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STUDENT HANDBOOK

Welcome to the online Harper College Student Handbook, where you'll find general information about Harper, policies/procedures and resources for students, as well as information about the degree requirements and transfer information. For more information about courses and specific programs, please see the **Harper College Catalog**.

About Harper College

- Harper College Overview (p. 3)
- Affiliations by Area (p. 3)
- Campus Facilities (p. 6)
- Community Education, Workforce, and Community Services (p. 7)
- Equal Opportunity Statement (p. 7)
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Harper College Overview

Welcome to Harper College! We are proud to have you as part of our community.

At Harper, you will find more than a place to learn – you will find a community that believes in your potential and is dedicated to helping you achieve your goals.

As the sixth president of Harper College, it is my privilege to lead a vibrant community of faculty and staff who are deeply invested in your success. Whether your goal is to build new skills for the workforce, transfer to a four-year university, advance your career or pursue lifelong learning, we are here to support you every step of the way.

One of the ways we do that is through Harper's Path for Success, a collegewide framework that provides clear guidance and support throughout your educational journey – from choosing a program of study to completing a credential and preparing for what comes next.

We also strive to create an environment where every student feels a sense of belonging and connection. You will find a wide range of resources to help you thrive, including academic advising, tutoring, counseling, career services, wellness programs, library resources and opportunities to engage with campus life.

We recognize that success in college depends on more than academics alone. Harper continues to expand efforts to reduce barriers by addressing basic needs, while strengthening partnerships with local high schools, universities and employers to create clearer pathways to opportunity.

Every day, our students demonstrate resilience, determination and a drive to achieve their goals. Our role is to help you discover your strengths, pursue your passions and soar to new heights.

I encourage you to take full advantage of all that Harper has to offer. Get involved, ask questions, seek support and connect with others across the college community. We are honored to be part of your journey and wish you much success.

Forward together,

Dr. Avis Proctor
President, Harper College

Affiliations by Area

These Harper College areas are members of many different professional and educational associations. Please refer to the list below as a reference guide.

Business and Social Sciences

- American Association for Paralegal Education (AAfPE)
- Illinois Paralegal Association
- Association of Real Estate Educators (AIREE)
- Illinois Real Estate Lawyers Association
- Illinois State Bar Association (ISBA)
- NALA the Paralegal Association
- Northwest Suburban Bar Association

Career and Technical Programs

- Adult Numeracy Network (ANN)
- American Hotel & Lodging Association (AH & LA)
- American Institute of Architects (AIA)
- American Radio Relay League (ARRL)
- American Society for Engineering Education (ASEE)
- American Society of Interior Designers (ASID)
- American Society of Law Enforcement Trainers (ISLET)
- American Welding Society (AWS)
- Association for Supply Chain Management (ASCM)
- Association of Licensed Architects (ALA)
- AutoCAD Users Group International (AUGI)
- Commission on Adult Basic Education (COABE)
- CompTIA - Computing Technology Industry Association
- Council for Adult and Experiential Learning (CAEL)
- Council of Supply Chain Management Professionals (CSCMP)
- Fabricators and Manufacturers Association, International (FMA)
- Haas Technical Education Center (HTEC)
- HVACR Education Resources Network (HERN)
- Illinois Adult and Continuing Educators Association (IACEA)
- Illinois Department of Finance and Professional Regulation (IDFPR)
- Illinois Department of Public Health Food Managers Certification
- Illinois Manufacturers Association (IMA)
- Illinois Restaurant Association (IRA)
- Illinois Society of Professional Engineers (ISPE)
- Illinois State Police (ISP)
- Illinois Teachers of English to Speakers of Other Languages-Bilingual Education (Illinois TESOL-BE / ITBE)
- Institute for Professional Development in Adult Education (IPDAE)
- Institute for Supply Management (ISM)
- Institute of Electrical and Electronics Engineers (IEEE)
- International Association of Chiefs of Police (IACP)
- International Council on Hotel, Restaurant, and Institutional Education (ICHRIE)
- International Food Services Executives Association (IFSEA)
- International Furnishings and Design Association (IFDA)
- International Interior Design Association (IIDA)

- International Law Enforcement Educators and Trainers Association (ILEETA)
- Learning Resources Network (LERN)
- Manufacturing Skill Standards Council (MSSC)
- National Association for Developmental Education (NADE)
- National Coalition of Advanced Technical Centers (NCATC)
- National Council for Workforce Education (NCWE)
- National Council of Teachers of Mathematics (NCTM)
- National Institute for Metalwork Skills (NIMS)
- National Kitchen and Bath Association (NKBA)
- National Restaurant Association (NRA)
- National Safety Council (NSC)
- National Society of Professional Engineers (NSPE)
- North American Board of Certified Energy Practitioners (NABCEP)
- North Suburban Association of Chiefs of Police
- Northwest Police Academy (NWPA)
- Online and Professional Education Association (UPCEA)
- Police Executive Research Forum (PERF)
- Radio Club of America (RCA)
- Refrigeration Service Engineers Society (RSES)
- Society for Manufacturing Engineers (SME)
- Society of Broadcast Engineers (SBE)
- Solar Energy International (SEI)
- Suburban Law Enforcement Academy (SLEA)
- Teachers of English to Speakers of Other Languages (TESOL)
- Tooling-U SME Platinum Education Center (TUPEC)
- United States Green Building Council (USGBC)

Community Education

- American Heart Association (AHA)
- Equipment Depot
- Ed2Go
- HealthPRO Heritage
- Illinois Department of Public Health
- Illinois Department of Transportation
- Learning Resources Network (LERN)
- Sylvan Learning

Center for Global Education and Engagement

- Asociación Mexicana para la Educación Internacional (AMPEI) – Member
- Community Colleges for International Development (CCID) – Member
- Forum on Education Abroad (FEA) – Member
- Institute for International Education (IIE) – Member
- International Educators of Illinois (IEI) – Member
- Midwest Institute for International/Intercultural Education (MIIE) – Member
- NAFSA: Association of International Educators – Member

Enrollment Services

- American Association of Collegiate Registrars and Admissions Officers (AACRAO) – Member

- Association of Veteran Education Certifying Officials (AVECO) – Member
- Council for Adult and Experiential Learning (CAEL) – Member
- Illinois Alliance for Concurrent Enrollment Partnerships (ILACEP) – Member
- Illinois Association for College and Admissions Counselors (IACAC) – Member
- Illinois Association of Collegiate Registrars and Admissions Officers (IACRAO) – Member
- Illinois Association of Student Financial Aid Administrators (ILASFAA) – Member
- Illinois Community College Admissions and Records Officers Organization (ICCAROO) – Member
- Midwest Association of Student Financial Aid Administrators (MASFAA) – Member
- National Alliance for Concurrent Enrollment Partnerships (NACEP) – Member
- National Association for College and Admissions Counselors (NACAC) – Member
- National Association of Financial Aid Administrators (NASFAA) – Member
- National Association of Veteran Program Administrators (NAVPA) – Member
- National College Testing Association (NCTA) – Member
- Study Illinois – Member

Harper Business Solutions

- AchieveForum
- Development Dimensions International (DDI)

Health Careers

- Academy of Nutrition and Dietetics (AND)
- Alliance for Massage Therapy Education (AFMTE)
- American Dental Education Association (ADEA)
- American Massage Therapy Association (AMTA)
- Federal Emergency Management Agency (FEMA)
- Fire and Emergency Services Higher Education (FESHE)
- Human Anatomy and Physiology Society (HAPS)
- Illinois Academy of Nutrition and Dietetics (IAND)
- Illinois Fire Chiefs Association (IFCA)
- Illinois Fire Inspectors Association (IFIA)
- Illinois Office of the State Fire Marshal (IL OSFM)
- Illinois Society of Fire Service Instructors (ISFSI)
- International Association of Fire Chiefs (IAFC)
- International Consortium for Social Development (ICSD)
- International Fire Code (IFC)
- International Nursing Association for Clinical Simulation and Learning (INASCL)
- International Society of Fire Service Instructors (ISFSI)
- Mutual Aid Box Alarm System (MABAS)
- National Alliance on Mental Illness (NAMI)
- National Certification Board for Therapeutic Massage and Bodywork (NCBTMB)
- National Fire Academy Alumni Association (NFAAA)

- National Fire Protection Association (NFPA)
- National League of Nursing (NLN)
- North Suburban Academy of Nutrition and Dietetics (NSAND)
- Organization for Associate Degree Nursing (OADN)
- Society for Simulation in Healthcare (SSIH)
- United States Fire Administration (USFA)

Liberal Arts

- American Association for Applied Linguistics (AAAL)
- American Council on the Teaching of Foreign Languages (ACTFL)
- Association of Illinois Music Schools (AIMS)
- Broadcast Education Association (BEA) – Member
- DSCOOP – Member
- Flexographic Technical Association (FTA) – Member
- Great Lakes Graphics Association (GLGA) – Member
- Idealliance (IDEA) – Member
- Illinois Communication and Theatre Association (ICTA)
- Illinois Council of Orchestras (ICO)
- Illinois Higher Education Art Association (IHEAA)
- Illinois Teachers of English to Speakers of Other Languages–Bilingual Education (Illinois TESOL#BE / ITBE)
- Illinois Theatre Association (ITA)
- Intercollegiate Broadcasting System (IBS)
- International Sculpture Center (ISC) – Member
- League of American Orchestras (LAO)
- National Communication Association (NCA)
- Print and Graphics Scholarship Foundation (PGSF) – Member
- Printing United Alliance (PrUA)
- Society for Linguistic Anthropology (SLA)
- Teachers of English to Speakers of Other Languages (TESOL)
- Theatre Communication Group (TCG)

Mathematics and Science

- Aircraft Owners and Pilots Association (AOPA)
- Airline Flight Dispatch Association
- American Academy of Actuaries (AAA)
- American Arachnological Society (AAS)
- American Association for the Advancement of Science (AAAS)
- American Association of Anatomists (AAA)
- American Association of Geographers (AAG)
- American Association of Physics Teachers (AAPT)
- American Astronomical Society (AAS)
- American Chemical Society (ACS), Division of Chemical Education
- American College of Sports Medicine (ACSM)
- American Council on Exercise (ACE)
- American Geophysical Union (AGU)
- American Kinesiology Association (AKA)
- American Mathematical Society (AMS)
- American Mathematics Association of Two Year Colleges (AMATYC)
- American Meteorology Society (AMS)
- American Physical Society (APS)
- American Public Health Association (APHA)

- American School Health Association (ASHA)
- American Society for Engineering Education (ASEE)
- American Society for Testing and Materials (ASTM)
- American Society of Civil Engineers (ASCE)
- American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE)
- American Society of Mammalogists (ASM)
- American Society of Mechanical Engineers (ASME)
- American Society of Microbiologists (ASM)
- American Sport Education Program (ASEP)
- American Statistical Association (ASA)
- Association for Computing Machinery (ACM)
- Association for the Education of Teachers of Science (AETS)
- Association for Women in Science (AWIS)
- Association of College and University Biology Educators (ACUBE)
- Association of Environmental and Engineering Geologists (AEG)
- Association of Mathematics Teacher Educators (AMTE)
- Astronomical Society of the Pacific (ASP)
- Botanical Society of America (BSA)
- Casualty Actuarial Society (CAS)
- Chicago Section American Association of Physics Teachers (AAPT)
- Committee on Chemistry of the Two Year College (COCTYC)
 - Division of Chemical Education, American Chemical Society (2YC3)
- Consortium for Computing Sciences in Colleges (CCSC)
- Consortium for Mathematics and Its Applications (COMAP)
- Ecological Society of America (ESA)
- EDS PLM Solutions
- Entomological Society of America (ESA)
- European Astronomical Society (EAS)
- Explorers Club (EC)
- Geological Society of America (GSA)
- Human Anatomy and Physiology Society (HAPS)
- Illinois Association of Chemistry Teachers (IACT)
- Illinois Association of Community College Biologists (IACCB)
- Illinois Audubon Society (IAS)
- Illinois Council of Teachers of Mathematics (ICTM)
- Illinois Education Association (IEA)
- Illinois Lake Management Association (ILMA)
- Illinois Learning Specialist and Development Educators (ILSADE)
- Illinois Mathematics Association of Community Colleges (IMACC)
- Illinois Mathematics Teacher Educators (IMTE)
- Illinois Mycological Association (IMA)
- Illinois Native Plant Society (INPS)
- Illinois Orchid Society (IOS)
- Illinois Ornithological Society (IOS)
- Illinois School Health Association (ISHA)
- Illinois Science Teachers Association (ISTA)
- Illinois Section America Association of Physics Teachers (ISAAPT)
- Illinois Section of the Mathematics Association of America (ISMAA)
- Illinois State Academy of Science (ISAS)
- Institute of Electrical and Electronics Engineers (IEEE)
- Institute of Mathematical Statistics (MS)

- International Astronomy Union (IAU)
- Mathematics Association of America (MAA)
- Metropolitan Mathematics Club of Chicago (MMC)
- National Association for Developmental Education (NADE)
- National Association for Research in Science Teaching (NARST)
- National Association for Sports Medicine (NASM)
- National Association of Biology Teachers (NABT)
- National Association of Community Health Workers (NACHW)
- National Association of Rocketry (NAR)
- National Center for Science and Civic Engagement (NCSCE)
- National Council of Teachers of Mathematics (NCTM)
- National Parks Conservation Committee (NPCA)
- National Science Teachers Association (NSTA)
- National Strength and Conditioning Association (NSCA)
- Natural Areas Association (NAA)
- Natural Lands Institute (NLI)
- Physics Northwest (PNW)
- Project Kaleidoscope (PKAL)
- Royal Astronomical Society (RAS)
- Science Education for New Civic Engagement Responsibilities (SENCER)
- Society for College Science Teachers (SCST)
- Society for Ecological Restoration
- Society for Public Education (SOPHE)
- Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)
- Society of Economic Botany (SEB)
- Society of Health and Physical Educators (SHAPE)
- Society of the Directed Energy Directorate (DEPS)
- STEP UP Physics Together
- TeX User's Group (TUG)
- The Coleopterists Society (TCS)
- U.S. Women in Nuclear (U.S. WIN)
- Women in Mathematics Education (WME)
- Xerces Society for Invertebrate Conservation

Resources for Learning

- American Library Association (ALA) – Member
- Association of College and Research Libraries (ACRL) – Member
- Consortium of Academic and Research Libraries in Illinois (CARLI) – Member
- Illinois Community Colleges Online (ILCCO) – Member
- Illinois Library Association (ILA) – Member
- International Writing Centers Association (IWCA) – Member
- Library Orientation Exchange (LOEX) Clearinghouse for Library Instruction – Member
- Midwest Writing Centers Association (MWCA) – Member
- Network of Illinois Learning Resources in Community Colleges (NILRC) – Member
- Online Computer Library Center (OCLC) – Member
- Reaching Across Illinois Library Systems (RAILS) – Member

Student Affairs

- ACPA–College Student Educators International
- American College Health Association (ACHA)
- American Volleyball Coaches Association (AVCA)
- Association for Student Conduct Administration (ASCA)
- Association of Title IX Administrators (ATIXA)
- Association on Higher Education and Disability (AHEAD)
- Council for Adult and Experiential Learning (CAEL) – Military Community of Practice – Member
- Department of Veterans Affairs – Veterans Integration to Academic Leadership (VITAL) Program
- Entertainment Services Technology Association (ESTA)
- Event Safety Alliance (ESA)
- Great Lakes Athletic Trainer's Association (GLATA)
- Honors Council of the Illinois Region (HCIR) – Member
- Illinois Community College Student Activities Association (ICCSAA) – Member
- Illinois Intercollegiate Forensics Association (IIFA) – Member
- Illinois Intramural Recreation Sports Association (IIRSA)
- NASPA–Student Affairs Professionals in Higher Education
- National Alliance of Two-Year College Athletic Administrators (NATYCAA)
- National Association of Campus Card Users (NACCU)
- National Association of College Auxiliary Services (NACAS)
- National Association of Colleges and Employers (NACE)
- National Association of Collegiate Directors of Athletics (NACDA)
- National Athletic Trainer's Association (NATA)
- National Behavioral Intervention Team Association (NaBITA)
- National Collegiate Honors Council (NCHC) – Member
- National Intramural and Recreational Sports Association (NIRSA)
- National Junior College Athletic Association (NJCAA)
- National Wrestling Coaches Association (NWCA)
- Phi Rho Pi National Forensic Organization – Member
- Phi Theta Kappa International Honor Society (Phi Phi Chapter) – Chartered Chapter
- Student Veterans of America – Center for Student Veterans and Military Connected Students – Member
- United States Institute for Theatre Technology (USITT)
- United States Track and Field and Cross Country Coaches Association (USTFCCCA)
- Wellness Alliance

Campus Facilities

Harper College supports a wide range of programs within its 200-acre campus in Palatine and two satellite facilities at the Harper Professional Center in Schaumburg and Harper College Learning and Career Center in Prospect Heights. Our main campus is comprised of 23 buildings and offers state-of-the-art science and technology laboratories and classrooms, a comprehensive library and learning resources center, computer labs, lecture halls, theaters, a Health and Recreation Center and the Wojcik Convention Center. Wi-Fi access is provided across campus. The College also offers electric vehicle charging stations in Parking Lot

1, near the Health and Recreation Center and in Parking Lot 14, near the Wojcik Conference Center.

Every 10 years the College completes a new Campus Master Plan, an exhaustive analysis to determine the physical needs of the campus. The 2020 Campus Master Plan has been completed and provides a conceptual framework that will guide future growth and development of the campus and extension sites. To support the Strategic Plan, Harper College has undertaken a holistic, comprehensive Campus Master Plan to develop its physical environment to support the College's academic mission, inform critical decision-making, provide a sustainable framework for existing and future programs and capital development, and maximize funding opportunities. Through engagement with the entire Harper College community, this master plan was developed to embody the spirit of the College and its mission to "transform individual lives, the workforce, and society".

The first phase of the 2020 Campus Master Plan began in 2021 with the planning of the College's new building project which includes the Student Center to improve the first-time visitor experience, enrollment process and other student services; the University Center to support students transitioning to four-year institutions or the workforce; the Campus Dining Center; and the Culinary/Hospitality Center.

The second phase of the Campus Master Plan will begin in fall of 2022 with the program analysis phase of the redevelopment of Buildings I and J to provide an atmosphere to support and encourage collaboration with local businesses. The new building will include academic classrooms, labs and faculty offices primarily for the Business and Social Sciences division and Careers and Technical Programs divisions. Additional space may be provided for Fast Track, Child Care Center, Regional Entrepreneurship and Innovation Center, the Small Business Development Center, Drone Program, and the Cannabis Lab. The demolition of the existing Buildings I and J will provide space for a new East Quadrangle surrounded by Buildings I, J, X and H.

Finally, it should be mentioned that a significant portion of funds received in the last referendum have been allocated toward campus infrastructure improvements including building exteriors, windows and doors, mechanical, electrical, plumbing and HVAC. These equally critical components are necessary to keep our physical college assets in good working condition.

Community Education, Workforce, and Community Services

Community Education at Harper College offers a variety of educational experiences and activities that respond to business, lifelong learning, and personal needs of the community. Instructional formats include day, evening, and weekend courses, online courses, workshops, refresher skill programs, and badges that are available on the main campus and extension sites.

These programs promote the philosophy of ongoing learning to assist people in their educational pursuits, help them to participate in society, influence social and cultural change, and reach goals in their professional and personal lives.

Community Education course schedules are published throughout the year, and are available online on the Community Education website at: <https://ce.harpercollege.edu>

Equal Opportunity Statement

Harper College does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability or unfavorable discharge from military service. This policy governs the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of the College's programs and activities as specified by federal laws and regulations. It is also the policy of Harper College that no student or employee shall be subjected to sexual harassment, which is regarded as a form of discrimination. Statutory references which support this practice include, but are not limited to the following:

- The Americans with Disabilities Act (ADA)
- The Illinois Human Rights Act (IHRA)
- Title VII of the Civil Rights Act
- The Vietnam Era Veterans and Veterans Act
- The Cook County Human Rights Ordinance
- The Family Medical Leave Act (FMLA)
- Title VI and Title IX of the Educational Amendments Act
- The Family Education Rights Privacy Act (FERPA)
- The Prevailing Wage Act
- The Freedom of Information Act (FOIA)
- The Gift Ban Act
- The Open Meetings Act
- The Investment of Public Funds Act
- The Tort Immunity Act
- The Health Insurance Portability and Accountability Act (HIPAA).

Inquiries regarding Title IX and Sexual Misconduct should be directed to the College's Title IX coordinators. For more information please refer to the **Title IX/Sexual Misconduct Policy**.

All other inquiries should be directed to the **Chief Human Resources Officer** (da25828@harpercollege.edu).

For more information regarding the procedures to report complaints of discrimination and/or harassment, please refer to the College's **Title IX/ Sexual Misconduct Reporting** as well as the **Discrimination Complaint Procedures** (p. 54).

Faculty

A directory of Harper College faculty listed from A-Z.

Faculty A -E

Anne Paslean Abasolo
Professor
Psychology

- B.A., Michigan State University
- M.S., National-Louis University
- M.S., Capella University

Theresa Abrahams
Assistant Professor
Nursing

- B.S., Aurora University
- M.S.N., Chamberlain University

Ibtisam M. Abujad

Assistant Professor
English

- B.A., University of Wisconsin-Milwaukee
- M.A., University of Wisconsin-Milwaukee
- Ph.D., Marquette University

Stephanie Adair

Associate Professor
Philosophy

- B.A., University of Pittsburgh
- M.Ed., York University
- M.A., Duquesne University
- Ph.D., Duquesne University

Ali Kaveh Aenehzodaee

Assistant Professor
Philosophy

- B.A., Southern Methodist University
- M.A., Northern Illinois University
- Ph.D., Ohio State University

Marcos Aguilar

Instructor
World Languages - American Sign Language

- A.A.S., Pierce College
- B.A., California State University
- M.A., Gallaudet University

Marjorie Allen

Professor
English as a Second Language

- B.A., University of Michigan, Ann Arbor
- M.A., American University, Washington, DC

Jason Altmann

Associate Professor
Interim Dean of Students

- B.A., University of Wisconsin-Madison
- M.A., University of Wisconsin-Milwaukee

Gabriel Anastasia-Eguchi

Associate Professor
English

- B.A., Illinois State University
- M.A., University of Wisconsin-Milwaukee
- Ph.D., University of Wisconsin-Milwaukee

Nikki Anderson

Assistant Professor
Art

- B.F.A., Drake University
- M.F.A., Stony Brook University

Joseph Angermeier

Assistant Professor
Biology

- B.S., Indiana University
- M.S., Texas State University

David Antonides

Associate Professor
Student Development Faculty/Counselor

- B.S., Santa Clara University
- M.A., Fuller Theological Seminary; Graduate School of Psychology

Chris Athanassopoulos

Associate Professor
Engineering/Physics

- B.S., University of Illinois
- M.S., University of Illinois

Yelda Aydin-Mullen

Assistant Professor
Mathematics

- B.S., Middle East Technical University - Turkey
- M.S., Middle East Technical University - Turkey

Lisa Ayers

Professor
Nursing

- B.S.N., Indiana University
- M.S.N., Northern Illinois University
- CNE, Certified Nurse Educator

Bridget Banaszkiwicz

Instructor
Certified Nursing Assistant

- B.S.N., North Park University
- M.S.N., Olivet-Nazarene University

Yolonda Barnes

Associate Professor
Dean of Business and Social Sciences

- A.A.S., Oakland Community College
- B.S., Central Michigan University
- M.S., Ferris State University
- Ed.D., Ferris State University

Michael J. Barzacchini

Associate Professor
Director of Marketing Services

- B.S., Ohio University
- M.A., Ohio University

Dennis Baskin

Associate Professor

Associate Provost of Student Affairs

- B.B.A., University of Wisconsin-Whitewater
- M.B.A., University of Wisconsin-Whitewater
- Ph.D., University of Wisconsin-Madison

Jennifer Bell

Professor

Adult Educational Development

- B.A., University of Chicago
- M.A., University of Illinois at Chicago
- Ed.D., Ferris State University

Norman Bemis

Assistant Professor

Fire Science

- B.S., Columbia Southern University

Christopher Benshoof

Instructor

Mathematics

- B.S., United States Military Academy
- M.A., National-Louis University
- M.S., Northern Illinois University

Michael Bentley Jr.

Associate Professor

Humanities

- B.A., Northwestern University
- M.A., California Institute of Integral Studies

Emmett Billings

Instructor

Cannabis and Therapeutics Program

- A.A., College of DuPage

Kurt Billsten

Assistant Professor

Maintenance/Manufacturing/Welding Technology

- B.S., Elmhurst College

Margaret Bilos

Professor

Speech/Theatre

- B.S., Illinois State University
- M.A., Miami University of Ohio

Jenna Bishop-Beal

Instructor

Health Information Technology

- B.A., University of Mississippi
- M.A., University of Phoenix Arizona
- M.A., Liberty University

Lisa Blaylock

Associate Professor

Mathematics

- B.A., Southeast Missouri State University
- M.S., Northern Illinois University

Courtney Bolhous

Assistant Professor

Associate Dean - Career and Technical Programs

- A.A., Harper College
- B.S., Eastern Michigan University
- M.Ed., Southern Illinois University
- Ed.D., Ferris State University

Stephanie Boyle

Assistant Professor

Physical Therapist Assistant (PTA)

- B.S., University of Kansas
- D.P.T., Midwestern University

Denise L. Brents

Associate Professor

Nursing

- B.S.N., Loyola University
- M.S., Northern Illinois University
- FNP-BC, Northern Illinois University

Monica Busser

Assistant Professor

Mathematics

- B.S., Youngstown State University
- M.A., University of Virginia

Lisa Busto

Professor

Accounting/Business Administration

- B.S., Marquette University
- M.B.A., North Central College
- Ed.D., Ferris State University • C.P.A., State of Illinois

Anthony Butler

Assistant Professor

Director of Risk Management

- B.A., University of Illinois - Chicago
- M.S., University of Illinois - Chicago

Linda Campbell

Associate Professor

Psychology

- B.A., Roosevelt University
- M.A., Roosevelt University
- M.A., Roosevelt University

Scott Cashman

Assistant Professor

Sr Manager, Community, Career and Corporate Education

- B.A., University of Massachusetts Amherst
- M.A., University of Massachusetts Amherst
- Ph.D., University of Massachusetts Amherst

Jeremy Chamberlain

Associate Professor
Mathematics

- B.S., Montana State University
- M.S., Northern Illinois University
- Ph.D., Northern Illinois University

Malathy Chandrasekar

Professor
Economics

- B.A., University of Madras
- M.A., Bharathidasan University

Tong Cheng

Professor
Biology

- B.S., Wuhan University
- M.S., Wuhan University
- Ph.D., University of Illinois at Chicago

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- M.A., Illinois State University

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- B.Arch., Anna University
- M.B.A., Indira Gandhi National Open University
- M.S., Bharathiar University

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Heather Zoldak
Professor
Chief Advancement Officer

- B.A., University of Wisconsin

Professor Emeritus

Awarded 2023
Patrick Beach

Awarded 2022
Sunil Koswatta

Awarded 2021
Pascuala Herrera

Awarded 2020
Patricia Hamlen, Helmut Publ

Awarded 2019

Barbara Solheim, Robert Zilkowski

Awarded 2018

Trygve Thoreson, Judith Zaplatynsky, Renee Zellner

Awarded 2017

Joan Fiske, Robert Paul

Awarded 2016

Wendy Mertes

Awarded 2014

Terry Ann Morris

Awarded 2013

Randall Schietzelt

Awarded 2010

Michael Vijuk

Awarded 2009

Linda Nelson

Awarded 2008

Karen Froelich, Jean-Louise Gustafson, Peggy Kazkaz, Christine Poziemski, Renate von Keudell, Barbara Weil

Awarded 2007

John Kiener, Margaret Smith

Awarded 2006

Dianne Batzkall, John Eliasik, Susan Farmer, William Jedlicka, Marcia Litrenta, Paul Sipiera

Awarded 2005

Sharon Alter, James Amesen, Roger Bechtold, Solveig Bender, Virginia Bender, Carole Bennett, Richard Bernstein, Patricia Best, Robert Boeke, Francis Brantley, Margaret Burbach, Pauline Buss, Cecilia Cooper, Therese Cummings, John W. Davis, John Dodds, George Dorner, George Evans, John Gallagher, Robert Held, Charlotte Herzog, Marianne Holt, Elizabeth Hull, Randy Illg, Sally Koziar, Carole Lissy, David Macaulay, Dominic Magno, Mercedes McGowen, Edger Metcalf, William Miller, Joyce Nolen, Charles Norris, Michael Oester, Barbara Olson, John Papandrea, Edward Ponczek, William Punkay, Barbara Radenbaugh, William Schooley, Martha Simonsen, Jay Singlemann, Frank Smith, Phillip Stewart, Jerome Stone, Jane Ann Thomas, Robert Tillotson, Jake Duane Tippens, Phillip Troyer, Mary Waite, Mary Jo Willis, Joseph Yohannon

Awarded 2004

Steven Catlin, Jean Chapman, J. Harley Chapman, Thomas Johnson, Patricia Mulcrone, Janice Phillips

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Academic Honesty Policy

Harper College is strongly committed to the promotion of high ethical standards. Such standards can best be accomplished in an environment where honesty and integrity are practiced.

For this reason the College strongly condemns academic dishonesty. Academic dishonesty includes cheating, plagiarism or other improper appropriation of another's work as one's own and falsifying records to advance one's academic standing.

Cheating includes, but is not limited to, copying answers, stealing and/or disseminating tests or answer keys including materials posted to any website (*ex. CourseHero, Chegg, etc.*) without author, creator, or instructor approval, using someone else's data in preparation of reports or assignments, and assisting others in such practices. Unapproved usage of Artificial Intelligence resources (*ex. ChatGPT, Bard, Jasper, etc.*) in completing exams, projects, or other course/program assignments may also be considered cheating.

Plagiarism involves the presentation of another person's words, ideas, or work as one's own. It includes but is not limited to copying any material, (written or non-written) without proper acknowledgement of its source, and paraphrasing another's work or ideas without proper acknowledgement.

Falsifying records includes but is not limited to falsifying or improperly altering College records and documents, or knowingly supplying false or misleading information to others (e.g. the College, other educational institutions or prospective employers).

Any form of academic dishonesty as defined by the faculty member or department is a serious offense warranting disciplinary measures. Discipline for academic dishonesty involving a specific course shall be first determined by the instructor of the course and may include failure of the specific assignment, project or test, or failure of the course. The student may appeal the instructor's decision in accordance with the College's Student Academic Complaint Procedures. In cases of academic dishonesty, the faculty-assigned grade supersedes a student-initiated withdrawal. In cases where disciplinary measures beyond course failure may be deemed appropriate or in regards to dishonesty that is not related to a specific course, the student may be disciplined in accordance with the Student Code of Conduct. For more information, please visit the [Student Conduct website](#).

Free Speech and Expressive Activities Policy

Harper College (the "College") is committed to maintaining an educational environment that promotes free and open inquiry in all matters. In accordance with the First Amendment, it is the policy of Harper College to protect the free speech rights of students, employees and members of the public, while maintaining the order necessary for the College to accomplish its educational purpose. The College reserves the right to regulate the time, place, and manner of public expressive activities in order to promote a safe and inclusive campus environment.

Free Speech and Expressive Activities Procedural Guidelines

I: Introduction and Governing Principles

As Harper College (the "College") is committed to free and open inquiry in all matters, the College guarantees all members of the College community the broadest possible latitude to speak, write, listen, challenge, and learn. Except insofar as limitations on that freedom are necessary to the functioning of the College, the College fully respects and supports the freedom of all members of the College community "to discuss," in the words of former University of Chicago President Robert M. Hutchins, "any problem that presents itself."

Of course, the ideas of different members of the College community will often and quite naturally conflict, but it is not the proper role of the College to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. The College greatly values civility and believes all members of the College community share in the responsibility for maintaining a climate of mutual respect.

Concerns about civility and mutual respect can never be used as a justification for closing off the discussion of ideas. At the same time, the freedom to debate and discuss the merits of competing ideas does not mean that individuals may say whatever they wish, wherever they wish. The College may regulate expression that violates the law, that defames a specific individual, that poses a threat to public safety, that constitutes harassment, that interferes with the lawful rights of others, or that substantially impedes the College's operations. In addition, the College may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the College. These are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with the College's commitment to a completely free and open discussion of ideas.

The College's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the College community to be offensive, unwise, immoral, or misguided. It is for the individual members of the College community, not for the College as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and respectfully communicating opposing ideas. Indeed, fostering the ability of members of the College community to engage in such debate and deliberation in an effective and responsible manner aligns with the College's Core Values.

As a result of the College's commitment to protect and promote free expression, members of the College community must also act in conformity with the principle of free expression. Although members of the

College community are free to criticize and contest the views expressed on campus, they may not prohibit, obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. At the same time, individuals and members of the College community may refuse to engage with any expressive activity. To this end, the College has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

In order to protect the rights of all involved from disruption, the following guidelines and content neutral regulations will apply to all public expressive activities including but not limited to demonstrations, rallies, distribution of literature, "tabling", outside speakers, and solicitation.

II: Definitions

For the purpose of these Procedural Guidelines, the following definitions will apply:

- **Demonstration** – A public display of group feelings toward a person or cause.
- **Rally** – An event where individuals come together to renew an effort or to join in a common cause.
- **Distribution of Literature** - An expressive activity involving the dissemination of written information by individuals, registered student organizations, College departments or members of the community, from reserved tables in designated areas listed within this document.
- **Outside Speakers** – Non-Harper faculty, staff or students. Outside speakers may be invited guests sponsored by registered Harper student clubs or organizations, faculty and/or staff. Outside speakers who are not sponsored by a particular College organization or department may also register to use facilities through Harper Conference & Events Services.
- **Public Expressive Activities** – Demonstrations, rallies, distributions of literature, "tabling," events with outside speakers, solicitation, and other expressive activities performed in public with significant potential to cause disruption.
- **Solicitation** - Any undertaking of an individual or group to promote the sale or use of a product or service; or a contribution to or request for support of an individual or organization.

III: General Guidelines

It is the intent of the College to ensure that all public expressive activities on campus occur with minimal threat to the safety and security of all persons and facilities through proper planning and scheduling. The following general guidelines apply to all types of public expressive activities and events, as defined in Section II ("Definitions"):

1. Individuals/organizations seeking to schedule a planned activity must submit a Reservation Request form to freespeech@harpercollege.edu. Reservation Request forms must be submitted at least one (1) week in advance of the planned activity (unless otherwise noted below), and the requesting individual/organization must adhere to all applicable reservation procedures. If circumstances result in a spontaneous form of public demonstration and/or expression, individuals and/or groups may be directed to a safe campus location.
2. Public expressive activities are allowed between the hours of 8 a.m. and 11 p.m. on days when campus is open. Unless otherwise noted on the Harper College Academic Calendar or in communications to the College community, campus is generally open Monday – Friday.

If individuals wish to engage in public expressive activity outside of the hours or days listed, they must notify the Office of the Dean of Students (in addition to completing and submitting a Reservation Request form) prior to the activity so that the College can determine whether the request can reasonably be accommodated and that sufficient personnel can be available to support the activity.

3. Public expressive activities may not block or otherwise interfere with ingress (entrance) or egress (exit) from buildings, offices or classrooms and may not cause disruption to classes or other College activities. Signs, placards, and similar paraphernalia used for public expressive activity may not obstruct an audience's view of a program or event sponsored by the College or its student organizations.
4. Use of public address systems and amplified sound will not be permitted without prior approval from freespeech@harpercollege.edu.
5. The following areas are designated for large public expressive activities involving groups of 10 or more people:
 - a. Building A Common Area(s)
 - b. Building D Rotunda
 - c. Quad – Paved area surrounding the bust of William Rainey Harper
 - d. Quad – Grassy area between Buildings D, H, L and F
 Large (10+ people) public expressive activities may be held at locations other than the areas listed above only with prior approval. Any individual/group seeking to hold a large expressive activity in a location other than the areas listed above should submit a Reservation Request form at least four (4) weeks in advance of the planned activity.
6. Outdoor public expressive activities may not block or otherwise interfere with the free flow of pedestrian, bicycle or vehicular traffic. The right of way on roadways and sidewalks must be maintained.
7. Outdoor Distribution of Literature by hand is allowed in public spaces, so long as the distribution does not interfere with the free flow of traffic or cause disruption. Reservations for outdoor distribution of literature are encouraged, but not required.
8. Leafletting on cars is prohibited.

IV: Indoor Distribution of Literature ("Tabling") Guidelines

Table Reservation Form

1. Indoor Distribution of Literature is only allowed in designated areas in Buildings A, Z, J lobby, D and L through reserved tabling activities. Unregulated Indoor Distribution of Literature has the potential to disrupt College operations, produce litter, and result in unplanned clean-up costs.
 - a. Table Reservations are allocated on a first come first served basis. Priority will be given in the following order:
 - b. College Student Organizations
 - c. College Departments
 - d. Community members/organizations
 Space permitting, each individual or group is limited to a maximum of four (4) table reservations per month.
2. To prevent crowding, tabling is limited to four (4) persons per table.
3. Persons tabling may not leave the table to approach anyone and they must clearly identify themselves to individuals who visit the table. With limited exceptions (see "Solicitation" section of

this policy for additional information), the solicitation of funds is prohibited. ***Any sale of goods or services must be approved by freespeech@harpercollege.edu.***

4. Tabling may be temporarily prohibited in a particular building when that building is reserved for a College sponsored activity. Should the College require the use of any building which includes a previously reserved table location, then every effort will be made to relocate or reschedule that tabling reservation.

V: Guidelines for Outside Speakers

1. Reservation Request forms regarding events with outside speakers must be submitted to **freespeech@harpercollege.edu** by an authorized officer or representative of the department or organization sponsoring the speaker, in accordance with the following timeframes:
2. Where the event will be open only to members of the sponsoring organization, the Reservation Request form must be submitted at least one (1) week in advance of the event.
3. Where the event will be open to individuals other than members of the sponsoring organization, the Reservation Request form must be submitted at least four (4) weeks in advance of the event. This will allow sufficient time for reservation of the requested space or facility for the program, and to enable arrangements for special security measures if warranted.

VI: Solicitation Guidelines

Except as otherwise provided below, soliciting in Harper College facilities or on campus is prohibited by for-profit corporations, non-profit organizations, faculty, staff, students, and all other individuals. This prohibition includes personal solicitations made through campus e-mail listservs.

Individuals or organizations renting facilities through Conference & Events Services must follow the terms of rental agreements, which may supersede this document.

The following solicitation activities have been approved as exceptions to the general prohibition on solicitation activities:

- Solicitations Sponsored or Authorized by the College**
Harper College participates in approved charitable events, including the Annual Giving Campaign to help support student scholarships, during the year. Participation by employees is on a voluntary basis. Campus-wide solicitations for charitable organizations may not be conducted without prior approval of the Executive Vice President for Finance and Administrative Services, which shall be coordinated by Student Engagement.
- Solicitations Sponsored by Registered Student Organizations of the College**
 1. Student clubs and organizations are permitted to solicit funds in support of and to help subsidize their activities and may also solicit funds on behalf of charitable organizations for purposes such as disaster relief or social awareness causes.
 2. Student clubs and organizations must contact Student Engagement to request advance authorization for a sales/solicitation event and must submit and receive approval of a completed Reservation Request form pertaining to the requested sales/solicitation event before initiating the sales/solicitation event.
 3. Student clubs are required to adhere to all Student Engagement procedures and guidelines regarding sales and fundraising.

Funds raised must be deposited to and accounted for through the student organization's College account.

C. Signature Collection

1. Signatures for petitions or similar documents may be solicited on outdoor campus spaces, such as the Quad. To avoid impeding access to College facilities, signatures may not be solicited directly in front of the entry way of any campus buildings.
2. Indoor solicitation of signatures is prohibited, except in the following circumstances:
 - a. Signatures may be collected at information tables reserved by individuals or organizations as described in the Distribution of Literature Guidelines (Section IV).
 - b. The solicitation of student signatures on nominating petitions of candidates for Student Trustee and Student Government is permitted in common areas of campus buildings during designated pre-election periods.

In this regard, class lists and any other data about students to which employees may have access are to be used solely for College instructional, administrative, advising/counseling and business purposes. Use of this information for personal or business solicitation is strictly prohibited.

VII: Prohibited Conduct

All persons engaging in public expressive activity on College property are expected to comply with all applicable laws, College Policies and Procedures. Additionally, all persons are expected to comply with directives of College officials acting in the performance of their official duties, which may include providing identification upon request.

In participating in public expressive activities, individuals must refrain from engaging in conduct that interferes with the lawful rights of others and/or that substantially impedes the College's operations. Prohibited conduct includes, but is not limited to, conduct that:

- Infringes upon the lawful rights of students, employees or visitors of the College.
- Substantially interferes with instruction, research, administration or other College activities or functions.
- Restricts or obstructs the free movement of individuals on campus, in campus buildings, or in off-campus locations where College activities take place.
- Restricts access to or use of offices, classrooms or other facilities or grounds to students, employees or guests of the College community.
- Endangers or threatens the safety of any person in the College community.
- Destroys, defaces or causes the loss of College property.
- Violates the College's time, place and manner restrictions, other College Policies or Procedures, or the law.

VIII: Violations

Students or student clubs/organizations that violate the College's Free Speech and Expressive Activities Policy and/or Procedural Guidelines may be subject to disciplinary consequences pursuant to the Student Code of Conduct. Employees who violate the Free Speech and Expressive Activities Policy and/or Procedural Guidelines may be subject to discipline pursuant to any applicable collective bargaining agreements or policies of the College. Violations of the Free Speech and Activities Policy and/or Procedural Guidelines by visitors or other individuals who are

not students or employees of the College will be handled by the Harper College Police Department.

Hawks Respect Free Speech

Mandatory Advising

For Students on Academic Probation, Post Suspension and Post Dismissal

As part of the required success-oriented strategies, students on academic probation, post suspension and post dismissal will receive mandatory advising and academic support. Individualized strategies will be developed to assist the student to identify causes of academic difficulties and to achieve satisfactory grade point averages. College services will be utilized to help the student reach his or her educational potential and goals. Upon returning to school, previously suspended and dismissed students will be placed on post suspension or post dismissal, restricted to a maximum of 13 credit hours and will be required to participate in success-oriented strategies before being allowed to register.

Standards for Academic Performance

The Standards of Academic Performance at Harper College are designed to support student success while clearly defining expectations for academic progress. These standards explain how academic performance is evaluated, what students can expect if they struggle, and what support is available to help them succeed.

Rationale for Standards

The Standards of Academic Performance at Harper College have been established in order to:

Support the student in achieving of academic success:

Harper College uses a proactive, student-centered approach to academic support through Flight of the Hawks: Prepare to SOAR. Advisors work with students individually to identify challenges, build academic skills, and create plans for success.

Clearly define expectations for academic progress:

The Standards explain what it means to be academically successful at Harper College and outline the benchmarks students must meet to remain in good standing. This clarity helps students set realistic academic and personal goals.

Clarify shared responsibilities:

The Standards describe:

- the student's responsibility to make satisfactory academic progress, and
- the College's responsibility to evaluate progress and provide timely support and intervention when needed.

Allow the institution to maintain its academic integrity.

Categories of Standards

Good Standing

A student is meeting the College's academic requirements and may continue enrolling without restrictions.

What this means for the student:

- A student is in Good Standing because:
- their cumulative GPA is 2.0 or higher, and
- they have completed at least 67% of the courses you attempted.
- While in Good Standing:
- A student may register for courses normally, without credit limits related to academic status.
- No additional academic interventions are required.
- Staying in Good Standing means a student is on track toward their academic goals.

Academic Warning

A student is starting to fall behind academically, and this is an early notice to slow down and use support resources before things get worse.

What this means for the student:

- A student is on Academic Warning because their overall GPA is below 2.0 and/or they have completed less than 67% of their attempted courses.
- Academic Warning is an early alert, not a penalty.
- While on Academic Warning:
- A student is advised (not required) to limit their enrollment to no more than 13 credit hours.
- They are required to participate in success-oriented strategies, such as advising or academic planning.
- The goal of Academic Warning is to help students make changes early so they can avoid Academic Probation.

Academic Probation

A student is not meeting academic requirements right now, and they must limit their course load and use support resources to get back on track.

What this means for the student:

- A student is on Academic Probation because their overall GPA is below 2.0 and/or they have completed less than 67% of their attempted courses.

- This usually happens after a student was previously warned, and their academic performance did not improve.
- While on Academic Probation:
 - A student is limited to a maximum of 13 credit hours.
 - A student is required to participate in success-oriented support, such as advising or academic planning.
 - The goal of Academic Probation is to help students improve their academic standing and avoid more serious consequences.
- Academic Suspension means:
 - A student must sit out for one full fall or spring semester.
 - If a student is suspended after the spring semester, they cannot enroll in summer or fall.
 - The purpose of suspension is to give a student time to reset, reflect, and address barriers to success.
 - When a student returns, you will be required to participate in success-oriented strategies to support their academic progress.

Probation Plus

A student is making academic progress, and some restrictions have been lifted, but they are not yet back in good standing.

What this means for the student:

- A student is on Probation Plus because:
 - their overall GPA is still below 2.0, but
 - they earned a semester GPA of 2.0 or higher, showing improvement.
- This status recognizes that a student is moving in the right direction.
- As a result:
 - The mandatory advising hold and 13 credit hour limit are removed in the semester after they earn the 2.0+ GPA.
 - A student is expected to continue improving so they can return to good academic standing.

Academic Suspension

A student has not made enough academic progress over several semesters, so they must take a required break from the College before they can return.

What this means for the student:

- A student is placed on Academic Suspension if:
 - they have attempted 40 or more credit hours, and
 - they have had three semesters in a row with an overall GPA below 2.0, including at least one semester on Academic Probation, and
 - their most recent semester GPA was below 2.0 (including repeated courses).

Dismissal

A student must be away from the College for at least two full semesters (fall/spring or spring/fall).

- After the dismissal period:
 - A student must submit a petition to the Dean of Student Success and Retention to request reinstatement.
 - Approval to return is not automatic and is based on whether a student can show readiness to succeed academically.

Academic Status	Reason	Action
Good Standing	You are meeting academic expectations and are on track; Cumulative GPA is 2.0 or higher and course completion rate is at least 67%.	You may enroll normally with no academic restrictions; Continue using effective study habits and academic planning to stay on track.
Academic Warning	Earned cumulative GPA less than 2.0, or a course completion rate less than 67%, will be placed on Academic Warning.	Mandatory advising appointment prior to registration for next semester. Mandatory restriction to maximum of 13 credit hours, with additional success-oriented strategies.
Academic Probation	Previous semester with Academic Warning, and cumulative GPA less than 2.0, or course completion rate less than 67%, will be placed on Academic Probation.	Mandatory advising appointment prior to registration for next semester. Mandatory restriction to maximum of 13 credit hours, with additional success-oriented strategies.
Probation Plus	Previous semester in Academic Probation (cumulative GPA <2.0), with an earned semester GPA greater than 2.0.	Mandated Probation restrictions will be lifted in the semester following the term in which the student earned a semester GPA greater than 2.0.

Academic Suspension	Attempted 40 or more credit hours, at least three successive semesters with cumulative GPA less than 2.0 with one of those semesters in probation and earned below a 2.0 semester GPA (recalculated to include repeated courses) the last semester they were enrolled.	One semester suspension. Required success-oriented strategies upon return.
Post Suspension	Semester after suspension and subsequent semesters with semester GPA of 2.0 or higher (recalculated to include repeated courses) and cumulative GPA of less than 2.0.	Mandatory restriction to maximum of 13 credit hours. Required success-oriented strategies.
Dismissal	One semester after suspension or a previous semester in post dismissal with semester GPA (recalculated to include repeated courses) and cumulative GPA less than 2.0.	Dismissal for two semesters. Must petition for reinstatement.
Post Dismissal	Semester after reinstatement from dismissal and subsequent semesters with semester GPA (recalculated to include repeated courses) of 2.0 or higher and cumulative GPA of less than 2.0.	Mandatory restriction to maximum of 13 credit hours. Required success-oriented strategies.

Student Academic and Non-Academic Complaint Process

Student Academic Complaint Process

As members of the educational community, students have the right to express their concerns regarding the assessment of their academic progress through the grading process. Students shall express these concerns initially by contacting the appropriate faculty/staff member within ten (10) school days of the occurrence giving rise to the concerns, and requesting a conference to informally discuss the concerns.

If the concerns are not resolved to the student's satisfaction after the informal discussion, the student may submit a complaint in writing to the department chair, coordinator or director of the faculty/staff member involved within ten (10) school days after the informal discussion, or within ten (10) school days after the initial contact, whichever is later. In filing the written complaint, the student may request to meet with the department chair, coordinator or director. The written complaint must specify the specific complaint(s) together with the desired resolution(s).

The department chair, coordinator, or director who receives the complaint shall review it and respond in writing to the student within ten (10) school days after receiving the complaint or after holding the (optional) requested meeting, whichever is later.

If the student is not satisfied with the results of the departmental review, he or she may then appeal in writing to the dean of the appropriate division (if applicable) within ten (10) school days after receipt of the written departmental response. The dean shall review and respond in writing to the student's appeal within ten (10) school days of the date on which the appeal is received.

If the results of the review by the dean (if applicable) are unsatisfactory to the student, the student may appeal in writing to the Provost within ten (10) school days after receipt of the dean's written response. The student may request a meeting with the Provost. The Provost or designee shall issue a written response to the student within ten (10) school days after receipt of the appeal or after holding the (optional) requested meeting, whichever is later. The decision of the Provost shall be final.

If a student wishes to have a complaint considered through this process but does not follow the steps as outlined, (such as the student sends an appeal to the Provost prior to the individual or departmental review), the student will be referred back to the steps in this process unless the Provost or Dean believes there is a compelling reason to consider it (e.g. the individual or departmental response did not occur within the 10 school days or the instructor is also the department chair).

**Satisfaction is defined as an outcome in which all parties involved agree that the resolution is fair and appropriate based on the materials accounted for at the time of the complaint process*

Students with questions about this process or how to contact the appropriate individuals can contact the Student Conduct Officer for more information.

Student Non-Academic Complaint Process

The Dean of Students or designee shall be responsible for responding to complaints from students on non-academic issues, or directing the student to the appropriate office. These issues include, but are not limited to, refunds, admissions, withdrawals, transcripts, and use of facilities.

Note: In situations where there is already an appeal or complaint process offered, students must use that in place of this process. For example, appeals of the student conduct process are outlined elsewhere in this Code, and financial aid appeals are handled through the Office for Financial Assistance.

Students shall express their concerns initially by contacting the faculty/staff member within ten (10) school days of the occurrence giving rise to the concerns, and requesting a meeting to discuss the concerns.

If the concerns are not resolved to the student's satisfaction after the informal discussion, the student may submit a complaint (and desired resolution) in writing to the department chair, coordinator or director of the faculty/staff member involved within ten (10) school days after the informal discussion, or within ten (10) school days after the request to meet with the department chair, coordinator or director. The written complaint must specify the specific complaint(s) together with the desired resolution(s).

The department chair, coordinator, or director who receives the complaint shall review it and respond in writing to the student within ten (10) school days after receiving the complaint or after holding the (optional) requested meeting, whichever is later.

If the student is not satisfied with the results of the departmental review, he or she may then appeal in writing to the dean of the appropriate division (if applicable) within ten (10) school days after receipt of the written departmental response. The dean shall review and respond in writing to the student's appeal within ten (10) school days of the date on which the appeal is received.

If the results of the review by the dean (if applicable) are unsatisfactory to the student, the student may appeal in writing to the Provost within ten (10) school days after receipt of the dean's written response. The student may request a meeting with the Provost. The Provost or designee shall issue a written response to the student within ten (10) school days after receipt of the appeal or after holding the (optional) requested meeting, whichever is later. The decision of the Provost shall be final.

If a student wishes to have a complaint considered through this process but does not follow the steps as outlined, (such as if the student sends an appeal to the Provost prior to the individual or departmental review), the student will be referred back to the steps in this process unless the Provost or Dean believes there is a compelling reason to consider it (e.g. the individual or departmental response did not occur within the 10 school days).

Students with questions about this process or how to contact the appropriate individuals can contact the Student Conduct Officer for more information.

Student Code of Conduct and Resolution Procedures

Philosophy and Authority

William Rainey Harper College (Harper College or College) encourages the intellectual and personal growth of its students as scholars and as citizens. The College has both the authority and responsibility to maintain a campus community where the educational programs can flourish for all students and where individual rights, personal and collective safety, and College operations are appropriately protected. It is a choice to attend Harper College and by doing so, students assume the obligations (including standards for behavior) imposed by the College.

Harper College students and student organizations are expected to act in accordance with the policies, rules, regulations, laws, and requirements of Harper College, municipalities and counties, the State of Illinois, and the United States. The policies and procedures set forth in this document are designed to be educational, fundamentally fair, and to provide students with the procedural protections that are appropriate for campus conduct proceedings. Students should be aware that they are responsible not only for the intent of their behavior, but also for the impacts of their actions. The student conduct policies and procedures are designed to provide an educational and developmental process that balances the interests of individual students with the interests of the Harper College community.

Relationship Between Student Conduct and the Violation of Law

The campus student conduct process is an educational and administrative process – it is not designed to mirror a court of law, but to further the educational mission of the College. This includes both maintaining a safe educational environment as well as furthering the learning and development of individual students. As a result, the College may set forth behavioral expectations for students that may be higher than those found in criminal law. Participants in the campus conduct

process should be aware that while they are afforded the procedural protections provided in this document, they do not have the same rights that might be afforded to a citizen participating in a criminal court proceeding. Due process, as defined within these procedures, assures written notice and a resolution with an objective decision-maker. The campus student conduct process, as well as the possible outcomes, are different than those in a criminal or civil court proceeding. For those situations where a student's behavior may be a violation of law as well as College policy, the student conduct process may occur simultaneously, prior to, or following any criminal, employment, or other proceeding.

Acknowledgements

Harper College would like to acknowledge the following as resources for the 2014-2015 revision of this document:

- Edward N. Stoner II and John Wesley Lowery, "Navigating Past the 'Spirit of Insubordination': A Twenty-First Century Model Student Code of Conduct with a Model Hearing Script," *Journal of College and University Law*, 31(1), (2004): 1-78.
- The General Order on Judicial Standards of Practice and Substance in Review of Student Discipline in Tax-Supported Institutions of Higher Education, 45 F.R.D. 133 C.F.R. (1968).
- Professional resources and guidance from the Association of Student Conduct Administration (ASCA), the Association for Title IX Administrators (ATIXA) and the NCHERM Group, LLC.
- The Student Codes of Conduct and related procedures from: Bowling Green State University, Joliet Junior College, The University of Florida, Waubensee Community College, and Wright State University

College Authority and Jurisdiction Authority

In accordance with Board Policy 05.25.00, this Code outlines the behavioral expectations for students and the procedures for determining and addressing violations. The Dean of Students (or designee) has the ultimate authority for interpretation of this Code, including the determination of a person's status with the institution in a particular situation. The Student Conduct Officer serves as the primary investigator and hearing officer for reports of student misconduct. The Dean of Students may also serve and designate additional College officials to serve the College in one or more roles in the student conduct process, including investigator, hearing officer, appeals officer, and/or advisor. In the case that a College official is not available, his/her designee takes on the authority described for the duration of unavailability.

Jurisdiction

A student's behavior may be subject to the student conduct procedures whenever he or she commits or attempts to commit a violation of the Student Code of Conduct on property belonging to or under control of Harper College, or at an activity, function or event sponsored or supervised by the College. In addition, if a student commits a violation of this Code while off-campus (including through technology or social media), the student's behavior may be subject to the student conduct process if the behavior adversely affects:

- the College community;
- the mission or reputation of the College;
- the ability of an individual member of the campus community to pursue his/her Harper College education and/or employment (including the creation of a hostile environment);

- or a function or operation of the College (including directives issued in response to a health, safety, or other campus emergency).

The College may address allegations of a student's misconduct through the Code when the alleged violation occurs within two years after any of the following: application for admission, attempt to register for or attend one or more courses, attempt to or is reasonably perceived as attempting to interact with the campus as a student, or while under sanction (other than expulsion) from the institution. This may extend to incidents that occur during breaks within or between semesters of enrollment, as well as between the time of application to the College and registration or participation in courses.

When students engage in misconduct as members of a student organization (as defined by Student Engagement), they may be held accountable as individual students and the student organization may also be held accountable. Student organizations may face consequences through Student Engagement, as well as through application of the Student Code of Conduct to members are found responsible for violating its provisions

A student charged with violating the Code of Conduct may not avoid the conduct process by withdrawing from the College. Student conduct proceedings may continue as described in this document without the student's participation, and/or a hold prohibiting further registration and/or release of transcripts may be placed on the student's record at the discretion of the Dean of Students until the matter is resolved.

Continuing Education

Individuals enrolled solely as Continuing Education students are expected to uphold the standards of behavior outlined in this Code. Given the diverse forms of delivery of Continuing Education opportunities, additional guidelines for behavior may be provided by Continuing Education. Individuals who violate these standards are subject to action at the discretion of the Dean of Continuing Education or his/her designee. Such action may include restricting and/or dismissing students from Continuing Education programs or activities.

Definitions

College: William Rainey Harper College, also known as Harper College or College

Student: Any individual who applies for admission and who is accepted to register for courses (as indicated by being assigned a Harper ID number)

Faculty: Any person employed by the College to conduct classroom or teaching activities or who is otherwise considered by the College to be a member of its faculty

College Official: Any person employed or designated by the College to perform a specific function on its behalf

Member of the College Community: Any person who is a student, College official, or any other person employed by the College. A person's status in a particular situation shall be determined by the person designated to have authority to interpret this Code.

School Days: Those weekdays (Monday through Friday) when classes are in session

Complainant: A person who initiates a complaint in the conduct process

Respondent: A student who is alleged of violating the Code and provided with the opportunity to respond to the complaint

Advisor: A person who supports a complainant or respondent as he/she participates in the conduct process. The advisor's supporting role is limited to conferring with and advising the student directly. The advisor may not participate in the conduct process as a representative or advocate for the student. The College also reserves the right to have an advisor present to advise the College officials during the student conduct process. Students seeking an advisor may request a list from the Student Conduct Officer of potential advisors who have received training about the campus conduct process.

Hearing Body/Officer: The person(s) who review the information in a case, make a determination of responsibility, and/or issue sanctions. Hearing bodies include panels as well as individual hearing officers, such as administrators, student affairs staff, and other employees appointed by the Dean of Students. The hearing body or officer will not also serve as the investigator for the same case.

Sanction: A consequence imposed as a result of a finding of responsibility.

Standard of Proof: The standard of proof used in all student conduct proceedings to determine if a violation occurred is the preponderance of the evidence, also known as more likely than not, or more than 50%.

Outcome(s): The finding of responsible or not responsible for each alleged violation, as well as any sanction(s) imposed

Student Rights and Responsibilities

While the campus conduct process is different than criminal or civil proceedings, the following rights are provided to students, along with the expectation that students fulfill their responsibilities in the process. Students or others who fail to respect the rights of others or the process may be excused from a meeting or proceeding and the process will continue in his/her absence.

Student Rights

- To be treated with respect and dignity
- To be informed of the policies and procedures in the Student Code of Conduct, published online and available in hardcopy from the Office of the Dean of Students
- To be provided with notice of charges, if the student conduct process is initiated, and to be informed of the procedures for resolution
- To be provided with the opportunity to review materials, information, and relevant case information in a timely fashion
- To be provided with an opportunity to be heard through the appropriate resolution process.
- To be free from compulsory self-incrimination regarding behaviors that may also be the subject of criminal charges, and that the decision not to share information does not create a presumption of responsibility
- To have an advisor of choice present with him/her to support/offer advice in any student conduct hearing or meeting Students seeking an advisor can request a list of potential advisors (i.e. faculty and staff who have received training about the student conduct process from the Student Conduct Officer)
- To contact and present witnesses to the incident(s) being investigated or reviewed

- To have his or her educational records related to the conduct process maintained as confidential except as otherwise required by law or permitted by College policy, to have all conduct proceedings and meetings be closed, and to inspect and review student conduct records, in accordance with FERPA.
- To have the information reviewed by an unbiased, trained, hearing body/officer who will use the preponderance of the evidence standard of proof
- To request appeals based on the grounds described in this Code

Student Responsibilities

- To treat others with respect and dignity
- To review and abide by the Student Code of Conduct, including both policies and procedures
- To review the notice and seek clarification if there are any questions about the process
- To follow the procedures (including deadlines) to request such a review
- To follow the process as outlined by the College, as failure to do so does not constitute grounds for an appeal
- To understand that, if he/she chooses not to participate, the conduct process will still proceed and that decisions about responsibility and any sanctions will be made based on the available information
- To notify the College if an advisor will be present, and to understand that if the advisor does not comply with the College's expectations, he/she will be asked to leave the proceeding or meeting, which will continue without the advisor's presence
- To present only those who have relevant information to the incident/behavior in question (i.e. no character witnesses) within the guidelines presented by the College
- To understand the recordkeeping policies and that any information related to other students will be redacted from any records that are released, unless otherwise required by law
- To understand that the conduct process is designed to be educational, not adversarial, and that it is different than a court proceeding
- To submit appeals as instructed when applicable

Behavioral Expectations For Students

Students are expected to uphold college policies towards pursuit of their educational objectives. The College reserves the right to set and communicate reasonable standards of behavior as needed. The following behaviors are prohibited. Examples are provided to illustrate the specific prohibition and are not intended to be all-inclusive.

1. Threat to personal safety - conduct that intentionally or recklessly causes physical harm or that otherwise threatens or endangers the health or safety of any person.

Examples include:

- a. Physical violence – hitting, pushing, use of a weapon, beating or other such activity resulting in or intended to cause physical harm
- b. Making a threat(s) of violence (including verbal, written, or virtual communication) that does or could cause(s) a reasonable expectation of harm to the health or safety of a specific person
- c. Substantial or repeated acts directed at a person or group of people that would cause a reasonable person to feel fearful, including but not limited to:

- i. Bullying, defined as repeated and/or severe behavior that is aggressive and likely to intimidate or intentionally hurt, control, or degrade another person physically or mentally
 - ii. Stalking, defined as engaging in two or more acts directed at a specific person that would cause a reasonable person to fear for the individual's safety or the safety of others, or suffer substantial emotional distress
 - iii. Hazing, defined as acts likely to cause physical or psychological harm or social exclusion or humiliation
- d. Any form of retaliation towards a complainant or any participant in an investigation or conduct process. Retaliation will not be tolerated.

2. Gender-based, or sex-based misconduct.

Examples include:

- a. Sexual Harassment
 - b. Non-Consensual Sexual Contact
 - c. Non-Consensual Sexual Intercourse
 - d. Sexual Exploitation
 - e. Other Gender-Based Misconduct
- For complete definitions and examples, refer to the Guide to Gender Based & Sexual Misconduct*

3. Risk of the safety of the campus community.

Examples include:

- a. Illegal or unauthorized possession or use of weapons, including but not limited to: firearms, explosive devices, knives longer than 3 inches, or any other object used to threaten or cause harm. This includes violation of the College's procedures related to the Illinois Concealed Carry Act.
- b. Making a threat of violence (including verbal, written, or virtual communication) that causes a reasonable expectation of harm to the health or safety of the campus
- c. Behavior that can put physical safety at risk, including but not limited to:
 - i. Reckless driving
 - ii. Possessing flammable chemicals or fireworks or tampering with smoke detectors
 - iii. Climbing on roofs
 - iv. Leaving minors unattended on campus
 - v. Knowingly putting others at risk of a contagious disease

4. Conduct that threatens the services of the College or the property of the College or others.

Examples include:

- a. Misuse, theft, or unauthorized use of College services or property
- b. Trespassing or unauthorized access to physical or virtual/cyber property or services of the College
- c. Attending classes without being registered for them, other than during the first week of the course or with permission from the instructor
- d. Theft of the property of a member of the College community
- e. Intentional destruction of property
- f. Use of recreational or outdoor equipment indoors, or reckless use of equipment outdoors
- g. Having an animal in a campus building, other than in accordance with campus policy and ADA laws, such as permitted service animals individually trained to perform tasks for the benefit of an individual with a disability

5. Disruption (substantial or repeated interference) of any operation of the College, including but not limited to teaching, research,

administration, technology, meetings or proceedings, or any other College activity.

Examples include:

- a. Prohibiting classroom instruction or learning from occurring
- b. Prohibiting College sponsored events from occurring
- c. Infringing on the rights of other members of the College community, including violations of policies or procedures pertaining to expressive activity
- d. Leading or inciting others to interrupt scheduled or normal activities within any campus building or area
- e. Obstructing the free flow of pedestrian or vehicular traffic on College property or at a College sponsored or supervised event

6. Illegal, unauthorized or irresponsible substance use.

Examples include:

- a. Illegal or unauthorized possession, manufacturing, use or distribution of marijuana, heroin, narcotics, or any other illegal or controlled substance or look-alike drug except as expressly permitted by law and College policy
- b. Illegal or unauthorized possession, manufacturing, use or distribution of alcohol, except as expressly permitted by College policy. No person under 21 years of age may possess or consume alcoholic beverages, under any circumstances.
- c. Illegal possession or use of prescription medications
- d. Public intoxication, vomiting, or other such effects of irresponsible substance consumption
- e. Smoking tobacco products, using e-cigarettes or vaping, or any other violation of the College's Smoke-free campus policy

7. Academic dishonesty in an academic course or program.

Examples include:

- a. Cheating (accessing or using unauthorized materials, information, or technology, including artificial intelligence/chatbots/etc.)
- b. Plagiarism (reproducing someone else's words or ideas without accurate acknowledgment)
- c. Falsifying information (providing untrue information)
- d. Unauthorized collaboration (getting assistance or sharing work without permission, including sharing of course materials through a 3rd party means without instructor approval)
- e. Facilitating academic dishonesty (participating in an act that creates an unearned advantage for someone)

8. Dishonesty.

Examples include:

- a. Providing false information in any form to any College official or office
- b. Forgery, alteration, or misuse of any College record, document, or form
- c. Misrepresentation of one's identity or misuse of the College's copyrighted content and trademark

9. Unauthorized or irresponsible use of College computer, network, or other technology system resources.

Examples include:

- a. Unauthorized distribution of copyrighted material or another person's intellectual property.
- b. Unauthorized access or misuse of course materials, equipment, files, labs, or any other technological resource
- c. Violation of any College computing or technology policy, including use of College technology resources to violate a law

10. Unauthorized use of personal electronic devices.

Examples include:

- a. Audio, photography, or video recording of any person without his/her prior knowledge or consent if such a recording is likely to cause injury or distress. This includes recording in locker rooms or restrooms
- b. Audio, photography, or video recording of any person when it is not permitted by law or College policy. This includes recording in classrooms or meetings, unless granted permission by the instructor or facilitator such as to provide an ADA/504 accommodation
- c. Use of a cell phone or other electronic device in a manner that disrupts educational activities, classrooms, offices, or other usual College operations

11. Failure to comply.

Examples include:

- a. With the directions of an authorized College employee or representative who is performing his/her duties, or with a communicated College policy or procedure
- b. With any published reasonable guidelines for use of labs, offices, waiting areas, classrooms, or other common campus spaces, including the student center. (This includes all directives issued in response to health, safety, and other campus emergency response situations)
- c. Any conduct that constitutes a violation of the student conduct process or any sanction imposed in accordance with this procedure
- d. Any conduct that constitutes a violation of any College handbooks, program guidelines, rules, or regulations
- e. Evidence of violation of any local, state, or federal law, when substantiated through the student conduct process, or when such conduct results in violation of another behavioral expectation in the Code or appears to pose a reasonable threat to the campus community

Reporting Student Misconduct

The College encourages students, faculty, and staff to resolve conflicts informally and at the lowest level. When that is not possible or appropriate, any member of the campus community may report alleged student misconduct using the College's online reporting form. The report should describe the misconduct and identify the student(s) involved in the incident. Reports will be reviewed by staff in the Office of the Dean of Students and, if there appears to be reliable information indicating that a violation may have occurred (i.e. complaint), the student conduct process will be initiated, creating a conduct case. The College also reserves the right to initiate a case without a formal complaint, and to investigate anonymous reports. When appropriate, reports may also be addressed through the Harper Early Alert Team (HEAT) procedures or through other non-conduct procedures.

Links for reporting and resources can be found on the Student Conduct webpage located here:

<https://www.harpercollege.edu/services/conduct/index.php>

Culture of Reporting

As the College is concerned about threats to personal or collective safety, including any form of sexual or gender-based misconduct, all reports will be taken seriously and reviewed. If a student may have violated another aspect of the Student Code of Conduct (such as consuming alcohol underage) and is concerned about consequences for him/herself when reporting a more egregious incident (such as sexual misconduct or a threat of violence), the reporting student should be assured that

the College's interest is in addressing the more egregious behavior and maintaining the safety of individuals and the campus. Pending no threat to safety or other such compelling reason, other behaviors may be addressed through alternative means (such as informal discussions or referrals to counseling).

Preliminary Actions

Preliminary Investigation and Review

A preliminary investigation may be necessary in order to determine if there is credible information that warrants charging a student with violating the Code. Preliminary meetings with the complainant and/or witnesses may occur prior to initiating the student conduct process or contacting the accused student. If the accused student is contacted about the case during the preliminary investigation, he/she will be made aware of the initiation of a preliminary investigation and that the incident could result in a student conduct process being initiated.

The preliminary investigation and review may result in any of the following:

Case Not Pursued: If there does not appear to be credible information to indicate a violation occurred, the case will not be pursued through the formal student conduct process. The information may still be retained by the College to document that the situation was reviewed.

Informal Response: If the situation is concerning but doesn't appear to be a violation (such as an incident which occurs outside of the College's jurisdiction, or repeated low-level behaviors), there may still be an institutional response without formal conduct charges. For example, the student may be asked to meet with a staff member to discuss the situation prior to registering for courses, may be requested to participate in a mediated conversation, or may receive a letter informing him/her that the behavior, were it to occur on Harper's campus, would constitute a violation.

Initiation of Conduct Process: If it appears that a student may have violated the Code, and that this occurred within the College's jurisdiction, the conduct process will be initiated.

Interim Action

In some cases, interim action prior to the resolution of the case may be necessary. This may be imposed upon initial receipt of a report, when the College becomes aware of a concern, or at a later time in the student conduct process. The reasons that interim action may be issued are:

- to protect the health, welfare, or safety of a student or of the community,
- if the student poses a threat of significant disruption to the educational process and/or the normal operations of the College,
- to provide legally mandated interim remedies, such as may be required for the College to comply with Title IX;
- or if the student cannot be located and/or does not participate in the conduct process.

In that event, the student will be provided with written notice of the measures. Such notice will usually be provided electronically, but may be delivered by other means such as U.S. mail or in person. The interim action notice will state the specific action imposed and the reason for the action, as well as instructions regarding how to request an appeal review on the interim action decision. Such an appeal request

must be submitted in writing generally no later than 5 school days from the date of the letter. A timely hearing will be scheduled with an appropriate hearing officer (usually the Dean of Students, unless he/she is unavailable or issued the interim action). This proceeding will be limited to determining 1) the reliability of the information regarding the student's alleged behavior and 2) whether the alleged behavior meets the above described criteria for interim action. Failure to request a hearing by the deadline provided constitutes a waiver of a hearing on the interim action, but is not an indication of responsibility for the charges.

Examples of interim action include but are not limited to:

- Ban from campus
- Restricted access to campus, limiting time or location
- Class section reassignment¹
- Campus no-contact orders¹

¹ Campus no-contact orders and class section reassignment are not subject to appeal so long as equitable opportunity for the accused student to continue his/her education is provided.

Notice of Charges

If there appears to be credible information indicating a student may have violated the Code and that the College has jurisdiction over the behavior, notice is sent to the accused student. This notice includes:

- The aspect(s) of the Code that it appears the student may have violated (i.e. "charges")
- A link to the Student Code of Conduct where the student can learn about the process
- Whether the case will be resolved through a hearing or investigation method
- Instructions as to how to proceed after the notice, such as:
 - How to schedule or otherwise participate in a hearing, including the opportunity to schedule the hearing or initial interview meeting at least 5 days after the date that the notice of charges was sent (unless the student and the hearing officer mutually agree to an earlier date and time or there is a health or safety emergency necessitating an earlier meeting)
 - How to review the case information
 - How to provide information, including witnesses, regarding the incident in question
- The right to bring an advisor to any student conduct meeting or hearing

Procedural Guidelines

The standard of proof used in making decisions in student conduct matters, including in all findings of responsibility, is the "preponderance of the evidence" or "more likely than not" standard. This means that when all available information is considered, the College official or hearing body determines whether it is more likely than not that a violation occurred, based on what a reasonable person would consider.

Investigators and hearing bodies do not have the authority to subpoena but may receive information without regard to the legal rules of evidence, so long as the information is related to the questions of the case. Character witnesses are not permitted since decisions about responsibility relate to behaviors, not to character. Anonymous information (such as reports or statements) may be considered by the

hearing body but the unknown identity of the source will be taken into account in evaluating the credibility of such information.

The College will communicate with participants in the student conduct process via email through the use of an online case management system and the student's Harper email address. Depending on the circumstances of a given situation, communications may occur through other means, such as through phone, U.S mail, or delivered in person.

An initial meeting is scheduled with the respondent no sooner than three school days after a case file is created by the hearing officer. The respondent has the right to waive the three school day period and may request to meet sooner if desired. The hearing officer will work to meet that request or find another hearing officer whose availability can satisfy the earlier meeting request. Other parties involved with an incident will receive outreach as needed. The respondent has the right to review the case information, upon request, before the initial meeting takes place in order to further understand the situation and claims being made. The request is made to the hearing officer that communicated news of the situation to the student.

Any participating complainant or respondent may bring an advisor to accompany him/her in student conduct meetings, including hearings and interviews, to serve as a support person to him/her. The advisor may not address the hearing body, provide information on behalf of the student, or otherwise participate in the meeting or hearing. Students may be required to provide notice that an advisor will be attending a meeting or hearing and whether such a person is serving in the capacity of an attorney, and may also be required to sign a release granting permission for the advisor to have access to the student's education records. Students who qualify for an accommodation under ADA/504 that require a person to provide the accommodation or who may require a language translator to effectively understand the English language may also have such a person present in addition to an advisor.

Postponement of Resolution

A student who files a report or who is charged with a violation of the Code may request in writing to have a resolution postponed because 1) there is pending or possible civil or criminal litigation which he/she feels may be jeopardized by the outcome of campus resolution process, or 2) the student is unavailable for communications due to being incarcerated or hospitalized. The College may grant this only when **both** of the following circumstances have been met:

- When interim action as determined by the Student Conduct Officer or designee is imposed to prevent further or additional incidents during the resolution process. Such interim action will include (at a minimum) a hold preventing registration for classes, but may also include other measures such as, but not limited to, suspension, a ban from campus, and a designation on the academic transcript that there is a pending conduct matter.
- The College does not have any compelling reason why the resolution process should proceed. Examples of compelling reasons include but are not limited to:
 - Concerns for the safety of the campus or its members if the situation is not resolved
 - The need to provide a timely response in cases alleging sexual or gender-based misconduct
 - The quality of the investigation or ability to hear from witnesses who have critical case information may be compromised

The College reserves the right to postpone indefinitely or for a finite period of time. The College may also independently decide to postpone

resolution without a request from a student when the above conditions are met. The Dean of Students will review and respond to all requests, and there is no appeal of the Dean's decision concerning a requested postponement.

Resolution Options

There are several forms of resolution available, depending on the nature of the incident and the time of the academic year. Other than as described below, the Dean of Students or his/her designee will determine the most appropriate resolution option to be used in a given case. The Dean of Students and the Student Conduct Officer will ensure that all investigators, hearing officials, and hearing bodies are appropriately trained to conduct proceedings in a fair, impartial, and timely manner.

Academic Dishonesty

Incidents of academic dishonesty which occur within the context of a specific course are resolved by the academic department in accordance with the campus academic honesty policy. In such a case, the instructor or academic department determines if academic dishonesty occurred, and what the academic penalty should be. Possible outcomes within the course include but are not limited to a lower grade on the assignment or in the course, a zero for the assignment/exam, the opportunity to re-submit an assignment, or an F in the course. A student who receives an academic penalty is not permitted to withdraw from the course in order to avoid it. Students may follow the academic complaint process to appeal or challenge an instructor or a department's decisions. All incidents should be reported to the Student Conduct Officer to ensure that students do not engage in further academic dishonesty in other courses. Incidents occurring outside of a specific course should be referred through the student conduct process. Students who engage in dishonesty in more than one course may also face charges through the campus conduct process.

Sexual Or Gender-Based Misconduct

Reports of sexual or gender-based misconduct are subject to the requirements of Title IX of the Higher Education Act of 1972, and require an investigation and adjudication conducted by College officials who are trained annually to review and resolve reports of this nature. These cases are often more time intensive and require more extensive training and experience to process and resolve. For these reasons, reports alleging sexual or gender-based misconduct will always proceed through the investigation resolution method, and participants seeking to have the outcome of such proceedings reviewed will have only one level of appeal, directly to the Provost. The Title IX Coordinator(s) will be informed and consulted on these cases throughout. In addition, the complainant and the respondent have equitable rights in the process and will be kept informed of key updates as the case is resolved.

Student Organization Misconduct

Student organizations alleged of misconduct may proceed through one of the resolution methods outlined in this Code, and they may also be referred to Student Engagement for administrative review and response in lieu of or in addition to the student conduct process.

Incidents Involving Multiple Students

In incidents where multiple students have been alleged of misconduct, the Dean of Students or designee will determine the best form of resolution that balances the protection of privacy of students' education

records as well as the institutional resources available to provide a timely and fair resolution.

Students With Special Relationships To The College

Students who are athletes, student leaders, student workers, or hold other unique relationships with the College whose behaviors violate the Student Code of Conduct may also face consequences outside of the student conduct process if their behaviors violate NJCAA guidelines, employment expectations, Student Engagement procedures, or other pertinent standards. Employees who enter into a relationship with the College as students and whose alleged misconduct occurs in the context of the relationship as a student may also be held accountable through the student conduct process. In those cases, Human Resources may be consulted to ensure there are no conflicts with employee contracts or Human Resources procedures.

Administrative Hearing Resolution Method

Administrative hearings occur when a designated College official reviews the information related to a case, makes a finding of responsible or not responsible for each alleged violation, and issues sanction(s) for any findings of responsibility. This is the most common form of complaint resolution, and the Student Conduct Officer serves as the administrative hearing officer for most cases. The Dean of Students may also designate additional hearing officers and may serve as a hearing officer. In this method, a student is informed of the opportunity and deadline to meet with the Student Conduct Officer (or other designated hearing officer) to:

- Ask questions about the student conduct process
- Review the complaint of misconduct, as well as any other relevant case information, such as the substance of information received from witnesses
- Respond to the information by providing his/her perspective on the incident and alleged behaviors, bring forth witnesses to the incident in question to be interviewed
- Acknowledge or deny responsibility for the charged violation(s)
- Provide any information related to sanctions (if applicable), including what he/she may have learned from the incident or any factors to be considered at sanctioning

For some complex cases, a campus investigation may be done prior to the case proceeding to an administrative hearing. If the respondent chooses not to meet with the hearing officer by the given deadline, the hearing officer may proceed with the determination of responsibility and any sanctions. Depending on the nature of the case, the hearing officer may instead place a hold on the student's account, preventing registration until the student has met with the hearing officer.

Panel Hearing Resolution Method

A panel hearing provides the College with a panel of members of the College community who collectively review the case information and issue a finding of responsible or not responsible for each alleged violation, as well as sanctions to be imposed under the authority of the Office of the Dean of Students. Panel hearings are composed of three members – one student, one faculty member, and one staff member. Panels with diverse perspectives and experiences are desired; and panel members are selected based on scheduling availability from a pool of trained volunteers. The Dean of Students reserves the right to determine

whether an individual is qualified to serve on panel hearings. The Student Conduct Officer provides training and coordinates the logistics of the panel hearing process, which may include securing or serving as an advisor to the panel. The College also reserves the right to have the College's legal counsel attend a hearing when deemed appropriate by the Dean of Students. Panel hearings may be recorded. Recordings will be retained by the institution for the purposes of the appellate hearing body's review.

Hearing Guidelines

The following outlines the general procedures for hearings. In order to provide the College with the most effective hearing process, the hearing body/officer reserves the right to adjust procedures as appropriate, including setting appropriate time limits, depending on the nature of the case. The hearing process provides the opportunities for a complainant and/or respondent to:

- Review the available case information
- Share perspective on what happened, including providing witnesses to the incident
- Describe any effects of the incident, including both harm and learning that may have occurred

Complainants and respondents will be provided notice of the hearing date and time at least five school days prior to the hearing date. The notice will include a description of the procedures to be followed at the hearing. The respondent and complainant both have the opportunity to provide written statements about the incident prior to the hearing, but must provide these by any deadline(s) provided by the College. In cases involving an alleged violations of 1 (threat to personal safety), both the respondent and the complainant may request to be able to review the relevant case information at least 24 hours prior to the hearing. The basic hearing agenda consists of:

- Introductions and guidelines from the panel chair or hearing officer
- Complaint is reviewed
- Investigation summary presented (if an investigation was done) Information shared by the complainant
- Information shared by the respondent
- Information shared by witnesses
- Closing comments from the complainant and the respondent

During the hearing, questions may be asked by the hearing body at any time. In cases that do not involve an alleged violation of 1 (threat to personal safety), the complainant and the respondent may be permitted to ask questions directly of each other. The hearing body reserves the right to require that questions be provided in writing instead of asked directly in other cases as well. In situations where physical safety or reasonable fear for retaliation exists, the College reserves the right to adjust the hearing format, including having police present and/or using technology to allow parties to participate in a manner that preserves physical safety.

All hearings occur in a closed session. A respondent and his/her advisor may be present for all of the information sharing at hearings. The complainant and his/her advisor also have the right to be present when the case involves alleged violations of 1 (threat to personal safety). If an individual chooses not to participate in any part of the hearing, the hearing will continue. The respondent and complainant and their advisors will be excused after the closing comments before the hearing body begins its deliberations.

During deliberations, the hearing body or officer will determine (based on a simple majority vote):

1. whether or not it has been shown, by a preponderance of the evidence, that the accused student(s) committed the charged violation(s) of the Student Code of Conduct, and
2. if so, what sanctions are appropriate.

If an accused student has any prior student conduct history, the hearing body will review this information only after making the determination of whether the student has committed the violation(s) charged.

Within ten school days of the conclusion of the hearing, the hearing officer or chair will provide a decision letter to the Student Conduct Officer (or designee) providing the findings, rationale, and sanctions (if applicable).

Investigation Resolution Method

This process is designed to provide a fair and equitable resolution process as required under Title IX of the Higher Education Amendments of 1972, and it may also be used in cases where the Dean of Students (or designee) determines it is appropriate. All cases involving allegations of violation 2 (sexual or gender-based misconduct), as well any as other situations the Dean of Students deems appropriate (such as when the risk of retaliation appears high or personal victimization is alleged of occurring) will be resolved through the investigation resolution process. Investigators and hearing officers involved in this process are trained on the student conduct process and also receive additional training including both annual training on issues related to crimes of sexual violence and how to conduct an investigation and resolution process that protects the safety of victims and promotes accountability as well as specialized training on:

- How to conduct and document adequate, reliable, and impartial investigations
- How to interview persons who may have been subjected to sexual violence
- What types of conduct constitute sexual violence, including same-sex violence
- How drugs and alcohol can affect the ability to consent
- The importance of accountability and remedial actions for individuals found responsible for sexual violence
- Cultural awareness regarding how sexual violence may affect students differently
- How trauma and defense mechanisms can appear in the conduct process
- Common societal misperceptions about sexual violence

In this method, students' rights are protected, although there may not be a face-to-face meeting involving both the complainant and the respondent. Instead, the parties have the opportunity to meet with the investigator, where they have the chance to review and respond to the case information at the designated time(s). The case information is summarized in a final report that contains the investigation summary as well as any refutation or response provided by either party after their review of it.

Investigators and hearing officers are designated by the Dean of Students and may include the Dean of Students. Investigations (including determination of outcomes) are generally completed within 60 calendar days. In the case of delays in the process, the complainant(s) and

respondent(s) will be kept informed of the delays in the process. In cases alleging sexual or gender-based misconduct, the Title IX Coordinator(s) will be kept apprised of the process and will coordinate the resolution.

As this resolution process has the fewest but the most specially trained employees involved, this method provides the most private form of resolution for both the complainant and respondent and also promotes the timeliest response, depending on the responses of the involved parties and the complexities of the case.

Investigation Guidelines

This is how the investigation process generally works:

- The College becomes aware of misconduct, usually through an online report.
- The complainant/victim is contacted for an initial meeting, where:
 - The policy and resolution procedures are reviewed and questions can be answered
 - Requests for interim action or remedies may be made
 - Additional information may be obtained, including a list of possible witnesses
- Preliminary investigation occurs to determine if there is merit to charge a student under the Code.
- Interim action and/or remedies may be issued
- If the preliminary investigation indicates that the student conduct process will be initiated, written notice of the charges (as described on p. 9) is provided to the respondent, inviting him/her for a first meeting where:
 - The conduct process is reviewed and questions can be answered
 - The respondent may review the complaint of misconduct
 - The respondent is given the initial opportunity to respond to the complaint, including providing a list of possible witnesses
 - The respondent will be asked questions as part of the investigation of the complaint
- Witnesses with information about the incident in question may be interviewed by the investigator.
- Follow up interviews by the investigator with the complainant and/or respondent may occur.
- An investigation summary is prepared by the investigator.
- The complainant and the respondent are provided with separate opportunities to review and respond to the investigation summary.
- If additional investigation is needed, the complainant and respondent will be informed of this and addendums and/or updates may be made to the investigation summary.
- The investigator provides a final report to the hearing officer. The final report consists of the investigation summary, any response/rebuttal from the complainant and/or respondent, and a determination of responsibility based on the investigation regarding each of the alleged violations.
- The hearing officer reviews the final report and issues a decision as to whether the accused student is responsible or not for committing each alleged violation. If it is determined that any violations occurred, the hearing officer will be provided with any information related to sanctioning, including but not limited to relevant conduct history regarding a respondent's prior misconduct, sanctioning guidance from the Student Conduct Officer, and statement from the complainant and/or respondent if provided.
- Within ten school days of receiving the final report, the hearing officer provides a decision letter to the Student Conduct Officer (or designee)

providing the notice of outcomes, which includes a determination of responsibility for each violation, rationale, and sanctions (if applicable).

Written Notice of Outcomes

The Student Conduct Officer will provide written notice of the final resolution of charged violation(s) within ten school days of the hearing or decision issued by the hearing officer or body. In cases where the behaviors in question may also constitute a crime of violence (as described in the Clery Act), as well as in cases involving any allegation of 2 (sexual or gender-based misconduct), the complainant (or victim) will also receive notice of the outcomes. The written notice is customarily provided electronically and includes:

1. Each charged violation(s) and the determination of whether or not the accused student is responsible for committing the violation;
2. A rationale of the findings;
3. The sanction(s) imposed and the deadlines or time periods for which they are in effect;
4. A statement of the right to file an appeal and process for doing so;
5. A statement that failure to file a request for such an appeal within the time provided in Part III.G below shall be deemed a waiver of the right to an appeal.

College officials may also receive notice (in all or in part) of the outcomes when there is a legitimate educational reason for this, such as when their role is necessary for enforcement of the sanction(s).

Appeals

The College offers the opportunity to appeal the outcomes of student conduct procedures as described below. Sanctions are in effect even while an appeal is being considered, unless otherwise stated in writing by the Dean of Students. An appeal is not a re-hearing of the case, but an evaluation of whether the ground(s) for an appeal are present and should alter the outcome of the case. Not participating in a conduct process is not grounds for an appeal. Appeals of administrative hearings, panel hearings, or the investigation resolution process may be requested based only on one or more of the following:

1. The College's procedures were not followed, and the deviance would substantially alter the outcome(s) of the case;
2. There is new relevant evidence not reasonably available at the time of the hearing or the imposition of the sanction(s) that would substantially alter the outcome(s) of the case;
3. The evidence does not clearly support the finding(s); or
4. The sanctions are inappropriate relative to the violation.

Appeals addressing one or more of the above grounds must be submitted in writing to the Dean of Students within ten school days of the sending of the notice of outcomes. If the Dean of Students has a conflict of interest in serving as the appellate officer, a different appellate officer will be designated. The appellate officer will review the appeal and will provide a response to the student within ten school days after receipt of the appeal. If the grounds for appeal are determined to be founded, the appellate officer may adjust the finding(s) and/or the sanction(s). If the initial appellate officer is not the Provost or Provost's designee, a second appeal may be made by submitting an appeal in writing to the Provost's Office within ten school days of the sending of the appeal response. The Provost will review and respond within ten school days of the receipt of the appeal, and the Provost's decision is final.

In cases where the behaviors in question may also constitute a crime of violence (as described in the Clery Act), as well as in cases involving any allegation of 2 (sexual or gender-based misconduct), both the respondent and the complainant (or victim) have the right to appeal the finding(s) of responsibility and/or sanctions based on the above criteria. If an appeal is received, the other party will be notified of the receipt of the appeal, the grounds upon which the appeal has been sought, and of the opportunity to provide information for consideration by the Provost (or designee) no later than ten school days from the receipt of the appeal. In these cases, the Provost will have an additional ten school days to provide a response. In all cases, the decision of the Provost (or designee) is final.

Sanctions

Sanctions are designed to promote the College's educational mission and to promote safety or to deter students from behavior that harms, harasses, or threatens people or property. Some behavior may be so harmful or disruptive to the College community or to the educational process that it may require more serious sanctions, such as removal from specific courses or activities, suspension from Harper College, or expulsion. More than one sanction may be imposed in a case. The following factors are generally considered when determining sanctions for a particular case:

- The nature of the violation(s)
- Prior findings of responsibility and sanction(s)
- Mitigating circumstances surrounding the violation
- The student's motivation(s) for engaging in the behavior
- Impacts of the behavior
- Sanctions which have been imposed in similar cases in the past
- The developmental and educational impact on the student

Standardized Sanctions

Standard sanctions pertain to a student's relationship with the College, and provide a form of consistency for the College in responding to acts of misconduct. One or more of these is usually issued when a student has been found responsible for violating the Code:

Warning – written notice to the student that the behavior is not acceptable at Harper College and that additional incidents may result in more severe sanctions. This notice exists in the student conduct file and is not reflected on an academic transcript.

Disciplinary Probation – a period of time (which may be indefinite) during which a student is under warning that any other violation of college policy may result in suspension. Disciplinary probation may also prohibit a student from participating in certain college activities or programs, as it is considered notice that the student is not in good standing due to behavior. This sanction is not reflected on the academic transcript.

Suspension – a defined period of time during which a student is not permitted to engage in any of the privileges, courses, organizations, events, or activities associated with being a student at Harper College. During the period of suspension, a hold designating such will be placed on the student's account and transcript prohibiting registration, enrollment, attendance, or ability to earn credit for any credit or non-credit courses offered by Harper College. This also prohibits receipt of a degree or certificate from Harper College during this time. This suspension does not prevent a student from attending another college or university, transferring any otherwise qualifying credits back to Harper at a later date, or receiving copies of Harper College transcripts reflecting academic credits previously earned. Once the period of suspension has

been completed, the hold will be lifted from the student account, provided the student has completed any other requirements required prior to return. During the period of suspension, the student is also banned from Harper College property unless otherwise stated.

Expulsion – the indefinite termination of a student's status at the College. This prohibits engagement in any of the privileges, courses, organizations, events, or activities associated with being a student at Harper College. This does not prohibit the transferring of credits earned to another college or university, but the expulsion is designated permanently on the academic transcript. Unless otherwise stated, the student is also indefinitely banned from Harper College property. This is the most egregious sanction that Harper College can impose upon a student. Expulsion is designed to be a permanent separation from the institution; however, in those rare cases where a student seeks to return to Harper College at a later date after making significant behavioral changes, a student may petition for reinstatement. A petition for reinstatement may be submitted no earlier than 5 years after the date of expulsion. The petition should be submitted in writing to the Dean of Students and should describe 1) what actions the individual has taken to learn from the situation and prevent the behaviors from re-occurring, and 2) what educational pursuits the individual seeks at Harper College. The Dean of Students will convene a committee of faculty and staff to review the petition and provide a recommendation for the Dean's consideration. The Dean will make a decision and provide the outcome to the student. If denied, the former student may re-petition once one year has passed. There is no appeal process to this decision.

Conditional Re-Enrollment – A hold is placed on the student's account, prohibiting re-enrollment until certain activities or sanctions are completed. The student may also be under behavioral restrictions upon enrollment.

Restriction of Access or Privileges – Prohibition on accessing a specific area or building of campus, and/or prohibition from participating in certain activities. This sanction may or may not affect a student's ability to take a specific course, but it typically allows for the pursuit of educational programs overall.

Ban from Campus – prohibition on accessing any Harper College property, including satellite campuses.

Individualized Sanctions

In addition to the standard sanctions above, individualized sanctions may be imposed that are designed to maximize the learning of a specific student. These sanctions take into account the student's learning style and stage of development, as well as the unique factors of a given situation. Multiple individualized sanctions may be imposed, including but not limited to one or more of the following:

- a. **Reflective Activity:** an activity designed to promote reflection by the student about his/her behavior and its impacts. Examples can include: writing assignments, interviews, research projects, etc. Completion will be based on fulfilling the objective requirements of the assignment, not on whether the student adopts or expresses a particular perspective or point of view.
- b. **Counseling Assessment:** Completion of an assessment with a licensed care provider as well as documentation of learning about possible resources for follow up
- c. **Restitution:** Payment to a harmed party, such as to repair or replaced vandalized property

- d. **Community and/or College Service:** Completion of a designated number of hours of service on campus or in the community
- e. **Meetings with College Resources:** Meeting with a College employee or office to learn about resources offered to support students

Student Conduct Records

The College maintains student conduct records as part of student education records in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C.S. §1232g ("FERPA"). Students may request to review their student conduct record by contacting the Office of the Dean of Students, in writing.

No earlier than seven years following the resolution of any conduct case (including fulfillment of any relevant sanctions), a student's conduct record may be purged in accordance with campus procedures if there is no longer an administrative value to the record **and** the individual's relationship to the campus has ended.

Student conduct records will be disclosed only with written consent of the student's parents or the eligible student (in the case of a student 18 years of age or older), except as otherwise allowed pursuant to FERPA and its implementing regulations. Examples of appropriate disclosures of records without consent include disclosure of information:

- To other school officials within the institution when there is a legitimate educational interest in the information in order to exercise or complete their responsibilities on behalf of the institution;
- Records related to behavior that poses a significant risk to the safety or well-being of that student, other students, or other members of the school community; including as part of emergency response, emergency notification, timely warning, or other notifications as required by law;
- To teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student (this includes release of records when another institution where the student seeks to enroll or has enrolled seeks information in relation to a behavioral risk or threat assessment);
- Regarding any violation of any Federal, State, or local law, or of any rule or policy of the institution governing the use or possession of alcohol or controlled substance to a parent or legal guardian of a student if the student is under the age of 21 and the institution determines that the student has committed a disciplinary violation with respect to such use or possession;
- In cases where the behaviors in question may also constitute a crime of violence (as described in the Clery Act), as well as in cases involving any allegation of 2 (sexual or gender-based misconduct), the victim and/or complainant will be informed of the outcome, including the determination of responsibility, rationale, and sanction(s); and
- Final results (the name of the student, the nature of the violation committed, and the sanction(s) imposed) of the student conduct process for any student who is found in violation of a College policy that is also determined to be a "crime of violence," as described in the Clery Act, may be released publicly.

Student Dress Code

There is no formal dress code at Harper College. However, shirts and shoes must be worn in the buildings. Any student whose attire is

considered obscene may be subject to the Student Code of Conduct and may be asked to change their attire or leave the campus in the interim.

Per the State of Illinois legal definition, obscene shall be considered to be "any material, action, or performance of lewd and/or sexual acts in which a reasonable person finds the experience offensive. In addition, the materials, actions, or performance lack serious literary, artistic, political, or scientific value."

Student Optional Disclosure of Private Mental Health Information

- Student Optional Disclosure of Private Mental Health Information

Technology Resources

Acceptable Use of Harper College Communications Network (HCCN)

I. Philosophy:

Harper College provides technology resources, software, and facilities to further the College's mission. Access and use of facilities is a privilege and must be treated as such by all users. Acceptable use is based on common sense, common decency, and civility. Users are subject to guidelines set in this Acceptable Use Policy.

II. Risk and Responsibility: E-Mail, Internet Resources, and Electronic Files

A. Security

Harper College utilizes best practices and industry standards to protect data and filter materials transmitted or received via the College. Harper College does not assume liability for offensive material that any user may encounter, such as material that is illegal, defamatory, obscene, inaccurate, or controversial.

Users are responsible for all activities originating from their account(s), including all information sent from, intentionally requested, solicited, or viewed from their account(s) and publicly accessible information placed on a computer using their account(s). In addition, users are responsible for logging off applications/computers to prevent unauthorized access.

In addition, users are responsible for refraining from sharing personally identifiable information or other sensitive data while using collaboration tool applications, including but not limited to chat, email, or video conferencing applications.

B. Privacy

Users are strictly prohibited from accessing files and information other than their own, those intended for the user, and those for which the user has permission from authorized College personnel to access.

The College reserves the right to access its systems, including current and archival files of users' accounts; if that access would be imperative to conducting College business; if there is strong evidence of improper usage; or strong evidence of impropriety. Electronic files can be inspected under the Illinois Freedom of Information Act (IFOIA). Any inspection of electronic files,

and any action based upon such review, will be governed by all applicable federal and state laws and College policies.

C. Education and Training

All users are responsible for using the facilities and all forms of technology resources ethically and legally. Users are expected to follow equipment and lab usage guidelines and, when necessary, receive training in using these resources and accept responsibility for their work. In addition, users are responsible for learning and adequately using the features of securing and/or sharing access to data.

D. Personal Use

As a result of agreements Harper College has with technology providers, users may be offered technology for personal use. If users take advantage of these offers, any agreement, conditions, or terms of use are between the user and the outside technology provider. Information resource providers outside the College may, in turn, impose additional conditions of appropriate use, which the user is responsible to observe when using those resources.

E. Generative Artificial Intelligence

Generative Artificial Intelligence (AI) refers to tools and systems that create text, images, audio, video, or other content based on user prompts. Students may use generative AI tools only in accordance with academic policy and any course-specific guidance provided by instructors.

Students remain fully responsible for all academic work submitted, including work created with the assistance of AI tools. Submitting AI-generated content as original work without required permission or disclosure may constitute a violation of academic integrity policies. Students must not enter, upload, or disclose sensitive or confidential information into AI tools, including student records, grades, financial information, health information, personal data of others, or College system credentials.

III. Unacceptable Uses:

- It is the joint responsibility of all users to help avoid unacceptable uses such as but not limited to:
- Using the resources for any purpose, which violates federal laws, state laws, or College policies.
- Using the resources for commercial purposes.
- Misrepresenting the user's identity or affiliation in the use of information technology resources.
- Creating, sending, storing, or soliciting patently harassing, intimidating, abusive, or offensive material to or about others.
- Intercepting, disrupting, or altering electronic communications.
- Using another person's account, user ID, name, or password.
- Sharing of individual user accounts and resources with another person or another organization.
- Attempting to exceed, evade, or change assigned specifications or limitations of an account without the approval of appropriate College personnel. Impeding the use of systems by others.
- Attempting to corrupt the system.
- Reproducing, copying, downloading, or distributing copyrighted materials without authorization.

IV. Consequences:

Abuse of these guidelines will result in possible legal action and/or official campus disciplinary procedures. Incidents involving unacceptable uses will be handled through existing processes.

Enrollment

Dedicated to providing excellent services, the Enrollment Services Division supports administrative and financial functions that enable students to acquire the tools and knowledge necessary to enroll, persist and achieve educational goals.

- Center for Global Education and Engagement (p. 43)
- Credit for Prior Learning (p. 41)
- Early College Credit (p. 41)
- Eligibility / Dual Admission / Readmission (p. 42)
- Financial Assistance (p. 42)
- Limited Enrollment (p. 44)
- One Stop (p. 44)
- Return to Title IV Policy for Financial Aid Recipients (p. 44)
- Satisfactory Academic Progress (p. 45)
- Scholarships (p. 45)
- Testing Center (p. 45)
- Tuition and Fees (p. 46)
- Tuition Refund Policy (p. 47)
- Veterans Services (p. 47)

Credit for Prior Learning

Students with varied educational experience may convert this experience into college credits on the basis of satisfactory performance on proficiency examinations. A person who has been officially accepted as a Harper student may apply for and receive college credit by meeting the course objectives through alternative or transfer credit for up to 42 semester hours of the degree program requirements and up to one-half of the semester hours required for completion of a certificate program. Alternative credit could include Advanced Placement (AP) credit, College Level Examination Program (CLEP) credit, Harper College Proficiency Examination credit, the American Council on Education recommendations for Defense Activity of Non-traditional Educational Support (DANTES, previously USAFI).

Guidelines, policies and procedures for alternative credit programs explained below are available online and in the **Assessment and Testing Center**.

Advanced Placement Program (Offered Only in High School)

Credit and placement will be awarded to students with Advanced Placement (AP) examination scores of "3" or better. Criteria for granting credit have been determined by each academic division. In order to process course credit for these exams, an official AP score report must be requested by the student and sent directly to Harper College.

College Level Examination Program

Credit through the College Level Examination Program (CLEP) is available to all students who feel they have acquired the necessary proficiency level to meet the requirements in a variety of subjects not covered by Harper College proficiency tests. Criteria for granting credit have been determined by each academic division. In order to process course credit

for these exams, an official CLEP score report must be requested by the student and sent directly to Harper College.

Harper College Proficiency Examination Program

Departmental proficiency tests have been created by Harper College faculty for many courses not available through the CLEP program. Students must receive permission to take a proficiency test from the appropriate program coordinator or department chairperson before taking the exam.

American Council on Education Credit Recommendations

Credit and placement can be awarded for DANTES tests that have an equivalent option available through College Level Examination Program (CLEP) and are evaluated using Harper College's CLEP standards. Credit through Defense Activity for Non-traditional Education Support (DANTES) is available by submitting an official score report directly to Harper College.

Early College Credit Concurrent Enrollment

Harper College's Concurrent Enrollment is designed for High School Junior and Senior status (or students age 16+) who demonstrate college readiness both academically and emotionally. Students can earn college credits by taking courses at Harper during the summer, fall, or spring semesters.

Each student's high school transcripts and ACT/SAT/PSAT scores are reviewed to determine their college readiness. Students can take Harper College Placement Exams, if they do not have ACT/SAT/PSAT scores. Students also have to meet prerequisites for the course they wish to take.

Once the student's application has been reviewed, all students must have an interview with an Academic Advisor to assess the student's emotional readiness to take on the challenges of college courses at a community college where classmates may be much older.

Eligible students who take advantage of concurrent enrollment can:

- Gain an early advantage by becoming familiar with college-level coursework and expectations.
- Lower the overall cost of their college education through Harper's affordable tuition.
- Complete a core course to get a jump-start on college.
- Explore a subject that isn't offered at their high school.

Interested and eligible students must complete both of the following steps to be considered for the program:

Step 1: Apply to Harper

Complete the Harper College Application for Admission and submit a one-time \$25 non-refundable application fee. (*Students MUST choose the Credit-Seeking option — > Concurrent. [DO NOT choose High School Partnership]*)

- Apply online now

Complete and Submit Two Concurrent Supplemental Forms

To complete the application process for Concurrent Enrollment, students must submit the two supplemental forms and attach necessary items requested.

High school student

- Concurrent enrollment high school student form
- Concurrent enrollment parental acknowledgement form

Home-school student

- Concurrent enrollment home-school student form
- Concurrent enrollment parental acknowledgement form

Information will be reviewed by an academic advisor in the Center for New Students and Orientation in order to verify appropriate readiness for desired coursework. Additional information, placement testing, and/or a meeting with an academic advisor may be necessary before a final determination can be made. *Concurrent enrollment process may take approximately two weeks to complete.*

For further information, contact the Center for New Students and Orientation at 847.925.6208.

Dual Credit

The high school dual credit program provides an opportunity for qualifying high school students from Districts 211, 214 and 220 to earn both high school and college credit. For further information, call 847.925.6364.

Eligibility / Dual Admission / Readmission

Eligibility

All high school graduates or the equivalent (students who have successfully completed a state-level high school enrollment certificate) are eligible for admission to the College. A non-graduate 16 or 17 years of age who has severed his or her connection with the high school system, as certified in writing by the chief executive officer (or designee) of the high school district in which the student has legal residence, or a non-graduate 18 years of age or older, may be admitted if he or she demonstrates the capacity to benefit from programs and courses offered by the College. High school students may be admitted through early college programs to selected courses upon the written approval of their high school principal (or designee) and the designated College admissions official, and with written parental acknowledgment.

Applicants will be required to:

1. Complete a [Harper College application](#).
2. Pay a \$25 nonrefundable application fee.
3. Submit official transcripts from all colleges attended, if applicable. To request an official Joint Services Military transcript, contact jst@doded.mil.

Applicants are strongly encouraged to:

1. Submit an official copy of their final high school transcript or the equivalent. Non-high school graduates should contact the Center for New Students at 847.925.6208 after they apply.

2. Provide SAT and/or ACT scores, if they are a recent high school graduate. Either a test score report or a high school transcript that includes the test scores can be submitted to fulfill this requirement.

To be eligible for some college programs, the applicant may have to meet additional requirements as specified by that program.

All new credential-seeking students, including students who are returning after not attending for four or more consecutive semesters, will be assigned an advisor. If a returning student's stated reason for not attending was non-academic, their advisor may also recommend a counselor for additional support.

Dual Admission Programs

These agreements with selected universities allow students to apply for admission to Harper College and the four-year college to which they plan to transfer simultaneously. Dual admission provides a seamless transition between Harper and participating schools by providing optimum continuity of courses, faculty and resources during all four years of study. Dual Admissions Programs currently are offered through Harper College and the following four-year institutions: [DePaul University](#), [Governors State University](#) and [Roosevelt University](#).

Readmission

A student who has previously attended Harper College, and who is returning after an absence of four semesters including summer, will need to reapply as a "Returning Student" to ensure that Harper College has the correct address, phone, program, etc. on record, and they are subject to the degree requirements stated in the Harper College catalog at the time of reenrollment. An application fee is not charged for reapplying as a returning student. If a student has attended any other educational institution since attending Harper College, official transcripts from each college attended should be submitted to Admissions Processing. Students dismissed from Harper for disciplinary reasons must be reviewed by Harper's Dean of Students.

Limited Enrollment Program Admission

Students applying for admission to a limited enrollment program should attend a [Health Careers Information Session](#) to learn more about the application process and program requirements. All limited enrollment programs require admission to Harper College prior to applying to the program.

Harper College does not engage in high-pressure recruitment tactics. Students are able to opt out of any method of communication during the recruitment process, such as phone communication, text messages, and emails.

Harper College reserves the right to verify the identity, academic records, and eligibility of all applicants for admission. To learn more about our fraud prevention processes visit our [Fraud Prevention webpage](#).

Financial Assistance

Harper College offers an outstanding education at an affordable cost. 12,176 students were awarded \$39,174,733 in scholarships, grants and tuition waivers through Harper College in 2024-25.

All students should apply each academic year for financial aid and Harper College scholarships. To be considered, the student must:

- Apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA), a federal form
- Apply for Scholarships
- Meet General Eligibility Requirements.

Detailed information about financial aid requirements, deadlines, and programs are available on the [financial aid webpage](#).

Center for Global Education and Engagement

International Education

The Center for Global Education and Engagement (CGEE) helps Harper College students and our community succeed in an increasingly connected world. We support global learning by encouraging awareness of different cultures, helping students build cross cultural skills, and creating opportunities to engage with international perspectives both on and off campus. Our goal is to make Harper a place where all students can experience meaningful, accessible, and transformative global learning.

Students have many ways to get involved in global learning at Harper. You can join study abroad programs, take classes that include international topics, or participate in virtual exchanges with students at colleges around the world. These experiences help you see the world from new viewpoints, strengthen communication skills, and build confidence for transferring or starting a career. CGEE guides you through the entire process—choosing a program, applying, preparing to travel, and reflecting on what you learned once you return.

Students who want to deepen their global learning experience can pursue the Global Scholars Distinction, a graduation honor that recognizes your commitment to understanding the world and engaging across cultures. As a Global Scholar, you'll work closely with a faculty mentor, explore different cultural contexts, and strengthen your skills in intercultural communication and global citizenship. The distinction offers real benefits, opening doors to scholarships and career opportunities, giving you a competitive edge on your résumé, and enriching your overall academic experience. Graduates earn an official notation on their transcript and diploma and are recognized at commencement with a special Global Scholars stole.

To earn the Global Scholars Distinction, students must:

- Complete 9 credit hours of approved interdisciplinary global courses with a grade of C or better
- Maintain a minimum 2.0 cumulative GPA
- Complete CAP 201: Social Transformation Capstone, including a project proposal and independent study project supported by a faculty mentor

Overall, Harper College strives to be an inclusive, globally aware campus where every student can explore the world, build meaningful intercultural connections, and grow as a global citizen. Whether you come from another country, hope to study abroad, or simply want to understand our world better, CGEE is here to help you find your path. For more information on our programs, visit our website: www.harpercollege.edu/CGEE

International Students

International students are a valued and vibrant part of the Harper College community, bringing perspectives, languages, and experiences that enrich campus life for everyone. Students from other countries attending Harper College are termed "international" students, according to the following definition: "A person who is a citizen of a country other than the United States who has a visa for educational purposes (F-1) with an intent to return to his or her homeland upon completion of his or her educational program."

To apply, International students will be required to submit the following items to the International Student Office at least eight weeks prior to the beginning of the semester in which they intend to begin their studies:

1. A completed online Harper application with a non-refundable \$25 application fee.
2. A copy of the secondary school diploma or certificate of general education. If these documents are not in English, they must be accompanied by English translations.
3. Proof of English proficiency by one of the following exams: Test of English as a Foreign Language (TOEFL) iBT score report. To be considered for admission to college classes, students must receive a minimum score of 79 on the iBT. Or a score report of the TOEFL Essentials with a minimum of 9.0. Or a score report of the IELTS with a minimum score of 6.5. Or a score report of the Duolingo with a minimum score of 115. Or a score report of LanguageCert with a minimum of C1 or C2. To be admitted to the ESL program, students must submit a minimum score of 28 on the TOEFL iBT or 3.0 on the TOEFL Essentials or 3.5 on the IELTS or 70 on Duolingo or A2 on LanguageCert.
4. A bank certificate or letter verifying sufficient funds for tuition and living expenses for one academic year.
5. Copy of the passport identification page (printed Form I-94, if already in the United States).
6. Copy of Form I-20 if student is transferring from another U.S. college or university.

Once enrolled, international students study full time (at least 12 credit hours during fall and spring) to maintain F 1 status. International students are not considered residents of the College district for purposes of in-district tuition, and they are required to have health insurance coverage and will be charged an individual health insurance premium each semester.

F-1 students have very limited options for working while studying in the United States. In general, you may work on campus up to 20 hours per week during the academic year.

It is important to understand what is not permitted under F-1 regulations. These activities include:

- Remote work of any kind for companies regardless of country
- Contract and/or short-term freelance work
- Helping to run or support a business
- Volunteering in roles that would normally be paid or that benefit a for-profit company

U.S. immigration rules consider any service performed while you are physically in the United States to be employment whether or not you are paid, and regardless of where the company is located or where the payment is sent. Engaging in activities that are considered employment

is a violation of F-1 regulations. If work is confirmed, the college is required by federal law to terminate your F-1 status.

Harper College is committed to offering an environment where all students feel welcomed, supported, and empowered to thrive academically and culturally. The presence of International Students strengthens our shared learning experience and deepens the global connections that define Harper College.

The information above is subject to change by the Department of Homeland Security (DHS). Please consult www.harpercollege.edu/iso for updates.

Limited Enrollment Degrees

Dental Hygiene, Diagnostic Cardiac Sonography, Diagnostic Medical Sonography, Health Information Technology, RN-Nursing, Physical Therapist Assistant, Radiologic Technology, Surgical Technology.

Certificates

Computed Tomography, Emergency Medical Technician, Magnetic Resonance Imaging, Mammography, Paramedic, PNC-Practical Nursing.

For up-to-date information about eligibility for admission, requirements, procedures, and options available to students interested in limited enrollment and other programs, contact the Admissions Outreach Office or check the program website.

Because of the nature of clinical experiences, individualized instruction, specialized technology and the equipment necessary to offer certain limited enrollment programs, a higher tuition rate is assessed for career-specific courses in most of these select programs.

One Stop

Harper College's One Stop provides one-stop service to students to help them register for classes, updating records, assisting with financial aid and payment plans. The One Stop is committed to providing centralized and efficient customer service through prompt, accurate and reliable delivery of information and services. Visit the One Stop in Building A, Room A250. You can also call us at 847.925.6710 or complete our Contact Form

Services provided by the One Stop include:

- Registration Assistance
- Financial Aid and Scholarship Assistance
- Student Account and Billing Inquiries
- Payment Plan Information
- Records Information
- Add/Drop Processes
- General Procedures and Policies of the College
- Referrals to Other Areas on Campus

Return to Title IV Policy for Financial Aid Recipients

Federal law specifies how Harper College must determine the amount of Title IV program assistance earned when a student withdraws from their

classes. The Title IV programs that are covered by this law are Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Direct Loans, and Direct PLUS Loans. This policy defines when a student is impacted by the Return to Title IV federal aid and how the required aid amount returned to the U.S. Department of Education is calculated.

Students subject to a review for Return to Title IV are those who received federal financial assistance and withdraw (officially or unofficially) from all their classes in the payment period.

The official date of withdrawal is the withdrawal date as recorded by the Registrar's Office. Instructors will report F grade with last date of attendance (unofficial withdrawal). Harper College is required to perform the Return of Title IV Aid calculation within 30 days of the date of determination that a student has completely withdrawn.

Though the student's aid is posted to their account at the start of each period, the student earns federal funds as the student completes the period. If the student withdraws during the payment period, the amount of Title IV program assistance that the student has earned up to that point is determined by a federally mandated specific formula. If the student received (or Harper or parent received on the student's behalf) less assistance than the amount that the student earned, the student may be able to receive those additional funds in the form of a post-withdrawal disbursement. If the student received more assistance than the student earned, the excess funds must be returned by the school and/or the student.

The student will not be subject to returns of their Title IV program assistance if the student meets one of the following exemptions:

- Student completes all the requirements for graduation;
- Student successfully completes a class or multiple classes that comprise at least 49 percent of the days in the term; or
- Student successfully completes a class or multiple classes that comprise at least half-time enrollment.

As an example, if a student completes 30 percent of the payment period, they earn 30 percent of the financial assistance originally scheduled to receive. Once a student completes 60 percent or more of the payment period, the student earns all the federal assistance they were scheduled to receive for that period.

If the student has earned more funds that were not yet disbursed, the student may receive funds as a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, Harper College must get the student's permission before it can disburse them. The student may choose to decline some portion or all of the loan funds to not incur additional debt.

Any Title IV funds that were disbursed for the payment period that are more than the amount calculated to be earned are considered unearned and must be returned to the federal government within 45 days of the date the school determined the student withdrew. Harper College returns a student's unearned funds to the government and the student will be billed for any balance due. The Office of Student Financial Assistance will notify students of any amounts owed. Students with outstanding balances may be restricted from registering for future classes and receiving transcripts.

Funds that are returned to the federal government are used to reduce the outstanding balances in individual programs. Title IV federal financial aid returned must be allocated in the following order:

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct Loan
3. Federal Direct PLUS Loan
4. Federal Pell Grant
5. Federal Supplemental Education Opportunity Grant

If Harper College is not required to return all the excess funds, the student may be required to return the remaining amount. For any loan funds that must be returned, the student (or parent for a Direct PLUS Loan) will repay the loan funds over a period of time in accordance with the terms of the promissory note.

Repeated withdrawals can impact a student's eligibility to receive federal financial aid for future terms. (see **Satisfactory Academic Progress Policy**)

The requirements for Title IV program funds when a student withdraws is separate from Harper College's refund policy.

Satisfactory Academic Progress

In addition to the Standards of Academic Performance (SOAP), federal and state financial aid recipients must also comply with all Satisfactory Academic Progress (SAP) requirements for financial assistance as follows:

1. **Grade Point Average Standard:** Students must achieve and maintain a cumulative grade point average of at least 2.00 in all credit courses attempted throughout their entire enrollment at Harper College; whether or not financial aid was received. This grade point average standard does not include developmental courses, and for repeated courses it only includes the highest earned grade.
2. **Cumulative Completion Rate:** Students must complete at least 67 percent of the credit courses attempted throughout their entire enrollment at Harper College; whether or not financial aid was received. The percentage is found by dividing the successfully completed credit hours by the number of credit hours the student attempted. Successfully completed credit hours include the following grades: A, B, C, D, AR, BR, CR, DR, P and PR.
3. **Maximum Time Frame (Credit Hours) Standard:** Students must complete their program of study within 150 percent relative to the published length of the program of study. For example, a student enrolled in an educational program that requires 60 credit hours cannot receive financial assistance after 90 attempted credit hours. If during the SAP review it becomes clear that a student cannot mathematically complete his/her program within the maximum time frame (credit hours), student will become ineligible for financial assistance.

Review the complete **Satisfactory Academic Progress Policy**, including the requirements and appeal procedures.

Scholarships

12,167 students were awarded \$39,174,733 in scholarships, grants and tuition waivers through Harper College in 2024-25. **Visit Scholarships for more information.**

Harper College Donor Sponsored Scholarships

The Harper College Educational Foundation provides funding for more than 240 scholarships thanks to the generosity of Harper College donors and alumni. These scholarships are awarded based on the detail and quality of the essays, and the scholarship's criteria. Scholarships open on February 16 for the following Fall and Spring semesters. (see **Donor Sponsored Scholarships**)

Harper College Institutional Scholarships

Many institutional scholarships are offered by Harper in recognition of students who exhibit academic excellence, artistic talent, strong leadership skills or service to their communities. These scholarship programs may pay for part or all of the student's first two years of college. (see **Harper College Institutional Scholarships**)

Scholarships (External) Offered by Community Organizations

Awarded to students by community organizations, workplaces, faith institutions, local businesses and others. Students must apply for these scholarships individually and they are awarded by the scholarship sponsors. These scholarships are offered all year long. (see **List of External Scholarship Opportunities**)

Testing Center

The Testing Center is responsible for the coordination and administration of course placement testing and other testing programs available to Harper College students. All new degree-seeking students are required to participate in an orientation program that includes placement testing. New degree-seeking students assess their academic skills in writing, reading and mathematics through this battery of tests. Tests for distance learning/web-based courses, proficiency and CLEP testing as well as entrance examinations for limited enrollment programs are coordinated in this office as well.

Assessment Testing and Placement

Harper College has a placement testing policy in place that requires all new degree-seeking students to complete English and math placement tests. Also, students entering their first English and/or math courses are also required to complete appropriate placement test(s).

The placement testing goals are:

1. To inform students about their competency levels in English and math.
2. To place students in the English and math courses in which they have the best opportunity for success.

Students who place at the developmental level in either subject area are required to enroll in at least one developmental course their first semester and every subsequent semester until the respective initial college-level course is reached.

Degree-seeking students who do not meet the minimum requirements for developmental reading placement will be placed in a continuing education class to develop the required reading skills before entering the developmental English curriculum or any other college-level course that requires proficiency in reading comprehension.

Details of the mandatory placement testing and placement policy, including options for waiving testing, are available in the Testing Center or on the [Testing Center webpage](#).

Tuition and Fees

Tuition for Credit Classes ¹

In-District Residents: \$145.75 per credit hour (Employees of in-district companies may also be eligible; see: Business EdVantage)

Out-of-District: \$410.00 per credit hour

Out-of-State: \$485.50 per credit hour

International Student: \$485.50 per credit hour

¹ Costs subject to change without notice

Designated Programs/Courses with 1.5x tuition

The following programs are charged 1.5x the regular rate of tuition due to the nature of clinical experience and individual instruction required, along with specialized technology and equipment necessary to offer these programs.

Programs

- Dental Hygiene degree (DHY)
- Diagnostic Cardiac Sonography degree (DCS)
- Diagnostic Medical Sonography degree (DMS)
- Magnetic Resonance Imaging certificate (RAD)
- Mammography certificate (RAD)
- Nursing degree (NUR)
- Physical Therapist Assistant (PTA)
- Practical Nursing certificate (NUR/PNC)
- Radiologic Technology degree (RAD)
- Surgical Technology degree (SUR)

Courses

- DCS prefix
- DHY prefix
- DMS prefix
- NUR prefix
- PTA prefix
- RAD prefix (most)
- SUR prefix

Fees for Credit Classes

- Application Fee: \$25
- Activity Fee, full-time student: \$50
- Activity Fee, part-time student: \$25
- Registration Fee (non-refundable): \$15
- Universal Fee: \$22 per credit hour
- Course Supply Fee: Varies per course
- Course Materials Fee: Varies per course
- Other Course Fees: Varies per course

- Laboratory and Music Fees: Will be indicated at time of registration
- Academic Transcripts Fee: \$7 per transcript

Application Fee

A one-time application fee of \$25 is charged to each new student applying for admission for credit courses. The fee, which is non-refundable, covers the cost of processing the application.

Activity Fee

Students enrolled for 12 or more credit semester hours will pay a \$50 activity fee for each semester; students enrolled for less than 12 hours will pay a \$25 activity fee. No activity fee is charged for students enrolled only in Community Education or Continuing Professional Education courses. However, students enrolled only in Community Education or Continuing Professional Education courses may wish to pay the activity fee to obtain a HarperCard (see: Student Engagement).

Registration Fee

A \$15 non-refundable registration fee is charged to all students registering each semester for credit courses. If a student decides to drop all of their courses after they had registered for a semester, they are required to pay the \$15 registration fee.

Universal Fee

The universal fee of \$22 per credit hour will be assessed to all students enrolled in credit courses. This fee helps to support student based technology, campus construction and renovation of outdated facilities, student access to the parking structure, and student access to the Health and Recreation Center.

Course Supply Fee

These fees are to cover the costs of consumable supplies, materials, requirements for Health Career programs or licensing for tests or software that is specific to a particular course and beyond those covered by the regular tuition.

Course Materials Fee

These fees are to cover the costs of digital course materials which includes electronic access to ebooks and other required web-based materials.

Other Course Fees

These fees are to cover the costs of non-consumable supplies or materials. Students enrolled in MUS-100 level courses will pay \$100 per course, per semester. This entitles the student to one 30 minute private lesson per week. MUS-200 level music students will pay \$200 per course, per semester and will receive one 60 minute private lesson per week.

Payment Deadlines

Students are required to select a payment arrangement at the time of registration. Financial aid awards and other tuition reductions will be included in the "Amount Due" calculation if all required documents have been received and processed prior to registration. If payment arrangements are not completed within 7 days of registration, the student's registration will be removed. Students are not allowed to attend classes until a payment arrangement is in place for the term.

Senior Citizen Discount, for College Level Credit Courses

District residents age 65 years of age and older are eligible for a 100 percent tuition discount, for college level credit courses. This discount applies only when registering three calendar days or closer to the first day

of that particular class. This must be the student's initial enrollment in the class and there must be space available. Students may not drop and re-enroll for the discount. This discount does not apply to fees. Fees will need to be paid by the assigned due date.

Tuition Refund Policy

Refunds are not processed until the 100% refund period for the semester has passed. See the Important Financial Aid and Registration Dates for 100% refund deadlines.

The Business Office, in Building A, Room 214, will process refunds within 14 calendar days after a credit balance is on a student's account, assuming it was paid with guaranteed funds.

Continuing Education follows these guidelines for refunds.

Refund Eligibility

To be eligible for a refund, students must drop during the 100% refund period. Refund and withdraw dates may vary per class, depending on the end date of the section within each Part of Term and are listed on the Important Financial Aid and Registration Dates page. Refund deadlines will also be listed on the student's schedule on the Registration and Records page of the MyHarper Portal. Students who do not attend class and who do not officially drop a class(es) will not receive any refund and are subject to an F grade.

Refund Process

If payment was made using a credit/debit card, the refund will be applied to the credit/debit card account from which the payment originated as long as the refund is within 90 days of the payment date.

If payment was made with cash, personal check, or electronic ACH, the refund will be in the form of a check or direct deposit. The direct deposit needs to be established at least one week prior to a refund being issued to ensure that the refund is directed to the correct location.

Direct Deposit

Direct Deposit is available in the MyHarper Portal under the Finances page.

When a refund is issued, a notification email is sent to the email address provided upon signing up for direct deposit.

Direct deposit funds normally take a minimum of 3 business days to reach the bank account once the refund has been processed.

Excess Financial Aid

Refunds that are issued due to having excess Financial Aid will be issued as a check or direct deposit within 14 calendar days of the credit showing on the student account. Students will have needed to opt in for the direct deposit at least one week prior to the disbursement of the Financial Aid. If a student paid for their courses with a credit card that refund will be applied to the credit card that was used to the extent of the original payment as long as it is within the 90 days since the payment was made.

Fall/Spring Semesters:

Classes offered in other formats or on the weekend (Friday, Saturday and Sunday) may have separate refund dates. Please refer to the Important

Financial Aid and Registration Dates page for specific refund and withdrawal dates.

Summer Session:

No refund after the first week of the semester. Refunds vary for non 8-week classes. Please refer to the Important Financial Aid and Registration Dates page for specific refund and withdrawal dates.

Business Office
Building A, Room A214
847.925.6880
Email Us (businessoffice@harpercollege.edu)

On-Campus Hours

Monday through Friday: 8:00 a.m. to 4:30 p.m.

Veterans Services

Harper College thanks our veterans and military-connected students for their commitment to serve our country. Harper's services extend to veterans, soldiers on active duty, reservists and eligible dependents (spouses and children).

Harper staff strives to provide veterans and military-connected students with invaluable services geared toward the transition from service to finding success as a student. Our **Veterans Services** web page is updated with the current information regarding local, statewide and national services, topical resources, and information regarding eligible educational benefit programs. There are checklists to help our veterans and eligible military-connected students apply for and utilize educational benefits, Title IV Federal Financial Aid and state assistance. **Note:** Veteran's academic programs are approved by the Illinois State Approving Agency of the Illinois Department of Veterans' Affairs.

Visit **Veterans Services** for detailed information about our services and the various types of financial aid programs available to veterans and eligible military-connected students.

Harper College has implemented policies to be compliant with Title 38 U.S. Code 3679(e). These policies affect military veterans using Veteran Readiness and Employment (Ch. 31) or Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) benefits through the U.S. Department of Veterans Affairs and the Department of Defense and Chapter 35 Survivors and Dependents Educational Assistance.

Harper College will not take any of the following actions toward a student using Ch. 31, Ch. 33 or Ch. 35 benefits while their payment is pending:

- Prevent the student's enrollment
- Assess a late fee to the student
- Require the student to secure alternative or additional funding
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution

To qualify for this provision, these students may be required to:

- Produce the VA Certificate of Eligibility by the first day of class
- Provide a written request to be certified (Veterans Enrollment Confirmation - VEC)
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

G.I. Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>.

Federal and State Laws

This section includes information on applicable state and federal laws, as well as College policies and procedures.

Elsewhere in the Catalog, College academic regulations are delineated for students. These include Harper College Standards for Academic Performance, Assessment and Placement Policy, Repeat Policy, Forgiveness Policy, Grading and Grade Points, Incomplete Grades, Attendance Policy, Academic Honesty Policy, Auditing a Course, Tuition and Refunds, Academic Honors, Withdrawals, Honors Program, Transcripts and Transfer of Credits.

The Catalog also includes graduation requirements for degrees and certificates, and information on all programs and courses and their prerequisites. The current semester course schedule is online and provides specific information regarding class times and registration procedures.

- Americans with Disabilities Act (p. 48)
- Campus Security Enhancement Act of 2008 (p. 48)
- Equity in Athletics Disclosure Act (p. 48)
- Family Educational Rights and Privacy Act (p. 48)
- Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (p. 50)
- Licensure Information (p. 50)
- Religious Observances Policy (p. 50)
- Student Right to Know Act (p. 50)

Americans with Disabilities Act

Reasonable accommodations and services are available for students, staff and visitors with disabilities in accord with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Persons with disabilities, who may require accommodations and/or support services, should contact Access and Disability Services via telephone 847.925.6266 (voice), 224.836.5048 (VP), or email at ads@harpercollege.edu. While mandated services will be offered at Harper College facilities, complete College support services such as tutoring, counseling and others may only be available at the Palatine campus. Employees seeking accommodations should contact Human Resources.

Campus Security Enhancement Act of 2008

The Campus Security Enhancement Act of 2008 (Public Act 095-0881, 110 ILCS 12 - 20) and its implementing regulations (29 Ill. Adm. Code 305) outline a variety of requirements designed to prevent violence on campus. One such requirement is that each Illinois college or university have a campus threat assessment team.

The Harper Early Alert Team (HEAT) serves this function for Harper College by guiding the campus community in assessing and addressing threatening and/or concerning behaviors before a person resorts to violence. Anyone who is concerned about a threat of potential violence should report it to HEAT through the College's **Report A Concern**

webpage. **HEAT should not be used in an emergency or imminent threat situation – individuals should contact Harper Police (911 or 847.925.6630) in these situations.**

Students and other members of the campus community should be aware that they are expected to comply with requests or recommendations from the HEAT during threat assessment investigations or to assist with the monitoring of any threatening behavior(s). For more information about HEAT visit harpercollege.edu/heat

Equity in Athletics Disclosure Act

Harper College complies with the Equity in Athletics Disclosure Act by annually completing a report that contains participation rate, financial support and other information on men's and women's intercollegiate athletic programs. Harper Athletics are required to post the most recent EADA copy on their website and you can find this copy available at: https://www.harperhawks.net/documents/2025/10/15/2024-2025_EADA_Report.pdf.

Hard copies may be made available upon request from the Athletics Department

More information on Title IX compliance at Harper College can be found at: www.harpercollege.edu/about/consumerinfo/title-ix/index.php

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 establishes the rights of students to inspect and review their education record; provides that personally identifiable information will not, with certain exceptions, be disclosed without the students' permission; provides for guidelines for the correction of inaccurate or misleading data through informal or formal hearings; grants the right to file complaints with the Family Educational Rights and Privacy Act (FERPA) office concerning alleged failures by the institution to comply with the Act; and makes provision for notice to the students concerning their rights. Current or formerly enrolled students (including continuing education students) are protected under FERPA. Students who have applied but have not attended are not protected.

No one shall have access to, nor will the institution disclose, any information from students' education records - other than Directory Information - without the written consent of students, except to officials of other institutions in which students seek to enroll; to persons or organizations providing students financial aid; or providing enrollment and/or degree verification to accrediting agencies carrying out the accreditation function; in compliance with a judicial order; in emergency situations when necessary to protect the health or safety of students or other persons; and to those members of the College community with a legitimate educational interest.

"Legitimate educational interest" means and includes a demonstrable need to know by any staff member in terms of his or her assigned duties. Parents of a dependent child (as defined by IRS code) are also eligible to inspect that dependent student's record.

Educational records that are not governed by the Act and are not accessible to students include:

1. Records kept by Harper personnel such as faculty, counselors and administrators, which are used only by the maker or his or her substitute and are not available to any other person.
2. Law enforcement records which are kept apart from the student's other educational records and are maintained solely for law enforcement purposes. These records are made available for inspection by Harper College Police personnel only when acting in the line of duty and only to law enforcement officials of the same jurisdiction. Educational records maintained by the institution may not be disclosed to the personnel of the law enforcement unit.
3. Employment records for College employees, which are kept solely for business reasons.
4. Student records made or maintained by a physician, psychiatrist, psychologist or other recognized professional or para-professional acting in his or her professional or para-professional capacity, and which are made, maintained or used only in connection with the provision of treatment to the student and are not available to anyone other than persons providing such treatment, except that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.

Directory Information

The following items are hereby designated as "Directory Information," and as such may be disclosed or released by the College for any purpose, at its discretion:

The student's name, address, Harper email address, major program of study, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, part-time/full-time enrollment status, degrees received, the most recent previous educational institution attended and information sent to the National Student Clearinghouse.

Currently enrolled students have the right to withhold the release and disclosure of any or all of these items by giving written notice on the appropriate form to that effect to the Office of the Registrar by the first day of each course or program, as the case may be, for which they enroll. Request for non-disclosure will be effective for only one academic year; therefore, authorization to withhold Directory Information must be filed annually.

Review of Records

The law provides students with the right to inspect and review information contained in their education record; to a response to reasonable requests for explanations and interpretations of the record; to challenge the contents of their education record; to have a hearing if the outcome of the challenge is unsatisfactory; and to submit explanatory statements for inclusion in their files if they feel the decision of the hearing officer is unacceptable. The Dean of Students has been assigned by the College to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic, and financial files, academic cooperative education, disclosure and placement records.

Students wishing to review their education records must make a written request to the official responsible for the records listing the item or items of interest.

Records covered by the Act will be made available within 45 days of the request. Students may have copies made of their records with certain exceptions (e.g., a copy of the academic record for which a

"hold" exists, student conduct hearing recordings or student conduct records containing protected information about other students, or a transcript of an original or source document which exists elsewhere). Education records do not include records of instructional, administrative and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, student health records, employment records or alumni records. Health records, however, may be reviewed by physicians of the student's choosing.

Students may not inspect and review the following: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; educational records containing information about more than one student, in which case the institution will permit access **only** to that part of the record which pertains to the inquiring student; and confidential letters and recommendations placed in their files prior to January 1, 1975, providing those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Procedures to Amend Records and Request Hearings

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally at a meeting with the author of the record and the Dean of Students. If the decisions are in agreement with the student's request, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended, and they will be informed by the Dean of Students of their right to a formal hearing. Students' requests for a formal hearing must be made in writing to the Dean of Students who, within a reasonable period of time after receiving such requests, will inform students of the date, place and time of the hearing.

Students may present evidence relevant to the issues raised and may be assisted or presented at the hearings by one or more persons of their choice, including attorneys, at the student's expense. The hearing officers who will adjudicate such challenges will be designated by the President of the College.

Decisions of the hearing officer will be final, will be based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and stating the reasons for the decisions and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing officer, if the decisions are in favor of the students.

If the decisions are unsatisfactory to the students, the students may submit statements commenting on the information in the records, or statements setting forth any reason for disagreeing with the decisions of the hearing officer. The statements will be placed in the education records, maintained as part of students' records, and released whenever the records in question are disclosed. Students who believe that their rights have been abridged may file complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C., 20202-5901 concerning alleged failures of the College to comply with the Act.

Copies of the Act, Harper policies and procedures and forms for use in implementing the Act, are available upon request in the One Stop.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

Originally known as the Campus Security Act, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f)) is the landmark federal law that requires colleges and universities across the United States to disclose information about crime on and around their campuses. The law is tied to an institution's participation in federal student financial aid programs and it applies to most institutions of higher education both public and private. The Clery Act is enforced by the United States Department of Education.

The Stop Campus Hazing Act (SCHA)

The Stop Campus Hazing Act (SCHA) (S.2901, H.R.5646) passed into law on December 23, 2024. Harper College strictly prohibits all forms of hazing by individuals, student organizations, and athletic teams. The Harper College Hazing Policy applies to all students, faculty, and staff, and governs conduct occurring both on and off campus, including online activity

The Campus Sex Crimes Prevention Act

The Campus Sex Crimes Prevention Act, which became effective on October 28, 2002, is a federal law that provides for the tracking of convicted sex offenders enrolled at or employed by institutions of higher education. This Act requires colleges to issue a statement advising the campus community where information concerning registered sex offenders may be obtained and makes the college responsible for providing the name, address, birth date, place of employment, school attended, and offense to any individual on campus requesting information concerning sex offenders attending or employed by the college.

The Illinois State Police maintains a list of all sex offenders required to register in the State of Illinois. This database is updated daily and can be found at <https://isp.illinois.gov/Sor>. The Harper College Police Department also maintains a sex offender list that contains the names and information for all known sex offenders enrolled at or employed by the College. This sex offender list is available for the college community to view at the Harper College Police Department, Building B, Room 101.

Additionally, federal and state laws require sex offenders to take certain steps upon enrollment in an institution of higher education, regardless of whether their enrollment is full or part time. Pursuant to the Campus Sex Crimes Prevention Act, individuals are required register as a sex offender in the jurisdiction where their residence is located and, in the jurisdiction, where the college they attend is located. In order to comply with federal and state registration requirements related to college enrollment, a sex offender must register within five days of attendance at a college by reporting in person to the Harper Police Department. Students who fail to register their status as sex offender are in violation of the registration act and face arrest and expulsion from the college.

Harper compliance information can be found at the **Annual Campus Security Report** page.

For additional information or request the review of a printed copy of the Annual Campus Security Report, please email: police@harpercollege.edu

Licensure Information

- Licensure Information – <https://www.harpercollege.edu/about/consumerinfo/licensure.php>

Religious Observances Policy

In compliance with the Higher Education Religious Observances Act (110 ILCS 110/0.01), Harper College recognizes that on occasion examinations or other scheduled academic activities may conflict with the religious observances of some members of the academic community, the instructional and administrative staff are required to make reasonable accommodations to minimize the resulting difficulties for individuals concerned. This includes admissions, attendance and scheduling of exams. Students seeking accommodations faced with such conflicts must make prior arrangements with the instructor at least three (3) school days¹ in advance of the examination or other activity creating the conflict.

Accommodations must be provided so long as they are requested in advance, and so long as an unreasonable burden is not placed upon the institution. No fees or adverse effects may occur towards any student availing oneself of this.

Students believing that they have been unreasonably denied an educational benefit due to their religious beliefs or practices may appeal the decision in accordance with the College's Student Academic or Non-Academic Complaint Procedures, which can be found in the **Student Code of Conduct**.

¹ School days are defined as business days (Monday through Friday) when classes are in session.

Student Right to Know Act

The Federal government, under the Student Right to Know Act, requires that all colleges and universities report graduation or completion rates and, if applicable, transfer-out rates for new full-time, degree or certificate-seeking students. Information for Harper College is available at: www.harpercollege.edu/about/consumerinfo/studentright.php

Hard copies are available upon request.

Health and Safety

- Alcohol and Substance Use (p. 51)
- Communicable Diseases Policy (p. 53)
- Guide to Gender-Based and Sexual Misconduct (p. 54)
- Locker General Use Statement (p. 54)
- Prohibition of Sexual Discrimination, Harassment, and Misconduct / Discrimination Compliance Procedure (p. 54)
- Smoking Policy (p. 56)
- Campus And Workplace Violence Prevention Policy and Procedures (p. 56)

Alcohol and Substance Use

It is the policy of Harper College to provide a drug and alcohol free environment and work place as defined by the Drug Free Workplace Act of 1988 and the Safe and Drug Free Schools and Communities Act of 1994.

The College prohibits the possession, use, distribution, dispensing, manufacture and sale of alcohol, cannabis, illegal drugs or controlled substances, as defined under federal law, by students and employees while on College property, in College-owned vehicles, or while participating in any College activity.

Students who violate this policy will be governed by the College's Student Conduct Code and may be subject to disciplinary action up to and including possible suspension, expulsion and referral for prosecution. At a minimum, students that violate College policies which involve alcohol or other drugs are expected to meet with the Student Conduct Officer and may also be instructed to complete alcohol or other drug education with the Manager of Harper Wellness or other community partners in order to complete sanctions related to the violation of the Code of Conduct.

Employees who violate this policy will be subject to disciplinary action in accordance with their appropriate employee group regulations up to and including suspension, termination of employment and referral for prosecution.

Students, employees and visitors are subject to local, state and federal laws. Criminal penalties for such violations may include assigned community service, fines and imprisonment. Property used in connection with illegal drugs may be confiscated, Federal student loans, grants and contracts may be denied, and driving privileges may be revoked.

In addition, all employees directly engaged in performance of work pursuant to the provisions of a federal grant or federal contract in excess of \$25,000 and students who are Pell Grant recipients must notify the College within five days of any criminal drug statute conviction for a violation occurring on or off College premises while conducting College business or activities. The College shall, within 10 days of receiving such notice, inform the federal agency providing the grant of such conviction.

Within 30 days following such notification of conviction, appropriate disciplinary action shall be taken against such employee or student and/or the employee or student may be required, at his or her own expense, to participate satisfactorily in a substance abuse assistance or rehabilitation program. With the intent to provide a drug and alcohol free educational and work environment, Harper College is committed to providing proactive drug and alcohol abuse prevention programs, confidential counseling, intervention and referral for its students and employees. An Employee Assistance Program is available for employees and their immediate family members.

Harper College shall conduct a biennial review of the drug and alcohol abuse programs to determine their effectiveness and implement appropriate changes.

Marijuana Statement for Illinois

As of January 1, 2020, Illinois state law allows that individuals 21 years of age and older and residents of Illinois may legally possess up to 30.0 grams of marijuana, up to 500 mg of THC in a marijuana-infused product, or up to 5 grams of marijuana concentrate in the State of Illinois. **Possession of marijuana or marijuana products by persons under 21 years of age is unlawful regardless of the amount.** These lawful possession limit for marijuana of up to 30.0 grams of marijuana, up to 500 mg of

THC in a marijuana-infused product, or up to 5 grams of marijuana concentrate applies to Illinois residents only. The lawful possession limit for nonresidents of Illinois who are 21 years of age or older is 15.0 grams, up to 250 mg of THC in a marijuana-infused product, or up to 2.5 grams of marijuana concentrate. Possession in excess of these limits may be subject to criminal penalties, including potentially fines and/or imprisonment.

"Medical Marijuana" means marijuana used by registered patients with debilitating medical conditions who are engaged in the medical use of marijuana in compliance with the Illinois Compassionate Use of Medical Cannabis Pilot Program (410 ILCS 130/1, *et. seq.*) Use of Medical Marijuana is allowed in Illinois under the Compassionate Use of Medical Cannabis Pilot Program Act.

However, pursuant to the federal Drug Free Workplace Act of 1988 and the Safe and Drug Free Schools and Communities Act of 1994, no person shall use, sell, possess, manufacture, or distribute marijuana while on any college property or while participating in any college sponsored programs or events, whether on or off campus.

The College respects the rights of our students and employees who engage in the use of marijuana in compliance with applicable laws. However, students and employees may not be impaired while on any college property or while participating in any college sponsored programs or events, or in the course of performing their job duties, whether on or off campus. The College may consider a person who engages in the use of marijuana to be impaired when that person manifests specific, articulable symptoms that decrease or lessen his or her performance of the duties or tasks including those of his or her position, including but not limited to: noticeable changes and symptoms of the employee's speech, physical dexterity, agility, coordination, demeanor, irrational or unusual behavior, negligence or carelessness in operating equipment or machinery, disregard for the safety of the employee, student, or others, or involvement in an accident that results in serious damage to equipment or property, disruption of a production or manufacturing process, or carelessness that results in any injury to the employee, student, or others.

In all cases, an employee who engages in the use Medical Marijuana, cannabis or marijuana products, or of illegal substances in a manner that does not adhere to these established regulations may be subject to all of the College's normal drug testing requirements, personnel policies, and disciplinary penalties for policy violations.

Health Risks of Alcohol and Drug Consumption

The consumption of alcohol and drugs may have serious health risks and changes in behavior including: impaired judgment and coordination required to drive a car safely, increased incidences of a variety of aggressive acts, impairment in higher mental functions, risk of dependence, and in high doses, respiratory depression and death. Long-term use can lead to permanent damage to vital organs. Mothers who drink during pregnancy may give birth to infants with fetal alcohol syndrome.

Some individuals actively need and are prescribed some of the below medications and drugs by a healthcare provider to help manage various healthcare conditions and needs. The below information is meant to inform individuals of possible side effects, especially when taken in excess or when there has been no medical diagnosis or treatment for the substances. The below information is meant to serve as general information and guidance. As always, it's important to check-in with a

medical professional when trying or inquiring about any new medication or therapy.

Description of Health Risks Associated with the Use and/or Abuse of Drugs and Alcohol

Classification: Alcohol

Drug Name: Ethanol

Common or Brand: Beer, Wine, Distilled Liquor

Physical Dependence: High

Potential Psychological: High

Acute Effects: Lowered Inhibitions, Impaired judgment, Loss of motor skills, Coordination, Slurred speech

Health Risks and Effects of Long-term Use: Hypertension, Liver damage, Cardiovascular disease, Toxic psychosis, Neurologic damage, Addiction with severe withdrawal

Overdose Effects: Coma, Possible death

Classification: Stimulants

Drug Name: Amphetamine

Common or Brand: Bennies, Adderall, Dexedrine, Concerta, Ritalin, Blue Pill

Physical Dependence: Possible

Potential Psychological: High

Acute Effects: Feeling of well-being, Excitation, Euphoria, Increased alertness, Increased blood pressure and pulse, Insomnia, Appetite loss

Health Risks and Effects of Long-term Use: Delusions, Hallucinations (Toxic Psychosis), Possible organ/tissue damage

Overdose Effects: Agitation, Temperature Increase, Hallucinations, Convulsions, Heart Attack, Stroke High blood pressure, Loss of consciousness, Seizures

Classification: Stimulants

Drug Name: Cocaine,

Common or Brand: Cocaine, coke, snow, blow

Physical Dependence: Possible

Potential Psychological: High

Acute Effects: Feeling of well-being, Excitation, Euphoria, Increased alertness, Increased blood pressure and pulse, Insomnia, Appetite loss, heart attack, seizure, coma

Health Risks and Effects of Long-term Use: Delusions, Hallucinations (Toxic Psychosis), Possible organ/tissue damage

Overdose Effects: Agitation, Temperature Increase, Hallucinations, Convulsions, Heart Attack, Stroke High blood pressure, Loss of consciousness, Seizures

Classification: Stimulants

Drug Name: Methylphenidate

Common or Brand: Ritalin

Physical Dependence: Possible

Potential Psychological: High

Acute Effects: Feeling of well-being, Excitation, Euphoria, Increased alertness, Increased blood pressure and pulse, Insomnia, Appetite loss

Health Risks and Effects of Long-term Use: Delusions, Hallucinations (Toxic Psychosis), Possible organ/tissue damage

Overdose Effects: Agitation, Temperature Increase, Hallucinations, Convulsions, Heart Attack, Stroke High blood pressure, Loss of consciousness, Seizures

Classification: Stimulants

Drug Name: Methylenedioxymethamphetamine

Common or Brand: Ecstasy, MDMA

Physical Dependence: Low

Potential Psychological: High

Acute Effects: Feeling of well-being, Excitation, Euphoria, Increased alertness, Increased blood pressure and pulse, Insomnia, Appetite loss

Health Risks and Effects of Long-term Use: Delusions, Hallucinations (Toxic Psychosis), Possible organ/tissue damage

Overdose Effects: Agitation, Temperature Increase, Hallucinations, Convulsions, Heart Attack, Stroke High blood pressure, Loss of consciousness, Seizures

Classification: Cannabis

Drug Name: Marijuana, Hashish, Hash oil

Common or Brand: Grass, Pot, Weed Dope, Hash

Physical Dependence: Low

Potential Psychological: Moderate

Acute Effects: Tachycardia, Reddened eyes, Euphoria, Profound humor, Altered time/space perception, Short term memory loss, Increased appetite

Health Risks and Effects of Long-term Use: Cardiovascular Damage as with smoking tobacco

Overdose Effects: Insomnia, Hyperactivity, Panic attacks, Paranoia, Possible toxic reaction if treated with other chemicals

Classification: Opioids

Drug Name: Heroin, Fentanyl, oxycodone, hydrocodone, codeine, morphine, pain relievers

Common or Brand: OxyContin, Vicodin, Opana, Kadian, Avinza

Physical Dependence: High

Potential Psychological: High

Acute Effects: Drowsiness, confusion, nausea, constipation, euphoria, slowed breathing, relieve pain, and relaxation.

Health Risks and Effects of Long-term Use: Decision making abilities, ability to regulate behavior and responses to stressful situations, addiction, withdrawal symptoms occur if use is reduced or stopped. These include restlessness, muscle and bone pain, insomnia, diarrhea, vomiting, and cold flashes with goose bumps ("cold turkey").

Overdose Effects: Coma, Permanent brain damage and death.

Adapted from www.drugabuse.gov Retrieved on 3/5/2020.

Federal and State Legal Sanctions for the Unlawful Possession or Distribution of Illicit Drugs and Alcohol

Federal Drug Laws

The possession, use, or distribution of illicit drugs, including any form of marijuana or cannabis, is prohibited by federal law. As per the Federal Drug Free Workplace Act, the Drug Free Schools and Campuses Act, until otherwise classified or scheduled, all forms of marijuana use, including use of medicinal marijuana, are to be considered illegal on all campus property, and during all official college sponsored events and activities. Strict penalties are enforced for drug convictions, including mandatory prison terms for many offenses. The following information, although not complete, is an overview of federal penalties for first and second convictions.

Federal Drug Trafficking Penalties (21 USC 841)

Penalties for federal drug trafficking convictions vary according to the quantity of the controlled substance involved in the transaction. The following list is a sample of the range and severity of federal penalties imposed for first and second convictions.

21 USC § 841(a)(1) – Distribution/Manufacturing/Possession with intent to Distribute

Statutory maximum generally is 20 years

Five year mandatory minimum and maximum 40 years (21 USC 841(b)(1)(B)) if:

5 grams or more of actual meth 28 grams or more of crack

50 grams or more of a mixture containing meth 40 grams or more of fentanyl

100 grams or more of heroin 10 grams or more of PCP

500 grams or more of cocaine 1 gram or more of LSD

100 kilogram or more of marijuana (or 100 or more plants)

Ten year mandatory minimum and maximum life (21 USC 841(b)(1)(A) if:

50 grams or more of actual meth 280 grams or more of crack

500 grams or more of a mixture containing meth 400 grams or more of fentanyl

1 kilogram or more of heroin 100 grams or more of PCP

5 kilograms or more of cocaine 10 grams or more of LSD

1000 kilogram or more of marijuana (or 1,000 or more plants)

Penalties also can be increased if defendant has a prior felony drug conviction or is a career offender (two or more felony drug offense or crimes of violence).

Twenty year mandatory minimum if death or serious bodily injury results from use of the drug.

The full list as provided by the Drug Enforcement Agency can be found here:

United States Controlled Substance Act - Control & Enforcement - §841. Prohibited acts A

Resources

The following is a list of resources available to employees and students for drug and alcohol information and treatment options:

Harper Wellness: Provides consultations on alcohol and other drug use. No judgment consultations are available with the Harper Wellness Manager for any questions you may have or issues you may be experiencing. Call **847.925.6963** or email wellness@harpercollege.edu to schedule a consultation.

• **Al-Anon Family Groups:** Al-Anon members and meetings are for people who are worried about someone with a drinking problem. You can find a meeting near you by visiting the Al-Anon website. <https://al-anon.org/>

• **College Alcohol Intervention Matrix (AIM):** CollegeAIM is a resource to help schools address harmful and underage student drinking. Developed with leading college alcohol researchers and staff, it is an easy-to-use and comprehensive tool to identify effective alcohol interventions. <https://www.collegedrinkingprevention.gov/collegeaim/>

• **Collegiate Recovery Communities:** Information and resources for college students in recovery. <https://www.drugrehab.com/college/>

• **National Institute of Alcohol Abuse and Alcoholism:** NIAAA supports and conducts research on the impact of alcohol use on human health and well-being. It is the largest funder of alcohol research in the world. <https://www.niaaa.nih.gov/>

• **Opioid Help:** News, Information and resources about Opioids. <https://www.opioidhelp.com/about-us/>

• **Substance Abuse and Mental Health Services Administration:** SAMHSA is the agency within the U.S. Department of Health and Human Services that leads public health efforts to advance the behavioral health of the nation. SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities. <https://www.samhsa.gov/>

• **Treatment Navigator:** Alcohol treatment options. Find Your Way to Alcohol Treatment | Navigator | NIAAA

Additional local resources:

Name	Contact
Kenneth Young Center (Elk Grove Village)	847.524.8800 https://www.kennethyoung.org/services/substance-use-recovery
Ascension Behavioral Health Hospital (Hoffman Estates)	855.383.2224 Ascension: Care for substance use and addiction disorders https://healthcare.ascension.org/specialty-care/behavioral-mental-health/substance-abuse-addictions
Palatine Club AA Meetings	Palatine meetings for Alcoholics Anonymous, Alanon, Alateen, and other twelve-step groups. https://palatineclub.org/

Communicable Diseases Policy

A student who has a chronic communicable disease or who is a carrier of a chronic communicable disease may attend the College and participate in programs and activities whenever, through reasonable accommodation, there is no significant risk of transmission of the disease to others.

A student who has a chronic communicable disease or who is a carrier of a chronic communicable disease may be denied admission to, or may be dismissed from, a particular program or course of study whenever such chronic communicable disease has a direct effect on the student's ability to perform so as to render the student not qualified for the program or course of study.

No other person who has a chronic communicable disease or who is a carrier of a chronic communicable disease shall be denied the use of College facilities or services whenever, through reasonable accommodation, there is no significant risk of transmission of the disease to others.

The President is authorized to establish rules and regulations that are designed to implement this policy.

Rules and Regulations

A. Temporary Exclusion

When there is a question concerning admittance, suspension or dismissal of a student because the student has a chronic communicable disease or

is a carrier or is reasonably suspected of having a chronic communicable disease or of being a carrier, such student or other user of College facilities or services may be temporarily excluded from the College by the Provost or designee, pending a final determination. A student who has been temporarily excluded from the College shall be provided with an opportunity to make up any work missed during the absence.

B. Initial Evaluation

Whenever necessary, a student or other user of College facilities or services who has a chronic communicable disease or who is a carrier of a chronic communicable disease, or is reasonably suspected of having a chronic communicable disease or of being a carrier, shall be evaluated by a team that may consist of the Provost or designee, other appropriate College personnel, a physician, the student's physician, public health personnel and other consultants selected by the President or his/her designee. The team's report and recommendations, along with any dissenting opinions, shall be forwarded to the President for decision. Every effort shall be made to complete the evaluation in a timely and prompt manner.

C. Admission Decision

The President shall make the decision on admittance, suspension or dismissal after reviewing the report and recommendations of the evaluation team. The President's decision may be appealed to the Board of Trustees.

D. Subsequent Evaluations

The student shall be periodically reevaluated by the evaluation team to determine whether the student's status continues to be appropriate. The frequency of the reevaluations shall be determined by the team.

E. Withdrawal

If such student cannot attend the College, or participate in a particular program, activity or course of study, the student shall be permitted to withdraw without prejudice and receive a tuition refund within the given guidelines. Any other user of College facilities or services who cannot use such facilities or services shall receive a refund for fees paid.

F. Confidentiality

Such student's medical condition shall be disclosed only to the extent necessary to minimize the health risks to the student and others.

Guide to Gender-Based and Sexual Misconduct

This guide is provided to educate the campus community about what types of behaviors constitute gender-based or sexual misconduct. The most up-to-date version is posted on the College's publicly available [Title IX/Sexual Misconduct website](#).

Locker General Use Statement

Lockers are the property of Harper College. At no time does the College relinquish its exclusive control of lockers which are assigned to its students for the students' convenience and temporary use. Students are to use lockers exclusively to store school-related materials. Students are responsible for any items placed in the lockers and Harper College will not be responsible for the loss or damage of the students' goods under any conditions; therefore, students shall not store valuable items in the

lockers. Students will be held responsible for damage to lockers beyond expected wear.

Inspection of the interior of lockers may be conducted by College officials, for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a College locker may be searched only when College officials have a reasonable suspicion that the search will uncover evidence of a violation of state or federal law or college policy. As soon as practical before the search of a locker, the College officials will provide notice of the search to students whose lockers will be searched unless disclosure would impede an ongoing investigation by police or school officials.

Procedures

Requests for location of lockers will be considered, but due to limited availability, locker location may be determined by the College or division. If a student who is mobility impaired requests a locker, preference will be given for an accessible location (where possible). Procedures for obtaining locks, lockers, or keys may vary according to division or building within Harper College. There may be a fee or deposit applied to use of the lockers within each division; see division office for details.

The lock and any material left in a locker after the assignment ceases will be removed and secured in the Harper College Police Department Lost and Found area. Lockers will be cleaned periodically and all locks and materials in the lockers for which the assignment has terminated will be removed for this purpose and placed in Lost and Found.

Seizure of Contraband

If a search of a student locker yields contraband, College officials will seize the item and, where appropriate, turn it over to Harper College Police Department who will evaluate the totality of the circumstances and determine if criminal charges are warranted. Contraband may be used as evidence in internal College disciplinary proceedings against the student. Contraband is defined as any unauthorized item or substance possession of which is prohibited by College policy and/or state or federal law. It includes but is not limited to weapons and "look-alikes", alcohol beverages, controlled substances and "look-alikes", equipment or records belonging to the College, and stolen property.

Violations

A student found to have violated the general use statement for College owned lockers shall be subject to discipline in accordance with the College's Student Code of Conduct, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to Harper College Police for potential criminal charges.

Prohibition of Sexual Discrimination, Harassment, and Misconduct / Discrimination Compliance Procedure Discrimination Complaint Procedure

William Rainey Harper College (College) prohibits discrimination against any individual on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, physical or mental disability or unfavorable discharge from military service.

This procedure will address complaints involving employee to employee, employee to student, and student to employee. Employees of third party

vendors and contractors working with William Rainey Harper College and visitors are subject to compliance with Harper College's policy on discrimination.

Definitions

Bias- prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Complainant – individual submitting a complaint of discrimination

Discrimination- the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.

Responding Party – individual who is named to have performed the alleged discrimination in a complaint

The purpose of the discrimination complaint procedure is as follows:

- to advise individuals who believe that they have been subjected to discrimination on how to proceed with a discrimination complaint;
- to ensure that such complaints are resolved in a manner which is just, prompt and confidential.

Non-Discrimination Compliance Officer

The College's Non-Discrimination Compliance Officer (NDCO) is the college's Chief Human Resources Officer (CHRO). In the event of absence of the CHRO, the college's Executive Vice President of Finance and Administrative Services will serve as the NDCO. The NDCO will be responsible for the investigation of complaints of alleged discrimination within the guidelines of existing legislation, College policy and appropriate contracts.

Initial Contact

An individual who believes they are the victim of discrimination might choose to communicate these concerns to a trusted member of faculty or staff. The initial contact could also occur when a bias incident, as reported to the Vice President of Diversity, Equity and Inclusion, is deemed a potential discriminatory incident. A discriminatory complaint may also arise out of a Title IX matter or a general student complaint. In these events, the college employee should listen to the individual's concerns and instruct the individual to contact the NDCO. The NDCO is the only person authorized to initiate and conduct a discrimination investigation.

Informal Discussion

Before filing a formal complaint, the affected individual is encouraged to discuss their concerns with the NDCO. This confidential discussion is the first step in the resolution procedure. It allows for sharing of information in hopes of achieving mutual resolution between/among parties. If resolution is not achieved, the NDCO will provide the affected individual with instructions on how to file a formal complaint of discrimination.

Filing and Resolution of a Complaint of Discrimination

A formal investigation of a claim of discrimination will be undertaken by the NDCO upon receipt of a written complaint.

The following procedures shall be used for investigating complaint(s) of discrimination.

Within 21 calendar days of the alleged discriminatory act or conduct, the complainant should:

- submit a specific and detailed written complaint setting forth the nature of the alleged discrimination;
- identify the person(s) against whom the complaint is being filed;
- identify the dates that the alleged discriminatory action occurred;
- Identify potential witnesses to the alleged discrimination
- indicate remedy or relief sought.

The written complaint may be emailed to CHRO@harpercollege.edu (da25828@harpercollege.edu) or delivered to:

Harper College
1200 West Algonquin Road, Room A-314
Palatine, IL 60067.

Additionally, persons wishing to submit complaints through online or electronic means should contact the NDCO for guidance and additional information regarding access to available online reporting forms.

Upon receipt of the written complaint, the NDCO will inform the individual, responding party, of which the complaint has been filed against with a Notice of Investigation (NOI). The NOI may be delivered to the individual electronically via Harper College email. The reporting individual will be supplied a copy of the notice of investigation. If the party receiving the NOI is represented by a collective bargaining agreement, the responding party may request a copy of the NOI to be delivered to their union representative.

The NDCO will appoint an investigator, who could be an independent third-party or a qualified member of the human resources department. The investigator will conduct an interview with the complainant and additional individuals as deemed appropriate. Such investigation may include, but is not limited to:

- interviewing the party(ies) alleged to have committed the discriminatory act;
- interviewing witnesses identified by the complaining or accused party;
- and reviewing documents relevant to the complaint.

As a result of the above steps, The NDCO will attempt to achieve resolution to the mutual satisfaction of the parties involved. If resolution is not achieved, the investigator will provide to the NDCO a confidential report with regard to the investigation. The report will describe the facts and testimonies collected during the investigation and may state whether or not the investigator believes a violation of the College's non-discrimination policy has occurred. The investigator's report will be completed within 30 calendar days of receipt of the complaint. Such time may be extended for an additional 30 calendar days if necessary.

Within 15 calendar days of receipt of the investigator's report, the NDCO will issue an Outcome Letter to the complainant and individuals accused of discriminatory action. The Outcome Letter will contain a summary of the complaint and the NDCO's ruling as to whether discrimination in the form of a violation of existing legislation, College policy, collective bargaining agreement or appropriate contracts has occurred.

A copy of the investigator's report and Outcome Letter will be maintained in the Human Resources office. Any finding that result in sanctions or discipline will be placed in the employee's personnel file.

Appeals

Appeals of the NDCO's Outcome Letter may be considered for the following reasons:

- A procedural error in the investigation process which would substantially affect the outcome of the investigation.
- New evidence or information has come to light that was not available or accessible during the investigation which would substantially affect the outcome.
- Concern of a conflict of interest with a person involved in the investigation.

Either party may appeal in writing the decision of the Outcome Letter by filing a written appeal to the Executive Vice President or Provost within five calendar days of receipt of the Outcome Letter. The Executive Vice President or Provost shall respond within 30 calendar days of receipt of the appeal. Decisions of the Executive Vice President or Provost are final.

Smoking Policy

The College strives to maintain a smoke/vaping/tobacco free environment consistent with its efforts to promote wellness and a campus environment conducive to work, study and other educational activities for students, employees and the public.

To this end, smoking or vaping (burning, inhaling, or exhaling) of any kind from a lighted pipe, cigar, cigarette, vaping device, hookah, weed, herbs, or any other lighted smoking equipment or electronic cigarette is prohibited in or on College premises, facilities or vehicles. Use of illegal tobacco products is prohibited. Use of any tobacco products is prohibited on or inside College owned, leased or rented facilities or vehicles. Improper disposal of tobacco-related products on College premises is also prohibited. College premises include all land, buildings, facilities and other property owned, leased or rented by the College, whether on a short- or long-term basis. This includes parking lots, and outdoor athletic facilities and seating areas.

It is the policy of the College to comply with requirements of the Smoke Free Illinois Act (410 ILCS 82/1 et seq.), the Smoke-Free Campus Act (Public Act 98-985), as well as with Section 5 of the Right to Privacy in the Workplace Act (820 ILCS 55/5) prohibiting employment discrimination against an individual because that individual uses lawful products off the premises of the employer during nonworking hours.

Workplace Violence Policy

HARPER COLLEGE BOARD POLICY 09.13.00

CAMPUS AND WORKPLACE VIOLENCE PREVENTION

The College is committed to maintaining an environment for its students and employees which is free from violence, threats of violence, aggression, intimidation, harassment and sexual harassment by other students and employees or by outside parties, including visitors to the College, and vendors with which the College does business.

Harper College prohibits the wearing, transporting, storage or presence of firearms or other dangerous weapons in its facilities or on its property except as provided under the Illinois Firearm Concealed Carry Act and this policy. Employees, students, and all others in possession of a firearm or other weapon except as provided under Illinois law within College facilities/property or while otherwise fulfilling job responsibilities may face disciplinary action, including termination. To the extent allowed by law, Harper College prohibits persons from carrying firearms or weapons

in any of its facilities or on its property except as provided under the Illinois

Concealed Carry Act and this policy. This policy does not apply to any law enforcement personnel engaged in official duties.

Weapons or firearms are allowable under the following exceptions:

- The weapon or firearm is used in connection with a weapons safety course, weapons education course, military science or law enforcement training course offered by the College and/or approved and authorized by the College.
- The weapon or firearm is carried by a full-time law enforcement officer required to carry a weapon or firearm as a condition of their employment; the weapon or firearm is carried by an enforcement officer from an external agency conducting official business at the College; or for any other exception deemed necessary as determined by the Chief of the College Police.
- The weapon or firearm is used in connection with sanctioned classes, athletics, or recreational sports practices, games, matches, tournaments or events on Campus when the activity requires the use of such weapons or firearms (e.g., fencing, starter pistols and archery).
- The use of simulated weapons or firearms in connection with College-related theatrical productions.
- A weapon or firearm may be transported into an unrestricted parking area within a vehicle if the weapon or firearm and its ammunition remain locked in a case out of plain view within the parked vehicle as detailed in this Policy.

A person licensed to carry a concealed firearm must store a firearm or ammunition concealed in a case within a locked vehicle or locked container out of plain view within the vehicle in the parking area. For purposes of this subsection, "case" includes a glove compartment or console that completely encloses the concealed firearm or ammunition, the trunk of the vehicle, or a firearm carrying box, shipping box, or other container.

A licensee may exit a vehicle and carry a concealed firearm in the immediate area surrounding their vehicle within a permitted parking lot area only for the limited purpose of storing or retrieving a firearm within the vehicle's trunk, provided the licensee ensures the concealed firearm is unloaded prior to exiting the vehicle.

Additionally, concealed firearms shall not be allowed in parking lot number five (5) and/or parking lot number six (6) on the Harper College campus.

Appropriate signage will be posted noting this restriction.

Acts of workplace violence will not be tolerated, and all reports of such incidents will be taken seriously and dealt with appropriately. Individuals who commit such acts may be removed from the premises and subject to disciplinary action, criminal penalties, or both.

All members of the campus community are encouraged to report conflicts that compromise the health and effectiveness of individual employees and or worksites before the conflicts become major problems.

Definitions

- The term "firearm" is defined as a loaded or unloaded handgun. A "handgun" is defined as any device which is designed to expel a projectile or projectiles by the action of an explosion, expansion of

gas, or escape of gas that is designed to be held and fired by the use of a single hand.

- The term "weapon" is defined as:
 - Any device, whether loaded or unloaded, that shoots a bullet, pellet, flare or any other projectile including those powered by CO₂. This includes, but is not limited to, machine guns, rifles, shotguns, handguns or other firearm, BB/pellet gun, spring gun, paint ball gun, flare gun, stun gun, taser or dart gun and any ammunition for any such device. Any replica of the foregoing is also prohibited.
 - Any explosive device including, but not limited to, firecrackers and black powder.
 - Any device that is designed or traditionally used to inflict harm including, but not limited to, bows and arrows, any knife with a blade longer than three inches, hunting knife, fixed blade knife, throwing knives and daggers.

Procedures to implement this policy and the process for determining violations to this policy will be published in the Administrative Services Procedure Manual, in the Student Handbook and other appropriate publications.

Campus and Workplace Violence Prevention Procedures

Harper College is committed to preventing workplace violence and maintaining a safe environment. Intimidation, harassment, violent acts, or threats of violence will not be tolerated in the workplace.

Employees are expected to treat their co-workers, including supervisors, with courtesy and respect at all times. They should not fight, play tricks on each other, or behave in any way that might be dangerous to other people. The College does not allow firearms, weapons, and other dangerous or hazardous devices and substances on its premises without the proper authorization; nor does it permit its employees to behave in a way that threatens, intimidates, bullies, or coerces another employee, student, or a member of the public, even during breaks and meal periods. Further, Harper strictly prohibits all acts of harassment, including harassment that is based on an individual's sex, race, age, gender, sexual orientation, or any characteristic protected by federal, state, or local law.

Employees should immediately report a threat of violence or an act of violence by anyone to the Harper College Police Department, the Workplace Violence Investigation Officer (Chief Human Resources Officer), or any member of management. The report should be as specific and detailed as possible.

Employees should immediately report suspicious persons or activities to the Harper College Police Department. When doing this, employees should be cautious and not place themselves in danger. Employees who witness a disturbance or dangerous situation should not try to stop it on their own.

Harper College will promptly and completely investigate all reports of violent acts, threats of violence, and suspicious persons and activities. In doing so, the College will make all reasonable efforts to protect the identity of the person who made the complaint unless such disclosure is required for legal reasons. Employees who are suspected of violating this Administrative Procedure may be suspended with pay pending the outcome of an appropriate investigation, or when such a suspension is

judged to be in the best interest of the College as determined solely by the President or a designate.

Employees who commit a violent act, threaten violence, or violate other aspects of this Administrative Procedure will be subject to disciplinary action, up to and including termination of employment. Depending on the nature of the violation, they also may be referred to the proper legal authority for prosecution.

Employees who are having interpersonal conflicts with other employees are encouraged to consult their supervisor or the Human Resources Department. Doing so tends to reduce the likelihood that relatively minor misunderstandings will escalate into something more serious with potential for violence. Employees who bring these types of problems to the College's attention and are actively engaged in trying to resolve them will not be disciplined.

Emergency Procedures

- Call Harper College Police at 911 or extension 6330.

Immediate Physical Danger

- Get out of the area and away from the immediate threat.
- Call Harper College Police immediately after you are in a safe place.

Violence Committed

- Call Harper College Police immediately if a person commits an act of violence against you or another person.

Intimidating Situation

- Call Harper College Police if a person has communicated a direct or indirect threat of physical or mental harm against you in any form (i.e., oral or written statements, gestures, expressions).
- Call the Harper Police if you are witness to a person who has communicated a direct or indirect threat of physical or mental harm against a person (oral or written statements, gestures, expressions.)
- Call Harper College Police immediately from a location away from the person who is causing the intimidation. Be prepared to give the dispatcher all the facts, and remain on the line until the officers arrive.

Non-Emergency Procedures

If you are not in immediate physical danger, but you have experienced or witnessed harassment (also see separate Sexual Harassment policy and procedures) or intimidation:

- Report instances of intimidation or concerns about workplace violence to your direct supervisor.* Determine with your supervisor if the issue can be resolved at this level. *If your direct supervisor is the person with whom you are experiencing the conflict, report the incident to that person's direct supervisor. If that person is also involved in the conflict, you may report the concern to the Workplace Violence Investigation Officer (WVIO)** who is the Chief Human Resource Officer.
- If the conflict cannot be resolved with your direct supervisor, file a formal written complaint with the WVIO (appointed by the President). The complaint should describe the alleged violation, the person(s) against whom the complaint is being filed and dates of the action(s) as well as the remedy or relief sought.
- Upon receipt of the written complaint, the WVIO** will review and discuss the complaint with all parties directly involved. On the basis

of the written complaint and discussion(s) the WVIO will determine what further investigative action is required.

- After the initial discussion(s) with the complainant, the WVIO will conduct further investigation as deemed appropriate. Such investigation may include, but is not limited to:
 - Interviewing the party(ies) alleged to have committed the act;
 - Interviewing witnesses identified by the complaining or accused party; and
 - Reviewing documents relevant to the complaint.
- As a result of the above initial steps, resolution with the parties will be explored. If resolution is not achieved, the WVIO will determine the appropriate actions to be taken.
- The WVIO shall prepare a confidential report with regard to the investigation. The report shall state whether or not the WVIO believes a violation of the College's Workplace Violence policy has occurred and whether or not resolution has been achieved. The WVIO's report shall be completed within 30 days of receipt of any complaint(s); however, such time may be extended for an additional 30 days if necessary.
- If resolution is not achieved, the person accused of workplace violence may be subject to disciplinary action up to and including termination of employment.
- A copy of the confidential report will be sent to and maintained by the Chief Human Resource Officer of the College. The WVIO's findings shall be sent to the complaining and accused parties.
- Either party may appeal, in writing, the decision of the WVIO by filing an appeal with the President within five calendar days of receipt of the decision. The President shall respond within 30 calendar days of receipt of the appeal.
- All reports of concerns made under this policy are confidential. The confidential records will be kept in the office of the WVIO. Supervisors, the WVIO and other necessary administrators are directed to limit disclosure of information to only those persons who, in their discretion, are required to be made aware of a complaint made under this policy. Investigations under this policy are to be made with the least amount of disclosure needed to effectively carry out the investigation. Further, the final report of the WVIO and all discussions concerning a resolution of a complaint will be kept confidential and released to only those persons who are required to have knowledge. Those making a report of misconduct under this Policy, those interviewed in an investigation under this Policy and those who are the subject of a report under this Policy are requested to limit their disclosure of information to their supervisor, the WVIO, and/or other necessary persons.

The Workplace Violence Complaint Procedure will be evaluated each year by the Chief Human Resource Officer. Recommendations for changes in this procedure will be brought to the Human Resources and Wellness Shared Governance Committee.

** The WVIO may designate a another member of the Human Resources department or outside third party to perform the steps of the workplace violence procedure including conducting the investigation and writing the final report.

Records and Registration

- Attendance Policy (p. 58)
- Auditing a Course (p. 58)
- Enrollment Status Verification (p. 58)

- Forgiveness Policy (p. 59)
- Grading (p. 59)
- Honors (p. 60)
- Registration Deadlines (p. 60)
- Repeat Policy (p. 60)
- Residency (p. 60)
- Transcripts (p. 61)
- Transfer of Credit (p. 61)
- Withdrawals (p. 62)

Attendance Policy

Regular attendance is necessary for satisfactory class completion. Each instructor or program coordinator has the responsibility of establishing the attendance requirements which best suit the educational goals of a class or program. No central class attendance record is kept other than a required midterm report. It is the **student's responsibility** to learn the instructor's attendance policy for each course, as well as to discuss with their instructors any extraordinary circumstances affecting his/her attendance. Students may not attend a class without registering and paying for the class. Students will not receive credit for any course for which the registration was not completed in a timely manner in accordance with college procedures. Also, it is against college policy to attend or participate in a course in which one is not registered.

Auditing a Course

A student who would like to audit a course will be required to pay full tuition and fees and must obtain written approval from the instructor, department chair or dean prior to any enrollment in the course. Registration for audit status may be completed only during the first week of the class and must be the original enrollment in the class. Changes from credit to audit or from audit to credit will not be permitted. The student will receive an H (audit) grade for the course. This grade does not count in cumulative hours or grade point average. Courses in which an audit (H) grade is received are not eligible for financial aid.

Enrollment Status Verification

Employers, background search firms and recruiters may require verification of current or previous enrollment. Our institution has authorized the National Student Clearinghouse to act as our agent for all verifications of student enrollment. Please visit the Clearinghouse online at www.studentclearinghouse.org or contact them by phone at 703.742.4200

Credit Limit

Students can take a maximum of 18 credit hours in the fall and spring semesters or 10 credit hours in the summer semester. Please note: You may be limited to fewer hours based on assessment scores, academic history and / or enrollment status.

Full-time Status

A student is considered full-time if he/she is enrolled in 12 or more credit hours during the fall or spring terms. (6 or more credit hours during the summer term.)

Three-Quarter-Time Status

A student is considered three-quarter-time if he/she is enrolled in 9 or more credit hours but fewer than 12 credit hours (9-11.9) in the fall or spring terms (4.5–5.9 hours during the summer term.)

Half-Time Status

A student is considered half-time if he/she is enrolled in 6 or more credit hours but fewer than 9 credit hours (6-8.9) during the fall or spring terms. (3-4.49 credit hours during the summer term.)

Less than Half-Time Status

A student is considered less than half-time if he/she is enrolled in fewer than 6 credit hours during the fall or spring terms. (Less than 3 credit hours during the summer term.)

A current semester verification is based on the enrollment status of the student on the day after the refund period ends for those courses in which the student is enrolled. A previous semester verification is based on the actual dates of attendance.

Forgiveness Policy

Under limited circumstances, a student may petition to have previously earned F grades excluded from the calculation of the cumulative grade point average. The F grades are considered part of a student's academic history and will continue to appear on the student record.

Eligibility guidelines and procedures are available at <https://www.harpercollege.edu/registrar/registrar/grade-forgiveness-policy.php>.

Grading

Approximately one week after the course ends, the student will receive a grade for each class in which they were officially enrolled. Students may view grades on **MyHarper Student Portal**. Students attending without registering and paying for a class will not be allowed to receive a grade once the semester ends. Appeals requesting that a grade be removed from an official transcript will not be approved as this is the student official academic record.

The official grade point average is computed on the basis of final grades awarded at the end of each semester or term.

Administrative Withdrawals

Students who are registered for a class but never attended may be administratively withdrawn from the class. Faculty notify the Registrar's Office at the midterm of the semester of those students who were not in attendance. The academic transcript will reflect a grade of NS – never attended class.

Grade Points

Grade points are numerical values which indicate the scholarship level of the letter grades. Grade points are assigned according to the following scale:

Grade	Significance	Grade Point
A	Superior	4.0
B	Good	3.0
C	Average	2.0

D	Poor	1.0
F	Failure	.0
FG	F Grade Forgiven	.0
H	Audit	.0
IP	In Progress	.0
N	Non-attendance (discontinued after Summer 1982)	.0
NP	Not passed	.0
NR	Not reported by Instructor	.0
P	Pass	.0
W	Withdrawal	.0
NS	Administrative withdrawal. Student did not attend. (Beginning fall 2021)	.0
X	Incomplete	.0

The following classes are not computed in the semester or cumulative grade point average:

- FG, H, IP, NR, NP, NPR, P, PR, WR, X

The following classes are not computed in the semester cumulative grade point average:

- Communication Skills: all courses
- English as a Second Language: all courses

Coursework with an **R** designation after the grade indicates that the course is a developmental course (AR, BR, CR, DR, PR, etc.) not included in grade point average.

Coursework with a **V** designation after the grade indicates that the course is a vocational skills course (AV, BV, CV, DV, etc.) not included in grade point average.

CRD - Miscellaneous credit - AP, CLEP, Proficiency, or Articulated credit - not included in grade point average.

NP - For Spring 2020 only, the NP designation on the transcript indicates No Grade - Pandemic due to COVID-19.

Academic Standing will be processed at the end of each semester.

Transfer Credit

Transfer credit is designated with a **T** followed by the letter grade originally earned in the course of **A, B, C, or D**. Only the credit hours (not grades) are accepted. Prior to Spring 2009, transfer credit is designated with a **T** grade.

Incomplete Grades

A student may be assigned a grade of **X** (incomplete) for unfinished work in a course provided the work was incomplete because of circumstances deemed to be unavoidable or uncontrollable (to be determined by the instructor). The work to be completed will be assigned by the instructor. The unfinished work must be satisfactorily completed by the midterm of the following 16-week semester. Failure to do so will result in a grade of **F**.

Honors

Beginning fall 2010, Harper College will recognize academic achievement each semester by designating an academic recognition to students who meet the following criteria:

- **President's List**

Each semester, students who successfully complete 9 or more college level credit hours and achieve a semester grade point average of 3.75 or higher will be recognized as President's List students.

- **Dean's List**

Each semester, students who successfully complete 6 or more college level credit hours and achieve a semester grade point average of 3.50 or higher will be recognized as Dean's List students.

President's List and Dean's List Honors designations will be noted each semester on the student academic record. The total number of hours a student successfully completes will determine the designation received, based on the grade point average.

Graduate Honors Designation

Beginning fall 2010, Harper College will recognize the academic achievement of its associate degree graduates by designating Academic Honors to students who have completed a minimum of 45 semester hours of their coursework at Harper College and who meet the following criteria:

- Cum Laude: 3.5 - 3.749 cumulative GPA
- Magna Cum Laude: 3.75 - 3.899 cumulative GPA
- Summa Cum Laude: 3.9 - 4.0 cumulative GPA

The official transcript will show honors designations based on the student cumulative grade point average upon completion of the associate degree program.

Registration Deadlines

Students may not register for a class once the class has started. Harper College has classes that start at various times throughout the semester. Check the **course search** for additional options. Be sure to register early for the best course selection!

Repeat Policy

Registration: Repeat Policy

Students will be allowed to repeat courses and attempt to earn a higher grade for classes taken at Harper College. When a course has been attempted more than once, only the highest grade received for that course will be used to compute the cumulative GPA. The lower grade(s) will remain on the transcript but will not be used to compute the Harper College cumulative GPA. The repeat policy applies only to courses currently offered. A student transferring to another college should check the institution's repeat policy as it may differ.

Repeat Policy Exceptions

Students may repeat a private music lesson a maximum of four times. Students who would like to continue taking private lessons should contact the Continuing Education department to enroll in the course as non-credit.

Any student who has enrolled in either a MTH 065 or ENG 093 class a maximum of two times and has received a grade of D, F or W will be unable to register for the same course a third time. For questions, contact the Academic Advising Office at 847.925.6220.

Note: In the case of courses that are approved to be taken more than one time, the repeat policy is not in effect until the number of approved repeatable hours is exceeded.

Residency

Harper Student Residency

Students enrolling at Harper College are classified as In-district, Out-of-district, Out-of-state or Out-of-country for tuition and fee purposes:

In-District Resident

A student who has resided within the State of Illinois and the Harper College district¹ 30 days immediately prior to the start of the term is eligible to be classified as an in-district student for tuition calculation purposes. Proof of in-district status is required at the time of registration. Proof of residence can include:

- Valid driver's license or state ID
- Utility bill dated within the last 30 days
- Current property management lease
- Bank statement dated within the last 30 days
- Pay slip dated within the last 30 days
- Credit card bill dated within the last 30 days
- Post Office confirmation of change of address

Students shall be classified as residents of Harper College District 512 without meeting the 30 day residency requirement of the district if they are currently residing in the district and are youth:

- who are currently under the legal guardianship of the Illinois Department of Children and Family Services or have recently been emancipated from the Department, and
- who had a placement change into a new community college district. The student, a caseworker or other personnel of DCFS, or the student's attorney or guardian ad litem appointed under the Juvenile Court Act of 1987 shall provide the district with proof of current in-district residency.

Students shall also be classified as residents of Harper College District 512 without meeting the 30-day residency requirement of the district for tuition purposes if they are members of the armed forces on active duty or are individuals entitled to assistance as described in 38 U.S.C. 3679(c).

Students shall not be classified as residents of the district where attending, even though they may have met the general 30-day residency provision, if they are:

- Federal job corps workers stationed in the Harper District;
- Inmates of state or federal correctional/rehabilitation institutions located in the Harper District;
- Full-time students attending a post-secondary educational institution in the Harper District who have not demonstrated, through documentation, a verifiable interest in establishing permanent residency;

- Students attending under the provisions of a chargeback or contractual agreement with another community college.

¹ Communities within Harper College District #512:

Arlington Heights, Barrington, Barrington Hills, Elk Grove Village, Inverness, Lake Barrington, Mount Prospect, North Barrington, Palatine, Prospect Heights, Rolling Meadows, Schaumburg, South Barrington, Tower Lakes, Wheeling.

Portions of the communities listed below are not included within Harper College District #512: Buffalo Grove, Carpentersville, Deer Park, Des Plaines, Fox River Grove, Hanover Park, Hoffman Estates, Port Barrington, Roselle.

Contact the Registrar's Office for additional information at 847.925.6500 or regoff@harpercollege.edu

Out-of-District Resident

A student who has resided in the State of Illinois, but outside the Harper College district¹, for 30 days immediately prior to the start of the term shall be classified as an out-of-district student. Students who change their address from in-district to out-of-district during the first 4 weeks of the semester will be charged the out-of-district rate.

Students shall be classified as residents of the State without meeting the general 30-day residency provision if they are:

- Federal job corps workers stationed in Illinois;
- Inmates of state correctional/rehabilitation institutions located in Illinois; or
- Employed full-time in Illinois.

¹ Communities within Harper College District #512:

Arlington Heights, Barrington, Barrington Hills, Elk Grove Village, Inverness, Lake Barrington, Mount Prospect, North Barrington, Palatine, Prospect Heights, Rolling Meadows, Schaumburg, South Barrington, Tower Lakes, Wheeling.

Portions of the communities listed below are not included within Harper College District #512: Buffalo Grove, Carpentersville, Deer Park, Des Plaines, Fox River Grove, Hanover Park, Hoffman Estates, Port Barrington, Roselle.

Contact the Registrar's Office for additional information at 847.925.6500 or regoff@harpercollege.edu

Out-Of-State Resident

A student who has resided in Illinois for fewer than 30 days immediately prior to the start of the term shall be classified as an out-of-state student. Students who move from outside the state or district and who obtain residence in the state or Harper district for reasons other than attending the community college shall be exempt from the 30 day requirement if they demonstrate through documentation a verifiable interest in establishing permanent residency.

The Registrar's Office shall make the final determination of residency status for tuition purposes.

Out-Of-Country Resident / International

A student whose permanent residence is outside the United States and is attending Harper College on an F-1 visa shall be classified as an international student.

Permanent Resident

A permanent resident is defined as an individual who:

- a) is a citizen of the United States or has established permanent residence (holds an I-551 alien registration card) and
- b) resides in the Harper College district for reasons other than attending Harper College.

The Registrar's Office shall make the final determination of permanent residency status.

Transcripts

Harper Transcript Orders

Former and current students can order their Harper College transcripts online at www.parchment.com. There is a \$7 fee for each official transcript ordered. More information is found on the **transcript ordering page**. The College reserves the right to withhold transcripts of persons who have past due obligations such as fees or materials. All holds must be cleared before a transcript is released. Transcripts are generally processed within four (4) working days. Questions? Contact Parchment Student Help Desk at 847.716.3005.

Transfer of Credit

Degree and certificate-seeking students who have attended any other college(s) and want their transcripts evaluated must have an official transcript from each college or university attended sent to the Admissions Processing Office immediately upon being admitted to Harper College. Official transcripts will be evaluated as they are received and students will receive an email to their Harper email account when their transcripts have been evaluated. Results can be viewed via the student's Degree Works evaluation or unofficial transcript through the MyHarper Portal. Transcript evaluations may take 2–3 weeks to process; during peak times this can up to 6 weeks.

Electronic transcripts are considered "official" when we receive them from a secure site directly from the sending institution to processing@harpercollege.edu (electronic transcripts are considered unofficial if they are sent from the student). Hard copy transcripts and other academic records are considered "official" when they arrive in a sealed, stamped, official envelope with the seal and any other security feature intact. Hard copy transcripts can be mailed to Harper College, Attn: Admissions Processing (A137C), 1200 W. Algonquin Road, Palatine, IL 60067.

Academic records received in any other condition, such as transcripts that arrive in an unsealed envelope, or that are emailed or uploaded by the student, or that are printed from a college/university portal, are not considered "official."

**** Harper College has a residency requirement. Students are required to take half the number of credits needed for certificate programs, and 18 hours of credit needed for degree programs at Harper College in order to meet the residency requirement. The credit hours must be taken within the specific degree or certificate**.**

A student may transfer credit to Harper College according to the following conditions:

- a. The collegiate institution previously attended must be a regionally accredited institution awarding college credit. Harper College does not accept transfer credit from non-regionally accredited institutions.

- b. Credit may be transferred, but the grades earned at other institutions are not transferred, nor are the grades included in computing the cumulative GPA at Harper College. Grades from other institutions are used to determine whether a student has successfully met course prerequisites. Elective credit may also be awarded for transfer coursework with no direct equivalency at Harper College.
- c. If a student's cumulative transfer GPA is above a 2.0 or above (C average), successfully completed coursework with a grade of D or above will be articulated.
- d. If a student's cumulative transfer GPA is below a 2.0, only C grades and higher will be articulated to the student's account
- e. If the student has attended multiple institutions, all previous coursework is evaluated independently. Duplicate credit from multiple institutions will not be articulated more than once.
- f. A maximum of 50 transferrable credit hours will be articulated to a student's account automatically. If a student requires additional credit to be added, the student must email evaluation@harpercollege.edu to request additional coursework to be articulated.
- g. Credit that has been articulated to a student's academic record cannot be removed after it has been added.
- h. Courses which are a part of a department or program of study not offered by Harper College **may** be acceptable as elective credit. Please note that all credit for prior learning may not be transferable to Harper College.
- i. Evaluation of credentials from the military may be requested by contacting Joint Services Transcripts at <http://jst.doded.mil/official.html>
- j. Some coursework required for admission into limited enrollment programs at Harper College have time limits in place in order to apply (i.e. BIO 260, BIO 261, BIO 230). To see the specific deadlines for the program you are interested in, please speak with a Limited Enrollment Admissions Specialist or refer to the program admissions packet on the Harper website: <https://www.harpercollege.edu/academics/health/index.php>.

Foreign coursework or credentials should be evaluated through a current accredited member of the National Association of Credential Evaluation Services (NACES) and should be emailed to processing@harpercollege.edu. A listing of current accredited NACES members can be found at <https://www.naces.org/members>.

- 1. Harper College does not accept foreign coursework for English (Composition) or speech courses.
- 2. The college does not transfer in course-to-course foreign coursework for courses that are under 2.5 semester hours.
- 3. Students looking for credit for specific courses offered at Harper, may require additional information, such as course syllabi, to determine if credit may be awarded.

Questions about transcript evaluations can be sent to evaluation@harpercollege.edu.

Withdrawals

Students who wish to withdraw from a class after the regular refund period must withdraw officially either online or via an email (to regoff@harpercollege.edu) from their Harper email address (not personal email address) by the appropriate deadline date. A student who does not

withdraw officially from a class prior to the last date for withdrawals is subject to an F grade.

The following guidelines determine grades for an official withdrawal from a 16-week course; the timetable for withdrawing from other courses (12-week, 8-week, 4-week, etc.) will be determined on a pro-rated basis according to these guidelines:

- 1. Classes dropped prior to or within the refund period will not become a part of the student's permanent record;
- 2. A **W** grade will be assigned to a class dropped after the refund period and prior to the last date for official withdrawals;
- 3. A student who does not withdraw officially from a class prior to the last date for withdrawals is subject to an **F** grade.

The deadline to withdraw from classes is available on the student schedule on the Student Portal, by viewing the "Important Registration and Payment Dates" calendar at www.harpercollege.edu/registration/dates, or the official College calendar for the year in question.

Administrative Withdrawals

Students who are registered for a class but never attended may be administratively withdrawn from the class. Faculty notify the Registrar's Office at the midterm of the semester of those students who were not in attendance. The academic transcript will reflect a grade of NS – never attended class. The NS grade may affect federal financial aid and federal veteran benefits.

If a student withdraws prior to the midterm of a course and the instructor has notified the Registrar's Office that the student was never in attendance, the student will receive a grade of NS (never attended class).

Medical Withdrawals

Medical withdrawals provide students an opportunity to withdraw from a class(es) after the withdrawal date due to a medical/psychological reason or a personal crisis. Tuition refunds are not granted for medical withdrawals. Medical withdrawals are only granted after the semester has ended and the student has received an "F" grade for the semester. Medical withdrawals are honored within the past 5 years and no more than 2 terms will be honored. A medical withdrawal is offered as an option only after the semester withdrawal period has ended. Requests for Medical Withdrawals can be found in the Student Portal under Registration and Records. Students requesting additional information on medical withdrawals should contact appeal@harpercollege.edu.

Military Registration

Harper College offers priority registration to continuing students who are veterans or military-connected students (Reservists, Active Duty, National Guard, or Eligible Dependents). Veterans and military-connected students may register for classes on the first day of priority registration. Documentation may be requested to verify a student's veteran or military-connected status.

Military Withdrawals

In support of America's call to military action, the College will offer full refunds of tuition and mandatory fees to all military reservists, National Guardsmen and active-duty military personnel who receive emergency orders preventing them from attending classes after they have enrolled at the College. Official documentation is required and may be submitted through the online registration appeal process at www.harpercollege.edu

Appeal Process

Students who feel they have a legitimate reason for not adhering to the refund/withdrawal deadlines set forth by the College and can substantiate their request with appropriate documentation, may fill out a registration appeal online at harpercollege.edu. All appeals are reviewed by the Appeals Committee. The process may take up to 3-4 weeks. Students will be notified by email with the final decision.

Appeals will not be accepted for grades previously earned. Appeals for grades to be removed from an official academic record will not be approved

Requirements

- General Education (p. 63)
- Graduation Requirements (p. 63)
- Specialized Programs (p. 66)
- World Cultures and Diversity Requirements (p. 66)

General Education

General education is that part of the college education that provides students with the foundations essential to lead personally fulfilling and responsible lives as productive citizens. General education cultivates the knowledge, skills and attitudes that educated persons use to shape their lives. It fosters the desire and capacity to continue learning throughout life. A general education “produces persons who are open-minded and free from provincialism, dogma, preconception and ideology; conscious of their opinions and judgments; reflective of their actions; and aware of their place in the social and natural worlds.”

An educated person is able to think clearly, communicate effectively, make reasoned and ethically aware judgments, respect human diversity and connect and apply fields of knowledge. These general abilities are required by all areas of specialization. The breadth of general education complements the rigor and depth of specialized education.

If education is a journey, as many have conceived it, then the curriculum is a map. The Harper College general education curriculum requirements provide a selection of diverse courses. Following the map of general education ensures that a student's education is a coherent, comprehensive journey.

Graduation Requirements

1. For associate degrees, attainment of a minimum of 60 semester hours of credit, a minimum of 18 hours must be earned in attendance at Harper College and be in courses numbered 100 or above. For certificates of completion, 50 percent of required credit hours must be earned at Harper. Up to four hours of credit in physical education activity courses (100 level) may be included as free electives in the minimum 60 required hours for an associate degree, excluding the AGS degree. A maximum of four semester hours of Independent Study credit may be included as free electives in the minimum 60 required hours for an associate degree.
2. In order to earn an associate degree, students must attain a minimum cumulative grade point average (GPA) of 2.0. Attainment of a minimum GPA of 2.0 for any applicable course work is required for all certificate programs.
3. Requirement of 60 hours must be in courses numbered 100 or above for the degrees of Associate in Arts, Associate in Science, Associate

in Fine Arts, Associate in General Studies or Associate in Engineering Science. Courses below 100 level may be used only where an AAS program allows.

4. Fulfillment of appropriate associate degree requirements as listed in the College Catalog at the time the student first enrolled or any catalog thereafter except for courses or programs no longer offered. Students have a maximum of 10 years to complete requirements from the catalog edition under which they first enrolled. Students who do not complete requirements within 10 years must upgrade to the most recent catalog edition. Students may choose to upgrade to a more recent catalog edition at any time; however, curricular degree requirements of more than one catalog edition cannot be combined to complete degree requirements without the written permission of the Provost or designee.
 - a. Students who are already admitted into, or are in the process of fulfilling requirements for a career degree or certificate program under their original catalog, may be required to upgrade to a more recent catalog edition, due to updates in industry, licensing and/or accreditation standards.
 - b. Students who fail to complete their degree or certificate within the 10-year limit should meet with an Academic Advisor to determine if an extension can be granted or to help decide which catalog edition best meets their academic and career goals.
5. Harper College has instituted a Stop Out policy, in which students who have stopped attending for four or more consecutive semesters, including summer, must update their student record through their MyHarper portal upon reenrollment. Students are subject to the degree requirements stated in the Harper College catalog at the time of reenrollment.
6. All associate degrees require a student to successfully complete a World Cultures and Diversity course as a graduation requirement. World Cultures courses that fulfill this requirement will be designated with this symbol: + Fulfillment of this requirement for one associate degree and/or program of study does not guarantee it has been met for another.
7. A student must apply for graduation online at harpercollege.edu no later than one week after the midterm of the semester in which the student intends to graduate. Harper College offers one commencement ceremony per year. Students are encouraged to participate in the formal graduation ceremony in May which includes previous fall and upcoming spring and summer graduates. Students should complete their application for graduation when registering for the semester in which their graduation requirements will be fulfilled.
8. Students that determine they have fulfilled all graduation requirements but have not yet been issued a credential (degree/certificate) must apply for graduation no more than two years after the student's last date of enrollment. Graduation dates may not be retroactive; any student that applies for graduation and meets criteria will be issued a credential for the semester in which they apply.

Specialized Programs

College can be a positive and enriching experience for students of all ages and backgrounds. Harper College wants every student to achieve success in their college endeavor and to have the opportunity to grow both in and out of the classroom. The programs and services listed below are designed toward this end.

Adult Educational Development

The Adult Educational Development (AED) Department serves adults who are pursuing their high school equivalency (HSE) or wanting to improve their English proficiency.

AED provides instruction for eligible students 16 years old and over who do not have a high school diploma or equivalency and are not currently enrolled in high school. Instruction prepares students for completion of the Illinois High School Equivalency exam through all approved tests (Pearson Vue GED and HiSET). Classes in Social Studies, Science, English, and Math give students the confidence to progress from the Foundation level to Pre-HSE and HSE-level classes. Upon successful completion of the exams, students earn in a state recognized Illinois High School Diploma.

English Literacy Acquisition (ELA) classes help non-native learners achieve competence in reading, writing, speaking and comprehension skills for daily survival, employment, and academic achievement. These programs enhance communication, digital literacy, and cultural understanding, empowering individuals to secure better jobs, transition to postsecondary education, and become more active citizens.

AED programs prepare students for postsecondary education and the workforce through Bridge and Integrated Career and Academic Preparation System (ICAPS) courses. Bridge classes help students build the foundational academic and employability skills needed to transition into postsecondary education and career pathway programs. In ICAPS classes, students are enrolled in a college credit course(s) while they simultaneously attend an AED support class that reinforces academic and career readiness skills.

The AED department is connected with the community and provides support, resources and referrals through faculty and staff contact with students. Funded through the Workforce Innovation and Opportunity Act (WIOA) of 2014, the AED program must report student outcomes and standardized test level gains to the state and federal government. AED is committed to helping learners make academic progress, obtain completion, and meet individual student goals.

Daytime and evening courses are available. For more information and to register online, go to harpercollege.edu/academics/aed or contact the AED Office at aedinfo@harpercollege.edu or 847.925.6223.

Apprenticeships

In collaboration with local employers, Harper College offers a number of Apprenticeship Programs. To learn more, visit the **Apprenticeship Programs** page.

English as a Second Language (ESL)

English as a Second Language (ESL) courses are for individuals who are native speakers of another language and who need to improve their English language skills for academic or employment purposes. Courses are offered for credit at beginning, intermediate and advanced levels. Both an intensive English program and part-time program are offered.

The ESL/Linguistics Department serves students from any language background. Some students are referred to the department from the Harper College assessment program. Student educational backgrounds range from nine grades completed through completion of graduate/professional programs. Students with fewer than nine years of education

are referred to the Adult Educational Development Department for enrollment in the Nonnative Literacy Program.

Students are tested during registration and counseled for appropriate program and course placement. For more information, contact the department office in Building D Room D138 or call 847.925.6227

English Language Program

The English Language Program (ELP) is for those students who wish to improve their English language skills for educational, professional or employment reasons on a full or part-time basis. Depending on their proficiency level, students may enroll in one or more classes, including integrated skills courses, as well as courses in reading, writing, grammar, conversation, TOEFL preparation and other supplemental courses. Students at the higher levels in this program may also enroll in other appropriate college courses.

Fast Track Program

Fast Track is an accelerated, part-time certificate and degree completion program designed specifically for busy students.

- Pre-selected and pre-scheduled, allowing for more independent work
- Primarily offered in 5- to 8-week lengths, accelerating your learning
- One class at a time, guaranteed with a consistent schedule.
- Classes held in fully online format.
- Offered in a cohort format, allowing for peer support and progress
- Limited in size, allowing for personalized interactions with your instructors

The degrees currently available in Fast Track are an Associate in Applied Science (A.A.S.) degree in Business Administration with a specialization in Management or Human Resources Management, and an Associate of Applied Science (A.A.S.) degree in Supply Chain Management.

Various certificate programs also available include Business Management, Financial Management, Human Resource Management, Social Media Specialist, E2E Supply Chain Management (with built-in Procurement, Inventory/Production Control, Logistics, and Supply Chain Management certificates), and Customer Success and Sales.

Fast Track Admission Requirements

Acceptance into the Fast Track program requires prospective students to complete the general Harper **Application for Admission** plus the following:

- Meet with a Fast Track advisor to discuss the program in detail and determine if it meets your educational and career goals. Any prior credit that can apply to the program requirements will also be discussed.
- Complete English placement testing, or have prior credit, for those interested in the AAS degree. English placement minimum score is 4.0 (essay).
- All other certificates do not require English or math placement testing. English placement testing is recommended for the Social Media Specialist certificate.
- Online orientation required before beginning first course.

Students with prior college credit at Harper or another institution must have an overall GPA of 2.0 or better to enter Fast Track. Exceptions to this requirement can be made on a case-by-case basis.

Don't worry if you've been out of the classroom for a while or if you feel a little rusty on basic skills, we can help you prepare—just ask us how. Visit the **Fast Track webpage** for more information.

Honors Program

Harper College seeks to stimulate, encourage and recognize work of depth, scope and originality by its students. A balanced curriculum of Honors courses is offered in the major areas required for the General Education component of associate degrees.

Honors students enjoy the benefit of reduced class size and the challenge of social and intellectual interaction with other high-achieving students while they acquire the breadth of understanding and develop leadership qualities that such settings enhance. Additionally, the Honors Program provides students a variety of opportunities to extend their learning beyond the classroom.

All Honors courses are noted as such on the student's official transcript. Additionally, upon fulfilling all other degree requirements, students who have completed at least 12 hours of Honors coursework (which must include either Honors HUM 105 or HST 105) and maintain a GPA of 3.25 or higher will be designated as Honors Program graduates.

To be admitted to Honors classes, students must meet specified criteria, complete an Honors application and have an interview with a coordinator of Honors. Applications are available on the **Honors Program website**. Applications are accepted at any point during the year.

The College also offers several scholarships based primarily on academic achievement. **(Some of these scholarships are only open to members of the Honors Program)**. Scholarship information is in the **Office of Student Financial Assistance**.

There are also a number of transfer opportunities and transfer scholarships only open to members of the Honors Program.

The Center for Global Education and Engagement

Harper College's Center for Global Education and Engagement (CGEE) is dedicated to helping every student and the broader community thrive in a world that is more interconnected than ever. CGEE's mission is to foster global awareness, cross cultural understanding, and inclusive learning experiences that prepare students to engage thoughtfully and responsibly across cultures. We envision Harper College as a national model for accessible and transformative global learning, where international partnerships, intercultural collaboration, and equitable opportunities empower all members of our community to become globally minded leaders.

Students at Harper have many opportunities to broaden their horizons through global learning. Study abroad programs, internationalized courses, and virtual global exchanges offer a chance to see the world from new perspectives, develop cross cultural communication skills, and build real world experience that strengthens transfer applications and future career pathways. Whether participating in a short-term faculty led program, a semester abroad, or internationally themed campus activities, students are invited to engage with global issues, diverse cultures, and international communities in meaningful ways. CGEE provides guidance at every step, from choosing a program to navigating the application process, preparing for travel, and making the most of the experience upon return.

Harper also recognizes academic commitment to global learning through the Global Scholars Distinction, a 12-credit hour graduation honor that encourages students to explore global themes in their coursework and document their learning in a reflective portfolio and capstone project. Supported by CGEE staff and faculty mentors, the Distinction allows students to connect their academic interests with global challenges and opportunities, creating an advantage for future study, scholarships, and employment.

International students are an essential part of this global community and play a vibrant and essential role in the Harper College community. Their languages, traditions, and lived experiences enrich our classrooms, broaden our conversations, and help all students see the world through a wider lens. At Harper, we take pride in fostering a welcoming environment where students from around the globe feel supported, valued, and connected. Our campus is deeply enriched by their presence, and the intercultural friendships and learning that emerge benefit the entire college.

Harper College is committed to creating a welcoming environment where all students feel at home and contribute to a campus that is more inclusive, connected, and globally aware. The College's academic programs, cultural activities, and international student services are supported by the Center for Global Education and Engagement and demonstrate our dedication to global learning. Through CGEE, students from all backgrounds, whether they grew up abroad, dream of studying abroad, or simply want to understand the world more deeply, can find pathways to connect, explore, and participate in a diverse and dynamic global community.

For more information about our programs visit us online.

Online Learning

A wide variety of courses are available to students via the web. Online and blended (Online component with reduced campus class time) courses offer the options of flexible learning time as well as communication with instructors and classmates via e-mail, discussion forums, through asynchronous (online anytime) or synchronous (online live) modalities. A personal computer, specific hardware and software requirements, online access through an Internet Service Provider (ISP) and a Harper email account are necessary.

Harper College uses Blackboard, a learning management system (LMS), which can be accessed through the student portal, for courses offered via distance course modalities. Instructors may offer an online orientation session at the beginning of each semester. Students are strongly encouraged to attend these as they are critical to course success.

Online Course Exchange (OCE)

The Illinois Community Colleges Online (ILCCO) is a consortium of Illinois community colleges that provides access to online courses throughout the state for students, regardless of which college they attend. Registration, financial aid and transcripts are handled through Harper College for its students, regardless of where the course is offered. Discussion with a Harper Advisor prior to registration is necessary, as students who want to enroll through OCE need to adhere to specific enrollment procedures.

For information about current distance learning courses offered by Harper College, please call 847.925.6700 or visit **Harper Online**.

Start Smart Program

The Start Smart Program is designed to help new degree seeking students transition to college by addressing many of the common “new student” concerns and to ensure that students receive all the support they might need while at Harper College. Courses in the Start Smart Program are taught by experienced faculty who care about their students and know exactly how to provide support AND inspire – at the same time. There are Start Smart options aligned with each Area of Interest in order to provide curriculum that is relevant to each student’s individual academic and career goals.

After successful completion of a Start Smart Experience, students will be able to:

1. identify and utilize Harper resource services to help meet their personal and academic needs,
2. demonstrate responsible academic behaviors appropriate to intellectual engagement, such as the application of active learning strategies,
3. create an educational plan which includes academic and career goals and exploration of options leading to completion.

All new degree-seeking students with fewer than 12 hours of college credit earned after completing high school are strongly encouraged to participate in a Start Smart experience within their first two semesters at Harper College. Students will select an appropriate Start Smart option aligned with their Area of Interest when they meet with their advisor during New Student Orientation. To learn more about the Start Smart Program and to view Start Smart options, visit <https://www.harpercollege.edu/academics/firstyear.php>. Contact the Center for New Students and Orientation at 847.925.6208 for additional information.

World Cultures and Diversity Requirements

All degree programs require students to successfully complete a World Cultures and Diversity course in order to graduate. The courses listed below have been approved by the College and meet the criteria for the World Cultures and Diversity designation.

Code	Title	Hours
ANT 101	Introduction to Anthropology	3
ANT 202	Cultural Anthropology	3
ANT 206	Archeology	3
ART 133	Non-Western Art	3
DIV 101	Exploring Diversity in the U.S.	3
EDU 220	Diversity in Schools and Society	3
FAS 110	Costume History	3
GEG 100	Cultural Geography	3
GEG 101	World Regional Geography	3
GEG 103	Geography of the Developing World	3
GEG 104	Geography of the Developed World	3
GER 205	German Conversation	3
GER 210	Introduction to German Literature	3
GER 230	German Civilization and Culture	3
HED 200	Health	3
HED 202	Human Sexuality	3
HED 204	Women’s Health	3

HST 121	History of Mexico, Central and South America	3
HST 210	Women: The American Experience	3
HST 214	African-American History	3
HUM 101	Ancient through the Medieval West	3
HUM 102	Renaissance through the Modern West	3
HUM 104	Introduction to Middle Eastern Civilizations	3
HUM 106	The Cultures of Asia	3
HUM 107	The Cultures of Africa	3
HUM 108	Introduction to Black and Latiné Studies	3
HUM 110	Women and Creativity	3
HUM 125	World Mythology	3
HUM 128	Music, Power, and Social Change	3
LIT 208	Non-Western Literature	3
LIT 220	Japanese Literature in Translation	3
LIT 223	Multicultural American Literature	3
LIT 224	Women in Literature	3
LNG 205	Language and Culture	3
LNG 225	Language and Health	3
MCM 200	Film History	3
MGT 165	Global Business	3
MUS 104	Introduction to American Music	3
MUS 108	Introduction to World Music	3
MUS 128	Music, Power, and Social Change	3
NTR 205	World Cultures and Food	3
PHI 160	Non-Western Philosophy	3
PHI 190	Philosophy and Gender	3
PHI 205	Religions of the World	3
PSC 250	Comparative Politics	3
PSC 260	Middle Eastern Politics	3
PSC 270	Global Politics	3
PSC 280	Non-Western Comparative Politics	3
PSY 101	Introduction to Psychology	3
SGN 210	American Sign Language: Cultural Perspective	4
SOC 101	Introduction to Sociology	3
SOC 120	Family in Contemporary Society	3
SOC 205	Social Problems	3
SOC 215	Introduction to Social Psychology	3
SOC 230	Sociology of Sex and Gender	3
SOC 235	Race and Ethnicity	3
SPA 205	Spanish Conversation	3
SPA 210	Introduction to Spanish Literature	3
SPE 215	Intercultural Communication	3
THE 111	Introduction to Theatre	3

Student Resources

- Campus Resources (p. 67)
- Online Resources (p. 68)
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Campus Resources

Athletics

Harper College offers 12 intercollegiate sports: Men's Soccer, Women's Soccer, Men's Cross Country, Women's Cross Country, Women's Volleyball, Wrestling, Men's Basketball, Women's Basketball, Baseball, Softball, Men's Track and Field, and Women's Track and Field. Seven teams are compete in Division II: Men's Soccer, Women's Soccer, Women's Volleyball, Men's Basketball, Women's Basketball, Baseball, and Softball. Five teams compete in Division III: Men's Cross Country, Women's Cross Country, Men's Track and Field, Women's Track and Field, and Wrestling. Harper College is a member of the **National Junior College Athletic Association (NJCAA), Region IV.**

To participate in a sport, a student must meet NJCAA eligibility requirements. Interested students should contact the **Head Coach** to receive specific sport information. Student athletes are required to complete a **profile** online along with a pre-participation physical prior to participation. For more information visit the Hawks web site at www.harperhawks.net. For questions regarding eligibility contact the Director of Athletics at 847.925.6969; or "Ask the Athletic Director" online.

Bulletin Boards and Publicity

Announcements of College events can be found on:

- print event listings;
- the online **Events Calendar**
- the Algonquin Road marquee
- closed circuit television monitors
- Student Engagement bulletin boards around the campus
- Harper College social media accounts

Publicity must be approved by Student Engagement and may be hung or distributed only in designated locations according to posting guidelines. Recommended size is 8.5" x 11", but larger posters will be allowed if space is available. The name of the organization sponsoring an event should be clearly visible on all publicity material. A poster service is available to student clubs and organizations through Student Engagement, Building A, Room A336. A four (4) to six(6) week lead time is requested for design, printing and the campus posting. Every flyer posted on Student Engagement bulletin boards must be stamped for approval by Student Engagement, Building A, Room A336. Generally, posters will be displayed for a period not to exceed three weeks. Exceptions to these regulations may be requested through Student Engagement. Student Engagement campus bulletin boards are completely cleared at the end of each semester; fall, spring and summer. Postings will not be returned to the originator.

Only the two "Open Access" bulletin boards may be used to announce non-Harper for-profit events: one is in the Student Center, Building A, near the Registrar's Office (on the West side of the hallway); the other is in Building J, near J Theatre (across from the vending machines). Open Access bulletin boards are completely cleared on a monthly basis to allow space for updates and additional postings. Materials posted will not be returned.

WHCM airs public service announcements for on campus organizations and for non-partisan local service organizations. For more information please contact 847.925.6488.

For further information, please contact Student Engagement at 847.925.6242.

Box Office

The Harper College Box Office/ID Card Office is located in the Performing Arts Center (Building R). For hours and more information, call the Box Office at 847.925.6100 or visit harpercollege.edu/boxoffice.

General admission, student, staff and senior tickets may be purchased by phone, internet* or in person. Harper students and staff must pick up their tickets in person and show their current HarperCard to receive their tickets.

Cash, check, Visa, MasterCard, American Express and Discover are accepted at the Box Office for ticket purchases.

Programs may sell out in advance. It is recommended, whenever possible, to purchase tickets ahead of time. Harper students with a current HarperCard may purchase a limit of two tickets at the student discount price. Harper faculty and staff may also purchase a limit of two tickets at the faculty/staff discount price.

***Special Note: All ticket purchases are subject to additional service fees. Event subject matter, times, dates, venues and Box Office hours are subject to change. Any changes or additions to featured programs will be announced through College publications and the news media.**

Computer Labs

More than 2,000 computers provide access to the Internet, the Harper Web site and program-specific software.

Open Labs

Harper has one large open lab at the main campus in Building Y that is available for use Mondays through Saturdays. The Harper College Learning and Career Center (LCC) in Prospect Heights has one large open lab that is typically available Monday through Thursday. Labs are staffed to assist students with logging on and off, accessing specific programs and printing their work. Labs are available to all currently enrolled Harper students and all Harper distance learning students.

The main campus open computer lab contains accessible workstations with specialized software for individuals with disabilities. These workstations have a sign posted to note that these machines will be given priority to these individuals. The main campus open lab has access to current Microsoft Windows and Apple OSX computers with standard versions of Microsoft Office as well as other program specific software. Your faculty can direct you to the appropriate lab for the course in which you are enrolled.

The LCC open lab has access to current Microsoft Windows computers with standard versions of Microsoft Office. Lab hours can be found at: harpercollege.edu/computerlabs

Print capabilities are available at both open labs. Learn more about print options at: harpercollege.edu/printing

The Harper College Library also has computers available for public use.

Writing Center

The Writing Center Lab is open to all currently enrolled Harper students seeking assistance with writing in Building F Room F110. Contact: 847.925.6539.

Food Services

The Sodexo Campus Services offers breakfast and lunch Monday through Friday in the Cockrell Dining Hall located in Building A. Additional venues on campus include Subway in Avante and Starbucks in Building D.

*Hours and offerings are subject to change

Food purchases can be paid for with cash, SOGO Cash Cards (not available for use at Starbucks), American Express, MasterCard, Visa or Discover. Mobile ordering is available at all dining locations - Everyday App (Subway & Cockrell Dining Hall) and Starbucks App.

Dining Services also provides on-campus catering for approved student activities and special events. Hours will vary when classes are not in session and during summer. For information call 847.925.6556.

Vending machines are located in most buildings on campus that offer hot beverages, cold beverages, and snacks. Fresh food machines offering salads, sandwiches, and wraps are located in Buildings L (near the bookstore) and X (near Massage Therapy). Hot Vending is available in Building D offering sliders, burritos, breakfast sandwiches, and pastries.

To learn more, visit harpercollege.edu/about/dining/

Health and Recreation Center

The Health and Recreation Center (Building M) is the hub for campus recreation, fitness, and wellness. Key features include a 10,000 square foot fitness center with all-new Life Fitness / Hammer Strength equipment, free group exercise classes, a four-court fieldhouse, a gaming lounge, and a six-lane swimming pool. Harper College students receive a free membership when enrolled in a credit class during the current term. Students must activate their membership at the Rec Center Welcome Desk with their valid Harper College student ID. Once the membership is activated, student members can enter the facility using their student ID.

The Department of Campus Recreation is committed to enriching the quality of life of Harper students and the surrounding community by providing innovative, educational and recreational opportunities and programs. For current hours and program offerings, please visit harpercollege.edu/campusrec or call 847.925.6825.

HarperStore Textbook Rentals and eBooks

The HarperStore is a resource for textbooks, supplies, spirit wear, reference and other items. The HarperStore has a diverse selection of course material options including new, used, digital and rental textbooks which can save the student up to 50% compared to a new textbook.

Cash, MasterCard, Visa, American Express, Discover Card, Pay Pal, Samsung Pay or HarperStore Gift Cards can be used to pay for purchases. You may also use financial aid to purchase textbooks. If you have questions about your balance or financial aid funds, contact the One Stop.

The HarperStore offers home delivery for your convenience. To learn more or place an order, visit: harpercollege.edu/bookstore

I.D. Cards (HarperCard)

All credit students (i.e., those who pay an activity fee) are entitled to a photo ID Card, known as the HarperCard. The first card will be issued free of charge. The HarperCard is an all-purpose card that can be used for identification, admittance to College events and open recreation, discounts at the Box Office, as a Library Card, as a copy card for campus

photocopy machines, to print documents at print stations and for many other campus services. Check at the ID Card Office about fees for lost, stolen or damaged cards as well as for cards for Community Education students.

Questions can be directed to the Box Office/ID Card office at harpercollege.edu/harpercard 847.925.6000, extension CARD (2273).

Police Department

The Harper College Police Department is a 24-hour sworn law enforcement agency responsible for the safety and security of the Harper College community. Responsibilities of the department include enforcement of college rules and regulations, village and county ordinances and state and federal laws. In addition, the department provides personal escorts, traffic control, grounds and building patrol, CPR and AED, jump starts and vehicle key retrieval.

Important information concerning the College's emergency preparedness for crisis and steps you can take to enhance your safety and security may be viewed at harpercollege.edu/about/police/emergency/

The Harper College Police Department, by law, is the central repository for all lost and found items recovered and stored at the college. If you have found an item, regardless of value, it must be turned over to the Harper College Police Department for safekeeping. If you have lost an item, inquire about it with the Harper College Police Department.

Harper College police officers have the same authority as municipal and state officers as well as sheriff's deputies. These duties include the authority to detain people, conduct investigations, gather evidence and make arrests. As such, all crimes and motor vehicle accidents that occur on campus should be immediately reported to the Harper College Police Department.

Emergency call boxes are strategically located throughout campus parking lots and by inner campus sidewalks. Locations can be identified during hours of darkness by noting the blue lights on parking lot light standards and sidewalk light standards (inner campus). The call boxes are immediately below these blue lights. Pushing the red emergency button puts you in direct contact with the HCPD Emergency Communication Center.

For emergencies dial 911, For non-emergency information call 847.925.6330 or visit: harpercollege.edu/police

Online Resources

Academic Calendar and Class Scheduling

Harper College offers flexible scheduling options to help students balance school with work, family, and other commitments. The College follows a semester based calendar with:

- Fall and Spring semesters that are 16 weeks long (Final exams are held during Week 17)
- Summer sessions offered in 8week terms

In addition to full semester courses, many classes are available in shorter formats, including 4week, 6week, 8week, and 13week options, depending on the term and subject. These options allow students to choose a pace that best fits their learning style and schedule.

Most credit classes are offered:

- Monday–Friday: 7:00 a.m. to 10:00 p.m.
- Saturday: 8:00 a.m. to 6:00 p.m.
- Sunday: No classes are held during the fall and spring semesters

Students are encouraged to work with an advisor to select course formats and schedules that support both academic success and timely degree completion.

View the **Academic Calendar**.

Campus Map

Harper College is located at 1200 West Algonquin Road, at the intersection of Algonquin and Roselle roads in Palatine. For on-campus wayfinding, see the **Campus Map**.

Construction

Areas of the campus may be under construction as we implement the **Campus Master Plan**. Please view the **campus map** for the status of construction and any detours or changes in access to the campus and our buildings. A list of closures is also available on the **Campus Construction** site.

Emergency Preparedness

Harper College has plans, procedures and resources in place to help detect, prevent and/or respond to potentially threatening situations that may occur. Your understanding of these tools promotes your personal safety and greatly contributes to our commitment to protect our community from danger. Harper's Emergency Procedures and an overview of the **Campus Emergency Operations Plan** are accessible on the **College's website**.

The ability to communicate during emergency situations is critical. The Harper Alert system enables the College to send timely notifications by text message, email and/or phone simultaneously to Harper students, employees and registered community members. Learn more about **Harper Alert** (see the Harper Alert section).

Harper Early Alert Team (HEAT)

The **Harper Early Alert Team**, or **HEAT**, is a multi-disciplinary campus threat assessment and behavioral intervention team that guides the campus community in effectively assessing and addressing threatening and/or concerning behaviors. HEAT strives to assist the campus in intervening before behaviors reach a critical level.

Report a Concern

Harper College is committed to providing an environment that is respectful and supportive. If you have a concern that you believe impedes these efforts for you personally, or for a friend or colleague, and want more information, please visit the **Report a Concern page**.

Student Services

Advising Services

Advising Services fosters a culture of growth and development for Harper College students. Advisors guide students through the college experience with intentional educational planning, empowering informed decision making on academic and career goals, and connecting students to campus resources that holistically address students' diverse needs. Advisors and students partner to ensure a greater chance of success, persistence, and completion of an academic credential.

Advising Services include academic goal-setting support, educational and transfer planning, and information on Harper's career and transfer programs. New credential-seeking students are assigned an academic advisor who will assist them from start to finish. This includes developing semester-by-semester plans to meet each student's goals, addressing academic concerns, and degree progress checks.

Advising Services is located in Building A, Room 364 and can be reached at 847.925.6220 or at: harpercollege.edu/services/advising

Specialized advising services are also offered for English as a Second Language (ESL) students. The English as a Second Language office can be reached at 847.925.6227.

Academic Support Center

Success Services for Students

Learn to study smarter! Success services for students provides individual instruction for students who would like to improve their learning skills. One-hour sessions include study skills, test-taking tips, time management, reading strategies, test anxiety, memory, concentration, motivation, note-taking skills, math strategies, accounting tips, economics tips, preparing for finals, and online study tips.

Supplemental Instruction

Supplemental instruction provides regularly-scheduled, informal review sessions. Students compare notes, discuss readings and develop organizational tools. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by supplemental instruction leaders. Supplemental instruction is offered in select classes each semester.

Developmental Math Center

Tutoring for all developmental math classes is available online. Please check our website for current schedules and scheduling instructions.

For schedules, hours, and learn more about the Academic Support Center, visit: harpercollege.edu/academicsupport

Access and Disability Services

The mission of Access and Disability Services (ADS) is to advocate for positive change that makes Harper College more universally accessible. We are guided by a philosophy of social justice, providing students access to opportunities to achieve their academic and personal goals. Harper College complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act Amendments Act of 2008, and state and local legislation.

Students can apply for ADS services and accommodations by filling out the online form at <https://hood.accessiblelearning.com/s-Harper/ApplicationStudent.aspx>, upload documentation about the nature and

extent of their disability, then contact ADS to arrange an intake interview. The student will be interviewed and have their accommodation plan determined by an Access Advocate. ADS can assist students in arranging disability accommodations in the classroom, maintaining good academic standing, developing self-advocacy skills, and creating a post-Harper transition plan. In addition, ADS offers eligible students an opportunity to utilize a wide variety of specialized assistive technology equipment, and works closely with faculty and staff across Harper to ensure that the campus is physically, electronically and programmatically accessible to individuals with disabilities. Social and disability cultural events and opportunities are also recognized as important to the development of the whole student and are offered each semester for the students to participate in or attend.

Services, accommodations and equipment are requested through a proprietary online system (AIM). Students interested in securing access or services go to their student portal to manage their accommodations and make requests each semester. Some services such as conversion of print material to digital, large print, auditory or Braille format may require six to eight weeks lead time. Availability of some services may be limited or delayed for students who submit requests late. For questions or issues, the student should contact or stop by ADS at the earliest possible date at 847.925.6266 (voice); Deaf or Hard of Hearing callers, 224.836.5048 (Videophone).

ADS also provides information and reasonable accommodations to campus visitors. Requests should be made as early as possible to determine the availability of resources. Employees of the College who need reasonable accommodations should refer to the Human Resources Procedure Manual for information on how to request an employee accommodation.

ADS also can provide reasonable accommodations and services to pregnant students who apply for access and accommodations, in accordance with Title IX of the Educational Amendments Act. Pregnant students are afforded protections from discrimination and reasonable accommodations to allow equal access similar to a temporary disability. Title IX information is available at <https://www.harpercollege.edu/about/consumerinfo/title-ix/campus-policy/index.php>.

For more information, visit the Access and Disability website at: harpercollege.edu/ads

Center for New Students and Orientation

The Center for New Students and Orientation provides advising support to degree-seeking, certificate-seeking and students at-large during their transition as a new student to the College. The Center for New Students and Orientation also delivers information helpful for students' successful navigation of Harper College and its processes.

This center offers New Student Orientation year-round. New Student Orientation provides an introduction to Areas of Interest and an overview of services and resources available at Harper College. At New Student Orientation, students begin setting goals, developing their educational plan and are assisted with the registration process.

The Center for New Students also provides advising and onboarding services for academically-prepared high school students interested in earning Harper College credit through the Early College and Middle College programs. Additionally, the Center for New Students provides

customized case-management for Fast Track students and those receiving funding from the WIOA grant.

For more information, contact the Center for New Students and Orientation at 847.925.6208 or visit: harpercollege.edu/orientation

Counseling Services

Student Development Counseling Services provides support to students across three main areas: Career, Personal, and Educational Counseling. Services are offered individually, in workshop, and small group formats free of charge. Counseling Services uses a short term model to provide services such as stress reduction and wellness techniques to help students achieve their goals. Counseling Services does not provide long term or acute counseling care or services that involve or require diagnosis, medication or competency evaluation. For urgent needs, counselors have walk-in hours and can provide crisis intervention and consultation during business hours. We also work with community agencies to help students find additional support, as needed. For more information, visit: harpercollege.edu/services/counseling/

Job Placement Resource Center

The Job Placement Resource Center (JPRC) is committed to helping Harper students become job search ready. Services include assisting with resumes and cover letters, interview preparation, job search strategies, and review of the "essential skills" required for today's workplace.

Full-time, part-time, and internship positions posted by area employers for Harper students and alumni can be accessed 24/7 on our online job-listing site **Hire a Hawk**. New job opportunities are posted continuously. Resumes can be also be posted on this site to apply for positions and for employers to view.

Students interested in working on campus as a student aide can receive help with their application in the JPRC. Many on-campus employment opportunities are available each semester.

Assistance can be obtained by scheduling an individual appointment or during drop-in hours.

Call 847.925.6400, email at jprc@harpercollege.edu or visit: harpercollege.edu/jprc

Library Services

The Library is committed to providing resources and services, as well as physical space, computing facilities, and reference assistance to support and enhance teaching and learning. The Library responds to patrons' informational needs by developing, maintaining and improving access to a balanced collection of materials, both physical and online, as well as providing access to programs and services that reflect the full range of diversity of the college community. For more information, visit harpercollege.edu/library

Rita and John Canning Women's Program

The Women's Program supports the education and employment goals of people in economic need who are single parents, women fleeing domestic (intimate partner) violence, non-traditional career seekers, or women pursuing English as a Second Language coursework through specialized case-management. Limited scholarships are available for tuition, books, and class fees, as funding permits. The Women's Program can be

reached at 847.925.6558 or by visiting: harpercollege.edu/services/advising/womensprogram/

Student Engagement

Comprehensive student programming and activities are available at little to no cost for students. In-person and/or virtual lectures, concerts, films, special events and other leadership, social and intellectual opportunities are sponsored throughout the year by Student Engagement. Students can explore and enjoy diversity programs and multicultural celebrations; be involved with student media and publications; access free legal and immigration guidance; participate in the student leadership programs; connect to the Center for Veterans and Military Connected Students; attend lectures, concerts, film, art exhibits sponsored by the Cultural Arts Committee; and be involved in one of the many clubs and student organizations on campus. A list of active student clubs and organizations can be found at: harpercollege.edu/services/involvement/clubs/

Numerous student organizations are active and students are encouraged to begin other organizations within the established guidelines.

Student Engagement is located in the Student Center, Building A, Room A336. Additional information can be found at: harpercollege.edu/getinvolved

Student Engagement Awards Program

Student Engagement recognizes outstanding contributions to the student experience at Harper College through monetary awards known as Student Service Awards. Students are typically nominated by a club or organization advisor and/or by other students based on their performance, position, responsibility, leadership, length of service, and involvement in student clubs and organizations or leadership programs. Evidence of significant contributions must be documented in the recommendation. The nomination process opens during the spring semester.

More information on these award programs is available through Student Engagement.

Student Government Association

The Student Government Association (SGA) represents all Harper students to the College's staff, faculty, administration, and the community. SGA officers and senators are responsible for acting upon student concerns, appointing students to College committees, reviewing and recommending changes in College policy, approving registration of student organizations, and otherwise promoting and advocating for student success and student welfare. Student Government Association is made up of students elected to the positions of President, Vice President, and Treasurer. Any student may petition to be a Senator on Student Government Association. Additionally, Student Government Association has three secretaries that are select by the Vice President: Secretary for Diversity and Inclusion, Secretary for Student Engagement, Secretary for Leadership and Service. Learn more at: harpercollege.edu/services/involvement/clubs/student-government-association.php

Student Center

The Student Center, located in Building A, offers space for formal and informal gatherings and student activities. Many of Harper's lectures, concerts, informal discussions, meetings, conferences and other activities are held in the Student Center. Its facilities include Cockrell Dining Hall, two TV areas, lounges, meeting rooms and the student radio station, WHCM - 88.3FM. A variety of College offices are also housed

in the Student Center. As a common area of the campus, individuals' behavior is subject to general time, place, and manner guidelines.

To ensure efficient use of the facilities, the following building policies have been established:

- Individuals are expected to be respectful of others who are using the facility. Any person or group causing a significant disruption to others may be required to leave and may be subject to disciplinary action under the Student Code of Conduct or other appropriate means.
- Programs may be held in the Student Center that may require the relocation of students from one area to another. In such cases, regulations will be posted or announcements will be made indicating the affected area. A full listing of events taking place in the Student Center and on Campus can be found on the Harper College Events webpage.
- Connecting electronic devices, such as gaming systems or phone chargers, to College operated televisions in the Building A Student Center is not permitted without prior approval from Student Engagement.
- Closed captioning shall be featured on all Student Center televisions as it provides an important connection to news, entertainment and information for individuals who are deaf or hard-of-hearing. If the closed captioning has been turned off, please visit the Student Engagement office located in Building A Room 336 for assistance in restoring the closed captioning functions.

Tutoring

Free tutoring is available in more than 200 courses. This assistance is provided by professional and peer tutors. Students must be enrolled in the course for which they are seeking tutoring.

Services that are offered include tutoring by appointment, tutoring on a drop-in basis and review seminars. Study guides are also available for certain courses.

Appointments may be scheduled through your Student Portal. To make an appointment:

1. Log in to your MyHarper Student Portal
2. Click on Academic Success
3. Click on Schedule a Tutoring Appointment

For more information and our current schedule, visit: harpercollege.edu/academicsupport

Drop-Ins

Drop-ins are available for chemistry, math, developmental math and statistics in the Tutoring Center. To join a drop-in tutoring session,

1. Click on Live Chat (on the website)
2. Chat with the Front Desk – they will ask you questions about your Harper ID number and the course you're looking for help with

Veterans Center

The Center for Student Veterans and Military-Connected Students at Harper College serves as a central resource hub for all military veterans, active-duty personnel and their eligible spouses or dependents who are students at Harper. Located in Building A, the center opened in 2017, and offers the following services. For more information, contact 847.925.6555 or visit: harpercollege.edu/registration/financialaid/veterans/

Services:

- Information on Veteran scholarships, emergency loans
- Dedicated Veterans Lounge with study area and computer
- SVA (Student Veterans Association)
- Assistance with military transcript evaluations
- Student, Academic and Career Programming
- Referrals to Student Resources, Services and Student Life
- Referrals to local Veteran assistance organizations
- Individual student advocacy
- VA work study program

Writing Center

The Writing Center provides several free services which are available to help Harper students succeed. They can work in the open computer lab, consult with tutors on a drop-in basis about their papers in all academic areas, and make appointments with tutors to discuss specific assignments and develop skills in writing, literacy and critical thinking. Online support for writing assignments is also available.

Tutors can:

- Clarify assignment requirements
- Guide you through steps of writing process
- Suggest strategies for revision
- Respond to drafts
- Answer specific questions on structure, grammar and content
- Reinforce skills in building vocabulary, writing sentences, developing paragraphs and proofreading
- Assist with documentation
- Offer strategies for interpreting, analyzing and evaluating a text
- Develop a plan for building on strengths and improving writing and reading skills

Appointments may be scheduled through your Student Portal. To make an appointment:

1. Log in to your MyHarper Student Portal
2. Click on Academic Success
3. Click on Schedule a Success Services Appointment

Drop-Ins

Drop-ins are available for the Writing Center. To join a drop-in tutoring session,

1. Click on Live Chat (on the website)
2. Chat with the Front Desk – they will ask you questions about your Harper ID number and the course you're looking for help with
3. Click on the link in the chat to join the tutoring session

For more information and our current schedule, visit harpercollege.edu/academicsupport

Transfer

- Illinois Articulation Agreement (p. 72)
- Transfer Options (p. 73)

- University Center (p. 73)
- Other Transfer Agreements (p. 73)

Dual Degree Partnerships

Please contact the University Center regarding available partnership information.

The University Center at Harper College

Building D, Room D264
847.925.6315
universitycenter@harpercollege.edu

Illinois Articulation Agreement**Illinois Articulation Initiative**

Harper College is a participant in the Illinois Articulation Initiative (IAI), a statewide articulation effort to help Illinois college students transfer easily. This effort involves public community colleges, public universities and private colleges and universities, and includes the articulation of lower-division general education and major field courses. This agreement is in effect for students entering college as first-time freshmen in summer of 1998 (and thereafter). The following summary highlights the major features of the initiative.

1. One of the main features of the IAI is the General Education Core Curriculum and a list of statewide articulated general education courses that will be accepted for transfer by all participating colleges and universities in Illinois.
 - a. Students who complete the AA degree that contains the General Education Core Curriculum at a community college will have their lower-division general education core requirements satisfied at the participating Illinois college or university to which they transfer.
 - b. Students who complete the General Education Core Curriculum at any participating college or university in Illinois will have their lower-division general education requirements met upon transfer to another participating college or university in Illinois.
 - c. Students who have 30 semester credits of college level coursework can transfer to an IAI participating institution and have the option of completing the institution's lower-division general education requirements or the IAI General Education Core Curriculum.
 - d. The General Education Core Curriculum and the list of statewide articulated general education courses will be a great advantage for students who are undecided about what university they want to attend after transfer, as well as for students who are undecided about their major because the "core" will transfer to all participating colleges and universities in Illinois.
2. Another main feature of the initiative is a program guide and list of statewide articulated lower-division courses for each baccalaureate degree major field that will transfer and satisfy major field requirements at participating colleges or universities in Illinois that offer that degree.
3. The General Education Core Curriculum, the program guides for the major fields and the statewide list of articulated courses will greatly help advisors provide accurate information on the articulation of courses to students planning to transfer.

See the **IAI website** for more information.

General Education Core Curriculum (GECC) Credential

The General Education Core Curriculum (GECC) is a starting point for your transfer destination. The GECC consists of 37-41 credits of Illinois Articulation Initiative (IAI) general education courses taken from five different categories and are accepted by most public four-year institutions in the state of Illinois as well as many private institutions.

This is not considered a degree or certificate, nor is it an industry recognized credential.

The GECC Credential is designed for students who are unsure about a career, major, or program, but plan on transferring to a four-year institution in Illinois. Completion of this credential ensures the student can seamlessly transfer to an in-state four-year institution, having satisfied their general education requirements. Student must maintain a GPA of 2.0 or higher in all courses to complete their GECC/IAI credential and are encouraged to speak with their transfer schools directly to determine if they are GECC/IAI participants. Students should also work with their transfer school directly to determine how coursework will be accepted. The GECC Credential is comprised of only Illinois Articulation Initiative (IAI) approved general education courses, many of which are offered online.

Specifically, the General Education Core Curriculum requires:

Communications

- 3 courses (9 semester credits) Must include a two-course sequence in writing completed with grades of C or better (6 semester credits) and one course (3 semester credits) in oral communication.

Mathematics

- 1 course (3-5 semester credits)

Physical and Life Sciences

- 2 courses (7-8 semester credits) Must include one course selected from the life sciences and one course from the physical sciences. One course must be a lab.

Humanities and Fine Arts

- 3 courses (9 semester credits) Must include at least one course selected from humanities and at least one course from the fine arts.

Social and Behavioral Sciences

- 3 courses (9 semester credits) Must include courses selected from at least two disciplines.

Total: 12 -13 courses (37-41 credits)

Refer to specific approved courses under course descriptions listed in the catalog or see the **IAI website**.

Illinois Articulation Initiative Transcript Requirements

As a participant of the Illinois Articulation Initiative (IAI), Harper College requires the following for completion of the core to be noted on the official transcript:

1. Initial enrollment date at an IAI participating institution effective summer 1998 (and thereafter).
2. Completion of the Associate in Arts (AA) degree starting with the 1998-99 catalog and/or completion of the General Education Core Curriculum requirements and attainment of a minimum of 37 semester hours.
3. Attainment of a minimum cumulative grade point average of 2.0.
4. Students who are completing a degree under these requirements will have completion of the core transcript at the time of the degree certification.
5. Students who are not completing a degree must formally request the Registrar's Office certify the completion of the core by submitting a "Petition to Certify the Illinois Transferable Education Core Curriculum."

Transfer Options

An important role of a community college is to provide plans of study to allow students to complete the requirements for the first two years of a baccalaureate degree. Harper defines these plans as transfer options. In most cases, students are better served by earning the associate in arts, associate in science, associate in engineering science, associate in fine arts—art, associate in fine arts—music, or associate in fine arts - music production emphasis before transfer. Individual baccalaureate-oriented credits earned at Harper are also transferable to other institutions of higher learning.

As a guide for students, sample plans that meet Harper degree requirements are available in Advising Services and on the Harper College website. These plans include general freshman and sophomore level coursework to prepare for transfer into specific baccalaureate majors. These guides are "samples" as transfer institution requirements may vary. Students are responsible for knowing the specific requirements of the institutions they are considering for transfer and should consult with those institutions directly.

In addition, students should see an academic advisor to discuss their transfer plans prior to registering for courses each semester. Resource materials and advising assistance are available in Harper's Advising Services.

University Center

Harper College has partnered with area universities to provide students with opportunities to earn a bachelor's degree on Harper's campus through degree completion programs.

Students participating in the University Center will be able to:

- Earn associate's and bachelor's degrees on Harper's campus
- Save money on four-year degree
- Enroll concurrently in select pathway programs at Harper and the partner university to complete a degree program
- Access admissions, registration and academic advising staff from the partner university on Harper's campus

Other Transfer Agreements

In addition to the IAI, Harper College has developed course transfer guides or agreements with the following public and private colleges and

universities. Requirements and benefits vary per partnership and apply only to students meeting specified requirements.

Contact Advising Services for more information.

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