

# DUAL CREDIT FACULTY HANDBOOK

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JOHN A. LOGAN COLLEGE  
700 LOGAN COLLEGE ROAD  
CARTERVILLE, IL 62918



2016 – 2017

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MISSION STATEMENT:

We are a diverse learning and teaching community committed to improving individual life and society through high-quality, accessible educational programs and engaged learning opportunities.

## SIGN-OFF SHEET

I agree to read, review and follow the contents of the current (2016-2017) Dual Credit Faculty Handbook.

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*(Print Name)*

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*(Signature)*

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*(Date)*

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Please sign the above and return it to the Team Leader at your high school.

# ***John A. Logan College***

## ***Dual Credit Faculty Handbook 2016 - 2017***



*This is not a contract--items may be changed to comply with  
Board policy, administrative procedures, and/or a negotiated contract.*

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## ***WELCOME!!***

Welcome to the term faculty of John A Logan College and specifically to the Dual Credit Program. We appreciate your dedication to your students and your commitment to the standards of college level courses. We hope this handbook will be helpful in addressing any questions you might have during the term of your college class. Should any policies change during the academic year, you will be notified in writing. A directory of JALC personnel including your liaison is provided in appendix A as is the academic calendar for FY 17. We are here to support you and your students. Please call your liaison or the Director of Dual Credit at 618-985-2828 X 8403 if you have questions or concerns.



## ***JOHN A. LOGAN COLLEGE***

### ***FUNDAMENTAL CORE VALUES***

#### ***Mission Statement***

We are a diverse learning and teaching community committed to improving individual life and society through high-quality, accessible educational programs and engaged learning opportunities.

#### ***Goals***

- To foster an environment where diverse individuals, groups, and views are valued.
- To provide programs and services for lifelong learning that creates and enhances opportunities for achieving career and personal goals in a changing society.
- To serve with integrity and accountability as a model of institutional excellence.
- To offer affordable programs and services enhanced by technology in an accessible and safe learning and working environment.
- To be a center of intellectual, economic, cultural, and recreational resources for individuals and communities.

#### ***Dual Credit***

#### ***Mission statement***

The mission of the dual credit and dual enrollment program is to give high school students who attend a John A Logan district high school, private high school or a home school student who resides in the John A. Logan College district the opportunity to earn college credit while still in high school.

#### ***Illinois Dual Credit Quality Act Benefits to Students***

- reduce college costs
- speed time to degree completion
- Improve/align HS curriculum with college and workplace expectations
- facilitate transition between HS and college
- enhance communication between HS and colleges
- offer opportunities for improving degree attainment for underserved student populations

### ***New Instructors***

1. Minimum Education Requirements.  
**Baccalaureate Transfer Dual Credit instructor positions require a minimum of a master's degree (any educational discipline or field) plus eighteen hours of graduate work in the discipline being taught or a related field. Preference and priority for selecting Dual Credit instructors in the Baccalaureate Transfer area will be given to those candidates with a master's in the teaching discipline or related area. Faculty assigned to a career field must meet existing state vocational education requirements, certification, and other qualifications established by the Board of Trustees to be competent to render. Faculty positions in a career field prefer a bachelor's degree in a specific major. Some career disciplines (i.e., nursing) require a master's degree.**
2. Potential new dual credit instructors may ask the Director of Dual Credit and Partnerships to review college transcripts with a Department Chair before submitting an application to determine possible eligibility to be a dual credit instructor.
3. Potential dual credit instructors must complete a college JALC faculty application and submit college transcripts. These transcripts may be sent from the school district's unit office.
4. Applications and transcripts are reviewed by the Director of Dual Credit, the Department Chair and the Director of Term Faculty Instruction.
5. If approved, new dual credit instructors are notified in writing as to their approval to teach a dual credit course.
6. When approved, the new dual credit instructor is assigned a faculty liaison from the instructor's department for the initial discipline specific orientation. This orientation will include the development and approval of a syllabus for the course taught at the high school, approval of the textbooks used on the high school campus, course philosophy and curriculum and administrative responsibilities and procedures. New instructors will be provided with a sample syllabus by their liaison. New instructors who would like to request a desk copy of a particular textbook may contact the Dual Credit office with the title, publisher, and ISBN number. The complete process is in appendix B.

7. New dual credit instructors are required to meet with their liaison and complete all segments of that orientation before beginning to teach a college credit class.
8. New dual credit instructors are also required to attend the discipline specific workshop held in the fall at JALC.

### ***New Course Approval***

1. The administration at a high school may request a dual credit course be established on the high school campus.
2. The first step is to determine if there is a faculty member at that high school who meets the college hiring requirements.
3. If there is a high school faculty member who meets college hiring requirements and who wishes to teach a dual credit course, a JALC faculty liaison is assigned to that high school and that faculty member. The curriculum, grading procedures, syllabus will all be reviewed to substantiate the course at the high school meets the same academic standards as if it were taught on the JALC campus. While textbooks do not have to be exactly the same in all sections of the course, the content of the textbooks must be approved by the college. Final approval for a new course rests with the Department Chair and the Dean for Academic Affairs.
4. After the course is approved, if the instructor changes (including the assignment of long-term substitutes) the course is no longer approved until both the new instructor is approved and the course is re-approved.

### ***Dual Credit Instructors Responsibilities***

1. Develop or update a Course Syllabus each term and distribute to students. The updated or new syllabus must be submitted to the Dual Credit Office each term the course is taught.
2. Submit any renewed state or professional licenses or credentials required to teach the class.
3. Read and Sign-off on the Dual Credit Faculty Handbook each year.
4. Have students complete the registration form for the course. Registration procedures are listed below. The form is found in appendix C.



5. Once students are registered, verify the accuracy of the class lists.
6. Maintain Student Grades and Attendance Records. Instructions are found in appendix D. It is essential for dual credit instructors to answer the questions in the password manager on the JALC web site to insure access to grading.
7. Participate in the Liaison Process every three years. This includes on-site visits from the JALC faculty liaison. The complete process is in appendix E.
8. Maintain regular contact with the JALC faculty liaison and the Office of Dual credit and Partnerships.
9. Participate in the discipline specific workshop held at JALC each year. If one discipline specific workshop is missed the liaison or Department Chair will correspond with the instructor to disseminate important updates. Missing two consecutive dual credit discipline specific workshops terminates the dual credit agreement with that instructor.
10. Conduct the student course evaluations each term and submit them to the Team Leader at the high school to be submitted to the Office of Dual Credit and Partnerships. A summarized report will be disseminated to each dual credit instructor via the high school team leader.

### ***Registration Procedures***

1. All students in the class must be sophomores, juniors or seniors.
2. All students in the class must register for dual credit.
3. Sophomores must write a one page essay on why they will be successful in a college class and will need 2 letters of academic reference. This is required to meet the Illinois specification that sophomores will only be included in dual credit if outstanding abilities can be substantiated.
4. All students must have test scores—Accuplacer or SAT.
5. The completed forms and high school transcripts are to be sent to the Dual Credit and Partnership Office.
6. All required registration paperwork must be submitted by the end of the second week of the college semester.
7. Students may drop college enrollment up through the 15th week of class. Each school must have an established procedure for filing the drop form with the office of Dual Credit and Partnerships.

### ***Non-Compliance Policy***

If any dual credit instructor fails to comply with the responsibilities listed above, the instructor will be notified of non-compliance in writing. The John A Logan liaison will then meet with the dual credit instructor to offer assistance such as syllabi development, course assessments, resource materials, a new discipline orientation, etc. If non-compliance continues a warning letter will be sent to the instructor and the principal of the high school. If non-compliance is not rectified after the second warning, the instructor will be removed from the dual credit program and students will not receive college credit.

### ***Academic Information and Regulations***

#### ***GRADING SYSTEM***

##### ***A. Symbols***

1. **Grading Symbols are as follows:**

A	-	Excellent .....	4 grade points
B	-	Good.....	3 grade points
C	-	Fair .....	2 grade points
D	-	Poor, but passing.....	1 grade points
E	-	Failing .....	0 grade point (no credit)

INC - Incomplete. May be completed by the student at the discretion of the instructor. The maximum time for completing an "INC" is one semester; otherwise, the student must repeat the entire course in order to gain credit. The incomplete grade will remain on the transcript if the course is not completed or retaken after one semester. No grade points/no credit/no penalty.

W - Authorized withdrawal no later than the last day of the fifteenth week of the semester. No grade points/no credit.

2. Grading Requirements for Nursing Program. A grade of "C" or better must be earned in a practical nursing course for a student to complete the course successfully.
3. Students must also earn a grade of "C" or better in English 101 to enter English 102 and in mathematics 113 and 111 to progress to higher level math classes.
4. Course Repeats. A student may repeat a course only one time in an attempt to improve a "D," or "E" grade for a given course. The student has the option of

petitioning the dean for student services for permission to repeat the course an additional time.

In instances where a student repeats a given course, the higher grade received by the student will count in the computation of the student's overall grade-point average. In cases where a "W," or "INC" is received as a result of a student repeating a course, the previous grade in that course will not be marked out and will continue to be used in the overall grade-point average.

## ***B. Appeal of Course Grade***

### ***Rights and Responsibilities Manual***

A final course grade may be appealed if the student believes the grade is inaccurate or inappropriate for any of the following reasons:

1. if the grade was given for non-academic reasons;
2. if inconsistent grading standards were used to grade members of the same class.
3. if the instructor altered the grading procedure established in the course syllabus;
4. if the instructor deviated from his/her grading policy as established in the course syllabus.
5. if an explanation of the method for determining the grade was not given;
6. if the final grade was lowered because the student missed an examination due to a pre-approved College function, and was not permitted to make up the exam; or if the grade was improperly computed.
7. if there were extenuating circumstances.

## ***C. Grade Appeal Procedures***

1. It is strongly recommended that the student contact the instructor to verify the correctness of the grade.
2. If the student wishes to pursue an appeal, he or she should complete the Student Appeal Form. Attach to the form a copy of the course syllabus, as well as copies of any other documents that support the appeal; such as graded exams, assignments, transcripts, etc. Students should forward original copies of pertinent information and also make and retain separate copies for their own files. *The student should be prepared to demonstrate that the grade given was not accurate or was not appropriate.*
3. The completed form and other documents should be submitted to the department chair or associate dean within 15 calendar days of the start of the next semester.

4. The student will receive a written response within 10 calendar days. If the appeal is determined by the administrator to have merit, it will be forwarded to the Dean for Academic Affairs. At this time, the instructor is contacted and asked to provide written justification for the grade.

The Dean will decide within 10 calendar days whether to:

- a. support the existing grade.
- b. support the appeal and submit a Change of Grade form, or
- c. forward the appeal to the vice-president for instructional services.

The student will be notified of the dean's decision in writing.

5. If either the student or the instructor is dissatisfied with the dean's decision, a written appeal to the vice-president for instructional services may be taken within 5 days of the receipt of that decision.
6. The vice-president shall, within 10 calendar days of the receipt of the appeal, convene a meeting of the College's Grade Appeal Committee for the purpose of considering the appeal.

The Grade Appeal Committee will meet to review the appeal and decide to support the existing grade, or support the appeal and submit a Change of Grade form. The student will be notified of the Committee's decision within 10 calendar days of the review.

7. The president and Board of Trustees, in that order, may, at their option, consider the appeal further. Such appeal must be made in writing to the president, or Board of Trustees, in that order, by the student within 10 calendar days from the last response to the appeal or the last attempt to appeal.

### ***NOTIFICATION OF INCOMPLETE GRADE AGREEMENT***

Term faculty are not encouraged to give INC grades. If you encounter any situation that might warrant an INC grade, please consult with your associate dean or your department chair before you assign the INC grade.

## ***ACADEMIC HONOR CODE***

### ***Rights and Responsibilities Manual***

John A. Logan College is committed to the academic, ethical and social development of our students. We strive to uphold the College's core values of honesty, responsibility, fairness, respect, & compassion. In addition, we strive to foster a learning environment that is both challenging and supportive of all our students. In an effort to accomplish this task, we hereby establish this Honor Code.

#### **Section 1 - Offences Under The Academic Honor Code**

**ACADEMIC DISHONESTY:** It is the responsibility of every student enrolled at John A. Logan College to avoid all forms of academic dishonesty including, but not limited to, the following:

1. **PLAGIARISM:** The intentional or unintentional use of another source of written words or ideas as one's own. Please see Appendix C for definitions of intentional and unintentional plagiarism.
2. **CHEATING:** Any act or attempt to gain an unfair advantage in academic endeavors, or to assist or protect someone else who has done so.
3. **FALSIFICATION, FABRICATION or MISREPRESENTATION:** The creation or alteration of data, research, or resources/citations in connection with an academic assignment or records.
4. **COPYRIGHT INFRINGEMENT:** The unauthorized use of copyrighted work. Such as when a copyrighted work is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner. For more information, please see Board Policy 3361 – Copyright Policy.
5. **LYING:** Intentionally making false or misleading statements in verbal, written, visual, electronic, or other forms.
6. **COMPLICITY IN or AID OF ACADEMIC DISHONESTY:** Intentionally or knowingly helping or attempting to *assist* another person in activities such as: allowing other students to copy from one's works, assisting in cheating, sharing test questions/answers, taking an examination for another student, selling/offering course materials such as term papers, essays, projects, etc., and any other act that would assist another student in engaging in academic dishonesty.

7. **SUBMISSION OF PAPER OR ACADEMIC WORK PURCHASED OR OBTAINED FROM AN OUTSIDE SOURCE:** Submitting any paper or academic work that was purchased or otherwise obtained from an outside source. An outside source includes (but is not limited to) a commercial vendor of research papers, a file of research papers or tests maintained by a student organization or other body or person, or any other source of papers or of academic work that was authored or prepared by a person other than the student who submits it.
8. **BRIBERY:** Providing or offering favor or reward, in exchange for a grade, credit, or other item of academic value.
9. **HARRASSMENT:** To create an unpleasant or hostile situation for another person, especially by uninvited and unwelcome verbal, electronic, or physical conduct.
10. **THREATS:** to express the intention to inflict evil, injury, or damage to someone or something.
11. Any other behavior which disrupts the educational process within the classroom.

## **Section 2 - Resolution**

When an instructor identifies any form of academic dishonesty (as defined above), the instructor will inform the student of the violation by completing the [Notification of Academic Dishonesty Form](#) of *Academic Dishonesty* form.

The instructor shall determine the appropriate sanction(s) for the particular offense.

The following three sanctions, alone or in combination, may be imposed by the instructor for offenses or violations of the Academic Honor Code:

1. Reprimand/Warning
2. Rewriting/Redoing the assignment
3. Failing Grade. Student may receive a failing grade on the assignment, for a component of the course, or the entire course.

More serious sanctions may be recommended by the instructor; these include:

4. Probation
5. Suspension from online, hybrid or face-to-face classes
6. Suspension from the College
7. Expulsion

If the student acknowledges his/her actions and accepts the instructor-imposed sanctions (items 1 – 3), the matter shall be resolved and documentation of the incident will be forwarded to the Dean of Student Services for record keeping. If the student chooses to appeal the instructor's determination, the student should meet with the instructor's department chair to discuss the matter. If the student disagrees with the decision of the department chair, he/she can appeal the matter according to *Article X – Regulations Concerning Student Behavior, Section 3 – Penalties & Sanctions*. If one or more of sanctions 4 – 7 is recommended by the instructor, the student should refer to *Article V – Regulations Concerning Student Behavior, Section 3 – Penalties & Sanctions*.

### ***Resources for Dual Credit Instructors***

#### **Liaisons**

Liaisons are available as a resource throughout the term. They are available to answer questions, provide resources and discipline specific and general college information and direction. The liaisons for each course are listed in appendix A. Liaisons and their department conduct discipline specific workshops each year for dual credit instructors and provide an extensive liaison process every three years.

#### **JALC Dual Credit Web Page**

The Dual Credit web page provides access to important information applicable to individual high schools. Dual credit courses including their IAI status are listed by high school as well as the Programs of Study available at each high school. Both the Student Handbook and the Dual Credit Handbook are also available.

#### **JALC Library**

In addition to the traditional library services, you and your students have access to on line data bases, eBooks, online reference assistance and an online library catalog. Instructions for accessing these library services are in appendix F.

#### **Community Health Education Complex**

You are a vital professional asset with knowledge and judgment to impart to your students. We want to help you maintain that ability and can offer you free access to the Community Health Education Complex. The Complex includes several pools, a track, weight and cardiac machines. You will register on the JALC web site under continuing education. Contact the Dual Credit and Partnership Office for the code that will waive charges. You will have free access each year you are a Dual Credit instructor.

***AFFIRMATIVE ACTION/EQUAL OPPORTUNITY STATEMENT  
FOR STUDENTS AND EMPLOYEES***

John A. Logan College is an Equal Opportunity Institution.

John A. Logan College is committed to equal access and equal opportunity for all students. Admission, financial aid, student employment, curriculum requirements, extracurricular participation, counseling, placement service, athletic programs, or any other service or program of the College, shall be provided without regard to sex, race, color, religion, age, national origin, or disability when such College activity is consistent with the applicable laws and regulations. Admission and retention of, as well as services, programs and activities for, students with identified disabilities will be in accordance with applicable laws and regulations.

The College is also committed to equal opportunity for all employees. Every effort shall be made to insure that all employment decisions, including the hiring, terms and conditions of employment, wages/salaries, promotion, layoffs, retentions, terminations, training, benefits, and social recreation programs, shall be administered without regard to race, color, national origin, religion, disability unrelated to the essential job functions, age, or status as a disabled veteran or a veteran of the Vietnam Era.

Requests for further information or complaints should be directed to Affirmative Action Officer/Office of Human Resources, John A. Logan College, Carterville, IL 62918.



**APPENDIX A:**

**ORGANIZATION OF INSTRUCTIONAL SERVICES DIVISION**

Vice-President for Instruction ..... Ms. Melanie Pecord  
Dean for Academic Affairs.....Dr. Stephanie Chaney-Hartford  
Dean of Student Services..... Mr. Tim Williams  
Associate Dean of Distance Learning .....Ms. Krystal Reagan  
Associate Dean for Library Services ..... Ms. Judy Vineyard  
Director of Term Faculty Instruction ..... Ms. April Stanly  
Director of Dual Credit and Partnerships..... Mr. Scott Wernsman

**DEPARTMENT OF HUMANITIES, COMMUNICATION AND SOCIAL SCIENCES**

**Mr. Matt Garrison, Department Chair**  
**Ms. Suzanne Smothers, English Liaison Ext. 8851**  
**Mr. Nathan Arnett, Music Liaison Ext. 8269**  
**Ms. Kem Pinto, Foreign Language Liaison Ext. 8315**  
**Mr. Drew Tucker, Art Liaison Ext. 8310**  
**Ms. Kathi Kibler, Psychology Liaison Ext. 8619**  
**Mr. Perry Knop, History Liaison Ext. 8353**

**DEPARTMENT OF BUSINESS, COMPUTER SCIENCE AND MATH**

**Ms. Lora Hines, Department Chair**  
**Ms. Chris Froemling, Health Info Technology Liaison Ext. 8580**  
**Ms. Kylie Williams, Computer Info Systems Liaison Ext. 8462**  
**Mr. Joe Dethrow, Math Liaison Ext. 8397**

**DEPARTMENT OF LIFE SCIENCE & PHYSICAL SCIENCE**

**Ms. Cheryl Thomas, Department Chair**  
**Ms. Donna Ford, Biology Liaison Ext. 8463**  
**Mr. Keith Krapp, Biology Liaison Ext.8547**  
**Mr. Kyle Surprenant, Physical Education Liaison Ext. 8058**

***DEPARTMENT OF HEALTH AND PUBLIC SERVICES***

***Ms. Pam Karns, Department Chair***  
***Ms. Marilyn Falaster, Director of Nursing***  
***Ms. Doris Malone, CNA Liaison Ext. 8105***  
***Dr. Marilyn Tolliver, Early Childhood Liaison Ext.8468***

***DEPARTMENT OF APPLIED TECHNOLOGIES***

***Mr. Greg Walker, Department Chair***  
***Mr. Joe Roach, Automotive Services Liaison Ext. 8445***  
***Mr. Max Damron, Welding Liaison, Ext. 8345***  
***Mr. George Bricker, Electronics Liaison Ext. 8255***

*For the Instructional Calendar click on the link below.*

## *Instructional Calendar*

***APPENDIX B:***

**HIGH SCHOOL  
DUAL CREDIT FACULTY LIAISON  
NEW INSTRUCTOR LIAISON PROGRAM**

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**A. SELECTION OF FACULTY LIAISONS**

Full-time or term faculty from the appropriate academic department may request a liaison assignment through their departmental chair or associate dean.

**B. LIAISON ASSIGNMENTS**

Faculty will be assigned one to three (maximum) high school dual credit instructors each semester as needed. Assignments will be made by the dean on recommendation of the department chair or the dual credit program director.

**C. LIAISON COMPENSATION**

Faculty liaisons will be paid a stipend of \$350 per course. The dean will have the option of employing additional liaisons-at-large to assist with on-going activities involving liaisons or other instructional projects. The liaisons stipend will be processed once all of the required forms are fully completed and submitted.

**D. FEEDBACK AND COURSE ASSESSMENT**

The faculty liaison will keep their department chair and the dual credit program director informed of concerns or problems on a regular basis. The liaison would complete the required forms/reports/checklist.

**E. LIAISON VISITS**

Every dual credit course is to be systematically visited by a faculty liaison every three years based on the program rotation or when substantive course changes occur (i.e. new approved instructor, changes or revisions in textbook, learning outcomes, grading scale, software, etc.).

The visit addresses issues such as course content, course delivery, assessment, and professional development. Liaisons should sign-in at the high school office upon arrival.

**F. DUTIES OF THE LIAISON**

*(Each liaison should keep a copy for their records.)*

### **Initial Meeting with new Dual Credit Instructor**

Meet with the high school dual credit instructor before the semester the class begins to tour the classroom and lab facilities. Discuss and review the following:

- ◆ Tour of high school classroom and lab facilities
- ◆ Review and update syllabus
  1. Course description
  2. Course objectives
  3. Course outline
  4. Student learning outcomes
  5. Testing and test construction
  6. Grading scale and grade policy
  7. Textbook coverage
  8. Midterm and final grade reporting
- ◆ Review the articulation agreement. The revised agreement will be submitted with report #2.

#### **Report:**

The liaison will file the initial report with the dual credit program director within one week of the initial meeting.

### **1. Classroom Observation Visit**

Visit the dual credit course classroom for an observation before the midterm ends. If the course is yearlong, visit by the end of the first semester. The observation will be announced. Review the following:

- ◆ Graded student work (with grading rubric)
- ◆ Tests (with grading rubric)
- ◆ Course assignments (papers, portfolios, quizzes, labs, etc.)
- ◆ Attendance records

#### **Report #1:**

The liaison will file Report No. 1 with the dual credit program director within two weeks of the visit.

### **2. Follow Up Visit**

Meet with the high school dual credit instructor within two weeks of the classroom observation visit.

- ◆ Discuss instructional activities
- ◆ Determine if the standards of achievement for dual credit students are the same as on-campus sections
- ◆ Determine if any problems or concerns exist and discuss
- ◆ Discuss professional development opportunities for the dual credit instructor
- ◆ Obtain a copy of updated syllabus and updated signed articulation agreement

**Report #2:**

The liaison will file Report No. 2 with the dual credit program director within two weeks of the follow up visit.

**Faculty Liaison Initial Meeting with New Dual Credit Instructor**

**Timelines:**

- **Schedule the visit before this class begins at the high school.**
- **Report due within one week of the initial meeting to the dual credit program director.**

Dual Credit Instructor: \_\_\_\_\_ Faculty Liaison: \_\_\_\_\_

High School Course Title: \_\_\_\_\_ JALC Course Title: \_\_\_\_\_

Course Prefix and No.: \_\_\_\_\_ JALC Course Prefix and No: \_\_\_\_\_

Prerequisite Courses: \_\_\_\_\_

Course Duration: \_\_\_\_\_ High School Principal: \_\_\_\_\_

**Comment on the following checkpoints:**

**1. Tour of classroom (and lab facilities if applicable)**

- Adequate classroom and lab space (if applicable) to meet course requirements

**2. Provide JALC course syllabus and collect the syllabus for the course taught at the high school.**

- Course content is consistent with the on-campus course and reflects the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and academic department and students are provided with the course requirements. The syllabus for the course at the high school should have the same course description, objectives and grading components. The assessments should be similar. The syllabus at the high school may include other items but must meet all the requirements for the course taught at JALC.

- Method of evaluation and grading standards are the same as the on-campus course and students are assessed using the same methods (papers, portfolios, quizzes, labs, etc.).
  - Review and give recommendations on final exam

- Textbook:

High School Textbook Title: \_\_\_\_\_

Edition: \_\_\_\_\_

ISBN #: \_\_\_\_\_

- If textbook differs from on-campus, compare the content and verify it is the same as the on-campus course.

### **3. Discuss student learning outcomes**

- Dual credit students are held to the same standards of achievement as those expected of students in on-campus sections.

- Comments:

4. **Review midterm and final grade reporting procedures**

5. **Discuss resources for instruction**

---

Signature of Faculty Liaison

---

Date

---

Signature of Dual Credit Instructor

---

Date



**Faculty Liaison Classroom Assessment  
Report No. 1**

**Timelines:**

- **Schedule the visit before the midterm ends or by the end of the first semester if the course is yearlong.**
- **Report due within two weeks of the visit to the dual credit program director.**

Dual Credit Instructor: \_\_\_\_\_ Faculty Liaison: \_\_\_\_\_

High School Course Title: \_\_\_\_\_ JALC Course Title: \_\_\_\_\_

Course Prefix and No.: \_\_\_\_\_ JALC Course Prefix and No.: \_\_\_\_\_

**Comment on the following checkpoints:**

**1. Classroom assessment**

- The classroom observation was conducted and the content and delivery is consistent with the on-campus course.
  
- Make a concise but complete assessment.

Strengths

Opportunities for Improvement

Recommendations

2. **Review completed course assignments and attendance records**  
(i.e. papers, portfolios, quizzes, labs, etc.)

Comments:

3. **Additional comments**

---

Signature of Faculty Liaison

---

Date





**JOHN A. LOGAN COLLEGE**  
 700 Logan College Road  
 Carterville, IL 62918  
 Phone: 618-985-3741 Fax: 618-985-4433

**Use this form for all courses receiving high school graduation credit.**

**DUAL CREDIT REGISTRATION FORM**

**NAME:** \_\_\_\_\_ **S.S. or JALC Student ID #:** \_\_\_\_\_  
 Last First M.I.

**ADDRESS:** \_\_\_\_\_ **HOME PHONE:** \_\_\_\_\_  
 Street & No. Apt.  
 \_\_\_\_\_ **CELL PHONE:** \_\_\_\_\_  
 City State Zip Code

**E-MAIL:** \_\_\_\_\_ **Birth Date:** \_\_\_\_\_ **Gender:**  Male  Female

**YEAR OF HIGH SCHOOL GRADUATION:** \_\_\_\_\_ **HS Status:**  Sr.  Jr.

**COLLEGE MAJOR:** \_\_\_\_\_

**HIGH SCHOOL:** \_\_\_\_\_ Carbondale \_\_\_\_\_ Carterville \_\_\_\_\_ Crab Orchard  
 \_\_\_\_\_ Du Quoin \_\_\_\_\_ Elverado \_\_\_\_\_ Herrin  
 \_\_\_\_\_ Johnston City \_\_\_\_\_ Marion \_\_\_\_\_ Murphysboro  
 \_\_\_\_\_ Trico \_\_\_\_\_ W. Frankfort \_\_\_\_\_ Other

**Ethnic Code - Please Check the *Most Accurate* Box (or Boxes)**

1. Are you Hispanic or Latino? (OR are you of Spanish origin?)  Yes Hispanic or Latino  Not Hispanic or Latino
2. Are you from one or more of the following racial groups? (Select all that apply.)  
 American Indian or Alaska native  Asian  Black or African American  Native Hawaiian or other Pacific Islander  White  Choose not to respond
3. Please identify your primary racial/ethnic group. (Select one.)  
 American Indian or Alaska native  Asian  Black or African American  Hispanic or Latino  
 Native Hawaiian or other Pacific Islander  White  Choose not to respond

**Course Enrollment**

**SEMESTER and YEAR:** \_\_\_\_\_ **FALL** \_\_\_\_\_ **SPRING**

ADD DROP	COURSE PREFIX	COURSE #	SECTION #	CREDIT HOURS	TIME	DAYS	ROOM	INSTRUCTOR	

**Emergency Information**

**Person to notify in case of emergency:**

**Name(s):** \_\_\_\_\_ **Address:** \_\_\_\_\_

**Relationship:** \_\_\_\_\_ **Phone #(s):** \_\_\_\_\_

**Certifying Information**

I understand that withholding information requested on this document or giving false information may make me ineligible for admission to the College or subject to dismissal. I certify that all the information that I have provided on this application is complete and accurate to the best of my knowledge, and I agree to observe all of the rules and regulations of the institution. The student's signature waives the right to privacy and grants John A. Logan College officials permission to share information regarding the student's performance with his/her parents, legal guardians and/or high school personnel. Students are subject to all privileges and policies in the "Students Rights and Responsibilities Handbook." With this in mind, I certify that the above statements are correct and complete.

\_\_\_\_\_  
**STUDENT SIGNATURE** **DATE**

\_\_\_\_\_  
**H.S. PRINCIPAL OR COUNSELOR SIGNATURE** **DATE**

\_\_\_\_\_  
**DUAL CREDIT/DUAL ENROLLMENT DIRECTOR**  
 SIGNATURE AND DATE

**At the high school: No tuition No fees**  
**At JALC or on-line: No tuition Fees charged**

*Appendix D:*

## Entering Grades

For video instructions: [Entering grades](#)

For other videos on logging in, tour of Jenzabar, switching semesters, class lists etc: [Other videos](#)

## ***APPENDIX E:***

# **HIGH SCHOOL DUAL CREDIT FACULTY LIAISON PROGRAM**

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### **A. SELECTION OF FACULTY LIAISONS**

Full-time or term faculty from the appropriate academic department may request a liaison assignment through their departmental chair or associate dean.

### **B. LIAISON ASSIGNMENTS**

Faculty will be assigned one to three (maximum) high school dual credit instructors each semester as needed. Assignments will be made by the dean on recommendation of the department chair or the dual credit program director.

### **C. LIAISON COMPENSATION**

Faculty liaisons will be paid a stipend of \$350 per course. The dean will have the option of employing additional liaisons-at-large to assist with on-going activities involving liaisons or other instructional projects. The liaisons stipend will be processed once all of the required forms are fully completed and submitted.

### **D. FEEDBACK AND COURSE ASSESSMENT**

The faculty liaison will keep their department chair and the dual credit program director informed of concerns or problems on a regular basis. The liaison would complete the required forms/reports/checklist.

### **E. LIAISON VISITS**

Every dual credit course is to be systematically visited by a faculty liaison every three years based on the program rotation or when substantive course changes occur (i.e. new approved instructor, changes or revisions in textbook, learning outcomes, grading scale, software, etc.).

The visit addresses issues such as course content, course delivery, assessment, and professional development. Liaisons should sign-in at the high school office upon arrival.

### **F. DUTIES OF THE LIAISON**

*(Each liaison should keep a copy for their records.)*

## **1. Initial Meeting**

Meet with the high school dual credit instructor early in the semester to tour the classroom and lab facilities. Discuss and review the following:

Tour of high school classroom and lab facilities

Review and update syllabus

- i. Course description
- ii. Course objectives
- iii. Course outline
- iv. Student learning outcomes
- v. Testing and test construction
- vi. Grading scale and grade policy
- vii. Textbook coverage
- viii. Midterm and final grade reporting

Review and update articulation agreement

### **Report #1:**

The liaison will file Report No. 1 with the dual credit program director within one week of the initial meeting.

## **2. Classroom Observation Visit**

Visit the dual credit course classroom for an observation before the midterm ends. If the course is yearlong, visit by the end of the first semester. The observation will be announced. Review the following:

Graded student work (with grading rubric)

Tests (with grading rubric)

Course assignments (papers, portfolios, quizzes, labs, etc.)

Attendance records

### **Report #2:**

The liaison will file Report No. 2 with the dual credit program director within two weeks of the visit.

### **3. Follow Up Visit**

Meet with the high school dual credit instructor within two weeks of the classroom observation visit.

Discuss instructional activities

Determine if the standards of achievement for dual credit students are the same as on-campus sections

Determine if any problems or concerns exist and discuss

Discuss professional development opportunities for the dual credit instructor

Obtain a copy of updated syllabus and updated signed articulation agreement

#### **Report #3:**

The liaison will file Report No. 3 with the dual credit program director within two weeks of the follow up visit.



## Faculty Liaison Initial Meeting

### Report No. 1

#### Timelines:

- **Schedule the visit early in the semester and before the midterm.**
- **Report due within one week of the initial meeting to the dual credit program director.**

Dual Credit Instructor: \_\_\_\_\_ Faculty Liaison: \_\_\_\_\_

High School Course Title: \_\_\_\_\_ JALC Course Title: \_\_\_\_\_

Course Prefix and No.: \_\_\_\_\_ JALC Course Prefix and No: \_\_\_\_\_

Prerequisite Courses: \_\_\_\_\_

Course Duration: \_\_\_\_\_ High School Principal: \_\_\_\_\_

#### **Comment on the following checkpoints:**

##### **1. Tour of classroom (and lab facilities if applicable)**

- Adequate classroom and lab space (if applicable) to meet course requirements

##### **2. Provide JALC course syllabus**

- Course content is consistent with the on-campus course and reflects the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and academic department and students are provided with the course requirements.

- Method of evaluation and grading standards are the same as the on-campus course and students are assessed using the same methods (papers, portfolios, quizzes, labs, etc.).
  - Review and give recommendations on final exam

➤ Textbook:

High School Textbook Title: \_\_\_\_\_

Edition: \_\_\_\_\_

ISBN #: \_\_\_\_\_

- If textbook differs from on-campus, compare the content and verify it is the same as the on-campus course.

**3. Discuss student learning outcomes**

- Dual credit students are held to the same standards of achievement as those expected of students in on-campus sections.

- Comments:

**4. Review midterm and final grade reporting procedures**

**5. Other DC Courses Taught**

- Concerns:

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Signature of Faculty Liaison

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Date

**Faculty Liaison Classroom Assessment**  
**Report No. 2**

**Timelines:**

- **Schedule the visit before the midterm ends or by the end of the first semester if the course is yearlong.**
- **Report due within two weeks of the visit to the dual credit program director.**

Dual Credit Instructor: \_\_\_\_\_ Faculty Liaison: \_\_\_\_\_

High School Course Title: \_\_\_\_\_ JALC Course Title: \_\_\_\_\_

Course Prefix and No.: \_\_\_\_\_ JALC Course Prefix and No: \_\_\_\_\_

**Comment on the following checkpoints:**

**1. Classroom assessment**

- The classroom observation was conducted and the content and delivery is consistent with the on-campus course.
  
- Make a concise but complete assessment.

Strengths

Opportunities for Improvement

Recommendations

2. **Review completed course assignments and attendance records**  
(i.e. papers, portfolios, quizzes, labs, etc.)

Comments:

3. **Additional comments**

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Signature of Faculty Liaison

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Date



## Appendix F:



## Off Campus Access to Library Resources For Dual Credit Faculty

**Access the online catalog** – From the Library homepage, click on the “Books” tab and search. John A. Logan College Library is a member of the Illinois Heartland Library System so you have access to library material from JALC as well as all the libraries in the system. When you register for your library card, you will choose a four digit number (password) which will allow you to review your library account & request material online. You will need your Library Card barcode and password to request material from other libraries which will be sent to the JALC Library. We will contact you when it arrives. We can also obtain materials from libraries outside of our online catalog. To do this, use the request forms under the “Books” tab from the Library Homepage.

The DVD/VHS collection circulates to faculty off-campus for 3 to 7 days depending on the title. Students may view items in the Learning Lab but may not take them off-campus.

**For off-campus access to Library databases & online videos, first go to the JALC Library homepage <http://www.jalc.edu/library>.**

On the left side of the Library homepage click on the Off-campus access link. Follow that link to the login. Your username is your JALC email and your password is the password for your email. If your JALC email does not work, please call the IT Help Desk at ext. 8388. If you continue to have problems contact Judy Vineyard at [judyvineyard@jalc.edu](mailto:judyvineyard@jalc.edu) or ext. 8404.

Once you have logged in, there will be a list of our databases which includes our ebooks and online videos. These resources also provide you with access to scholarly journals, magazines and newspapers.

**Reference Assistance** – You can call a JALC Reference Librarian at the numbers below or email us at [library@jalc.edu](mailto:library@jalc.edu). Under “About Us” on the Library homepage there is a link to services for faculty which will give you more information. The “Ask-a-librarian” link will allow your students to have access to a live chat reference session with a librarian 24/7.

*Please contact the Library if you have any questions or suggestions for us –  
(618) 985-3741, 549-7335, 937-3438, 542-8612 at extension 8338*