

Heartland Community College



EARLY COLLEGE ADMINISTRATIVE STANDARDS

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I. Definitions and Terms

A. Definitions

College Course Contact	An identified appropriate Dean or content faculty member to serve as a contact for District instructors whose responsibilities include: • Serving as a contact and ongoing resource to the Instructor during the course delivery, including being available for consultation on a timely basis as reasonably requested by the Instructor; • Coordinating course administrative tasks, such as feedback on syllabi and course assessments. • Sharing and supporting the integration of updated course content materials used on campus, and notifying the instructor of professional development opportunities; and • Other support for implementing the approved course procedures as directed by the College.
College Dual Credit Liaison OR College Liaison	An individual designated by the College as having primary responsibility for the management and administration of the administrative standards and the dual credit relationship with the District.
Course Request Form	The form completed by both Parties during the annual course selection process to facilitate the review and approval of dual credit course requests.
DCQA	<u>The Dual Credit Quality Act (110 ILCS 27/1 et seq.)</u>
DCQA Qualifications Requirements	Any of the minimum academic credential requirements an Instructor must meet as set forth in paragraphs (1), (2), or (3) of Section 20 of the DCQA.
District Dual Credit Liaison OR District Liaison	An individual designated by the District as having primary responsibility for the management and administration of administrative standards and the dual credit relationship with the College.
Dual Credit Course OR Course	A college course taken by a high school student enrolled in the District for credit at both the college and high school level.
FERPA	<u>The Family Educational Rights and Privacy Act of 1974, and the regulations at 34 CFR Part 99</u>

ICCB	The Illinois Community College Board.
Instructor OR District Teacher	A high school teacher that is proposed by the District to teach a course.
Instructor Qualifications Review Form	The form completed by both Parties during the annual course selection process to facilitate the review and approval of instructors to teach a course.
ISBE	The Illinois State Board of Education.
Liaisons	The College Liaison and the District Liaison.
Non-Priority Course	Any dual credit course which is not a Priority Course (as defined below).
Priority Career Pathway Course	A career-focused course that has been identified by the District, after consultation with the College, in its submission to ISBE as an early college credit course within a career-focused instructional sequence as part of a College and Career Pathway Endorsement system under the Postsecondary and Workforce Readiness Act (110 ILCS 148/1 et seq.).
Priority Course	Any course within the Illinois Articulation Initiative (IAI) General Education Core Curriculum , or any Priority Career Pathway Course (<i>as defined above</i>).
Type A Course	A dual credit course taught at a high school or other District-managed location by one or more District teachers.
Type B Course	A dual credit course taught at a high school or other District-managed location by one or more College faculty members.
Type C Course	A dual credit course that is taught online, taught via distance learning, co-taught by a District teacher and College faculty member, or other hybrid models of other Types.
Type D Course	A dual credit course taught at the College or a College satellite location (other than a District-managed location) by one or more College faculty members.
Type E Course	A dual credit course taught at the College or a College satellite location (other than a District-managed location) by one or more District teachers

B. General Terms

Annual Partnership Review	The College will host annual early college partnership convenings with District designees to review and discuss: • new administrative standards and partnership procedures • aggregated and disaggregated data pertaining to enrollment, completions, and subsequent postsecondary enrollment and performance to the extent feasible; • successes and challenges pertaining to course offerings, admission, and enrollment; • consideration of remediation opportunities for high school students to broaden access; • recommendations from either Party to adjust the cost and fee structure for the upcoming school year to support the sustainability, quality, and expansion of the dual credit partnership; • anticipated expansion of dual credit opportunities for the upcoming academic year; • recommended modifications to standards and procedures to improve dual credit course delivery and partnership processes. At any time, District designees can request meetings with College designees to discuss specific partnership priorities.
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Liaisons; Disputes	Each Party will designate a Liaison. The Parties will use good faith efforts to collaboratively resolve any disputes regarding these standards through their Liaisons. In the event a dispute regarding these administrative standards cannot be timely resolved, either Liaison may refer the dispute to the College's President (or designee) and the District's Superintendent (or designee) for resolution. If the dispute can still not be resolved within thirty (30) days after such a referral, the Parties will notify ISBE and ICCB, and the dispute will be resolved by authorized representatives of ISBE and ICCB. The resolution of the dispute by authorized representatives of ISBE and ICCB will be binding on the Parties.
Term and Termination	These administrative standards will remain in effect unless terminated by the mutual agreement of the Parties. ISBE and ICCB shall be notified of any termination.
Alternate Partnerships	Upon disapproval by the College of a course request, disapproval of an instructor, failure to reach an agreement on approved course procedures, or the College's withdrawal of prior course approval, the District may pursue an alternate partner for that course and will notify the College Liaison of its intent to do so. Thereafter, the College will not object to, or seek to limit, the District's ability to contract with another community college or institution of higher learning (whether in-state or out-of-state) for delivery of those courses.

II. Course Selection and Offerings

A. District Course Offerings

Courses offered through early college partnerships with District schools must bear the College course name and be scheduled as high school junior/senior course options

1. Type A Course

Dual credit courses taught at a high school or other District-managed location by one or more District teachers.

- Subject to the College's approval of the instructor and compliance with the approved course procedures, the College will approve Type A Priority course requests.
- The College may disapprove Non-Priority Type A Course requests if deemed necessary by the College to ensure appropriate levels of oversight and support for priority courses and other aspects of its dual credit partnership with the District.

2. Type B Course

Dual credit courses taught at a high school or other District-managed location by one or more College faculty members.

- Where the use of College faculty members is concerned, the College primarily provides Type C courses to District schools (as defined below).
- The College may disapprove Type B course requests if the College determines, in its sole discretion, that the College is unable to provide a College faculty member.

3. Type C Course

Dual credit courses that are taught online, taught via distance learning, co-taught by a District teacher and College faculty member, or other hybrid models.

- Type C courses are offered according to the College's academic calendar when taught by College faculty.
- Other requirements applicable to the delivery and administration of a Type C course must be determined between the Parties.
- The College may disapprove a Type C course request if the College determines in its sole discretion, that the College is unable to provide a College faculty member.

4. Type D Courses

Dual credit courses taught at the College or a College satellite location (other than a District-managed location) by one or more College faculty members.

- The Parties will mutually specify the Type D courses, if any, that are appropriate course requests.
- Type D courses are subject to cancellation or modification by the College in accordance with generally applicable College policies.

5. Type E Courses

Dual credit courses taught at the College or a College satellite location (other than a District-managed location) by one or more District Instructors.

The requirements applicable to the delivery and administration of a Type E course must be defined between the Parties.

B. Course Selection Process

1. Annual Course Requests

To initiate new or indicate recurring course requests, the District Liaison (or designee) must complete and submit to the College a course request form according to the course selection processes outlined by the College.

2. Action on Course Requests

- The College will proceed to the dual credit course review process for District course requests after the course selection deadline determined by the College.
- The College may disapprove any course requests for reasons noted in the District Course Offerings section above.
 - The basis for the disapproval must be provided on the course request form and returned to the District within fourteen (14) days from the annual course selection deadline, provided the District Liaison (or designee) submits or ensures submission of all required documentation by that deadline.

3. Type A Course Instructor Qualifications Review

- For a new Type A course request, the District Liaison (or designee) will include with the course request form the instructor qualifications review form identifying the proposed instructor and indicating how the instructor meets the DCQA Qualifications Requirements, which are:
 - **For transfer courses (1.1. PCS),** these qualifications include either:

- a minimum of a Master's degree in the discipline taught,
OR
- a Master's degree in any other discipline and a minimum of, but not more than, 18 graduate hours in the discipline taught
- **For career technical education courses (CTE 1.2 PCS),** these qualifications include 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field.
- Instructors not meeting these qualifications may qualify for a dual credit professional development plan per Section 20 of the Dual Credit Quality Act. Qualifying conditions are as follows:
 - Instructor has a master's degree in any discipline and has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach; or
 - Instructor is a fully licensed instructor in career and technical education who is halfway toward meeting the postsecondary institution's requirements for faculty in the discipline to be taught.
 - Instructor agrees to demonstrate his or her progress toward completion to the supervising institution, as outlined in the professional development plan.
- The College Liaison (or designee) will deliver the instructor qualifications documentation submitted by the District Liaison (or designee) to the appropriate College Dean (or designees) for review and provide feedback to the District Liaison (or designee) with preliminary approval or disapproval within fourteen (14) days from the course selection deadline, provided that the District Liaison (or designee) submits or ensures submission of all required instructor qualifications documentation by the deadline.
 - If approved, the College Liaison (or designee) will indicate preliminary approval and identify the College Course Contact on the course request form.
 - If disapproved, the College Liaison (or designee) will identify the basis for disapproval in writing on the instructor qualifications review form and submit the written rationale to the District Liaison (or designee).

- The rationale must specifically indicate the basis for why the proposed Instructor does not meet the DCQA Qualifications Requirements or another legitimate basis for why the College is unable to approve the proposed instructor for the course.
- Thereafter, the District Liaison (or designee) may request an in-person or teleconference meeting to discuss the disapproval among the applicable College designees and the District Superintendent (or designee). The appropriate College designees will participate in such a meeting if requested.
- The District must submit new instructor qualifications review form subject to the review and approval process any time the District proposes a new instructor assignment for an approved course during the course selection process timeline.

C. Approved Course Planning

1. Purpose

The Districts must adhere to the College's partnership procedures to ensure that:

- courses address equivalent content and include the same learning outcomes as those courses taught at the College;
- an adequate onboarding process for new instructors is designed and delivered in advance of the academic year wherein they are scheduled to teach;
- students have adequate time to complete the College's admission process, which includes application and placement testing (if applicable);
- students have adequate time to complete the District's registration process to solidify dual credit course offerings and logistics in advance.

2. Planning Areas

The College provides instructions concerning partnership procedures for Districts that cover the following areas:

- Instructor Onboarding & Professional Development
 - College NOW Orientation (required)
 - Professional Development Opportunities
 - Expectations of District Instructors
 - Recommended Best Practices

- Grading Philosophy & Course Review/Site Visits
- Partner Dual Credit Course Disclosures
 - Expectations of Students
 - Course Grade Level
 - Naming Convention
 - Maximum Capacity
 - Textbooks & Materials
 - Learning Management Systems (LMS)
 - Course Evaluations
- Student Admission Process Timeline
 - College Application Submission
 - Placement Testing Completion
 - Eligible Alternate Test Scores
- Roster Management Instructions
 - Initial Roster Submission
 - Ongoing Roster Maintenance
 - Drops/Withdrawals/Removals
- Student Support Services
- Contingency Plans
 - Transfer Students
 - Instructor Changes
 - Substitute Instructors

Reference: Early College Partnership Procedures

D. Course Review and Site Visits

1. Purpose; Process

In accordance with the Illinois Dual Credit Quality Act and in alignment with the Higher Learning Commission (HLC) and National Alliance for Concurrent Enrollment Partnerships (NACEP) accreditation standards, all dual credit courses offered in District high schools are subject to review by the community college:

Dual Credit Quality Act 110 ILCS 27/16

Course content, course delivery, and course rigor shall be evaluated by the community college chief academic officer or his or her designee, in consultation with the school district's superintendent or his or her designee. The evaluation shall be conducted in a manner that is consistent with the community college district's review and evaluation policy and procedures for on-campus adjunct faculty, including visits to

the secondary class. This evaluation shall be limited to the course and the ability of the instructor to deliver quality, rigorous college credit coursework. This evaluation shall not impact the instructor's performance evaluation under Article 24A of the School Code. This evaluation shall be completed within the same school year that the course is taught.

Higher Learning Commission Guidelines for Dual Credit

The institution, specifically its academic departments and disciplinary faculty, exercises proper monitoring and oversight of its dual credit activity to ensure that dual credit courses or programs meet higher education standards.

NACEP Accreditation Standard C3

Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

The College's appropriate academic designee will observe and review the delivery of each Type A Course in a manner that is consistent with the College's review and evaluation policy and procedures for on-campus adjunct faculty and any related agreements set forth in the partnership procedures.

- The College will schedule and coordinate all aspects of the observation and review with the Instructor in a collaborative manner.
- This evaluation shall not impact the Instructor's performance evaluation under Article 24A of the School Code.
- The evaluation may impact the Instructor's approved status and future eligibility as an adjunct faculty member for that Course in accordance with the College's evaluation policies and procedures.

2. Sharing

No later than thirty (30) days after the observation and review, the College will share the results with the District Liaison and be available to discuss the results with the District Liaison, the High School Department Chair, and the Instructor.

III. Fees and Invoicing

A. Cost Structure

1. Type A Courses

- The College does not currently charge students tuition or fees for Type A courses.
- The District or students are responsible for the cost of all required textbooks or materials.

2. Type B Courses

- The use of College faculty members is subject to a cost of instruction fee of \$1,500 per credit hour for dual credit courses taught at District-managed locations.
- The District or students are responsible for the cost of all required textbooks or materials.

3. Type C Courses

- The College currently charges a cost of instruction fee of \$1,500 per credit hour for dual credit courses taught online by College faculty members through established dual credit partnerships.
- The District is responsible for payment to the College upon receipt of an invoice from the College for requested and approved dual credit courses.
- The College charges students its current tuition rates and associated course fees for courses taught online by College faculty members outside of established dual credit partnerships.
- The District or students are responsible for the cost of all required textbooks or materials.

4. Type D Courses

- The College currently charges students its current tuition rates and associated course fees for courses taught at the College by College faculty members.
- The District or students are responsible for the cost of all required textbooks or materials.

5. Type E Courses

- The District is responsible for the costs of delivery of Type E courses.

- The District or students are responsible for the cost of all required textbooks or materials.

B. Supplemental Fees

If the District is not able to provide or pay for the facilities, equipment, materials, or supports such as academic advising necessary to offer a Course (“Supplemental Requirements”) and the College is willing to address the Supplemental Requirements on behalf of the District to offer the course at a high school, the District and College must agree to a supplemental fee to cover the Supplemental Requirements.

C. Invoicing/Payment Processes

1. District Payment

For Courses where the District is making payment to the College for fees and, if applicable, textbooks and materials, the College will invoice the District annually. The District will pay the invoice in accordance with standard District payment processes.

2. Student Payments

For courses where students are responsible for making payments to the College for tuition and associated course fees, students should follow the instructions provided through their student account to make payments by semester due dates to remain enrolled in tuition-bearing dual credit courses.

IV. Student-Related Policies and Procedures

A. Prospective Student Selections

The ***District Liaison (or designees)*** will ensure that all students enrolling in a dual credit course for the opportunity to earn college credit:

- are in good academic standing at the high school level;
- complete the admission process within the window of opportunity and meet eligibility requirements;
- are advised regarding course options appropriate to their educational objectives;
- have demonstrated the maturity level to conduct themselves in a manner consistent with college-level expectations;
- are advised that these courses contain college-level materials, coursework, and subject matter.

B. Student Admission and Enrollment

- The ***District Liaison (or designees)*** will work directly with students regarding the completion of admission and registration processes
- The ***College Liaison (or designees)*** will provide District Liaison (or designees) with adequate information about the College's admission processes according to the information outlined in the partnership procedures.
- The ***District (or designees)*** may identify students to enroll in dual credit courses who do not meet the College's prerequisites. In these instances, Districts (or designees) must:
 - identify high school credit only students on dual credit rosters submitted to the College, and
 - inform those students that they will not be awarded college credit even upon successful completion of dual credit courses wherein they are indicated as enrolled for high school credit only.

C. Awarding College Credit and Transcripts

According to dual credit rosters submitted by the District:

- The College will award college credit for each successful completion of a dual credit course by students who met the College's prerequisites for courses.
- The College will subsequently record final student grades on official College transcripts, which are available to students for purchase through the process outlined by the Registrar's office.

D. Important Early College Disclosures

The College will provide students and the District with information regarding:

- the rights, responsibilities, and expectations of enrolled College students;
- student conduct policies such as academic integrity, consequences of plagiarism, and academic dishonesty;
- applicable student support services, including student access and accommodations and other targeted supports identified by College or District designees;
- postsecondary education advising concerning the degree and certificate programs offered through the College; and
- general articulation of dual credit courses into postsecondary education degree completion plans.

E. Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, also known as FERPA, protects the privacy of students' education records, and applies to all schools receiving funds under the U.S. Department of Education.

To administer and assess the impact of partnership standards, the Parties will exchange student information, grades, and other appropriate data as permitted by FERPA and other applicable laws.

- If a student is enrolled concurrently in the District and the College, the Parties may disclose the student's education records in accordance with FERPA and will mutually share data on the performance of students on a meaningful and timely basis.
- Each Party designates the other Party as its agent with a legitimate educational interest in students' educational records for purposes of FERPA.
- The Parties will institute policies and procedures designed to ensure that its employees and agents comply with FERPA and other applicable laws governing the privacy and protection of student education records and will protect student education records against accidental or deliberate re-disclosure to unauthorized persons.
- If a student is attending college — at any age — FERPA rights to the college records transfer to the student. If a minor student is "dually" enrolled, the parents have the right to access any records the college sends to the high school.

F. Student Access and Accommodation Services (SAAS)

Students enrolled in dual credit courses taught at the high school, career center, or other District-managed locations shall have access to the supplementary aids and accommodations included in their individualized education program (IEP) under Article 14 of the School Code or Section 504 plan under the federal Rehabilitation Act of 1973, in accordance with established practices at the high school for providing these services. Concerns related to students' appropriate access to their accommodations within dual credit courses should be addressed through the high school IEP or Section 504 process.

Students who enroll in dual credit courses taught by a college faculty member, either on campus or online, shall complete Heartland's Request for Accommodations through [Student Access and Accommodations Services](#). Through SAAS, students are eligible to receive reasonable college level accommodations, which could differ from the supplementary aids and accommodation in their IEP or 544 plan. The high school district and Heartland

will work together to provide seamless communication about the student's progress in dual credit courses.

To better collaborate to serve College NOW students with IEP/504 plans, please let us know who the appropriate contact person is at your high school or career center by emailing EarlyCollege@heartland.edu.

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