



# 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 2024



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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
- Opportunity for 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](mailto:dualcredit@jalc.edu) or (618) 985-2828 ext. 8712 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 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 the Director of College Readiness 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 the Director of College Readiness, 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 Director of College Readiness.

### 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.

### *Professional Development Plans*

In some situations, high school teachers who do not meet the faculty credential standards for teaching dual credit can enter into a professional development plan with JALC while continuing their education to raise their credentials to meet standards. A high school teacher shall qualify for a professional development plan if the teacher:

- 1) has a Master's degree in any discipline **and** has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach, **OR**
- 2) is a fully licensed instructor in career and technical education who is halfway toward meeting the institution's requirements for faculty in the discipline to be taught, **AND**
- 3) agrees to demonstrate his or her progress toward completion to the JALC, as outlined in the professional development plan.

High school teachers may enter into professional development plans with JALC through January 1, 2025, and all plans must be complete by January 1, 2028.

## **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
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 Office of College Readiness 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 and provide a copy of the syllabus 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 ([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

Students must have placement test scores on file with JALC to take any dual credit or early college course. Most students take the Accuplacer test on campus or at their high school with a JALC proctor. JALC also Dual Credit and Early College Administrative Procedure 806 accepts qualifying ACT/SAT scores. Students may schedule to take the Accuplacer test after their acceptance to the College.



### *Testing Exemptions*

Dual credit faculty may submit exemption letters to allow students not meeting the applicable testing thresholds to enroll in dual credit courses based on multiple measures. 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

The Assistant Provost of Academic Affairs will make all decisions regarding exemption letter approvals.

### *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 Director of College Readiness 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 Office of College Readiness. 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 Office of College Readiness 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 ([JALC Board Policy 8231](#))

A Excellent.....	4 grade points
B Good.....	3 grade points
C Average.....	2 grade points
D Poor.....	1 grade point
F Failing.....	0 grade points

INC Incomplete. It may be made up at the discretion of the instructor. The maximum time for making up an "INC" is one semester; otherwise, the student must repeat the course in order to gain credit. The incomplete grade will convert to an F if not completed by the end of the following semester, excluding the summer semester.

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

AU Audit. No credit.

R Denotes repeat course.

P Pass (credit but no grade points).

CR Denotes credit earned but no grade points awarded.

### Academic Honor Code

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.

If the student acknowledges his/her actions and accepts the instructor-imposed sanctions, the matter shall be resolved, and documentation of the incident will be forwarded to the Assistant Provost for Student Affairs for record keeping.

More serious sanctions may be recommended by the instructor under the College's [Student Disciplinary Action](#) process.

### **Grade Entry**

Students enrolled in dual credit courses will receive final grades on both their high school and college transcripts unless they have elected to receive high school credit only. High school dual credit instructors shall submit midterm and final grades for their semester long courses in accordance with the JALC academic calendar. Instructors will receive an email from the Dual Credit Office each semester in which they are teaching regarding midterm and final grade entry due dates.

#### *Midterm and Final Grades*

Instructors shall submit letter grades for each student enrolled in their course for college credit in the J1 Web grading portal for midterm and final grades in accordance with JALC's grading scale. If instructors are unable to submit grades by the deadline, they may email them to the Dual Credit office, and a member of the Dual Credit office will input them. They will return a listing of the grades entered into JALC's grading portal for the high school dual credit instructor's verification of the grades. This ensures that all students will receive proper credit for their coursework.

#### *Yearlong Course Grading*

The Dual Credit office enrolls students in yearlong dual credit classes in the fall semester each year to correspond to the beginning of college coursework. Instructors teaching yearlong classes will submit midterm grades in the fall semester each year. Students will receive INC grades in the fall semester. Once instructors complete the college material for their yearlong class, they will email their final grades to the Dual Credit Office and receive back their grades in JALC's grading system for their verification.

#### *Student Drops and Withdrawals*

Students who stop attending or are unable to successfully complete their dual credit courses may be administratively withdrawn from their course by the request of the dual credit faculty, similar to the administrative withdrawal policy on campus. Students who leave their high school or dual credit course through no fault of their own before the course is complete may be dropped at 100% from the college portion of the course to prevent a failing grade or withdrawal from appearing on their college transcript. Dual credit instructors or team leaders may email [dualcredit@jalc.edu](mailto:dualcredit@jalc.edu) or call (618) 985-2828 extension 8712 to discuss those student exceptions individually.

## 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 College Readiness 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

The Dual Credit office will provide a link to dual credit instructors for their dual credit courses in each semester in which they receive final grades. Instructors are expected to provide those links to all students in the dual credit course for them to complete. Course evaluations request student names, but our office ensures those names are not tied to the evaluation results. Instructors may request a listing of the names of students who completed the evaluation. The course evaluations survey results will be provided to the instructor, faculty liaison, and department chair, after the semester is completed.

## 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, the team leader, 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

The following resources are available to all dual credit instructors:

Dual Credit Faculty 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 departments conduct discipline specific workshops each year for dual credit instructors and provide an extensive dual credit course review every three years.

[JALC College Readiness Website](#) - The College Readiness 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 online databases, eBooks, online reference assistance and an online library catalog. Library staff are also available to visit your classroom to orient students to their services.

[JALC Faculty Resource Page \(available in D2L\)](#) - All JALC instructors have access to the Faculty Resource page that provides access to all resources in one convenient location. Some of the resources available include a list of lead instructors for all JALC courses, the College Calendar, IT information, and College policies and due dates. Additionally, the Newsfeed provides important announcements and training opportunities.

[Logan Fitness](#) - 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 Logan Fitness. Logan Fitness includes several pools, a track, weight and cardiac machines. You will have free access each year as a Dual Credit instructor. Please contact the College Readiness office to request access to Logan Fitness.

## Resources for Dual Credit Students

The following resources are available to students seeking additional support:

[Student Success Center \(SSC\)](#) – The center coordinates several programs including TRIO Student Support Services, Tutoring, Counseling Services and Disability Support Services. These services are located in C218/C219.

[The TRIO Program](#) - TRIO Student Support Services is a component of the Educational Opportunities Program (EOP) that is funded through the U. S. Department of Education. Eligible students are provided with individual mentoring, advisement, access to cultural and educational events as well as transfer assistance. Students that qualify must meet one of the following requirements: are eligible, first-generation college students, and/or disabled. These students also must demonstrate academic potential.

[Tutoring](#) - Tutoring is offered in both transfer and career areas, including mathematics, writing, science, business, and language arts. The center uses both professional and peer tutors to assist students. Tutoring is available on a walk-in basis in the Math Help Room (C218/C219) and Biology Help Room (C243A), or one-on-one appointments are available. Requests for tutoring appointments can be made in person (C218/C219) or online with the Tutor Request Form. You can also sign up by accessing the QR code found in campus common areas. Math tutoring is also offered for extended hours until 6:00pm on Tuesdays.

[Disability Support Services](#) - The Student Success Center assists students with disabilities to receive reasonable accommodations. Students with disabilities who want to request accommodation are required to meet with the Disability Support Services coordinator prior to the beginning of the semester in which they plan to attend. Appropriate documentation of a disability is necessary in order for students to receive reasonable accommodation. Please contact the Disability Support Services Coordinator at Ext. 8270 or stop by C219 to set up an appointment.

[Educational Workshops](#) - are provided by the Student Success Center throughout the semester. For more information, visit the Student Success Center website.

[Counseling Services](#) – The John A. Logan College counselor supports the psychological well-being of our community and services are available at no cost to currently enrolled JALC students. Students can receive support and find a place to talk about such things as: stress, anxiety, depression, academic goal setting, family/relationship issues and job preparation/interview skills. Please contact our Counseling office at Ext. 8030 or stop by C219 to set up an appointment.

[JALC Student Guidebook](#) - The guidebook is designed to guide students to key information and to enhance the accessibility of John A. Logan College student policies.