



JOHN A. LOGAN COLLEGE DUAL CREDIT FACULTY HANDBOOK

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

Effective Spring 2025



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Welcome

Welcome to the adjunct faculty of John A. Logan College and specifically to the Dual Credit Program! Dual credit has the ability to positively impact high school students in a variety of ways, including:

- Reducing college costs
- Decreasing time to degree completion
- Aligning high school curriculum with college and workplace expectations
- Facilitating the transition between high school and college
- Career exploration

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 about the program, your responsibilities as dual credit faculty, and the resources available to you and your students. We are here to support you and your students. Please contact the Dual Credit Office at dualcredit@jalc.edu or (618) 985-2828 ext. 8312 if you need assistance.

John A. Logan College Mission, Core Values, and Goals

John A. Logan College Mission Statement

“To enrich lives through community engagement.”

Statement of Core Values

- 1) Student-centered: We are committed to providing quality learning opportunities and assisting students at each step in their educational journey.
- 2) Integrity: We are committed to creating trust and confidence in our college community that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards.
- 3) Respect: While recognizing and valuing the dignity and uniqueness of every person, we are committed to creating a positive community where everyone is appreciated and considered for their contributions and performance.
- 4) Community: We are committed to cultivating partnerships within the community for the mutual benefit of the College and the southern Illinois region.
- 5) Optimism: We are committed to looking at things with a positive eye and an open mind, trying to see the good in things first. Everything we do is with an effort to foster a positive environment even in the toughest challenges.

Institutional Goals

1. Cultivate a healthy and safe community that fosters learning and productivity.
2. Define and use data to support student success and institutional decision-making.
3. Implement practices that promote JALC core values of student-centered, integrity, respect, community, and optimism.
4. Position JALC as a strategic partner for the betterment of southern Illinois.
5. Provide internal and external communication that is consistent and accurate.
6. Support a diverse, equitable, and inclusive environment that empowers individuals to perform at the highest level.

Relevant Dual Credit Program Laws and Regulations

Dual Credit Dual credit opportunities are available to high school juniors and seniors attending John A. Logan College district public and private high schools and homeschooled students residing in the district. These programs are structured in accordance with the [Dual Credit Quality Act](#) (DCQA; 110 ILCS 27/1) and the [National Alliance of Concurrent Partnership \(NACEP\) accreditation standards](#).

Dual credit courses are specifically listed in each high school's Dual Credit Memorandum of Understanding (MOU) and take place during a high school district's regular school day. JALC provides several types of Dual Credit to its high schools per the [ISBE/ICCB Model Partnership Agreement](#) (page 7) Each participating high school, in consultation with JALC, develops its course offerings utilizing one or more of the types of Dual Credit described in the Model Partnership Agreement. For the purposes of this handbook, all dual credit described is in reference to Type A: Dual Credit courses taught at a high school by a college-qualified high school teacher.

Instructor and Course Approvals

Requests for New Dual Credit Offerings

Dual credit courses offered at the high school and taught by high school teachers are proposed by the high schools. To initiate the process of creating a new dual credit offering or making an instructor change to an existing dual credit offering, high schools must submit the following documents to Academic Affairs for an unofficial review:

- 1) Dual credit request form
- 2) JALC faculty application
- 3) Official college transcripts
- 4) 2,000 work hours experience form (CTE courses only)

If the unofficial review is approved by Academic Affairs, the paperwork is reviewed by the appropriate Department Chair, Assistant Provost for Academic Affairs, and Provost for official approval. Prospective dual credit faculty, team leaders, and high school administrators will be informed of the results of the review by the Manager of Dual Credit and Partnerships.

Dual Credit Instructor Credential Approval

Approved instructors of dual credit courses shall meet any of the faculty credential standards allowed by the Higher Learning Commission to determine minimally qualified faculty. Appropriate credentials are required in order for students to earn dual credit.

Required Faculty Credentials for Baccalaureate Transfer Dual Credit Offerings

Baccalaureate transfer dual credit faculty must hold a master's degree or higher in the discipline or subfield in which they are teaching. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

Required Faculty Credentials for Career-Technical Education Dual Credit Offerings

Dual credit faculty teaching career and technical education courses, including when such courses transfer into baccalaureate programs, must hold a bachelor's degree in the field or a combination of education, training and tested experience equivalent to a bachelor's degree. Career field faculty must have 2,000 work hours of experience in the discipline being taught or a related field.

Student Teachers/Maternity Leave/Extended Leave

Student teachers are not considered competent-to-render under the Higher Learning Commission (HLC) guidelines. Student teachers are not permitted to instruct and/or lecture in dual credit courses.

Extended leave is considered more than three weeks of consecutive absence from the classroom. In the event of an extended leave for dual credit faculty, the high school, with the approval of JALC, can take one of the following actions:

1. The high school may appoint a competent-to-render substitute instructor for the course. A liaison from JALC will be appointed to provide assistance and support to the substitute instructor (preferred method).
2. The high school can request that JALC provide a JALC faculty member to deliver the course in a face-to-face, hybrid, and/or online method.
3. The high school may opt out of offering the course for dual credit for that year/semester if the high school or college is unable to identify a competent-to-render instructor.

Required Trainings for Dual Credit Faculty

All dual credit faculty are required to attend a dual credit program orientation with the Dual Credit Office and Content-Specific Training. While not required, dual credit faculty are also encouraged to participate in any JALC training offered to other adjunct faculty. Information regarding training opportunities will be communicated by JALC administrators and sent to the instructors' JALC email accounts.

Dual Credit Program Orientation

The dual credit program hosts virtual orientations throughout the year for new dual credit faculty. These orientations provide an overview of the dual credit program, responsibilities for new dual credit faculty, and available resources for both faculty and students. All dual credit faculty are required to participate in the program orientation prior to the start of their dual credit course

Content-Specific Orientation

All dual credit faculty are required to participate in an initial meeting with their faculty liaison to discuss expectations for the course. This meeting should include a tour of the high school classroom/lab facilities, a review the course syllabus, objectives, and learning outcomes, a

discussion of testing and other assessments, the grading scale and grading policies, the course textbook and other required course materials, midterm and final grade reporting, and the course/department philosophy. All materials prepared by the dual credit faculty must be approved by the faculty liaison prior to the start of the dual credit course.

Annual Professional Development

Each fall semester, the academic departments and dual credit program host discipline-specific workshops. The purpose of the workshops is to further enhance course content and delivery knowledge and/or address research and development in the applicable field. The workshops take place at John A. Logan College and are meant to be collaborative in nature between dual credit faculty and JALC faculty, faculty liaisons, and academic departments.

If a dual credit instructor or faculty liaison have plans for a professional development opportunity that is different from the one provided by the academic department and dual credit staff, this is acceptable as long as it is approved by the Director of College Readiness in advance and documentation showing its completion is provided to the Dual Credit Office.

Dual Credit Faculty Liaisons

New Dual Credit Courses

High school dual credit faculty will work collaboratively with an assigned JALC faculty liaison. The liaison will provide content-specific information and updates to dual credit faculty and arrange meetings to visit the dual credit faculty and their classrooms. The faculty liaison will conduct this process the first time a course is offered as dual credit at a high school and/or any time a course is offered by new dual credit faculty. To fulfill the requirements for new dual credit courses, faculty liaisons will submit the following paperwork:

1. Report 1 corresponds with the initial visit/meeting and includes the following:
 - a. Tour the high school classroom and lab facilities
 - b. Review the course syllabus, course objectives and learning outcomes
 - c. Discuss testing and other assessments
 - d. Discuss the grading scale and grading policies
 - e. Review and discuss the textbook
 - f. Review midterm and final grade reporting
2. Report 2 provides continued support for dual credit faculty at the beginning of the semester
3. Report 3 provides another checkpoint to discuss the progression of the course
4. Report 4 provides guidelines for the site visit
5. Course Syllabus: dual credit instructors should be utilizing the JALC master syllabus for the course. All dual credit syllabi are required to be submitted through Simple Syllabus.
6. Sample Assessment: one from dual credit course paired with one from faculty liaison's course

At the end of the semester/academic year, if the faculty liaison confirms that the course meets all standards to be approved as a dual credit offering, site visits will continue on a three-year rotation, at a minimum. If there are concerns regarding the course offering:

1. Dual credit faculty will be given a written warning and a probationary year to raise their course offerings to meet on-campus standards.

2. The faculty liaison will conduct a site visit during the probationary year, and if all concerns have been resolved, the course will continue as a dual credit offering.
3. If after the probationary year, the course is deemed to not meet on-campus standards, the course will no longer be approved as a dual credit offering.

Continuing Dual Credit Courses

To fulfill the requirements for continuing dual credit courses, faculty liaisons will submit the following paperwork:

1. Report 4 provides guidelines for the site visit
2. Course Syllabus: dual credit instructors should be utilizing the JALC master syllabus for the course
3. Sample Assessment: one from dual credit course paired with one from faculty liaison's course

Site visits for existing dual credit courses will be conducted at least once every three years. If there are concerns regarding the course offering:

1. Dual credit faculty will be given a written warning and a probationary year to raise their course offerings to meet on-campus standards.
2. The faculty liaison will conduct a site visit during the probationary year, and if all concerns have been resolved, the course will continue as a dual credit offering.
3. If after the probationary year, the course is deemed to not meet on-campus standards, the course will no longer be approved as a dual credit offering.

Dual Credit Instructor Responsibilities

Dual credit faculty are responsible for the following tasks:

- 1) Verify dual credit class rosters provided by the Dual Credit Office at the start of each semester to ensure the removal of non-attending students
- 2) Keep an attendance register of dual credit students
- 3) Submit midterm and final grades online by the established due dates
- 4) Submit a course syllabus paralleling the JALC syllabus for the same course through Simple Syllabus and provide a syllabi to all dual credit students
- 5) Utilize the JALC textbook for the course (or a different textbook approved by the JALC faculty liaison) and require all students to have a copy of the textbook
- 6) Submit student evaluations of the course
- 7) Attend the one-day Dual Credit Discipline-Specific Workshop at JALC each year
- 8) Participate in campuswide assessment initiatives if/when courses are up for review in JALC's assessment cycle
- 9) Adhere to all other JALC course requirements

Student Eligibility, Placement, and Registration ([JALC Administrative Procedure 806](#))

ADMISSIONS REQUIREMENTS

High school students can begin taking Type A dual credit courses the fall of their junior year. High schools must approve all course registrations. To start the registration process, new students must submit the Dual Credit/Early College application for admissions on the College's website. This application will create an account for the student and generate a student ID number.

Testing Requirements and Exemptions

Students must have placement test scores on file with JALC to take dual credit or early college Math (other than MAT 100/115), English 101, and/or Nursing Assistant Training (CNA). Most students take the Accuplacer test on campus or at their high school with a JALC proctor. JALC also accepts qualifying ACT/SAT scores.

Dual credit faculty may submit exemption letters to allow students who do not meet the applicable testing thresholds to enroll in dual credit courses on the basis of multiple measures. Exemption letters are only possible for MAT 108 and ENG 101. Exemption letters must be discussed with the Office of Dual Credit prior to submission.

Only students who have taken the JALC placement test at least twice will be considered. If the student does not meet the testing requirement after two tests, they may be admitted into the course if they meet all of the following requirements:

- 1) Test scores within 5 points on the applicable portions of the JALC placement test
- 2) Minimum of a B in all prior, relevant high school coursework (shown on an updated high school transcript)
- 3) Written consent of the high school dual credit instructor

All decisions related to exemption letter approval are made by the Manager of Dual Credit and Partnerships.

Mixed Classrooms

A 2022 amendment to the DCQA provides that a partnership agreement between a community college district and a school district shall allow a high school student who does not otherwise meet the community college district's academic eligibility requirements to enroll in a dual credit course for high school credit only. High schools interested in utilizing this provision to enroll students in classes should contact the Manager of Dual Credit and Partnerships for additional information.

Registration

Students should make course selections in consultation with their high school counselor, dual credit advisor, or parent administrator if homeschooled. After meeting with a high school counselor, students should arrange an appointment with an advisor in the Dual Credit Office. The advisor can provide valuable insight into careers and programs offered at the College and assist students interested in pursuing a degree after attending John A. Logan College. Once courses are mutually decided upon, the student should complete a registration form. Students may complete a registration form with their high school counselor or dual credit advisor. An advisor

from the Dual Credit Office will then enroll the student in the course. Dual Credit students cannot enroll themselves in courses.

Students must also complete the Registration Agreement and Personal Information Update each semester through their MyJALC student portal. Detailed instructions regarding registration and other forms will be emailed by the Dual Credit Office at the start of the academic year.

Program Costs

Tuition and fees are waived for all Type A Dual Credit courses taught at the high school by high school instructors. Students may be responsible for course materials and should check with their high school to determine the high school's policy.

Access to Dual Credit for Students with Disabilities

JALC is committed to ensuring students with disabilities have access to dual credit courses, provided those students are able to meet the criteria for entry into a dual credit course. The student shall have access to the supplementary aids and accommodations included in the student's individualized education program set by the high school while the student is accessing a dual credit course on a high school campus. This shall be in accordance with established practices at the high school for providing these services.

A student who accesses a dual credit course at JALC shall have access to supplementary aids and accommodations in accordance with the Americans with Disabilities Act (ADA). To determine eligibility for accommodations, students must contact JALC's Disability Support Services Coordinator.

Academic Information and Policies

Grading System

The John A. Logan College dual credit program follows all grading policies and procedures. All dual credit courses must use the same grading scale as the on-campus course. If a high school requires a different grading scale, the instructor may keep two gradebooks.

Grade Entry

Grades for dual credit courses should be submitted into Jenzabar (J1) by the required deadline. The deadline will be communicated to all instructors. If the deadline cannot be achieved, all grades must be submitted to the Dual Credit Office. Once grades are entered, they will be sent to the instructor for required approval.

Grade Appeal Procedures

The DCQA allows institutions to adopt policies to protect the academic standing of students who are not successful in dual credit courses. JALC allows students to submit a Grade Change Request Form for any college courses taken while in high school. Forms may be completed [on the Dual Credit website](#) at any time after the student's final grade is posted. If approved, the applicable earned grade will be changed to a "W" on the student's official JALC transcript and will no longer be factored into the student's JALC GPA. However, the "W" may affect future financial aid eligibility by contributing negatively to the student's completion rate. Once changed to a "W" a student may not request for the grade change to be reversed.

Course Evaluations

Course evaluations will be sent via email by the dual credit office to all instructors. Student names will not be attached to evaluations.

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.

Resources for Dual Credit Faculty and Students

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. 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 Faculty 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.

[JALC Desire2Learn \(D2L\) Resource Page](#)

[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 Office for the code that will waive charges. You will have free access each year you are a dual credit instructor.

[JALC STUDENT GUIDEBOOK LINK](#)

