Welcome to Heartland Community College! This College Now: Building a Guided Path to Success handbook has been prepared for area high schools, both public and private, that are interested in creating partnerships for student success.

Heartland has long been known for providing access to higher education and excellence in teaching and learning. Our focus now naturally turns to leveraging these strong traditions to further expand student success. College Now offerings, as well as the new Heartland GPS: Guided Path to Success initiative, are designed to improve the career and college readiness of students within the Heartland Community College (HCC) district. These programs are also aligned with the six goals of the Illinois P-20 Initiative:

1. Improving academic achievement
2. Increasing college access and success
3. Improving use of existing data and measurements
4. Requiring greater accountability
5. Promoting lifelong learning – a necessity in today’s economy
6. Easing the transition to college and reducing remediation, which reduces tuition costs.

We know from national best practices that the "magic success formula" is simple; high expectations plus high support equals success. Through College Now and Heartland GPS: Guided Path to Success, we look to partner with students, K-12 schools, universities, families, businesses and our communities to create the right circumstances where learning and progress will occur.

Heartland Community College offers college-level courses to qualified high school students, expanding access to affordable higher education for a larger percentage of district residents. In FY 2013, we will be piloting the Heartland GPS: Guided Path to Success workshop series in selected high schools. Heartland’s team is excited to collaboratively build this model with area high schools. Together, we will further stimulate and challenge students during their junior and senior years of high school, and give students the potential for advanced college placement when entering colleges of their choice. These courses are important links for students transitioning into higher education and ultimately their careers. Our commitment to creating smoother transitions and streamlined opportunities for earning college credit will benefit our students, region and society.

One goal of this handbook is to clarify our timelines and processes for our high school partners. For example, see Appendix A for our new Senior Days event dates. Also, please see Appendix B for our Important Dates for Fiscal Year 2013 and Appendix C for Important Dates for Fiscal Year 2014. Additionally, qualifications for high school instructors and stipend details can be found in Appendix G.
Dual Credit Benefits

“Dual credit is a process, dual credit is a tool, and dual credit is a solution. Dual credit amplifies the usefulness and applicability of the 11th and 12th grades, maximizes state and local educational resources, and provides a platform that fosters secondary and postsecondary collaboration and interdependence.”
Source: http://www.iccb.state.il.us/dualcredit.html

Dual credit creates a partnership with many winners:

- Students and families win by economizing time and monetary resources for college-ready high school age students, creating a strongly productive senior year (and possibly junior year) experience that improves college readiness while beginning a college transcript.
- Illinois taxpayers win as high school graduation rates increase, college readiness improves, remediation/developmental education needs at colleges decrease, and more students begin studies in a less costly community college environment.
- High schools win by leveraging the senior year (and possibly junior year) to improve college readiness by offsetting instructional cost through strategic partnering with HCC; by increasing their ability to focus time and resources on mid and lower level performers at risk of dropping out or falling below career, college, and life readiness; by partnering holistically in career counseling, college and life planning, goal setting, and other programs associated with Heartland GPS: Guided Path to Success; and by synchronizing curriculum with colleges to reduce the “leaky pipeline” effect.
- Community colleges win by engaging with students early; offering full services and support for improved planning/college readiness; beginning student transcripts while familiarizing students with college processes; increasing enrollment as well as enabling student success; reducing needs and costs of remedial/developmental studies; and improving K-12 and university partnerships to streamline services. The holistic support provided in Heartland GPS: Guided Path to Success is enhanced by dual credit, giving the College as well as students a running start toward overall college success.
- Universities win by enrolling students with demonstrated college-level success; reducing costs of remediation; improving partnerships with community colleges and K-12 schools; and by boosting junior/senior undergrad and graduate school enrollment with highly qualified community college graduates to reduce the “leaky pipeline” effect.
- Future employers win by gaining an appropriately trained and credentialed workforce with college graduates aligned into great-fit career paths. Employee job performance and satisfaction is increased with successful training in well-chosen professional paths.
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**End Notes**
College Now Executive Summary

The College Now program encompasses three primary options that students can use to earn college credit while still in high school.

- **Dual Credit**: An academically qualified student enrolls in a college level course. Upon successful course completion the student earns college credit and the high school may also offer high school credit. Courses can be offered at the college, high school, area career center, online, or via distance learning. Core and/or Career Courses can be offered, but these offerings must be Illinois Articulation Initiative (IAI) approved or first-year courses in AAS degree programs. (Please see Appendix G: Key Terms and State Language.)

- **Dual Enrollment**: An academically qualified student who is still enrolled in high school also enrolls in a college level course at the community college. Upon successful course completion the student exclusively earns college credit. No high school credits are earned. Individual students enroll at a community college for dual enrollment credit. (Please see Appendix G: Key Terms and State Language.)

- **Proficiency**: Heartland currently offers local tests for 21 courses and several CTE course proficiency exams are in development. (Please see Appendix D: Proficiency Exams). Other proficiency options include programs such as Advanced Placement or CLEP Testing.

Heartland Community College has developed three pathways for earning credit.

1) **General Education Pathway**: The following courses are offered for dual credit and can be offered stand alone or alongside AP credit at in-district high schools. These courses were chosen from the General Education Courses within the Illinois Articulation Initiative (IAI). These courses may be taught by HCC instructors or qualified high school instructors. Students pay the same tuition as HCC students on campus. Student Center and Student Life fees are waived.

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101/102</td>
<td>Communications Requirement</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Communications Requirement</td>
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<tr>
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<td>Humanities or Fine Arts Requirement</td>
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<td>Humanities Requirement</td>
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<td>HIST 101/102</td>
<td>Social and Behavioral Sciences Requirement</td>
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<td>Social and Behavioral Sciences Requirement</td>
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<tr>
<td>BIOL 114/121/161</td>
<td>Life Science Requirement</td>
</tr>
</tbody>
</table>
Students may also enroll in a much wider set of transfer options by attending classes at Heartland campuses as dual enrollment students. Dual enrollment students attending courses on campus are charged tuition and the Student Center and Student Life fees. Proficiency options exist for fourteen IAI transfer courses.

2) **Career & Technical Education Pathway:** Heartland currently offers nineteen (19) Associate in Applied Science degree options. The College is using the Illinois Programs of Study framework to redesign our Career & Technical Education pathway offerings. Illinois CTE pathways provide students with the academic and technical skills necessary to succeed in the 21st century knowledge and skills based economy. “Career clusters and career pathways offer the knowledge and skills required to complete a Program of Study that leads to the community college, an apprenticeship, and/or the university level and provides students with opportunities for certification and degree attainment along the way” (p. 8 **Illinois Programs of Study Guide**, 2009). Dual credit offerings may be taught by HCC instructors or qualified high school instructors. Students pay the same tuition as Heartland students on campus. Student Center and Student Life fees are waived.

The College is designing program of study options based on the P-20 framework: [http://www2.illinois.gov/gov/P20/Documents/Full%20P-20/p20-presentation-072711-pathways.pdf](http://www2.illinois.gov/gov/P20/Documents/Full%20P-20/p20-presentation-072711-pathways.pdf)

Students may also enroll in a much wider set of CTE options by attending classes at Heartland campuses as dual enrollment students. Dual enrollment students attending courses on campus are charged tuition and the Student Center and Student Life fees. Additionally, proficiency options exist for seven CTE courses. All CTE associate degree programs require a minimum of 15 hours of IAI general education credits as well.

**Associate in Applied Science Degrees**

- Associate Degree in Nursing (ADN)
- Administrative Office Professional
- Business Technology
- Computer Aided Design Technology
- Computer Networking Technology
- Criminal Justice Studies
- Digital Media Communication
- Early Childhood Education
- Electronic Systems Technology
- Information Technology
- Life & Health Insurance
- Maintenance Technology
- Manufacturing Technology
- Paraprofessional Educator
- Radiography
- Renewable Energy
- Sport Management
Note: The Laborer Apprentice program and the Electrician Apprentice Program options are only available to students who have been admitted to the Illinois Laborers & Contractors program or the Bloomington-Normal Joint Apprenticeship Training Committee program.

3) **Guided Path to Success Workshops Pathway:** The *Heartland GPS: Guided Path to Success* initiative offers free workshops and the potential to earn college transfer credit to help students plan and prepare for college, career, and life success. GENS courses fulfill 1-3 hours of elective credit for the A.A. and A.S. degrees. They should transfer to most colleges and universities as elective course credit. However, since GENS courses are not part of either the General Education Core Curriculum or a baccalaureate major program described in the Illinois Articulation Initiative, students should check with an academic advisor for information about their transferability to other institutions. A student could earn up to 3 credit hours in this option by attending workshops and completing “after-workshop” portfolio assignments and reflective essays. Students could earn GENS 100 (Academic Success), GENS 101 (Career Success) or GENS 102 (Personal Success) credit. Workshops offerings may be taught by HCC instructors, qualified high school staff or trained members from business and industry. Each workshop is designed to last fifty (50) minutes but can be modified to fit high school class schedules.

- Mastering Time Management
- Exploring Your Learning Preferences
- Becoming an Active Reader
- Becoming an Active Student
- Improving Test Performance
- Gaining Information Literacy
- Developing Research Skills
- Planning Career Pathways
- Exploring Your Strengths & Career Choices
- Deciding on a College Major
- Learning for a Lifetime
- Writing a Résumé
- Navigating the College Selection Process
- Transitioning to College
- Exploring Healthy Lifestyles
- Understanding Civic Responsibility
- Targeting Success
- Managing Self
- Motivating Self
- Valuing Interdependence
- Planning Personal Finances
Heartland designed the GPS workshop curriculum based on the On Course principles developed by Skip Downing. The eight principles challenge students to accept self-responsibility, discover self-motivation, master self-management, employ interdependence, gain self-awareness, adopt life-long learning, develop emotional intelligence, and believe in themselves.

**College Now Overview**

**College Level Coursework**

*College Now* courses are college-level courses which require 2-3 hours of outside work for each hour in class. College courses may deal with controversial subject matter that is not typically found in high school curricula. College course expectations for participation, learning outcomes, course materials and evaluation are included in the course syllabus.

In order to enroll in any Heartland Community College course a student must complete both the College application and the College Now form. Junior and seniors are eligible for dual credit and dual enrollment options. Freshmen or sophomores may be considered on a case by case basis. All students will need to meet placement requirements for college coursework. This competency may be demonstrated by ACT results, COMPASS test results or successfully completing other college-approved placement instruments.

Since students enroll in a college course, an official college transcript will be created. Passing grades of A, B or C are considered successful grades, while grades of D, F or W could negatively impact future enrollment and even financial aid eligibility at any college or university a student chooses to attend.

Additionally, many Heartland instructors expect students to use online learning management systems such as Blackboard or MyMathLab to complete course requirements. Each Heartland student has access to our learning management systems through our *myHeartland* portal. Since many *College Now* classes are run on the high school class schedule, more and more *College Now* instructors are requiring online work to replace lost hours in the classroom.

The minimum class size for dual-credit classes is thirteen (13) students. Heartland Community College retains the right to cancel courses below the minimum enrollment or to waive the minimum class size on a case-by-case basis.

**Academic Integrity**

A fundamental principle of college life at Heartland is academic integrity. It is essential to the credibility of the College’s educational programs. Because grading may be competitive, students who misrepresent their academic work violate the rights of their fellow students. Therefore, the College views any act of academic dishonesty as a serious offense.

Consequences of such offenses require disciplinary measures including course failure, suspension and even expulsion from the College. In addition, an act of academic dishonesty may
have unforeseen effects beyond officially imposed penalties. Definitions of violations of academic integrity include, but are not limited to, the following:

**Cheating:** Any unauthorized use of notes, study aids or information from another’s class work or examination; surreptitiously obtaining test information prior to taking that exam; altering graded work and then resubmitting it for a grade; altering or destroying grade records; allowing another to do one’s work and then submitting it under one’s own name; allowing another person to take an exam in one’s place or submitting identical or similar papers for credit in more than one course without obtaining prior permission from the course instructors involved.

**Aiding or Encouraging Cheating or Other Acts of Academic Dishonesty:** Providing material or information to another student with the knowledge that it will be used improperly.

**Plagiarism:** Presenting within the contents of one’s own work the ideas, representations or words of another person without customary and proper acknowledgment of that authorship.

**Misrepresentation of Data:** Fabricating data or deliberately presenting in an assignment data that was not obtained in accordance with assigned guidelines for data collection or generation, or providing an inaccurate account of the method used in collecting/gathering data.

**Falsification of Academic Records or Documents:** Altering without proper authorization any documents affecting academic records; forging signatures of authorization; falsifying information on an official academic document such as a grade report, ID card, letter of permission or any other document pertaining to academic requirements.

**Unauthorized Access to Computerized Academic or Administrative Records or Systems:** Viewing or altering the College’s computer records without authorization; copying or modifying the College’s computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; interfering with the use or availability of computer systems or information. Also, at locations where College-sponsored activities are held, the unauthorized use, viewing, copying or altering of other institutions’ computer records, systems or programs is in violation of academic integrity.

Penalties for violation of academic integrity vary from individual course sanctions up to expulsion from the College. For more information on Student Disciplinary Procedures and Student Appeals Procedures, please refer to the HCC website or the Catalog & Student Handbook.

**Attendance**

Since satisfactory progress is important to college success, all students are expected to attend classes regularly and promptly. The specific attendance policy of any course is determined by the instructor of that course and outlined in the course syllabus.

**Code of Conduct**
Students are expected to meet the conduct requirements of the facility in which the course is being held. Each student assumes an obligation to act in accordance with generally acceptable standards of responsible adult behavior, which include respect for other students and other members of the learning community. If this obligation is neglected or ignored, the school must take appropriate disciplinary action in order to function effectively.

Code of Conduct as stated in the Heartland Community College catalog:

Heartland Community College recognizes its students as both citizens and members of the academic community. As citizens, students have freedom of speech, assembly, association and press and the rights of petition and due process as guaranteed by the state and federal constitutions. As members of the academic community, students have the right and responsibility to participate in formulating and reviewing all College regulations and policies directly affecting them.

Upon enrolling at HCC, each student assumes an obligation to act in accordance with generally acceptable standards of responsible adult behavior, which include respect for other students and other members of the College community. If this obligation is neglected or ignored, the College must take appropriate disciplinary action in order to function effectively. Upon committing or attempting to commit any act of misconduct on the College campus, whether in class, at an activity, function or event sponsored or supervised by the College, or elsewhere with a direct relationship between such act and the College, a student may be subject to disciplinary action.

Acts of misconduct include, but are not limited to:
1. Academic dishonesty, such as cheating, plagiarism, etc.;
2. Knowingly furnishing false information to the College;
3. Forgery, alteration or any misuse of College documents and records;
4. Conduct which significantly interferes with the College’s teaching, administration or other responsibilities;
5. Conduct which endangers the health, safety or well-being of members of the College community or visitors to the campus, including but not limited to, unauthorized and/or illegal possession, use or distribution of controlled substances, look-alike drugs, alcohol or unauthorized/illegal use or possession of firearms or any other weapon;
6. Violation of specific College rules and regulations, including those regarding campus parking, equipment, facilities and telecommunications/Internet;
7. Failure to comply with directions of College officials acting within the scope of their duties;
8. Any conduct which constitutes a violation of a federal, state or local law. College officials will cooperate with federal, state and local authorities in any investigation of such violations.

Students remain subject to federal, state and local laws; violation of these laws may lead to prosecution by agencies or persons, in addition to disciplinary action of the College.

Faculty Expectations
The College has the following general, professional expectations of all Faculty:

- Teach and help students learn
- Demonstrate competence in the Faculty Member’s discipline
- Integrate and evaluate student learning outcomes within the framework of Heartland Community College assessment protocols
- Prepare syllabi for courses taught consistent with College and ICCB standards
- Manage student issues and problems in a manner consistent with the College policies
- Create a learning environment that fosters student success and the attainment of defined learning outcomes
- Cooperate with college-wide and division instructional goals

**Grading Philosophy**

The Heartland Community College grading philosophy grows out of our vision of educational excellence. This common philosophy provides a framework for each academic division and instructor as they establish their own individual course grading system, evaluation methods and course policies using the shared general rubrics for letter grades given below.

Letter grades serve as a vehicle to promote meaningful evaluation of student achievement, to inform students of academic progress, and, as necessary, to improve student performance, habits, and practices. Using a letter grade as a prerequisite for subsequent courses means we believe that the grade was assigned through a conscious judgment about a student’s readiness to proceed to more advanced study.

At Heartland, students’ academic achievement is measured by their mastery of course objectives and content. We challenge students to meet these recognized standards of achievement and we assign grades based on their success in doing so. Simply stated, we believe that the responsibility for academic achievement rests with the student and that holding students responsible for their learning promotes their academic growth.

**Letter Grade Rubrics**

**A (4.0)** This grade represents consistently outstanding performance that demonstrates superior understanding and skillful use of important course concepts. Performance at this level signifies that the student is extremely well prepared to continue with more advanced study of the subject.

**B (3.0)** This grade represents performance significantly beyond the level necessary to achieve the course objectives. Work is of high quality but not consistently at an outstanding level. Performance at this level signifies that the student is well prepared to continue with more advanced study of the subject.

**C (2.0)** This grade represents an acceptable achievement of the course objectives. Performance at this level signifies that the student is reasonably well prepared to continue with more advanced study of the subject.
D (1.0) This grade represents less than adequate performance. It signifies questionable readiness to proceed with more advanced study of the subject.

F (0.0) This grade reflects unacceptable performance. The student is not yet ready to proceed with more advanced study of the subject and must repeat the course successfully to receive credit.

Textbooks & Materials

Textbooks and technology/software used in the delivery of the dual credit course must meet the standard for the College as dictated by curriculum needs. Requests to use alternative textbooks or technology/software should be made through the appropriate HCC Dean or Division Chair.
Process for Creating Dual Credit Partnerships

This section is intended for use by those high schools that have yet to establish a College Now partnership with Heartland Community College. Since planning for success takes times, please see Appendix C: Important Dates for FY 2014.

1. Courses and Programs

“Current dual credit courses offered through cooperative agreements with Illinois community colleges generally fall into two broad categories: Career and Technical Education (CTE) or General Education (GE). General Education courses must be approved for credit under the Illinois Articulation Initiative (IAI). Such courses are accepted for credit by all IAI participating schools, which includes all Illinois public universities and some 94 other Illinois colleges and universities. CTE courses may or may not be accepted in transfer credit.”

Source: http://www.ibhe.state.il.us/DualCredit/materials/DCTFReport.pdf

Career and Technical Education (CTE) offerings should be aligned with associated degree programs and established program of study areas. CTE credit is applied if the student continues in that specific career cluster at Heartland Community College. We cannot dictate if any other college or university will accept CTE credit completed through College Now offerings.

2. Instructors

The majority of instructors in the College Now program are Heartland Community College instructors. We do work with high schools to identify qualified high school instructors, and when high school instructors are teaching, Heartland Community College awards a stipend to the high school (please see Appendix G).

All candidates interested in teaching dual credit courses, including high school faculty, should submit a letter of application, résumé and copies of college transcripts to:

Heartland Community College  
Attn: Director of Human Resources  
1500 West Raab Road Normal, IL 61761  
Phone: (309) 268-8130  
FAX: (309) 268-7983

Academic Preparation of Faculty in Pre-Baccalaureate Courses

Any candidate interested in teaching through Heartland Community College needs graduate work through the master’s degree in the assigned field or area of responsibility except in such areas in which the work experience and related training is the principal learning medium. With the consent of the appropriate division head, faculty may teach pre-baccalaureate courses in a discipline if they possess a master’s degree in an analogous field and have also completed a
minimum of 18 semester hours of graduate study in the other field. These requirements are in keeping with ICCB, *Administrative Rules*, §1501.303f, p. 31.

**Meeting with Heartland Community College**

After evaluations of application materials, the Dean of the instructional division under which the course or program falls will work with area high school administrators to arrange a meeting with the faculty candidate and members of Heartland’s staff. The goal is to ensure that Heartland complies with the requirements of the Dual Credit Quality Act: Public Act 096-0194.

> “Institutions shall provide high school instructors with an orientation in course curriculum, assessment methods, and administrative requirements before high school instructors are permitted to teach dual credit courses.”

> “Dual credit students must be assessed using methods consistent with students in traditional credit-bearing college courses.”

> “Every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with campus courses.”

> “Dual credit instructors must be given the opportunity to participate in all activities available to other adjunct faculty, including professional development, seminars, site visits, and internal communication, provided that such opportunities do not interfere with an instructor’s regular teaching duties.”

Professional review and determination of employability as an adjunct instructor for HCC will be the responsibility of the appropriate divisional administrator. Dual credit instructors will be given the opportunity and are encouraged to participate in all activities available to other adjunct faculty, including professional development, seminars, site visits, and internal communication. Numerous professional development opportunities are available through the Instructional Development Center (IDC) located in the Student Commons Building (SCB), room 2401, on the main HCC campus. The IDC is dedicated to assisting faculty, both full-time and adjunct, with their overall teaching and learning needs. A small stipend is paid for adjunct participation in IDC college-wide events and for division specific training.

**3. Students**

Each student taking *College Now* offerings needs to complete an application, a *College Now* form and successfully meet placement requirements through our assessment policies and processes.

In order to prepare for student assessment, each student must submit an application to Heartland Community College.

To apply just go to:  
[www.heartland.edu/application](http://www.heartland.edu/application)
Students must also complete the College Now form:

Student Assessment

HCC staff will visit the high schools to conduct placement assessments. Heartland staff can review/interpret results of assessment scores with a guidance counselor and/or the student. To comply with the Dual Credit Quality Act “students must meet the same academic criteria as those enrolled in credit-bearing college courses, including taking appropriate placement testing.”

Guidelines and sample questions are available at http://www.heartland.edu/assessment/. Students may be assessed in English, math and reading. ACT sub-scores in English, reading and math may be used for placement if the ACT was taken within the last two years. An ACT English sub score of 21 or higher exempts students from the English placement test. An ACT reading sub score of 21 or higher exempts students from the reading placement test. An ACT math sub score of 23 or higher is considered college level, but additional assessment may be needed for courses with a higher math perquisite. ACT scores may be submitted to the College in one of the following three ways:

1. Provide the HCC Testing Services Staff with a student copy of the ACT score sheet, or
2. Request that ACT send scores directly to HCC, or
3. Request that the high school send a transcript that includes the ACT scores.

Students with special testing needs or other considerations regarding the basic skills assessment process should contact their high school counselor prior to taking the assessment. The high school counselor will work with the HCC Testing Services staff to make appropriate arrangements.

Financial Aid Implications

There are three areas in which dual credit students must be mindful of future financial aid consequences. All three pertain to HCC’s Satisfactory Academic Progress for Financial Aid, which is detailed in the HCC Catalog & Student Handbook.

Dual credit courses are recorded on the student’s transcript and are, therefore, evaluated in determining eligibility for financial aid. The student must meet all three progress requirements:

1. Completion rate
2. Grade point average and
3. Maximum time frame to remain in good standing

Criteria for Satisfactory Academic Progress

1. Completion Rate
   A student must have earned hours equal to at least 67% of the total hours attempted. The completion rate is cumulative, meaning that all courses taken at HCC – including dual credit – are calculated.
Earned hours are defined as the sum of hours for which a student has earned a grade of A, B, C or D. Withdrawals, incompletes, repeats and failures are not earned hours.

2. Grade Point Average Requirements
Financial aid recipients must maintain a minimum grade point average (GPA) in order to meet satisfactory progress requirements. As with the completion rate, GPA is cumulative and would include grades earned in dual credit/enrollment classes.

3. Maximum Time Limit Requirements
A student’s eligibility for financial aid will be terminated at the point where 96 credit hours have been attempted for the associate degree and, for a certificate, when 150% of the total hours required, as stated in the College catalog, have been attempted.

Hours earned in dual credit/enrollment courses are included. The calculation is based on the student’s current program or degree. If a student takes dual credit courses in high school not related to his or her current program of study, he or she could potentially reach the upper limits for financial aid before completing the program.

4. Memorandum of Understanding
When all the processes have been completed, the partnering high school and Heartland Community College will sign a Memorandum of Understanding that lists all classes approved for that semester. (See Appendix H for a sample MOU.)
Appendix A : Senior Days

Senior Days

In FY 2012 Heartland Community College created and offered Senior Days. We have expanded our Senior Days offerings and moved the visits to April and May so students can register while on campus.

Before coming to campus, seniors complete a Heartland application. Students must also complete our Basic Skills Assessment. While on campus they will have an orientation, meet with Academic Advisors, learn about financial aid and scholarship opportunities, and register for summer and/or fall classes.

2013 Senior Days

- Thursday, April 18
- Friday, April 19
- Thursday, April 25
- Friday, April 26
- Thursday, May 9
- Friday, May 10
- Thursday, May 23

Information on how to register for these sessions will be forthcoming.
## Appendix B: Important FY 2013 Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>October 5, 2012</td>
<td>Guidance Counselor Articulation Day</td>
</tr>
<tr>
<td>October 8, 2012</td>
<td>New Student Open House 1:00pm</td>
</tr>
<tr>
<td>November 1, 2012</td>
<td>Information Night 6:00-8:00pm</td>
</tr>
<tr>
<td>November 12, 2012</td>
<td>New Student Open House 1:00pm</td>
</tr>
<tr>
<td>February 18, 2013</td>
<td>New Student Open House 1:00pm</td>
</tr>
<tr>
<td>February 28, 2013</td>
<td>Information Night 6:00-8:00pm</td>
</tr>
</tbody>
</table>

The Fall 2012 16 week Semester Calendar is:

- Initial Course Cancellation: July 30, 2012
- Final Course Cancellation: August 9, 2012
- Classes Begin: Monday, August 20, 2012
- Last day to withdraw with full refund: September 1, 2012
- Midterm Grades Rosters Due: October 17, 2012
- Final Withdraw Date: November 7, 2012
- Classes End: December 7, 2012
- Final Exams: December 10-14
- Final Grade Rosters Due: December 17, 2012

The Spring 2013 16 week Semester Calendar is:

- Initial Course Cancellation: December 13, 2012
- Final Course Cancellation: January 3, 2013
- Classes Begin: Monday, January 14, 2013
- Last day to withdraw with full refund: January 28, 2013
- SPRING BREAK: March 11-15, 2013
- Midterm Grades Rosters Due: March 20, 2013
- Final Withdraw Date: April 11, 2013
- Classes End: May 7, 2013
- Final Exams: May 10-16, 2013
- Final Grade Rosters Due: May 20, 2013
Appendix C: Important Dates for FY 2014 Courses:

Planning Dates:
October 5, 2012  College Now Fall 2013 & Spring 2014 course offerings decided
October 19, 2012 Memorandum of Understandings mailed to High Schools
December 7, 2012 Dates determined for College Now Basic Skills Assessment
Early January 2013 Heartland Applications completed
January-March 2013 College Now Basic Skills Assessment completed

Fall 2013 Semester Dates:
April 17, 2013  College Now forms for Fall 2013 classes to HCC
April 24, 2013  College Now students enrolled in Fall 2013 courses.
May 1, 2013  College Now letter to parents/guardians
August 6, 2013 Tuition due for Fall 2013 courses
August 19, 2013 Fall 2013 Classes begin for 16 week courses
December 16, 2013 Fall 2013 Final Grade Rosters due

Spring 2014 Semester Dates:
September, 2013  College Now Basic Skills Assessment completed for Spring 2014
October 24, 2013 Applications & College Now forms for Spring 2014 classes to HCC
November 9, 2013 College Now students enrolled in Spring 2014 courses
November 16, 2013 College Now letter to parents/guardians
January 3, 2014  Tuition due for Spring 2014 courses
January 13, 2014 Spring 2014 Classes begin for 16 week courses
May 19, 2014  Final Grade Rosters due
Appendix D: Proficiency Tests

Up to 15 semester hours of proficiency credit may be accepted toward the completion of an Associate in Arts or Associate in Science degree at Heartland Community College. Proficiency credit can be earned by taking locally developed and/or national proficiency examinations (i.e. Advanced Placement & CLEP) or military credit. Students interested in Associate in Applied Science degree programs should see specific program requirements for proficiency credit information. Proficiency credit will be granted after a student has established a transcript by completing at least one undergraduate college class at Heartland.

Currently Heartland Community College offers proficiency tests for these courses:

ACSM 101 Discovering Computers
ACSM 102 Introduction to Computer Concepts
ACSM 103 Introduction to Computer Skills
ACSM 120 Microcomputers in Office Management
ACSM 125 Presentation Graphics: MS PowerPoint
ACSM 155 Word Processing: MS Word

BUSN 145 Workforce Preparation
BUSN 150 Customer Relations

CHIN 101 Chinese I
CHIN 102 Chinese II
CHIN 201 Chinese III
CHIN 202 Chinese IV

CRJ 101 Introduction to Criminal Justice

FREN 101 French I

OTEC 101 Keyboarding
OTEC 102 Document Formatting
OTEC 112 Records Management

SPAN 101 Spanish I
SPAN 102 Spanish II
SPAN 201 Spanish III
SPAN 202 Spanish IV

For the most current list of Heartland proficiency options please check the website: http://www.heartland.edu/documents/assessment/proficiencyExams.pdf

For information on the availability of locally developed proficiency exams, contact the assessment office at (309) 268-8057. A fee is administered for each exam. Students should consult Assessment-Testing Services staff for further information.
Appendix E: Advanced Placement

The Advanced Placement Program is sponsored by the College Board. The examinations are administered at designated high school testing centers. Students will be awarded credit as indicated below. Official advanced placement scores must be sent directly to Heartland Community College from the College Board.

<table>
<thead>
<tr>
<th>Examination</th>
<th>Score for Credit</th>
<th>HCC Course for which Credit is Allowed</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>4 or 5</td>
<td>POS 101</td>
<td>3 hours</td>
</tr>
<tr>
<td>American History</td>
<td>3, 4 or 5</td>
<td>HIST 135, 136</td>
<td>6 hours</td>
</tr>
<tr>
<td>Art Studio- General</td>
<td>3, 4 or 5</td>
<td>ART 102</td>
<td>3 hours</td>
</tr>
<tr>
<td>Art Studio- Drawing</td>
<td>3, 4 or 5</td>
<td>ART 104</td>
<td>3 hours</td>
</tr>
<tr>
<td>Art 3D Design</td>
<td>3, 4 or 5</td>
<td>ART 103</td>
<td>3 hours</td>
</tr>
<tr>
<td>Art History</td>
<td>3, 4 or 5</td>
<td>ART 211, 212</td>
<td>6 hours</td>
</tr>
<tr>
<td>Biology</td>
<td>4 or 5</td>
<td>BIOL 161, 162</td>
<td>8 hours</td>
</tr>
<tr>
<td>Calculus Test AB</td>
<td>3, 4 or 5</td>
<td>MATH 161</td>
<td>4 hours</td>
</tr>
<tr>
<td>Calculus Test BC</td>
<td>3, 4 or 5</td>
<td>MATH 161 &amp; 162</td>
<td>8 hours</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>CHEM 161</td>
<td>5 hours</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>CHEM 161 &amp; 162</td>
<td>10 hours</td>
</tr>
<tr>
<td>Comparative Politics</td>
<td>4 or 5</td>
<td>POS 220</td>
<td>3 hours</td>
</tr>
<tr>
<td>Computer Science Test A</td>
<td>4 or 5</td>
<td>CSCI 130</td>
<td>4 hours</td>
</tr>
<tr>
<td>Computer Science Test AB</td>
<td>3</td>
<td>CSCI 130</td>
<td>4 hours</td>
</tr>
<tr>
<td>Computer Science Test AB</td>
<td>4 or 5</td>
<td>CSCI 130, 131</td>
<td>8 hours</td>
</tr>
<tr>
<td>English Lang-Comp</td>
<td>4</td>
<td>ENGL 101</td>
<td>3 hours</td>
</tr>
<tr>
<td>English Lang-Comp</td>
<td>5</td>
<td>ENGL 101, 102</td>
<td>6 hours</td>
</tr>
<tr>
<td>English Lit-Comp</td>
<td>4 or 5</td>
<td>ENGL 101, 112</td>
<td>6 hours</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4 or 5</td>
<td>EASC 111</td>
<td>3 hours</td>
</tr>
<tr>
<td>European History</td>
<td>3, 4 or 5</td>
<td>HIST 101, 102</td>
<td>6 hours</td>
</tr>
<tr>
<td>German</td>
<td>3</td>
<td>GERM 101 &amp; 102</td>
<td>8 hours</td>
</tr>
<tr>
<td>German</td>
<td>4 or 5</td>
<td>GERM 101, 102, 201 &amp; 202</td>
<td>16 hours</td>
</tr>
<tr>
<td>Macro Economics</td>
<td>4 or 5</td>
<td>ECON 102</td>
<td>3 hours</td>
</tr>
<tr>
<td>Micro Economics</td>
<td>4 or 5</td>
<td>ECON 101</td>
<td>3 hours</td>
</tr>
<tr>
<td>Physics Test B</td>
<td>3, 4 or 5</td>
<td>PHYS 161, 162</td>
<td>10 hours</td>
</tr>
<tr>
<td>Physics Test C, Part I</td>
<td>3, 4 or 5</td>
<td>PHYS 171</td>
<td>4 hours</td>
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<tr>
<td>Physics Test C, Part II</td>
<td>3, 4 or 5</td>
<td>PHYS 172</td>
<td>4 hours</td>
</tr>
<tr>
<td>Psychology</td>
<td>4 or 5</td>
<td>PSY 101</td>
<td>3 hours</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>3</td>
<td>SPAN 201, 202</td>
<td>8 hours</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>4 or 5</td>
<td>SPAN 102, 201, 202</td>
<td>12 hours</td>
</tr>
<tr>
<td>Statistics</td>
<td>4 or 5</td>
<td>MATH 141</td>
<td>4 hours</td>
</tr>
<tr>
<td>World History</td>
<td>3, 4 or 5</td>
<td>HIST 101, 102</td>
<td>6 hours</td>
</tr>
</tbody>
</table>
Appendix F: CLEP General Examinations

CLEP GENERAL EXAMINATIONS JULY 1, 2001, or AFTER:
A student is awarded credit toward General Education requirements and toward graduation for a score of 56 on Humanities, 65 on Natural Sciences, and 56 on Social Sciences and History. A student cannot receive CLEP credit if previously earned course credit in the same area has been completed.

Credit hours awarded:
   Humanities –
       • 3 hours Fine Arts
       • 3 hours Humanities
   Social Sciences and History –
       • 3 hours Social Science
       • 3 hours History
   Natural Sciences –
       • 3 hours Biological Sciences
       • 3 hours Physical Sciences

Note: If student receives credit for both Biological and Physical Science, the General Education lab requirement will be considered completed. However, if both Life and Physical Sciences are accepted through CLEP to meet General Education requirements, a minimum of 37 IAI General Education hours and a minimum 60 hours must be completed to award the AA or AS degree.

CLEP GENERAL EXAMINATIONS BEFORE JULY 1, 2001:
A student is awarded credit toward General Education requirements and toward graduation for a score of 570 on Humanities, 610 on Natural Sciences, 550 on Social Sciences and History. A student cannot receive CLEP credit if previously earned course credit in the same area has been completed.

Heartland Community College requires CLEP scores to be on file. To request scores, contact CLEP, P.O. Box 6600, Princeton, NJ 08541-6600 or telephone (609) 771-7865.
Appendix G: Key Terms and State Language

Dual Credit – An instructional arrangement where an academically qualified student currently enrolled in high school enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit (see ICCB Rule 1501.507(b)(11)-Credit Hour Claims). Dual credit indicates that curriculum has been aligned to achieve a competent, college-level outcome worthy of college credit and transferability while also satisfying high school graduation requirements through advanced, college-level study.

Dual Enrollment – An academically qualified student who is still enrolled in high school also enrolls in a college level course at the community college. Upon successful course completion the student exclusively earns college credit. No high school credits are earned. Individual students enroll at a community college for dual enrollment credit. Rarely is an intact dual enrollment class offered at a high school location.

*Source: [http://www.iccb.state.il.us/dualcredit.html](http://www.iccb.state.il.us/dualcredit.html)

Course Offerings

As stated in the Dual Credit Quality Act: Public Act 096-0194, “Course content must be the same as that required for credit-bearing college courses.” Also, “Learning outcomes must be the same as for credit-bearing college courses and be appropriately measured.”

“Current dual credit courses offered through cooperative agreements with Illinois community colleges generally fall into two broad categories: Career and Technical Education (CTE) or General Education (GE). General Education courses must be approved for credit under the Illinois Articulation Initiative (IAI). Such courses are accepted for credit by all IAI participating schools, which includes all Illinois public universities and some 94 other Illinois colleges and universities. CTE courses may or may not be accepted in transfer credit.”

Source: [http://www.ibhe.state.il.us/DualCredit/materials/DCTFReport.pdf](http://www.ibhe.state.il.us/DualCredit/materials/DCTFReport.pdf)

Tuition and Fees

Tuition must be paid by each student enrolled in dual credit or dual enrollment courses. Heartland Community College will waive the Student Center and Student Life fees for dual credit students enrolled in intact classes. Dual enrollment students attending courses on campus are charged tuition and the Student Center and Student Life fees.

Instructors

According to the Dual Credit Quality Act: Public Act 096-0194, “Instructors teaching credit-bearing college-level courses for dual credit must meet the same academic credential
requirements as faculty teaching on campus and need not meet certification requirements set out in Article 21 of the School Code.”

If the instructor is employed and paid by the high school, Heartland Community College will reimburse the high school the direct instruction cost normally paid for an HCC adjunct instructor. For FY 2012 this sum was $708.77 per equated credit hour or $2,136.21 for a three credit hour course. The final FY 2013 rate has not been determined. Any considerations regarding local K-12/high school instructor employment contracts are too varied to be managed by HCC and, thus, are the responsibility of each K-12/high school unit or district. Courses below the minimum enrollment would generate a reduced stipend.

Part-time instructors provided by Heartland Community College at an HCC campus or on-site at a high school will be paid at the appropriate adjunct faculty rate. Dual credit teaching duties may be performed by HCC full-time faculty as part of their regular teaching load or as an overload assignment consistent with HCC employment contract language.

**Students**

As stated in the Dual Credit Quality Act: Public Act 096-0194, “Students must meet the same academic criteria as those enrolled in credit-bearing college courses, including taking appropriate placement testing.”

Heartland Community College will work with each high school engaged in dual credit courses or programs to facilitate appropriate placement testing in a timely manner. Further, Heartland desires to offer test preparatory opportunities and appropriate testing on campus and/or on site at each high school, with data sharing agreements allowing the College to share results directly with the appropriate high school. As part of *Heartland GPS: Guided Path to Success*, standardized career and interest inventories, learning and communication style inventories, and study skills inventories are also being developed. In cases where scheduling allows, Heartland is happy to provide the full offering of these assessments to complement academic placement testing services.

Data from all assessments can be shared with the appropriate high school staff to improve college readiness through career and life planning support via *Heartland GPS: Guided Path to Success*. This will strongly complement dual credit coursework, providing a broader context to help students develop comprehensive career, college, and life readiness plans.

**Accountability**

To ensure the academic integrity of college-level courses offered by Illinois community colleges, the Illinois Community College Board (ICCB) has adopted Administrative Rules pertaining to
dual credit (ICCB Rule Section 1501.507). Heartland Community College endorses these rules and adheres to their intent.

All state laws, ICCB regulations, accreditation standards specified by the North Central Association, and local College policies that apply to courses, instructional procedures, and academic standards at the College apply to college-level courses offered by HCC on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures, and academic standards apply to students, faculty, and staff associated with these courses.

Source: http://www.ncahlc.org/

Many colleges accept dual credit course credits for incoming students and community college transfer students.
Appendix H: Sample MOU

COLLEGE NOW
Initial Memorandum of Understanding between
HEARTLAND COMMUNITY COLLEGE &
____________________HIGH SCHOOL

The purpose of the College Now program is to extend access to affordable higher education to a larger percentage of district residents, stimulate and challenge students in their junior and senior years of high school, and to give students the potential for advanced college placement when entering the colleges of their choice. These courses are important links in the transition from one educational experience to another and into careers.

In accordance with the guidelines set forth by the Illinois Community College Board, the Illinois State Board of Education and the procedures established by Heartland Community College, ____________________________ High School agrees to enter into a partnership with Heartland Community college to offer courses for high school students interested in earning college credit.

Pursuant to this signed agreement, both parties agree to participate according to the policies and procedures set forth in the College Now: Building a Guided Path to Success handbook and according to the district policies and practices of ____________________________ High School.

The following Heartland Community College courses will be offered:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Days/Times</th>
<th>Credit</th>
<th>Classroom</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

______________________________________________  _____________________
Authorized Heartland Community College Administrator  Date

______________________________________________  _____________________
Authorized High School Administrator    Date
Appendix I: Application to Become a Heartland COMPASS Test Site

High School: ____________________________________________________________

Approximate number of dual credit / dual enrollment students needing to assess: _________

Principal: ______________________________________________________________

Counselor Contact: ______________________________________________________

   Email: __________________________________________________________________

   Phone: __________________________________________________________________

IT Contact: ______________________________________________________________

   Email: __________________________________________________________________

   Phone: __________________________________________________________________

High School IT Contact should complete information below

Computers meet Compass technical specifications? ________________________________

Check technical specifications
at: http://www.act.org/compass.tech/techpages/InternetTechSpecs.html

When was the last time computers were re-imaged? ____________________________

Size of computer lab where COMPASS will be administered: _____________________

Bandwidth? __________________________________________________________________

This process will involve two visits to your high school. COMPASS will be installed at the first visit and students will be assessed during the second visit.

Please note: The workstation setup process requires a login that has Power User or administrator rights.

Please return form to Kim Kelley, Director of Testing Services

Phone: 309-268-8057    Fax: 309-268-7986    Email: kimberly.kelley@heartland.edu
End Notes:

Heartland Community College is proud to partner with our district high schools and career centers in providing excellence in teaching and learning opportunities for area students. As a true partner, we are committed to working together to make this College Now program a premier program with great benefits for all involved.

As with any emerging partnership, there are bound to be questions. This handbook is a resource for our policies and procedures related to our varied College Now programs, but if you need further information, clarification and support, please contact:

Padriac Shinville  
Dean of Enrollment Services  
(309) 268-8417  
padriac.shinville@heartland.edu

Up-to-date information and forms are available at:

College Application form:

www.heartland.edu/application

College Now form:


College Now handbook:


Version 2.1 Dated December 2012

Heartland Community College is an equal opportunity institution. No person, on the basis of race, color, religion, sex, sexual orientation, national origin, ancestry, age, marital status, physical or mental handicap or unfavorable discharge from military service or veteran’s status shall be discriminated against in employment, in educational programs and activities or in admissions.