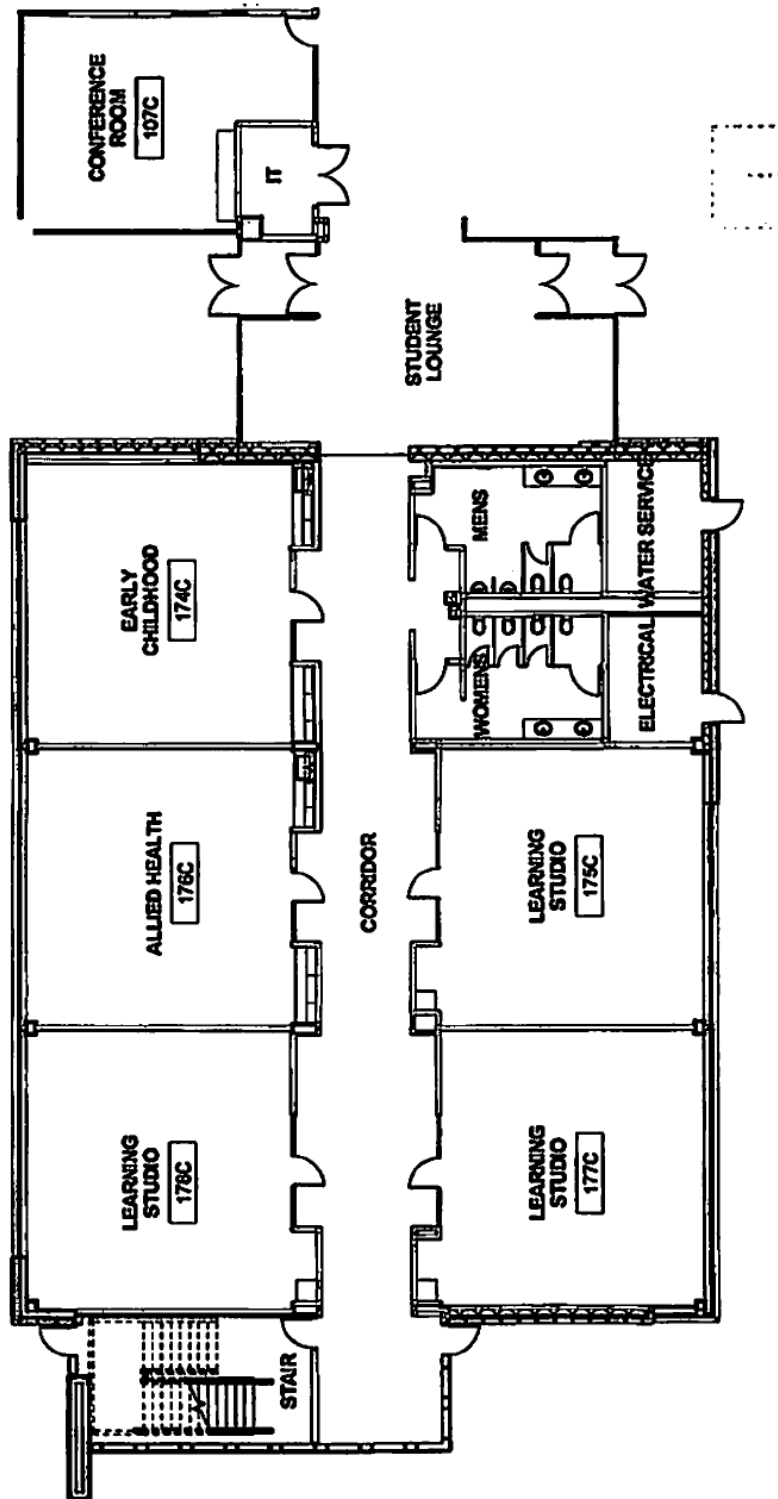
MORTON COLLEGE **THIRD FLOOR PLAN - BUILDING B** **ROOMS**





FIRST FLOOR

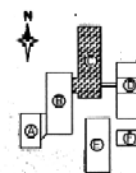
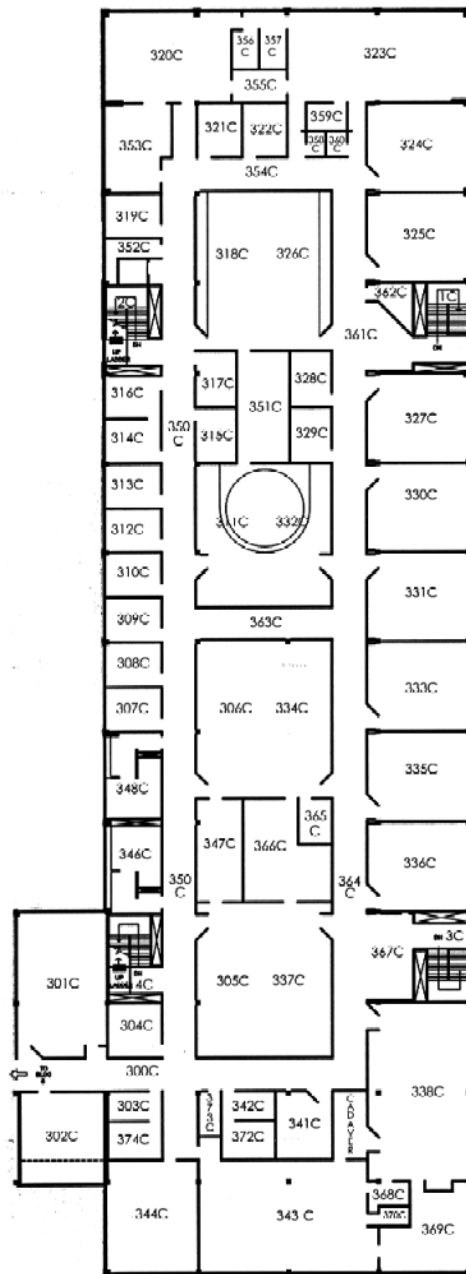
MORTON COLLEGE



FIRST FLOOR

MORTON COLLEGE

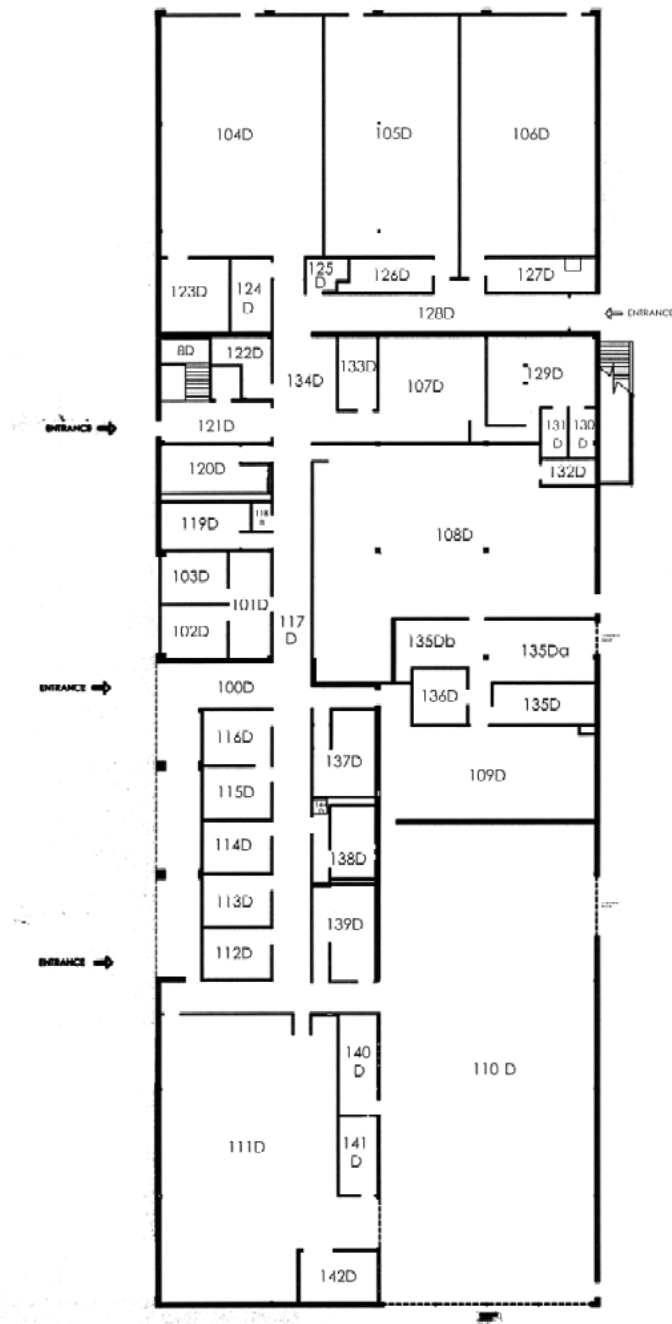
MORTON COLLEGE **THIRD FLOOR PLAN - BUILDING C** **ROOMS**



MORTON COLLEGE

FIRST FLOOR PLAN - BUILDING D

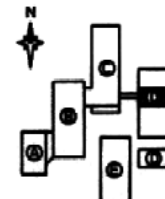
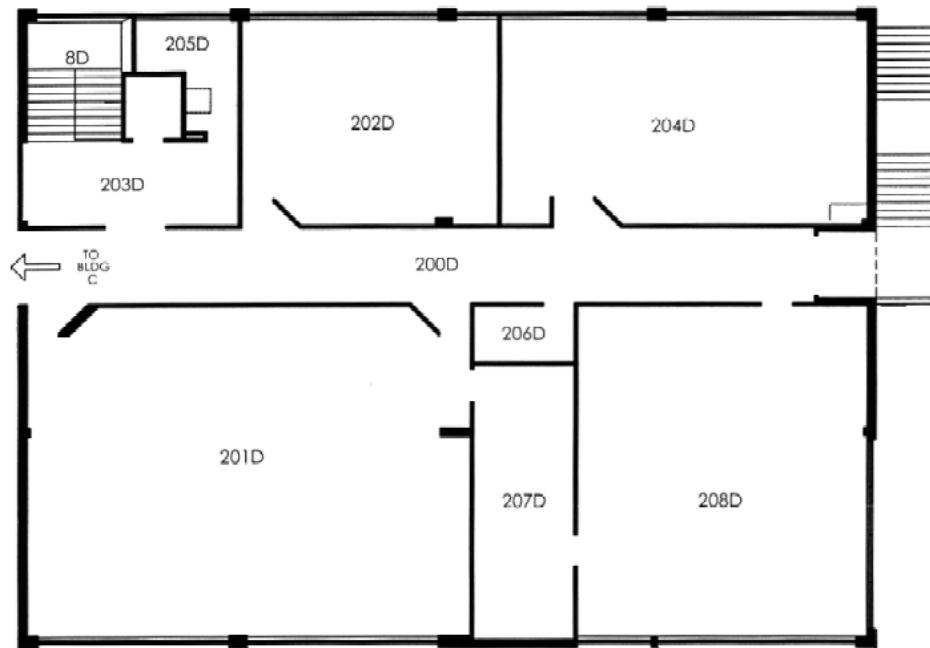
ROOMS



MORTON COLLEGE

SECOND FLOOR PLAN - BUILDING D

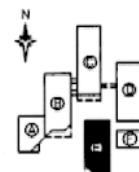
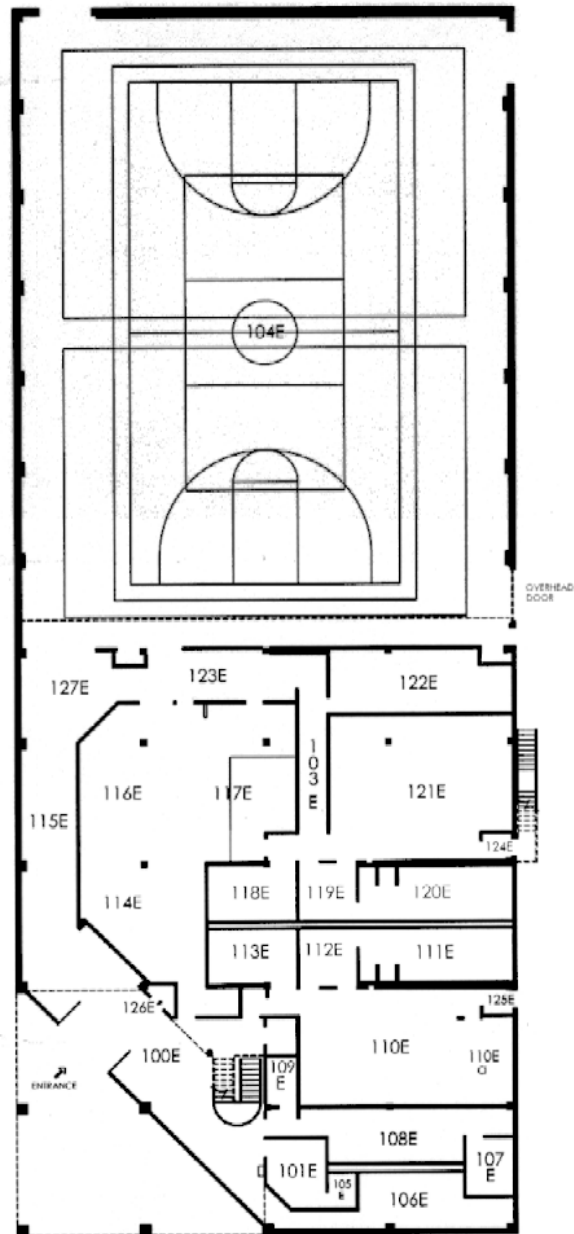
ROOMS



MORTON COLLEGE

FIRST FLOOR PLAN - BUILDING E

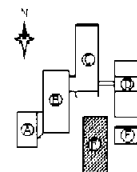
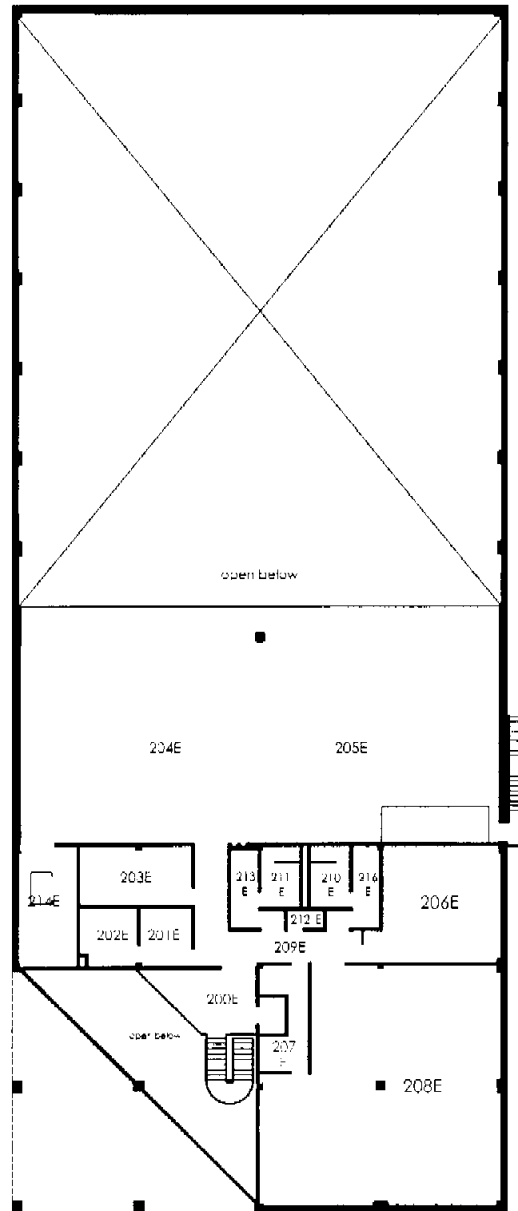
ROOMS



MORTON COLLEGE

SECOND FLOOR PLAN - BUILDING E

ROOMS



THE COLLEGE DIRECTORY – STAFF PHONE LIST POSTED ON PANTHER PORTAL

Panther Portal address: my.morton.edu

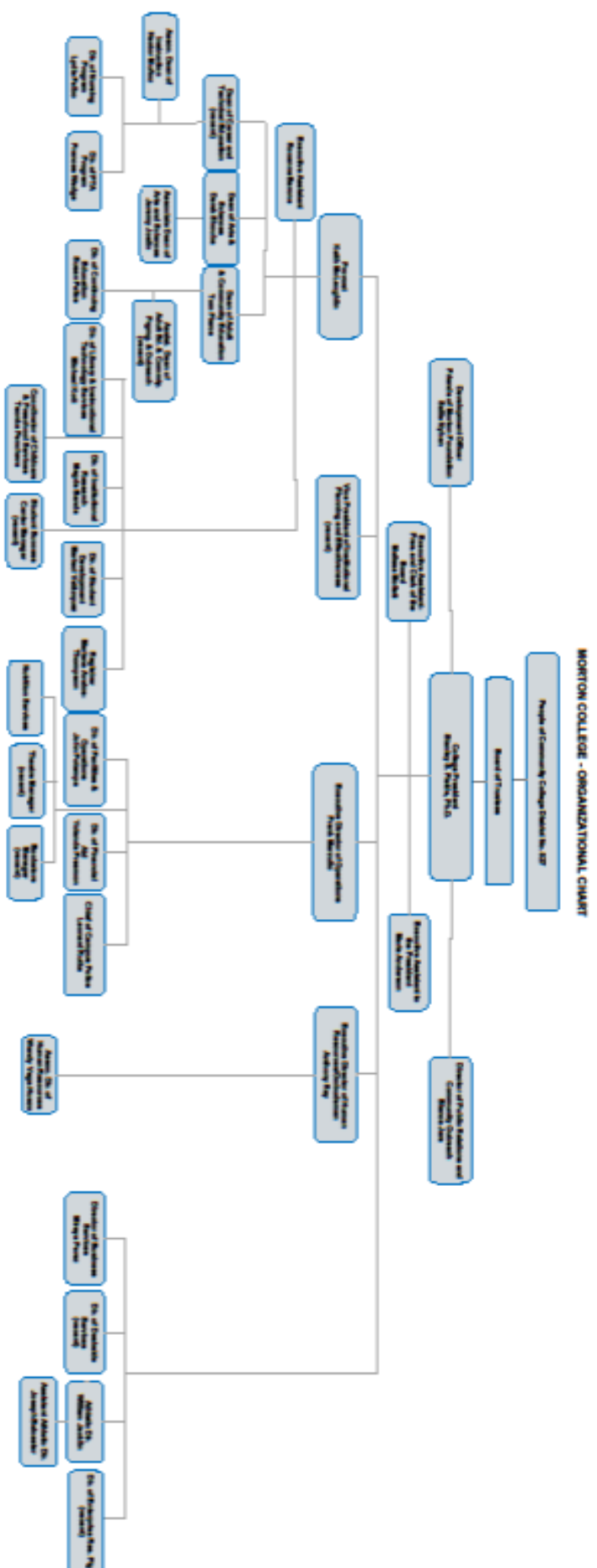
On the Panther Portal Homepage, go under *Campus Services* and click *Campus Directories*:
<http://morton.edu/Directories>

Morton Webpage Administration Website: http://www.morton.edu/Administration_Directory

Staff Website: <http://morton.edu/Directories>

Faculty Website: <http://morton.edu/FacultyDirectory>

Frequently Called Numbers Website: <http://morton.edu/FrequentlyCalled>



ABSENCES

Leave requests for absence from classroom or other contractual responsibilities must be submitted by full-time faculty via the Panther Portal. From the Home page, click on “Faculty/Staff, then HR. On the HR page, click on the link that states “College Leave of Absence form”. The Deans’ Office must approve all absences per the Collective Bargaining Agreement. For anticipated absences the form should be submitted two weeks prior. A listing of standard approved absences also may be found in the current Board Union Agreement under Article 7.0 Leaves.

Call-in Procedures

In order to allow enough time to notify students when faculty cancel classes due to illness, please follow the procedure listed below. **NOTE:** phone calls should be made as soon as you know that you will not be able to attend class.

- *If you have an emergency, after-hours situation* (Monday through Thursday before 8:00 a.m. or after 7:00 p.m., and weekends), call the **Campus Safety Office** (Ext. 2201) and let the Officer on duty know so that appropriate information is received to notify students.
- *If you know the day before you teach a class*, call the **Faculty Hotline** (“OFF” at Ext. 2633) and leave a voicemail with your name, the date, and the class (es) that will be cancelled due to your absence.
- *In all other cases*, call the Faculty Hotline.

Absences will be posted daily by 8:15 a.m. at the entrance to the “C” Building on the bulletin board located next to the Staff Cafeteria as well as on the Panther Portal.

All Faculty members are expected to log their absences, as prescribed above, on their first day back to work or as soon as possible.

For Your Students:

Please notify students that they may call “OUT” (Ext. 2688) for a voice recording that lets them know of faculty class cancellations. The recording is done daily, and to keep it current you will need to call in with your absence by 8:15 a.m.

Substitute Teaching

Any substitute class coverage must be arranged with the knowledge and consent of the Deans’ Office. The faculty member is expected to take the lead in arranging substitutes.

ACADEMIC ADVISING CENTER

The Academic Advising Center (AAC) is designed to complement and facilitate the instructional programs and to aid students in academic, career, and personal planning. To achieve this, a variety of services and resources have been designed to aid students in the college experience and progress toward educational and career goals. The fundamental principle underlying the Academic Advising Center is that every student is strongly encouraged to see an advisor. Morton College AAC staff provides essential information concerning educational course selection, graduation planning, college representatives, fairs, campus visits, and tours. Among the major areas emphasized in the AAC are: placement testing for mathematics and English, educational career planning, advising, transfer articulation and personal adjustment.

CAMPUS POLICE – PARKING STICKERS AND ID BADGES

Campus Police can be reached by dialing ext. 2200 from any phone or by pushing the button on the Emergency Phones located throughout the college. Faculty parking stickers are obtained at this site (119 C), as well as ID badges and classroom access that are approved by the Deans of Instruction Divisions.

COMMUNICATIONS CHANNELS

If your instructional area has a department/program chair, this is the first point of contact. Otherwise, it is the Deans' Office. Also, please refer to the Communications with Standing Committees in the Faculty Standing Committees section to identify points of contact for committees. For matters concerning employment and benefits contact the Office of Human Resources (ext. 2298) directly. For questions about whom to contact for a specific matter, your Dean is the best source.

COMPUTER SUPPORT SERVICES

The College provides technical support for classroom, laboratory and office computers that are part of the College system.

For reporting computer problems of a non-emergency nature, please use the Helpdesk address in Outlook. Information Technician staff monitor this mailbox throughout the day and will respond to your call. Simply begin typing **pc** or **hot** in the white space to the right of the **To:** box on the new message screen and hitting tab will be enough to get the PC/MAC/Network Hotline.

If your problem is an emergency or you cannot access the email system, call **ext. 2444** and leave a voice message. The Information Technician responsible for 2444 calls that day will be paged immediately and will respond to the call.

CORE VALUES – MISSION STATEMENT

As part of the ICCB Core Values Initiative, the Board of Trustees of Morton College upon the recommendation of the administration in collaboration with the faculty and staff has adopted the following Core Values for the educational philosophy and operation of the College.

COMPASSION FAIRNESS RESPECT TOLERANCE TRUTH

All members of the College faculty and staff as well as students are expected to model and practice these values as a condition of being employed or attending the College. Wherever feasible, it is expected that these values will be appropriately included in course syllabi and class materials. These values should serve as a guide for classroom, collegial and professional interactions among all members of the Morton College community.

As a comprehensive community college, recognized by the Illinois Community College Board, Morton College's mission is:

To enhance the quality of life of our diverse community through exemplary teaching and learning opportunities, community service, and life-long learning.

Goals:

This mission is accomplished by fulfilling following strategic goals:

- **Success:** Make Student Success the Core Work of Morton College
- **Operations:** Strengthen Efficiencies in Operations
- **Academics:** Develop New Academic Programs and Revitalize Existing Programs
- **Relationships:** Promote Economic and Community Vitality through Dynamic Relationships

To ensure the enrichment of its educational programs and student-support services. Morton College is committed to ongoing self-study and assessment.

COURSE AUDIT, ADD/DROP AND WITHDRAWAL PROCEDURES

Audit

Students who wish to audit a course must meet all admissions and registration regulations and pay required tuition and fees. Students may register to audit a course only during the first week of the desired course. However, a student may change from credit to audit or audit to credit by completing an Add/Drop Form and obtaining the instructor's written approval. Requests for change of audit status must be submitted to the Office of Admissions and Records before the course's midterm week or no later than the seventh week of a 16-week course, or the third week of an 8-week course. Courses shorter than eight weeks will have different deadlines. For further information, contact the Office of Admissions and Records.

A student auditing a course may participate fully in class activities, subject to the instructor's approval, but will not be required to take tests or examinations. No credit is awarded for courses auditing and a grade of "V" (visitor) will be recorded. Students may register to audit a course only during Add/Drop week or the first week of the semester.

Add/Drop

Students are discouraged from registering for any class after that class has already met. However, with the written approval of the instructor on a Registration/Add-Drop Form, a student may register for a course up to seven calendar days after a class has met. Registration for a course after these seven calendar days is prohibited.

Withdrawal

Students may withdraw through the 14th week of class. Courses shorter than 16 weeks will have different deadlines.

Refund Period

The College refunds tuition and fees only when official drop forms are properly completed, authorized and processed through the Office of Admissions and Records and only according to the Tuition Refund Table found in the current Morton College course schedule. Telephone requests to be "dropped" are not accepted. The College does not grant funds to students who:

- Voluntarily enlist in military service following the close of the refund period
- Are dismissed for disciplinary reasons
- Are financially obligated to any College department or office at the time of withdrawal
- Withdraw from course after the drop deadline.

The college may award 100% refunds and late withdrawals to students who present documented extenuating circumstances. Extenuating circumstances include: serious illness or injury to the student that required extended recovery time or significant improvement, death or serious illness of an immediate family member, significant trauma in student's life that impaired the student's emotional and/or physical health, or any other documented circumstances. In these cases, students should submit all documents to support claim to the Office of Admissions and Records, Building B. These requests should be submitted no later than 30 college business days after the end of the semester in question. The Morton College Student Feedback Committee reserves the right to approve or deny claims.

For specific refund deadlines, students should refer to the Tuition Refund Table published each semester in the Course Schedule. When the College cancels a course, a full refund will be made.

Drop Deadline

16 weeks coursesDeadline is set and published.

This date is set and published to students. We set the deadline by counting 10 business days from the last day of the term. Follow that deadline for any course that ends during the last week of the term.

Less than 16 week courses 1 week (5 business days) before the end of class.

Refund and Drop Appeals

A student who is requesting a refund after the refund period or who wants to drop a course after the drop deadline must submit in writing a request to the Ombuds Services. The student should attach any backup documentation with the appeal. If approved, the Drop Form approving a refund or withdrawal will be forward to OAR to be processed. The student will be notified in writing by the Ombuds Services.

COURSE REVISIONS AND SYLLABUS FORMAT

CurricUNET (www.curricunet.com/morton) is used for the submission of new and revised, including deletion and withdrawal, of all credit courses at Morton College. For instructions on making course revisions review Course Revisions (**Appendix A**) or locate the User Guide at the bottom of the homepage of CurricUNET for more information. Following is the institutional format for the Course Syllabus Format (**Appendix B**).

New Transfer Course

A statement as to how this course fulfills the ILLINOIS ARTICULATION INITIATIVE REQUIREMENT FOR EXPOSITORY WRITING AND ESSAY EXAMINATIONS MUST BE INCLUDED TO MAINTAIN COURSE TRANSFERABILITY. The reason for this requirement is to encourage students to develop critical thinking skills. This requirement should be addressed in the course description. The general rule is 8-10 pages of expository writing for a three credit hour course. If you have specific questions as to how this applies to the course you are proposing or revising, please contact the Curriculum Committee Chair or the Deans' Office.

Course Syllabus Format

The purpose of the syllabus is to provide student with a complete description of course expectations and requirements and EVERY STUDENT MUST RECEIVE ONE THE FIRST CLASS SESSION OR UPON THE FIRST DAY OF ENROLLMENT. The institutional format is provided to define what must be on the syllabus. Questions regarding the preparation of course syllabi should be directed to the Deans' Office.

For each course, you must prepare a syllabus that explains the class objectives and describes how a student meets them. The syllabus must be completed before the beginning of each semester. You are required to submit one electronic copy to your Dean's office. Often department chairs will also request a copy of your syllabi. Faculty members are required to prepare course syllabi in accordance with the course syllabus format (**Appendix B**). Example copies of the model format are available in the Dean's offices. You may not change course objectives from the model format. These are permanent objectives set forth by the department and your Dean.

DRUG-FREE WORKPLACE

It is the Policy of Morton College Board of Trustees to provide a drug-free workplace. The College Policy shall be published and made available to all employees and disseminated widely. Additionally, all employees working under agency or grant contract shall receive a copy of this Policy. All employees working under such a contract, as a condition of their employment, shall abide by the Drug and Alcohol Policy (**Appendix P**).

DUPLICATION OF PRINTED MATERIALS AND TYPING SERVICE

The Duplication Center (239B) is open Monday through Thursday 7:30 a.m. to 8:00 p.m. and Friday, 7:30 a.m. to 4:30 p.m. Duplication of larger quantities should be handled by the Duplication Center by filing out the request form with your appropriate account number (**Appendix C**). Please remember to pick up your materials in a timely fashion; they will be ready on shelves next to the Duplication Center. It is important that you follow the TIMETABLE FOR DUPLICATION AND TYPING (**Appendix D**).

The online duplication request form can be accessed in the following way:

- Go to the Morton website: <http://www.morton.edu/>
- On the left side of the screen, click on: *Faculty & Staff*, then,
- On the right side of the screen on the, *I NEED TO...* box, click on: *Get Copies Made*
- Under Duplication Center, Click on: *Download a Duplication Request form*
- Click on: *Open*
- Fill out the form and e-mail to: duplications@morton.edu

High Volume Duplication – more than 40 copies total

High volume duplication is done by the Service Center staff and for instructional purposes only unless prior approval is obtained from the Deans' Office or Provost. Duplication requests will be processed by the Service Center staff in accordance with the Timetable for Duplication (**Appendix D**) and Duplication Request Form (**Appendix E**) posted in the Service Center at the beginning of each academic year.

Low Volume Duplication – 30 or less copies total

Low volume duplication service is available either through the Service Center staff or as self-service at the copier in the hall of the Service Center. A PIN number issued from the Deans' Office is required to access this service. Any problems with the copying equipment should be reported immediately to the Service Center staff.

Coiling and Binding (20 pages – 300 pages)

Coiling and binding are used to make booklets for presentations. Please allow enough time by checking with staff for this process, because it is done manually.

Copyright Laws

The Library of Congress, see <http://lcweb2.loc.gov/learn/educators/video/prsource/resources.html> has information which provides a complete description of copyright regulations with respect to educational use. The Service Center staff will not process requests that do not comply with these regulations. The same federal statutes apply to self-service duplication. Refer to <http://www.copyright.gov>.

Typing Service

Typing service is available to the faculty in the Service Center. Instructional requests will be given priority over similar requests from other areas within the College. Advance planning on the part of the faculty, especially for items needed during the first, midterm and last days of each semester, is essential. Requests for typing services shall be processed in accordance with the sample schedule and request form illustrated in (**Appendix E**).

Paper Order Request Form

The Paper Order Request Form (**Appendix F**) requires the requestor's name and full account. If a full carton of paper is needed for a Department, this form and a Building Maintenance Request (**Appendix L**) should be used and sent to Facilities & Operations Department and it will be delivered to the office where needed.

EMERGENCY PROCEDURES

The Morton College Police Officers are trained professional law enforcement officers and are empowered with the same authority as the local police. Review the Emergency Guidelines and Resources flipchart located in your classroom and office for more information.

NON-EMERGENCY CALLS SHOULD BE MADE TO EXT. 2201.

The Campus Police Office Emergency Telephone Extension is **2200**.
THE CPO MUST BE TOLD THE TYPE OF EMERGENCY SO THAT HE/SHE CAN RESPOND APPROPRIATELY.

Coming onto Campus:

When coming onto Campus during times when the College is officially closed, ALWAYS check in with the officer on duty at the Campus Police Office, room 119C by the loading dock, telephone extension 2201. This lets them know where you intend to be both for your safety and in the event someone is trying to contact you.

Emergencies

The Campus Police office handles medical emergencies and provides first aid assistance. Any student or staff member needing first aid should contact this office immediately. If further medical attention is required, Campus Police will arrange transfer to a hospital.

Any damage to the facility or requests for repair should be directed to the Campus Police Office which will forward the report to the Facilities & Operations Department.

In the event of a fire activate the building's fire alarm system BEFORE calling an emergency number or using one of over 30 emergency phones located throughout the campus and parking lots. Evacuate the building immediately!

Fire Alarm

If the fire alarm sounds while your class is in session, you are to instruct your students to evacuate the building via the nearest exit and not reenter the building until the “All Clear” signal is given. It is also a good idea to review this procedure with the students the first or second day of each course.

When calling an emergency number:

- Stay on the line with the dispatcher.
- Provide the address of the building involved and your exact location. This is especially critical if you are calling from a cell phone.
- Provide a thorough description of the incident to ensure that proper resources are dispatched.
- Do not hang up until the dispatcher tells you to do so.

Gas Leaks-Fumes-Vapors

If you detect natural gas, fumes or vapors:

- To report a situation, dial Ext. 2200-2201 or 911 from a non-campus phone.
- Clear the area immediately if instructed to do so by the emergency dispatcher, providing assistance to those with special needs.
- Provide your location and the location of the odor to the dispatcher.
- Provide as many details as possible to the dispatcher.

If a building or area evacuation is ordered by the emergency responders:

- Leave all ventilation systems operating unless instructed otherwise by emergency responders.
- Leave the area immediately, avoiding the use of elevators unless necessary.
- Identify those persons with special needs, and provide assistance if possible.
 - Otherwise, provide their location to emergency responders.
- Report to your department's designated gathering point to be accounted for.

Personal Safety Tips-Active Shooter Threat

The following safety tips from the Campus Police are offered as a response guide for use during incidents of active shooter threats.

1. The first step in personal safety is to maintain an awareness of the situation and environment around you; be prepared to take appropriate action if a threat presents itself.
2. Evacuate the area (whether inside or outside a building) if you know that it is safe to do so- seek shelter in a nearby building if the threat is exterior to a campus building.
3. If a threat presents itself, seek cover and barricade yourself (with others if possible) by placing as much material between you and the threat-remain quiet and turn off lights to make that area appear unoccupied.
4. As soon as it is safe to do so, notify authorities by dialing Ext. 2200 or 8-911 from any campus phone or 911 from a non-campus phone, and provide as much information as possible.
5. Do not approach emergency responders-let them come to you.
6. Remain under cover until the threat is passed or you have been advised by law enforcement that it is safe to exit.

Power Outage

In the event of a power outage, most buildings are provided with emergency lighting to aid in the safe evacuation of the building.

To report a localized power outage, contact Facilities and Operations at Ext. 2220. After normal business hours, this number will be answered by the Campus Police.

Be prepared, know how to locate the nearest exit.

In the event of a large-scale power outage:

- Remain calm.
- Follow directions provided by Campus Police through the established campus communications systems.
- If building evacuation becomes necessary, seek out persons with special needs and provide assistance if possible. If additional assistance is necessary, contact the Campus Police.
- Secure all vital equipment, records, experiments, and hazardous materials if safe to do so. Store all chemicals in their original or marked containers and fully open all fume hoods. If this is not possible, or natural ventilation is not adequate, evacuate the area until power is restored.
- Do not light candles or other types of flames for lighting.
- Unplug electrical equipment, including computers and turn off the light switches.

If people are trapped in the elevator:

- If you are able to communicate with them, let the passengers know help has been summoned.
- Dial Ext. 2200 or 8-911 from any campus phone or 911 from a non-campus phone.
- Provide specific location information and number of individuals involved to the dispatcher.
- Stay near the passengers if safe to do so, until emergency responders are on site and the elevator is identified.

Severe Weather Emergencies

When the tornado sirens sound or a tornado has been sighted, go to a safe shelter immediately.

1. Move to a pre-designated shelter, such as lower level rooms away from windows. Assist those with special needs in getting to the shelter area.
2. Put as many walls as possible between you and the outside. Get under a sturdy table and use arms to protect head and neck. Stay away from windows and open spaces. Stay there until danger has passed.
3. Get out of vehicles and immediately go to the lowest floor of a sturdy nearby building.
4. If caught outside with no shelter, lie flat in a nearby ditch or depression and cover your head with your hands. Be aware of potential for flooding.
5. Watch out for flying debris. Flying debris from tornadoes causes most fatalities and injuries.

FACULTY ASSEMBLY CHARTER

- I. NAME: Morton College Faculty Assembly (hereafter known as The Assembly in this charter)
- II. PURPOSE: The Assembly's purpose is to deal with faculty concerns except those covered by the Board-Union Faculty Negotiated Agreement. The Faculty Assembly will make and ratify decisions, draft policy recommendations, requests for information and other documents that will be presented to the President by the Faculty Assembly chairperson. The Assembly requires a written response from the President to all written correspondence within 30 days. All correspondence between The Assembly and administration will be viewed as part of the public record.
- III. OFFICERS: All full-time members of the Faculty Assembly will be eligible to serve as Assembly Officers. The Faculty Assembly Officers will be chairperson, vice-chairperson and secretary. They shall be elected biennially in January by a majority of Assembly members, voting by written ballots. Each officer's term of office will begin on February 1st and end on January 31st. In the event of a vacancy, the unexpired term shall be filled promptly through election by written ballot of the Assembly.
- IV. MEETINGS:
- A. Assembly meetings shall be at the call of (1) the Assembly Chairperson or Vice-Chairperson or (2) a petition of 10 Assembly voting members.
 - B. The Assembly's meetings shall be conducted according to Robert's Rules of Order (Revised).
 - C. A quorum consists of those voting members (see sec. 5, Membership) present at the meeting.
 - D. Members shall receive at least 48 hours advance notice of Assembly meetings via email or in their mailboxes. The notice shall include an agenda. In case of irregular, emergency or summer meetings additional efforts will be made to contact members via telephone or post.
 - E. The Chairperson or Vice-Chairperson shall preside at all Assembly meetings. Should the Chairperson and Vice-Chairperson be absent, The Assembly shall elect a chairperson *pro tem* for that meeting.
 - F. A copy of the previous meeting's minutes will be provided to the membership at least 48 hours before the next meeting.
- V. MEMBERSHIP: All full-time faculty excluding emeriti, shall be voting members of the Assembly. Any Morton College associate faculty member currently teaching shall be considered advisory Assembly members.

VI. COMMITTEES: The purpose of the Faculty Assembly committees will be to conduct research and propose action for consideration by the Faculty Assembly.

- A. The five (5) standing committees are:
 - 1. Academic Standards Committee
 - 2. Advisory Committee to Administration
 - 3. Committee on Student Relations
 - 4. Curriculum Committee
 - 5. Faculty Development Committee
- B. The Faculty Assembly may form *ad hoc* committees of limited duration for a specific purpose.
- C. Standing faculty committee membership shall be 5 elected faculty members for each committee. Each member shall be elected to a three-year term. A committee may choose to include a non-voting student member.

Non-voting administrative members of each committee are:

Academic Standards Committee –Provost or Designee/s
Advisory Committee to Administration – College President
Committee on Student Relations –Ombuds Services
Curriculum Committee – Provost or Designee/s
Faculty Development Committee - Provost or Designee/s

- D. Committee member elections shall take place by March 10 and shall be the responsibility of the Faculty Assembly. Each member's term of office will begin with the next academic year. If a member is elected to fill a vacancy, his/her term begins immediately.
- E. The standing faculty committees shall post minutes of each meeting on the faculty bulletin board within five working days of each meeting. The Faculty Assembly will discuss any items brought by a committee at their next specially called or regularly scheduled Faculty Assembly meeting.

VII. AMENDMENTS: **Proposal** – Proposed amendments to these Articles may be presented to The Assembly by signed petition of ten members of the Assembly or by an *ad hoc* Charter Revision Committee. Proposed amendments are to be submitted in writing to the Assembly membership in their mailboxes at least two weeks prior to the meeting at which the amendments are to be considered.

Ratification – A two-thirds majority of the Assembly membership voting in referendum ballot on the proposition shall be required for adoption of a proposed amendment.

FACULTY EVALUATION PROCESS

Morton College's three-year evaluation process for non-tenured faculty members will be rigorous, fair, transparent, and consistent with state and federal legal guidelines. The annual procedure outlined below is ordinarily repeated three times before a Non-Tenured Faculty Member is granted tenure, although, the Non-Tenured Faculty Member may be released after the first, second, or third cycles, or granted a fourth, probationary year, before a final tenure decision is made.

This policy does not state contractual terms or create a contract of employment between Morton College and the Non-Tenured Faculty Member.

Roles and Responsibilities:

Non-Tenured Faculty Member

The Non-Tenured Faculty Member is responsible for meeting with the Dean or Supervisory Administrator (e.g., the Director of Nursing or the Director of the Physical Therapist Assistant Program) according to the timetable below, working with Peer Committee members to facilitate classroom observations in a timely fashion, reviewing all documents that are included in his or her tenure folder, writing a Self-Assessment essay (**Appendix R**) for submission according to the timeline, and observing the tenure process as outlined here. Additionally, the Non-Tenured Faculty Member should deliver student ratings (**Appendix S**) to each of his or her classes in both semesters no more than two class sessions after they have been received from the Dean's Office, and follow all other College standard operating procedures related to the distribution and collection of student ratings. Finally, the Non-Tenured Faculty Member should read the College's Tenure Policy, ask questions of his or her Dean or Supervising Administrator throughout the tenure process, remain familiar with the contents of his or her Tenure Folder, and, where appropriate, exercise his or her right to add written responses to the Peer Input letter (**Appendix T**), Class Observation forms (**Appendix U**), Faculty Annual Plan for Development (**Appendix W**), and Dean's Letter.

Peer Committee

The Peer Committee will consist of four full-time, tenured faculty members. The area Dean or Supervising Administrator will select these members, and select the committee's chairperson at his or her discretion—although he or she may decide to solicit input from the administration, full-time faculty members, or the Non-Tenured Faculty Member. Ordinarily, the appropriate Dean or Supervising Administrator will select two full-time faculty members from the same or related academic discipline, and two full-time faculty members from unrelated academic disciplines. Each Peer Committee member will, after giving the Non-Tenured Faculty Member at least two days' notice, conduct a site visit to a minimum of one of the instructor's classes during the Fall Semester. Note that the Dean or Supervising Administrator may request additional observations of a Peer Committee member, especially if it seems appropriate to observe an instructor in classroom and lab/clinical setting or online.

These observations should last a minimum of fifty minutes. This classroom observation will make use of the official Classroom Observation sheet (**Appendix U**) and ordinarily occurs sometime during the first or second month of the Fall Semester (usually September or October). Completed Observation forms will be placed into the Non-Tenured Faculty Member's Tenure File. Although, all Peer Committee members share in the responsibility of writing the Peer Input Form, each must

sign off on that form in order to signify Peer Input Form (**Appendix T**) accuracy and support for the Peer Input Form's contents. The Dean or Supervisory Administrator will ordinarily select one member to act as a Chair. The Peer Committee Chair's responsibilities ordinarily include the facilitation and scheduling of classroom observations and Peer Committee meetings, as well as the coordination of report-writing.

The Peer Committee's final report - the Peer Input Form (**Appendix T**) - must include information from the four Peer Committee observations (**Appendix U**), the Non-Tenured Faculty Member's Self-Assessment (**Appendix R**), and the student ratings. The Peer Input Form should also include comments about the Non-Tenured Faculty Member's professional strengths and weaknesses. Lastly, it must include specific suggestions for improvement. The Peer Committee Peer Input Form will be presented to the Dean or Supervising Administrator and included in the tenure folder. The Non-Tenured Faculty Member, Peer Committee members, Dean or Supervising Administrator, and Provost, and Director of Human Resources will have access to this folder throughout the entire tenure process.

Dean (or Supervising Administrator)

The tenure evaluation process is managed by the Dean of Career and Technical Education, the Dean of Arts and Science, or a Supervising Administrator such as the Director of Nursing or the Director of the Physical Therapist Assistant Program. The Dean or another Supervisory Administrator will give the Non-Tenured Faculty Member a copy of this tenure policy, select the Peer Committee members, select a Peer Committee Chair, conduct at least one classroom observation (**Appendix U and/or Z**) at will (and may conduct others if necessary), review student evaluations (**Appendix S**), review the Faculty Member's Self-Assessment essay (**Appendix R**), and review the Peer Committee's Peer Input Report (**Appendix T**). The Dean or Supervising Administrator will meet with the Non-Tenured Faculty Member to explain the tenure process in the first four weeks of the semester. The Dean or Supervising Administrator is responsible for writing the Non-Tenured Faculty Member's evaluations pursuant to the schedule set forth herein. If the faculty member is in his/her first or second year of employment, the Dean or Supervising Administrator will submit a recommendation for rehire or release pursuant to the schedule set forth herein. If the faculty member is in his/her third year of employment the Dean or Supervising Administrator will submit a recommendation for tenure, a fourth probationary year, or release pursuant to the schedule set forth herein. The Dean or Supervising Administrator will also maintain the tenure binder, granting access to that folder to the Non-Tenured Faculty Member, the Provost, and all Peer Committee members throughout the tenure process. The Dean or Supervisory Administrator will meet with the Non-Tenured Faculty Member to discuss the tenure and promotion process.

By the fourteenth week of the semester, the Dean or Supervising Administrator will discuss the Non-Tenured Faculty Member's performance with reference to his or her own observations as well as the contents of the tenure folder. At this time, the Dean or Supervising Administrator will present the Non-Tenured Faculty Member with a Faculty Annual Plan for Development (**Appendix W**). The Dean or Supervising Administrator will write a written summary of his or overall evaluation of the Non-Tenured Faculty Member's performance and include this summary in the tenure file, which will be available to the Non-Tenured Faculty Member, Peer Committee members, the Dean, and the Provost. The Non-Tenured Faculty Member may include a written response to the Dean's Letter (or Supervisory Administrator's Letter), the Peer Committee Letter, the Faculty Annual Plan for Development, or any of the observations at any point. The Dean or Supervising Administrator will submit a copy of his or her evaluation letter to the Provost.

Provost

The Provost will review the Dean's Letter (or Supervisory Administrator's Letter) and all of the supporting documentation and make a recommendation on employment status (re-hired, release, fourth probationary year, or tenure, as appropriate) to the President, pursuant to the schedule set forth herein, who in turn will make a final recommendation to the Board of Trustees.

President

The President will make a final recommendation to the Board of Trustees regarding tenure-related decisions, pursuant to the schedule set forth herein.

Board of Trustees

All tenure-related decisions are made by the Board of Trustees, usually no later than the February Board of Trustees' meeting for Non-Tenured Faculty Members who began teaching in the fall semester, and the September Board of Trustees' meeting for Non-Tenured Faculty Members who began teaching in the spring semester.

Note on Student Ratings

Student survey form will be delivered to the instructor's classrooms within one week of midterm examinations (**Appendix S**). Non-Tenured Faculty Members should distribute these evaluation forms to students as soon as they are received. The Dean or Supervising Administrator will analyze student rating data after they have been returned. Copies of the student ratings, and the accompanying statistical analysis, will be included in the tenure file as they become available. Although it will remain under the Dean's (or Supervising Administrator's) jurisdiction, Peer Committee members and the Non-Tenured Faculty Member have access to this file throughout the tenure process.

Timeline

Non-tenured faculty evaluation will occur according to the following schedule:

- Second teaching semester of employment at Morton College as a Non-Tenured Faculty Member excluding summer
- Fourth teaching semester of employment at Morton College as a Non-Tenured Faculty Member excluding summer
- Fifth teaching semester of employment at Morton College as a Non-Tenured Faculty Member excluding summer

Non-Tenured Faculty, Administrators, and Peer Committee Members should refer to the recommended evaluation schedules below. Two calendars are included—one for fall semester hires and one for spring semester hires.

FALL HIRE
EVALUATION CALENDAR for NON-TENURED FULL-TIME TEACHING FACULTY

Week of Employment at Morton College as a Non-Tenured Faculty Member	Schedule of Events
Fall Semester	
Between End of 3 rd Week of Classes and 31 st of October	<ul style="list-style-type: none"> The Non-Tenured Faculty Member familiarizes himself/herself with Morton College's Tenure Policy. The Dean or Supervising Administrator meets with Non-Tenured Faculty Member to explain the tenure process and answer questions. The Dean or Supervising Administrator forms a Peer Committee, selects a Peer Committee Chair, and notifies the Non-Tenured Faculty Member of the Peer Committee's Membership. <p>Dean's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>
Before 30 th of November	<ul style="list-style-type: none"> The Dean or Supervising Administrator conducts at least one classroom observation and completes form (Appendix U). Peer Committee members conduct at least one classroom observation (and one lab observation if applicable) and complete appropriate Classroom Observation form(s). If the faculty member is a PTA, Nursing, Massage Therapy faculty member, then the Dean of Career and Technical Education conducts at least one additional classroom observation (Appendix aa). <p>Dean's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>
End of Semester	<ul style="list-style-type: none"> The Dean or Supervising Administrator meets with the Non-Tenured Faculty member to answer any further questions about the tenure process. <p>Dean's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>
Spring Semester	
End of 2 nd Week of Classes	<ul style="list-style-type: none"> The Non-Tenured Faculty Member completes self-reflection form (Appendix R). <p>Dean's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>
End of 3 rd Week of Classes	<ul style="list-style-type: none"> Peer Input form due <p>Dean's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>
End of 4 th Week of Classes	<ul style="list-style-type: none"> The Dean or Supervising Administrator meets with the Non-Tenured Faculty Member to discuss tenure and promotion process, as well as the Non-Tenured Faculty Member's performance. The Dean or Supervising Administrator submits an evaluation letter to the Provost (and places a copy in the Non-Tenured Faculty Member's tenure folder). <p>Dean's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>

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End of 5th Week of Classes	<ul style="list-style-type: none"> The Provost makes a recommendation regarding the Non-Tenured Faculty Member's employment status to President. <p>Dean's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>
February Board of Trustees Meeting	<ul style="list-style-type: none"> The President makes a recommendation to the Board of Trustees at the second board meeting of the semester. <p>Dean's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>
Within 2 Days After Board of Trustees Meeting	<ul style="list-style-type: none"> The President or other administrative designee meets with the Non-Tenured Faculty Member and sends that Non-Tenured Faculty Member a written notice of the Board of Trustees' employment decision. <p>Administrator's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>

SPRING HIRE EVALUATION CALENDAR for NON-TENURED FULL-TIME TEACHING FACULTY

Week of Employment at Morton College as a Non-Tenured Faculty Member	Schedule of Events
Spring Semester	
Between End of 3rd Week of Classes and 31st of March	<ul style="list-style-type: none"> The Non-Tenured Faculty Member familiarizes himself or herself with Morton College's Tenure Policy. The Dean or Supervising Administrator meets with Non-Tenured Faculty Member to explain the tenure process and answer questions. The Dean or Supervising Administrator forms a Peer Committee, selects a Peer Committee Chair, and notifies the Non-Tenured Faculty Member of the Peer Committee's Membership. <p>Dean's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>
Before 30th of April	<ul style="list-style-type: none"> The Dean or Supervising Administrator conducts at least one classroom observation and completes form (Appendix U). Peer Committee members conduct at least one classroom observation (and one lab observation if applicable) and complete appropriate Classroom Observation form(s). If the faculty member is a PTA, Nursing, or Massage Therapy faculty member, then the Dean of Career and Technical Education conducts at least one additional classroom observation (Appendix aa). <p>Dean's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>

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End of Semester	<ul style="list-style-type: none"> The Dean or Supervising Administrator meets with the Non-Tenured Faculty member to answer any further questions about the tenure process. <p>Dean's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>
Fall Semester	
End of 2nd Week of Classes	<ul style="list-style-type: none"> The Non-Tenured Faculty Member completes self-reflection form (Appendix R). <p>Dean's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>
End of 3rd Week of Classes	<ul style="list-style-type: none"> Peer Input form due <p>Dean's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>
End of 4th Week of Classes	<ul style="list-style-type: none"> The Dean or supervising administrator meets with the Non-Tenured Faculty Member to discuss tenure and promotion process, as well as the Non-Tenured Faculty Member's performance. The Dean or supervising administrator submits an evaluation letter to the Provost (and places a copy in the Non-Tenured Faculty Member's tenure folder). <p>Dean's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>
End of 5th Week of Classes	<ul style="list-style-type: none"> The Provost makes a recommendation regarding the Non-Tenured Faculty Member's employment status to President. <p>Dean's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>
September Board of Trustees Meeting	<ul style="list-style-type: none"> The President makes a recommendation to the Board of Trustees at the second board meeting of the semester. <p>Dean's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>
Within 2 Days After Board of Trustees Meeting	<ul style="list-style-type: none"> The President or other administrative designee meets with the Non-Tenured Faculty Member and sends that Non-Tenured Faculty Member a written notice of the Board of Trustees' employment decision. <p>Administrator's Initials: _____ Non-Tenured Faculty Member's Initials: _____</p>

Faculty Standing Committees

The College maintains certain standing committees comprised of faculty and administrative staff as appropriate to ensure the smooth running of the College. Faculty membership on these committees is by election as specified in the Faculty Assembly Charter, Sec. IV, C. Administrative representation is by appointment of the Provost. The total membership of individual committees, determination of agendas and meeting scheduling may vary as appropriate to the tasks at hand. Faculty or staff wishing to submit items for consideration must follow practices established by the committees. The power of faculty committees is advisory to the administration. The committees may make necessary requests of faculty as required to perform their duties.

The Provost and Ombuds Services have the prerogative of appointing special or task-oriented committees of faculty and staff to address specific needs of the College. This authority may be extended to other members of the administration as the Provost deems appropriate.

Communications with Standing Committees

In order to ensure the orderly conduct of business and prevent unnecessary delays in processing, items for the Standing Committees should be submitted to the Deans' Office with a request that they be considered for the appropriate committee's agenda. This is particularly important for the Curriculum Committee as very specific ICCB approval date timelines must be met for the adoption of new or revised courses.

Committee on Academic Standards

The purpose of this committee is to review questions or concerns regarding the academic standards of the College and to make recommendations as appropriate to the Provost.

Advisory Committee to Administration

The purpose of this committee is to review questions or concerns regarding the administration of the College with respect to the faculty and to make recommendations as appropriate to the President of the College.

Faculty Committee on Student Relations

The purpose of this committee is to review questions or concerns regarding student issues, problems and concerns within the College with respect to the faculty and to make recommendations as appropriate to the Ombuds Services.

Curriculum Committee

The purpose of this committee is to review courses, programs, degree requirements or other concerns regarding the academic offerings of the College and to make recommendations as appropriate to the Provost and the Ombuds Services.

Faculty Development Committee

The purpose of this committee is to consult with the administration and make recommendations to the Deans' Office regarding faculty development and in-service programs.

FIELD TRIPS AND OTHER EDUCATIONAL ACTIVITIES OFF-CAMPUS

The field trip or off-campus activity must be pedagogically justified and approved in advance by the College administration. This approval is necessary for liability considerations and provisions for student makeup of missed work in other classes. The necessary forms are available from the Deans' Office.

Below are some important points to remember about field trips and off-campus activities.

- Requests for Field Trip Authorization Form (**Appendix G**) must be completed and submitted at least two weeks in advance of the activity and a list of participating students provided to the appropriate dean.

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- Field trips and activities must be completely self-funded. There is no provision in the College budget to fund these activities. The simplest way to do this is to make arrangements with the Business Office, so that each student prior to the trip may pay the necessary amount there. The Deans' Office can help you with these arrangements.
- Transportation arrangements such as buses provided by College approved public carriers may be ordered through the Business Office.
- Such activities place students in the position of having to make arrangements for makeup of work missed in other classes if trip is done outside of your class time. Other faculty members may not be receptive to this.
- Field trips must be approved two weeks in advance by the appropriate Dean. No field trips will be approved for the 7th, 8th, 13th, 16th, and 17th week of the semester. There is no institutional funding for field trips. See your appropriate Dean for guidance when planning such activities.
- Every student participating in the field trip or activity must complete and sign a WAIVER AND RELEASE OF ALL CLAIMS (**APPENDIX H**). This must be completed and turned in to the Deans' Office in advance of the field trip, so that the College's insurance will cover you. FAILURE TO DO SO CAN MAKE YOU PERSONALLY LIABLE for any legal action resulting from incidents on the trip. Students will occasionally balk at signing this form. If they refuse to do so, they cannot participate in the activity. (As a practical legal axiom, no citizen can sign away their right to legal redress through the courts. What the form does is to extend the umbrella of the College's insurance over you and preclude frivolous legal actions arising from events beyond our control and negligence actions arising from our failure to give appropriate notice that possible hazards exist on the field trip that are not present in the classroom.)
- Guests not enrolled in the specific class are not allowed to accompany you on the activity unless specifically authorized to do so by the College administration. If this situation arises, consult the Deans' Office.

FINAL EXAMINATIONS

The Office of the Provost will issue an exact final examination schedule (see example in **Appendix I**) for each term in a timely manner. Faculty are responsible for meeting all their classes at the appropriate times for the full scheduled time of each final examination.

GRADING AND STUDENT RECORDS

Class Attendance

Students are responsible for prompt attendance and participation in all scheduled class sessions. In determining student achievement (grades) faculty members may consider absences that exceed the number of times the class meets per week. Absences caused by approved College activities are not counted in this determination. Students are responsible for arranging with their faculty member to complete work missed due to absence.

Enrollment Records

Each faculty member shall be responsible for maintaining accurate records of student attendance. These records are important and are used to complete various state reports.

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The only time that students will be administratively added or removed from your classes will be during the 10th day or midterm and only with your written notification.

Class Lists

Official class lists from the Office of Admissions and Records will be available through the Faculty Panther Portal. These lists are the official record of who is enrolled in your classes. Students who do not appear on these lists are not to be allowed to attend class. Keep in mind that the Panther Portal will have the most updated class list for students who registered late.

10th Day Roster – Shortly after your courses begin, you will receive an email indicating that the 10th day rosters for your course(s) will be made available for review and submission. This class list contains names of your students who are officially registered for the course. You will be asked to report all students who have not attended any days. These students will be dropped by the Office of Admission and Records and may not continue with the course. No reinstatement will occur.

No academic record will be maintained for courses dropped during the first two weeks of the term. A grade of “W” (withdrawal) will be recorded for courses dropped after that date.

A student is officially registered and responsible for all course requirements and grades unless the course is properly dropped according to college policy. This policy is listed in the Morton College catalog available in the office of Admission or the Academic Advising office, as well as online. Failure to drop a course officially may result in a student receiving a grade of “F” (failure).

Mid–Term Attendance Verification

In the fall 2014 semester, the college was approved by the Illinois Community College Board (ICCB) to offer electronic midterm verification. Midterm verification is used to develop the apportionment claim whereby Morton College receives funding from the State of Illinois and allows us to remain in compliance with ICCB rule (1501.501). At the midpoint for each course, Instructors must certify attendance for each student electronically via their Faculty Panther Portal, initial and submit the roster no later than 10 days from the date specified on the roster.

Final Grading

At the end of each semester, a grade report is posted on-line containing grades for each credit course in which he or she is registered. Only final grades are entered on a student's academic record and used in computing the student's grade-point average (GPA). (Only grades in university transfer and career courses (100-level or above) are used to determine the grade-point average.) The "N" grade is used only in special circumstances to indicate that course work is still officially in progress.

Grading Scale

Grade Points

A Excellent.....	4.0
B Good	3.0
C Average	2.0
D Poor	1.0
F Failure	0.0
P Pass.....	0.0
U Unsatisfactory	0.0
V Audit.....	0.0
I Incomplete.....	0.0

N Course in Progress.....	0.0
W Withdrawal.....	0.0

Grade-Point Average (GPA)

Grade Point Average measures the quality of a student's work. GPA is used to determine eligibility for graduation, the Dean's List, President's List, scholastic awards, athletics and other purposes. The grade-point average is determined by multiplying the number of semester hours attempted for each course by the grade points earned and then dividing the total by the number of semester hours attempted. The computation of the grade average excludes credits earned by proficiency, for which no grade is awarded, grades of "P", "U", "V", and "N" and grades earned at other institutions.

Incomplete Policy

A grade of "I" (Incomplete) is given when illness or other unavoidable circumstances prevent the student from completing course requirements by the end of the term. The faculty member will issue the student an Incomplete Grade Contract (**Appendix J**) specifying the requirements that must be completed and the due dates. The Incomplete Grade Contract must be submitted at the end of the semester. When all course requirements have been met, the faculty member will submit a Grade Change Form (**Appendix J**) to the Office of Admissions and Records to change the "I" grade to the appropriate final grade. If the faculty member does not change a grade of "I" by the end of the following semester (excluding summer session), it will be automatically changed to an "F" (failure) grade.

Change of Grade

A student's grades are considered final when recorded by the Office of Admissions and Records. A grade cannot be changed after recording unless it is an "I" grade, an "N" grade or a grade resulting from an error in computation or recording or determined to be pedagogically unjustified. Review petitions of contestable grades must be presented within 10 days after grade reports are available to students through Web Advisor (<http://web-adv.morton.edu/WebAdvisor/WebAdvisor>), and adhere to the Grade Appeal Procedures in the Morton College Catalog. Hard copies of the Grade Change Form (**Appendix J**) is available in the Deans' office.

INDIVIDUAL LEARNING CENTER (ILC)

The ILC offers one-to-one tutoring in writing and math. As an instructional service center tutors assist students through interaction that focuses on individual needs. The Individual Learning Center is located on the second floor of the library and the telephone extension is 2465. A schedule of open hours is posted each semester on the MC Intranet as well on flyers. Tutoring is available at all levels of instruction in writing and math; students can receive writing and/or math-related help for any classes they are enrolled in at the college. In addition to personalized instruction, the ILC offers a variety of small group workshops, including mid-term and finals reviews for math and portfolio preparation for English, along with state-of-the-art computerized teaching tools in writing and math. The ILC also provides makeup testing services for faculty and students.

To help serve students better the following suggestions are provided.

- When possible, give students a detailed instruction/explanation handout for writing projects. This helps them understand what you're after, and helps the Center staff offer more focused assistance.
- Identify particular areas for the tutors to work with a given student, e.g., developing details, S-V agree, sentence variety, essay organization, word problems, formulas, etc. Some instructors write a "Note to tutor" on student papers.

- Hand out the brochure provided by the Individual Learning Center or include information about the ILC on your syllabus.
- Call and arrange to bring your classes down to see the ILC and meet the tutors.

Remember that tutoring can be useful for students of varying abilities, not just those who are “in trouble.”

INTERNET SERVICE

Full-time faculty office computers are connected to the College’s Internet provider. As with telephone service, reasonable and appropriate use is expected. Conducting personal commercial business using the College Internet system is expressly prohibited. If a faculty member is doing an Internet based course, he/she should contact the Deans’ Office for specific instructions. For ease of student use and access, the College requires that Internet instruction follow an adopted format.

LIBRARY

Library Hours:

Fall/Spring Semester

Monday – Thursday	7:30am – 9:00pm
Friday	7:30am – 6:00pm
Saturday	9:00am – 4:00pm
Sunday	1:00pm – 5:00pm

Summer Semester

Monday – Thursday	8:00am – 7:00pm
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The Library is located off the B-C building entrance lobby across from the cafeteria on the first floor. The Library was completely renovated and updated in 2005 and is completely wireless. Students and faculty have access to more than 100 computers and laptops, a periodical reading area and LCD panels that give the latest information about the Library. The Library also displays art by both professional artists and students.

Faculty may check out books for 1 semester. Through InterLibrary Loan, Faculty (and their students) may request materials from libraries across the country. It may take anywhere from 1 week to a month to borrow materials from other libraries.

The Morton College Library has 50,000 volumes and periodicals. Faculty (and their students) may access 60 different online journal databases from campus or remotely from any Internet-ready computer. At www.morton.edu/mclibrary, click on either: “Online Catalog, SWAN” for books or “Library Databases”, to access the full-text or borrowing information for thousands of scholarly journals.

Faculty may place either their own materials or Library materials on Reserve in the Library for specific classes. They may specify the time period for circulation of these materials anywhere from 1 hour to 1 week and whether or not the material be taken outside the Library. Library staff abides by copyright when circulating photocopied information for students.

Reference Librarians in the Library offer information literacy and Library instruction tailor-made to specific subjects, disciplines or topics requested by Faculty. Instruction takes place in a classroom

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equipped with 16 computers for hands-on practice by students. Library staff, ask that Faculty give one week's advance notice to the Librarians to book this classroom and to allow the staff time to prepare for the instruction. In addition to instruction requested by Faculty, the Library offers workshops that may be of interest to Faculty and their students.

Faculty is always welcome to request that the Librarians purchase specific materials for the Library. They may also preview DVDs for possible purchase and use in the Library.

For a complete list of Library services, hours and contact information for Library staff, go to www.morton.edu/mclibrary.

Library Cards: A Morton College ID serves as a Library card. Current Morton College IDs must be presented to check materials out of the Library.

LOST AND FOUND

Morton College is not responsible for lost, stolen or damaged personal items.

MAIL

A faculty mailbox will be provided in the mailroom that is located in room 103C, across from the Bookstore. *Please check your mailbox before each class meeting.* This is not a secure facility and is maintained primarily for institutional mail, messages, bulletins and College oriented business mail. While boxes are maintained for U.S. Mail pickup, any personal mail about which you have time or security concerns should be mailed through a regular U.S. Postal facility.

NON-TRADITIONAL LEARNING CREDIT

The primary purpose of Non-Traditional Learning (NTL) Credit Application (**Appendix K**) via challenge examinations and credential evaluations is to assist students in gaining credit for relevant work experience. Students may also apply for NTL Credit through certain nationally standardized examinations provided by services such as the College Entrance Examination Board and the US Military. This type of credit applies to a limited number of courses and carries no grade, but does provide credit hours toward degree completion. The Academic Advising Center Staff as well as the Deans' Office have complete procedural information in this process. Questions regarding academic appropriateness of NTL Credit should be directed to the Associate Dean or the Deans' Office.

*Students should consult with an Academic Advisor as the transferability of credit is related to one's major and the transfer institution.

OFFICE HOURS

Full-time faculty shall provide a minimum of six (6) contact hours for office time per week for consultation with students. Office hours shall not be scheduled in modules of less than 30 minutes per day nor shall less than one 30-minute module be scheduled in each scheduled teaching day. All faculty members shall post office hours on their office door during the first week of each semester and record the same with the Provost and Academic Deans' Office.

OWNERSHIP AND BENEFITS DERIVED FROM STAFF DEVELOPED MATERIALS

Faculty are encouraged to develop new methods of instruction, writing new materials, computer programs, Internet instruction, audio-visual and other types of materials and devices so long as their development and promotion does not impinge upon the faculty member's normal duties. Ownership of such materials, under the circumstances stated herein, shall be with the faculty member. However, the College shall, in perpetuity, be granted free use of such materials and devices and other compensation as may be appropriate. Prior to undertaking the development or sale of such material

or devices that are produced at the College, or utilizing College resources, the faculty member shall obtain written approval from the President of the College or designee. Otherwise, ownership of such will remain with the College.

PROFESSIONAL GROWTH CREDIT FOR FULL-TIME FACULTY

Professional Growth Credit (PGC) for the purpose of horizontal movement on the salary schedule maybe awarded to faculty upon prior recommendation of the appropriate dean and prior approval of the Provost. All plans for engaging in professional growth activities for which PGC shall be requested will be noted on the Annual Plan for Professional Development section of the Morton College Faculty Evaluation Procedures. The specifics of such activities shall be submitted for approval in writing thirty-seven (37) calendar days before the professional growth activity is to begin. All PGC activities requested by faculty shall be directly related to current teaching or work assignments. PGC activities for future work assignments shall be considered only if the College desires such changes. As a general rule, no more than six PGC's per semester or nine PGC's per summer semester shall be approved. All experiences and course work must be verified through official correspondence, records or transcripts. The College reserves the right to request transcripts from institutions of higher learning.

Professional Growth Credit shall be considered for the following activities:

- Credit Course Work
- Seminars, symposiums, workshops, in-service programs and non-credit course work
- Summer Occupational Experience

Faculty hired without a formal college degree shall be placed on the BA level with appropriate number of years of experience credit. For the purpose of administering the PGC system, it shall be understood that the salary lane placement does not establish a degree nor will it be interpreted as a degree equivalent.

Professional Growth Credit plans for the coming year should be discussed and formulated with the Deans at the time of your annual evaluation. Please refer to the current Board-Union Agreement for details regarding Professional Growth Credit.

REPAIR OF OFFICE AND CLASSROOM FURNITURE- Maintenance Services

Requests for repairs of office furniture are made on a Building Maintenance Request (BMR) (**Appendix L**) form and submitted to the Deans' Office who will then forward them on to the Director of Facilities and Operations. Or an email may be sent to fixme@morton.edu with the request.

CONDUCT AND BEHAVIOR OF STAFF

The Board has the right and obligation to exercise its inherent and statutory power to establish those rules, regulations, and sanctions necessary to ensure the maintenance of order and decorum. Violations of these rules and regulations will be considered grounds for disciplinary or legal action by the Board against the party or parties involved. (**Appendix M**)

SEXUAL HARASSMENT and/or HOSTILE ENVIRONMENT

The Board will not tolerate any behavior, verbal or physical conduct, by any trustee, staff member, or student that constitutes Hostile Environment and/or Sexual Harassment as outlined in the EEOC Sex Discrimination Guidelines summarized below and described on the Morton College Board Policy

8.2.1 (**Appendix N & O**). Disciplinary action will be taken promptly against any employee, supervisory or otherwise, engaging in unlawful sexual harassment.

Federal law provides that it shall be unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without just cause, to refuse to hire, or otherwise to discriminate against that person with respect to any matter directly or indirectly related to employment. Harassment of any employee on the basis of sex violates this federal law.

The Federal Equal Employment Opportunity Guidelines state that unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature will constitute unlawful sexual harassment when:

- Submission to sexual conduct is an explicit or implicit term or condition of an individual's employment;
- The submission to or rejection of sexual conduct by any individual is the basis for any employment decision affecting that Individual; or
- When sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature have the purpose or effect of unreasonably interfering with an individual's work performance or creates an Intimidating, hostile or offensive working environment.

Periodically the College provides training for all staff in the prevention of sexual harassment. For more information contact the Director of Human Resources at ext. 2298 or located in Room 210B.

STUDENT CODE OF CONDUCT

Morton College assumes that students govern themselves in terms of appropriate behavior with emphasis on self-respect and respect for others. The purpose of the Code of Student Conduct is to provide fair and reasonable rules and procedures to promote educational development and to ensure that students do not engage in conduct that interferes with the mission or the daily operation of the College.

Prohibitions

For the College to carry out its responsibilities and to provide students with the most beneficial educational experience, the following actions have been deemed as violations of the College's Code of Student Conduct: (This is not an exhaustive list of prohibited conduct, but merely guidelines as to the type and nature of conduct that is prohibited. Any conduct that the Ombuds Services determines could endanger the safety and security of members of the College community or is harmful to the College environment is also prohibited.)

- All forms of academic dishonesty, including but not limited to circumventing testing and/or assessment procedures, cheating, plagiarism, forgery and alteration or unauthorized use of College documents, records or instruments. (Please see the Academic Honesty Policy for details.)
- Engaging in conduct that interferes with, disrupts or obstructs teaching, the performance of institutional duties or the pursuit of educational, administrative, or other authorized College activities; or occupying College buildings or property after due and legal notice to depart has been given.
- Abuse, damage, or vandalism (including all forms of graffiti) to, or theft of College property unauthorized entry to College facilities. Theft of College property includes theft of College services

and products and includes but is not limited to software licensing infringements and illegal copying/downloading of copyrighted materials.

- Abuse, damage, or vandalism (including all forms of graffiti) to, or theft of the personal property of a member of the College community on campus or at an official College activity off campus.
- Tampering with or disabling fire and safety equipment, systems or posted instructions on their use, as well as causing false alarms of fire or emergency systems; failing to exit College facilities when an alarm is sounded; failing to comply with emergency procedures as directed by College officials or those acting in their stead.
- Unauthorized possession or duplication of keys or key cards to College property or passwords to College information technology systems and the distribution of such keys and/or passwords to other persons.
- The possession of, use of, or being under the influence of illegal drugs, controlled substances, narcotics, or alcoholic beverages, without an authorized prescription issued by a medical authority, while on campus or at an official College activity off campus; the sale or distribution of illegal drugs, controlled substances, narcotics, or alcoholic beverages while on campus or at an official College activity off campus; the intentional misuse of legally prescribed drugs or medications and/or the sale or distribution of these drugs to other people.
- Verbally, in written form, or physically abusing, harassing (including but not limited to harassment on the basis of sex), threatening, assaulting (including but not limited to sexual assault) or endangering the health, safety or well-being of any person on campus or at an official College activity off campus. This includes (a) a student who threatens to cause harm to himself/herself, and (b) all conduct or communications that a reasonable person would interpret as a serious expression of intent to cause physical or mental harm to a person or damage to a person's property.
- Hazing, stalking, creating a hostile environment, and any other behaviors which intimidate, threaten, coerce, or endanger the safety of others, or which interfere with the safety of any member of the College community or its guests..
- Unauthorized use of College facilities, equipment, and services including but not limited to telephones, e-mail system, internet, computer networks, photocopy machines or fax machines.
- Denying a trustee, employee, student or guest of the College freedom of movement or use of the facility.
- Loud, abusive or offensive language; loitering; gambling; indecent exposure of the body including but not limited to urination or defecation in public, and lewd or obscene conduct.
- The use and/or possession of firearms, ammunition, explosives, explosive devices, fireworks, other weapons or dangerous chemicals on College premises or at an official College activity off campus; the intentional misuse of chemical or flammable substances normally used in the educational process on College premises or at an official College activity; Firearms are never permitted to be carried on the College campus by students; an enrolled student who may be otherwise authorized to carry a firearm (such as employment as a police officer) is strictly prohibited from bringing his/her weapon on to College premises, or to any official College activity off campus.

- Smoking within any College facility or within twenty-five (25) feet of an entrance, open window, or ventilation intake.
- Failure to comply with directions of College officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested.
- Unauthorized use of the College's name or logo or an attempt to defraud another person through unauthorized representation as an agent of the College.
- Abuse of computer time including but not limited to unauthorized entry into a file to use, read or change the contents; unauthorized transfer of a file; unauthorized use of another individual's identification and password; unauthorized use of copyrighted material received or transferred over the network; use of computing facilities to interfere with the work of another student, faculty member or College official; use of computing facilities to send or receive obscene or abusive messages; use of computing facilities to access obscene Internet sites; use of computing facilities to interfere with normal operation of the College computing system; and use of computing facilities for personal profit or gain.
- Inciting, aiding, or encouraging others to engage in a behavior which violates the Student Code of Conduct.
- Violation of local, state and federal laws, regulations and policies on campus or at an official College activity off-campus.

Students shall assume responsibility for their own conduct. All students involved in apparent acts of misconduct will have the right of due process as set forth in detail below.

Reporting Violations of the Code of Student Conduct

All members of the Morton College community including faculty, staff and students must work together to protect integrity of the institution. Together they share the responsibility for reporting violations of the Student Code of Conduct. Except as otherwise provided herein as in the case of Academic Dishonesty, the following process should be followed for reporting violations of the Code of Student Conduct: Reports shall be made in writing and submitted to the Ombuds Services. A written report must include the date and approximate time of the violation of, where the violation took place, a brief description of the violation or incident, and the names of witnesses, if any. It is preferred that reports be submitted within forty-eight (48) hours of the alleged violation. Individuals who submit a violation report will be informed that information from their report (including their identity) may be shared with the accused student during the investigatory and/or due process hearing stage.

STUDENT COMPLAINT AND GRIEVANCE PROCEDURES

Students are encouraged to file feedback, both positive and negative, regarding any policy or practice at the college. The purpose of the procedure is to ensure students the opportunity to express their concerns regarding their relationship, as a student with members of the College's administration, faculty, or staff and to comply with Title IX of the Educational Amendments of 1972, Section 504, of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These procedures are designed to cover complaints and grievances, as well as any alleged discrimination by reason of race, color, religion, national origin, gender, sexual orientation, age, marital status, disability, and

membership in any other protected class, with respect to the conduct of the College's administration, faculty, and/or staff. (Please refer to the Reporting Procedure in the Code of Student Conduct for complaints about the conduct of students.)

Applicability

These procedures apply to all registered Morton College students, regardless of academic program. Former students, who are no longer enrolled at the college, but who are within the 30 college-business day reporting allowance may also use this complaint and grievance procedure.

Morton College encourages open dialogue and requests that students first attempt to address their concerns with the personnel specifically involved in the situation. When this approach is not feasible, the following formal complaint procedures are the requisite method to filing a complaint, grievance, and appeal.

A student who is not satisfied with the results of his/her Academic Grade Appeals to the respective faculty member may advance his/her appeal to either the Dean of Arts and Sciences or the Dean of Career and Technical Education.

The following complaints, grievances or feedback are to be submitted to Director of Human Resources who serves as the college's Title IX Coordinator / Section 504 Coordinator or to the and Ombuds Services :

1. Sexual Harassment/Hostile Environment on the basis of sex;
2. Americans with Disabilities Act compliance; and
3. Affirmative Action compliance.

The following complaints, grievances or feedback are to be submitted to the Ombuds Services:

1. Code of Conduct Complaints, including plagiarism;
2. Non-academic Complaints regarding unprofessional behavior;
3. Requests for 100% refunds.

Procedures

Students will not suffer any retaliation from filing a complaint against any area of the institution. All students should feel confident in that all concerns will be taken seriously and researched to determine all the facts of the situation. All complaints should be in writing, contain the date and approximate time, and location of the offenses, identify any witnesses to the offense, describe the offense in sufficient detail for the reviewer to launch his/her investigation, identify the redress sought by the student, filed within a reasonable amount of time of the event giving rise to the complaint, and directed to the persons identified above who are responsible for receiving and investigating certain categories of complaints.

All complaints will cycle through the following process:

1. A student wishing to file a complaint must complete the Student Feedback form and requisite summary of complaint statement.

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2. The student must then attach the summary to the completed Student Feedback form and submit to either (a) Ombuds Services via the Advising Reception office located on the 1st floor of B building or (b) the Director of Human Resources located on the 2nd floor of B building, depending on the type of complaint and the choice of the student regarding to whom to report the complaint as set forth in the Applicability section above.
3. The Dean will then initiate an investigation into the situation, unless the complaint involves an allegation of Sexual Harassment/Hostile Environment on the basis of sex involving a member of the faculty or staff as the alleged harasser.
4. In cases involving an allegation of Sexual Harassment/Hostile Environment on the basis of sex involving a member of the faculty or staff as the alleged harasser, the Director of Human Resources or his/her designee shall investigate the matter as set forth in the applicable Board Policies and consistent with relevant Collective Bargaining Agreements and institutional HR practices and assess the complaint as being (i) sustained (facts support a finding that the allegation is true), (ii) unfounded (facts support a finding that the allegation is not true), or (iii) not sustained (it cannot be determined whether the allegation is true, as there is insufficient and/or conflicting facts, thus the benefit of the doubt must be given to the wrongdoer), and issue a written decision regarding the complaint.
5. With respect to complaints investigated by the Dean, once the investigation is complete, the complaint along with the Dean's assessment of the complaint as being (i) sustained (facts support a finding that the allegation is true), (ii) unfounded (facts support a finding that the allegation is not true), or (iii) not sustained (it cannot be determined whether the allegation is true, as there is insufficient and/or conflicting facts, thus the benefit of the doubt must be given to the wrongdoer), will be forwarded to an ad hoc committee selected by the Dean for review and recommended action.
6. The committee will review the Dean's assessment of the complaint and recommend action on the complaint in writing to the Dean.
7. The dean will consider the committee's recommendations and issue a decision on the complaint in writing to the student.
8. In matters investigated by the Director of Human Resources or the Ombuds Services, the student should expect to receive a written response sent via the U.S. mail within 30 college-business days from the date the complaint was made and received, unless applicable law requires a shorter response time.

If the student seeks to appeal the decision of the committee, the student must submit, in writing, his/her desire to appeal and the basis of the appeal within ten (10) college business days of the mailing of the college's written response. Any appeal will be forwarded to the Provost, who will consider the same and render a final decision regarding the complaint.

STUDENT GRADE APPEAL PROCEDURE

Student grades reported by faculty are considered final. In the event a student desires to appeal a grade, the following process will be followed:

- Within 10 school days of the grade being made available to the student (posted at www.morton.edu), the student must notify in writing (email or letter) the faculty member of their disagreement with the posted grade.
- The student must initiate a discussion with the course instructor and try to reach an accord with respect to the course grade within an additional 10 school days.
- If, after discussion with the course instructor, a student does not reach an accord with the faculty member's decision, the student may next appeal in writing to the appropriate academic dean within 10 additional school days.
- Subsequently, the dean will review the appeal and consult with the faculty member.
- If the dean and faculty member cannot resolve the situation, the dean will convene, within 10 school days, a committee comprised of three full-time faculty members teaching in the same discipline or a related discipline, if necessary.
- If the committee convened by the dean fails to reach a satisfactory resolution, then the faculty member or the student may, within 10 school days, appeal in writing to the Provost.
- The Provost will review the appeal and render a decision. The decision of the Provost shall be final.

STUDENTS WITH DISABILITIES

Morton College provides a variety of services to assist students with disabilities. In compliance with federal privacy legislation, it is the student's responsibility to alert you to any special need which he/she may have. If a student requests help, advise the student to meet with an Academic Advisor on the 1st floor of B-building or call extension 2153 to develop a program of the services required. The relevant federal legislation which supports this initiative is summarized below.

Rehabilitation Act of 1973, Section 504

The guidelines under Section 504 of the Rehabilitation Act of 1973 direct the College to periodically apprise the faculty of requirements contained in Section 504.

The general requirements are as listed below:

- No student may be excluded from any course of study solely on the basis of handicap;
- Modifications in degree or course requirements may be necessary to meet the requirements of some handicapped students;
- Prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some handicapped students;
- Auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of handicapped students;
- Alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured);
- Classes may have to be re-scheduled to permit access for students with mobility impairments;
- Special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases; and

- It is discriminatory to counsel handicapped students toward more restrictive careers than non-handicapped students, unless such counsel is based on strict licensing or certification requirements in a profession.

Americans with Disabilities Act (ADA)

The ADA is a federal civil rights legislation that provides the opportunity for persons with disabilities to have the same right to goods and services as all other citizens. For educational institutions this means that students with disabilities have a right to attend your class and be provided accommodation to allow equal access to information and activities.

Morton College has made a commitment to full compliance with the ADA and provides a range of support services coordinated by the Learning Assistance Specialist. If you have a student with a disability in your course who is requesting an accommodation, you should refer them to the Academic Advising Office located at the 1st floor of B – building, or at extension 2250. The student is then required to provide documentation of his/her disability before receiving any accommodations. If you have not been contacted by the Academic Advisor within a reasonable time after the student's request, please contact that office. It is important that any required off-campus activities be accessible to all students. If there is no way to make the activity accessible, or to find an alternate site, a substitution should be allowed for those students who cannot be accommodated. It is imperative that the agreed upon accommodations be made. Failure to make the accommodation could result in a civil rights investigation or a lawsuit.

All course syllabi should contain the statement:

Morton College provides a range of services to allow persons with disabilities to participate in educational programs and activities. If you are a student desiring such services and wish to request accommodations, it is your responsibility to contact the Academic Advising Office located on the 1st floor of B- Building or call 708-656-8000 x: 2250. The Academic Advisor will recommend any appropriate accommodations to your professor. The instructor will consult with you as to which accommodations will be arranged.

SUPPLIES AND EQUIPMENT

College Bookstore

Instructional supplies including textbooks may be obtained from the College Bookstore (room 134C) with the prior approval of the Deans' Office. A copy of the Bookstore Office Supply Requisition (**Appendix Q**) form may be obtained from either the Deans' Office or the bookstore.

Outside Vendors

Instructional supplies and equipment may be ordered from vendors outside the College with the prior approval of the Deans' Office.

TELEPHONE SERVICE

Each faculty office provided with telephone service, an extension of the College's main number, 708-656-8000. Each faculty member is provided with an individual and private voice mail. For instructions on how to setup, modify or revise your voice mail system, contact the Facilities & Operations Office at extension 2221. The Facilities & Operations Office also takes care of any

repairs to telephone instruments. College telephones are intended for college business, but reasonable personal use is permitted. In coming prepaid long distance or extra charge calls will be accepted by the system. There is no provision for reversing charges to the College.

If you wish to give students your personal phone number that is your prerogative, but the College as a matter of practice does not release this information to students.

TEXTBOOK ADOPTION

Each individual discipline shall select which textbooks are adopted and retained for use in its own course offerings. Unless the Provost and the academic department make an exception, all sections of the same course shall use the same edition of a given textbook.

A faculty member may choose supplementary course materials provided that:

- Materials are reasonably priced
- Whenever possible, materials are placed on reserve in the Library in lieu of students being required to purchase them.

Unless otherwise arranged, decisions concerning the adoption of textbooks for a given semester are to be submitted to the Deans' Office during by May 1st or November 1st prior to the semester of adoption. To request a textbook adoption the Request for Textbook Adoption (**Appendix X**) form must be completed and approved by the Deans' Office.

Every effort shall be made to retain a textbook in a given edition for at least two academic years. It is understood that certain disciplines, because of the fast paced nature of change, may require new texts or editions as often as twice a year. The department and faculty members should work with the bookstore management to make the most economical version available for student purchase.

Uniform text adoption for a specified period serves two main purposes:

- It allows the bookstore to conduct buy back and resale of textbooks, saving student considerable expense.
- As a practical matter, the shelf space in the bookstore is limited and carrying multiple titles may not be possible.

Obtaining of desk copies of new or current texts should be done directly through the publisher or their representative. Any copies obtained through the bookstore will be charged directly against the discipline's instructional supply budget. Since the majority of desk copies issued by publishers are now labeled NOT FOR RESALE or something similar, swapping desk copies for textbooks previously taken from the bookstore is not practical as the books can't be resold.

TRAVEL

The Deans' Office must approve all absences from contractual responsibilities. The Deans' Office, via the College Leave Request Form, must approve ALL REIMBURSABLE travel in advance.

Transportation, meals, lodging and other expenses incurred by authorized persons while on college-approved travel may be reimbursed as follows:

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- The current applicable Internal Revenue Service Rate per mile (for 2017 this is 0.535 cents) of private auto travel up to, but not beyond 500 miles in one direction; and/or tourist class airfare or its equivalent.
- Lodging: Actual cost of the least expensive single room available.
- Meals. Actual cost should not exceed what is reasonable and customary for the meeting location.
- Miscellaneous: Actual cost for such items as registration fees, gratuities, parking fees and taxi fares.
- The consumption of alcoholic beverages, tobacco products, as well as other entertainment and services is strictly the responsibility of the traveler as state law prohibits the College from reimbursement of these items.

It is the faculty member's responsibility to provide receipts for all requested reimbursements. Use the Travel Voucher (**Appendix Y**) form or excel spreadsheet and submit to Dean's Office within two weeks after travel to request reimbursement.

TUITION WAIVERS FOR FACULTY

It is the policy of the Board of Trustees to grant a tuition waiver at Morton College to all full-time employees, their spouses and income tax dependents. All other fees will be charged in their entirety. Approval for tuition waivers must be obtained from the Deans' Office.

Appendix A


Morton's CurricUNET

Course Revision

To make a revision to a course you first need to log into the system using your username and password. Click the “Course Proposals” link under the create section of the main menu on the left hand side of the screen. The click the “Course Update” link under the courses menu. This will bring you to a search screen where you will enter the criteria for the course you need to make changes to and click “OK”.

The screenshot shows the Morton's CurricUNET web application interface. At the top, there is a header with the logo and the text "Morton's CurricUNET" and "MORTON COLLEGE". Below the header, there is a navigation sidebar on the left with links for "CurricUNET Home", "Search", "Course", "Directory", "Course Equivalency", and "Links". The main content area is titled "Course Search" and contains several search criteria: "Status" (radio buttons for All, Active, Pending, Obsolete, Frozen, Pending, Launched), "Course Number" (text input), "Proposal Type" (radio buttons for All, New Course, Special, Topic/Experimental Course, Course Deactivation, Course Reactivation, Course Revision), "Course Title" (text input), and "Course Prefix (or Curricular Area)" (dropdown menu). There is an "OK" button at the bottom right of the search form. On the right side, there is a "Help" box with the message "There is currently no help available for this page." and "Edit" and "More" buttons.

You will then be taken to a results screen where you will choose the course to make changes to by clicking the (📄) icon. This makes a copy of the existing active course for you to make changes to.



MORTON COLLEGE

Welcome, Todd
Log Out

CurricUNET Home

Search





























Course

Directory

Course Equivalency

Links


CurricUNET User Guide

Actions	Course Prefix (or Curricular Area)	Course Number	Title
   	ABE	001	READING AND ENGLISH 1 *** Active ***
   	ABE	002	READING AND ENGLISH 2 *** Active ***
   	ABE	003	READING AND ENGLISH 3 *** Active ***
   	ABE	004	READING AND ENGLISH 4 *** Active ***
   	ABE	044	LANGUAGE-PRIMARY VII *** Active ***
   	ABE	061	MATHEMATICS 1 *** Active ***
   	ABE	062	MATHEMATICS 2 *** Active ***

Help

There is currently no help available for this page.

[Edit](#)
[More](#)



MORTON COLLEGE

Welcome, Todd
Log Out

CurricUNET Home

Search

Course

Directory

Course Equivalency

Links

CurricUNET User Guide

Create Course

Course Prefix (or Curricular Area) ?

ABE - Adult Basic Education

Course Number ?

062

Course Title ?

MATHEMATICS 2

Catalog Description


[OK](#)
[Cancel](#)

Help

There is currently no help available for this page.

[Edit](#)
[More](#)

You will then see an Update Course screen where you can enter the proposed type and rationale. After entering the information click “OK”. You will then be taken to the Course Construction main menu where you will use the Course Checklist to edit the remainder of the course.



MORTON COLLEGE

Welcome, Todd [Log Out](#)

CurricUNET Home

- Build
- Courses
- Edit Course

Edit Course

ESL - 008

ESL FUNDAMENTALS I

MORTON, MORTON

Links

[CurricUNET User Guide](#)

Course Construction Main Menu	
Course Number	008
Course Title	ESL FUNDAMENTALS I
Initiator	MORTON MORTON
Sponsor	
Origination Date	May 1, 1994
Co-Contributor(s)	There are no Co-Contributors for this course.
	Add a Co-Contributor

Course Checklist

Main

- ☐ Cover
- ☐ Detail
- ☐ Student Learning Outcomes
 - ☐ Taxonomy
- ☐ Course Outline
- ☐ Topical Outline and Calendar
- ☐ Methods of Instruction
- ☐ Classroom Policies and Procedures
- ☐ Assessment of Student Learning
- ☐ Requisites
- ☐ Library Resources
- ☐ Graded Assignments and Graded Policies
- ☐ Minimum Qualifications
- ☐ Textbooks/Resources
- ☐ Articulation Agreement
- ☐ Admin Codes



Appendix B

Morton College
Illinois Community College Dist. 527

Course Syllabus

Discipline/Program _____ Prepared by _____
 Dean _____ Date _____

Course Title _____
 Course prefix & number _____

Credit Hours: _____ Lecture Hours: _____ Laboratory/Clinical Hours: _____
 (Ratio Lab Hrs. to Credit Hrs.) _____

Prerequisites:

Catalog Course Description:

Course Objectives/Learning Outcomes:

I. Resources:

A. Required textbook(s)/workbook(s):

B. Supplementary texts and materials:

C. Other resources:

II. Instructional Methods:

- ☐ Lecture
- ☐ Lecture/demonstration
- ☐ Clinical lab
- ☐ Internship

Other:

- ☐ Discussion
- ☐ Laboratory
- ☐ Independent study
- ☐ Small group work

III. Evaluation:

- ☐ Quizzes
- ☐ Mid-term exam
- ☐ Laboratory reports
- ☐ Projects
- ☐ Presentations
- ☐ Portfolios

Other:

- ☐ Exams/tests
- ☐ Skills assessment
- ☐ Oral participation
- ☐ Journals
- ☐ Clinical progress report
- ☐ Written assignments

IV. Final Evaluation:

- ☐ Final examination (written)
- ☐ Final examination (oral)
- ☐ Final exam (clinical/laboratory)
- ☐ Final test (skills)

Other:

- ☐ Course projects
- ☐ Term papers
- ☐ Portfolio
- ☐ Clinical evaluation

V. Grading:

VI. Class Requirements/Attendance Policy:

It is expected that students will spend a minimum of two hours of outside study for each hour in class in order to meet the course objectives.

VII. Make-ups:

VIII. Safety Guidelines:**IX. Student Conduct and Behavior:****Course Outline:**

Topic	Lecture	Lab	Contact hrs/wk
--------------	----------------	------------	---------------------------

Appendix C**DUPLICATION ACCOUNTS**

ACADEMIC AREA	ACCOUNT NUMBER
Art	01-1010-10102-540100100
Behavioral Sciences	01-1010-10104-540100100
Biology	01-1010-10106-540100100
Chemistry	01-1010-10108-540100100
Humanities	01-1010-10112-540100100
Mathematics	01-1010-10114-540100100
Language Arts	01-1010-10116-540100100
Math/Writing Center	01-1010-10118-540100100
Music	01-1010-10120-540100100
Physical Education	01-1010-10122-540100100
Fitness Center	01-1010-10124-540100100

Physical Sciences	01-1010-10126-540100100
Social Sciences	01-1010-10128-540100100
Speech & Theater Art	01-1010-10130-540100100
Theatre	01-1010-10162-540100100
Business	01-1020-10132-540100100
Computer Info System	01-1020-10134-540100100
Early Childhood Ed	01-1020-10136-540100100
Office Careers	01-1020-10138-540100100
Law Enforcement	01-1020-10140-540100100
Automotive Tech	01-1030-10142-540100100
Computer Assisted Design	01-1030-10146-540100100
Heating, Ventilation AC	01-1030-10148-540100100
Nursing	01-1040-10152-540100100
Physical Therapy Assist	01-1040-10154-540100100
Therapeutic Massage	01-1040-10156-540100100
Health Information Technology	01-1040-10164-540100100

Appendix D

TIMETABLE FOR DUPLICATION AND TYPING

Jan.2014

NUMBER OF COPIES	NUMBER OF ORIGINALS						
MAXIMUM OF 100	1-2	1-8		9-20		21 &UP	
	4 HOURS*						
1-100		12 HOURS	TYPING ONLY	24 HOURS	TYPING ONLY	36 HOURS	TYPING ONLY
101-200		24 HOURS	UP TO 24	36 HOURS	UP TO 72	48 HOURS	UP TO 180
201-499		36 HOURS		48 HOURS		60 HOURS	
501-999		48 HOURS	HOURS	60 HOURS	HOURS	72 HOURS	HOURS
1000 to 1500		60 HOURS		72 HOURS		84 HOURS	

* It is at the discretion of the Service Center/Duplications Staff to suspend this service in the event of equipment failure, power outage, or similar unforeseen situations.

TO FIGURE TIMETABLE FOR DUPLICATION AND TYPING:

Add the time for Typing Only + the time for Duplication which will equal the total time needed to completion of the job.

Please do not use Friday, Saturday & Sunday when calculating hours needed for job completion.

Typing - Monday-Wednesday -12 hours = 1 day, Thursday - 8 hours = 1 day

Duplicating - Monday - Wednesday -12 hours = 1 day, Thursday - 8 hours = 1 day

Do not use ASAP as a date needed. ASAP jobs will be done according to the timetable.

For folding - please add 24 hours.

For glue binding - please add 24 hours.

For coil binding - please add 24 hours for 1-50 booklets and 36 hours for 100 booklets & up.

Appendix E

TYPING REQUEST		PLEASE CLOCK IN TIME	
REQUESTOR: _____ ACCOUNT NO.: _____ DATE NEEDED: _____ A.M. _____ AFTERNOON _____ P.M. _____	<div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;">FOR OFFICE USE ONLY</div> DISKETTE _____ DOCUMENT _____ DATE COMPLETED _____		
TYPING INSTRUCTIONS: _____ _____ _____ _____ _____			
DUPLICATION REQUEST		FOR OFFICE USE ONLY DATE COMPLETED _____	
PLEASE FOLLOW THE TIMETABLE SCHEDULE POSTED ABOVE THE TIME CLOCK			
No. Originals _____ No. of Copies per Original _____ One-sided _____ Two-sided _____	PAPER: White _____ Legal White _____ Color _____ (State the Color)	CARD STOCK: White _____ Color _____ (State the Color)	Cut _____ Coilate _____ Staple _____ 3-Hole _____ Coil Bind _____ Spiral Bind _____ Glue Bind _____
TEST _____	M.C. Mail Box _____		
SPECIAL INSTRUCTIONS: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>			

Appendix F

PAPER ORDER REQUEST FORM

REQUESTER: _____

SUPPLY ACCOUNT #: _____

DATE PICKED UP: _____

_____ Boxes @ \$ _____ per Box

_____ Reams @ \$ _____ per Ream

_____ Sheets @ \$ _____ per Sheet

Total Charge \$ _____

Appendix G



MORTON COLLEGE

REQUEST FOR FIELD TRIP AUTHORIZATION

Course Section(s): _____
(Complete 8-Digit Course Code)

Date of Request: _____

Instructional Unit: _____

Unit Number: _____

Destination: _____

Date of Trip: _____

Number of Students: _____

Cost to Each Student: _____
(Field trips must be self-supporting)

Total Estimated Cost: _____

Type of Transportation: _____

Number and Size of Busses (if required): _____

Time of Departure: _____ From: _____

Return of Time (estimated): _____ To: _____

Participating Faculty: _____

Disposition of Participating Faculty Members' Classes (Substitutes to be arranged by participating faculty)

Class(es): _____ Substitute: _____

Class(es) to be CANCELLED: _____
(Complete 8-Digit Course Code)

AN ALPHABETICAL LIST OF THE PARTICIPATING STUDENTS MUST BE SUBMITTED WITH THIS REQUEST. THIS REQUEST MUST BE SUBMITTED AT LEAST TWO WEEKS BEFORE THE DATE OF THE TRIP. NO FIELD TRIPS MAY BE MADE DURING THE 7th, 8th, 13th, 16th, or 17th WEEKS OF THE SEMESTER.

IF THERE ARE ANY SPECIAL CONDITIONS RELATING TO THIS FIELD TRIP, PLEASE INDICATE BELOW:

Signatures:

Requesting Instructor(s): _____

Administrative Approval: _____

Date: _____

Appendix H



**MORTON COLLEGE 3801 S. CENTRAL AVE. CICERO, IL 60804
708.656.8000**

WAIVER AND RELEASE OF ALL CLAIMS

PLEASE READ THIS FORM CAREFULLY. BY SIGNING IT AND PARTICIPATING IN THIS ACTIVITY YOU WILL BE
RELEASING ALL CLAIMS FOR INJURIES THAT YOU MIGHT SUSTAIN IN CONNECTION WITH THIS ACTIVITY.

_____ NAME		_____ ACTIVITY
_____ ADDRESS		_____ LOCATION OF ACTIVITY
_____ CITY	_____ STATE	_____ DATE OF ACTIVITY

THIS RELEASE IS EXECUTED ON: _____, 20_____, BY _____

_____ FIRST NAME	_____ LAST NAME
---------------------	--------------------

I, being of lawful age, in consideration for being permitted to participate in this activity, do for myself, my heirs, executors, administrators and assigns, hereby release and forever discharge Morton College; its trustees, officers, agents, employees, servants and officials, of and from any and every claim, demand, action or right of actions, of whatever kind or nature, either in law or in equity arising from or by reason of any bodily injury or personal injuries known or unknown, death or property damage resulting or to result from any accident which may occur as a result of participation in this activity or any activities in connection with this activity whether by negligence or not.

I further release Morton College and its trustees, employees, and agents from any claim whatsoever on account of first aid, treatment or service rendered me during my participation in this activity.

This release contains the entire agreement between the parties hereto and the terms of this release are contractual and not a mere recital.

I have carefully read the foregoing release and know the contents thereof and sign this release as my own free act.

In witness therefore, I have executed this release at Cicero, Illinois, the date and year first above written.

SIGNATURE

Appendix I

FINAL EXAMINATION SCHEDULE EXAMPLE						
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
7:00						7:00
7:30						7:30
8:00		7 TR	7 MWF		E	8:00
8:30	8 MWF			8 TR	R	8:30
9:00		9 TR	9:30 will meet at 9:00			9:00
9:30			9 MWF			9:30
10:00	10 MWF			10 TR	I	10:00
10:30					D	10:30
11:00		11 TR	11 MWF		A	11:00
11:30						11:30
12:00	12 MWF			12 TR	Y	12:00
12:30		12:30 will meet at 1:00	1 MWF			12:30
1:00		1 TR				1:00
1:30					only for Make- Ups	1:30
2:00	2 MWF			2 TR		2:00
2:30		3 TR	3 MWF			2:30
3:00						3:00
3:30						3:30
4:00	4 MWF			4 TR		4:00
4:30		4:30 will meet at 5:00 p.m.	4:30 will meet at 5:00 p.m.			4:30
5:00		5 TR	5 MWF			5:00
5:30	6 MWF			6 TR		5:30
6:00						6:00
6:30		7 TR	7 MWF	6:30 will meet at 7:00 p.m.		6:30
7:00						7:00
7:30	8 or later				8 or later	7:30
8:00						8:00
8:30						8:30

Samples:

If your class meets on MWF at 9:00am, your exam will be in the same classroom at 9:00am on Wednesday.

If your class meets on TR at 9:30, your exam will be in the same classroom at 9:00; 12:30 class - exam at 1:00 pm

If your class meets on MWF at 1:00 pm, your exam will be in the same classroom at 1:00pm on Wednesday.

Exam periods are generally one hour and 45 minutes long. Consult your Dept. Chair or Dean if your class is not represented.

Exams for evening classes meeting once a week will be held on the first scheduled evening during this week.

4:30 - TR class - Exam @ 5pm; 6:30 PM - TR class - Exam @ 7 PM - Tuesday

4:30 - MW Class - Exam @ 5 PM; 6:30 p.m. MW Class - Exam @ 7 PM - Wednesday

8 PM OR LATER - MW classes - HOLD EXAM MONDAY @ 8 PM & TR classes- HOLD EXAM THURSDAY @ 8 PM

Exams for Friday-only and weekend classes will be held on these dates: (Friday, Dec 16th; Saturday, Dec. 10th; or Sunday, Dec. 11th-regular class time) Any make-up testing must be arranged with individual instructors.

Appendix J



Morton College INCOMPLETE GRADE CONTRACT

INSTRUCTIONS: Course instructor must complete this contract with student and submit white copy to Office of Admissions and Records with Final Grade Roster. Instructor should retain yellow copy and give pink copy to student. A Grade Change Form should be filed with the Registrar immediately after due date specified below. Incomplete grades that are not changed by the end of the following semester (excluding summer session) will be changed to a grade of Failure ("E.") Refer to Catalog for Incomplete Grade policy.

Student Name _____ Soc. Sec. No. _____

Course Number _____ Term _____ Year: 20____

Course Requirements to Complete: _____

Date Requirements Are Due: _____

Student's Signature _____ Date: _____

Instructor's Signature _____ Date: _____

OAR-2/84

1-OAR 2-Instructor 3-Student

PLEASE PRINT

GRADE CHANGE FORM



INSTRUCTIONS

Grade changes for "I" (Incomplete) must be submitted according to published deadline in College Catalog. If submitted after deadline, request must be approved by the Dean of Instruction. **Requests for changes of all other grades must be submitted to the Dean of Instruction for approval.** A copy of this form will be returned to you after processing.

Date: _____

Student's Name: _____

Social Security Number: _____

Course Number: _____

Faculty Signature _____ Date _____

Course Title: _____

Dean's Signature _____ Date _____

Term of Course Change: ☐ Fall 20____
☐ Spring 20____
☐ Summer 20____

Please Change Student's Grade: FROM _____ TO _____

Reason: _____

OFFICE USE

Date Processed: _____

Staff Initials: _____

Other: _____

WHITE — OAR

YELLOW — Faculty

Appendix K

MORTON COLLEGE NON-TRADITIONAL LEARNING CREDIT APPLICATION



STEP I: STUDENT – COMPLETE INFORMATION

Please be sure to indicate course number and course title for each proficiency or credential evaluation in Step V.

Date	ID No.		
Last	First	Phone	
Street	City	ST	Zip

STEP II: STUDENT – SUBMIT PAYMENT TO CASHIER'S DEPARTMENT

The above-named student has paid the required fee (\$15.00 per course) for the requested examination(s) and/or evaluation(s).

Amount Paid	Cashier Signature	Date
-------------	-------------------	------

STEP III: STUDENT – SCHEDULE PROFICIENCY EXAM/CREDENTIAL EVALUATION

Schedule an exam date with the faculty coordinator in the department for your proficiency or credential evaluation. Academic Advising or the Dean's Office can provide the faculty's contact information.

Please Note: The medical terminology proficiency course is scheduled through Academic Advising only.

It is the student's responsibility to obtain the information requested for these exams. Please include all necessary credentials and documentation for credential evaluations. For institutional policies regarding Non-Traditional Learning Credit consult the current Morton College Catalog or Academic Advising.

STEP IV: STUDENT – SUBMIT FORM TO FACULTY FOR TESTING AFTER PAYMENT OF FEES AND SCHEDULING ARE COMPLETE.

STEP V: FACULTY – ADMINISTER TEST AND FORWARD RESULTS TO DEAN


Please indicate the examination results in the gray area below, sign and date the form. The program faculty administering the examination(s) and/or evaluating credentials must submit this form to the Dean's Office. Final results will be forwarded to the Office of Admissions and Records for processing.

Gray areas are for faculty use only.

Course Number	Title	Credit Hrs	Pass/Fail
Program Faculty		<input type="checkbox"/> Proficiency Examination <input type="checkbox"/> Credential Evaluation	Program Faculty Signature Date
Course Number	Title	Credit Hrs	Pass/Fail
Program Faculty		<input type="checkbox"/> Proficiency Examination <input type="checkbox"/> Credential Evaluation	Program Faculty Signature Date
Course Number	Title	Credit Hrs	Pass/Fail
Program Faculty		<input type="checkbox"/> Proficiency Examination <input type="checkbox"/> Credential Evaluation	Program Faculty Signature Date

Dean's Signature	Date
------------------	------

Appendix L

REPAIR <input type="checkbox"/> REPLACE <input type="checkbox"/> INSTALL <input type="checkbox"/> OTHER <input type="checkbox"/>	 MORTON COLLEGE (BMR) <u>BUILDING MAINTENANCE REQUEST</u> ROOM & BUILDING _____		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td colspan="2" style="height: 20px;"></td></tr> <tr> <td style="width: 50%; height: 50px;"></td> <td style="width: 50%; height: 50px;"></td> </tr> <tr><td colspan="2" style="height: 20px;"></td></tr> </table>						

PLEASE PRINT A BRIEF DESCRIPTION OF MAINTENANCE REQUESTED:

Appendix M
MORTON COLLEGE BOARD POLICY



TITLE: Conduct and Behavior of Staff

NO.: 8.2

SECTION: Institutional

PAGE: 1 of 1

The Board has the right and obligation to exercise its inherent and statutory power to establish those rules, regulations, and sanctions necessary to ensure the maintenance of order and decorum. Violations of these rules and regulations will be considered grounds for disciplinary or legal action by the Board against the party or parties involved.

For offenses deemed relatively minor, the President shall have the discretionary power to administer sanctions which may include official reprimands, censure, or suspension without pay up to a maximum of thirty (30) days. For more serious violations, the President may recommend to the Board that they administer sanctions ranging from suspension without pay for a period in excess of thirty (30) days to dismissal.

This policy shall be included in the handbooks for Faculty and Classified Staff.

DATE APPROVED BY BOARD OF TRUSTEES:

December 27, 1977

REVISION DATES: March 24, 1983

Appendix N
MORTON COLLEGE BOARD POLICY



TITLE: Hostile Environment and/or Sexual Harassment

NO.: 8.2.1

SECTION: Institutional *

PAGE: 1 of 1

The Board shall not tolerate any behavior, verbal or physical conduct, by any trustee, staff member, or student that constitutes creating a hostile environment or sexual harassment as outline in the Equal Employment Opportunity Commission (EEOC) Discrimination Guidelines summarized as follows:

1. Submission to such conduct is made either explicitly or implicitly as term or condition of an individual's employment.
2. Submission to or rejection of such conduct, made either explicitly or implicitly, is used as the basis for employment decisions effecting such individuals.
3. Such Conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Violations of this policy should be reported immediately to the Human Resources Office and/or to the Office of the President of Morton College.

The President will assure that the reporting person will be protected against any form of retaliation from the perceived aggressor or Morton College.

The President will assign one or more individuals to conduct a prompt, thorough, and impartial investigation. This investigation will remain confidential to the extent possible.

Violation of this policy shall lead to disciplinary action up to and including termination.

*Students are afforded the same protections under Board Policy 6.5.

DATE APPROVED BY BOARD OF TRUSTEES:

March 24, 1983

REVISION DATES: September 22, 2004

Appendix O
MORTON COLLEGE BOARD POLICY



TITLE: Hostile Environment and/or Sexual Harassment

NO.: 6.5

SECTION: Student Personnel *

PAGE: 1 of 1

The Board shall not tolerate any behavior by Trustees or staff which constitutes sexual harassment of a student. For the purposes of this policy, sexual harassment of a student will be defined as:

1. Unwelcome sexual advances
2. Requests for sexual favors, and/or
3. Other verbal or physical conduct or written communication of an intimidating, hostile, or offensive sexual nature.

where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of the student's status in a course, program or activity;
2. Submission to or rejection of such conduct by a student is used as a basis for academic or other decisions affecting such student; or
3. Such conduct has the purpose or effect of substantially interfering with a student's educational experience or creating an intimidating, hostile, or offensive academic environment.

Students will be provided the use of a student grievance procedure. All trustees and staff will be held accountable for compliance with this policy. Violations by staff shall lead to disciplinary action up to and including termination. The grievance procedure for sexual harassment of a student appears in the Morton College Student Handbook.

*Board Policy 8.2.1 applies to Employees

Appendix P

MORTON COLLEGE BOARD POLICY



TITLE: Responsibilities of Faculty

NO.: 3.2

SECTION: Academic Personnel

PAGE: 1 of 1

Members of the faculty shall have the following responsibilities:

- a. To continually improve instructional skills, content knowledge, and assessing student academic achievement.
- b. To upgrade curriculum and engage in activities aimed at improving the quality of student learning.
- c. To commit themselves to their instructional responsibilities on a full-time basis.
- d. To engage in community activities aimed at improving the quality of life for the residents of the Morton College district.
- e. To cooperate fully with the college administration in their management of institutional affairs and business.
- f. To fulfill all terms of their contracts unless, through mutual agreement between the Board and a faculty member, an exception is arranged.
- g. To operate within the general framework of the college policy and procedures.
- h. To represent the college credibly upon all occasions.
- i. To give proper notice of resignation in compliance with Board Policy.
- j. To perform other duties as set forth in the Faculty Handbook.

DATE APPROVED BY BOARD OF TRUSTEES: December 27, 1977

REVISION DATES: March 24, 1983; October 25, 2001

ILLINOIS COMMUNITY COLLEGE DISTRICT NO. 527

Appendix Q

MORTON COLLEGE BOARD POLICY



TITLE: Drug and Alcohol Policy

NO.: 8.16

SECTION: Institutional

PAGE: 1 of 1

Morton College is a comprehensive institution dedicated to developing individuals to live and work as better informed citizens in a dynamic society. In order to assist in the attainment of this goal and in recognition of the deleterious effect that illicit drug usage and alcohol abuse have on a person's health and mental well being, Morton College shall maintain a Drug and Alcohol Abuse Prevention and Education program for students and employees. This policy and the specifics of the program shall be published and given annually to all students and employees. All employees shall be expected to abide by this policy as a condition of their employment.

The Drug and Alcohol Abuse Prevention and Education Program for Students and Employees adopted and implemented by the College to prevent the illicit use of drugs and the abuse of alcohol by students and employees shall be in strict accordance with the Drug Free Workplace Act of 1988, Public Law 100-690, and Section 1213 of the Higher Education Act of 1965 (HEA) as amended by the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226.

Morton College shall make a good faith effort to continue to maintain a healthful learning environment and workplace by conducting a biennial review of this policy and its illicit drug usage and alcohol abuse prevention program.

The consumption of alcohol is prohibited on campus. Any exception to this policy can only be granted by the President for special events hosted by the College or the Morton College Foundation. The request must be made in advance and in writing to the President for consideration. Authorization will be rendered in writing after consultation with the Chairman of the Board. When authorized, the consumption of alcoholic beverages is restricted to active participants of the special event for which the exception has been granted. Further, the College (or Morton College Foundation) representative in charge of any such event, either on campus or off campus, may deny the right of any or all persons to consume alcohol at any such event when, in the discretion of such representative, the consumption of alcohol has become unreasonable.

DATE APPROVED BY BOARD OF TRUSTEES:

March 24, 1983

REVISION DATES: September 22, 2004

DATE APPROVED BY BOARD OF TRUSTEES:

April 27, 1989

REVISION DATES: November 28, 1990; April 28, 2004

Appendix R

To be filled out and submitted electronically



Request for Bookstore Requisition

This form must be filled out and submitted to
the Business Office for approval

Date: 08/07/2017

Requester: Click here to enter text.

Department:

ACCOUNT INFORMATION

Account Name: Click here to enter text.

Amount Requested:

Account Number: Click here to enter text.

PERSONNEL INFORMATION

Department Head or Dean: Click here to enter text.

Authorized Personnel:

Purchase Restrictions: N/A

AUTHORIZATION BY DEPARTMENT HEAD

Authorized by: Click here to enter text.

Date: 08/08/2017

BUSINESS OFFICE USE ONLY

Requisition Approved by: Click here to enter text.

Date: Click here to enter text.

Notes: Click here to enter text.

Revised: 3/16/17 RN

Appendix S

FACULTY REVIEW PROCESS: SELF-ASSESSMENT

The self-assessment component of the faculty review process provides the primary source of information upon which the evaluation is based. The following are some suggestions and guidelines for preparing materials that result in a thorough self-assessment of your instructional activities, institutional and community services, and professional development activities. Please seek the assistance of your Academic Dean or supervising administrator, your peer committee members, and other colleagues as necessary.

- The “Reflective Self-assessment” provides a series of questions to respond to that articulate your teaching goals, your understanding of the teaching and learning processes, how you approach the assessment of student learning, how you use your strengths to contribute to the College, and your commitment to professional development.

BASIC INFORMATION

Name _____ Date _____

Program _____

Courses assigned for the academic year 20____/20____:

Course Name

Course Number

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Workload Adjustments for the 20____/20____ Academic Year

Morton College Committee, Task Force, and Program Assignments for the
20____/20____ Academic Year

Internal and External Professional Development activities for the 20____/20____ Academic Year

REFLECTIVE SELF—ASSESSMENT: Provide thoughtful responses to the following:

1. Please describe your philosophy of education. What do you believe are the primary goals of teaching, and how are these reflected in your work with students? How has your teaching philosophy evolved during your employment with Morton College?
2. How would you describe your classroom presentation style? What teaching/learning strategies have you have found most effective? How have you determined the effectiveness of these approaches? What changes have you made to your presentation style as a result? For instructors who have lab or clinical duties, describe your approach to preparing students for the lab/clinical experience and running the lab/clinical. What strategies are most effective? How do you evaluate the effectiveness of these approaches? If you teach online, how would you rate your online teaching ability?
3. How do you assess student learning? What feedback do you seek to obtain from students, and how do you use this feedback to improve instruction? Please provide specific examples.
4. Describe what you see as your most important contributions to the College during the past year in areas other than direct instruction. Consider areas such as participation on committees, curriculum development, workload adjustment assignments, sponsorship of student activities, community outreach and service including relationships with the district's high schools and grade schools, assessment work, advisory committees, maintenance of labs (if applicable), accreditation work, adjunct mentoring, etc.)
5. Over the past year, what have you learned through your participation in professional development activities and how have you used this learning to improve your performance as a teacher? What professional development activities have been most useful to you and why?
6. Please provide any additional evidence that demonstrates your commitment as a full-time instructor to Morton College, its students and the community.
7. Please attach a copy of the Faculty Plan for Development to your self-assessment.

SUMMARY

List and describe with as much detail as possible those areas in which you believe your performance as an instructor and contributor to the success of Morton College are exemplary.

List and describe as fully as possible those areas where you are most in need of development and collegial support.

Signature_____

Date_____

October 2012

Appendix T

STUDENT EVALUATION FORM

Class Climate	Morton College Student Survey	

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: ☐ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

1. Please respond to the following questions about your instructor in this course:

- | | | | | | | | |
|----------------------------------------------------------------------------------------|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| 1.1 The instructor is prompt in starting class. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 1.2 The class remains in session for the entire class period. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 1.3 The instructor presents course material in an understandable way. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 1.4 The instructor is well prepared for class. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 1.5 The instructor shows enthusiasm for the subject matter. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 1.6 The instructor expects me to think for myself. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 1.7 The instructor demonstrates a thorough knowledge of the subject matter. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 1.8 The instructor returns exams and assignments in a timely fashion. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 1.9 The instructor gives useful comments on exams and assignments. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 1.10 The instructor gives enough exams and/or assignments to ensure a fair evaluation. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 1.11 The instructor encourages development of new viewpoints and appreciations. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 1.12 The instructor presentations and assigned readings help me succeed in the class. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 1.13 The instructor treats all students with fairness, courtesy, and respect. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 1.14 The instructor is available to help students outside of class. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |

2. Please respond to the following questions about your own work in this course:

- | | | | | | | | |
|-------------------------------------------------------------------------------------|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| 2.1 I attend classes scheduled for this course. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 2.2 I arrive at class on time and prepared to begin. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 2.3 I complete reading and writing assignments for this course in a timely fashion. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 2.4 I take advantage of instructor's office hours and/or tutoring help. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 2.5 Every week I spend at least two hours per credit hour preparing for the class. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |

Class Climate

Morton College Student Survey

SCANTRON

3. Please select the response that best reflects your opinion:

3.1 In comparison with other college courses you have taken, would you best describe this one as (select one answer):

☐ Much too difficult☐ Somewhat too difficult☐ Just about right☐ Somewhat too easy☐ Much too easy

3.2 To what extent does this course fulfill your expectations:

☐ The course surpasses my expectations.☐ The course is better than I expected.☐ The course is just what I expected.☐ I am disappointed with this course.☐ I am very disappointed with this course.

3.3 Overall I think the instructor in this course is:

☐ Exceptional☐ Very good☐ Average☐ Below Average☐ Poor**4. Please indicate the appropriate response to the following questions:**

4.1 The instructor provided a syllabus at the first class meeting.

☐ Yes☐ No

4.2 The instructor made the major objectives, grading policy, and attendance policy clear.

☐ Yes☐ No**5. Please use this form to comment on aspects of the course. Your instructor will not see your evaluation until after final grades have been submitted.**

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

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

Appendix U

FACULTY REVIEW PROCESS: PEER INPUT

Instructor Name _____ Date _____

Committee Members _____

Chair

OVERVIEW: The peer input component of the faculty review process is designed to provide the faculty member being reviewed with feedback on instruction, institutional service, and professional growth activities. Each member of the Peer Committee is expected to review the self-assessment materials, examine course/curricular materials, meet with the faculty member, and schedule a classroom visit and complete a classroom observation form. The Chair of the Committee will, in consultation with the other Committee member(s), complete this summary document and forward it to the appropriate Dean.

1. **TEACHING EFFECTIVENESS** as evidenced by classroom observations.

2. **CLASSROOM READINESS** as evidenced by course syllabi, materials, assignments, examinations, and assessment processes.

3. **COMMITMENT TO THE PROGRAM** as evidenced by participation in professional development, involvement in development of new teaching methods or materials, support of adjuncts, maintenance of lab facilities, involvement in program assessment and accreditation, participation in professional organizations, formal coursework, conference(s) attendance, speaking and writing, etc.

4. **COMMITMENT TO THE COLLEGE** as evidenced by service to students and the College through committee(s) and task force participation, assessment activities, advising and mentoring of students, program development, college accreditation, coordination activities such as schedule and budget development, participation in extra-curricular and co-curricular activities, and involvement in relevant community activities.

Describe in as much detail as possible those areas in which the faculty member merits positive commendation and recognition.

Summarize comments on the faculty member's self-assessment.

Provide suggestions for further development of the faculty member's professional portfolio.

Describe with as much detail as possible recommendations for improvement in one or more of the areas referenced above.

SIGNATURES:

Committee member _____ Date _____

Committee member _____ Date _____

Committee member _____ Date _____

Committee member _____ Date _____

October 2012 Faculty member _____ Date _____

Appendix V

FACULTY REVIEW PROCESS: CLASS OBSERVATION

Instructor _____ Date _____

Observer _____ Time _____

Course Name _____

Topic(s) Covered _____

Number of students attending class session _____

PART I--OVERVIEW: Please observe for the following and check those that apply.

☐ Course materials are clear and well organized.

☐ The instructor uses a variety of teaching techniques/aids:

☐ Lecture

☐ Questions

☐ Demonstrations

☐ Visual aids

☐ Technology (including computers, projector, etc.)

☐ Practice/Drill

☐ Handouts (please attach copies)

☐ Other _____

☐ The students participate and are engaged in the class in a variety of ways.

☐ Note taking

☐ Presentations

☐ Hands-on lab work

☐ Practice/Drill

☐ Volunteering information

☐ Group activities

☐ Other _____

On a scale of 1-5, with 1 being strongly disagree and 5 being strongly agree, rate the following:

_____ The objectives of the session are clear.

_____ The students are engaged and interested.

_____ The instructor teaches to a variety of student learning preferences.

_____ The material is presented in an understandable and coherent manner.

Observer's comments:

Complete this portion immediately following a classroom observation and provide as much information as possible for each category. Please refer to **appendix V** for a more complete list of effective classroom techniques that can be applied to the various categories. Use “did not observe” if it is not clear that the instructor demonstrated an evaluative measure.

COMMAND OF SUBJECT MATTER: Consider how instructor displays competence and current knowledge of subject area, as well as skill in adjusting techniques and subject matter to the range of student abilities.

PREPARATION AND ORGANIZATION: Consider clear communication of class session objectives, organization of materials, effective use of class time, clarity in presentation of materials, and use of materials that stimulate student interest in the learning process.

PRESENTATION STYLE: Consider range of teaching approaches and their effective use (discussion, collaborative learning, lecture, multimedia, PowerPoint, etc.), class atmosphere that fosters critical thinking, effective use of technology, enthusiasm and student interest, and demonstration of an understanding of differences in student experiences and cultural values.

CLASSROOM MANAGEMENT: Consider how students interact with each other and with the instructor, effectiveness of classroom organization and procedures, and student engagement in the class activities.

INTERACTION WITH STUDENTS: Consider how instructor encourages involvement in the learning process, reacts to questions, respects individuals' contributions, and creates an environment in which students can express ideas, opinions, viewpoints, and ask questions.

SUGGESTIONS FOR IMPROVEMENT: Please provide specific suggestions to improve instructor's classroom performance.

Observer _____ Date _____

Instructor _____ Date _____

Appendix W

CLASSROOM OBSERVATION CONSIDERATIONS

October 2012

- Observers sometimes look for things in the list below. This list is by no means comprehensive. Nor are the items below necessarily of equal value to the overall goal of helping students to learn course material.
- Whenever possible, an observer should note why a particular technique seems to be helpful or unhelpful to students.
- There is no single recipe or strategy for effective teaching. Sound teaching can look very different, especially across academic disciplines.
- Be aware that it's not always easy to get a sense of context for the class as a whole from a single class period (i.e., an instructor may have just conducted an interactive group activity in the previous class period, but now needs to conduct a lecture in this class period).

Style

The instructor delivers course materials in a way that is conducive to learning.

Eye contact

Pacing

Effective use of classroom space (i.e., moving around the room)

Effective use of chairs or tables to facilitate learning

Professional appearance and manner

Varying tone and emphasis to retain student interest

Use of humor to make material more approachable

Communicating sense of subject's importance

Demonstrating enthusiasm for the subject matter

Making content relevant to students lives

Communicating high expectations to students

Communicating sense of respect for student potential

Communicating a sense of respect for diversity

Demonstrating ability to manage disruptive or distracting behaviors

Establishing an atmosphere of respect between the instructor and students

Technology and Tools

The instructor effectively uses some specific tools that complement or enhance the learning environment.

Effective use of Blackboard

Use of dry erase or chalk board

Use of PowerPoint to structure lesson plan

Handouts

Making use of textbook and online materials

Using other classroom technologies (clickers, YouTube, websites, video, etc.)

Demonstrates ability to integrate information from adjunct faculty development workshops

Encouraging Engagement

The instructor's teaching style is engaging and keeps students involved in the learning process

The instructor monitors students' understanding and engagement and responds appropriately
 Variation of lesson plan to appeal to different learning styles
 Asking students' questions
 Creating an atmosphere conducive to open respectful discussion
 Allowing students enough time to think through questions
 Allowing students enough time to take thorough notes
 Handling questions or resulting discussions in productive ways
 Asking students to present materials
 Use of analogies to make theoretical material more meaningful to students
 Fostering student participation, discussion, debate, critical thinking, etc.
 Using group activities
 Referring to help you're offering all students outside of class
 Offering help outside of class
 The instructor utilizes appropriate teaching techniques for the topic and students. (Lecture, discussion, problem sets, small group work, etc.)

Organization

The instructor organizes and structures the classroom environment to facilitate learning

Showing evidence of preparation for class
 Providing students with introductions and conclusions to lesson plan
 Providing students with an outline to topics covered in lecture and lab
 Providing clear directions and expectations for assignments, lab procedures, & in-class activities
 Making explicit transitions between content areas
 Making links between labs and lecture explicit
 Managing classroom to keep students on task
 Using classroom time productively
 Beginning class on time and ending on time
 Making explicit links between lecture and textbook
 Referring to syllabus in useful ways
 Using other organizational tools
 Demonstrating how subject matter in current class links to material in previous or future classes

Content

The instructor is communicating sound, discipline-specific content at an appropriate level

Demonstrating mastery of content
 Evidence of continued education to keep knowledge and skill set current
 Content is up-to-date
 Quantity of material covered is appropriate for the course or allotted class time
 Depth of analysis of material is appropriate for the course or allotted class time
 Avoiding content errors and being candid when unable to answer a question
 Using relevant examples from previous employment
 Reviewing homework, assignments, tests
 Preparing students for future homework, assignments, tests
 Referring students to appropriate campus resources, (e.g., library, etc.)
 Teaching in accordance with established course outlines and standards for the course
 Assignments and tests clearly reflect the course content and learning objectives for the course

Appendix X

FACULTY REVIEW PROCESS FACULTY ANNUAL PLAN FOR DEVELOPMENT

Name: _____ Academic Year: _____

GOALS – *number each goal*

METHOD(S) TO ACHIEVING GOALS – *number to correspond with each goal*

GOAL ACHIEVEMENTS – *number to correspond with previous year's goals*

Faculty Signature

Date

Dean Signature

Date

Appendix Y



MORTON COLLEGE REQUEST FOR TEXTBOOK ADOPTION

COURSE NUMBER: _____ DATE OF REQUEST: _____

COURSE TITLE: _____

TEXTBOOK RECOMMENDED: _____ REQUIRED: _____ OPTIONAL: _____

TITLE: _____

AUTHOR: _____

PUBLISHER: _____ ISBN: _____

DATE OF PUBLICATION: _____ EDITION: _____

DATE TO BE ADOPTED: _____ EST. PRICE: _____

RATIONALE: _____

(attach additional page if necessary)

TEXTBOOK BEING REPLACED: _____ REQUIRED: _____ OPTIONAL: _____

TITLE: _____

AUTHOR: _____

PUBLISHER: _____ ISBN: _____

DATE OF PUBLICATION: _____ EDITION: _____

DATE ADOPTED: _____ PRICE: _____

REQUESTING INSTRUCTOR: _____ DATE: _____

APPROVALS:

ACADEMIC DEAN: _____ DATE: _____

EXECUTIVE VICE-PRESIDENT
(OR DESIGNEE): _____ DATE: _____

Copy distribution: White: Bookstore
Yellow: Dean
Pink: Instructor

Travel Voucher

Date _____

Name _____

From _____ To _____

ACCOUNT NUMBER _____

[illegible]

PURPOSE OF TRAVEL _____

Less Advance _____

Vendor No. _____ Check No. _____

Balance Due_____

Line No. _____ Check Date _____

Traveler's Signature _____

Initials _____

Administrator

Please note that all expenses are to be supported by a receipt (if possible) and ALL receipts should be secured to this form when it is submitted for reimbursement. All personnel who travel for Morton College should refer to the Board policy which covers travel.

Dean or Vice-President

Appendix aa
Faculty Review Process:
FACULTY LAB OR CLINICAL CLASS OBSERVATION

Instructor _____ Date _____

Observer _____ Time _____

Course Name _____

Topic(s) Covered _____

Lab or Clinical _____

Number of students attending class session _____

On a scale of 1-5, with 1 being strongly disagree and 5 being strongly agree, rate the following:

_____ The objectives of the session are clear.

_____ The students are engaged and interested.

_____ The instructor teaches to a variety of student learning preferences.

_____ The material is presented in an understandable and coherent manner.

Observer's comments:

Complete this portion immediately following a classroom observation and provide as much information as possible for each category. Use "did not observe" if it is not clear that the instructor demonstrated an evaluative measure.

How does the instructor model or demonstrate a concern for organization within the instructional setting?

How does the instructor reinforce the importance of safety within the lab or clinical educational setting?

MC Faculty Handbook

Comment on the extent to which the faculty member is able to give students the proper level of guidance about lab or clinical tasks while also providing them with the opportunity to work independently of direct instruction?

Does the instructor maintain a helpful level of interaction with, or awareness of, the activities of all students in the lab or clinical setting?

How does the instructor model professionalism in the lab or clinical setting?

Comment on the extent to which students seem to be using the lab or clinical time in productive ways related to course outcomes.

SUGGESTIONS FOR IMPROVEMENT: Please provide specific suggestions to improve instructor's lab or clinical performance.

Observer_____Date_____

Instructor_____Date_____

July 2015