



HEARTLAND
COMMUNITY COLLEGE

2009-2010

Heartland Community College Dual Credit Program Handbook



Heartland Community College was founded in 1990 and began offering classes in fall of 1991. From Pontiac to Lincoln, Illinois, HCC serves a geographic corridor that includes parts of De Witt, Ford, Livingston, Logan, McLean and Tazewell counties. This area, known as District 540, includes a population of more than 190,000 residents.

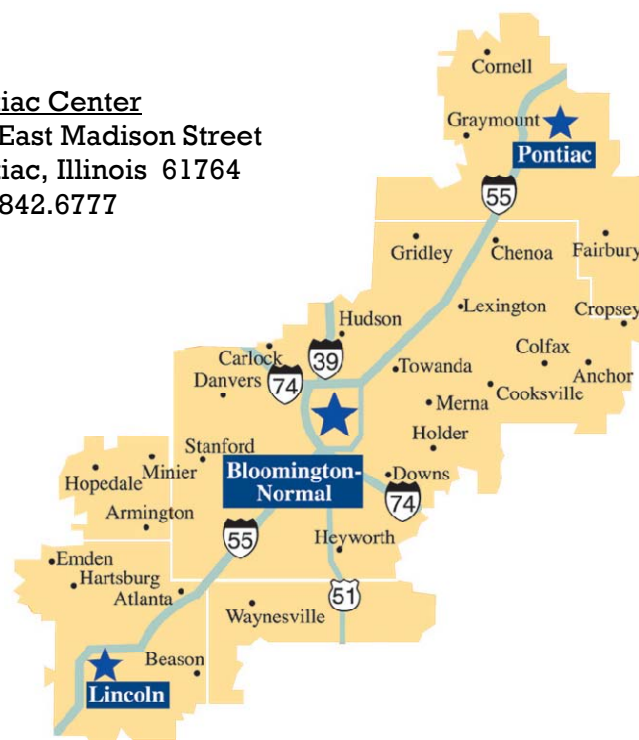
Heartland is proud to offer high quality instruction by dedicated and knowledgeable instructors. HCC facilities provide an innovative and technologically progressive learning environment. In 2000, the permanent campus was opened in Normal, Illinois. In 2007, the Workforce Development Center was completed. During 2008-2010, construction of six additional buildings will add significantly to the main campus.

Heartland Community College responds to the lifelong learning needs of diverse students and is a vital, progressive community resource. The College is committed to student success as its fundamental measure of institutional success and believes that students who benefit from public education also accept a responsibility to society.

Pontiac Center
211 East Madison Street
Pontiac, Illinois 61764
815.842.6777

Main Campus
1500 West Raab Road
Normal, Illinois 61761
309.268.8000

Lincoln Center
620 Broadway Street
Lincoln, Illinois 62656
217.735.1731



Welcome to **Heartland Community College**! Whether a student, parent, or secondary school administrator or staff, we are delighted that you are considering our Dual Credit Program. Participation in the Heartland Community College Dual Credit Program is a great way for students to be challenged in their learning and get a head start on their college education. Dual credit is a relatively new program so let's start with the definition.

According to the Illinois Community College Board, "dual credit is 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."

The term "dual enrollment" is often used interchangeably with "dual credit." They are not the same! Dual enrollment is enrollment of an academically qualified student who is still in high school and enrolls in a college level course. The difference between dual credit and dual enrollment is a simple one. Upon successful completion of the course the dual enrollment student exclusively earns college credit. No high school credits are earned. Another difference is that dual enrollment is often student initiated, not administratively facilitated as is the case with dual credit. Students interested in dual enrollment should contact the Dual Credit/Enrollment Coordinator listed below for more information.

As with any new program, there are bound to be many questions. This Dual Credit Program Handbook is a great resource for our program's policies and procedures. The dedicated staff listed below is also available to assist you with any questions or needs.

Heartland Community College

Dual Credit Program

For information and support, please contact:

Amita Chakravarty
Career & Technical Education
Dual Credit Program Coordinator
309.268.8018

Gayle Johnson
General Education/Transfer
Dual Credit/Enrollment Program Coordinator
309.268.8023

Pamela Westerdahl
Director of Workforce Services
309.268.8047

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Introduction

Participating Schools

Bloomington Area
Career Center

Bloomington High
School

Central Catholic High
School

El Paso-Gridley High
School

Flanagan High School

Heyworth High School

Lexington High School

Lincoln Community
High School

Lincolnland Technical
Education Center

Livingston Area
Career Center

Normal Community
High School

Normal Community
West High School

Olympia High School

Pontiac Township
High School

Ridgeview High
School

Tri-Valley High School

University High
School

Home School Students

Purpose

Heartland Community College (HCC) offers general education and career & technical education, college-level courses to qualified high school students in order 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.

Program Description

Dual Credit Courses

There are two categories of dual credit courses:

1. General Education/Transfer Dual Credit – Classes are selected from general education core curriculum as identified in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of credit between participating institutions of higher learning. These courses are taught by HCC faculty and may be located at either the college or secondary school. All applicable HCC tuition and fees are charged to the student.

2. Career & Technical Education (CTE) Dual Credit – Classes are selected from Illinois Community College Board (ICCB) approved associate in applied science degree programs. These courses may be taught by either HCC faculty or qualified secondary school instructors. They may also be located on the college or secondary school campus. Since graduation requirements vary, it is the student's responsibility to follow the recommendation of the institution to which he/she intends to transfer upon completion of study at HCC. Students preparing to transfer are advised to refer directly to the official catalog of the college or university they plan to attend and meet that institution's requirements and recommendations for a selected area of concentration. Other transfer resources may be found at www.iTransfer.org. Students are not responsible for the payment of tuition or fees.

Credibility

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, included as Appendix A. (ICCB Rule Section 1501.507). HCC endorses these rules and adheres to their intent.

State Laws and Regulations and Accreditation Standards

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 the college 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.

Student Information

Student Eligibility and Enrollment

Qualifications

Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college-level course. The students' course selections are made in consultation with high school counselors and/or principals and ordinarily are restricted to students in the junior and senior years of high school. The students must meet all college criteria and follow all college procedures for enrolling in courses.

Registration

Qualified high school students should contact the dual credit coordinator or guidance counselor at their high schools for more information about course offerings. Registration in dual credit courses must be made in consultation with the high school dual credit coordinator, guidance counselor and/or principal. Students are encouraged to take only the courses that will meet long-term educational or career goals.

Enrollment

High School students seeking HCC credit will enroll as Heartland Community College students. Completed coursework will become part of each student's permanent academic transcript.

Students enrolling in a dual credit course will complete the following steps in the enrollment process:

1. Submit a completed application for admission to HCC.
2. Submit a completed application for enrollment in dual credit course(s).

3. Complete a basic skills assessment. Students missing a scheduled high school assessment date must make arrangements to assess at a HCC campus site during scheduled “walk in” times. These times are available on the HCC web site or through the HCC dual credit coordinator. The student will be responsible for his/her own transportation to/from the HCC campus assessment site.
4. If applicable, pay tuition and fees by the deadline. Payment information will be provided by the HCC dual credit coordinator.

Basic Skills Assessment

To increase the likelihood of student success, HCC requires that all new prospective dual credit students undergo a basic skills assessment prior to enrollment. Assessment scores will be used to determine placement into HCC courses. There are no fees for the assessment of basic skills.

Assessment dates are often pre-arranged with the high school, subject to availability of the Student Services Assessment Center. Guidelines and sample questions are available at <http://www.heartland.edu/assessment/>. Students must assess in English, math and reading, however ACT sub scores in English and reading may be used for placement if the ACT was taken within the last two years.

An ACT English sub score of 21-36 exempts students from the English placement test.

An ACT reading sub score of 21-36 exempts students from the reading placement test.

All students must assess in math.

ACT scores may be submitted to the college in one of the following three ways:

1. Provide the HCC dual credit coordinator 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 the high school dual credit coordinator prior to taking the assessment. The high school dual credit coordinator will work through the HCC dual credit coordinator to make appropriate arrangements.

Course Placement

Students must meet the criteria for course enrollment as determined by appropriate basic skills assessment or ACT scores and completion of course prerequisites, if any. If assessment results indicate that the student is not academically prepared for the dual credit/enrollment course, the student is encouraged to work with the high school guidance counselor and/or the HCC dual credit/enrollment coordinator.

The type and amount of credit given by the high school toward high school graduation is solely at the discretion of the high school.

Prerequisites

Dual credit students must meet all course prerequisites before enrolling. For more information, students should meet with their high school counselor. Prerequisites are also discussed in the HCC Catalog & Student Handbook which is available online at www.heartland.edu or by request to the HCC dual credit coordinator.

Semester Hour Limitations

Students may enroll in a maximum of nine college-level dual credit hours each semester with the approval of the secondary school administrator or designee. Requests for enrollment in 10 or more credit hours in one semester will require the written approval of both the secondary school administrator and the Vice President of Instruction for HCC.

Class Attendance Policy

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.

Withdrawing from Courses

Student Initiated

It is the student's responsibility to officially withdraw in writing from a course or from the College. A high school dual credit student wishing to withdraw should immediately contact his/her high school dual credit coordinator for guidance and assistance in completing the requirements for withdrawal from HCC.

Students are responsible for understanding that withdrawal may result in future loss of financial aid and that failing to properly withdraw from a class may result in receiving a failing grade of F for that class.

Instructor/Administrative Initiated

At midterm, the instructor is required to certify students' attendance according to the requirements of the Illinois Community College Board. At midterm, or at any other time during the semester until the close of business on the last day to withdraw, an instructor may administratively withdraw a student whose pattern of absence causes the instructor to seriously question the intent of the student to further pursue the course or to complete the course with a passing grade.

Withdrawal results in a recorded "W" grade on the student transcript.

Students may withdraw (or be withdrawn as noted above) at any time until the published withdrawal deadline. Deadlines vary based on the start and end date of each class and are published on the HCC website, www.heartland.edu. To avoid a permanent "W" grade on their college transcript, however, students must be withdrawn within the first two weeks of the semester.

Student Grades

Students may check midterm and final grades through their online Internet Registration, Information & Services (IRIS) account. Access will require the use of the student's username and password which will be provided by the course instructor.

The IRIS account may be accessed at <https://my.heartland.edu>. Once in IRIS, the following order of links should be clicked:

Self Service>Student Center>Enroll>Term Information>View My Grades

If a student does not have Internet access, a copy of the grade report may be obtained in person by visiting the Student Services Center in the Community Commons Building of the HCC main campus. Grade reports requested via the telephone may only be sent to the student's address on record.

Financial Aid & Academic Progress

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.

Student 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.

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 by the College.

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 Suborning 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 web site or the Catalog & Student Handbook.

Privacy of Student Educational Records

Student records are maintained in a manner that protects the privacy of students and provides eligible students access to the information recorded. The Family Educational Rights and Privacy Act (PL 93-380) provides that educational institutions allow students to suppress certain information regarded as public directory information. Heartland defines public directory information as:

1. Names, addresses & telephone numbers
2. Major field of study
3. Dates of attendance
4. Enrollment status (part-time or full-time)
5. Degrees, honors and certificates received or anticipated
6. Participation in activities
7. Institutions previously attended
8. Student login name

To suppress the above public information, a student must submit a letter to the Dean of Student Affairs and Enrollment Services prior to the end of the second week of class.

Repeating a Course

A student may repeat any course one time, if the original grade received was below C. When a course is repeated, credit will be granted only once and only the higher grade received will be calculated in the grade point average on the official transcript. The lower grade will be recorded as an "R" on the official transcript.

Transcripts

Official transcripts must be requested in writing. To obtain the proper form, students may stop by the student records desk at any of the HCC campus locations. The form may also be obtained online at <http://www.heartland.edu/transcripts/>. Once completed, the form may be mailed or faxed to the records office. Be sure to include the complete mailing address of the recipient(s). An unofficial transcript may be obtained at the records office during regular business hours.

Secondary School Information

Course Offerings

Courses shall be selected from transfer courses that have been articulated with senior institutions in Illinois or from the first-year courses in ICCB approved associate in applied science degree programs.

Any course taught for college credit at Heartland Community College is approved by the Illinois Community College Board. In the case of transfer courses, HCC is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Illinois general education core curriculum between participating institutions.

Students are advised to meet with their high school guidance counselor or the HCC dual credit coordinator for the most up-to-date list of Heartland courses approved to meet IAI requirements.

Course Requirements

Course prerequisites, descriptions, outlines, and requirements shall be the same as for on-campus offerings. Learning outcomes must also be the same and be appropriately measured as agreed upon by HCC and secondary school administrators or designees.

Dual credit instructors are responsible for the preparation of a course syllabus as outlined by Heartland Community College. Every college-level course has a master syllabus which has been approved by the college and state and contains information which cannot be altered. Supporting documents and all necessary information for the instructor's development of a student syllabus will be provided according to the time line outlined in Appendix G. Every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with on campus courses.

Every instructor is encouraged to distribute and review his/her syllabus with the students on the first day of class.

Philosophy of Grades

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.

Concurrent (Dual) Credit

The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to each school district's policies and practices.

Instructors

Instructors teaching college-level courses for dual credit must meet the same academic credential requirements as faculty teaching on campus and must be selected and appointed as an adjunct instructor by the College according to the same criteria set for HCC instructors.

At HCC, faculty who teach pre-baccalaureate (transfer) courses are required to possess a minimum of a master's degree in the discipline in which they teach or in an appropriate discipline as determined by the appropriate divisional administrator.

Instructors in career and technical education courses must possess the credentials and demonstrated teaching competencies appropriate to the field of instruction.

Instructor's college transcripts and evidence of professional experience must be submitted to the HCC dual credit coordinator. 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, provided that such opportunities do not interfere with an instructor's regular teaching duties. The HCC dual credit program coordinators will host a dual credit faculty and coordinator orientation prior to each semester of enrollment, covering topics such as course curriculum, assessment methods, and administrative requirements.

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. The IDC is structured around providing assistance with "The five S's": having an understanding of both **S**elf and **S**tudents, development of a **S**yllabus and the overall course, finding **S**ources connected to the teaching and learning process, and conducting **a**ssessments at the student, faculty, course, program, division and college levels.

Textbook and Technology/Software

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 HCC dual credit coordinator.

Basic Skills Assessment/Placement Testing

All students requesting enrollment in a dual credit course are required to complete the HCC basis skills assessment. To schedule a group basic skills assessment, the high school

counselor should contact the HCC dual credit coordinator. Requests should be made at least two weeks prior to the requested date. Every effort will be made to accommodate your request but all requests are subject to availability of the Student Services Assessment Center and staff.

Prior to testing, all students must submit a completed HCC application to the HCC dual credit coordinator. On the day of testing, students will need their social security numbers to log onto the testing system in the Student Services Assessment Center. For students taking a paper assessment test at another location, proper identification will be required prior to the distribution of the test.

A brief orientation is provided to the students prior to the assessment. The orientation and assessment completion will take approximately 2 hours.

Students missing a scheduled high school assessment date or needing to repeat an assessment must make arrangements to assess at a HCC campus site during scheduled “walk in” times. These times are available on the HCC web site or through the HCC dual credit coordinator. The student will be responsible for his/her own transportation to/from the HCC campus assessment site.

Special arrangements to meet the needs of students with special testing requirements or other considerations regarding the basic skills assessment process may be made through the HCC dual credit coordinator.

Waiver Policy

HCC recognizes that occasionally a student may not assess well but still possess the skills necessary for success in a particular course. In these unique circumstances, a secondary school administrator or designee may request a waiver. The Request for Waiver form is included as Appendix E. The completed form must include evidence of appropriate measures using differentiated assessment instruments for granting eligibility for the dual credit course. The measures developed shall ensure that a student is prepared for any coursework in which the student enrolls. The completed form shall be submitted to the HCC dual credit coordinator for consideration by the appropriate divisional administrator.

Dual Credit Timeline

The timeline in Appendix C provides general information about dual credit programming throughout the year. A listing of specific dates will be provided through the HCC dual credit coordinator’s office.

IRIS and Rosters

The Internet Registration and Information System (IRIS) is used by all HCC faculty and staff for a variety of reasons. For faculty, it is used to check enrollment in their courses, verify midterm rosters, and submit midterm and final grades. IRIS can be accessed through the

HCC web site at <http://www.heartland.edu/employees.jsp>. Click on “Faculty Online Grade Entry.”

A step-by-step tutorial on the use of IRIS to enter grades may be found at <http://www.heartland.edu/employeeGradeEntry.jsp>. Questions may also be directed to the HCC dual credit coordinator.

Username and Passwords: The HCC dual credit coordinator will provide each dual credit instructor with a username and password. To maintain security, the password should be changed immediately and remain the confidential property of the instructor. The username and password are extremely important as both are required to access IRIS, monitor class rosters, enter grades, and check e-mail accounts.

If the password is forgotten, the instructor must contact the HCC dual credit coordinator for assistance in resetting the password.

Class Rosters: Class rosters are available on the first day of the semester of enrollment. It is important to check these rosters often, particularly during the first two weeks of classes and at midterm. Only students receiving dual credit for each section will be registered in the classes. Class rosters are accessed by clicking “Faculty” on the IRIS homepage after you have logged into the system.

Dual credit faculty should send an electronic message to the HCC dual credit coordinator to report the following:

- Any student who is attending class but is not listed on the roster; or
- Any student listed on the class roster who is not attending the class

Midterm Roster Verification: At midterm each semester (mid-October for fall semester; mid-March for spring semester), dual credit faculty will verify HCC rosters using the IRIS system. The HCC dual credit coordinator will contact the dual credit faculty and/or the dual credit coordinator at each participating secondary school when that time approaches. The Illinois Community College Board requires midterm verification for funding.

In completing midterm rosters, instructors verify that the students registered for their course sections have been attending classes and are passing the class with a grade of “C” or better.

If any student is not passing the class with a “C” or better, it is recommended that the student be withdrawn from the course section. Students may be withdrawn during the midterm roster verification period using the IRIS system. A “W” should be placed in the column for each student being withdrawn. Once you have entered a “W” for a student, they will be removed from your roster. The column should be left blank for those students who will continue enrollment in the course.

Heartland Community College
Dual Credit/Enrollment Program Handbook
Appendices

List of Appendices

- A. ICCB Administrative Rules
- B. HCC Vision & Mission
- C. Annual Program Timeline
- D. Dual Credit/Enrollment Agreement
- E. Student Enrollment Form
- F. Waiver Form

Appendix A

ADMINISTRATIVE RULES OF THE ILLINOIS COMMUNITY COLLEGE BOARD

Pertaining to Dual Credit

Section 1501.402 Admission of Students

- b) Students Currently Enrolled in a Secondary School Program. Students currently enrolled in a secondary school program may be accepted into a college course(s). If such courses are offered during the regular school day established by the secondary school or are offered for secondary school credit, prior approval of the chief executive officer of the secondary school must be received.

Section 1501.505-a.1

Each community college district will establish its own student tuition rates for in-district residents, in-state out-of-district residents, out-of-state residents, and out-of-country residents in accordance with the state policies prescribed in the Illinois Community College Act (110 ILCS 805/6-4) and in this Section.

- a) In-District Tuition. The local community college board of trustees may set the tuition rates for in-district residents within the following policies:
 - 1. The local community college board of trustees may set tuition rates for its in-district residents including variable rates for each of its programs, terms, time of enrollment, courses, delivery method, or other identifiable grouping of courses as long as the weighted average of the tuition for all credit courses including adult education is no more than 1/3 the college district's per capita cost. The method of calculating the per capita cost will be as prescribed in Section 6-2 of the Illinois Community College Act.

Section 1501.507 Credit Hour Claims

- 11) Courses offered by the college for high school students during the regular school day at the secondary school shall be college-level and shall meet the following requirements:
 - A) State Laws and Regulations and Accreditation Standards. 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 the college 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.
 - B) Instructors. The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from full-time faculty and/or from adjunct faculty with appropriate credentials and demonstrated teaching competencies at the college level.

- C) **Qualification of Students.** Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and ordinarily are restricted to students in the junior and senior years of high school. The students shall meet all college criteria and follow all college procedures for enrolling in courses.
- D) **Placement Testing and Prerequisites.** Students enrolling in college-level courses must satisfy course placement tests or course prerequisites when applicable to assure that they have the same qualifications and preparation as other college students.
- E) **Course Offerings.** Courses shall be selected from transfer courses that have been articulated with senior institutions in Illinois or from the first year courses in ICCB approved associate in applied science degree programs.
- F) **Course Requirements.** The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.
- G) **Concurrent Credit.** The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and practices of the district.

Appendix B

Heartland Community College

Mission: *Heartland Community College provides access to higher education and excellence in teaching and learning.*

Heartland Community College is committed to student success. The College represents a vital and progressive community resource by fulfilling its mission through the following institutional purposes and goals.

Access to Higher Education

We admit any student who can benefit from our programs and services and provide academic, financial and other support services designed to maximize their potential for success.

We offer instruction and services in convenient locations, times and formats and maintain a moderate tuition.

Excellence in Teaching and Learning

We respond to the lifelong learning needs of a diverse student body.

We prepare students for success in life by providing career and technical education, developmental education and the first two years of a bachelor's degree.

We provide community education programs, public service opportunities and training for district employers and their employees.

We cultivate community success through programs that reflect and anticipate academic and economic needs.

We teach students to think critically, to solve problems, to communicate effectively in both speaking and writing, and to analyze issues from multiple perspectives.

We prepare students for effective citizenship within a global context by promoting an appreciation of human diversity and commonality.

We hold students to high expectations for learning and growth through continual assessment and improvement of our academic programs.

We prepare students for life beyond the classroom through a variety of activities related to student interests.

We recognize outstanding teaching and encourage the use of emerging technology and innovative methods.

We support professional development for all employees as we strive for continuous improvement.

Appendix C

2009-2010	DUAL CREDIT TIMELINE
OCTOBER	Spring Enrollment Procedures: <ul style="list-style-type: none">◆ Completion of HCC Application and Dual Credit/Enrollment Form◆ Submission of high school transcripts and ACT Scores, if available◆ Schedule assessment with HCC Student Services Assessment and Testing Center at 268-8058 or 268-8057
NOVEMBER	<ul style="list-style-type: none">◆ Students who were unable to assess must contact the HCC Assessment and Testing Center at 268-8058 or 268-8057 to schedule individual testing
DECEMBER	<ul style="list-style-type: none">◆ High schools with different session calendars receive deadlines for midterm and final grade submissions for Spring
JANUARY	<ul style="list-style-type: none">◆ High schools verify HCC course rosters◆ Deadline for roster changes must be sent to HCC Dual Credit Coordinators by 10th day of enrollment
FEBRUARY	Fall Enrollment Procedures: <ul style="list-style-type: none">◆ Completion of HCC Application and Dual Credit/Enrollment Form◆ Submission of high school transcripts and ACT Scores, if available◆ Schedule assessment with HCC Student Services Assessment and Testing Center at 268-8058 or 268-8057
APRIL	<ul style="list-style-type: none">◆ Students who were unable to assess must contact the HCC Assessment and Testing Center at 268-8058 or 268-8057 to schedule individual testing◆ Dual credit courses offered for 2010-2011 academic year will be published

Appendix D



DUAL CREDIT PROGRAM AGREEMENT

between

HEARTLAND COMMUNITY COLLEGE

&

_____ HIGH SCHOOL

The purpose of the dual credit 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 dual credit courses for high school students interested in pursuing classes for both college and high school credit. Pursuant to this signed agreement, both parties agree to participate according to the policies and procedures set forth in the Heartland Community College Dual Credit Handbook and according to the district policies and practices of _____ High School.

The following Heartland Community College courses will be offered at _____
_____ *HIGH SCHOOL* for dual credit/enrollment in the 2009-2010 academic year:

SEMESTER & YEAR	HEARTLAND COMMUNITY COLLEGE COURSE & SECTION	CREDIT HOURS

Authorized Heartland Community College Administrator

Date

Authorized High School Administrator

Date

Appendix E



HEARTLAND COMMUNITY COLLEGE Dual Credit/Enrollment Form

The Dual Credit/Enrollment program allows eligible high school students to earn college credit toward a degree while still in high school.

Procedures/Requirements:

1. Student must be at least 16 years of age.
2. Student must complete a Heartland Community College Application **and** a Dual Credit/Enrollment Application.
3. Student must meet the criteria for course enrollment through:
 - Basic Skills Assessment (Placement Test) **OR** ACT score
 - Course prerequisites
4. Student must receive approval from a high school official (principal or guidance counselor) **and** obtain his/her signature on the dual credit/enrollment application.
5. Student enrollment cannot exceed 9 credit hours per semester unless prior written approval is received from the high school administrator **AND** the Vice President of Instruction for Heartland Community College.
6. Student must pay applicable tuition and fees
7. Student will be held to all requirements, policies and procedures of other Heartland students, including grading standards and student codes of conduct.

TO BE COMPLETED BY HIGH SCHOOL COUNSELOR/PRINCIPAL

Will the student be receiving high school credit for course(s)?
(As determined by high school administration)

☐ YES ☐ NO

I believe this student has the ability to benefit from college instruction and has chosen to enroll in a course appropriate to his/her educational objectives, and has the ability to conduct himself/herself in a manner consistent with college-level expectations. I signify that this high school student is in good standing.

Signature_____ Title_____

Printed Name_____ Phone_____

Date_____ E-mail_____

TO BE COMPLETED BY STUDENT

Name_____ HCC ID# _____

SS#_____ Date of Birth _____ Age_____

Address_____

City_____ Zip code_____ Phone_____

Email Address_____

High School_____ Grade level_____ Expected Graduation Date_____

I have received a copy of the Heartland Community College Dual Credit Handbook. I am aware that it contains the policies and procedures regarding dual credit and/or dual enrollment that are relevant to me, including how this college credit may affect me in the future.

Student Signature_____ Date_____

Student Release of Information

Heartland Community College has my permission to share information regarding my performance with my parents/guardians and/or high school.

Student Signature_____ Date_____

Email Address_____

Parent/Guardian's Name_____

Parent/Guardian's Address_____

Student Course Enrollment

Fall/Sprg/Summer 20_____	Fall/Sprg/Summer 20_____	Fall/Sprg/Summer 20_____
Course Prefix and #: _____	Course Prefix and #: _____	Course Prefix and #: _____
Section #: _____	Section #: _____	Section #: _____
Course Code: _____	Course Code: _____	Course Code: _____

For HCC Use Only

Authorizing Signature:_____ Date:_____

Please Date and Initial for Validation:

1. ☐ Dual Credit ☐ Dual Enrollment
2. ☐ Application Date_____ ☐ Transcript Received_____
3. ☐ Assessment:

ACT Sub scores: *English*_____ *Reading*_____

OR

Compass Placement: *English*_____ *Reading*_____
4. ☐ Enrollment Completed & Validated_____ ☐ PeopleSoft Group_____

Appendix F



Heartland Community College

Request for Waiver

It is recognized that at times a student may not assess well but still possess the skills necessary for success in a particular course. In these unique circumstances, a secondary school administrator or designee may request a waiver allowing enrollment. The waiving of a prerequisite is not done lightly nor does it imply the student is released from meeting all course prerequisites or developmental coursework prescribed by standardized assessment in the future.

Student's Full Name _____

Social Security Number _____ (for office use only) HCC ID _____

Address _____

Date of Birth _____ Telephone _____ Email _____

Current High School GPA _____ Term or school year requested _____

Dual Credit Course Requested _____

Prerequisite Not Being Met _____

I am requesting permission to enroll in a dual credit course for which I have not met the required prerequisites. I understand that my participation in this course does not release me from future requirement to meet all prerequisites or prescribed coursework.

Student's Signature _____ Date _____

High School Counselor/Advisor Signature _____

**This form is for Heartland Community College use only
and will become part of the student's permanent record.**

**Heartland Community College
Request for Waiver**

Student's Full Name _____

All fields must be completed for consideration.

Administrator's rationale for the waiving of prerequisites for this student:

List all assessment instruments and scores used to determine the student's ability to successfully complete the college-level coursework.

1. _____ Score _____
2. _____ Score _____
3. _____ Score _____

Interpretation of tests: _____

HCC USE ONLY

☐ Approved ☐ Denied ☐ Other recommendations: _____

Signatures:

Associate Dean _____

Dual Credit Coordinator _____

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 dual credit program a premier program with great benefits for all involved. Should you have questions or ideas to share, please do not hesitate to contact us.

Heartland Community College

Dual Credit Program

Amita Chakravarty
Career & Technical Education
Dual Credit Program Coordinator
amita.chakravarty@heartland.edu
309.268.8018

Gayle Johnson
General Education/Transfer
Dual Credit Program Coordinator
gayle.johnson@heartland.edu
309.268.8023

Pamela Westerdahl
Director of Workforce Services
pam.westerdahl@heartland.edu
309.268.8047

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.

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