

LAKE LAND COLLEGE



Dual Credit Program

Instructional and Quality Standards Manual For College and Secondary High School District Personnel

5001 Lake Land Blvd.
Mattoon, IL 61938

p. 217-234-5044

dcp@lakelandcollege.edu
lakelandcollege.edu/dual-credit/

Table of Contents

Section I - Program Overview	5
Purpose...5	
Program Description...6	
Dual Credit...6	
Dual Credit Option 2...6	
Dual Credit Option 3/Dual Enrollment...7-8	
Section II - Dual Credit Program Policies and Procedures	9
State Laws, Regulations and Accreditation Standards...9	
Dual Credit Agreement...9	
Dual Credit Coordinators...9	
Dual Credit Coordinator Compensation...10	
Dual Credit Faculty...10	
Faculty Qualifications...10	
Faculty Qualification Approval Process... 1 1	
Faculty Development and Orientation...12	
Dual Credit Faculty Rights and Responsibilities...12-13	
Course Content...13	
Monitoring Quality of Course/Instruction... 1 3-1 4	
Assessment...14	
Student Course Evaluations... 1 4- 1 5	
The Laker HUB/Self-Service...15	
Class Roster 10 th Day Check...15	
Class Roster Midterm Certification...16	
Final Exams...16	
Grading/GPA...16-17	
Final Grade Submission...17	
Warning and Dismissal Process...17	
Course Review (assessment and evaluations)...18	
Virtual Machine...19	
Library Resources...19	
Information System and Services Helpdesk...20	
Canvas Learning Management System...20	
Turnitin...21	
Hypothesis...21	

Studio...	21
Design Tools...	21
U DOIT Cloud...	21

Section III - Dual Credit Program Course Structure...21

Course Offerings...	22
Transfer Courses...	22
Career and Technical Courses...	22
Other Courses...	23
Required Course Length...	23
Semester and Yearlong Course Length...	23
Semester and Yearlong Course Rosters...	23-24
Course Outlines...	24
Course Syllabus...	24
Computer Software in Dual Credit Courses...	24
Course Textbooks...	25
Calendars...	25
Course Textbook Delivery and Pick-up...	25-26
Dual Credit Option 3/Dual Enrollment Courses...	26
Special Books (Snap Codes, Workbooks, Consumables etc.)...	26

Section IV – Student Enrollment, Eligibility, and Registration27

Enrollment...	27
Student Qualifications...	27
Dual Credit Restrictions...	27
Dual Enrollment Restrictions...	28
Provisionary Status Prerequisites...	28
Placement Testing...	28-29
Using ACT Scores for Placement...	29
Using SAT Scores for Placement...	29
Using ACCUPLACER Scores for Placement...	29
Retesting with ACCUPLACER...	30
Placement Testing at High Schools...	30
Scheduling and Requirements...	30
Student Identification Numbers...	30-31
Setup...	31
Credit Hour Limitations...	31
Class Attendance...	31

Adding, Dropping, and Withdrawing Students from Courses...	31
Adding Dual Credit Students...	32
Dropping Dual Credit Students...	32
Withdrawing Dual Credit Students...	32
Dropping Dual Enrollment Students...	33
Withdrawal Policy...	33
Financial Aid Consequences...	33
Completion Rate...	33
Academic Standing...	33
Upper Limits...	34
Academic Integrity...	34
Family Educational Rights and Privacy Act (FERPA)...	34
Accessibility...	34
Dual Credit Student Transcripts Dual Credit Student Grade Appeals...	35

Section V – Dual Credit/Dual Enrollment Billing.....36

Dual Credit and Dual Enrollment Fee/Billing...	36-37
Dual Credit Program Access Incentive...	37-38

Section VI – Contact Information39

Dual Credit Program...	39
Division Chairs...	39
Student Services...	39
Career Services...	39
Other Services...	40

Appendixes 41

Appendix A: College Level Credit Agreement...	41-42
Appendix B: Interpreting Test Scores...	43-44
Appendix C: Example Course Form...	45
Appendix D: Computer Software Form...	46
Appendix E: Dual Enrollment Cost...	47
Appendix F: Coordinator Demographic Form...	48
Appendix G: Instructor Demographic Form...	49
Appendix H: CTE Instructor Work Experience Form...	50
Appendix I: Dual Credit Program Faculty Minimum Qualifications...	51-52
Appendix J: Qualifying Faculty Determination (QFD)/Instructor Approval Form...	53-56
Appendix K: High School Special Admissions Form...	57

Appendix L: Grade Correction Form...58

Appendix M: Logging into Lake Land College Services...59-60

Appendix N: Viewing Class Rosters, Posting Midterm Verification,
and Final Grades...61-67

Appendix O: Student Evaluation...68-69

Appendix P: Dual Credit Course Syllabus Template (can be emailed
upon request)...70-77

Appendix Q: Coordinator HUB Bookstore Order...78-79

Appendix R: Dual Credit Program Timeline 2023-2024...80-83

Section I - Program Overview

Welcome to Lake Land College! We are excited to partner with your institution in offering college-level courses to students through the Dual Credit Program (DCP).

As you know, dual credit is a great way for students to get a jump start on their college education *and* significantly reduce higher education expenses. Where dual credit is not feasible, *dual enrollment* also can help students get ahead. Whether pursuing a certificate or degree, preparing to transfer to a four-year institution, or exploring various college classes, the Dual Credit Program can help students make the transition from high school to college. Our goal is student success. This manual will provide you with the basic policies and procedures of the Dual Credit Program so that, together, we can achieve that goal.

The college reserves the right to revise, modify, delete, or add to the Instructional and Quality Standards Manual. Any written changes to this manual will be distributed to Lake Land College dual credit partners.

The Instructional and Quality Standards Manual is intended as a guide to the Dual Credit Program, and in any instance where it is determined that the manual is not compatible with Lake Land College Board Policy, board policy shall prevail.

Purpose

The Dual Credit Program's Instructional and Quality Standards Manual has been developed to provide detailed program information to partnering school district personnel. The procedures in this manual have been developed by Lake Land College faculty and administrators to ensure that the program requirements and, most importantly, the college courses curricula offered by Lake Land College with its high school partners, meet the requirements, rules, and standards set forth by Lake Land College Board Policies, the Illinois Community College Board, the Higher Learning Commission, and the Illinois Dual Credit Quality Act.

Lake Land College (the college) partners with district schools to offer college credits to high school students. This partnership:

- extends ACCESS to affordable higher education to a larger percentage of district residents
- STIMULATES and CHALLENGES students older than sixteen (16) years of age or students deemed gifted according to Lake Land Board Policy 07.01
- places students FURTHER in their college education before graduating from high school

The college believes that these courses are important links in the transition from one educational experience to another.

Program Description

The college's Dual Credit Program (DCP) facilitates and sustains these partnerships with district high schools. Through the DCP, the college offers both dual credit and dual enrollment. The college offers three (3) options for high schools to consider when providing dual credit opportunities to high school students. All options allow students to earn college credit while still enrolled in high school; however, the process, location, and cost of these courses may vary.

Where appropriate, the difference between policies and procedures for dual credit and dual enrollment courses have been indicated throughout the manual.

Dual Credit Option 1 (Regular Dual Credit)

College courses offered (1) at partner high schools, (2) during the regular school day, and (3) are taught by an approved high school teacher serving as a college adjunct are called dual credit. Students receive both high school and college credit for these courses. Because the high school pays the teacher's salary, the college waives tuition and related fees for these courses; however, a dual credit fee is assessed to partner institutions. The dual credit fee is subject to change. Schools will be notified of any changes and the Dual Credit Agreements will reflect anticipated changes.

2023-2024: \$18.42/credit hour per student course cost (subject to change)

2023-2024: \$12.00/credit hour per student for non-dual credit rental books or yearlong Fall semester rental (subject to change)

A few advantages that *dual credit* provides to students include:

- registration is facilitated by the high school
- courses are offered in the convenience of the high school location
- courses are offered during the regular high school day, and
- courses are offered at a fraction of the cost of on-campus sections

Dual Credit Option 2 (Dual 2)

At Lake Land College we understand that our secondary school partners have varying needs with regard to college credit opportunities for their students, especially when difficulties finding college-level qualified faculty arise. In an effort to expand college-seeking pathways, dual credit option 2 (Dual 2) opportunities can be provided for high school students.

Courses are taught by a qualified Lake Land College instructor, are offered in the convenience of the high school classroom, or at a location of the high school and college agreed upon location, for up to twenty-five (25) students per course and no minimum amount of students. Courses could be online, hybrid, or face-to-face. This option includes any current Lake Land College course where applicable and appropriate and is based upon need of the high school. Locations could include the Lake Land College campus, the Kluthe Center in Effingham, or our extension centers in Marshall or Pana. High schools may partner for these courses, but only with agreed upon billing measures.

A few advantages that *Dual 2* provides to students include:

- a stepping stone for students from high school to college level credit,
- registration is facilitated by the high school,
- student services from the high school and the college to ensure student success, and
- courses are offered at a fraction of the cost of on-campus sections.

The cost is \$1,000 per credit hour/\$500 per 0.5 credit hour for the 2023-2024 school year, subject to change. Plus any additional course fees. Any changes in the cost, the schools will be notified.

For example:

2 credit hour course = \$2,000

2.5 credit our course = \$2,500

Dual Credit Option 3 (Dual enrollment)

Courses are taught by a qualified Lake Land College instructor, based on availability, are offered at a Lake Land College facility as part of the standard college schedule, or online, and are subject to Lake Land's current tuition and fee structure. See current college schedule for course availability. (<https://www.lakelandcollege.edu/schedules/>)

The cost for tuition and fees equal the current lake Land College tuition rate that can be found on the Lake Land College website at: www.lakelandcollege.edu/tuition-and-fees/

2023-2024: \$142.67 per credit hour (subject to change)

In some cases, high school students enroll in courses on the college campus (this includes extension sites and online). These courses are taught by college faculty who are paid by the college. Because of this, full tuition and fees are billed.

Students may or may not receive high school credit for dual enrollment Option 3 courses. The decision to receive high school credit is made by the high school administration and should be discussed prior to the student enrolling in the course. Any course for which a student is expected to receive high school credit should be noted on the course form and the student will need to submit a High School Special Admissions Form.

A few advantages that *dual enrollment* Option 3 provides to students include:

- the transition to college is aided by immersion in the college atmosphere and all of the services that it offers
- there is more flexibility in the times that courses are offered, and
- there is a greater selection of course opportunities

If registration for Option 3 dual enrollment courses is facilitated by the DCP, tuition and fees can either be billed (1) directly to the student or (2) to the high school (high school verification required). Additionally, the students' course grades can be shared from the college to the high school.

Section II - Dual Credit Program Policies and Procedures

State Laws, Regulations and Accreditation Standards

In creating DCP Policies and Procedures, the following regulations are taken into consideration:

- Lake Land College Board of Trustees Policy 06.19
- Illinois Community College Board Administrative Rule 1501.507.b.11, p.42-43
- State of Illinois Dual Credit Quality Act (110 ILCS 27/20), and
- Higher Learning Commission's "Dual Credit for Institutions and Peer Reviewers."

Dual Credit Agreement

In accordance with state laws, regulations, and accreditation standards, participating high schools will enter into an agreement with the college in offering dual credit courses. Pursuant to this signed agreement, the high school agrees to participate according to DCP Instructional and Quality Standards. The agreement will be signed annually by the high school principal and the appropriate college vice president prior to the next academic year. (Appendix A).

Dual Credit Coordinators

To offer dual credit, each school will assign a Dual Credit Coordinator to act as a liaison between the high school and the DCP. The Coordinator will be hired as a Lake Land College employee and receive a stipend from the college. The Coordinator will be required to fill out a demographic form and complete the Human Resources required paperwork. This would include bringing in a photo ID and social security card or passport to the HR department on Lake Land College Mattoon campus.

Coordinators:

- are the primary contact between the DCP and the high school
- request instructor approvals
- request course offerings
- submit student course rosters
- request textbooks
- coordinate textbook delivery and pickup
- ensure students complete the online Dual Credit Intent to Enroll form with student's social security number on the form
- schedule placement testing for students

- ensure students complete dual credit intent to enroll
- review preview bill for accuracy by contacting dual credit instructors for roster verification
- ensure that all instructors at their school verify midterm rosters and submit final grades
- ensure dual credit agreement is signed by the high school Principal and returned by the due date
- additional approvals, student petitions, gifted form, and other necessary paperwork for student enrollment in the program
- communication with the parents on the program changes

Typically, a guidance counselor is assigned the role of coordinator at high schools; however, this decision is solely up to the high school administration. There are no degree requirements or other special credentials required of a coordinator.

Dual Credit Coordinator Compensation

The coordinator will receive a stipend for each fall and spring semester in which dual credit sections are offered at their respective schools and/or dual enrollment is facilitated through the DCP. The stipend is \$100 for the first five sections of courses offered at the high school in each of the fall and spring semesters. An additional \$10 per section will be paid starting with the sixth section. In the case of year-long courses, the stipend is paid for the spring semester only.

New coordinators must submit the Coordinator Demographic Form (Appendix F) and complete a hiring packet provided by Human Resources before stipends can be processed.

Dual Credit Faculty

Instructors teaching dual credit courses must meet minimum qualifications as determined by the Lake Land College Policy 05.02.04, ICCB, Dual Credit Quality Act, and HLC. Instructors must be approved by the college to teach dual credit courses.

Faculty Qualifications

According to the Higher Learning Commission:

"...faculty members teaching dual credit courses should hold the same minimal qualifications as required by the institution of its own faculty...This requirement is not intended to discount or in any way diminish the experience that the high school teacher brings into a dual credit classroom. Such classroom experience alone, however lengthy or respected, is not a substitute for the content knowledge needed for college credit."

Transfer Courses

In order to teach 100-level or higher dual credit coursework, instructors must hold a master's degree in the discipline or a master's degree and at least 18 graduate hours in the discipline.

Career and Technical Education Courses

In order to teach career and technical level coursework (levels 040-099), instructors must hold a bachelor's degree and at least 2,000 hours of work experience in the field.

Master of Education Degrees

In compliance with the Higher Learning Commission, Lake Land College recognizes that:

"...dual credit faculty members who have obtained a Master of Education degree, but not a master's degree in a discipline such as English, Communications, History, Mathematics, etc., may have academic preparation to satisfy HLC's expectations. In this context, the curricula of graduate degrees in the field of Education, when inclusive of graduate-level content in the discipline and methods courses that are specifically for the teaching of that discipline, satisfy HLC's dual credit faculty expectations. In other words, the attainment of a Master of Education degree does not demonstrate a qualification to teach dual credit courses in a particular discipline unless it is demonstrated that the content of that faculty member's Master of Education degree is sufficiently related to the discipline of the dual credit course."

This is determined at the discretion of each of the college's academic divisions. Instructors entertaining a desire to teach dual credit courses should consult with the appropriate division chair for a transcript evaluation.

Faculty Qualification Approval Process

The process of being approved to teach dual credit begins with the DCP. Interested instructors should provide official academic transcripts to the DCP, where an approval packet will be prepared.

College Division Chairs will review transcripts of respective candidates in their divisions. The instructor, coordinator at the respective high school, and principal will be notified of the outcome. Instructors and schools should plan to keep a record of all qualification forms and contact information of instructors.

A high school teacher who wants to be approved to teach dual credit courses for Lake Land College will need to submit the following:

- Instructor Demographic Form (Appendix G)
- CTE Instructor Work Experience Form (if teaching CTE courses) (Appendix H)
- Dual Credit Qualified Faculty Determination (QFD)/Instructor Approval Form (Appendix J).
- Official Transcripts Showing Confirmation of Degree
- Update resume

Potential dual credit instructors are strongly advised to read Appendix I. Approved instructors will receive a list of classes that can be offered, ICCB-approved outlines for the courses, textbooks, syllabus template, and ancillary material (if available), and a division chair contact to assist with discipline-specific content.

Faculty Development and Orientation

New dual credit instructors should meet with the Director and/or Division Chair for an orientation to the college and DCP, preferably before teaching the course. The purpose of the orientation is to:

- ensure that the DCP and division has received all necessary documentation from the instructor
- provide the instructor with and answer any questions about the Instructional and Quality Standards Manual
- introduce the instructor to DCP personnel and responsibilities
- introduce the instructor to division personnel and responsibilities, including but not limited to lead instructors
- introduce the instructor to Admissions personnel and responsibilities
- provide an overview of IRIS and/or the HUB
- provide an overview of drop/withdrawal policies and procedures,
- provide an overview of professional and staff development opportunities offered by the DCP, college, and/or division
- outline and explain the course review process, and
- provide any other information that may be useful

Instructors are invited to all college professional and staff development activities and dual credit specific events. Additionally, the DCP will host professional development activities specifically for dual credit staff throughout the year.

Dual Credit Faculty Rights and Responsibilities

Pursuant to the Dual Credit Agreement signed by the high school and in accordance with the policies set forth by the Illinois Community College Board, the Illinois State Board of Education, Dual Credit Quality Act, Higher Learning Commission, and the policies and procedures established by Lake Land College, dual credit faculty will follow the teaching guidelines and expectations set forth in the Instructional and Quality Standards Manual.

Course Content

Instructors will teach courses in accordance with the requirements as detailed in the course description and outlines. Using the provided syllabus template, instructors will develop a syllabus for each course taught that shall include an outline of course goals, methods of instruction, course content, reading materials, grading practices, attendance policy, etc. Required and optional content is noted on the template. (The syllabus will be distributed to each student in the course during the first week of classes.) It can also be found in Appendix P.

Monitoring Quality of Course/Instruction

In order to align curricula of dual credit courses with their on-campus counterparts, dual credit instructors will submit course reviews on a schedule determined by the DCP. The process is intended to provide recommendations, suggestions for best practices, constructive feedback and support to strengthen dual credit courses for continuous improvement at the program and course level.

A consistent structure and process for dual credit course evaluation continues to be a focus for the Dual Credit Program. The division chairs, along with Vice President of Academic Services, make the final determination on dual credit faculty qualifications and curricular alignment. The Director of Dual Credit plays a pivotal role in communication between Lake Land College and our Dual Credit partners. When variances in quality or alignment occur, the Director of Dual Credit, working collaboratively with the Division Chair, will be the lead communicator to Dual Credit partners.

1. The Higher Learning Commission requires that, "...accredited institutions awarding college credit by means of dual credit arrangements must assure the quality and integrity of such offerings and their comparability to the same college credit offered on the institution's main campus or at the institution's other locations. As such, the faculty members teaching dual credit courses should hold the same minimal qualifications as required by the institution of its own faculty. These expectations extend to minimally qualified dual credit faculty, as stated in Criterion Three (3.A., 3.C.2.), Criterion Four (4.A.4.), and Assumed Practice B.2." From an alignment perspective, the college favors

- a corrective process based on stronger curriculum alignment.
2. The Dual Credit Quality Act also offers guidance on how to better align curriculum before reaching a point in which recourse and consequences are needed. For example, Section 20.6 indicates that dual credit instructors should receive an “orientation in course curriculum, assessment methods, and administrative requirements before high school instructors are permitted to teach dual credit courses.” Effectively implementing this crucial step minimizes the potential for course misalignment.
 3. The DCP and divisions chairs are firmly committed to ensuring an objective, fair, and unbiased course review process. The name of the dual credit instructor is to remain anonymous during the evaluation process.
 4. The Dual Credit Course Review should be based on the following submissions by the dual credit faculty.
 - a. Syllabus
 - b. Three (3) graded assignments consisting of a full range of grades
 - c. Three (3) graded exams consisting of a full range of grades
 - d. Optional submissions to help in the review process could include:
 - a. teacher rationale for assessment practices,
 - b. assessment practices (grading practices, use of rubrics and/or scoring guides, use of formative and summative assessment)
 5. Student course evaluations for dual credit faculty would only be provided to the division chair through the dual credit program.
 6. Should a site visit be requested by the high school dual credit Coordinator or dual credit faculty member in order to enhance quality and alignment, the Director of Dual Credit will coordinate the site visit.

Assessment

Instructors will participate in assessment activities as arranged by their respective divisions. Each course is assigned a lead instructor for assessment. The lead instructor will contact the dual credit instructor each semester about assessment activities and follow-up with assessment results once data has been tabulated.

Instructors teaching year-long courses will not be contacted about assessment until the spring semester.

Student Course Evaluations

According to Lake Land College Board Policy 05.05, the college requires dual credit students to complete course evaluations. The information received from the course evaluations is confidential, is for college and instructor use only, and is not released to anyone in the teacher’s school district. (See appendix O)

Student Instructions via HUB: 1. The student will login to their Laker HUB account (the same place they go to register for classes). 2. Once logged in, the student will select Student Surveys . In Student Surveys, the student will have four options to choose. 3. The student will select Course/Instructor Evaluation Survey." 4. A list of the student's classes will appear. 5. The student will click in the boxes according to the rating they are giving the instructor and course, and will have the option to add comments before submitting. 6. The student will have to repeat this process for each separate course they are taking.

After the evaluation: After grades have been posted, faculty can view their results via the Laker HUB. Obtain evaluations results at Laker HUB > Self-Service > Advising > Advising Overview > View Details > Progress tab

The Laker HUB – Self-Service

In the Laker HUB, the link called Self-Service is used by faculty to check enrollment in their courses, verify midterm rosters, and submit final grades. (Appendix M)

The HUB is accessed from the college's website(www.lakelandcollege.edu).

The Laker HUB usernames and passwords are provided to instructors when hired. We ask you keep these credentials as they will be needed on a regular basis. The password for first time users is the user's birth date (mmddyy). The user might be prompted to change the password after the first login.

If an instructor does not know their username or if he/she is unable to recall the password, contact the college's Information Systems and Services department at (217) 234-5261.

If you receive a stipend from LLC for being a Dual Credit Coordinator, remember that you can get your W2 via the following: Log into your HUB account and go into the HUB, Employees tab and click on Employment and Financials, there is a tab for W-2 Statements. You may then click the appropriate calendar year to print it off.

Class Roster 10th Day Check

After the 10th day of the semester of the Lake Land College Academic Calendar, instructors should verify their rosters. **DO NOT DROP A STUDENT THROUGH THIS SYSTEM.** All drops and adds must go through the Dual Credit Coordinator to the DCP office. Communication from the DCP will be sent to dual credit instructors regarding 10th day check. The college rosters are sent to the high school coordinators prior to 10th day, and are available to the instructor via the HUB.

It is important to check your roster often, particularly during the first two weeks of classes, at midterm and before the final withdrawal date. Only students receiving dual credit for each section will be registered in the course. (Appendix N)

Class Roster Midterm Verification

Instructors are required to verify midterm rosters and to submit final grades through the HUB. There are NO GRADES entered at this time. Around midterm each semester (October for fall semester; March for spring semester), instructors will verify college rosters using the Self-Service in the HUB system. The DCP will contact the instructors and/or coordinators at each participating secondary school when that time approaches. **ICCB requires midterm verification** for college apportionment. (Appendix N)

After the college's midterm, students can be withdrawn. Please contact the high school coordinator to *withdraw* a student. One of those services is to utilize coordinators to work with the college on student records.

Final Exams

Instructors will administer a final examination in each course taught.

Option 1 – Dual Credit course final exams may be administered in accordance to the high school schedule and policies. However, instructors need to submit student's final grades in the HUB as soon as possible.

Option 2 and 3 – Dual Enrollment course final exams shall be administered in accordance to the Lake Land College schedule, unless other arrangements are made with the instructor.

Grading/GPA

Grades are extremely important. Students are expected to have developed certain skills upon completion of courses. The grades given should reflect each student's skills and knowledge. Although each instructor may grade differently, there should be some continuity.

Students' Lake Land College grade point average (GPA) is based on a four point scale:

A = 4.00, B = 3.00, C = 2.00, D = 1.00, and F = 0.00

A student's course work will be evaluated according to the following system:

<u>Grade</u>	<u>Performance</u>
A	Superior

B	Good
C	Average
D	Poor
F	Failure
W	Withdrawal
X	Incomplete

Each instructor will determine how the grades will be assigned. This should be addressed in the course syllabus.

Only overall course grades will be submitted for each dual credit student. Final course grades are posted to each individual student's record at the end of the academic term in which the course was completed and become part of the student's permanent academic transcript.

Instructors are encouraged to contact their respective division chair if there are questions about the grading process.

Final Grade Submission

Instructors are required to report final course grades to both the local school district and to the college according to the policies and procedures of each district. The college course grades are submitted using the HUB systems. Course grades should be submitted for each student as soon as possible after the final exam. Instructors must submit all grades for a course at one time. Please be aware the Self-Service system will time-out after approximately fifteen (15) minutes. Issuing of transcripts is on hold for graduating seniors until all dual credit grades have been entered.

To submit final grades, access the HUB. Upon opening grade rosters for each section, place the overall letter grade in the column next to each student's name. Acceptable grades are: A, B, C, D, F, and I. (Appendix N)

When assigning an Incomplete (I), you must contact the DCP with an action plan for the student to complete the grade. If the student fails to complete the work or no action is taken, the (I) will become an (F) at midterm of the next semester. The Request an Incomplete form is located on the college's Admissions and Records page. (<https://www.lakelandcollege.edu/admissions/>)

Should an instructor submit an incorrect grade, the coordinator or instructor should contact the DCP and ask for a "Grade Correction" form. (Appendix L) If there are any issues meeting the grade deadline, please contact the DCP office.

Warning and Dismissal Process

The warning and dismissal evaluation process is complete mid-January for fall, and mid-June for summer and year-long. During this process a GPA report is ran on each dual credit student. The dual credit coordinators will receive an email listing out the students on warning and the students being dismissed from the program. For any student with a GPA at the lower limit of the program, 2.0, they will receive in the mail a warning letter. This is just to inform the student that there is a required college GPA to remain in the dual credit program. The student can remain in the program unless the GPA drops below 2.0. If the student is below the 2.0 they will receive a program dismissal letter and the instructor will be notified the student is being removed from program. The GPA is based on previous completed college level courses that have received a final grade. Due to the fall final grade submission process this may occur after a student has already been entered into a spring class or continuing a year-long, that is why we ask the coordinators and instructors to evaluate students on a regular basis to be sure that they remain in good academic standings or dropped from the course.

Course Review (assessment and evaluations)

The course review process is intended to provide recommendations, suggestions for best practices, constructive feedback, and support to strengthen dual credit courses for continuous improvement at the program and course level. The Dual Credit Course Review Form and Implementation Guide will serve as a framework to guide dual credit instructors, principals, division chairs, and Lake Land College faculty liaisons. The DCP and divisions chairs are firmly committed to ensuring an objective, fair, and unbiased course review process. The name of the dual credit instructor is to remain anonymous during the evaluation process.

Two (2) Methods of Course Evaluation:

Please note in regards to the following, the information and reminders are emailed at the designated times. The timeline can be found in Appendix R.

- **Assessment: End-of-Semester**

Assessment is the systematic measurement of student performance for the purpose of improving the quality of educational programs and the institution. It affords us the opportunity to make informed decisions that ultimately improve the teaching-learning process. Assessment is essentially what students should know, value, or be able to do upon the completion of a unit of study, course, program, and/or interaction with an institutional department at a particular point and time. In other words, "Are students learning? How do we know?"

Lake Land College uses both institution-wide measures as well as program- and course-specific measures to assess student outcomes which are provided to DCP faculty on the course outlines. Learner outcomes have been established for each of the college's associate degree and certificate programs, as well as all courses. The methods of measurement of the learner outcomes were designed by full-

time faculty to meet the specific needs of individual programs and courses.
<https://www.lakelandcollege.edu/assessment/>

Instructors will participate in assessment activities as arranged by their respective divisions. Each course is assigned a lead instructor for assessment. The lead instructor will contact the dual credit instructor each semester about assessment activities and follow-up with assessment results once data has been tabulated. Assessment is conducted annually.

Instructors teaching year-long courses may not be contacted about assessment until the spring semester.

Any questions please contact your Program Lead or the Dual Credit office.

- **Student Course Evaluations: End-of-Semester**
Student course feedback is an important component for the evaluation of course level rigor. A student course evaluation survey for each section of a course taught during the evaluation period will be sent by the college's dual credit program to the dual credit instructor for students to fill out. Student evaluation summaries for each section of a course taught during the evaluation period will be provided to the division chair for consideration. *The information received from the course reviews is confidential, is for college and instructor use only, and is not released to anyone in the teacher's school district. Student course evaluations occur at the end of the course.*

Instructional and Technology Support

Virtual Machine

Registered students and approved dual credit instructors will have access to the Lake Land College Virtual Machine Access <https://viewportal.lakelandcollege.edu>
This allows students to access the Lake Land desktop information from remote locations. This would allow for use of software such as Word, Excel, and Power Point free. The login information is the same as their HUB information unless they have changed it. For help access the login information please call ISS at 217-234-5261.

Library Resources

All dual credit students and instructors have access to online library services with their Laker Hub login and password. Online library services include access to over sixty databases containing scholarly journals, ebooks, newspapers, and magazines. Some databases available in the Canvas course menu and rich content editor toolbar from external apps icon.

Classes are more than welcome to schedule a day and time to visit the Lake Land College Library in order to use the electronic materials and check out books. The Information Services Librarian can visit your school for a college-level library resources presentation that matches the needs of your curriculum. Please contact Sarah Hill at 217-234-5440 or shill@lakelandcollege.edu to

schedule a visit or request additional information.

Information System and Services Helpdesk

All dual credit students and instructors will have a Laker Hub account to access online services. With the Laker Hub account, students and instructors can access the Laker Hub, Laker Mail, Canvas LMS, and Library resources.

Additionally, students and instructors will have access to a Virtual Machine (VM) computer that can be accessed from any computer with internet access.

Students can check out WiFi hotspot devices called MiFis and computers at the Circulation Desk of the Virgil H. Judge Learning Resource Center/Library (JLRC on the map.). Students can contact 217-234-5367 or libcirc@lakelandcollege.edu to set up an appointment.

Information Systems and Services is located in Learning Resources Center (Library) in the lower level and welcomes walk-in campus support Monday - Friday from 8:00 am to 5:00 pm during the spring and fall semesters. During the summer, the college is open from Monday - Thursday from 8:00 am to 5:00 pm.

You can contact the helpdesk with technology issues.

- 217-234-5261
- helpdesk@lakelandcollege.edu

Academic Operations Instructional Support

Academic Operations instructional support staff provides support using the Canvas learning management system (LMS) and integrated software. Below is a brief overview of the Canvas and integrated software options. Please contact staff below for help and guidance on developing content in Canvas.

Susan Nugent

Online Support & Instructional Tech. Specialist
217-234-5571 | snugent@lakelandcollege.edu
WEBB 25

Jessica Wohlschlaeger

Instructional Designer
217-234-5273 | jwohlschlaeger@lakelandcollege.edu
WEBB 24

Canvas LMS (Learning Management System)

Canvas is a cloud-based program that allows instructors to build content for course delivery online. This allows students access to the course materials, submit assignments, and view grades online. Instructors can choose to design courses differently for the different course formats and pedagogical approaches. Contact instructional support staff or view the Canvas guides for help using Canvas and setting up courses.

- [Canvas Instructor Guide](#)
- [Canvas Student Guide](#)

Canvas Integrated Software

Several integrated tools are available through Canvas. Below is a brief overview of each.

TurnItIn

TurnItIn is a plagiarism detection system that available with Canvas assignments. Instructors can use TurnItIn with writing assignments to help students to improve writing and avoid plagiarism. Assignments can setup as Plagiarism Review using Canvas student submission process or as External Tool (LTI) using the TurnItIn student submission process.

- [External tool vs. Plagiarism Framework](#)
- [Canvas Plagiarism Framework Instructor Guides](#)
- [Canvas LTI Instructor Guides](#)

Hypothesis

Hypothesis is social annotation tool that is available with Canvas assignments. Instructors can use a public facing webpage or PDF document for students to annotate together.

- [Using the Hypothesis LMS App With Assignments in Canvas](#)

Studio

Studio is platform for creating, upload, and storing audio and video content. Content in Studio can be embedded on Canvas pages in courses. Each student and instructor will have a Studio account. Studio can be accessed from the global menu in Canvas. It can also be accessed from the rich content editor toolbar. Students can also access it from assignment submission process.

- [Studio Guides](#)

Design Tools

Design Tools is a set of integrated tools for streamlining course development.

- **Multi-Tool** is available in the course menu and has options creating templates and building module content.
- **Upload/Embed Image** is available in the rich content editor toolbar from the External Tool app icon.
- **Design Tool panel** is available when you edit a page. Click the Rocket icon in upper right corner of the screen to load the Design Tools panel.

View the guides for instruction on using Design Tools

- [Design Tool Guides](#)

UDOIT Cloud

UDOIT Cloud is available in the course menu and is an accessibility checker that scans your content for accessibility errors. A report is generated from the scan and you can fix the accessibility errors directly in UDOIT.

- [UDOIT guides](#)

Section III - Dual Credit Program Course Structure

Any course taught for college credit is approved by the Illinois Community College Board (ICCB). This includes the description, content, and method(s) of student evaluation.

Not every course is appropriate for dual credit. The high school will determine which courses, of those approved to be offered, best fit the needs of their students and, therefore, will be offered at the school. Students are encouraged to take only those courses that will apply to their intended program of study.

Prior to offering dual credit or dual enrollment courses, high schools should consider Lake Land College courses that places students FURTHER in their college education before graduating from high school. The DCP will work with high schools in order for students to achieve the best path to either transfer or technical degrees.

Course Offerings

Transfer Courses

Transfer courses have been articulated with senior institutions. Many transfer courses are part of the Illinois Articulation Initiative (IAI), which will fulfill general education requirements. Students enrolling in courses that are not part of the IAI should check with their college(s) of choice to ensure transferability. Students who are unsure of their intended program of study, but want to pursue a Bachelor's degree, should be encouraged to enroll in only IAI courses.

At Lake Land College, transfer courses are numbered -100 and above, e.g. BIO-100 (BioScience I), COM-111 (Introduction to Speech), and MAT-241 (Calculus I).

Career and Technical Courses

Career and Technical courses can be applied to Certificate and/or Associate in Applied Science (AAS) degree programs, often called "workforce ready" programs. Typically, these courses will not transfer to four-year institutions; however, there are many exceptions. These courses are very specific to their discipline and should only be taken by students with a strong interest in that discipline.

Students who will continue at Lake Land College in pursuit of a transfer degree may use up to nine hours of Career and Technical courses as electives in transfer programs.

At Lake Land College, Career and Technical courses are numbered-040 to -099, e.g. AHE-040 (Basic Nurse Assisting), CAD-056 (CAD I), and WEL-057 (Welding Fundamentals).

Other Courses

Developmental, specialized training, and community courses cannot be offered for dual credit. These courses are typically numbered -039 or lower.

Required Course Length

Per ICCB policy, courses must be scheduled to meet for at least 750 minutes per contact hour value of the course. Contact hours may not match credit hours. For example, Bioscience I (BIO-100) is a four-credit course; it meets for three lecture hours and two lab hours each week. That equates to five contact hours, requiring 3,750 minutes of scheduled instruction. Calculus (MAT-241) is a five-credit course; it meets for five lecture hours, but does not have a lab. It also requires 3,750 minutes of scheduled instruction. (See Table 1).

Table 1. Total Scheduled Instructional Minutes Required Based Upon Contact Hours.

Course	Cr. Hrs.	Lec.	Lab	Cont. Hrs.	Total min. / Course
BIO-100	4	3	2	5	3750
MAT-241	5	5	0	5	3750

Semester and Year-Long Course Length

Each high school will determine whether their dual credit offerings will be offered for one semester or over the course of an entire academic year. This information, along with calendar start and end dates, will be reported to the DCP by the Coordinator prior to the start of the high school academic year using the course form (Appendix C).

Semester and Year-Long Course Rosters

Dual Credit high school course rosters should be submitted by the coordinator to the DCP by July 1st for fall/year-long courses. The DCP would like to encourage all coordinators to have students' online Dual Credit Intent to Enroll forms completed and to send in fall/year-long course rosters prior to leaving for summer vacation so that the DCP may start on our processes in a timely manner. For spring/year-long courses, high school course rosters are submitted by November 1st. Coordinators should not include on the roster students that are not seeking dual credit. For Dual 2 and Dual 3, coordinators should indicate if the school intends to award high school credit for the course.

The DCP will create a problems list of students who have:

- not submitted an Dual Credit Intent to Enroll form,
- not submitted placement test scores for math or English courses,
- who placed below the college-mandated scores for math or English courses, or
- who have not met prerequisites for a course.

The DCP will send via email the list to coordinators to contact students. Students not meeting requirements will not receive college credit.

Course Outlines

Because courses are approved by the ICCB, course outlines utilized for dual credit must be the same as for courses offered on the college campus. Course prerequisites, descriptions, outlines, requirements, learning outcomes, and methods of evaluating students are listed on course outlines. Not following approved course outlines is a violation of ICCB and college policy.

The DCP will provide a course outline for each course taught by a new dual credit instructor or upon request of a continuing dual credit instructor; however, the instructor is responsible for following the outline and monitoring for the most recent updates to outlines.

Course Syllabus

Dual credit instructors are required to prepare a course syllabus as outlined in Board Policy 5.5. Course syllabi should follow the standardized syllabus as provided in the syllabus template. Questions regarding syllabus content and format should be directed to the instructor's respective academic [Division Chairperson](#). (Appendix P)

Computer Software in Dual Credit Courses

Software-based dual credit courses—including, but not limited to Word, PowerPoint, and Photoshop— must use the same version as offered on the college campus. Schools may petition to be one version behind software that is being used by the same classes on campus. This should be indicated on the Computer Software Form that is to be completed by the Coordinator (Appendix D). The DCP must be notified well in advance to ensure that textbooks and other support materials are available for Instructors and students.

The college Bookstore will not deliver textbooks for software-based courses unless the Computer Software Form has been completed and returned to the DCP. Please note there are

additional fees to software-based courses.

Course Textbooks

All dual credit courses will use the same textbook editions as courses offered on the college campus. The only exception is for software-based courses that are one version behind the college (see previous section).

The college has a textbook rental system (more commonly referred to as the “Bookstore”). This provides a significant savings to the college’s partner high schools and their students. To rent your textbooks you will need to access the HUB through the Lake Land College website. For this the Dual Credit Coordinator’s must have completed all of the Human Resource paperwork which includes bringing in-person ID and SS card. (See Appendix Q)

The Dual Credit Office will notify Coordinator and Instructors of any changes in the books or material for the course Spring or Summer for the upcoming academic year.

Calendars

The college and high school calendars typically do not match. For this reason, *dual credit* courses will follow the high school calendar, with the exception of the 10th day roster verifications, mid-term roster certifications, add/drop dates, withdraw dates, and any other required reporting dates as assigned. *Dual enrollment* courses will follow the college calendar, which can be found at lakelandcollege.edu. For *dual enrollment* courses scheduled through the Dual Credit Program, it is the coordinators responsibility to ensure that the student knows the start date of classes. The Dual Credit Program has created a timeline for notifications, processes, and procedures. (Appendix R)

Course Textbook Delivery and Pick-up

The college delivers and picks up textbooks for option 1 dual credit courses and option 2 dual enrollment courses to its partner high schools. Specific pickup days are agreed upon by the high school and Bookstore and use the following guidelines:

- The first delivery will occur before the start of the fall semester,
- A second pick-up/delivery will be arranged for some time before the college goes on holiday break after the conclusion of the fall semester,
- The third pick-up date will be near the closing of the high school’s academic year.

High schools may pick up books for dual credit sections if advance notice is given to the Bookstore.

The Director of Dual Credit will request tentative course offerings and rosters prior to each semester from the high school Coordinator using the course form (Appendix C). Additional textbooks will be accumulated and delivered according to the scheduled times. Textbooks that are not needed by the school will be picked up on those dates. Books not returned by the end of the semester or books that are damaged will be paid for by the high school at the replacement rate.

Dual Enrollment Courses – Option 3

Students registering for Option 3 dual enrollment courses through the DCP will have their textbooks delivered to their respective high schools; however, advance notice is required to ensure delivery before the class begins.

Students registering for Option 3 dual enrollment without going through the DCP are responsible for picking up and returning their own books. This is one reason we encourage high schools to work with the DCP program when possible.

Students in Option 3 dual enrollment courses, whether registered through the DCP or not, are responsible for returning their books to the Bookstore by the set and published deadline. Failing to do so will result in a fee determined by the replacement cost of the textbook(s).

Special Books (Snap Codes, Workbooks, Consumables etc.)

Although the college uses a textbook rental system, a few courses require students to purchase textbooks or other ancillary supplies. High schools will be billed accordingly when these types of materials are used. Option 3 dual enrollment students registered for a course that uses purchased material should contact the Bookstore for delivery information.

Section IV – Student Enrollment, Eligibility, and Registration

Enrollment

High school students seeking college credit will be enrolled as college students and their coursework will become part of their permanent academic transcript. Dual Credit students need to fill out the online Dual Credit Intent to Enroll Form prior to taking a dual credit course. The Link is <https://www.lakelandcollege.edu/dual-credit/>. Please make sure students have their correct social security number when filling out the Dual Credit Intent to Enroll. The social security number submitted must be correct for future financial aid reasons. Following completion of both forms, a college identification number will be assigned, and students are then eligible to placement test. A college identification number is required in order to placement test. These forms should be completed at your earliest convenience.

Student Qualifications

Students accepted for enrollment in the DCP must have (as determined by the high school):

- appropriate academic qualifications
- a high level of motivation, and
- adequate time to devote to studying a college-level course

Dual Credit Restrictions

The students' course selections shall be made in consultation with high school counselors and/or principals and are restricted to students older than sixteen (16) years of age or students deemed gifted according to Lake Land Board Policy 07.01. * Note – Lake Land College's Board of Trustees made changes during the spring 2020 semester regarding qualifications to the gifted student requirements. High school students seeking to be admitted as a Gifted Student will need to demonstrate college readiness by meeting college-level placement in two (2) of the three (3) areas (reading, English and Mathematics) as determined by ACT, SAT, or college placement test and meet any minimum placement requirements identified for a specific course. The Gifted Student Form is located <https://www.lakelandcollege.edu/admissions/gifted-admission/>.

Students must have a high school grade point average of "C" or better to initially enroll in dual credit courses and maintain a Lake Land College grade point average of "C" or better to continue enrollment in the Dual Credit Program. The students will meet all college criteria and

follow all college procedures for enrolling in courses.

Dual Enrollment Restrictions

Students registering for dual enrollment courses will follow qualifications set by the college for all students. If students who are not older than sixteen (16) years of age register for dual enrollment courses, they will need to have a [Gifted Student Form](#) and meet all qualifications or have a High School Special Admissions Form (Appendix K) on file with the college.

Provisionary Status

High school students sixteen (16) years or older with a high school grade point average of less than "C" who wish to enroll in career and technical courses may request an exception for provisional status by completing the DCP Career and Technical Provisionary Status Request Form. This form must be completed and signed by the student, Principal, Instructor, Coordinator, and Director of Dual Credit for permission.

Students approved for provisional status may enroll in up to 8 credit hours of career and technical courses for the semester in which the request is approved. If the student successfully completes that semester with a college GPA of "C" (2.0) or better, then the student is eligible to continue enrollment in career and technical dual credit courses.

Prerequisites

Dual credit students must meet all course prerequisites.

Placement Testing

As part of the registration process, dual credit students enrolling in an English or Math course must place into those courses by one of two approved methods:

- Submission of ACT/SAT scores meeting or exceeding college-approved cut-off scores for that subject area, or by
- Taking the Next-Generation ACCUPLACER placement test and meeting or exceeding the college-approved cut-off scores for that subject area.

Students who place below the college-mandated scores for a Math or English course must either complete all prerequisites or retest. College credit will not be granted to a student who does not place into a Math or English course. To ensure enrollment in college-level Math or English courses, all placement testing and student qualifying scores must be completed prior to the college's tenth (10th) instructional day for the semester on which the course starts or for year-long courses by the tenth (10th) day of the spring semester.

Dual credit students are considered non-degree students and are therefore exempt from taking the reading test at this time; however, before enrolling at the college as a degree-seeking student, the reading test will need to be taken, unless the student has a college level ACT or SAT reading score on file.

Students/parents should be made aware of the students' Lake Land College status for receiving Math or English college credit by the college's tenth (10th) day of the semester of enrollment for the course. Student/parent questions about college status should be directed to the DCP after consultation with the high school dual credit coordinator. There will be no retroacting college credit for students who do not test in by tenth day.

Using ACT Scores for Placement

In order to use ACT scores, ACT scores should be sent directly to the college from ACT. For this reason, it is important for students to include Lake Land College as a college of choice when taking the ACT; otherwise, students will need to pay ACT to have the scores sent to the college. ACT scores do not expire at Lake Land College.

Using SAT Scores for Placement

Students may access SAT score reports (and print) from their online account and submit to Lake Land College. SAT scores may also be sent directly to the college from SAT. For this reason, it is important for students to include Lake Land College as a college of choice when taking the SAT. With SAT, students may have SAT send up to four additional reports after the test (a total of eight (8) free SAT reports). SAT scores do not expire at Lake Land College.

Using ACCUPLACER Scores for Placement

Students will generally take the ACCUPLACER test on campus or at the high school (if scheduled by the coordinator). Students may submit ACCUPLACER test scores from another institution; however, the Lake Land College cutoffs will be used to determine placement.

ACCUPLACER Placement Guide— A placement guide and rubric listing cut-off scores are available online at: <https://www.lakelandcollege.edu/placement-testing/>. Students are strongly encouraged to review the study guide prior to taking the placement test and take their time when testing.

Cut-Off Scores

A rubric listing cut-off scores for ACT/SAT and ACCUPLACER testing may also be obtained by contacting the DCP or the Tutoring and Testing Center. (Appendix B)

Retesting with ACCUPLACER

Because Lake Land College placement testing policy limits all students to two (2) chances to test in a four year period, it is very important that students prepare with the study guide, take their time, and use testing opportunities wisely. This retest must be completed before the tenth instructional day of the first class meeting of the semester. There is a minimal fee per retest in each subject area. There is a charge for the second Accuplacer test.

Placement Testing at High Schools

Placement testing can be offered at district high schools, the Kluthe Center for Higher Education and Technology, or on campus. Testing is usually offered from March through May for students enrolling in English or Math classes in the fall, or October through December for those students enrolling in English or Math courses in the spring. Students enrolling in year-long English or Math courses can place in the fall semester while the course is in progress; however, the student should be made aware that, if not placing, they will not receive college credit for the course.

Lake Land College will provide an admissions representative to proctor on a date acceptable to both the college and the high school. If a student is unable to test on the agreed date, the student will need to schedule with the college's testing center for any subsequent testing. The Tutoring and Testing Center requires a complete list of student names and course(s) testing for at least two weeks ahead of the test date.

Scheduling and Requirements

To schedule placement testing, contact the Tutoring and Testing Center at (217) 234-5301. When scheduling a testing date at the high school, please have at least two possible dates available. The following must be provided by the high school:

- One computer per student
- Internet accessibility for each computer
- Printing capabilities for each computer
- Universal password for each computer, and
- Pop-up blockers on each computer should be disabled

To check to see if computers meet minimum specifications required to administer ACCUPLACER tests, go to www.accuplacer.org and click 'Verify System.' Placement testing may be done on chrome books only if they are appropriately configured to meet ACCUPLACER's testing and security policies. Check with the Tutoring and Testing Center if interested in testing on Chromebooks.

Student Identification Numbers

All prospective students are required to go online to the Lake Land College homepage and complete:

- Laker Profile
- Intent to Enroll form

Following completion of both forms, a college identification number will be assigned, and students are then eligible to placement test. A college identification number is required in order to placement test. These forms should be completed at your earliest convenience.

Setup

Setup takes approximately twenty (20) minutes. Plan approximately thirty (30) minutes per test subject (English or Math). These tests are untimed and adaptive. Students should not enter the testing room until the proctor(s) is ready to begin the testing process.

Credit Hour Limitations

Students may not register for more than 20 semester hours in the fall or spring semester term, which would include yearlong, without first petitioning via the Vice President for Academic Services. A petition form can be obtained by contacting the DCP.

The maximum number of dual credit hours that can be obtained by a student is 32. Board Policy 06.19

Class Attendance

Per Board Policy 06.24, the college encourages regular, punctual classroom attendance. An instructor may withdraw a student from class if the number of absences is detrimental to the student's ability to meet the course objectives. For this reason, instructors are encouraged to have detailed attendance policies in their syllabi.

In case of prolonged absence because of illness, accident, or hospitalization, students must notify their instructors so that proper accommodations, if appropriate, can be made.

Adding, Dropping, and Withdrawing Students from Courses

At Lake Land College, students can be "added," "dropped," or "withdrawn" from courses. All adds, drops, and withdraws must go through the Dual Credit Coordinators at the high school then through the Lake Land College Dual Credit office.

- *Adding* a student by the tenth day of the semester on the roster places the course on the student's transcript and any applicable charges associated with the course are applied.
- *Dropping* a student by the tenth day of the semester from the roster removes the course from the student's transcript and removes any applicable charges

associated with the course from the student's record. A student must drop by 10th day for no charges to occur. Any non-exception situation drops will be withdraws.

- *Withdrawing* a student from the roster will leave a grade of "W" on the student's transcript; all applicable charges will still apply. There are Board approved timeframes in which a student can be dropped or withdrawn from a course. Last day to Withdraw is 7 days BEFORE LAKE LAND COLLEGE'S SCHEDULED FINAL TESTING START DATE. Please be mindful that withdraw can affect students financial aid.

Adding Dual Credit Students

Students should be added to a dual credit roster prior to Lake Land College's tenth (10th) instructional day for the semester on which the course starts or for year-long courses by the tenth (10th) day of the spring semester. Exceptions may be made, and student may still be added prior to midterm if:

- they are in the course and do not show up on the Lake Land College class roster due to clerical error,
- they move to the district and can be enrolled in the course,
- other circumstances arise in which the student has no control over the enrollment/registration process.

Dropping Dual Credit Students

Students should be dropped from a dual credit roster prior to Lake Land College's tenth (10th) instructional day. Exceptions may be made, and the student maybe dropped if if:

- they were never in the course,
- they move from the district and can no longer be enrolled in the course,
- other circumstances arise in which the student has no control over the enrollment/registration process.

Adding/Dropping a student from a dual credit roster must be initiated by the Instructor through the Dual Credit Coordinator, who will contact the Dual Credit Program.

Withdrawing Dual Credit Students

Dual credit students cannot withdraw themselves from dual credit classes. They must be withdrawn in consultation with the Instructor through the Dual Credit Coordinator at the high school who will then notify the Dual Credit Office to complete. If a student needs withdrawn from a dual credit course, the Dual Credit Office must be notified before the withdraw date. The high school will be responsible for notifying the student/parents that the withdrawal has taken place.

An instructor can withdraw a student from a course:

- after the 10th day roster verification period or
- prior to seven (7) instructional days before the first day of Lake Land's final exam period.

Dropping Dual Enrollment Students

Option 3 Dual enrollment students are responsible for dropping and withdrawing themselves from course sections via in the HUB. If registration for dual enrollment courses is facilitated by the DCP, instructors may not withdraw dual enrollment students who are not performing well.

Withdrawal Policy

For classes meeting eight weeks or longer, students can be withdrawn prior to four instructional days before the first day of the final examination period and receive a "W" on their academic transcript. Students who do not officially withdraw may receive a grade of "F" on their transcript. Once students take the final exam, they cannot withdraw from that class.

Financial Aid Consequences

Dual credit and dual enrollment students are not eligible for federal financial aid; however, there are three areas they must be mindful of regarding future financial aid consequences as a result of participation in these types of courses. All three areas pertain to the college's Financial Aid Standards of Satisfactory Progress, which is detailed in the college catalog. Prior to offering dual credit or dual enrollment courses, high schools should consider Lake Land College courses that places students FURTHER in their college education before graduating from high school. The DCP will work with high schools in order for students to achieve the best path to either transfer or technical degrees.

Completion Rate

Students must successfully complete at least 67% of the courses they attempt. The completion rate is cumulative, meaning that all courses taken through the college (including dual credit and dual enrollment) are calculated. Once the student becomes a "regular" college student, all grades of "F", "W", "I", or "U" in dual credit courses could cause the minimum completion rate to fall below the minimum standard.

Academic Standing

Students must maintain a minimum GPA to meet satisfactory progress. As with the completion rate, GPA is cumulative and would include grades in dual credit classes.

Upper Limits

Students may not receive financial aid beyond 150 percent of the student's program of study as measured by semester hours. Again, hours earned in dual credit courses or dual enrollment courses would be included, and the calculation is based on the student's current program or degree. If, for instance, the current program requires 30 semester hours, the upper limit would be 45 credit hours. If a student takes dual credit courses in high school not related to his or her current program of study, he or she could potentially reach the upper limits for financial aid before completing the program.

Academic Integrity

The DCP encourages all instructors to include statements of academic integrity in their course syllabi. Appropriate actions for academic dishonesty in dual credit courses should be addressed at the high school. Academic dishonesty in dual enrollment classes will be addressed by the college as outlined in the Student Handbook and Board Policy 07.28.2.

Family Educational Rights and Privacy Act (FERPA)

The college adheres to the Family Educational Rights and Privacy Act. It is permitted to share some student information with partner institutions. Please contact the DCP for more information.

Accessibility

In accordance with 110 ILCS 27/16, the college and the District have engaged in a collaborative process to ensure that individual students with disabilities have access to dual credit courses. As a result of this collaborative process, the college and the District have agreed upon the following criteria to ensure that students with disabilities have access to dual credit courses, provided that those students are able to meet the criteria for entry into a dual credit course: (1) a dual credit student shall have access to the supplementary aids and accommodations included in the student's individualized education program under Article 14 of the School Code or Section 504 plan under the federal Rehabilitation Act of 1973 while the student is accessing a dual credit course instructed by a qualified high school instructor; (2) a dual enrollment student taking courses taught by Lake Land College faculty at a college location or at the high school location outside of the regular school day shall have access to the college's Student Accommodations services, as necessary.

Dual Credit Student Transcripts

Lake Land College does not charge students for transcripts. All courses are identified on the college transcript as regular college-level courses. Upon a student's request, the college will provide an official Lake Land College transcript showing credit for completed college-level

course work to the student or college/university of transfer. To request a Lake Land College transcript, students should log into their HUB account or visit <https://www.lakelandcollege.edu/admissions/>.

Dual Credit Student Grade Appeals

Lake Land College procedures should be followed by dual credit students who wish to appeal the college grade by contacting the high school dual credit Coordinator or the Dual Credit Program.

Section V – Dual Credit/Dual Enrollment Billing

Dual Credit and Dual Enrollment Fee/Billing

The college delivers three different methods of college level credit with each having their own fee and billing structure. It is up to the high school to collect the money from participating students.

Dual Credit - Option 1:

The college will assess its high school partners a Dual Credit Fee (\$18.42/credit hour/student for 2023-2024 school year) for each student enrolled in a dual credit course. In the case of dual credit year-long courses, a textbook rental fee (\$12.00/credit hour/student 2023-2024 school year) will be assessed (if applicable) in the fall semester and the dual credit fee will apply for the spring semester. Additionally, the high school will be assessed the textbook rental fee for each book or book bundle requested beyond the number of dual credit students registered for the course.

The Dual Credit Fee/Textbook Rental Fee is invoiced at the midterm of each fall and spring semester (typically in October and March). The fee is set in accordance with generally accepted college practices through the Office of the Vice President for Business Services and is intended to cover textbook rental and other costs incurred by the college in operating the Dual Credit Program. The amount of the fee will be included in the Dual Credit Agreement, which is to be signed annually by the partner high school principal and the appropriate vice president. (See Appendix A)

The high school dual credit coordinator should receive a preview bill three (3) weeks prior to the midterm and the final invoice from the college Accounting Office approximately two (2) weeks after the midterm of each semester. The preview bill is designed to allow for final any corrections agreed upon between the Dual Credit Office and the high school prior to the final invoice.

Dual Credit - Option 2:

Courses are taught by a qualified Lake Land College instructor, are offered in the convenience of the high school classroom, or at a location agreed upon between the high school and the Dual Credit Program, for up to 25 students per course and no minimum amount of students. Courses could be online, hybrid, or face-to-face. This option is based upon the needs and best pathways of the students in the high school. Physical locations could include the Lake Land

campus, the Kluthe Center in Effingham, our extension centers in Marshall or Pana, at the high school, online, or hybrid. High schools may partner for these courses. The billing for the partnering schools would be based on \$1,000 per credit hour fee divided by the total number of students enrolled. The school's student total is the amount that will be billed to each school participating.

Cost: Covers instructional costs, labs fees, textbooks and any other course materials. Does not cover consumables, such as workbooks, tools, and uniforms

\$1,000 per credit hour/\$500 per .5 credit hour

The amount of the fee will be included in the Dual Credit Agreement, which is to be signed annually by the partner high school principal and the appropriate vice president. (See agreement on (Appendix A).

Dual Credit - Option 3 (Dual Enrollment)

Students taking dual enrollment courses will be charged the current Lake Land College tuition and fees. Students taking dual enrollment courses paying tuition and fees (*i.e.* not the high school) will need to log into their HUB accounts through the to pay bills. The college does not send paper copies of the bill to students unless specifically requested to do so. Such requests should be made to the college's Accounting Office. The college will send a letter to students who are in default of payment and may eventually be handed over to collections.

Dual Enrollment tuition and fees in which the high school accepts responsibility for will be sent in the preview bill and in the final invoice of each semester.

*Note – Many high school students and parents do not understand the difference between a high school cost for dual credit and a college cost for dual enrollment. High schools are instructed to explicitly explain to students and parents the difference between dual credit costs and procedures and dual enrollment Option 3 costs and procedures at their high school.

Dual Credit Program Access Incentive

A program fee waiver initiative will be offered to schools in order to assist in-district high school students who may not be able to afford dual credit coursework. While dual credit students are not charged regular tuition, Lake Land College does charge a fee (2023-2024 \$18.42 per credit hour per student) to partner high school districts. Most high schools then pass that fee on to the student, thus creating an equity gap.

This incentive will provide Dual Credit Program fee waivers to schools in the amount of the

number of enrolled in-district high school students eligible for free and reduced lunch via the National School Lunch Program. The goal is to relieve the financial burden of paying for Dual Credit coursework for these students.

Coordinators will certify enrolled students. The waiver only applies to the Dual Credit Program Dual Credit Option 1 fee. It does not applied to the textbook rental fee of \$12, additional course fees, any Dual Credit Option 2, Dual Credit Option 3 enrollment course, or any other miscellaneous course costs.

Section VI – Contact Information

Dual Credit Program

dcp@lakelandcollege.edu

Tessa Wiles, Director of Dual Credit and Honors Experience
(217) 234-5044 / twiles@lakelandcollege.edu

Division Chairs

Ryan Orrick, Chair of Agriculture
(217) 234-5208 / sorrick@lakelandcollege.edu

Erin Swingler, Chair of Allied Health
(217) 234-5202 / eswingler@lakelandcollege.edu

Charlie Jarrell, Chair of Social Science
(217) 234-5488 / cjarrell@lakelandcollege.edu

Michael Beavers, Chair of Technology
(217) 234-5341 / mbeavers@lakelandcollege.edu

Tynia Kessler, Chair of Business
(217) 235-5348 / tkessler@lakelandcollege.edu

Salisa Olmsted, Chair of Humanities
(217) 234-5271 / shortens@lakelandcollege.edu

Mike Rudibaugh, Chair of Math and Science
(217) 234-5309 / mrudibau@lakelandcollege.edu

Student Services

Admissions and Records
(217) 234-5434 / admissions@lakelandcollege.edu

Career Services

(217) 234-5288 /
careerservices@lakelandcollege.edu

Other Services

Accounting

(217) 234-5214 / mbailey1292@lakelandcollege.edu

Student Accommodations

(217) 234-5259 / aniebrugge71503@lakelandcollege.edu or counsel@lakelandcollege.edu

Bookstore

(217) 234-5420 / bookstore@lakelandcollege.edu

Counseling Services

(217) 234-5232 / counsel@lakelandcollege.edu

Information Systems and Services (IT)

(217) 234-5261 / compope@lakelandcollege.edu

Tutoring and Testing Center

(217) 234-5287 / tutoringandtesting@lakelandcollege.edu

Learning Resource Center (Library)

(217) 234-5440 / libref@lakelandcollege.edu

Sue Nugent – Online Support and Instructional Tech. Specialist

(217) 234-5571 / snugent@lakelandcollege.edu

Appendixes

Appendix A: College Level Credit Agreement

2023-2024 COLLEGE-LEVEL CREDIT AGREEMENT

Pursuant to this signed agreement and in accordance with the policies set forth by the Illinois Community College Board, the Illinois State Board of Education, Dual Credit Quality Act, Higher Learning Commission, and the policies and procedures established by Lake Land College, _____ High School (hereinafter "District") agrees to enter into a partnership with Lake Land College (hereinafter "College") to offer dual credit courses for high-school students interest in pursuing classes for both college and high school credit. Dual credit courses are college-level and will be taught by qualified instructors in accordance with these policies.

As part of this agreement, a College representative will be allowed to visit with students and instructors of each dual credit course at the high school during the regular high school day at least once each semester to provide necessary information to students about their rights and responsibilities of enrollment in the program, training of the College's system, and use of credits at Lake Land College or transfer of credits to another institution.

Qualifications of Students

Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying for a college-level course. Students enrolling in the Dual Credit Program must meet the entrance requirements set forth by the College. This means students shall meet the same academic criteria as those students enrolled in the College; this includes taking appropriate placement testing when necessary. The students' course selections shall be made in consultation with high school counselors and/or principals and are restricted to students in the junior and senior years of high school or students deemed gifted according to College Policy 07.01. Students must have a high school grade point average of "C" or better to initially enroll in dual credit courses and maintain a Lake Land grade point average of "C" or better to continue enrollment in the Dual Credit Program. Students enrolling in the Dual Credit Program must meet the entrance requirements set forth by the College. All students will follow all college procedures for enrolling in courses.

Board Policy, Overload

Dual Credit Program Board Policy, 06.19 [Board Policy Manual.pdf \(lakelandcollege.edu\)](#). The college's board policy states that the maximum number of dual credit hours a student can obtain is 32. The 32 maximum is strictly enforced, and student enrollment in courses over the 32 may be denied.

Governing Legislation

Lake Land College's Dual Credit Program is initiated and governed by the Illinois Dual Credit Quality Act 110 ILCS 27. Public Act 102-1077 allows for students who do not meet the college's criteria for academic eligibility to attend the high school taught courses, but not for college credit. The community college is responsible for annual disaggregated data pertaining to dual credit enrollment, completions, and subsequent postsecondary enrollment and performance to a feasible extent upon request.

Collaborative Procedures

The College and the District agree to engage in a collaborative process regarding qualified instructors. The District shall identify a high school coordinator who shall serve as liaison to the College. The College and the District agree to regular communication regarding faculty qualifications, courses offered, and successes and challenges. The District shall identify and recommend high school instructors of dual credit courses taught on the high school campus. The College shall review and approve high instructors of dual credit courses taught on the high school campus. The District shall be responsible for hiring and compensating any such qualified instructors. The District and the College agree qualified instructors to teach at the high school campus shall meet the minimum criteria set forth by the Higher Learning Commission and the Illinois Community College Board.

Accessibility

In accordance with 110 ILCS 27/16, the College and the District have engaged in a collaborative process to ensure that individual students with disabilities have access to dual credit courses. As a result of this collaborative process, the College and the District have agreed upon the following criteria to ensure that students with disabilities have access to dual credit courses, provided that those students are able to meet the criteria for entry into a dual credit course: (1) a dual credit student shall have access to the supplementary aids and accommodations included in the student's individualized education program under Article 14 of the School Code or Section 504 plan under the federal Rehabilitation Act of 1973 while the student is accessing a dual credit course instructed by a qualified high school instructor; (2) a dual enrollment student taking courses taught by Lake Land College faculty at a College location or at the high school location outside of the regular school day shall have access to the College's Student Accommodations

Appendix B: Interpreting Test Scores

About Placement Scores

Lake Land College policy requires all degree seeking students to have reading, English and math placement scores on file. ALL students planning to enroll in a math or English course are also required to have appropriate placement scores on file. **Students will be mandatorily placed in courses based upon placement scores or transitional program and program. (ACT/SAT/ACCUPLACER)**

If a student's record includes more than one set of scores, the highest scores recorded are used for placement. Certain courses for which a student will not earn credit for graduation are required when indicated by placement scores and major. These courses include: RDG007, RDG009, RDG050, ENG005, ENG007, MAT005 and MAT006. *Placement in these courses may lengthen time and costs for college.* Retesting prior to enrollment for the first semester offers an opportunity to improve your placement. Students may retest one time per subject area for a fee of \$5.00 per subject— limit of two sets of Lake Land College placement scores within a four-year period. Call 217-234-5301 to schedule a retest.

Determining Your Placement

To determine placement in reading, English and math, match your score on the ACT, SAT, or Lake Land College placement test with the appropriate range of scores on the reverse side of this sheet.

For example, follow the chart below from left to right. A student with an ACT reading score of 16-18, an SAT evidence-based reading and writing score of 410-470, or a NEXT – GEN ACCUPLACER score of 232-251, will be placed into RDG 050. All students are required to enroll in a reading course unless placement score is in the “None Required” range.

ACT	SAT	NEXT – GEN ACCUPLACER	REQUIRED COURSE
16 - 18	410 - 470	232 - 251	RDG 050

Use this same process to determine placement in the areas of English and math for those majors that require ENG120 or any MAT course. *Not all majors require these courses.*

Counselors will review this information at your orientation/advising appointment.

Contact Information

To discuss your placement scores or for additional information regarding degree requirements, please call Counseling Services at (217) 234-5232.

To schedule a retest, call the Tutoring and Testing Center at (217) 234-5301.

READING REQUIREMENTS				
ACT	SAT	NEXT – GEN ACCUPLACER		REQUIRED COURSE
0 - 11	200 - 360	200 - 222		RDG 007
12 - 15	370 - 400	223 - 231		RDG 009
16 - 18	410 - 470	232 - 251		RDG 050
19+	480+	252 - 300		NONE Required
ENGLISH REQUIREMENTS				
ACT	SAT	NEXT – GEN ACCUPLACER		REQUIRED COURSE
0 - 11	200 - 360	200 - 228		ENG 005
12 - 18	370 - 470	229 - 249		ENG 007, 119
19+	480+	250 - 300		ENG 120
MATH REQUIREMENTS				
ACT	SAT	NEXT – GEN ACCUPLACER	Transitional Math	REQUIRED COURSE
0 - 18	200 - 490	QAS 200 - 249		MAT 005, MAT 115, MAT 124
19 - 21	500 - 520	QAS 250 - 262	TM 001	MAT 006, 009, 090; MAT 129 Courses with elementary algebra prerequisite
0 - 21	200 - 520	QAS 200 - 262		MAT 115, 124 Courses with intermediate algebra integrated
22+	530+	QAS 263 – 300 AAF 200+	TM 001	MAT 116, 118, 125 Courses with math literacy (116/125 only) or intermediate algebra prerequisite
22-24	530 - 610	QAS 263 - 300, AAF 200 - 249		MAT 130, Courses with intermediate algebra prerequisite
25-26	620 - 640	AAF 250 - 275		MAT 132, 210, 211 Courses with college algebra prerequisite
22-26	530-640	QAS 263-300 AAF 200-275		MAT-140
27 +	650+	AAF 276 - 300		MAT 241 Courses with college algebra and trig prerequisites

Appendix C: Example Course Form

High School: High School

<i>Bookstore Required Information:</i> First day school personnel are available to receive textbooks from the bookstore for fall semester:	DATE:	<i>Dual Enrollment Courses:</i> Will you have students registering in dual enrollment (D3) courses?					
Fall Lake Land classes start:	DATE:	If yes to the above question, who should be billed for the tuition/fees for the course(s), high school or student?					
Last day books are needed for fall by students:	DATE:						
Last day school office is open before Holiday Break:	DATE:	<i>New Staff:</i> Any changes to Dual Credit Instructors or Coordinators expected for next year such as retirements or new staff?					
First day school personnel are available to receive textbooks after the Holiday Break:	DATE:						
Spring Lake Land classes start:	DATE:						
Last day books are needed for spring by students:	DATE:						
Last day school office is open:	DATE:						
Dual Credit Coordinator:							
Principal:							
Lake Land College Course Number & Title	High School Course Title (Required)	Instructor (Required)	Class Length (fall, spring, year-long. Please indicate Dual Enrollment)	Number of Sections Needed (Required)	Start/End Time Class Meets (Actual Time Required)	# of Dual Credit Students in the Course	# of Books Requested (For Dual Credit AND non-Dual Credit Students)

*This document is emailed to schools as a fillable PDF each academic year



Appendix E: Computer Software Form

**COMPUTER SOFTWARE FORM
FOR DUAL CREDIT HIGH SCHOOLS**

Lake Land College

SOFTWARE	VERSION
Windows	Windows 10
Internet	Chrome XX
Microsoft Office	2016
Word	2016
Excel	2016
Access	2016
PowerPoint	2016
Adobe Photoshop	Adobe Creative Cloud
Adobe Illustrator	Adobe Creative Cloud
InDesign	Adobe Creative Cloud
CAD	AutoCAD2019

High School

SOFTWARE	VERSION
Windows	
Internet	
Microsoft Office	
Word	
Excel	
Access	
PowerPoint	
Adobe Photoshop	
Adobe Illustrator	
InDesign	
CAD	

Appendix E: Dual Enrollment Course Cost

Dual Enrollment courses may include a course fee. Course fees vary with the course.

Lake Land College’s tuition and fees are based on the number of credit hours a student takes. To calculate a total cost, multiply the “Total Per Credit Hour” by the number of credit hours. For example, an in-district resident taking a 3-hour class would follow this formula to generate the cost of the class: 3 X \$142.67 = \$428.01.

2023-2024 Tuition and Fees for One Credit Hour	In-District Residents	Out-of-District Residents	Out-of-State/International Students
Tuition for One Credit Hour	\$110.50	\$237.96	\$431.36
Service Fee Including Textbook Rental	\$27.67	\$27.67	\$27.67
Rec Fee	\$2.00	\$2.00	\$2.00
Activity Fee	\$2.50	\$2.50	\$2.50
Total Per Credit Hour	\$142.67	\$270.13	\$463.53

Fee Explanation

SERVICE FEE

This fee covers a variety of services available to students including textbook rental, library services, registration, health services, extension center services, and computer network/technology services.

REC FEE

As part of the Service Fee, this fee allows students to utilize the Student Fitness Center at no additional cost.

ACTIVITY FEE

This fee funds free weekly entertainment activities throughout the year, student clubs and organizations and much more. Students pay this fee for classes taken on campus, online or at the Kluthe Center.

COURSE FEE

Some courses require payment of a course fee. Course fee levels are listed below while specific course fee levels are listed with the course description.

▼ LEVEL 1 - FEE \$25

▼ LEVEL 2 - FEE \$50

▼ LEVEL 3 - FEE \$75

▼ LEVEL 4 - FEE \$76+

Hi there! I'm here to help you find what you're looking for.



Appendix F: Coordinator Demographic Form



Dual Credit Program
Coordinator Demographic Form

Name: Last First Middle Initial
Other / Previous Name(s)

Address: Street Address/Po Box Number Apartment/ Unit #
City State Zip Code County

Phone: Home Cell

E-mail:

Social Security Number:
Your Social Security Number is protected under FERPA federal guidelines and will not be released.

Birthdate: / / Gender: Female Male

Do you require pay for your services as dual credit Coordinator? Yes No

*Coordinators are paid \$100 per semester if their school is offering between one and five dual credit sections. Coordinators are paid an additional \$10 for each section offered at their schools starting with the sixth section. In the case of year-long courses, Coordinators are paid for the spring semester only.



Lake Land College is an equal opportunity employer and educator. Lake Land College does not discriminate on the basis of race, color, sex, age, religion, national origin, ancestry, disability, marital status, veteran status, sexual orientation or any basis of discrimination precluded by applicable federal and state statutes in admission or access to or in treatment of employment in college programs and/or activities. We request your voluntary completion of the following information.

Are you Hispanic or Latino (or are you of Spanish origin)?

- Yes, Hispanic or Latino
No, not Hispanic or Latino

Are you from one or more of the following racial groups (check all that apply)?

- American Indian or Alaska Native
Asian
Black or African American
Native Hawaiian or Pacific Islander
White
Choose Not to Respond

Please identify your primary racial/ethnic group (select only one).

- American Indian or Alaska Native
Asian
Black or African American
Native Hawaiian or Pacific Islander
White
Choose Not to Respond

Appendix G: Instructor Demographic Form

LAKE LAND
COLLEGE

Dual Credit Program
Instructor Demographic Form



Name:

Last First Middle Initial

Name(s)

Other / Previous

Address:

Street Address/Po Box Number Apartment/Unit #

State Zip Code County

City

Phone:

Home Cell

E-mail:

Social Security Number:

Your Social Security Number is protected under FERPA federal guidelines and will not be released.

Birthdate: ____ / ____ / ____

Gender: Female Male



Lake Land College is an equal opportunity employer and educator. Lake Land College does not discriminate on the basis of race, color, sex, age, religion, national origin, ancestry, disability, marital status, veteran status, sexual orientation or any basis of discrimination precluded by applicable federal and state statutes in admission or access to or in treatment of employment in college programs and/or activities. We request your voluntary completion of the following information.

Are you Hispanic or Latino (or are you of Spanish origin)?

- Yes, Hispanic or Latino
- No, not Hispanic or Latino

Are you from one or more of the following racial groups (check all that apply)?

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Pacific Islander
- White
- Choose Not to Respond

Please identify your *primary* racial/ethnic group (select only one).

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Pacific Islander
- White
- Choose Not to Respond

Appendix H: CTE Instructor Work Experience Form

CTE Instructor Work Experience Record
 Dual Credit Program, Lake Land College
 Mattoon, Illinois

Name: _____ Occupational Specialty: _____

Lake Land College Board Policy 05.02.04 requires that instructors teaching career/technical courses have professional competency, have appropriate work experience, and be in compliance with any professional requirements. Professional competency includes instructional organization, preparation of instructional materials, methods, and techniques of instruction specialty areas. Employment experience should include one year (2,000 hours) employment in the specific occupational area to be taught. For those occupations which employment or preparation is regulated by law or licensure, such laws and licensing requirements shall take precedence.

Company	Duties, tasks, responsibilities	Dates of employment	Supervisor	Number hours worked
				Total:

The information above is accurate to the best of my knowledge.

 Instructor's signature

 Date

DUAL CREDIT PROGRAM FACULTY MINIMUM QUALIFICATIONS

ADDITIONAL INFORMATION and INSTRUCTIONS

BACKGROUND

THE HIGHER LEARNING COMMISSION REVISED ITS ASSUMED PRACTICES FOR ACCREDITED INSTITUTIONS WITH REGARD TO MINIMUM FACULTY QUALIFICATIONS, WHICH REQUIRES AN INCREASE IN THE MINIMUM NUMBER OF DISCIPLINE-SPECIFIC GRADUATE COURSEWORK HOURS FOR FACULTY TEACHING TRANSFER COURSES. THIS CHANGE LANGUAGE IS NOTED BELOW, ALONG WITH Illinois Community College Board’s interpretation of its [System Rules 1501.303\(f\)](#) and ICCB Recognition Standard 8 Faculty Qualifications/Policies:

HLC Assumed Practice B.2.a.	ICCB Administrative Rule 1501.303(f)	
<i>“Faculty teaching general education courses, or other non-occupational courses, hold a master’s degree or higher in the discipline or subfield. 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.”</i>	<i>“...instructors teaching courses that are designated as transfer (1.1) courses must meet the master’s degree requirement and must have a minimum of 18 graduate hours in the discipline.”</i>	TRANSFER
<i>“...a bachelor’s degree in the field and/or a combination of education, training and tested experience.”</i>	<i>“...a Bachelor’s degree and 2,000 hours of demonstrated experience in the field.”</i>	CAREER & TECHNICAL

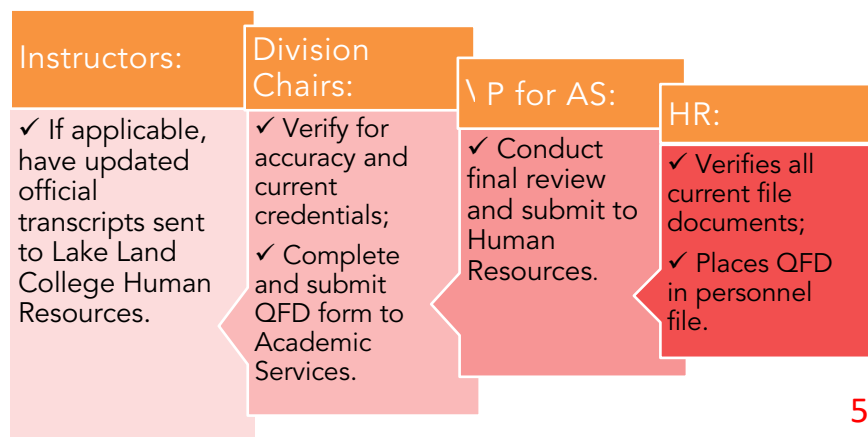
With these changes in mind, Lake Land’s Standard Pathway Team for accreditation researched best practices for documenting faculty qualifications, and subsequently developed a new Qualified Faculty Determination form as a result. Lake Land College also revised Board Policy 05.02.04—Minimum Faculty Employment Requirements/Qualifications to align with HLC and ICCB requirements.

CURRENT ACTION

A Qualified Faculty Determination form shall be completed for every full-time, part-time, and dual credit instructor teaching for Lake Land College in preparation for the HLC Assurance Review in fall 2018. Along with the completed QFD form, updated transcripts and/or documentation of tested experience may be required from the instructor.

PROCESS

The steps shown depict an ideal form completion process, and not every instructor’s QFD form will be completed in this manner for a variety of reasons. Regardless of how the form is completed, each instructor will have access to the completed form in his/her personnel file.



COMPLETION

The four parts of the QFD form are broken down below. Please attach additional pages as needed:

Identifying Information

- Mark instructor's *assigned* instructional role as full-time, adjunct, or dual credit.
- Mark whether instructor teaches courses at transfer, non-transfer, or both levels.
- Enter instructor's name--will be auto-filled on subsequent pages.
- Identify instructor's *assigned* division from drop-down menu.
- Enter instructor's teaching discipline(s) course/program prefixes.

Part 1. Basis for Teaching Qualifications

- Check the box(es) applicable to the instructor's teaching load and qualifying credentials. Some instructors may check all four boxes, depending upon courses taught.

Part 2. Qualifying Credentials

- Enter each degree and discipline awarded to the instructor for Part 2.A. Each degree must be documented as confirmed or awarded on the institutional transcript--this will be confirmed by Academic Services and HR.
- Enter discipline-specific, graduate-level coursework under Part 2.B. This section is especially important if the instructor teaches courses in a discipline or subfield other than in the discipline of the highest degree obtained. If in doubt, fill it out, please.
- Enter any specialized certificates or licenses relevant to the instructor's teaching discipline(s).
- Enter any other relevant training and/or "tested experience." This is different for each discipline and possibly for each instructor. While some post-secondary teaching experience in the discipline is applicable, "tested experience" includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the instructor is teaching. A minimum of 2,000 experience hours are required for instructors teaching in Career and Technical Education programs.

Part 3. Courses Qualified to Teach

- List any and all courses the instructor is qualified to teach, *within the assigned division*, based upon the instructor's credentials and experience. Instructors qualified to teach courses outside of their assigned division may request a qualifications review from the secondary division chair(s) for including those courses on the QFD form.
- Please note that all instructors with a master's degree are qualified to teach SFS courses.
- Division chairs may use the final text box to include supplemental explanation or verification of the instructor's qualifications.

Part 4. Approvals

- Completed forms must be "signed" by the assigned division chair and secondary division chair, if applicable, who then forward the forms to the Director of Grants and Academic Operations. A final review and "signature" will be entered by the Vice President for Academic Services.

Part 5. Verification of Human Resources Personnel File

- After receiving the approved form from Academic Services, Human Resources will verify that the instructor's transcripts, certificates/licenses, and experience documentation are current and in the personnel file. Any documentation deficiencies will be communicated to the instructor and division chair for correction.
- A copy of each instructor's QFD form will be maintained by the Director of Grants and Academic Operations for periodic reviews.

CLARIFICATION

This form is intended to verify and document instructor qualifications for compliance with HLC and ICCB requirements and is not to be used as a pretext for instructor performance evaluation. Should an instructor's qualifications reflect deficiencies, the division chair and instructor should collaborate to form a professional development plan for obtaining the minimum credentials and/or tested experience. Instructors will be allowed to review the completed form and provide credential updates at any time.

Questions? Please contact Emily Ramage at 217-234-5403 or eramage@lakelandcollege.edu.

Appendix J: Qualifying Faculty Determination (QFD)/Instructor Approval Form



Reviewed and Approved by Academic Services On:

Date: _____ By: _____

Date: _____ By: _____

Date: _____ By: _____

Date: _____ By: _____

Full-Time

Adjunct

Dual Credit

Transfer

Non-Transfer

Both

QUALIFIED FACULTY DETERMINATION

Faculty Name

Academic Division(s) Assigned Teaching Discipline(s)

(For Dual Credit Only) High School (Prefixes)

INSTRUCTIONS

Part 1: Identify basis for teaching qualifications.

Part 2: List educational credentials.

Part 3: List courses qualified to teach in assigned division.

Part 4: Secure reviews and approvals.

Part 5: Verify complete personnel file by Human Resources.

References:

- Higher Learning Commission's "Determining Qualified Faculty through HLC's Criteria for Accreditation and Assumed Practices: Guidelines for Institutions and Peer Reviewers," March 2016.
- Lake Land College Board Policy 05.02.04, "Minimum Faculty Employment Requirements/Qualifications."
- "Administrative Rules of the Illinois Community College Board," ICCB Rule 1501.303(f).

PART 1. BASIS FOR TEACHING QUALIFICATIONS

Transfer Coursework Qualifying Criteria	
The instructor assigned to teach transfer coursework meets at least one of the following requirements:	
<input type="checkbox"/> Master's degree or higher in the primary discipline or subfield in which s/he is teaching.	
<input type="checkbox"/> Minimum master's degree and 18 graduate hours of coursework in the discipline or subfield in which s/he is teaching.	
CTE Coursework Qualifying Criteria	
The instructor assigned to teach CTE coursework meets at least one of the following requirements:	
<input type="checkbox"/> Bachelor's degree or higher in the primary discipline or subfield in which s/he is teaching.	
<input type="checkbox"/> Bachelor's degree and/or a minimum of 2,000 hours demonstrable work experience obtained via an occupational career related to the discipline or subfield in which s/he is teaching.	

Faculty Name _____

PART 2. EDUCATIONAL CREDENTIALS *(Attach additional documentation as necessary)*

A. College Degrees

List degrees from highest to lowest. Check if **original** transcript is on file in HR.

Original Transcript On File	Degree / Discipline	Institution	Yr. Completed

B. Graduate Credit Hours in Discipline

Subject/Course Number & Title	Credit Hours	Institution	Yr. Completed
TOTAL GRADUATE HOURS	0		

C. Certificates or Licenses

Copy On File	Description	Agency	Number	Expiration

Faculty Name _____

Assigned Division Chair Comments:

If the instructor is also qualified to teach a course or courses outside of his/her assigned division and teaching responsibility, as evidenced by Part 2B, indicate those courses below:

PART 4. APPROVALS

The below-signing authorities have examined appropriate documentation and certify that the above-named instructor meets credential requirements for courses listed in Part 3.

Assigned Division Chair Date

VP for Academic Services Date

Secondary Division Chair Date

PART 5. PERSONNEL FILE VERIFICATION

- All official transcripts and documentation are on file for the credentials listed under Part 2.
- Personnel file documentation is incomplete, as indicated below:

Appendix K: High School Special Admissions Form

GIFTED STUDENT ADMISSION

Lake Land College Admissions & Records
5001 Lake Land Blvd, Mattoon, IL 61938-9366
Fax: 217-234-5390 Office: 217-234-5311
admissions@lakelandcollege.edu



Students less than 16 years of age who are gifted may enroll in course work at Lake Land College. A gifted student is defined as a student who is judged to possess exceptionally high academic ability by both the secondary school/home school in which the student is enrolled and the College. Students should contact the Admissions & Records office to complete registration upon submission of this form.

LAST NAME	FIRST	MIDDLE	DATE OF BIRTH
-----------	-------	--------	---------------

ADDRESS	CITY	STATE	ZIP CODE
---------	------	-------	----------

HIGH SCHOOL	TELEPHONE
-------------	-----------

TERM REQUESTED FOR: FALL SPRING SUMMER YEAR: _____

CATALOG # _____ COURSE TITLE _____

CATALOG # _____ COURSE TITLE _____

My signature on this form indicates my approval in accordance with the Gifted Student Admission Requirements and Approval Acknowledgements.

STUDENT'S SIGNATURE	DATE
---------------------	------

PARENT OR GUARDIAN'S SIGNATURE	DATE
--------------------------------	------

SECONDARY/HOME SCHOOL CHIEF EXECUTIVE OFFICER'S SIGNATURE	DATE
---	------

FOR OFFICE USE ONLY:

DEAN OF ADMISSIONS'S SIGNATURE	DATE
--------------------------------	------

(Approval confirms student eligibility based on Admission Requirements.)

Notification to: _____ Lake Land College Student ID Number: _____

- College Instructor
- Division Chair
- Vice President for Academic Services

Appendix L: Grade Correction Form

Lake Land College
Grade Correction

Student Name

Student ID

A grade of _____ was reported for _____
Catalog Number and Section Number

at the end of _____ Semester/Term _____ Year. The grade should have been _____.

Reason for grade correction

Instructor's Signature

Date

Division Chair's Signature

Date

Vice President for Academic Services Signature

Date

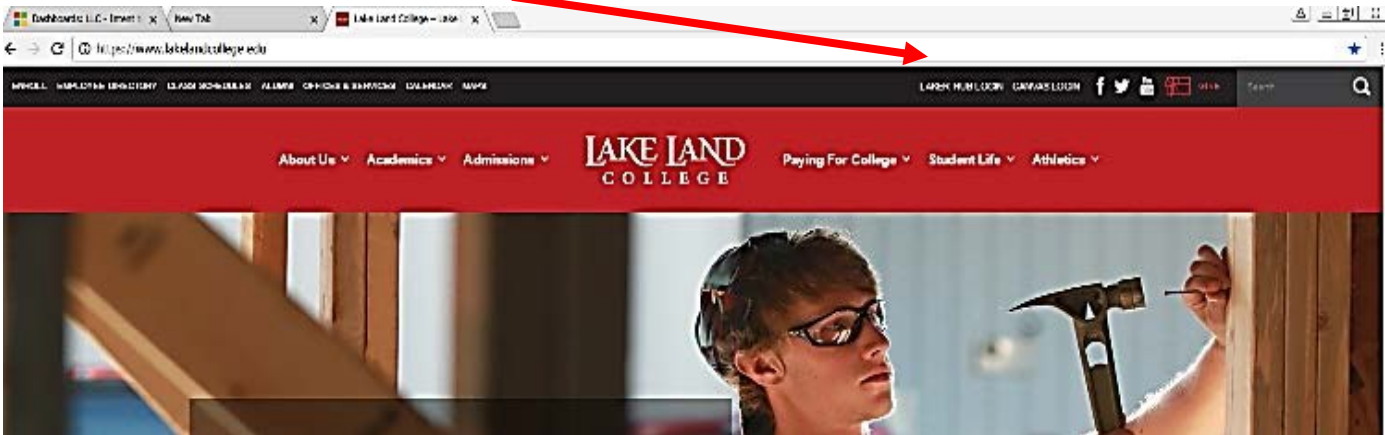
Please return this form to Admissions & Records Office
Lake Land College
5001 Lake Land Blvd.
Mattoon, IL 61938

Appendix M: Logging into Lake Land College Services

What services are available?

There are several services that use the same user ID and password. These include the following:

- Laker HUB – This is the student and employee portal that gives you access to important Lake Land College information as well as links to other Lake Land College services such as IRIS, Canvas, and your Lake Land College email account. Every dual credit student, instructor and Coordinator has a HUB account.



- Self-Service is found in the Laker HUB.
 - Dual Credit students can use the HUB to view their college transcript
 - Dual Credit instructors will use the HUB and Self-Service to view rosters, make midterm verifications and post final grades.
 - Dual Credit Coordinators have access but are limited in the need to use the system; however, Coordinators may want to familiarize themselves to help students and instructors.
- Canvas – This is the learning management system used by the college for online learning and by instructors wanting to supplement the face-to-face classroom with an online component. Every dual credit student and instructor has access to Canvas (<https://lakeland.instructure.com/login/ldap>). To find out more about Canvas, please contact Sue Nugent, Support Technician, snugent@lakelandcollege.edu or 217-234-5571.
- Laker Email – Every dual credit student, instructor and Coordinator has a Laker email account. Your email address will be your userid@lakelandcollege.edu. The DCP will use your high school email address to contact instructors, Coordinators and/or principals. However, dual credit instructors are encouraged to check their Lake Land College email for important information.
- Library Resources – All dual credit students and instructors have access to online library services with their Laker HUB login and password. Online library services include access to over sixty databases

containing scholarly journals, ebooks, newspapers, and magazines. Please contact 217-234-5440 to find out more information or to schedule a visit.

What if I have forgotten my HUB password?

On the HUB login page, (<https://lakerhub.lakelandcollege.edu>) click What's My Password?. This link will take you directly to IRIS in a new browser tab. In the form that appears type your user id and either your social security number (SSN) or your seven digit Lake Land College ID number. Click Submit and your password hint will appear. Click OK and close the browser window. If the password hint does not help, contact Lake Land College's Information Systems and Services department at 217-234-5261.

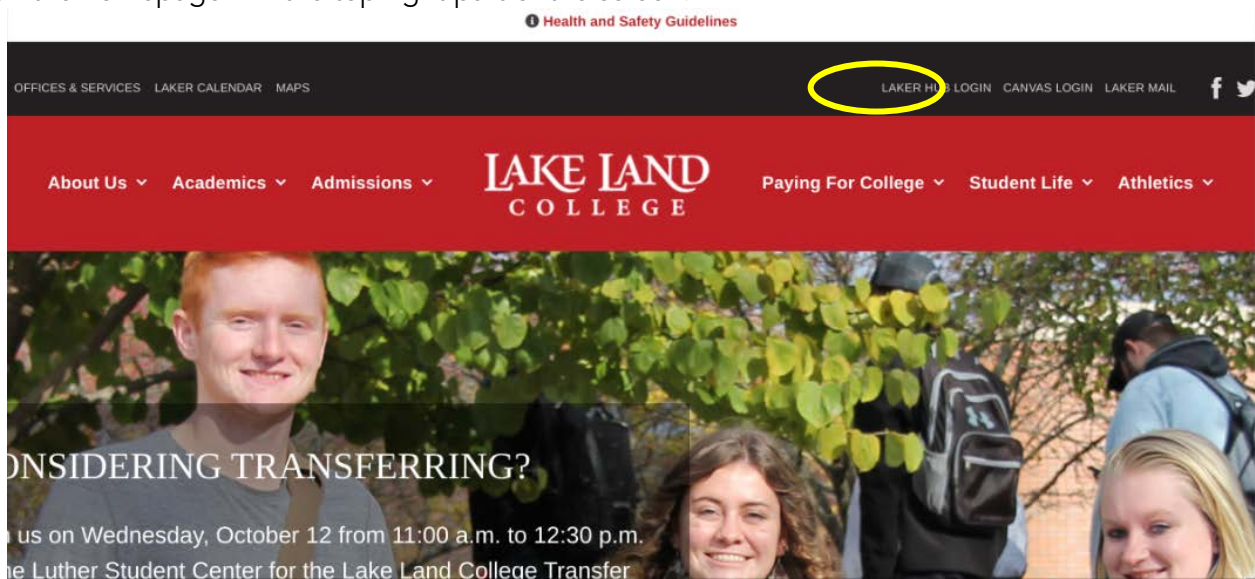
Appendix N: Viewing Class Rosters, Posting Midterm Verification, and Final Grades

How do I access my dual credit roster(s)?

Accessing the Laker HUB

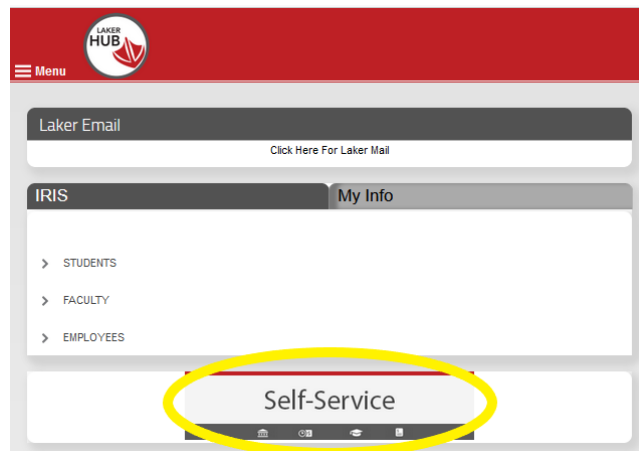
Visit and bookmark www.lakelandcollege.edu.

The Laker HUB login is accessible from the top black bar above the Lake Land College wordmark and navigation menu on the homepage—in the top right part of the screen.



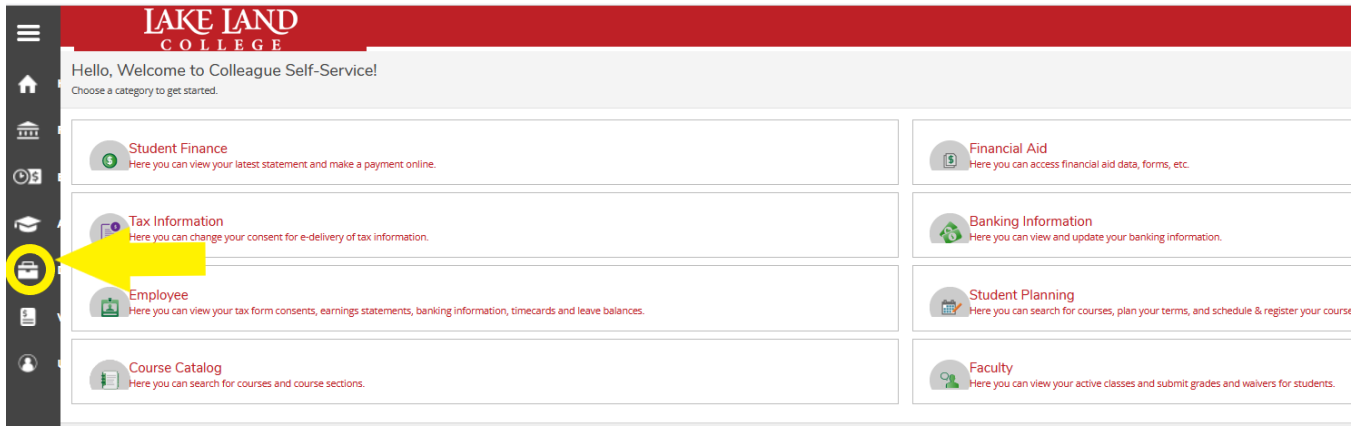
Accessing Self-Service

The Self-Service Menu is accessible via the Laker HUB underneath the current IRIS/My Info menu on the left side of the screen.



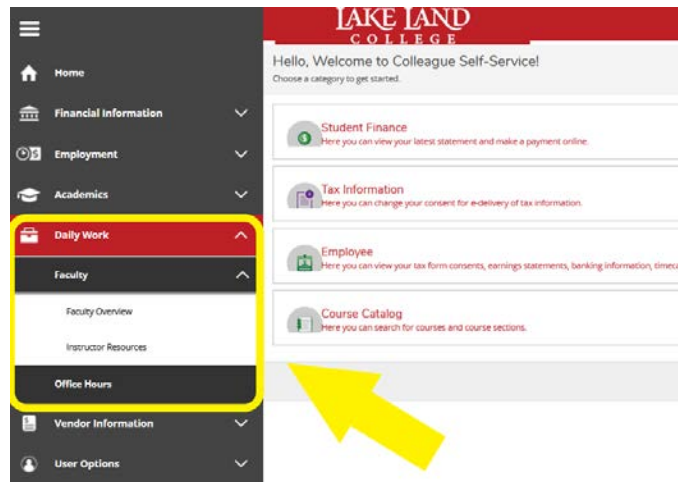
Within Self-Service

You may click on the "Faculty" box within the main part of the Self-Service welcome page to access the Faculty Overview. Or, you may click on the briefcase icon (Daily Work) in the dark grey menu on the far left side of the screen.



Under Daily Work, a Faculty drop-down menu will list three options: Faculty Overview, Instructor Resources, and Office Hours. You may also select the Faculty rectangle in the bottom right column on the page.

Select Faculty Overview, the first option below the Faculty drop-down.



After selecting Faculty Overview, a list of active sections you are teaching during the current academic year will display.

Daily Work > Faculty > Faculty Overview

Manage your courses by selecting a section below

Section	Time	Locations	Availability	Books	Census Dates
Spring 2022					
CIS-160-16894: Practical Software Application	M/W/F 9:00 AM - 9:50 AM 1/10/2022 - 5/9/2022	WEBB HALL, 102 Lecture	13 / 24 / 0		10 Day 2/20/2022 Census Midterm 3/4/2022 Census
CIS-160-4949: Practical Software Application	T/Th 11:00 AM - 12:15 PM 1/10/2022 - 5/9/2022	WEBB HALL, 108 Lecture	6 / 24 / 0		10 Day 3/2/2022 Census Midterm 3/4/2022 Census
Fall 2021					
CIS-160-23839: Practical Software Application	M/T/W/Th/F - 8/23/2021 - 12/10/2021	Internet, NET Lecture/Web	7 / 28 / 0		10 Day 9/3/2021 Census Midterm 10/15/2021 Census

© 2000-2022 Ellucian Company L.P. and its affiliates. All rights reserved. [Privacy](#)

Select the section you want to manage.

Section Management

The course/section number and course title will display at the top of the screen, followed by the term, course type, offering information, and term dates.

CIS-049-38170: Content Management Systems

Fall 2022
Internet Courses

T 2:30 PM - 3:45 PM
8/22/2022 - 12/9/2022
Virtual, SYN Lecture

TBD
8/22/2022 - 12/9/2022
Internet, NET Lecture

Seats Available ⓘ 6 / 24 / 0

[Deadline Dates](#)

Roster Attendance Drop/Withdrawal Grading

Section Roster

Select the Roster tab to see a list of students in that section. A blue line will display underneath the selected tab.

PSY-272-46521: Intimate & Family Relationship

Spring 2023
Internet Courses

1/9/2023 - 5/8/2023
Internet, NET Lecture/Web

Seats Available ⓘ 27 / 27

[Deadline Dates](#)

Roster Attendance Drop/Withdrawal Grading

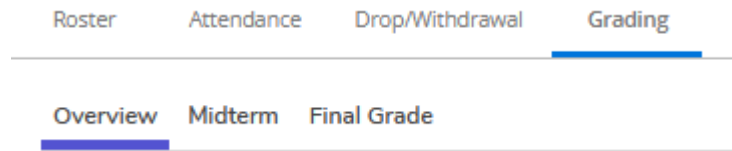
Type: All Print Export

Student Name	Student ID	Class Level	Accommodation Code
Louie, Laker	0362114	Freshman	

Grading, Midterm Certifications

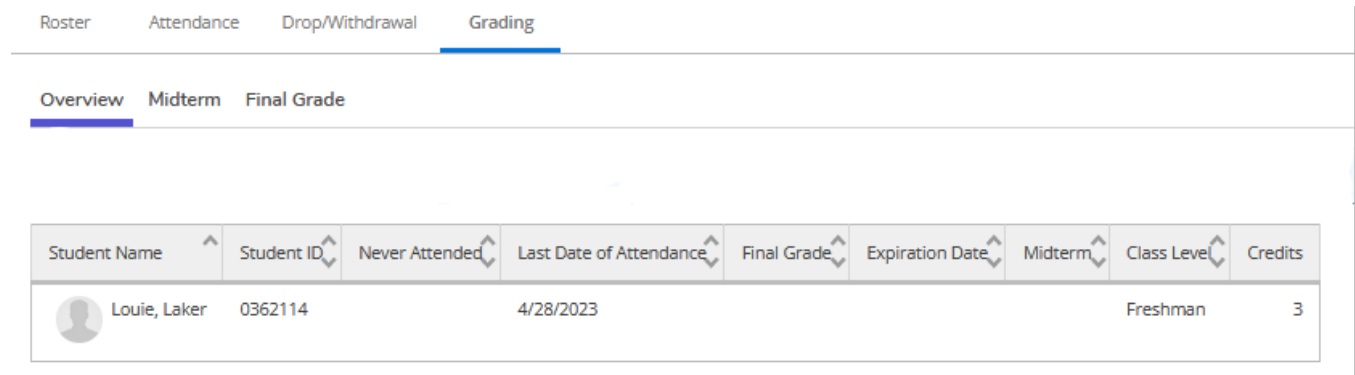
Midterm certifications are located under the Grading tab.

After selecting the Grading tab, three options are available in subtabs: Overview, Midterm, and Final Grade.



Overview

The Overview subtab will indicate instructions of tasks not yet completed, such as final grades. The section roster will detail any recorded drop, withdraw, or grading action completed for each student in that section.



Midterm Certification

Automated email notifications are sent to faculty five (5) days before section midterm and continue daily until midterm certification is completed.

From the Overview, select the Midterm subtab.

PSY-272-46521: Intimate & Family Relationship

Spring 2023

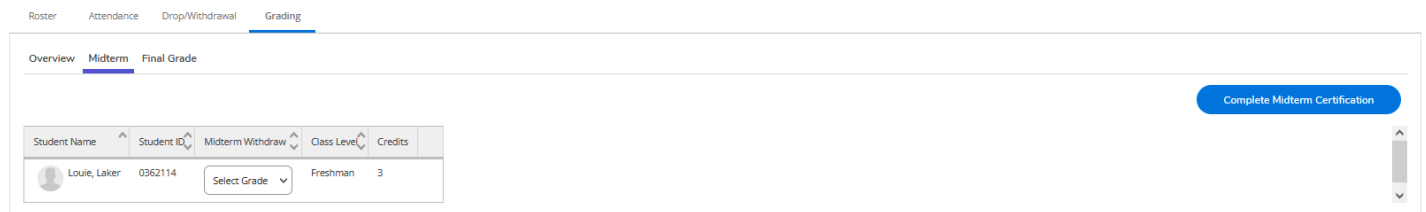
Internet Courses

1/9/2023 - 5/8/2023

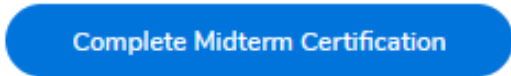
Internet, NET Lecture/Web

Seats Available 27 / 28 / 0

[Deadline Dates](#)

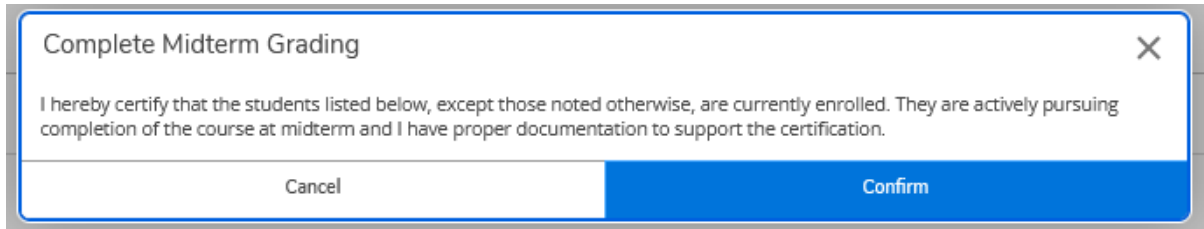


Select the **Complete Midterm Certification** oval at the far top right of the screen.

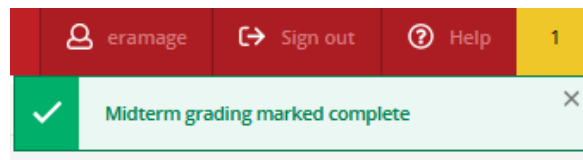


This must be selected for certifications to record in the system. Certifications are not received unless that oval has been selected.

A confirmation pop-up window follows.

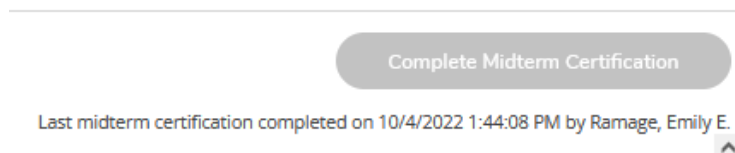


(continued)



Once Confirm is selected, you will see a green check-marked pop-up at the top right corner of the screen underneath your User Profile, Sign out, and Help options. If you do not see this verification, double-check that you followed the steps listed here.

You will also receive confirmation of Midterm Certification within the Midterm window with a timestamp and user information. The Complete Midterm Certification oval will no longer be an active link. These both confirm that midterm certifications for the course section are complete. A best practice is to take screenshots of the confirmations and section information for instructor records.



Revisions cannot be made once midterm certification is completed; contact [Admissions & Records](#) to amend midterm

certification information.

Final Grading

An initial automated email notification is sent prior to finals week as a reminder; a second automated email notification is sent on the date grades are due.

Within the Grading tab window, select the Final Grade subtab. Any students withdrawn at midterm will still be visible in the roster, but the final grade of W should already be selected for you. There is no W option in the Final Grade dropdown menu. Students should be withdrawn from the Drop/Withdrawal tab.

PSY-272-46521: Intimate & Family Relationship

Spring 2023
Internet Courses


1/9/2023 - 5/8/2023
Internet, NET Lecture/Web

Seats Available 27 / 28 / 0

[Deadline Dates](#)

Roster Attendance Drop/Withdrawal Grading

Overview Midterm Final Grade

Student Name	Student ID	Final Grade	Expiration Date	Class Level	Credits
 Louie, Laker	0362114	Select Grade	MM/yyyy	Freshman	3

A

Select Grade

- A
- B
- C
- D
- F
- I

Select the student's final grade from the Final Grade drop-down menu.

When selecting I (Incomplete), a date is required in the Expiration Date column for that student. Incompletes must be completed by midterm in the subsequent semester.

10/3/2022 I MM/yyyy Sophomore 2

Expiration date is required

Expiration date is required

Submitting final grades occurs in real time, so no "submit" button is required.

Once all students on the roster have an assigned final grade, a notification of confirmation will appear just above the roster table in the top right area of the Final Grade screen.

If an error is made after all grades have been entered, changes to grades may still occur after receiving this date/timestamp notification, but revisions to entries will not change that timestamp; it is recorded upon the selection of the last roster grade.

Final grading completed on 10/4/2022 at 2:02 PM by Ramage, Emily E.

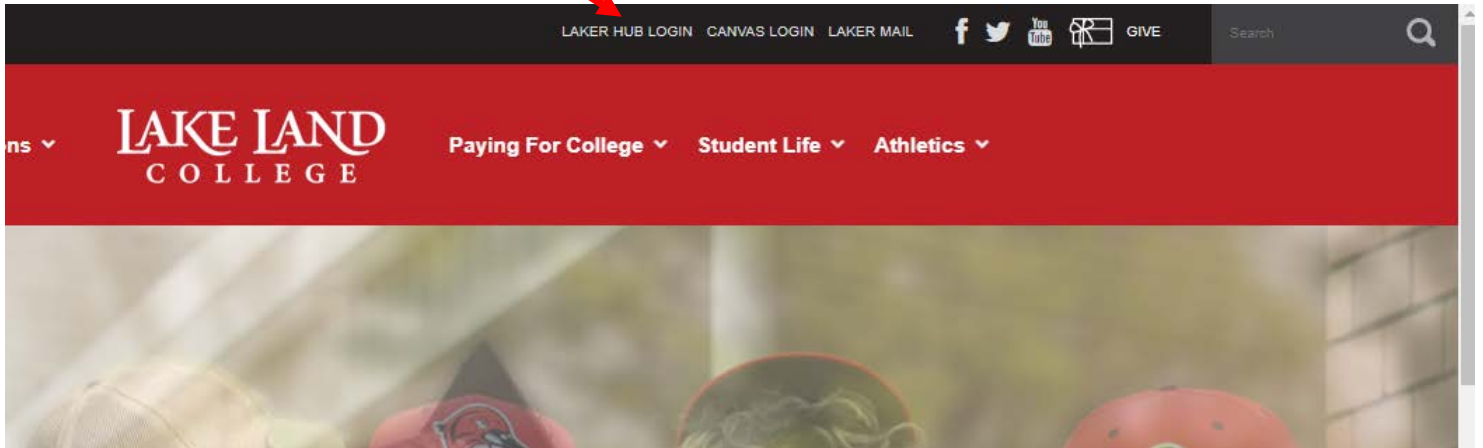
^ v	Credits	^
--------	---------	---

Final grades are due **by noon** on the date determined by the Academic and Enrollment Calendar Committee as the semester close. Final grade screen editing rights become inactive once that established date and time deadline for final semester grades has passed. See [S:\Calendars](#) for those dates.

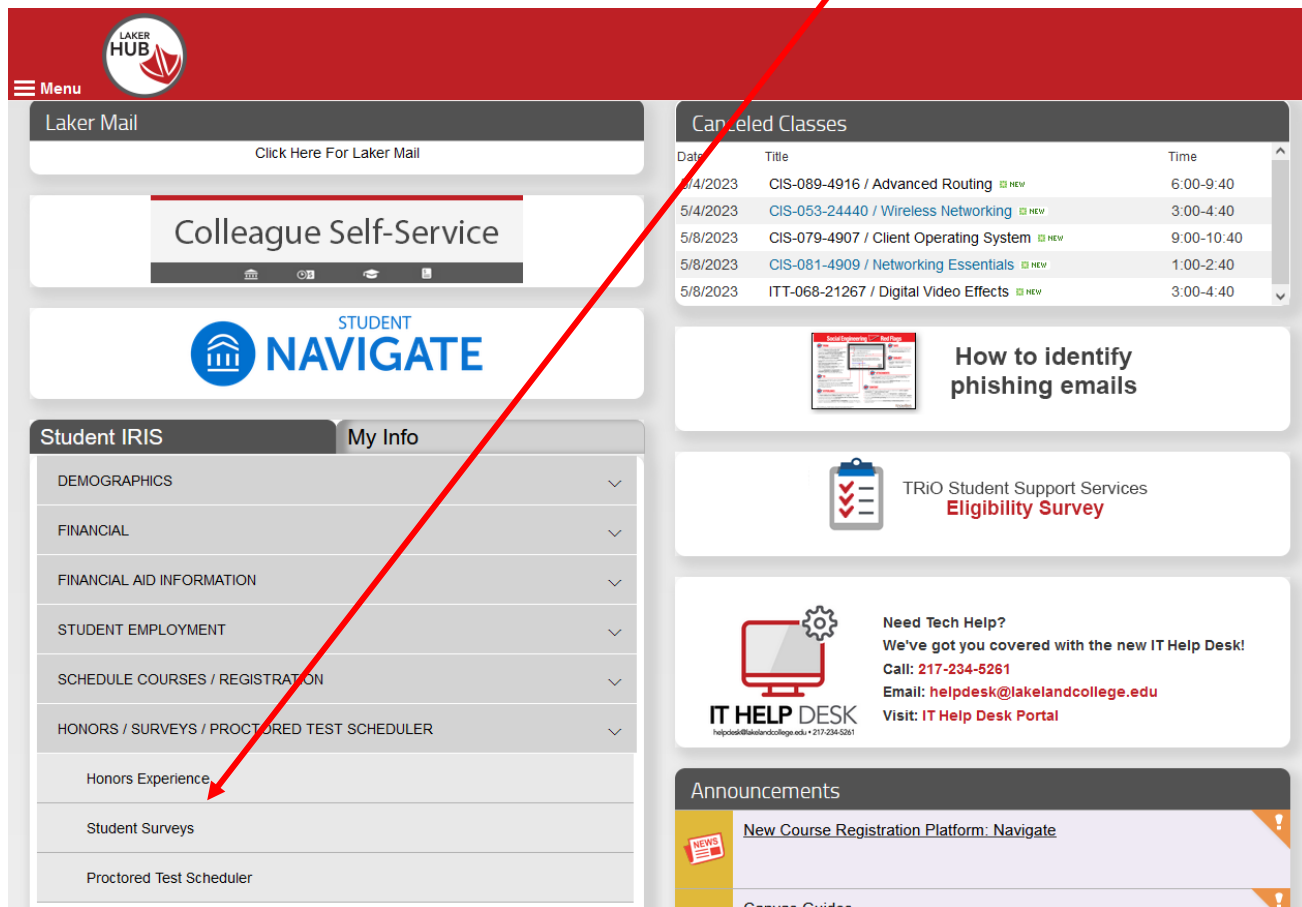
Appendix O: Student Evaluations

Directions for students to complete student evaluations on the HUB

Students will login to their Laker HUB



In their HUB page students will go under Student tab to Student Surveys.



This will lead the student to a list of Lake Land College classes including dual credit. The student will then complete the survey questions. Faculty name blanked out for privacy.

Course/Instructor Evaluation Survey

You are only able to complete the evaluation for the section once. If you click into the evaluation and then don't complete it you will not be able to return it will think you have already completed it. Please continue if you are ready to complete it at this time.

Choose One	Class Name and Title	Faculty	Dates Evaluation is Available	Location	Evaluation Type
<input type="checkbox"/>	ENG-121 - Composition II	[REDACTED]	04-14-23 - 05-08-23	DUAL	ADJ

Note:

Class Name and Title Faculty Dates Evaluation is Available Faculty Type Evaluation Type Not My Instructor

SUBMIT

The deadline for the evaluation process is the last day of classes for the fall and spring semesters. NOTE: Once students click on a survey, they are essentially committed to complete the survey. If students click in and out of the survey without completing it, they WILL NOT be granted access again. Please advise accordingly. Student Instructions:

1. The student will login to their Laker HUB account (the same place they go to register for classes).
2. Once logged in, the student will Student Surveys . In Student Surveys, the student will have four options to choose.
3. The student will Course/Instructor Evaluation Survey."
4. A list of the student's classes will appear.
5. The student will click in the boxes according to the rating they are giving the instructor and course, and will have the option to add comments before submitting.
6. The student will have to repeat this process for each separate course they are taking.

After the evaluation: After grades have been posted, adjunct faculty can view their results via the Laker HUB. Obtain evaluations results at Laker HUB > Self-Service > Advising > Advising Overview > View Details > Progress tab

Appendix P: Dual Credit Course Syllabus Template (can be emailed upon request)

Dear Lake Land College Dual Credit Instructor:

A team of experienced Lake Land College faculty members researched best practices and developed the following template and corresponding Syllabus Grid, which are provided here for your convenience. Furthermore, recent recommendations from the Higher Learning Commission indicate that all College syllabi must provide consistent information on policies, services, and student expectations.

That required content is included in the main template, and optional content is listed at the end of that document. Each division and discipline may have additional requirements, such as accreditation, certification, or licensure information, so check with your Division Chair, Program Coordinator, or Course Lead.

As a Word document, this template is full-editable; fonts herein follow the College's branding standards. For quick course review, it is recommended the dual credit syllabus follow the order of content from the syllabus grid. Required sections may be copied and pasted into other previously-established documents.

Questions about this template and corresponding Grid may be directed to your Division Chair or to:

Tessa Wiles, Director of Dual Credit and Honors Experience

DCP@lakelandcollege.edu

217.234.5044

*Please visit this link for the most updated syllabus template:
www.lakelandcollege.edu/instructor-resources/*

Articulation of Terms

The following terms are defined to provide specific details of how they are used in pertinence of the Dual Credit Program and avoid confusion in nuisances between educational institutions.

Academic Rigor or Intensity – A rigorous curriculum balances foundational coursework, inclusion of diverse perspectives, and in-depth analysis to provide students with appropriate knowledge as defined by college-wide and program or course learning outcomes.

Course Level Rigor – At the course level, evidence should include a combination of examples from the following: learning objectives, course assignments, exams, and/or descriptions of student activities. Evidence to demonstrate rigor should be selected as appropriate to the discipline.

Course Outline – Each ICCB approved Lake Land College course has a course outline. The outline contains important information about the course including: course number, course title, credit hours, prerequisites, course description, major course segments, hours devoted to each course segment, textbook information, and learning outcomes.

Dual Credit Faculty/Instructor – Dual Credit Faculty are high schools instructors who have been approved to teach Lake Land College courses at their high schools during the school day. This is facilitated through the Lake Land College Dual Credit Agreement signed by Lake Land College and the participating school districts.

Evidence – Artifacts dual credit instructors may submit as part of the dual credit course review which demonstrates that the dual credit course meets the form criteria such as course syllabus, sample assignments, instructor's rational, assessment samples, grading practices, etc.

Lead Instructor – Each Lake Land College course is assigned by the division chair a lead instructor who is responsible for course assessment by contacting any full-time, adjunct or dual credit instructor who teaches the course. The lead instructor is responsible for assessment activities and providing feedback regarding results.

Student Course Evaluations - A student evaluation survey for each section of a course taught during the evaluation period will be sent by the college's dual credit program to the dual credit instructor for students to fill out.

Syllabus – The syllabus is an academic document that communicates course information and defines the policies, expectations, requirements, and responsibilities for the course. Dual credit instructors are required to prepare a course syllabus as outlined in Board Policy 05.05.



Dual Credit Program

For College and Secondary High School District Personnel

Dear Lake Land College Instructor:

A team of experienced Lake Land College faculty members researched best practices and developed the following template and corresponding Syllabus Grid, which are provided here for your convenience. Furthermore, recent recommendations from the Higher Learning Commission indicate that all Lake Land College syllabi must provide consistent information on policies, services, and student expectations.

That required content is included in this main template, and optional content is listed at the end of the document. Each division and/or discipline may have additional requirements, such as accreditation, certification, or licensure information, so check with your Division Chair, Program Coordinator, or Course Lead.

This template is a fully-editable Word document, and fonts herein follow the College's branding standards. Instructors may modify fonts, layout, etc. based upon personal preference and style. Moreover, required sections may be copied and pasted into other previously-established syllabus documents.

Questions about this template and corresponding grid may be directed to your Division Chair or to:

Emily Ramage, Dean of Academic Operations
eramage@lakelandcollege.edu
217.234.5403

COURSE NUMBER, TITLE

[IAI Number, if applicable]

[Semester, Year]

Instructor Information

Name:	[May include credentials, link to employee directory, professional web site, etc.]
Office Location:	[Enter information about your campus office with full name of the building, room location. Indicate if you teach remotely or do not have a campus office.]
Office Hours:	[Enter office hours or how to arrange appointments.]
Email:	[Enter electronic mail preferences.]
Phone Number:	[Enter office phone number. You may want to enter department office contact information for students to use in case of an emergency.]

Course Information

Description:	[See course outline or catalog]
Credit Hours:	[Include both lecture and laboratory credits if the course is a lab course]
Pre-Requisite Information:	[See course outline or catalog] Course number, title, IAI number (if available)]
Classroom Location:	[Campus, building room]
Meeting Times:	[Dates, times, lab/clinical hours, if applicable]
Course Materials:	[List textbooks, manuals, access codes, technology, supplies, calculators, links to online resources, and any other materials required or recommended for the student to complete the course requirements.]

Course Objectives, Assessment, and Grading Criteria

Learning Outcomes:	[List the course outcomes or learning outcomes and assessment goals from the course outline.] [Additional information to consider: All General Education course syllabi should identify the course as having been approved for General Education and include the General Education category and outcomes. That information should be included on the course outline. For courses offered for both face-to-face and online credit, course objectives should be written to clearly define the differences and/or additional expectations for the online portion of the course.]
--------------------	--

[Indicate how students are evaluated, including tests, quizzes, papers, assignments, weight of the assignments, etc. Clearly identify how the course grades are determined.]

Types of Assessment	
Assessment Method	Determination of Grade

Grading Criteria

[Include the grading scale used for the course. If points are earned, be sure the total number of points is correct and all points are accounted for in the grading scale. See examples below:]

Ex.	Assignment "A"	50 points	Ex.	A =	> 360 points
	Assignment "B"	50 points		B =	320 to < 360 points
	Mid-Term Exam	100 points		C =	280 to < 320 points
	<u>Final Exam</u>			D =	240 to < 280 points
	Total Points	400 points		F =	< 240 points
Ex.	Assignment "A" 20% of final grade		Ex.	A =	> 90%
	Assignment "B" 20% of final grade			B =	80 to < 90%
	Mid-Term Exam 20% of final grade			C =	70 to < 80%
	Final Exam	<u>40% of final grade</u>		D =	60 to < 70%
				100%	
				F =	< 60%

Grading Criteria	
Grade Scale	Points or Percentages
A	
B	
C	
D	
F	
Assignments and Exams	
Points or Percentages	
Total Points or Percentage	

Final Exam Information: [Day, date, time of exam]

Schedule of Topics and Assignments

[Include weekly topical outline or schedule of major assignments and events for both lecture and lab class meetings. Provide separate lecture and lab activities.]

Lecture Topics and Assignments	
Date or Week	Topic & Assignments

(If applicable)

Lab/Clinical Topics and Assignments	
Date or Week	Topic & Assignments

Assignment/Test Dates

[Indicate the date of each major assignment or exam.]

Due Dates	
Date	Material Due or Examined

Instructor Classroom Policies

Attendance

[Describe policy on attendance. See also Board Policy 06.24 linked below.]

Missing a Test

[Describe policy on missing a test.]

Late Work

[Describe policy on late work.]

College Policies

[Required content is included below. Several optional topics are listed at the end of the document. Be clear in your expectations of students. If your course policies are quite detailed, you might give an overview here and create a separate Course Guide to go with your course. Such a guide, as well as your syllabus, could be posted in Canvas for your course. If you have a department or program handbook, you might add the link here, and give an overview of the contents rather than repeat all the policies. You might also consider creating a quiz over this syllabus which would include the policy issues and other important information.]

Academic Integrity and Student Code of Conduct

At Lake Land College, it is assumed that students will honor the tradition of academic honesty. As such, students have the responsibility to be fully knowledgeable of the [Academic Integrity Code](#), produce their own work, and encourage academic honesty among their fellow students.

Students who engage in academic dishonesty in this course, will **[insert the instructor's intended action regarding the student's grade*, examples: [receive a grade of zero on the assignment] [receive a reduced letter grade on the assignment] [be assigned a failing grade for the course][fail the assignment or test the first offense and fail the course on the second offense]** and an Academic Integrity Incident report will be submitted to the Vice President for Student Services for further disciplinary action; those disciplinary actions are outlined in the [Student Code of Conduct and Disciplinary Procedures](#).

For a description of what is considered to be academic dishonesty, please review the [Academic Integrity Code](#) available in the online [Student Handbook and Right to Know](#) www.lakelandcollege.edu/student-handbook. If you have questions regarding the College's policy specifically related to this course, please do not hesitate to ask.

Responsible Use of Classroom Content

Class discussions, papers, pictures, video, and any other student-created work for a course are all considered official course content. Student work, including papers, discussions, quizzes, assignments, etc., must be confined to the classroom (either on-campus or virtual) and should not be shared outside the classroom without the express permission of the student who created it. Students should respect the privacy of person-to-person or person-to-class communication in all forms. Violating student privacy may result in removal from the course. Significant or repeated violations may result in disciplinary action. This standard is pursuant to Board Policies [07.28.01 \(Student Code of Conduct and Disciplinary Procedures\)](#) and [11.15 \(Acceptable Technology Use\)](#).

****DELETE BEFORE PUBLISHING****

NOTE TO INSTRUCTORS: In accordance with Board Policies 07.28.01 and 07.28.02, an instructor may not withdraw a student from a class based on an academic integrity concern. An instructor must submit an Academic Integrity Report to the VPSS anytime an action is imposed based on an academic integrity concern that impacts a student's grade.

Student Accommodations

Lake Land College is committed to providing a quality educational experience to all students. As such, the College provides [accommodations](#) for students who have a documented disability to help them achieve their full potential. For additional information, please contact Student Accommodations within Counseling Services—(217) 234-5259.

[Additional Optional Content:]

- Building Assistant's office location and phone number
- Canvas link (<https://lakeland.instructure.com/login/ldap>)
- Average grade distributions from past semesters
- Suggested keys to success for the course
- Information about specialized accreditation, certifications, or licensure
- Dates of a Mod I or Mod II section

- Grading rubrics
- Expectations of student performance
- [Board Policy 07.26—Academic Standing](#)
- “I reserve the right to change schedule” language
- [Board Policy 06.48—Final Examinations](#)
- [Board Policy 07.27—Grade Appeals](#)
- Midterm policy
- Cell phone policy
- [Board Policy 06.24--Attendance in the Classroom](#)
- Disruptive behavior policy
- [Chapter 7 of Board Policy Manual--Students](#)
- [TRiO services](#)
- Drop and Withdrawal policies ([Board Policy 07.15](#); [Board Policy 07.16](#))
- [Illinois Articulation Initiative](#)
- Dress code (certain disciplines)
- Instructor biography
- Philosophy of teaching
- Run-Hide-Fight Attachment
- [Safety Breakdown](#) video link
- Safe Zone Endorsement
- Health Services ([Board Policy 07.43](#))

Instructor is Safe Zone-Trained

Safe Zone was created to address the concerns of the lesbian, gay, bisexual, transgender and ally community at Lake Land College and the surrounding area, Safe Zone is a way to reach out to these students and welcome them in all areas of the LLC community. Safe Zones are areas on and around campus where supportive people provide information and work toward the elimination of myths, misconceptions, and stereotypes.



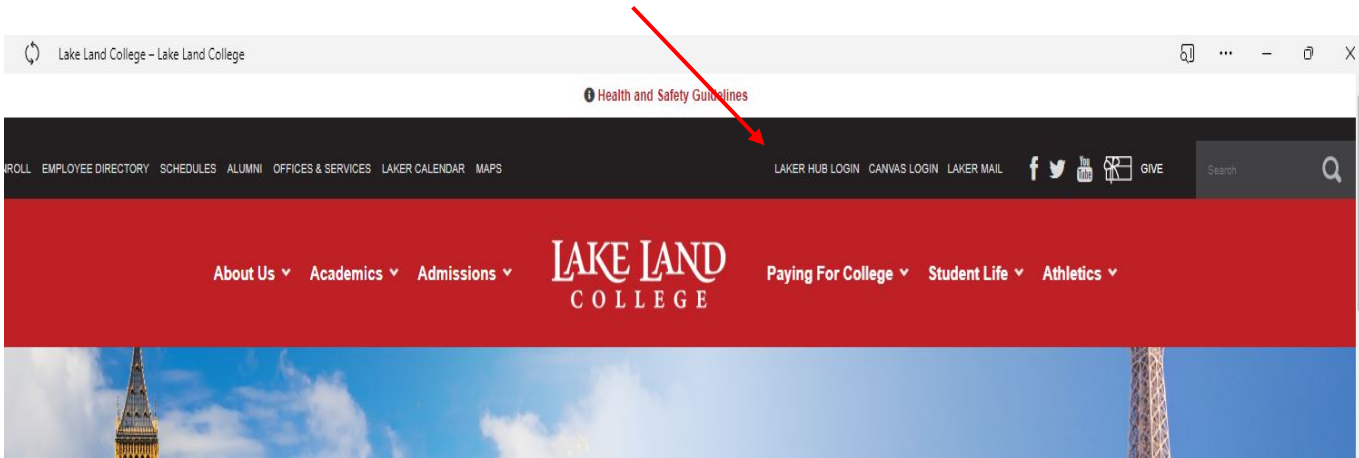
Health Services

Lake Land College is committed to ensuring the safety of the college community while providing the best possible learning experience for students. The College’s Pandemic Response Safety Guidelines are detailed [HERE](#). Students with health concerns should immediately notify their instructor(s). Students with prolonged illness should contact the college nurse, in accordance with [Board Policy 07.43](#) (Health Services), at 217-234-5276 or healthservices@lakelandcollege.edu.

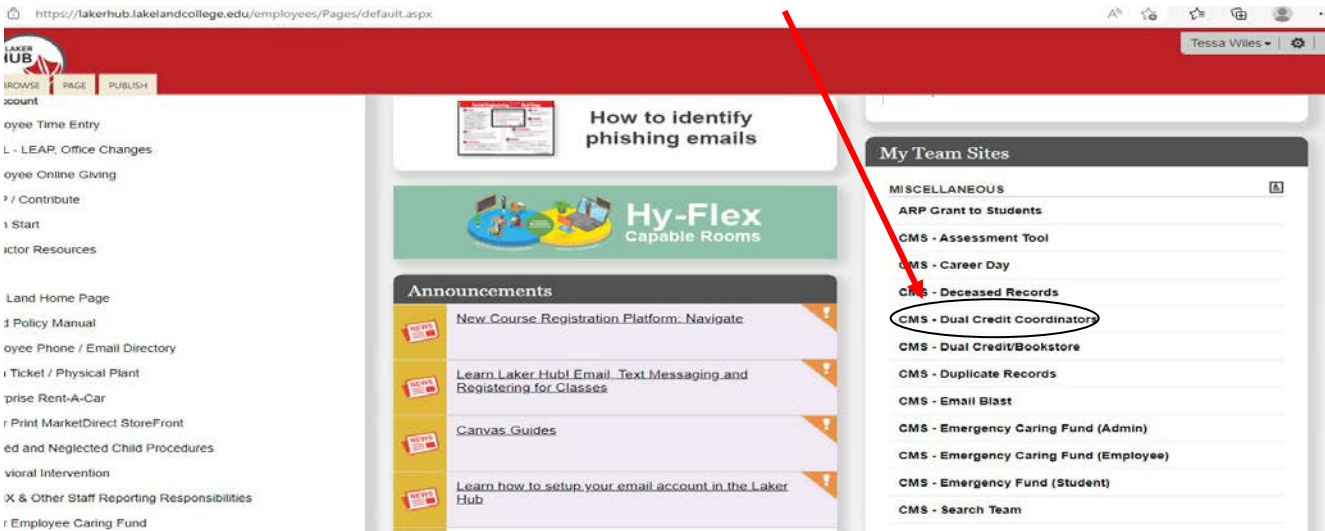
Appendix Q: Coordinator HUB Bookstore Order

Go to the HUB:

lakelandcollege.edu then click on the Laker Hub Login as seen below and login to your account.



Proceed to the "My Team Sites" section of the Hub page and click on CMS-Dual Credit Coordinators



Here you will put in the total quantity of books you need per class. This includes books for Dual Credit Students, Non Dual Credit Students and any Instructor copies needed. If you do not need any books for a certain class you will need to add that to the notes section along with an explanation as to why you do not need books for this particular class. You will add any additional notes you think the bookstore will need to know here as well. When finished click update and the changes will automatically send to the bookstore.

DUAL CREDIT/BOOKSTORE CMS

Lake Land College

Term	Course	Qty	Notes	Last Modified
2023FA	ENG-120	<input type="text" value="0"/>	<input type="text" value="Place any notes here"/>	<input type="button" value="Update"/>

Appendix R: Dual Credit Program Timeline 2023-2024

Dual Credit Timeline 2023-2024

**10th day is the 10th academic day of the semester.

On behalf of everyone at Lake Land College, thank you for all you do!

Month	Activities
August 2023	<ul style="list-style-type: none"> •Aug. 1-15: Coordinators: Dual Credit book deliveries to schools are scheduled with the Bookstore during this date range (individual times determined from your course form) •Aug. 2 & 9: College closed on Fridays for summer schedule •Aug. 9: Coordinators: Send updated fall roster changes •Aug. 18: LLC offices closed 8-10 a.m. Full services resumes at 10:00 a.m. •Aug. 21: First day of college classes – fall semester •Aug. 21: Coordinators: Dual Credit/Dual Enrollment classes begin •Aug. 22: Coordinators: Receive Dual Credit rosters for verification. Changes due by September 1st •Aug. 23: Instructors: Notification to check fall Dual Credit roster and submit changes to Coordinator

Month	Activities
September 2023	<ul style="list-style-type: none"> •Month of Sept.: Instructors reminder to watch for course assessment information from Lake Land College Lead Instructor •Sept. 1: Coordinators: 10th day (<u>Last day for fall Dual Credit drop and adds</u>) •Sept. 1: Coordinators: Placement testing and qualifying scores for fall semester due •Sept 1: Instructors: Complete roster 10th day check on HUB •Sept. 1: Coordinators: Last day to add dual credit students •Sept. 4: Labor Day – College Closed •Sept. 18: Coordinators: Fall Dual Credit preview billing sent to high schools •Sept. 25: Instructors: Notification to check fall midterm rosters and submit changes to Coordinator

Month	Activities
October 2023	<ul style="list-style-type: none"> •Oct. 3: College Career Day (watch for more info for 2023 event) •Oct. 9: Instructors: <u>Midterm rosters need to be certified through the HUB</u> •Oct. 13: Fall semester midterm •Oct. 13: Coordinators: Last day for fall Dual Credit drops – exceptions only •Oct. 13: Last changes to fall preview billing due by 5:00 p.m. •Oct. 14: Coordinators: Begin fall Dual Credit student withdraws •Oct. 18: Coordinators: Reminder spring and year-long rosters, and Dual Credit intents, due October 31st •Oct. 23: Coordinators: Final fall semester Dual Credit invoices mailed •Oct. 31: Coordinators: Spring semester and year-long rosters, and Dual Credit intents, due January 8th

Month	Activities
November 2023	<ul style="list-style-type: none"> •Watch for info on 2023 Dual Credit Parent Night Informational Zoom Session date TBA •Nov. 6: Registration begins for spring and year-long courses •Nov. 7: Student Course Evaluations available on the student HUB – Due December 1st •Nov. 20-27: Coordinator Pay •Nov. 22: Staff Development – No day or evening classes •Nov. 23-26: Thanksgiving – College Closed •Nov. 27: Check for credit hour limits on students

Month	Activities
December 2023	<ul style="list-style-type: none"> •Dec./Jan.: Instructors: Reminder to submit course assessment results to Lake Land College •Academic Challenge Coaches: Watch for the deadline for coaches to pay the registration fee to Academic Challenge •Dec. 1: Instructors: Student Course Evaluations Due •Dec. 4: Coordinators: Last day for fall Dual Credit/Dual Enrollment withdraws •Dec. 4: Instructors: Reminder of Dual Credit withdraws (Student can be withdrawn up until 7 instructional days before the first day of the Lake Land College final exam period) •Dec. 6: Instructors: Notification to begin to submit final grades (Dual credit courses follow each respective high school semester rather than the College's semester, so dual credit courses most likely finish their semesters at different times than the College.) •Dec. 8: Last day of LLC classes •Dec. 11-14: Lake Land College final exam dates •Dec. 15: Instructors: <u>Dual Credit fall semester grade due by noon</u> •Dec. 21: Coordinators: Last Day for fall textbook drop off and last 2023 date for spring textbook delivery (some delivery will resume in January 2024) •Dec. 22-31 – College Closed

Month	Activities
January 2024	<ul style="list-style-type: none"> •Jan. 1: College Closed •Jan. 2-12: Coordinators: Dual Credit book deliveries to schools are scheduled with the Bookstore during this date range (individual times determined from your course form) •Jan. 3: Academic Challenge Information sent to coaches (tentative) •Jan. 5: LLC offices closed 8-9 a.m. Full services resume at 9:00 a.m. •Jan. 5: Coordinators: Send updated spring and yearlong roster changes •Jan. 8: First day of college classes spring semester •Jan. 8: Coordinators: Dual Enrollment/Dual 2 classes begin •Jan. 8-20: Coordinators: <u>Notification of Dual Credit student dismissal, warning, or unmet prerequisite will be sent out to Coordinators and mailed to students</u> •Jan. 15: MLK Day – College Closed •Jan. 16: Coordinators: Dual Credit rosters sent for verification. Changes due by January 22nd •Jan. 16: Instructors: Check spring and year-long Dual Credit rosters and submit changes to Coordinator by January 22nd •Jan. 22: Coordinators: 10th day <u>(Last day for fall Dual Credit drop and adds)</u> •Jan. 22: Instructors: Complete roster 10th day check on HUB •Jan. 22: Coordinators: Placement and qualifying scores due •Jan. 22: Academic Challenge updates sent to coaches

Month	Activities
February 2024	<ul style="list-style-type: none"> •Feb. 2: Academic Challenge •Feb. 9: Make-up date for Academic Challenge •Feb. 12: Coordinators: Dual Credit preview billing sent to high schools, changes due back by 5:00 p.m. March 1st

Month	Activities
March 2024	<ul style="list-style-type: none"> •March - July: Coordinators: Preparation for fall: students complete Dual Credit intent to enroll online, schedule placement testing for students taking English or math classes in the upcoming fall semester •March: Instructors: Watch out for Dual Credit June Workshop info and date TBA •Mar 1: Principals: Dual Credit Agreements sent to high school <u>Principals and Coordinators</u> due back April 19th •Mar. 1: Coordinators: Last Day for spring/yearlong drop – exceptions only •Mar. 1: Spring semester midterm •Mar. 1: Instructors: <u>Midterm rosters need to be certified through the HUB</u> •Mar. 1: Coordinators: Last changes to spring preview billing due by 5:00 p.m. •Mar. 4: Coordinators: Begin spring/year-long student withdraws •Mar. 4-9: Spring recess - No day or evening classes •Mar. 6: Coordinators: 2023-2024 Course Forms sent to schools, due April 15th •Mar. 15: Coordinators: Final spring semester Dual Credit invoices mailed •Mar. 29: College Closed

Month	Activities
April 2024	<ul style="list-style-type: none"> •March - July: Coordinators: Preparation for fall: Students complete Dual Credit intent to enroll online, schedule placement testing for students taking English or math classes in the upcoming fall semester •Apr. 1: Principals: Dual Credit Agreements due •Apr. 1: Student Course Evaluations available on the student HUB – due April 26th •Apr. 11-12: No day or evening Classes •Apr. 15: Coordinators: 2024-2025 Course Forms are due •Apr. 15-19: Coordinator Pay •Apr. 19: Principals: 2024-2025 Dual Credit Agreements are due •Apr. 19: Reminder to Coordinators about withdraw deadline April 30th •Apr. 26: Check for credit hour limits on students •Apr. 26: Remind high schools to send in 2024-2025 rosters •Apr. 26: Instructors: Student course evaluations due •Apr. 30: Coordinators: Last day for Dual Credit/Dual Enrollment withdraws

Month	Activities
May 2024	<ul style="list-style-type: none"> •March - July: Coordinators: Preparation for fall: Students complete Dual Credit intent to enroll online, schedule placement testing for students taking English or math classes in the upcoming fall semester •May 6-10: Coordinators: Book pick up begins for spring semester courses. Schedule with Bookstore •May 6: Instructors: Reminder to submit final grades •May 6: Last day of LLC classes •May 6-10: Final exams •May 13: Instructors: Grades are due by noon •May 17, 24, & 31: College closed on Fridays for summer schedule •May 27: Memorial Day – College closed

Month	Activities
June 2024	<ul style="list-style-type: none"> •March - July: Coordinators: Preparation for fall: Students complete Dual Credit intent to enroll online, schedule placement testing for students taking English or math classes in the upcoming fall semester •June 1: Dual Credit Professional Development Workshop TBA •June 10-20: Coordinators: Notification of Dual Credit student dismissal, warning, or unmet prerequisite •June 30: Book order deadline on HUB for fall and yearlong •June/July: Coordinators/instructors: Notification of textbook and course material changes, including change in textbook publisher or purchase codes. All affected courses notified as soon as the college approves the change.

Month	Activities
July 2024	<ul style="list-style-type: none">•March - July: Coordinators: Preparation for fall: Students complete Dual Credit intent to enroll online, schedule placement testing for students taking English or math classes in the upcoming fall semester•July 1: Coordinators: Fall/yearlong semester rosters due•July 1: Registration Begins for fall courses

