

2021-2022

Harper College

Student Handbook

The Harper College Student Handbook is also available online.
The online version is the most up-to-date representation available.

Please note that in the case of discrepancies between
the online and printed Student Handbook, the online version always takes precedence.

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Student Handbook - About Harper College

Welcome Message from the President

Welcome to Harper College! We're delighted you're part of our community.



Since my journey as Harper College's sixth president began in summer 2019, I've seen first-hand what a vibrant, diverse and resilient campus community this is. Our students represent a myriad of backgrounds and come with all kinds of aspirations.

Whether you're planning to transfer and earn a four-year degree, be marketable in the workforce, retool your skills or enrich yourself as a lifelong learner, you'll find that Harper's faculty and staff have an unwavering commitment to helping students realize their full potential.

That dedication has never been more evident than during these unprecedented times. Our college community remains very much connected, whether students are on campus or learning in an online environment, boosted by a variety of virtual support services including academic advising, counseling, tutoring, campus recreation and wellness events, job placement assistance and library resources.

We are also committed to reducing barriers that can impede a student's ability to succeed academically and personally. The college has embarked on an intentional effort to identify and address students' basic needs such as housing, food and transportation insecurity. We partner with area high schools to help students come to Harper well-prepared and engage with local employers to ensure our programs meet their changing workforce needs.

Our efforts have led to record progress in graduation numbers and graduation rates. From these strengths, I know we will continue to do great things on behalf of our students and the community. I encourage you to take advantage of the wealth of opportunities that Harper College offers. We truly are the community's college, and we look forward to being an active partner in helping you achieve your goals.

Dr. Avis Proctor
President, Harper College

Board of Trustees

The Board of Trustees is composed of seven elected individuals who represent the voters of the district and one student representative, who has an advisory vote, elected by the student body for a one-year term.

Meetings of the Board of Trustees, which are open to the public, are held each month on the Harper Campus at Algonquin and Roselle Road in Palatine. Meeting dates and times are posted on

harpercollege.edu.



Pat Stack
Chair
Barrington
Leadership Training Compliant 2019



William F. Kelley
Vice Chair
Schaumburg



Dr. Nancy Robb
Secretary
Inverness



Gregory Dowell
Deer Park
 Leadership Training Compliant 2019



Diane Hill
Barrington



Herb Johnson
Inverness
 Leadership Training Compliant 2019



Walt Mundt
Palatine
 Leadership Training Compliant 2019

Pahul Mal
Student Trustee

Mission, Vision, Philosophy, Core Values

Mission

Harper College enriches its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual lives, the workforce, and society.

Vision

We will be an innovative and inclusive institution, the community's first choice, and a national leader for student success.

Philosophy Statement

We, at Harper College, believe that our charge is to facilitate active learning and foster the knowledge, critical thinking and life/work skills required for participation in our global society. We work with our community partners to enrich the intellectual, cultural and economic fabric of our district. We believe that excellence in education must occur in an ethical climate of integrity and respect. We hold that the strength of our society is rooted in our [diversity](#) and that it is through synergy that we achieve excellence.

Core Values

*We value **Respect, Integrity, Collaboration and Excellence.**
 We guide our work and support our philosophy, mission and vision by these core values.*

RESPECT

We demonstrate Respect by interacting with and caring for others in a way that adds dignity to ourselves, our relationships and our organization by:

- valuing and celebrating the uniqueness of individuals and their strengths;
- expressing appreciation for our colleagues' time, efforts and contributions;
- encouraging multiple perspectives.

INTEGRITY

We demonstrate Integrity by supporting an honest and ethical environment by:

- respecting confidentiality and acting in a trustworthy manner;
- being accountable for our actions and adhering to policies and procedures;
- making decisions that are fiscally and socially responsible.

COLLABORATION

We demonstrate Collaboration by working internally and externally toward shared goals to create a more positive outcome by:

- actively listening, responding to others with empathy;
- practicing open and honest communication and sharing information that is essential for success;
- using positive humor to foster a healthy and enjoyable environment.

EXCELLENCE

We demonstrate Excellence by setting and pursuing high standards of professionalism and competency by:

- providing exceptional service to all while demonstrating pride in our work;
- welcoming new challenges and seeking opportunities for growth and development;
- encouraging and empowering each of us to achieve our best.

[Download Core Values 8.5 x 11 PDF](#)

[Download Core Values 11 x 17 PDF](#)

History of Harper College

As early as 1950, discussion began about establishing a community college. An active committee was at work on the project in 1961, and a community survey was done in 1962. In 1964, an area community college committee studied the feasibility of establishing a community college. The study committee's report concluded with the recommendation that "the citizens of the two high school districts...take appropriate steps to bring the voters of the four townships the proposal that a community college be established."

Early in 1966, the present 200-acre campus site in Palatine was selected, and the College was named William Rainey Harper College, in honor of the first President of the University of Chicago and the originator of the community college concept. In the spring, district voters approved a bond referendum by a four-to-one margin.

In 1967, Harper's first faculty members were hired, and classes for 1,725 students were begun in temporary facilities in September. In the same year, the College broke ground for the first six buildings on campus property.

The William Rainey Harper Educational Foundation was incorporated in 1973 to broaden and enrich the College program through support of such projects as scholarships and special project initiatives funded by private donations to the College.

In September 1975, a successful funding referendum was held that allowed the College to proceed with the completion of the Palatine campus. Buildings G and H, housing vocational technology shops and laboratories, were completed in 1977. The Board of Trustees named an interim successor after the founding College President, Dr. Robert Lahti, resigned. Harper's second President, James McGrath, assumed the position the following year.

In 1978, the College began a major effort to develop a new master plan in concert with a comprehensive self-study effort. A referendum to increase operating revenue failed to gain voter approval that year. This led to major budget cuts in an effort to match expenditures with income.

By 1980, the campus had increased to 15 buildings with the opening of the physical education, athletics, and recreation facility (Building M) and business, social science, and vocational education housed in Buildings I and J.

In 1982, the College established a CAD/CAM training center in cooperation with high technology firms in the area. The center was designed to provide instruction and resource materials relating to computer-aided design and manufacturing.

In February 1985, district residents approved a tax rate increase for the operation of the College. This was the first increase in tax support for the educational programs, services, and operating expenses of Harper College since the College was established.

In 1988, the College hired its third President, Dr. Paul Thompson, after the retirement of Dr. McGrath. The College began an extensive study in 1990 which led to the vision statement "Our Preferred Future." More than 1,000 College personnel and community residents worked together to develop this document to serve as a Harper College planning guide until the year 2000. In response to an emerging industry need, the Corporate Services department, now called Harper College for Business, was established in 1991 as the College's office of the first contact representing all programs of interest to businesses and industry, including credit classes, continuing education, and customized training.

In 1992, a new Information Systems Division was formed. Harper developed a new technology plan in 1994, following two years of extensive participation and input by administrators, faculty, and staff. In 1993, the College opened Building S to house the Publications and Communication Services Department. In spring 1994, the Liberal Arts building was opened. Building L included the Liberal Arts Division office, classrooms, faculty offices, and the College Bookstore. A studio (Black Box) theater and three-dimensional art studios occupy the first floor of the facility. The two buildings were part of a building phase that also included renovations to Building F which houses the Learning Resources Center and the Academic Enrichment and Language Studies Division.

In 1994, the College purchased the Northeast Center (NEC). The Board of Trustees approved the first and second phases of the Technology Plan in 1995 and 1996. The campus computer network was completed in 1996, providing links between offices and classrooms and as a resource to position Harper for higher education in the current century.

In 1997, Harper College received a 10-year re-accreditation from the North Central Association's Commission on Higher Education.

In 1998, Dr. Robert L. Breuder, the fourth President, was hired. The College implemented a new shared governance structure and published its first comprehensive strategic long-range plan (SLRP). Groundbreaking for the new Performing Arts Center (PAC) and the Wojcik Conference Center was held on May 18, 2000. The new buildings were partially funded by the Illinois Capital Development Board. In 2002, the conference center opened and was named the Wojcik Conference Center in recognition of a \$1.1 million member initiative grant given to Harper by Illinois State Representative Kay Wojcik. At a special Board meeting on August 16, 2000, the Trustees were presented with a comprehensive long-range Campus Master Plan. The plan was intended to guide the College into the future. On November 7, 2000, the Harper College district residents passed

an \$88.8 million referendum to build a new facility to house Harper's growing science, technology, and health care programs. Construction of Avanté began in fall 2001.

On August 29, 2001, Harper College purchased a new facility in Schaumburg for the Technical Education and Consulting at Harper (TECH) program. The facility, now called the Harper Professional Center (HPC), is the site for the new Fast Track degree option.

In 2004, Harper College served a total of 37,338 credit and noncredit students during the summer, fall, and spring terms, making Harper one of the largest community colleges in the country. In 2004, Harper College opened Avanté, Center for Science, Health Careers, and Emerging Technologies. In 2005, Avanté was selected as a Merit Award finalist by the Chicago Building Congress (CBC). The CBC praised Avanté for its distinctive design and outstanding construction, and its positive impact on the surrounding community. In 2006, Harper College received the National Science Foundation Undergraduate Research grant.

In 2009, Dr. Kenneth Ender became Harper College's fifth president.

In 2010, the College worked with community partners to develop a new five-year strategic plan. The plan emphasizes increasing the number of students who graduate from Harper with a degree or workforce certificate or transfer successfully to a four-year university. The plan focuses on four strategic directions: Completion (increase completion and achievement of all students with a focus on underperforming student groups), Accountability (create a culture of innovation, accountability, and transparency), Partnerships (engage in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy) and Inspiration (develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.)

In 2011, the College approved a new Campus Master Plan. The plan outlines a comprehensive ten-year program to renovate the campus to meet the needs of 21st-century teaching and learning.

In 2012, the U.S. Department of Labor awarded Harper \$12.9 million to expand the Advanced Manufacturing program to community colleges across Illinois. The program offers industry-endorsed skills certificates and paid internships with local manufacturers. It's also designed to encourage younger students to consider a manufacturing career by offering college credit to high school students.

In 2013, the College broke ground on \$38 million in renovations of the Engineering and Technology Center. The project includes a new state of the art classrooms for career and technical programs and expanded facilities for Harper's innovative Advanced Manufacturing Program. The College also broke ground on the \$46 million renovations of Building D which includes new lecture halls, general classrooms, and student study and commons areas.

In 2014, the College relaunched the Northeast Center (NEC) in Prospect Heights as the [Harper College Learning and Career Center \(LCC\)](#) with a target market focus on local community needs, credential programs, wrap-around services, and workforce emphasis.

The College simultaneously launched the [Education and Work Center \(EWC\) in Hanover Park](#), an unprecedented partnership with Elgin Community College, the Village of Hanover Park, the State of Illinois, and The Chicago Cook Workforce Partnership. The EWC offers adult education programs and a full-service Illinois WorkNet® Center for career support. Harper College offers classes during the day and Elgin Community College offers evening classes.

In 2015, the College launched the Harper College Promise Scholarship Program. The program offers every eligible public high school freshman in Harper's district the opportunity to attend Harper for up to two years tuition-free if, during high school, they maintain solid grades, have good attendance, don't repeat classes, graduate on time and perform community service. During its first year, more than 4,600 high school freshmen in Harper's district signed up for the program.

In 2016, the College received the prestigious Leah Meyer Austin Award from Achieving the Dream. The award honors Harper's outstanding achievement in creating an institutional culture dedicated to supporting and increasing the success of all students. This year also marked the implementation of the 2016-2019 Strategic Plan which focuses on increasing levels of Inclusion, Engagement, and Achievement for our students. Five teams were formed to develop strategies to improve: Academic Planning and Pathways, Curriculum Instruction, Employee Skills, Stewardship, and Student Experience.

The College was awarded a \$2.5 million American Apprenticeship Initiative grant by the Department of Labor to support apprenticeships in the Insurance, Information Technology, and Manufacturing sectors. The first cohort of 4,624 freshmen from district high schools applied to the Harper Promise Program. The Outdoor Amphitheatre was completed and served as the venue for the 2016 Commencement Ceremony and construction of the FMA Manufacturing Lab, which houses high-tech metal fabrication equipment, was completed.

The year 2017 marked the beginning of the College's yearlong [50th Anniversary celebration](#) honoring its proud past, affirming its present mission and impact, and aspiring to an even stronger future. This milestone event led to the publication of [Harper College, the First 50 Years](#), a 200-page history of Harper written by Professor Emeritus Trygve Thoreson. As part of the celebration, the College hosted its first-ever TEDx event. Harper's Educational Foundation's 50th Anniversary Gala was the most successful to date, raising more than \$1 million to support student scholarships and emerging educational initiatives at the College.

Major accomplishments in 2017 included the implementation of the assigned advisor case management model to assist students in navigating toward completion and the launch of the University Center, where students can complete a bachelor's degree without leaving Harper's campus.

In 2018, the College successfully completed the two-and-a-half-year rigorous reaccreditation process that resulted in the Higher Learning Commission (HLC) reaffirming the College's accreditation through 2027-2028.

The College has emerged as a leader in community colleges across the country, receiving several national awards for its student focus and continuous improvement efforts: the Association of Community College Trustees' (ACCT's) Central Region Equity Award; the NAFSA Senator Paul Simon Spotlight Award for its innovative Global Region of Focus Initiative; and recognition as a 2018 Excellence in Assessment designee for successfully integrating assessment practices across campus and using those results to guide institutional decision-making and improve student performance. Harper's President, Dr. Kenneth Ender, was honored with the Gary Davis Ethical Leadership Award by the Illinois College Trustees Association.

Harper's commitment to excellence is evident in the success of our students. Over the last eight years, 10 Harper students have been awarded the Jack Kent Cooke Undergraduate Transfer Scholarship. Worth up to \$40,000 annually for three years, the scholarship is one of the most prestigious in the nation for community college students transferring to four-year institutions.

Harper completed the latest phase of its Campus Master Plan with the renovation of two major buildings. The original 1969 library was reimagined as a light-filled learning space and was dedicated as the David K. Hill Family Library in honor of former Trustee David K. Hill and the Hill family's donation of more than \$1 million in support of the College's programs. The aging and deteriorating Wellness and Sports Center, Building M, was transformed into the Foglia Foundation Health and Recreation Center as the result of a public-private partnership with the Palatine Park District and Northwest Community Healthcare.

In the fall of 2018, the members of District 512 endorsed the important role Harper plays in the community by voting overwhelmingly in favor of a referendum question to support the College's campus master plan. The referendum passed with 61 percent of the vote and will provide \$180 million toward capital improvements to help position Harper students and the community for a strong future.

In January 2019, the Board of Trustees voted to name the outdoor pavilion the Drs. Kenneth and Catherine Ender Pavilion in recognition of their significant contributions to the College and the Foundation over the previous decade.

In February 2019, the Board of Trustees selected Dr. Avis Proctor to be the sixth president – and the first woman – to lead the College and build on the legacy of Dr. Ender, who stepped down on June 30, 2019, after helping to transform Harper into a premier 21st-century community college.

Dr. Proctor took the helm on July 1, 2019, and embarked on a Year of Engagement to learn about the institution, find ways to leverage resources and assets and launch new initiatives. This work is tied closely to the Strategic Planning process, which draws on input from faculty, staff, students, and the community to set the strategic priorities for the college through 2024.

In fall 2019, Harper College welcomed its inaugural cohort of 421 Promise Scholars to campus. Dr. Proctor also launched several task forces and teams to address issues that were identified during her first few months at Harper. Among them is the Transportation Task Force, which is exploring ways to improve transportation options for students, employees, and community members. The Basic Student Needs Assessment Team was also assembled to take a holistic look at students' basic needs so the College has a better understanding of their financial wellness; several pilot initiatives were launched to help address some of the problems facing students.

In early 2020, Harper College continued to be recognized for its achievements by earning two national awards: Achieving the Dream's Leader College of Distinction status for achieving new, higher student outcomes and narrowing equity gaps and the Andrew Heiskell Award for Innovation in International Education.

Due to the global COVID-19 pandemic, the College entered an unprecedented era and closed its campus midway through the spring 2020 semester. Classes moved to a fully online environment and support services including academic advising, counseling, tutoring, job placement, wellness events, and library services continued in a virtual format.

The campus reopened on a limited basis in July 2020 with numerous safety measures in place, allowing students to complete their spring semester labs. During the fall 2020 semester, most students continued online instruction with select labs taking place on campus. In late September, the College announced instruction would continue primarily online in the spring 2021 semester.

Communities Served

To learn what communities are served in Harper's district or to see a district map, visit the [District Residency](#) page.

Academic Calendar

College Calendar

Harper College follows a semester calendar that includes 16-week fall and spring semesters (Final Exams are given during Week 17) and 8-week summer sessions. Not all classes follow a 16-week calendar; 4-week, 6-week, 8-week and 12-week options are a few of the choices that may be available during the fall, spring and summer sessions. Credit classes are generally scheduled Monday through Friday from 7 a.m. until 10 p.m., Saturday from 8 a.m. until 6 p.m. and no Sunday classes during the spring and fall semesters. The College is closed Saturdays and Sundays during the summer session.

2021-2022

First Semester – Fall 2021 (August 23 to December 17, 2021)

- Full-time Faculty Report: Tuesday, August 17
- Semester Begins*: Monday, August 23
- Labor Day (College Closed): Monday, September 6
- Thanksgiving Holiday (College Closed): Wednesday-Sunday, November 24 – November 28
- Final Exam Week**: Monday-Friday, December 13 – 17

** Most classes will have final exams administered this week; however, 8-week sections and other short-term/early-start classes are not included.

Second Semester – Spring 2022 (January 18 to May 20, 2022)

- Full-time Faculty Report: Wednesday, January 12
- Martin Luther King Day (College Closed): Monday, January 17
- Semester Begins*: Tuesday, January 18
- Lincoln's Birthday Observed (College Closed): Friday, February 11
- Professional Development Day (Classes Not in Session): Thursday, March 17
- Spring Break (classes not in session): Monday-Sunday, March 21 – March 27
- Classes Resume: Monday, March 28
- Reading Day (College Closed): Friday, April 15
- Final Exam Week**: Monday-Friday, May 16 – 20
- Graduation: Saturday, May 21

** Most classes will have final exams administered this week; however, 8-week sections and other short-term/early-start classes are not included.

Summer Session– Summer 2022 (May 23 to August 12, 2022)

- Semester Begins*: Monday, May 23
- Memorial Day (College Closed): Monday, May 30
- Independence Day Observed (College Closed): Monday, July 4

2022-2023

First Semester - Fall 2022 (August 22 to December 16, 2022)

- Full-time Faculty Report: Tuesday, August 16
- Semester Begins*: Monday, August 22
- Labor Day (College Closed): Monday, September 5
- Thanksgiving Holiday (College Closed): Wednesday-Sunday, November 23 - 27
- Final Exam Week**: Monday-Friday, December 12 - 16

**Most classes will have final exams administered this week; however, 8-week sections and other short-term/early-start classes are not included.

Second Semester - Spring 2023 (January 17 to May 19, 2023)

- Full-time Faculty Report: Wednesday, January 11
- Martin Luther King Day (College Closed): Monday, January 16
- Semester Begins*: Tuesday, January 17
- Lincoln's Day Observed (College Closed): Monday, February 20
- Professional Development Day (classes not in session): Thursday, March 23
- Spring Break (classes not in session): Monday-Sunday, March 27 - April 2
- Classes Resume: Monday, April 3
- Reading Day (College Closed): Friday, April 7
- Final Exam Week**: Monday-Friday, May 15 - 19
- Graduation: Saturday, May 20

**Most classes will have final exams administered this week; however, 8-week sections and other short-term/early-start classes are not included

Summer Session - Summer 2023 (May 22 to August 11, 2023)

- Session Begins*: Monday, May 22
- Memorial Day (College Closed): Monday, May 29
- Independence Day (College Closed): Tuesday, July 4

College Office Hours

Typical office hours are Monday through Thursday from 8 a.m. to 7 p.m., Friday from 8 a.m. to 4:30 p.m. For specific office hours, please check www.harpercollege.edu

Accreditation

Harper College is fully accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL, 60604; 800.621.7440.

Programs with Specialized Accreditation**Dental Hygiene**

- [Commission on Dental Accreditation](#) the commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 312-440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611

Diagnostic Cardiac Sonography

- [Commission on Accreditation of Allied Health Education Programs](#)
9355 - 113th St. N, #7709 Seminole, FL 33775

, upon the recommendation of the Joint Review Committee on Diagnostic Medical Sonography

Diagnostic Medical Sonography

- [Commission on Accreditation of Allied Health Education Programs](#)
9355 - 113th St. N, #7709 Seminole, FL 33775

, upon the recommendation of the Joint Review Committee on Diagnostic Medical Sonography

Dietetic Internship

- [Accreditation Council for Education in Nutrition and Dietetics](#)noopener 120 South Riverside Plaza, Suite 2190 • Chicago, IL 60606

Early Childhood Education and Early Childhood Laboratory

- [National Association for the Education of Young Children](#),
1313 L Street NW, Suite 500, Washington, D.C. 20005

Emergency Medical Services - Paramedic Program at Northwest Community Hospital

- [Commission on Accreditation of Allied Health Education Programs](#)
9355 - 113th St. N, #7709 Seminole, FL 33775

, upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions.

Graphic Arts Technology

- [Accrediting Council for Collegiate Graphic Communications, Inc.](#), 1034 West 15th Street, Cedar Falls, IA 50613

Health Information Technology

- [Commission on Accreditation for Health Informatics and Information Management Education](#), 233 North Michigan Avenue 21st Floor, Chicago, IL 60601-5800

Massage Therapy

- [Commission on Massage Therapy Accreditation](#), 2101 Wilson Blvd, Ste 302, Arlington, VA 22201

Medical Assisting Certificate

- [Commission on Accreditation of Allied Health Education Programs](#),
9355 - 113th St. N, #7709 Seminole, FL 33775,

upon recommendation of the Medical Assisting Education Review Board

Music

- [National Association of Schools of Music](#) 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190

Nursing

- [Accreditation Commission for Education in Nursing](#), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326

Phlebotomy

- [National Accrediting Agency for Clinical Laboratory Sciences](#), 5600 N. River Rd, Suite 720, Rosemont IL 60018-5119

Physical Therapist Assistant

- [Commission on Accreditation for Physical Therapy Education \(CAPTE\)](#), 1111 North Fairfax Street, Alexandria, VA 22314; 703-706-3245; email accreditation@apta.org.

Practical Nursing

- [Accreditation Commission for Education in Nursing](#), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326

Radiologic Technology

- [Joint Review Committee on Education in Radiologic Technology](#), 20 North Wacker Drive, Suite 2850, Chicago, IL 60606

Surgical Technology

- [Commission on Accreditation of Allied Health Education Programs](#)
9355 - 113th St. N, #7709 Seminole, FL 33775

, upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting

Program Recognitions

Certified Nursing Assistant

- Approved by the [Illinois Department of Public Health](#) 535 West Jefferson Street, Springfield, Illinois 62761

Fire Science Technology

- Recognized with course approval by the [Office of the Illinois State Fire Marshal, Division of Personnel Standards and Education](#) 1035 Stevenson Drive, Springfield, IL 62703

Interior Design

- Affiliated with [The National Kitchen and Bath Association](#) 687 Willow Grove St, Hackettstown, NJ 07840

Paralegal Studies

- Approved by the [American Bar Association](#) 321 North Clark Street, Chicago, IL 60654

Real Estate

- Licensed by the [State of Illinois Department of Financial and Professional Regulations](#) as a Licensed Real Estate Education Provider (515.000011), a Licensed Real Estate Pre-License Course (513.001516, 513.001517, 513.001518, 513.001519, 513.001520, 513.001521, 531.001522), 100 West Randolph, 9th Floor, Chicago, IL 60601

Associate Degrees

Harper College offers seven associate degrees, five of which are designed for students who will transfer to a four-year college or university to complete a bachelor's degree. The five are the Associate in Arts (AA), the Associate in Science (AS), the Associate in Fine Arts–Art (AFA), the Associate in Fine Arts–

Music (AFA) and the Associate in Engineering Science (AES) degrees, which comprise the first two years of study toward degrees in a broad range of arts-related or science-related disciplines.

The Associate in Applied Sciences (AAS) degree is designed for those who are pursuing a two-year career program, although many students transfer to four-year colleges after earning the AAS degree.

The Associate in General Studies (AGS) degree is a flexible, somewhat individually designed option for those individuals who do not intend to transfer, but who can benefit from having earned a degree credential, whether for career purposes or for personal satisfaction. The AGS can serve as a capstone for occupational certificate programs, or as an individualized program meeting needs not met by other degree programs. Students can use some credits earned toward their AGS degree to transfer, but should be aware that transfer options for the degree as a whole are limited. Students are strongly encouraged to meet with a Student Development academic advisor to make course selections and to learn about possible transfer options.

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, at 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 2010 Campus Master Plan have been completed and a new Campus Master Plan is being developed and scheduled to be completed in June 2021. The new Campus Master Plan will capture the spirit and character of the college while addressing the complexities of evolving diversity in enrollment and educational programs. The principal goal of the Master Plan is to guide the future development of the campus in a planned and orderly manner to achieve the objectives of the Strategic Plan, the College Mission Statement, and Vision Statement while expressing the core values.

The first phase of the 2010 Campus Master Plan began in 2012 with the reconstruction of the north parking lots and the reconfiguration of the entrances at Euclid and Roselle Roads to provide a safer and more sustainable campus. The design incorporated the use of vegetated swales to help channel and filter storm water, native plantings and returned nearly an acre of land to green space.

In 2014, the College completed the renovation of two 1970s era buildings to create the Engineering and Technology Center (Building H), funded by a combination of capital referendum dollars matched by a grant from the State of Illinois. This building houses enhanced facilities to accommodate the growing demand for career training programs that lead directly to jobs such as manufacturing, welding, architectural technology, heating, ventilation and air conditioning (HVAC), maintenance technology, law enforcement and fire science. Some of the programs have experienced double-digit enrollment increases as adults have gone back to school to train for new careers after the current

economic downturn. In 2015, an adjacent space was built for Harper's innovative new Advanced Manufacturing program that was launched in 2012. A new parking garage was also constructed adjacent to the Engineering and Technology Center that provides convenient parking and covered access to the campus.

In May 2016, Building D completed its extensive renovation. This building was one of the original six buildings opened in 1969 and had remained virtually unchanged. Building D meets LEED Silver standards and provides enhanced accessibility and state-of-the-art classrooms. Adjacent to Building D is a new multi-use outdoor pavilion. This venue will provide more outdoor gathering space for students as well as theater, concerts, graduation and other College-related events.

In 2018, two more renovations were completed. Both facilities were designed to meet LEED Silver standards.

The first renovation is the David K. Hill Family Library (Building F) opened in spring 2018. This 104,000 square foot, three level facility features the Academic Support Center, The Academy (formerly the CAFÉ - Center for Adjunct Faculty Engagement, CII - Center for Innovative Instruction, and ATE - The Academy for Teaching Excellence), and the Library. Highlighting the renovation are the 100,000 cubic foot, three story atrium, a maker space, a performance space, and many group study rooms of varying sizes.

The second renovation, the Foglia Health and Recreation Center (Building M), opened in fall 2018. This 135,000 square foot facility features academic, athletic and wellness areas as well as an improved natatorium that we share with our partner, the Palatine Park District, and a medical facility provided by our other partner, Northwest Community Healthcare.

The 2010 Campus Master Plan also identified a new area that centralized all student services in one location on campus. This project, the Canning Center, is funded jointly with the State of Illinois. The state released the funds in September 2020 and the professional services selection process is scheduled to be completed February 2021. The project will provide for construction of a new facility located on the main campus, which will include a Campus Life/One Stop Center, Hospitality Facilities, and a University Center. The project should include connecting links to adjacent buildings where appropriate and all associated site work, parking and landscaping.

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.

Campus Map

Harper College is located at 1200 West Algonquin Road, at the intersection of Algonquin and Roselle Roads in Palatine. [View the Campus Map.](#)

Areas of the campus are currently 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.

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. We encourage all members of the Harper community to enroll in the Emergency Alert System on the College's web site. At no cost from Harper, registered participants will receive critical information via text message, voice message and/or e-mail regarding emergencies that have campus-wide impact or concern. For more detailed registration information regarding the Emergency Alert System, please contact Student Service Desk at 847.925.6866.

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](#).

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](#).

Affiliations by Division

The Harper College division offices are members of many different associations. Please refer to the list below as a reference guide.

- [Business and Social Sciences](#)
- [Continuing Education](#)
- [Career and Technical Programs](#)
- [Enrollment Services](#)
- [Harper College Business Solutions](#)
- [Health Careers](#)
- [Liberal Arts](#)
- [Mathematics and Sciences](#)
- [Resources for Learning](#)
- [Student Affairs](#)
- [Student Development](#)

Business and Social Science

- The Early Childhood Laboratory School of Harper College is licensed by the Department of Children and Family Services (DCFS), accredited by National Association for the Education of Young Children (NAEYC), and ExceleRate Illinois Gold Circle of Quality.
- Harper's Early Childhood Education AAS degree maintains its' Higher Education Accreditation by the National Association for the Education of Young Children.
- Harper College is an Illinois Gateways to Opportunity Credentials Entitled Institution.
- Registered by the State of Illinois as a Public Accountant Continuing Professional Education Sponsor (CPA classes)
- Harper College is an Illinois Gateways to Opportunity Credentials Entitled Institution.

Community Education

- American Heart Association
- Certified Nurse Assistant (CNA)
- Equipment Depot
- Ed2Go
- Health Pro-Heritage
- Illinois Department of Public Health
- Illinois Department of Transportation
- Learning Resources Network (LERN)
- Sylvan Learning

Career and Technical Programs

- Adult Numeracy Network (ANN)
- Air Conditioning Contractors of America (ACCA)
- Amazon Web Services (AWS) Educate
- American Association for Paralegal Education (AAfPE)
- American Bar Association
- 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
- Association of Graphic Solutions Providers, The (IPA)
- Association of Licensed Architects (ALA)
- Association of Real Estate Educators (AIREE)

- AutoCAD Users Group International (AUGI)
- Commission on Adult Basic Education (COABE)
- Coordinators of Community College Architecture Programs (CCCAP)
- Council of Supply Chain Management Professionals (CSCMP)
- Fabricators and Manufacturers Association, International (FMA)
- Federal Emergency Management Agency (FEMA)
- Fire Department Safety Officers Association (FDSOA)
- Fire and Emergency Services Higher Education (FESHE)
- Flexographic Technical Association (FTA)
- Graphic Communications Guild (GCG)
- Great Lakes Graphics Association (GLGA)
- Haas Technical Education Center (HTEC)
- HVACR Education Resources Network (HERN)
- Idealliance (IDEA)
- Illinois Adult and Continuing Educators Association (IACEA)
- Illinois Association of Architecture Instructors
- Illinois Association of Chiefs of Police
- Illinois Department of Finance and Professional Regulation (IDFPR)
- Illinois Department of Public Health Food Managers Certification
- Illinois Drafting Educators Association (IDEA)
- Illinois Fire Chiefs Association (IFCA)
- Illinois Office of the State Fire Marshal (IL OSFM)
- Illinois Paralegal Association
- Illinois Restaurant Association (IRA)
- Illinois Society of Fire Service Instructors (ISFSI)
- Illinois Society of Professional Engineers (ISPE)
- Illinois State Bar Association (ISBA)
- Illinois State Police (ISP)
- Illinois Teachers of ESL and Bilingual Education (ITBE)
- Institute of Electrical and Electronics Engineers (IEEE)
- International Association of Chiefs of Police (IACP)
- International Association of Fire Chiefs (IAFC)
- International Design Educators Council
- International Food Services Executives Association (IFSEA)
- International Furnishings and Design Association (IFDA)
- International Graphic Arts Education Association (IGAEA)
- International Interior Design Association (IIDA)
- International Society of Fire Service Instructors (ISFSI)
- Manufacturing Skill Standards Council (MSSC)
- Microsoft Imagine
- Mutual Aid Box Alarm System (MABAS)
- National Association for Developmental Education (NADE)
- National Association of Legal Assistants
- National Coalition of Advanced Technical Centers (NCATC)
- National College Transition Network (NCTN)
- National Council of Teachers of Mathematics (NCTM)
- National Fire Academy Alumni Association (NFAAA)
- National Fire Protection Association (NFPA)
- National Institute for Metalwork Skills (NIMS)
- National Kitchen and Bath Association (NKBA)
- National Restaurant Association (NRA)
- National Society of Professional Engineers (NSPE)
- North Suburban Association of Chiefs of Police
- Northwest Police Academy
- Northwest Suburban Bar Association
- PIA/GATF – Printing Industries of America (PIA)/Graphic Arts Technical Foundation (GATF)
- Print and Graphics Scholarship Foundation (PGSF)
- Radio Club of America (RCA)
- Refrigeration Service Engineer Society (RSES)
- School Excelling Through National Skills Standards Education (SENSE)
- Society for Manufacturing Engineers (SME)
- Society of Broadcast Engineers (SBE)
- Student Chapter of Lambda Epsilon Chi, the National Paralegal Honor Society

- Suburban Law Enforcement Academy (SLEA)
- Teachers of English to Speakers of Other Languages (TESOL)
- Tooling-U SME Platinum Education Center
- United States Fire Administration (USFA)
- United States Green Building Council (USGBC)

Enrollment Services

- Association of Veteran Education Certifying Officials (AVECO)
- NAFSA: Association of International Educators
- National Association for College and Admissions Counselors (NACAC)
- Illinois Association for College and Admissions Counselors (IACAC)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- Illinois Association of Collegiate Registrars and Admissions Officers (IACRAO)
- National College Testing Association (NCTA)
- Illinois Community College Admissions and Records Officers Organization (ICCAROO)
- National Association of Financial Aid Administrators (NASFAA)
- Midwest Association of Student Financial Aid Administrators (MASFAA)
- Illinois Association of Student Financial Aid Administrators (ILASFAA)
- Illinois Alliance for Concurrent Enrollment Partnerships (NACEP)
- Illinois Alliance for Concurrent Enrollment Partnerships (ILACEP)
- National Association of Veteran Program Administrators (NAVPAAs)
- Study Illinois

Health Careers

- Academy of Certified Social Workers (ACSW)
- Academy of Nutrition and Dietetics (AND)
- American Dental Education Association (ADEA)
- Chicago Area Facilitators Network
- Illinois Academy of Nutrition and Dietetics (IAND)
- International Nursing Association for Clinical Simulation and Learning (INASCL)
- International Consortium for Social Development (ICSD)
- National Alliance on Mental Illness (NAMI)
- National Association of Social Workers (NASW)
- National League of Nursing (NLN)
- North Suburban Academy of Nutrition and Dietetics (NSAND)
- Northwest Suburban Alliance on Domestic Violence (NWADV)
- Organization for Associate Degree Nursing (OADN)
- Society for Simulation in Healthcare (SSIH)
- Teaching Tolerance (Southern Poverty Law Center)

Harper College Business Solutions

- AchieveForum: Leadership, Customer Service, Sales Performance
- Development Dimensions International (DDI): Leadership, Customer Service
- Six Sigma
- Blueprint Reading

- ISO Certifications
- Communication Skills
- Comprehensive Adult Student Assessment System (CASAS): ESL, Basic Skills
- Human Resources; Job Competencies, Performance Management, Culture and Diversity, Organizational Development

Liberal Arts

- American Association for Applied Linguistics
- American Council on the Teaching of Foreign Languages (ACTFL)
- Association of Departments of English (ADE)
- Association of Illinois Music Schools (AIMS)
- Association of International Student Educators (NASFA)
- Broadcast Education Association
- Community Colleges for International Development (CCID)
- Illinois Communication and Theatre Association
- Illinois Council of Orchestras
- Illinois Higher Education Art Association (IHEAA)
- Illinois TESOL/Bilingual Education (ITBE)
- Illinois Theatre Association
- Institutional Chapter of Phi Theta Kappa, International honor society for two-year institutions; student chapter
- Intercollegiate Broadcasting System
- International Reading Association (IRA)
- International Sculpture Center, University Member (ISC)
- League of American Orchestras
- Modern Language Association (MLA)
- National Association of Schools of Music (NASM)
- National Communication Association
- Network for Intensive English Programs
- National College Transition Network (NCTN)
- National Council of Teachers of English (NCTE)
- National Council of Teachers of Mathematics (NCTM)
- National Guild of Community Music Schools
- Network of Intensive English Programs: Illinois, Indiana and Wisconsin
- Registry of Interpreters for the Deaf (RID)
- Society for Linguistic Anthropology
- Teachers of English to Speakers of Other Languages (TESOL)

Mathematics and Sciences

- American Academy of Actuaries
- American Arachnological Society
- American Association for the Advancement of Science (AAAS)
- American Association of Anatomists
- American Association of Physics Teachers
- American Astronomical Society
- 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
- American Mathematical Society (AMS)
- American Mathematics Association of Two Year Colleges (AMATYC)
- American Physical Society
- American Society for Engineering Education
- 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
- American Society of Microbiologists
- American Sport Education Program (ASEP)
- American Statistical Association
- Association for Computing Machinery (ACM)
- Association for the Education of Teachers of Science (AETS)
- Association of College and University Biology Educators (ACUBE)
- Association of Environmental and Engineering Geologists
- Association of Mathematics Teacher Educators (AMTE)
- Association for Women in Science (AWIS)
- Astronomical Society of the Pacific
- Botanical Society of America
- Casualty Actuarial Society (CAS)
- Chicago Section American Association of Physics Teachers
- Committee on Chemistry of the Two Year College, Division of Chemical Education, American Chemical Society (2YC₃)
- Consortium for Computing Sciences in Colleges (CCSC)
- Consortium for Mathematics and Its Applications, The (COMAP)
- Ecological Restoration
- Ecological Society of America
- EDS PLM Solutions
- Entomological Society of America (ESA)
- Explorers Club
- Geological Society of America
- Human Anatomy and Physiology Society
- Illinois Academy of Science
- Illinois Association of Chemistry Teachers (IACT)
- Illinois Association of Community College Biologists
- Illinois Audubon Society
- Illinois Council of Teachers of Mathematics (ICTM)
- Illinois Education Association (IEA)
- Illinois Lake Management Association
- Illinois Learning Specialist and Development Educators (ILSADE)
- Illinois Mathematics Association of Community Colleges (IMACC)
- Illinois Mathematics Teacher Educators (IMTE)
- Illinois Mycological Association
- Illinois Native Plant Society
- Illinois Orchid Society
- Illinois Ornithological Society
- Illinois Science Teachers Association (ISTA)
- Illinois Section America Association of Physics Teachers (ISAAPT)
- Illinois Section of the Mathematics Association of America (ISMAA)
- Illinois Society of Professional Engineers (ISPE)
- Institute of Electrical and Electronics Engineers (IEEE)
- Institute of Mathematical Statistics
- Mathematics Association of America (MAA)
- Metropolitan Mathematics Club of Chicago (MMC)
- The 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
- National Association of Rocketry (NAR)
- National Center for Science and Civic Engagement (NCSCE)
- National Council of Teachers of Mathematics (NCTM)
- National Science Teachers Association (NSTA)
- National Strength and Conditioning Association (NSCA)
- Natural Areas Association
- Natural Lands Institute
- Physics Northwest
- Project Kaleidoscope (PKAL)
- Science Education for New Civic Engagement Responsibilities (SENCER)
- Society for College Science Teachers (SCST)

- Society of the Directed Energy Directorate
- Society of Health and Physical Educators (SHAPE)
- Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)
- Society for Public Education (SOPHE)
- STEP UP Physics Together
- Student Veterans of America (SVA)
- Tex User's Group (TUG)
- The Astronomical Society of the Pacific
- The Coleopterists Society
- Women in Mathematics Education (WME)

Resources for Learning

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

Student Affairs

- 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)
- College Student Educators International (ACPA; formerly known as American College Personnel Association)
- Entertainment Services Technology Association (ESTA)
- Event Safety Alliance (ESA)
- Great Lakes Athletic Trainer's Association (GLATA)
- Illinois Intramural Recreation Sports Association (IIRSA)
- 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 Collegiate Directors of Athletics (NACDA)
- National Athletic Trainer's Association (NATA)
- National Behavioral Intervention Team Association (NaBITA)
- National Intramural and Recreational Sports Association (NIRSA)
- National Junior College Athletic Association (NJCAA)
- National Strength and Conditioning Association (NSCA)
- National Wrestling Coaches Association (NWCA)
- North Central Community College Conference (N4C)
- Student Affairs Professionals in Higher Education (NASPA; formerly known as National Association for Student Personnel Administrators)
- United States Institute for Theatre Technology (USITT)
- United States Track and Field and Cross Country Coaches Association (USTFCCCA)
- Wellness Council of America (WELCOA)

Student Development

- Association on Higher Education and Disability
- National Association of Colleges and Employers
- National Academic Advising Association
- National Association of Student Personnel Administrators
- American College Personnel Association

Third-Party Certifications

Autodesk

- Autodesk AutoCAD Certified User

Cisco

- Cisco Certified Network Associate (CCNA)

CompTIA Learning Alliance

- A+
- Cloud+
- Cybersecurity Analyst
- IT Fundamentals
- Linux+
- Network+
- Security+
- Server+
- PenTest+

Intuit QuickBooks

- Intuit QuickBooks Certified User

Microsoft Partner for Learning Solutions

- Microsoft Office Specialist (MOS)
- Microsoft Technology Associate (MTA)
- Microsoft SQL Server
- Microsoft Windows Server
- Microsoft Web Applications
- Microsoft Windows
- Microsoft Azure Developer

Oracle Workforce Development Program

- Oracle Certified Associate, Java
- Oracle Certified Professional, Java
- Oracle Certified Associate, Oracle DB
- Oracle Certified Professional, Oracle DB

Project Management

- Certified Associate in Project Management Professional (CAPM®)
- Project Management Professional (PMP®)
- PMI Agile Certified Practitioner (PMI-ACP®)

VMware

- VMware Certified Professional

Amazon

- AWS Certified SysOps Administrator

Administration

Executive Cabinet

Avis Proctor

President

Laura Brown

Vice President and Chief Advancement Officer

Maria Coons

Vice President of Strategic Alliances and Innovation/Board Liaison

Rob Galick

Executive Vice President of Finance and Administrative Services

MaryAnn Janosik

Provost

Tamara Johnson

Vice President of Diversity, Equity and Inclusion

Jeff Julian

Chief of Staff

Darlene Schlenbecker

Vice President of Planning, Research and Institutional Effectiveness

Michèle Smith

Vice President of Workforce Solutions

Administration

Vicki Atkinson

Dean of Student Development

Michael Barzacchini

Director of Marketing Services

Michael Bates

Dean of Teaching, Learning and Distance Education

Travaris Harris

Interim Associate Provost, Academics

Kathleen Canfield

Director of Job Placement Resource Center

Kimberly Chavis

Dean of Health Careers

Susan Contarino

Interim Chief Information Officer, Director of Client Systems

Katherine Coy

Director of Institutional Research

Vacant

Interim Director of Nursing

Andrea Fiebig

Director of Adult Educational Development

Robert Grapenthien

Controller

Vacant

Interim Dean of Business and Social Sciences

Mary Kay Harton

Dean of Students

Kristin Hoffhines

Associate Dean, Advising Services

Joanne Ivory

Dean of Career and Technical Programs

Njambi Kamoche

Dean of Resources for Learning

Darryl Knight

Executive Director of Facilities Management

Laura McGee

Director of Student Financial Assistance

Claudia Mercado

Associate Provost, Student Affairs

Robert Parzy

Interim Associate Provost of Enrollment Services

Stephen Petersen

Campus Architect

Kimberley Polly

Interim Dean, Mathematics and Science Division

Jaime Riewerts

Dean of Liberal Arts

Susan Skora

Interim Senior Director of Enrollment Services/Registrar

Roger Spayer

Chief Human Resources Officer

Douglas Spiwak

Director of Athletics and Fitness

Darice Trout

Associate Dean of Interdisciplinary Programs

Heather Zoldak

Associate Executive Director of Foundation/Major Gifts

- M.S.N., Chamberlain University

Stephanie Adair

Assistant Professor

Philosophy

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

Paula Akialis

Assistant Professor

Health Information Technology

- B.S.N., University of Texas-Austin
- M.S., Loyola University
- M.B.A., University of Dallas

Marjorie Allen

Associate Professor

English as a Second Language

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

Andrew Anastasia

Associate Professor

English

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

Nikki Anderson

Instructor

Art

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

Joseph Angermeier

Instructor

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

Assistant Professor

Engineering

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

Vicki Atkinson

Associate Professor

Dean, Student Development

- B.A., Roosevelt University
- M.A. Ed., Roosevelt University
- Ed.D., Northern Illinois University

Yelda Aydin-Mullen

Assistant Professor

Mathematics

Faculty

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

Faculty: A - E

-
- [A-E](#)
- [F-M](#)
- [N-R](#)
- [S-Z](#)

Anne Paslean Abasolo

Associate Professor

Student Development Faculty/Counselor

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

Theresa Abrahams

Instructor

Nursing

- B.S., Aurora University

- 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

Susanne K. Bajt

Professor
Computer Information Systems

- B.S., University of Illinois at Champaign/Urbana
- M.B.A., Lake Forest Graduate School of Management
- M.S. Ed., University of Illinois at Champaign/Urbana
- Ed.D., University of Illinois at Champaign/Urbana

Michael J. Barzacchini

Associate Professor
Director of Marketing Services

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

Michael Bates

Associate Professor
Dean of Teaching, Learning and Distance Education

- B.S., Indiana University
- M.S., University of Illinois at Champaign/Urbana
- Ed.D., National Louis University

Patrick Beach

Professor
Hospitality Management

- A.B.A., Oakland Community College
- B.S., Grand Valley State University
- M.S., Central Michigan University

Getachew Begashaw

Professor
Economics

- B.A., University of California - Santa Cruz
- M.A., Michigan State University
- Ph.D., Michigan State University

Jennifer Bell

Professor
Adult Educational Development

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

Michael Bentley Jr.

Assistant Professor
Humanities

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

Kurt Billsten

Assistant Professor
Maintenance/Manufacturing/Welding Technology

- B.S., Elmhurst College

Margaret Bilos

Associate Professor

Speech/Theatre

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

Lisa Blaylock

Assistant Professor
Mathematics

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

Willis Boughton

Associate Professor
Computer Information Systems

- B.S., Kansas State University
- Ph.D., University of Illinois

David Braunschweig

Professor
Computer Information Systems

- A.A.S., Harper College
- A.S., Harper College
- B.G.S., Roosevelt University
- M.I.S./M, University of Phoenix

Denise L. Brents

Associate Professor
Nursing

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

Laura Brown

Professor
Vice President and Chief Advancement Officer

- B.A., University of St. Francis

Patricia Bruner

Associate Professor
Graphics Arts Technology

- B.S., Illinois State University
- M. Ed., University of Illinois at Champaign/Urbana

Helen M. Burroughs

Associate Professor
Psychology

- B.A., Barat College
- M.A., Illinois School of Professional Psychology
- Psy.D., Illinois School of Professional Psychology

Monica Busser

Instructor
Mathematics

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

Lisa Busto

Associate Professor
Accounting

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

Linda Campbell

Associate Professor

Psychology

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

Kathleen Canfield

Assistant Professor

Director of Job Placement Resource Center

- B.A., Northern Illinois University
- M.S. Ed., Northern Illinois University
- M.A., Northeastern Illinois University

Carol Carlson-Nofsinger

Assistant Professor

Paralegal Studies

- B.A., Elmhurst College
- J.D., Loyola University - Chicago

Jeremy Chamberlain

Associate Professor

Mathematics

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

Malathy Chandrasekar

Associate Professor

Economics

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

Kimberly Chavis

Associate Professor

Dean of Health Careers

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Professor
Chemistry

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

Bethanie-Michelle Statler

Instructor
Biology

- B.S., Ohio State University
- M.S., University of Illinois at Chicago

Anna Stroh

Assistant Professor
Health Information Technology

- B.S., Illinois State University

Jane Suárez del Real

Associate Professor
Adult Educational Development

- B.A., University of Wisconsin
- M.A., Seattle University

Bobby Summers

Professor
Political Science

- B.A., Southern Illinois University
- M.A., Southern Illinois University
- M.A.T., National-Louis University
- M.S. Ed., Northern Illinois University

Joshua Sunderbruch

Professor
English

- B.A., Bradley University
- Ph.D., Southern Illinois University

Dominique Svarc

Professor
Accounting

- B.S., Northern Illinois University
- M.B.A., Northern Illinois University
- C.P.A., State of Illinois

Chad Taylor

Professor
Mathematics

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

Kelly Taylor

Associate Professor
Graphic Arts

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

Michele Thoele

Instructor
Psychology

- A.S., Lincoln Land Community College
- B.S., University of Illinois Urbana-Champaign
- M.S., University of Illinois Urbana-Champaign

Elayne MacArdy Thompson

Professor
Psychology

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

Alicia Tomasian

Professor
English

- B.A., Bates College
- M.A., University of Chicago
- Ph.D., University of Chicago

Frank Trost

Assistant Professor
Law Enforcement and Justice Administration

- A.S., Elgin Community College
- A.A., Elgin Community College
- B.S., National Louis University
- M.A., Western Illinois University
- Ed.D., Governors State University

Darice Trout

Assistant Professor
Associate Dean/Interdisciplinary Programs

- B.S., University of Illinois at Urbana - Champaign
- M.A., University of Illinois at Chicago

Elizabeth Turner

Professor
English

- B.A., George Mason University
- M.A., University of Tulsa
- Ph.D., University of Nebraska

Virginia Turner

Professor
Biology

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

Kendra Uhe

Assistant Professor
Medical Office Assistant

- A.A., Robert Morris University
- B.S., University of Illinois at Urbana-Champaign
- M.S., University of Illinois at Urbana-Champaign

Jose Vital

Instructor
Heating and Air Conditioning

Joseph Wachter

Professor
Chemistry

- B.S., University of Michigan
- M.S., Michigan State University

Jessica L. Walsh

Professor
English

- B.A., Kalamazoo College
- M.A., University of Iowa
- Ph.D., University of Iowa

Christine Wayne

Assistant Professor
Accounting

- B.S., Illinois State University
- M.B.A., Northern Illinois University
- Ed.D., Ferris State University

Traci Wessel

Assistant Professor
Nutrition

- B.S., Benedictine University
- M.S., Benedictine University

Stephanie Whalen

Professor
English/Interdisciplinary Studies
Chair of the Academy for Teaching Excellence

- B.A., University of Illinois at Urbana - Champaign
- M.Ed., University of Illinois at Urbana - Champaign
- Ed.D., Northern Illinois University

LaVonya Williams

Associate Professor
Student Development Faculty/Counselor

- B.S., Western Illinois University
- M.S. Ed., Western Illinois University

Markenya Williams

Assistant Professor
Early Childcare/Education

- A.S., Richard J. Daley College
- B.S., Chicago State University
- M.S.Ed., Chicago State University
- Ed.D., DePaul University

Andrew Wilson

Professor
English

- B.S., Bowling Green State University
- B.A., Bowling Green State University

- M.A., Ohio University
- M.A., Northeastern Illinois University
- Ph.D., Kent State University

Joyce Wisniewski

Associate Professor
English as a Second Language

- A.A., Harper College
- B.A., University of Missouri
- M.A., Wheaton College

Heather Zoldak

Assistant Professor
Associate Executive Director of Foundation/Major Gifts

- B.A., University of Wisconsin

Kathy Zuo

Associate Professor
English as a Second Language

- B.A., Moody Bible Institute
- M.A., University of Illinois at Urbana-Champaign

Sharon Alter, James Amesen, Roger Bechtold, Solveig Bender, Virginia Bender, Carole Bernett, 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

Professor Emeritus

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

Student Handbook - Enrollment Services

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.

Early College Credit

Concurrent Enrollment

High School or home schooled students who are 16 years old or older, or who have junior or senior high school status, and are academically prepared for college-level coursework, are eligible for concurrent enrollment consideration at Harper College pending the following:

1. Complete the Harper College Application for Admission and submit a one-time \$25 non-refundable application fee.
2. Complete the appropriate Early College Supplemental Online Form – High School Students or Home Schooled Students version – and submit it along with the high school transcripts or documentation of a home-schooled program.

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. 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. It is highly recommended that all applicants 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
4. Submit official transcripts from all colleges attended. To request an official Joint Services Military transcript, contact jst@doded.mil.

5. Recent high school graduates are encouraged to provide SAT and/or ACT scores. 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.

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. Applicants may obtain detailed program information from the Harper College Admissions Outreach Office, 847.925.6707

Readmission

A student who has previously attended Harper College, and who is returning after an absence of four semesters including summer, will need to update their information 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. There is no charge for updating an application. Students applying for admission to a limited enrollment program should contact the Health Careers Division Office for limited enrollment information. 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 Student Affairs.

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.

Limited Enrollment

Degrees

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

Certificates

Computed Tomography, Emergency Medical Technician, Magnetic Resonance Imaging, Mammography, Massage Therapy, Paramedic, 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. Tuition for these courses is 200 percent of the standard tuition rate.

International Students

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."

International students must carry a minimum of 12 credit hours during fall and spring semesters.

International students are not considered residents of the College district for purposes of in-district tuition.

International students are required to have health insurance coverage and will be charged an individual health insurance premium each semester.

International students will be required to submit the following 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. An official Test of English as a Foreign Language (TOEFL) score report. To be considered for admission to college classes, students must receive a minimum score of 79 on the iBT. Students may choose to submit an official report of the IELTS with a minimum score of 6.5. To be admitted to the ESL program, students must submit a minimum score of 28 on the TOEFL or 3.5 on the IELTS.
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 (visa stamp and printed Form I-94, if already in the United States).
6. Copy of I-20 if student is transferring from another U.S. college or university.

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

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](#).

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.

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 email onestop@harpercollege.edu

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

Records and Registration

Students may not register online or in person for credit courses once the class has started. Be sure to register early for the best course selection! The deadline to register for a class is 11:59 p.m. the day before the first official class meeting. Registration for a class on the date it starts must be done online via the MyHarper Student Portal and must be completed before the class start time.

Note that due to the COVID-19 pandemic, registration policies may change. Term specific information can be found at <https://www.harpercollege.edu/advisory/>.

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 district* 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

Out-of-district Resident

A student who has resided in the State of Illinois, but outside the Harper College district*, 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.

Out-of-state Resident

A student who has resided in the State of Illinois for less than 30 days** immediately prior to the start of the term shall be classified as an out-of-state student.

Out-of-country Resident

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.

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

Buffalo Grove, Carpentersville, Deer Park, Des Plaines, Fox River Grove, Hanover Park, Hoffman Estates, Port Barrington, Roselle.

** 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 thirty-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.

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. Students taking a course for credit are given priority in registration. Upon completion of the course, the student will receive an **H** (audit) grade. 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.

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.

Withdrawals

Students who wish to withdraw from a class after the regular refund period must withdraw officially either online or via an email 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.

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. Applications for Medical Withdrawals can be found in the Student Portal under Registration and Records, Registration Policies. 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 advanced registration. Priority registration helps students enroll in required classes before they fill up. 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 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

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

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.

Grading

Approximately one week after the course ends, the student will receive a grade for each class in which he or she was 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.

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
X	Incomplete	.0

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

- FG, H, IP, NR, NP, P, W, 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**.

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. If the F grades are excluded from the cumulative grade point average calculation, they will still appear on the student record.

Eligibility guidelines and procedures are available in the Student Development Centers, the One Stop, the Registrar's Office and at www.harpercollege.edu

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.

Effective summer 2016 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.

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.

Repeat Pilot

Effective spring 2017, any student who has enrolled in either a MTH055 or MTH080 class a maximum of two times and has received a grade of D, F or W will be unable to register for the same Math course a third time. For questions, contact the Academic Advising Office at 847.925.6220.

Effective fall 2019, any student who has enrolled in either a MTH065, ENG097 or ENG100 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.

Transcripts

Former and current students can order their Harper College transcripts online at www.harpercollege.edu or in their student portal. There is a \$5 fee for each official transcript ordered. Additional fees may be charged based on method of delivery. Electronic transcripts are available with many institutions. Third Party PDF transcripts are currently available. More information is found on the transcript ordering page. The College reserves the right to withhold transcripts of persons who have past due monetary obligations such as tuition, fees or materials. All holds must be cleared before a transcript is released. Transcripts are generally processed within four (4) working days. Electronic transcripts are processed within one day provided a student has no holds on their record.

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 they have been evaluated. Results can be viewed online through the student portal. Transcript evaluations may take 2–3 weeks to process. Questions about transcript evaluations can be sent to evaluation@harpercollege.edu.

**** 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:

1. The collegiate institution previously attended must be a regionally accredited institution awarding college credit. Harper College does not accept credit in transfer from non-regionally accredited institutions.
2. 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.
3. 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
4. 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.
5. 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.
6. Credit that has been articulated to a student's academic record cannot be removed after it has been added.
7. 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.
8. Courses which are a part of a department or program of study not offered by Harper College may be acceptable as elective credit.
9. Evaluation of credentials from a foreign country may be requested by contacting [World Education Services](#) or [Educational Credential Evaluators](#).

Students may also use foreign evaluators that are members of NACES (National Association of Credential Evaluation Services.) The Office of the Registrar at Harper College will use the results to determine transfer of foreign credit to the College

1. Evaluation of credentials from the military may be requested by contacting Joint Services Transcripts at <http://jst.doded.mil/official.html>

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.

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.

Financial Assistance

Harper College offers an outstanding education at an affordable cost. Nearly 12,000 students were awarded over \$33 million in scholarships, grants and tuition waivers through Harper College in 2019-2020.

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](#).

[Return of Title IV](#)

[Satisfactory Academic Progress](#)

[Scholarships](#)

[Veterans Services](#)

Return of Title IV Policy for Financial Aid Recipients

Harper College students who are financial assistance recipients must be aware of the Return to Title IV Funds policy. 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 from all their classes on or before completing 60 percent of the payment period and/or receive all F grades in their classes due to non-attendance.

Federal financial assistance includes a Federal Pell Grant, Federal Supplemental Education Opportunity Grant, Federal Direct Loan, and/or a Federal PLUS Loan. A federally mandated Return to Title IV funds formula determines if the student or the school is required to return some of the federal funds awarded to the student to the Student Financial Aid (SFA) programs, or if the student is eligible for a refund of a portion of the institutional charges paid to Harper College such as tuition and fees.

The official date of withdrawal is the withdrawal date as recorded by the Registrar's Office and is based on the date that appears on the Student Add/Drop form or MyHarper as filed with that office. When a student withdraws, the Office of Student Financial Assistance applies the Return to Title IV funds calculator in the Banner Student Information System to determine how much aid the student earned before the official withdrawal date and the unearned amount of Title IV Funds that must be returned.

The percentage of aid to be returned is based on the number of calendar days remaining in the payment period divided by the number of calendar days in the payment period, less any scheduled breaks of four or more consecutive days.

Any Title IV funds that were disbursed for the payment period that are in excess of the amount calculated to be earned are considered unearned and must be returned to the federal government. The unearned amount is the student's responsibility to pay and this may result in an outstanding balance owed to Harper College or to the U.S. Department of Education. If the student has earned more funds than were not yet disbursed, the student may receive funds based on the formula calculations.

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 of the payment period, the student earns all of the assistance they were scheduled to receive for that period.

Harper College processes Title IV returns within the timelines per federal regulations. The Office of Student Financial Assistance will notify students of any amounts owed or to be paid with instructions. 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. Iraq and Afghanistan Service Grant
6. Federal Supplemental Education Opportunity Grant

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

Satisfactory Academic Progress Requirements for Financial Assistance

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 and P.
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), he/she will become ineligible for financial assistance.

Review the complete [Satisfactory Academic Progress Policy](#), including the requirements and appeal procedures.

Scholarships

Nearly 12,000 students were awarded over \$33 million in scholarships, grants and tuition waivers through Harper College in 2019-2020. [Visit Scholarships for more information.](#)

Harper College Donor Sponsored Scholarships

The Harper College Educational Foundation provides funding for more than 170 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 March 1 for the following Fall and Spring semesters.

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.

Scholarships (External) Offered by Community Organizations

External scholarships are 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](#))

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 frequently 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.

Tuition and Fees

Tuition for Credit Classes*

In-District Residents: \$133.50 per credit hour (Employees of in-district companies are also eligible; see: Business EdVantage)

Out-of-District: \$390.50 per credit hour

Out-of-State: \$466.00 per credit hour

International Student: \$466.00 per credit hour

Programs/Courses with double tuition

Harper College will be offering these programs at the single rate from Summer 2021 until Spring 2022 semesters.

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

*Costs subject to change without notice

Fees for Credit Classes

- Application Fee: \$25
- Activity Fee, full-time student: \$42
- Activity Fee, part-time student: \$21
- Registration Fee (non-refundable): \$15
- Universal Fee: \$19 per credit hour (The Universal Fee has been reduced to \$16 per credit hour for the Spring 2021 semesters due to the COVID-19 pandemic)
- Distance Learning Fee: \$20 per section (The Distance Learning fee has been eliminated for the Spring, Summer and Fall 2021 semesters due to the COVID-19 pandemic)
- Fast Track Fee: \$10 per course
- 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: \$5 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 \$42 activity fee for each semester; students enrolled for less than 12 hours will pay a \$21 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 Involvement).

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 \$19 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.

Distance Learning Fee

These fees are assessed to a specific sections that are listed as either blended or web-based.

Fast Track Fee

These fees are assessed to a specific sections that are listed as fast track.

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 by the deadline assigned during 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.

Any student with no amount due at the time of registration will need to click on the "Finalize Registration" button within 30 minutes to keep their schedule. The Harper College Business Office will contact students with a payment due date if it is found they owe a balance after they have finalized their registration.

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.

Business EdVantage Agreement

Businesses within the Harper College district offer Harper in-district tuition rates to employees who live outside the College district but within Illinois. The Business EdVantage Agreement program permits employees of in-district businesses to attend Harper classes at in-district rates. In order to be eligible to use the Business EdVantage, students must be employed as of the first date of the semester or prior to their classes beginning if they are late start classes only. Students are required to submit a current pay slip each semester and must be consistently employed with a minimum of 10 hours a week throughout the semester to be eligible for this program. Personal checks and letters from the employer are not accepted as proof of in-district employment. Short-term consultant and contractors are not eligible for in-district rates. The in-district tuition is available whether the cost is to be paid by the employees or by the company. Proof of in-district residency must be submitted prior to the beginning of the semester.

Students and employers who are interested in this program should contact the Registrar's Office at 847.925.6500.

International students are not eligible to use the Business EdVantage Agreement.

Joint Educational Agreements

Harper College is a member of the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER), an agreement that provides expanded educational services with other community colleges in Illinois.

Members of the CAREER consortium offer in-district tuition rates for select career and technical programs. Under the agreement, out-of-district students can enroll in an applied science or certificate program at Harper College that may not be available through their area community college.

Joint Educational Agreements

Business EdVantage

Tuition Refund Policy

The colleges listed below are members of the CAREERS consortium:

- Black Hawk College
- Carl Sandburg College
- City Colleges of Chicago
- College of DuPage
- College of Lake County
- Danville Community College
- Elgin Community College
- Heartland Community College
- Highland Community College
- Illinois Eastern Community College
- Illinois Central College
- Illinois Valley Community College
- John A. Logan College
- John Wood Community College
- Joliet Junior College
- Kankakee Community College
- Kaskaskia College
- Kishwaukee College
- Lake Land College
- Lewis and Clark Community College
- Lincoln Land Community College
- McHenry County College
- Moraine Valley Community College
- Morton College
- Oakton Community College
- Parkland College
- Prairie State College
- Rend Lake College
- Richland Community College
- Rock Valley College
- Sauk Valley Community College
- Shawnee Community College
- South Suburban College
- Southeastern Community College
- Southwestern Illinois College
- Spoon River College
- Triton College
- Waubesa Community College
- William Rainey Harper College

Outgoing Joint Agreements

Resident students desiring to pursue a certificate or degree program not available through Harper College may apply for Joint Agreement tuition if they attend another public community college in Illinois which offers that program.

Through a Joint Agreement, students may attend and pay in-district tuition at a community college outside their home district if they are pursuing a certificate or Associate in Applied Science degree. Joint Agreements are available only when the home community college does not offer the certificate or degree program. To determine eligibility and to qualify for a Joint Agreement, Harper College district residents must apply online no later than 30 days prior to the beginning of the semester of the college the student desires to attend. Single courses, developmental courses, non-credit courses, and Associate in Arts or Associate in Science degrees do not qualify for joint agreements.

If the application is approved, the student will be able to receive in-district rates. To determine eligibility and for further information contact regoff@harpercollege.edu

Incoming Joint Agreements

Individuals who want to enroll in an Associate in Applied Science degree or certificate program not offered by their own community college may apply for a Joint Agreement. Students must apply through their own community college at least 30 days prior to the beginning of the term for which they intend to enroll at Harper College. Joint Agreements are available for community colleges within the State of Illinois. Most community college districts do not approve Joint Agreements for single courses, developmental courses or non-credit courses.

Tuition Refund Policy

Fall/Spring Semesters:

Term	Percentage of Refund
16-Week Classes First week of classes through Monday	100%
No refund after first week of semester	
12-Week Classes First week of classes through Monday	100%
No refund after first week of semester	
8-Week Classes First week of classes through Monday	100%
No refund after first week of semester	
4-Week Classes First week of classes through Wednesday	100%
No refund after Wednesday of the first week of class	

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 at www.harpercollege.edu for specific refund and withdrawal dates.

Summer Session:

Term	Percentage of Refund
8-Week Classes First week of classes through Monday	100%

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 Date page at www.harpercollege.edu for specific refund and withdrawal dates.

Continuing Professional Education(CPE) Refunds

Term	Percentage of Refund
No refund after the first day of classes.	100%

Please note: Continuing Professional Education (CPE) course subjects start with the letter 'L' and have a 4-digit course number.

For additional information, please visit the [CPE website](#).

Tuition Refunds

Refunds are not processed until the 100% refund period has passed.

The Business Office will process refunds within 10 business days after a credit balance is on a student's account, assuming it was paid with guaranteed funds.

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

While the Business Office staff is working remotely, Harper College cannot accept new direct deposit set up submissions.

Direct Deposit forms are available in the Business Office and are available to print from the MyHarper Portal. Complete the form, attach a voided check, and either deliver it to the Business Office during office hours or fax it to the Business Office at 847.925.6052 with a photo ID.

- Please remember that you must notify the Business Office, in writing, of any change in your bank account
- The bank account must have the student's name on it
- The Direct Deposit form will not be accepted if it is emailed or mailed to the Business Office

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 10 business 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 and received a non-loan financial aid disbursement later, 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 90 days since the payment was made. Student Loans will be processed within the federal regulation of 3 business days after the loans are applied to the student account.

Student Handbook - Resources for Students

College can be a positive and enriching experience for students of all ages and backgrounds. Harper College wants every student to achieve success in his/her 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.

Advising Services

Advising Services Mission

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.

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.

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

Student Development Courses and Seminars

Credit Courses

The Student Development Division offers credit courses to support the holistic growth and development of students. Career Development (CDV 110) provides students with the opportunity to explore career interests, experiences, strengths, skills, abilities and work related values. Students will look at their decision-making skills and examine information about the world of work, in order to develop educational and career goals. Exploring Diversity in the United States (DIV 101) focuses on culture and other diversity issues and topics. Students will have the opportunity to discuss dimensions of their own cultures and the cultures of others. The course examines discrimination and prejudice between groups and the impact of these power differences on people's lives. Humanistic Psychology (PSY 107) focuses on each individual's potential and emphasizes the importance of personal growth and self-actualization. Students will explore topics which focus on various aspects of human behavior, life experience and personality that can affect overall well-being and happiness. Topics in Psychology (PSY 108) allows students the opportunity to examine various current issues. Topics covered during a particular semester are listed in the semester course schedule.

Noncredit Seminars

Noncredit opportunities to support students are offered on a variety of topics each semester. Students are informed of these offerings via the Student Portal and from Student Development staff and faculty.

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.

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>.

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 of Academic Performance

Rationale for Standards

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

Support the student in pursuit of academic success:

The Standards encompass the proactive and success-oriented completion model at Harper College known as "Flight of the Hawks", Prepare to SOAR. Harper College advisors and counselors provide individualized support to help each student achieve success.

Provide an academic environment that clearly defines expectations for progress:

The Standards communicate the College's definition of academic progress. The Standards clarify College expectations and provide a foundation for setting academic and personal goals.

Clarify the roles and responsibilities of students, faculty and administrators:

The Standards define the role of the student in terms of academic performance and responsibility as well as the role of College personnel in evaluating academic performance and intervening with assistance when needed.

Allow the institution to maintain its academic integrity.

Categories of Standards

Good Standing

Students with a cumulative GPA of 2.0 or higher, and who have a course completion rate of at least 67% are in good standing.

Academic Warning

Students who have a cumulative GPA of less than 2.0, or have a course completion rate of less than 67%, will be placed on Academic Warning. These students will be advised to restrict their enrollment to a maximum of 13 credit hours and will be required to participate in success-oriented strategies.

Academic Probation

Students who were academically warned in a previous semester and have a cumulative GPA of less than 2.0, or a course completion rate of less than 67% will be placed on Academic Probation. Students who have returned to good standing and then earn less than a 2.0 cumulative GPA, or have a course completion rate of 67% will return to Academic Probation. These students will be restricted to a maximum of 13 credit hours and will be required to participate in success-oriented strategies.

Probation Plus

Students with a prior Probation standing (cumulative GPA < 2.0), who earned a semester GPA greater than or equal to 2.0, demonstrating progress, will have a standing of Probation Plus. The mandated advising hold and 13 credit hour restriction for Probation Plus students will be lifted in the semester following the term in which the student earned a semester GPA greater than or equal to 2.0.

Academic Suspension

Students who have attempted 40 or more credit hours, have had three successive semesters with a cumulative GPA of 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 are placed on suspension. These students will be suspended from the College for one full semester (fall or spring). Students suspended after spring semester will not be allowed to enroll for summer session or fall semester. Students must be involved in success-oriented strategies upon their return.

Dismissal

Students who have returned to the College after one semester of suspension and who receive a semester GPA of less than 2.0 (recalculated to include repeated courses) will be dismissed for a minimum of two full semesters (fall/spring or spring/fall). After this dismissal period, these students must petition the Dean of Student Development for reinstatement.

Academic Status	Reason	Action
Academic Warning	Earned cumulative GPA less than	Mandatory advising

Academic Status	Reason	Action
	2.0, or a course completion rate less than 67%, will be placed on Academic Warning.	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	Dismissal for two semesters. Must petition for reinstatement.

Academic Status	Reason	Action
	(recalculated to include repeated courses) and cumulative GPA less than 2.0.	
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 Involvement

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 the Center for Student Involvement. 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:

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

Numerous student organizations are active and students are encouraged to begin other organizations within the established guidelines.

The Center for Student Involvement (CSI) is located in the Student Center, Building A, Room A336. Additional information can be found at www.harpercollege.edu/getinvolved.

Student Government Association (SGA)

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.

Veterans Center

Center for Student Veterans and Military-Connected Students

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 additional information contact 847.925.6555

- 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

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, co-op 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 walk-in hours.

Call 847.925.6400 or email at jprc@harpercollege.edu

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.

Library Services

The Library supports the Mission, Philosophy, Vision and Core Values of Harper College. We are 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.

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.

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

Visit our website for more information and our current schedule (harpercollege.edu/academicsupport).

Supplemental Instruction

(SI) 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 SI 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.

Tutoring

Tutoring Center

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

Visit our website for more information and our current schedule (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

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

Visit our website for more information and our current schedule (harpercollege.edu/academicsupport).

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

Visit our website for more information and our current schedule (harpercollege.edu/academicsupport).

Early Childhood Laboratory School

The Early Childhood Education Program offers:

- Extended Preschool program for children of Harper students, faculty, staff and the community-at-large. For children 3 through 5 years of age. For more information on fees or registration costs, call 847.925.6262. You may also visit us at harpercollege.edu.
- Preschool program for children of students, faculty, staff and the community-at-large who are 3 through 5 years of age. For information about the preschool, call 847.925.6262.

All programs are licensed by the Illinois Department of Children and Family Services and accredited by the National Association for the Education of Young Children.

Early Childhood Laboratory School of Harper College has also met the eligibility requirements for the ExceleRate Illinois Gold Circle of Quality. ExceleRate Illinois is our state's quality

recognition and improvement system for early learning and development programs.

Health and Recreation Center / Campus Recreation

Health and Recreation Center Phased Reopening

As Illinois continues to relax restrictions, the Foglia Foundation Health and Recreation Center (a partnership between Harper College, Northwest Community Healthcare and Palatine Park District) has begun a phased reopening including. This phased, limited opening will provide us time to monitor the effectiveness of our procedures and make necessary adjustments. Thank you for your patience and for understanding that we may need to adapt our plans as the situation evolves to help protect the community's health and safety. Please check our the [Campus Recreation website](#) for current hours.

Campus Recreation

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. We are currently offering [online personal training](#) and [virtual workouts](#) provided by our certified fitness instructors and personal trainers.

For more information please call: 847.925.6825.

HarperStore

The HarperStore is a resource for textbooks, supplies, spirit wear, reference and other items.

Textbook Rental/eBooks

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.

The HarperStore offers home delivery for your convenience. Orders can be placed on the HarperStore website at harpershop.com

Cash, checks, MasterCard, Visa, American Express, Discover Card, Pay Pal, Samsung Pay or HarperStore Gift Cards can be used to pay for purchases. If you are paying by check or credit card, a photo ID must be presented at the time of purchase. You may also use financial aid to purchase textbooks. If you have questions about your balance or financial aid funds, contact the One Stop.

HarperStore Refund Guidelines

Save Your Receipts

- Textbooks in original condition may be refunded with a receipt within seven (7) calendar days from the start of classes or within two (2) days of purchase.
- Upon proof of Add/Drop, HarperStore will accept textbook returns up to thirty (30) days from the start of classes or until the end of the official Add/Drop period, whichever comes first.
- Textbooks purchased during the last week of classes or during the week of exams may not be returned for a refund but may be sold back under the book buyback policy.
- Non-textbook items in resalable condition may be refunded or exchanged at any time with the original receipt up to thirty (30) days with original tags attached.

- Computer software may be returned if it is unopened and shrink-wrapped within thirty (30) days. This does not apply to software activation codes which are non-returnable.

Textbook Buyback

The HarperStore purchases textbooks adopted for the next academic term for up to 50% of the student's purchase price, based on the course's required quantities. HarperStore will purchase textbooks not adopted for the next academic term or in excess of course requirements at national wholesale prices.

Athletics

Intercollegiate

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.

The College is a member of the [North Central Community College Conference \(N4C\)](#), which includes The College of DuPage, Rock Valley College, Joliet Junior College, Madison College, and Milwaukee Area Technical College.

Harper College is also a member of the [National Junior College Athletic Association \(NJCAA\)](#).

The Hawks are complete in [Region IV](#) of the NJCAA

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](#).

Computer Labs

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

Open Labs

Harper has two large open labs at the main campus in Buildings Y and I that are available seven days a week. The Harper College Learning and Career Center (LCC) in Prospect Heights has one large open lab that is available Monday through Thursday. All three 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 labs contain an accessible workstation 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. Both main campus open labs have 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 on the Student Life tab under the Tech Support/Computer Labs link.

Print capabilities are available at all three open labs. Additional information about available print options can be found on the Student Life tab under Tech Support/Printing and Copying link.

The Harper College Library has computers available for public use.

Special Purpose Open Labs

Writing Center

847.925.6796

The Writing Center Lab is open to all currently enrolled Harper students seeking assistance with writing in Building D Room D202.

Police Department

The Harper College Police Department is a 24-hour 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 traffic control, grounds and building patrol, emergency first aid, 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 Operations Center dispatcher.

For emergencies, contact the Harper College Police Department at 911. For non-emergency information call 847.925.6330.

I.D. Cards

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 Continuing Education Students.

Questions can be directed to 847.925.6000, extension CARD (2273).

Box Office

Harper College offers two box office locations. The J Theatre Box Office is located in Building J, Room 135 and is open Monday-Thursday 11am-6pm. The Daily Herald Box Office in the Performing Arts Center is only open beginning one hour prior to ticketed events scheduled in the Performing Arts Center.

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. Call the Box Office at 847.925.6100 for the latest updates.

Community Education, Workforce Development, 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 and distributed throughout the year and are available online on the Community Education Website. Registration for all Community Education offerings can be found online at <https://ce.harpercollege.edu>.

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.

Dining 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. Food purchases can be paid for with cash, SOGO, BITE App (Mobile Wallet), American Express, MasterCard, Visa or Discover. 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 847.925.6250.

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).

Refunds for vending machines can be requested from any food service retail location.

Student Handbook - Institutional Policies and Procedures

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, using someone else's data in preparation of reports or assignments and assisting others in such practices.

Plagiarism involves the presentation of another person's words, ideas, or work as one's own. It includes but it 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](#).

Alcohol and Substance Abuse Policy and Regulations

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 subject to disciplinary action up to and including suspension, expulsion and referral for prosecution. 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 area 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.

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: Cocaine, Amphetamine

Common or Brand: Cocaine Desoxyn, Bennies, Adderall, Dexedrine

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: 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 grams or more of crack	28
50 grams or more of a mixture containing meth grams or more of fentanyl	40
100 grams or more of heroin grams or more of PCP	10
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 grams or more of crack	280
500 grams or more of a mixture containing meth grams or more of fentanyl	400
1 kilogram or more of heroin grams or more of PCP	100
5 kilograms or more of cocaine grams or more of LSD	10
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 eripperg@harpercollege.edu to schedule a consultation.

- **Addiction Center:** Free and confidential assistance (24/7) with drug and alcohol rehab treatment options, resources and information. <https://www.addictioncenter.com/>
 - **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/>
 - **Palatine Club AA Meetings:** Palatine meetings for Alcoholics Anonymous, Alanon, Alateen, and other twelve-step groups. <https://palatineclub.org/>
 - **Students in Recovery Guide:** A guide to help assist students who are seeking alcohol and/or drug treatment and recovery during college. <https://www.drugrehab.com/wp-content/themes/dr/pdf/students-in-recovery.pdf>
 - **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. <https://alcoholtreatment.niaaa.nih.gov/>
- Additional local resources:**

Name	Phone
Kenneth Young Center (Elk Grove Village)	847.524.8800
Alexian Brothers – Northwest Mental Health Clinic (Hoffman Estates)	847.952.7460
Harper College Employee Assistance Program	800.327.5071

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
- Center for Student Involvement bulletin boards around the campus
- Harper College social media accounts

Publicity must be approved by the Center for Student Involvement 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 the Center for Student Involvement, 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 Involvement bulletin boards must be stamped for approval at the Center for Student Involvement, 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 the Center for Student Involvement. The Center for Student Involvement 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 the Center for Student Involvement at 847.925.6242.

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.

Discrimination Complaint Procedure

William Rainey Harper 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.

The purpose of the discrimination complaint procedure is as follows:

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

Non-Discrimination Compliance Officer

The College President will appoint an employee to act as the College's Non Discrimination Compliance Officer (NDCO) who is currently the Chief Human Resources Officer. The NDCO will be responsible for the investigation of complaints of alleged discrimination within the guidelines of existing legislation, College policy and appropriate contracts.

Informal Discussion

Before filing a formal complaint, students and employees are encouraged to discuss their concerns with the Non-Discrimination Compliance Officer. This confidential discussion is seen as the first step in the resolution procedure. It allows for sharing of information, giving of advice and achieving mutual resolution between/ among parties.

Filing and Resolution of a Complaint of Discrimination

A formal investigation of a claim of discrimination will only be undertaken by the Non-Discrimination Compliance Officer (NDCO) upon authorization of the complaining individual and 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, an employee or student 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;
- and identify the date(s) of the action(s) which is (are) the subject of the complaint, and the remedy or relief sought.

Upon receipt of the written complaint, the NDCO will review and discuss the complaint with all parties directly involved. On the basis of the written complaint and interview(s), the NDCO will determine what further investigative action is required.

After the initial interview(s) with the complainant, the NDCO 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 discriminatory 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 NDCO will determine the appropriate actions to be taken.

The NDCO shall prepare a confidential report with regard to the investigation. The report shall state whether or not the NDCO believes a violation of the College's non-discrimination policy has occurred and whether or not resolution has been achieved. The NDCO's report shall be completed within 30 calendar days of receipt of any complaint(s); however, such time may be extended for an additional 30 calendar days if necessary.

If resolution is not achieved, the NDCO's report shall be submitted to the Executive Council for review and action within 14 calendar days of receipt of the report.

A copy of the confidential report will be sent to and maintained by the Chief Human Resource Officer of the College. The NDCO's findings shall be sent to the complaining and accused parties.

Either party may appeal in writing the decision of the Executive Council by filing an appeal with the President within five calendar days of receipt of the Executive Council's decision. The President shall respond within 30 calendar days of receipt of the appeal.

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 [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

College Policy Prohibiting Sex-based Misconduct

William Rainey Harper College is committed to maintaining a safe and healthy educational and employment environment that is free from discrimination, harassment and other misconduct on the basis of sex, which includes sexual orientation and gender-related identity. The College prohibits all forms of sex-based misconduct, including but not limited to sex discrimination, sexual harassment, sexual violence, domestic violence, dating violence, and stalking. The College also prohibits discrimination and harassment on the basis of sex, sexual orientation, gender-related identity and expression, pregnancy, and parental status under its Equal Educational Opportunity and Non-Discrimination Policies. It is the policy of William Rainey Harper College to comply with Title IX of the Education Amendments of 1972 ("Title IX"), the Violence Against Women Reauthorization Act ("VAWA"), Title VII of the Civil Rights Act of 1964 ("Title VII"), the Illinois Human Rights Act, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"), the Preventing Sexual Violence in Higher Education Act, and all other applicable laws and local ordinances regarding unlawful sex-based discrimination, harassment or other misconduct.

This Policy applies to students, employees, appointees, or third-parties, whenever the misconduct occurs:

1. On College property; or
2. Off College property if:
 - The conduct was in connection with a College or College-recognized program or activity; or
 - The conduct may have the effect of creating a hostile environment for a member of the College community.

Individuals found to have engaged in prohibited sex-based misconduct will be subject to disciplinary action, up to and including termination and/or expulsion from the College.

Title IX Compliance

As required under Title IX, the College does not discriminate on the basis of sex in the education program or activity that it operates. This requirement not to discriminate extends to admission and employment.

The College has designated the Dean of Students and Employee Relations Manager as the Title IX Coordinators, responsible for coordinating the College's efforts to comply with its responsibilities under Title IX. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be directed to the College's Title IX Coordinators, the Assistant Secretary for Civil Rights at the United States Department of Education, or both.

Retaliation Prohibited

Any form of retaliation, including intimidation, threats, harassment and other adverse action taken or threatened against any complainant or person reporting sex discrimination, sexual harassment or other sex-based misconduct, or against any person cooperating in the investigation of allegations of sex-based misconduct (including testifying, assisting or participating in any manner in an investigation), is strictly prohibited.

Implementing Procedures

The College will establish, maintain and publish procedures implementing this Policy, which set forth:

- The scope and jurisdiction of the College's prohibition on sex-based misconduct;
- Definitions of prohibited conduct;
- Responsibilities of and contact information for the College's Title IX Coordinators identified as the Dean of Students and Employee Relations Manager;
- Options for assistance following an incident of sex-based discrimination, harassment or other misconduct;
- Procedures for reporting and confidentially disclosing alleged sex-based misconduct;
- The College's response to reports of alleged sex-based misconduct;
- The College's grievance process for complaints alleging Title IX sexual harassment and/or alleging sexual violence, domestic violence, dating violence, or stalking;
- Prevention and education programming provided to College students; and
- Training and education provided to the Title IX Coordinator(s), campus law enforcement, campus security, and anyone else involved in the receipt of reports of, responding to, investigating or adjudicating alleged incidents of sexual discrimination, harassment or other misconduct, or involved in the referral or provision of services to survivors.

Comprehensive information about the College's disciplinary procedures can be found in the Student Code of Conduct and in the Human Resources Procedures, both of which can be found online. Additional information can be found at the following:

- [Definitions of Prohibited Behaviors](#)
- [Definition of Consent](#)
- [Definitions of Criminal Activity](#)

There may also be behaviors (such as an isolated inappropriate comment) that are offensive or cause discomfort but do not constitute a policy violation or warrant disciplinary action by the College; In these situations, the College can still provide supportive resources and avenues for feedback and education. For more information, visit the

[Title IX website.](#)

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 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.

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 the Center for Student Involvement (Building A, Room A336, 847-925-6242). 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 8:00am and 11:00pm 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 the Center for Student Involvement.
5. The following areas are designated for large public expressive activities involving groups of 10 or more people:
 - Building A Common Area(s)
 - Building D Rotunda
 - Quad – Paved area surrounding the bust of William Rainey Harper
 - 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.

1. 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.
2. 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.
3. Leafletting on cars is prohibited.

IV: Indoor Distribution of Literature (“*Tabling*”) Guidelines

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.

- Table Reservations are allocated on a first come first served basis. Priority will be given in the following order:
 - College Student Organizations
 - College Departments
 - 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 the Center for Student Involvement.*

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 the Center for Student Involvement 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:

A.) 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 the Center for Student Involvement.

B.) 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 the Center for Student Involvement 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 Center for Student Involvement 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.

Student Involvement Awards Programs

An annual student involvement recognition event celebrates outstanding contributions made by students across many areas of campus life. Nominations are submitted by individual members of student organizations and by faculty/staff advisors, generally in March. Honorees are recognized at the spring semester celebration where they are presented with awards and other expressions of accomplishment and appreciation.

Student Service Awards are monetary awards for students who have made outstanding contributions to student involvement. These awards are granted for one semester. Since the budget is limited, only a specific number of students in each student organization are eligible for consideration. A designated number of organization officers and members may be nominated by the advisor and/or by other students, based on their performance, position, responsibility, leadership, length of service and involvement in student leadership programs. Only students who have served in their positions for the entire semester are eligible for consideration. Evidence of significant contributions must be documented in the recommendation.

More information on these award programs is available through the Center for Student Involvement.

The Student Center

The Student Center 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 offices for student government and other student organizations. 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.
- Given the open nature of the third floor of the Student Center it is restricted to currently-enrolled Harper students. Additional regulations may be posted in that area and if disruptive behavior occurs the Center for Student Involvement may impose restrictions on use.
- Programs are occasionally 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. The fireplace and lounge area may be closed during formally scheduled activities in the lounge.
- 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 the Center for Student Involvement.
- 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

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

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- 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 the Center for Student Involvement), they may be held accountable as individual students and the student organization may also be held accountable. Student organizations may face consequences through the Center for Student Involvement, 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
 1. 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 or information)
- 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)
- 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
- b. Unauthorized access or misuse of 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 reassignment*
- Campus no-contact orders*

*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 mainly 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.

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 the Center for Student Involvement 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, Center for Student Involvement 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 violation 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 as any 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 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).

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 Optional Disclosure of Private Mental Health Information

Pursuant to Illinois' *Student Optional Disclosure of Private Mental Health Information Act*, a student has the right to authorize the College, in writing, to disclose his or her private mental health information to a person of the student's choosing. For additional information including the Student Optional Disclosure of Private Mental Health Information Form, please contact the Office of the Registrar or Counseling Services or visit the [Family Educational Rights and Privacy Act \(FERPA\) webpage](#).

Please be advised that, consistent with the *Family Educational Rights and Privacy Act*, 20 U.S.C. § 1232g and its regulations at 34 CFR § 99.36, the College may disclose a student's private information to persons who need to know that information in the event of or to avert a health or safety emergency, even if those persons have not been designated by the student on his or her Student Optional Disclosure of Private Mental Health Information Form.

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 dress disrupts the educational process may be subject to the Student Code of Conduct and asked to leave campus in the interim.

Technology Resources

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: Email, Internet Resources, and Electronic Files

A. Security

Harper College utilizes best practices and industry standard to protect data and to filter materials that are 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). Users are responsible for logging off applications/computers to prevent unauthorized access.

B. Privacy

Users are strictly prohibited from accessing files and information other than their own, those which were 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 if there is strong evidence of impropriety. Under the Illinois Freedom of Information Act (IFoIA), electronic files can be inspected. Any inspection of electronic files, and any action based upon such inspection, will be governed by all applicable federal and state laws and by College policies.

C. Education and Training

All users have the responsibility to use the facilities and all forms of technology resources in an ethical and legal manner. Users are expected to follow equipment and lab usage guidelines and, when necessary, receive training in the use of these resources and accept responsibility for their own work. Users are responsible for learning and properly 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.

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 limitation 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.

Workplace Violence Policy

Harper 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 of any sort from other students and employees, as well as outside parties, including visitors to the College, vendors and those having no legitimate purpose to be on the College's campus.

To ensure a safe environment for employees and students, Harper College prohibits the wearing, transporting, storage or presence of firearms or other dangerous weapons in its facilities or on its property. Any employee or student in possession of a firearm or other weapon within Harper facilities/ property or while otherwise fulfilling job responsibilities may face disciplinary action, including termination.

To the extent allowed by law and consistent with the firearm concealed carry act, Harper College prohibits persons from carrying weapons in any of its facilities or on its property. This policy does not apply to any law enforcement personnel engaged in official duties.

Any 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 their worksites before they become major problems.

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.

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 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:

1. 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.
2. 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 (use Workplace Violence Incident Report Form).
3. 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.
4. 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:
 - a. Interviewing the party(ies) alleged to have committed the act;
 - b. Interviewing witnesses identified by the complaining or accused party; and
 - c. Reviewing documents relevant to the complaint.
5. 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.
6. 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.

7. If resolution is not achieved, the person accused of workplace violence may be subject to disciplinary action up to and including termination of employment.
8. 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.
9. 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.
10. 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 Committee.

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](#)

[Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act](#)

[Campus Security Enhancement Act of 2008](#)

[Equity in Athletics Disclosure Act](#)

[Family Educational Rights and Privacy Act](#)

[Religious Observances Policy](#)

[Student Right to Know Act](#)

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.

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.

Harper compliance information can be found in the Annual Campus Security Report, available online at

Annual Security Report <https://www.harpercollege.edu/about/police/reports/2020%20Annual%20Security%20Report.%20Final.pdf>

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 www.isp.state.il.us/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 Campus 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.

For additional information or request a hard copy of the Annual Campus Security Report, please

email: police@harpercollege.edu

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 the HEAT. The HEAT is not to be used in an emergency or imminent threat situation – individuals should contact Harper Police 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 or to report a concern, 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. Such information can be found at <http://ope.ed.gov/athletics/>

Hard copies are available upon request.

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 student's 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.

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 student, except to officials of other institutions in which student seeks to enroll; to persons or organizations providing the student 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; or 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 college employee 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 employees, 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, major field 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 and awards 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 Dean of Enrollment Services 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 Student Affairs 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 financial "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 Student Affairs. 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 Student Affairs of their right to a formal hearing. Students' requests for a formal hearing must be made in writing to the Dean of Student Affairs 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.

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 five (5) school days* 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.

* 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.

Student Handbook - College Credit Programs and Requirements

College can be a positive and enriching experience for students of all ages and backgrounds. Harper College wants every student to achieve success in his/her 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.

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 new 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 support 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, and 3) create an educational plan which includes academic and career goals and exploration of options leading to completion.

Beginning Fall 2019, all new degree-seeking students with fewer than 12 hours of college credit earned after completing high school will be required 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 or counselor 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.

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 or associate in fine arts—music 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.

Other Transfer Agreements

In addition to the IAI and Compact Agreement, Harper College has developed course transfer guides or agreements with the following public and private colleges and universities. Those designated (DD) represent dual degree partnerships and include benefits such as guaranteed admission and locked-in tuition and degree requirements at the 4-year institution. Benefits vary per partnership and apply only to students meeting specified requirements.

- Academy of Art University
- The American Business School in Paris
- Appalachian State University
- Arizona State University
- Arkansas State University
- Ashford University
- Augustana College
- Aurora University
- Benedictine University (DD)
- Bradley University
- Brigham Young University
- California University of Pennsylvania
- Carthage College
- Central Michigan University
- Chamberlain College of Nursing
- Columbia College – Chicago
- Columbia College of Missouri
- Concordia University
- Cornell College
- DePaul University (DD)
- DeVry University
- Dominican University
- Elmhurst University
- Fashion Institute of Design & Merchandising
- Ferris State University
- Fort Lewis College, Colorado
- Franklin University
- Gallaudet University
- Governors State University (DD)
- Grand Valley State University
- Hawaii Pacific University
- Illinois Institute of Technology
- Illinois Wesleyan University
- Indiana Institute of Technology
- Indiana State University
- Indiana University – Bloomington
- Indiana Wesleyan University
- Iowa State University
- Judson University
- Kansas State University
- Lake Forest College
- Lewis University
- Loyola University of Chicago
- Marquette University
- Michigan State University
- Michigan Technological University
- Midwestern University
- Millikin University
- Milwaukee School of Engineering
- Monmouth College
- National Louis University
- National University of Health Sciences
- North Central College
- North Park University
- Northern Michigan University
- Northwestern University – School of Professional Studies
- Oklahoma State University
- Olivet Nazarene University
- Palmer College of Chiropractic
- Peirce College

- Purdue University
- Purdue University Northwest
- Quincy University
- Rasmussen University (DD)
- Regis University
- Resurrection University
- Rockford University
- Roosevelt University (DD)
- Rush University
- Saint Anthony College of Nursing
- Saint Louis University
- Saint Mary's University of Minnesota
- Saint Xavier University
- San Diego State University
- Savannah College of Art & Design
- School of the Art Institute of Chicago
- St. Louis College of Pharmacy
- Texas State University
- Trinity International University
- Truman State University
- University of Alabama
- University of Alaska - Anchorage
- University of Hawaii – Manoa
- University of Illinois – Chicago
- University of Illinois – Urbana/Champaign (DD – Engineering)
- University of Iowa
- University of Kansas
- University of Kentucky
- University of Maryland
- University of Maryland - University College
- University of Michigan
- University of Minnesota – Twin Cities
- University of Missouri
- University of Missouri – St. Louis
- University of Nebraska - Lincoln
- University of New Mexico
- University of North Carolina – Chapel Hill
- University of Phoenix
- University of St. Francis
- University of Tampa
- University of Wisconsin – Green Bay
- University of Wisconsin – Madison
- University of Wisconsin - Milwaukee
- University of Wisconsin – Oshkosh
- University of Wisconsin – Parkside
- University of Wisconsin – Platteville
- University of Wisconsin – Stout
- University of Wisconsin – Whitewater
- Valparaiso University
- Western Governors University
- Western International University
- Western Michigan University

Contact Advising Services for more information.

Transfer Compact Agreements

Some four-year colleges accept the Associate in Arts degree as meeting all lower division general education requirements and grant automatic junior standing upon transfer. Students may have to meet additional requirements for some majors at these colleges. Acceptance of the Associate in Science (effective Fall 2016) varies by college. Please contact the school directly for more information. Contact Advising Services for more information. Schools with which Harper has a compact agreement are:

- Chicago State University
- Eastern Illinois University
- Governors State University
- Illinois State University

- Northeastern Illinois University
- Northern Illinois University
- Southern Illinois University
- University of Illinois at Springfield
- Western Illinois University

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.
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."

Dual Degree Partnerships

Harper College has Dual Degree Partnerships with the University of Illinois at Urbana-Champaign College of Engineering, DePaul University, Roosevelt University, Governors State University and Rasmussen College. These unique transfer partnerships provide students with benefits such as guaranteed admission upon completion of the associate's degree, joint advising, scholarships and/or tuition discounts, and locked in 4-year institution degree requirements and tuition from the time the student enters the program at Harper (typically by their second semester). Data is shared between institutions to track student participation and progress.

University Center

Harper College has partnered with area universities to provide you with opportunities to earn a bachelor's degree on Harper's campus through 2+2 programs.

Students participating in the University Center will be able to:

- Earn your associate's and bachelor's degrees on Harper's campus
- Save money on your four-year degree
- Enroll concurrently in select pathway programs at Harper and the university to complete a degree program
- Access admissions, registration and academic advising staff from the university on Harper's campus

Alternative Learning Modalities

Harper College is committed to establishing and maintaining consistently high academic standards for instruction and learning outcomes across all teaching modalities while offering students the opportunity to choose the learning environments that best serve their educational interests.

Fast Track - Accelerated, Part-Time 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
- Guaranteed with a consistent day/time simplified schedule
- Conveniently held classes between 6 pm - 10 pm at the Harper Professional Center (HPC) in Schaumburg (see address, below) or at the main Palatine campus, or in a 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, Entrepreneurship, Financial Management, Human Resource Management, Social Media Specialist, Supply Chain Management (with built-in Procurement, Inventory/Production Control, and Logistics certificates), and Web Design & Interactive Media.

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).
- Complete math placement testing, or have prior credit, for the Web Design & Interactive Media Certificate.
- All other certificates do not require English or math placement testing. English placement testing is recommended for the Social Media Specialist certificate.
- Attend the mandatory orientation night for your desired program.

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.

Harper Professional Center

650 E. Higgins Road
Schaumburg, IL 60173
847.925.6438 Fast Track

Distance Learning Classes

A wide variety of courses are available to students via the web. Online and blended (Internet 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 or live web conferencing. 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, which can be accessed through the student portal, for courses offered via distance delivery. Many instructors 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.

[Internet Course Exchange](#) (ICE) is a consortium of Illinois community colleges (ILCCO) 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 ICE need to adhere to specific enrollment procedures.

For information about current distance learning courses offered by Harper College, please call 847.925.6506 or visit [Harper Online](#).

English as a Second Language

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

Intensive English Program

Due to COVID19, this program is currently unavailable.

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.

Adult Educational Development

The Adult Educational Development (AED) Department 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, HiSET, and TASC). Students who qualify can enroll in an ICAPS (Integrated Career and Academic Preparation System) course, including a free AED support class, to complete a college certificate in Logistics, Office Assistant, or Certified Nursing Assistant at the same time they are taking High School Equivalency (HSE) classes.

Foundational classes in Social Studies, Science, English and Math give basic skills level students the confidence to progress from the Foundation level to Pre-HSE and HSE-level classes. HSE students will be advised by their instructors as to when they are ready for the official HSE exams. The Bridge to College and Career Success class helps students explore careers, prepare them for college and learn about academic success skills.

Beginning English as a Second Language learners and English as a Second Language learners with limited or interrupted schooling in their native countries can enroll in English Literacy Acquisition (ELA) classes which help achieve competence in reading, writing, speaking and comprehension skills and work toward attainment of a High School Equivalency diploma. Critical literacy, employability, math and technology skills are also incorporated into the ELA classes to prepare learners for HSE classes and postsecondary success.

Eligible residents are served by the Citizenship preparation classes, which prepare students for the interview and literacy testing conducted by the USCIS.

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 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.

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.

International Education at Harper College

The mission of the Office of International Education at Harper College is to develop international awareness through collaborative programs that enhance knowledge of global dynamics, cultural diversity, and world issues for students, faculty, staff and the surrounding community. The Office of International Education at Harper College serves as a resource to the College and surrounding communities to celebrate the many contributions of the world's cultures and traditions, and will foster the continuing global education of its citizenry. Furthermore, we are committed to educating students for leadership in an increasingly complex global society. To that end, the Office of International Education at Harper College strives to offer global education opportunities that provide students with the following:

- a curriculum that ensures that all of our students will be able to succeed in a world marked by interdependence, diversity and rapid change,
- the knowledge and understanding of culture, language, geography and global perspectives,
- the skills to understand the world through the eyes of others and how their actions can affect and be affected by people throughout the world.

Studying abroad is an exciting way to gain course credit. An educational experience abroad can help you develop skills that will give you an advantage transferring from Harper College. International experience, cross-cultural communication skills, global awareness and foreign language skills are becoming increasingly important in all areas of work and study, and your study abroad experience will prepare you for future challenges! If you are interested in a study abroad program, we have a variety of short-term and long-term programs available. In addition, we provide information about available programs, resources about funding opportunities, support through the application process, pre-departure orientation, advice and assistance while overseas, and post-return support.

Although all study abroad programs have been suspended for the 2021-2022 academic year, we are excited to offer a variety of virtual opportunities for you to have an intercultural experience. If you are interested in learning more about these programs, contact the Director of International Education directly.

The Office of International Education at Harper College also sponsors the graduation Global Scholars Distinction which is a graduation honor designed to promote, acknowledge, and reward individual students' real, life-changing growth during their studies at Harper College. A student who earns the Global Scholars Distinction will complete 12 hours in interdisciplinary academic studies at Harper College as well as a portfolio and capstone project. Students are supported through the portfolio and capstone activities by the Director of International Education and qualified faculty mentors. The Distinction offers students an opportunity to work closely with Harper faculty and exposes students to different cultures, creating a unique advantage for students' future employment, scholarship possibilities and higher education experiences.

[For more information about our programs visit us online.](#)

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 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 next available 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 Assistant Provost or designee.
 - 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.
 - Students who fail to complete their degree or certificate within the 10-year limit should meet with a Student Development 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. **Effective spring 2020**, 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 fall, spring and summer graduates. Students should complete their application for graduation when registering for the semester in which their graduation requirements will be fulfilled.

World Cultures and Diversity Requirement

Effective fall 2005, all of our degrees require a student to successfully complete a World Culture and Diversity course as a graduation requirement. The courses listed below have met the standards set by the College to be designated as a World Culture course.

ANT 101, 202, 203, 206, 207

ARC 223

ART 133

DIV 101

ECO 200

EDU 220

FAS 110

FIS 280

FRN 205, 210

GEG 100, 101, 103, 104

GER 205, 210, 230

HED 200, 202, 204

HMS 121

HST 121, 210, 214, 231, 232, 241, 242, 243, 245

HUM 104, 106, 107, 110, 125

LIT 208, 220, 223, 224

LNG 205, 225

MCM 200

MGT 165

MUS 104, 108

NTR 205

PHI 160, 190, 205, 215

PSC 250, 260, 270, 280

PSY 101, 251

SGN 210

SOC 101, 120, 205, 215, 230, 235

SPA 205, 210

SPE 215

THE 121

Transfer Degree Options

Associate in Arts (AA)

The Associate in Arts degree is the first two years of a baccalaureate degree. Students take 100 and 200 level courses in areas such as communication, humanities, social science, mathematics and science as well as courses related to their major or area of interest. Completion of the AA fulfills the requirements of the Illinois Articulation Initiative (IAI) and the Illinois Articulation Initiative General Education (IAI GECC). The IAI GECC is a package of general education courses that satisfy lower-division general education requirements at other IAI participating schools.

It is important to keep in mind that baccalaureate majors often require specific general education courses.

Associate in Science (AS)

The Associate in Science degree is the first two years of a science-related baccalaureate degree. Students take 100 and 200 level courses in areas such as communication, humanities, social science, mathematics and science as well as courses

related to their major or area of interest. Science-related baccalaureate programs are often highly structured and require extensive sequential mathematics and science courses. In order to take courses in a similar pattern to those at a 4-year college or university, some general education courses are postponed until junior or senior year. While the general education courses included in the AS degree are approved by the IAI, completion of the AS does not fulfill the requirements of the Illinois Articulation Initiative (IAI) and the Illinois Articulation Initiative General Education (IAI GECC). After transfer students will either complete the general education requirements of the transfer institution or are given the opportunity to complete the IAI GECC. Consult with an academic advisor for additional information.

Note: On September 18, 2015, the Illinois Community College Board approved changes to the AS degree. The changes are effective beginning with the 2016-2017 academic year. The new AS model requires fewer humanities and fine arts and social and behavioral sciences and requires additional mathematics and science. Effective with the 2016-2017 catalog the AS will no longer include the IAI GECC package.

Associate in Engineering Science (AES)

The Associate in Engineering Science degree is the first two years of an engineering baccalaureate degree. Engineering baccalaureate programs are often highly structured and require extensive sequential mathematics and science courses. In order to take courses in a similar pattern to those at a 4-year college or university, some general education courses are postponed until junior or senior year. Completion of the AES does not fulfill the requirements of the Illinois Articulation Initiative (IAI) and the Illinois Articulation Initiative General Education (IAI GECC). After transfer students will either complete the general education requirements of the transfer institution or are given the opportunity to complete the IAI GECC. Consult with an academic advisor for additional information.

Associate in Fine Arts (AFA) – Art or Music Emphasis

The Associate in Fine Arts is the first two years of a Bachelor of Fine Arts degree. Baccalaureate programs in fine/performing arts are often highly structured and require extensive sequential courses in the major field. In order to take courses in a similar pattern to those at a 4-year college or university, some general education courses are postponed until junior or senior year. Completion of the AFA does not fulfill the requirements of the Illinois Articulation Initiative (IAI) and the Illinois Articulation Initiative General Education (IAI GECC). After transfer students will either complete the general education requirements of the transfer institution or are given the opportunity to complete the IAI GECC. Consult with an academic advisor for additional information.

