

**EARLY
COLLEGE**

**Handbook
2020 - 2021**



SECTION 1:

Introduction



Welcome Message

This is a comprehensive Early College Manual intended for students and parents, high school teachers, counselors and administrators, CCC faculty and administrators, and other interested parties. City Colleges of Chicago and Chicago Public Schools (CPS) are working closely together to create a seamless path to college for Chicago students, and the Early College Initiative gives high school students access to college courses before high school graduation. The information in this handbook provides details about the program, including eligibility requirements, how to enroll, communication expectations, benefits and considerations, and more.

City Colleges of Chicago Mission

City Colleges of Chicago (CCC) delivers exceptional learning opportunities and educational services for diverse student populations in Chicago.

We enhance knowledge, understanding, skills, collaboration, community service and life-long learning by providing a broad range of quality, affordable courses, programs, and services to prepare students for success in a technologically advanced and increasingly interdependent global society.

We work proactively to eliminate barriers to employment and to address and overcome casual factors underlying socio-economic disparities and inequities of access and graduation in higher education.

City Colleges of Chicago Early College Mission

Through a tuition-free program, City Colleges of Chicago provides opportunities for qualifying Chicago students to access and complete college coursework prior to high school graduation. Robust supports are provided to create an environment where students can thrive and gain confidence in their ability to access and complete a college degree.

Core Values:

- We promote academic integrity and academic success while working in collaboration through shared governance with CCC faculty and staff.
- We support equity, access, and achievement while working in collaboration with parents and staff at Chicago Public Schools.
- We advise and monitor student outcomes to ensure continuous improvement of programmatic guidelines.

Meet the Early College Staff:

CCC LOCATION	COORDINATORS	EMAIL	PHONE NUMBER	FAX NUMBER
Daley College	Raeann Gist	Rgist2@ccc.edu	773-838-7729	773-838-7605
Harold Washington College	Kim Bowens	Kbowens3@ccc.edu	312-553-5666	312-553-5868
Kennedy-King College	Brianna McClay	bmcclay@ccc.edu	773-602-5037	773-602-5120
Malcolm X College	Jesus Magana	Jmagana41@ccc.edu	312-850-7340	312-850-7338
Olive-Harvey College	Holly Thrash	hthrash@ccc.edu	773-291-6478	773-291-6599
Truman College	Erika Littles	elittles@ccc.edu	773-907-4399	773-506-3855
Wright College	Mila Simeonovska	msimeonovska@ccc.edu	773-481-8234	773-481-8817
District Project Manager	Kathy Jones	Kjones245@ccc.edu	312-553-2808	
District Administrator	Carmen Garth	cgarth@ccc.edu	312-553-2671	
District Director	Shavon Taylor	Staylor142@ccc.edu	312-553-3483	

What is Early College?

Early College consists of opportunities, through both Dual Credit and Dual Enrollment, for high school students to earn college credits before they graduate from high school. Per the [Dual Credit Quality Act](#), the goals of Early College are:

1. To reduce college costs.
2. To speed time to degree completion.
3. To improve the curriculum with college and workplace expectations.
4. To facilitate the transition between high school and college.
5. To enhance communication between high schools and colleges.

6. To offer opportunities for improving degree attainment for underserved student populations.

Dual Credit is defined as an instructional arrangement where an academically qualified high school juniors and seniors enroll in a college-level course and, upon successful course completion, concurrently earn both college and high school credit. In most cases, Dual Credit courses are taught in high schools during students' regular school day by a qualified high school teacher. Other options include courses being taught at the high school with a college instructor, or a course offered at another location, but not on the college campus.

There are standards that must be adhered to for Dual Credit to ensure that the quality and rigor of the courses match courses taught on the college campus. These standards align with the Dual Credit Quality Act:

1. Instructors teaching credit-bearing college-level courses for dual credit must meet the same academic credential requirements as faculty teaching on campus, with the exception of those that qualify for the Professional Development plan (see SECTION 4: of this document: High School Dual Credit Teachers) (see [CCC Credentialing Guidelines](#)).
2. Instructors in career and technical education courses must possess the credentials and demonstrated teaching competencies appropriate to the field of instruction.
3. Students must meet the same academic criteria as those enrolled in credit-bearing college courses, including taking appropriate placement testing. Thus, no mixed-classes are allowed.
4. Course content must be the same as that required for credit-bearing college courses.
5. Learning outcomes must be the same as for credit-bearing college courses and be appropriately measured, following the assessment practices of the department or discipline within the College.
6. Assessment methods and course exit instruments should be consistent with those of the on-campus courses offered by the college.
7. Institutions shall provide high school instructors with an orientation in course curriculum, assessment methods, and administrative requirements before high school instructors are permitted to teach dual credit courses.
8. Dual credit instructors must be given the opportunity to participate in all activities available to other adjunct faculty, including professional development, seminars, site visits, and internal communication, provided that such opportunities do not interfere with an instructor's regular teaching duties.
9. Every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with campus courses.

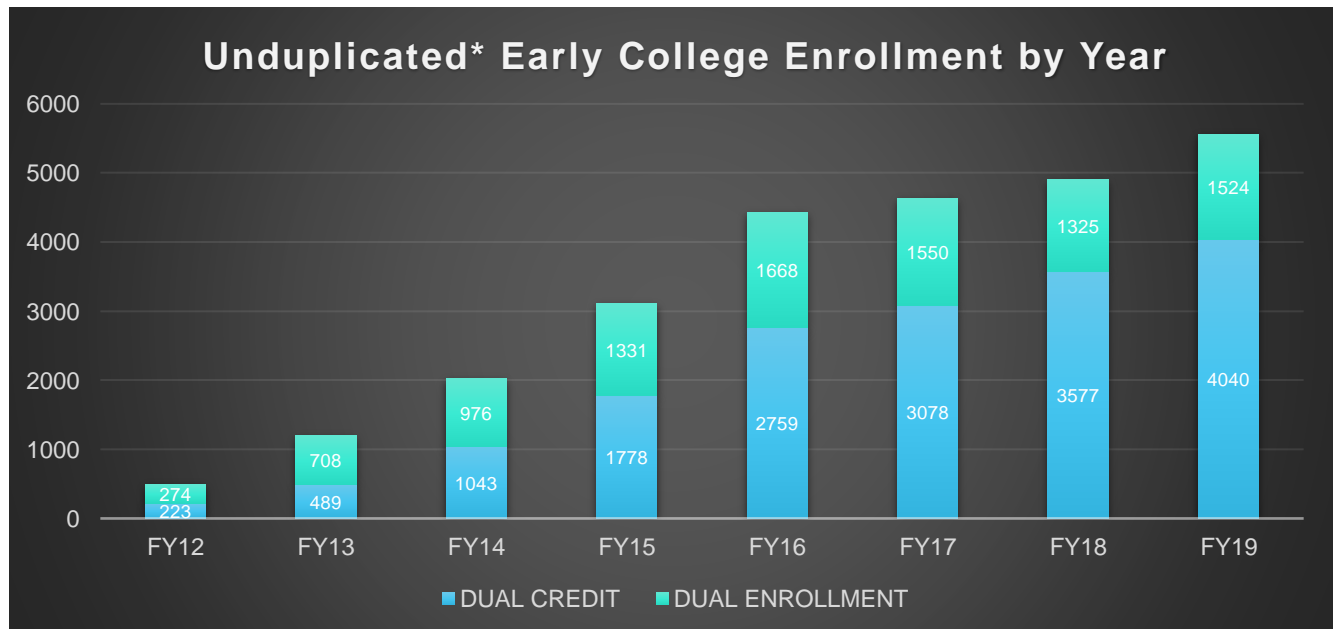
For more information on Dual Credit, please refer to the [Dual-Credit-Fact-Sheet-3.19.18.pdf](#).

Dual Enrollment is defined as an instructional arrangement where an academically qualified junior or senior who is enrolled in high school also enrolls in a college level course on a college campus. Upon successful completion of the course, the student earns college credit with the possibility of also earning high school credit, based on the high school’s approval. All seven City Colleges of Chicago provide Dual Enrollment opportunities for high school students.

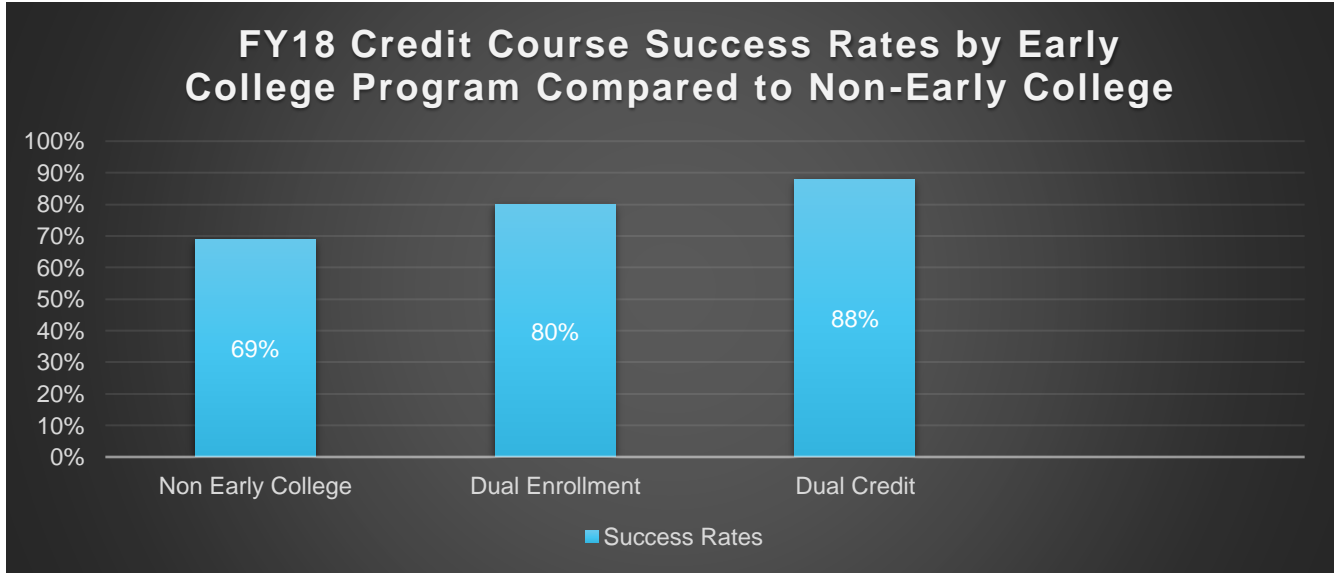
To see more information on eligibility requirements for students for Early College opportunities, please see SECTION 2: Early College Students and Parents.

Who are our Early College Students?

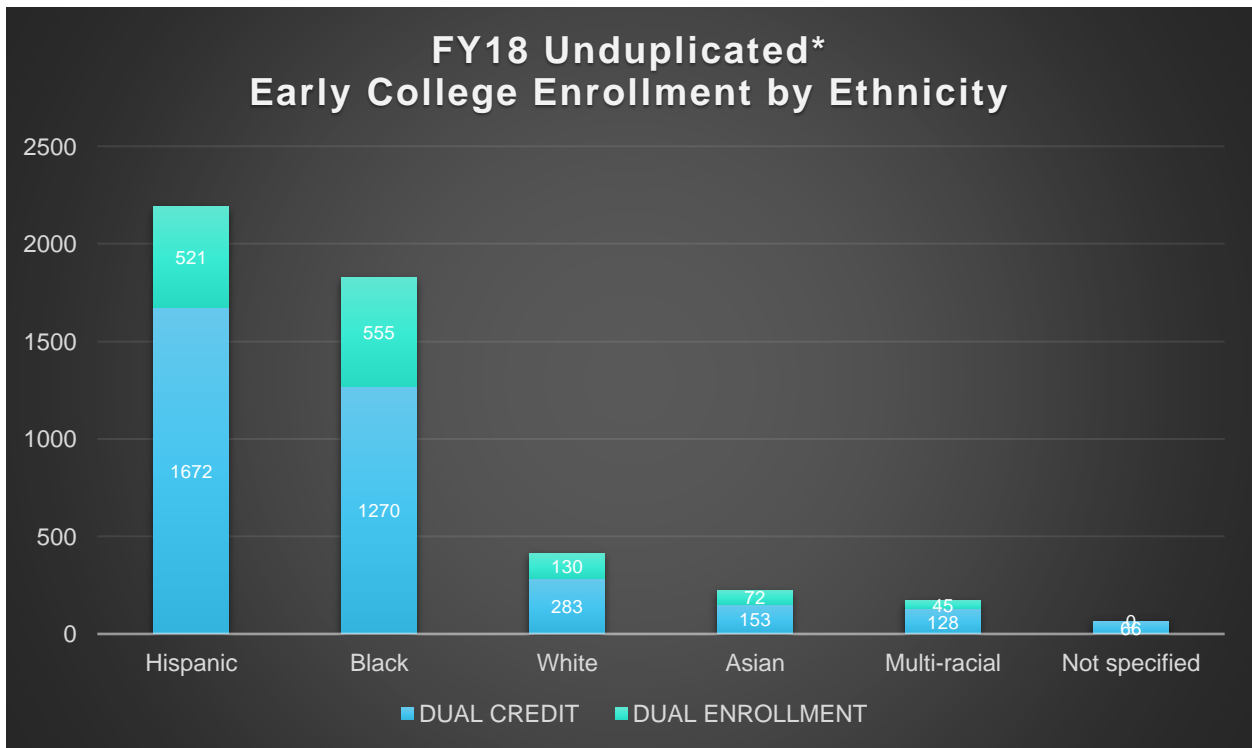
City Colleges of Chicago and Chicago Public Schools have worked collaboratively to provide Early College opportunities to students, and we’ve grown steadily over the years. Our Early College students are largely successful in passing their coursework with a C or better. Additionally, we have Early College students of many races, but Hispanic and Black students comprise the largest populations of Early College students.



This chart shows that our Early College enrollment has increased substantially, especially for Dual Credit courses. The term unduplicated* means that each student counts only once, even if they take more than one Early College course within one year.



This chart shows that Dual Credit and Dual Enrollment students outperform traditional CCC students in their course success rates. Course success is determined by passing a course with the grade of C or better.



This chart shows the race of students participating in Early College coursework. The term unduplicated* means that each student counts only once, even if they take more than one Early College course within one year.

What kind of courses are available for Early College?

According to the Illinois Community College Board (ICCB) Administrative rules, courses for Dual Credit and/or Dual Enrollment should be selected from transfer courses that have been articulated with senior institutions in Illinois or from the first-year courses in ICCB approved Associate in Applied Science degree programs. At City Colleges, we have over 150 courses that have been designated as Illinois Articulation Initiative (IAI) courses, which is an agreement with over 100 participating colleges and universities in Illinois that courses with this designation are transferrable between these institutions. In addition to these IAI courses, there are other career-focused courses that are also great choices for Early College coursework.

SECTION 2:

Early College Students and Parents



Eligibility Requirements for Early College (Dual Credit-DC and Dual Enrollment-DE)

1. Students must have junior or senior standing to be eligible for DC/DE course(s).
2. Students under age 16 can participate if they are enrolled in high school and obtain the approval of the College President or Vice President to enroll in a DC/DE college credit course, per Academic and Student policy.

3. Home school students are permitted to enroll in DE courses. Home school students must have a valid form of ID to verify city of Chicago residency, be 16 years old, and have parental permission.
4. Students must meet all prerequisites of the course prior to enrollment. If under the age of 16, students only qualify for enrollment in college courses that require Math or English course prerequisites and receive permission to enroll from the College President ([see Prerequisite Qualifications for more information](#)).

Chicago Public Schools students must have:

- a minimum cumulative GPA of 2.5 or higher on the high school transcript or most recent report card
- 90% attendance rate for the last academic year, or a recommendation letter from high school official if the GPA and attendance rate is below the CPS requirements
- signed permission from the CPS high school administrator/counselor

Prerequisite Qualifications

1. Certain CCC courses require students to meet college-readiness standards. Students who wish to take these courses must meet the college-readiness standard prior to enrolling by satisfying either the SAT/ACT benchmark/s or the required placement test score.
 - a) To meet college readiness standards by SAT scores, students must score a 480 or above on the evidence-based Reading and Writing portion of the SAT and a 530 for Mathematics.
 - b) To meet college readiness standards by ACT scores, students must score a 19 or above in English and a 21 or above in Math.

2. If students do not meet the placement standards based on SAT or ACT scores, students will take City Colleges of Chicago (CCC) Placement Exams. For more information on CCC Placement Exams, please see section [City Colleges of Chicago Placement Exams](#) and visit [CCC Placement Exams](#) .
 - a) ENG 101 and courses requiring ENG 101 eligibility require a score of 6 on the Read-to-Write English placement exam.
 - b) College-level math requires a score of 46 or higher on the ALEKS Math placement exam.

Additional Information

- Students must provide current high school ID, valid IL state identification, or IL driver's license.
- Dual Enrollment students are eligible to take one class per semester at one CCC campus. Parents and students are responsible for tuition and fees for additional courses beyond the one per semester that is allotted through Early College.
- Dual Enrollment students may not self-enroll into any course and must meet with their campus's Early College Coordinator prior to course selection.
- Dual Credit students are eligible to take up to four dual credit classes per semester at their high school. Students cannot exceed 29 Dual Credit credit hours throughout their high school career.

Continued Eligibility

1. Students must pass the course with a "C" or better to remain eligible to participate in Dual Credit/ Dual Enrollment.
2. Students who receive a WTH (withdraw), ADW (administrative withdraw) and/or NSW (no show withdraw) are no longer eligible to participate in DC/DE.
3. Students who elect to withdraw from a DC/DE course before the statistical date will remain eligible to participate in DC/DE. The Statistical (STAT) Date is based on the length of the class but is typically 7 calendar days after the class start date for a 16-week class.

4. A student whose Early College eligibility has been revoked may be reinstated into the Early College program by:
 - a) repeating a previously enrolled Early College course in which he/she earned a final grade of “D” or “F,” received an NSW or ADW, or from which they withdrew (WTH).
 - b) successfully completing the course with a final grade of “C” or higher.
 - c) students are responsible for paying the full cost of tuition and any other charges associated with the repeated course.
5. Graduating HS seniors are not eligible for dual enrollment courses in the summer following their senior year. (Exception: A student may be eligible for Work Hard Play Hard and receive one free summer course at CCC if the student enrolls in the fall term following their graduation.)

Applications and Admissions Process for both Dual Credit and/or Dual Enrollment

1. Students should discuss with parents, high school counselor, and CCC early college coordinator their interest in dual enrollment/credit.
2. Students should attend an information session at the CCC campus of choice; information session schedules are found here: <http://www.ccc.edu/earlycollege>.
3. Students should determine if placement tests are needed or if eligibility can be determined by SAT/ACT scores. If needed, students take appropriate placement tests (CCC Placement tests can be taken at the high schools—please schedule in consultation with the HS counselor).
4. Students submit Placement Test Scores to High School Counselor and Early College Coordinator.
5. With the help of their counselor, students apply to City Colleges of Chicago at www.ccc.edu/apply and select: ***I am a Dual Credit/Dual Enrollment Student.***
6. Students submit a completed **Application Packet** to the Early College Coordinator at the partner CCC campus (see **Appendix** for **Dual Credit Application Packet** and **Dual Enrollment Application Packet**).
7. For Dual Enrollment, students must consult Early College Coordinator to order textbook for loan throughout the course. Students also have the option to purchase the book on their own, rather than participate in the loan process.
8. For Dual Credit, high school counselors will order textbooks for courses.

9. Students should confirm course selection with the Early College Coordinator and receive the Student Study list.
10. Dual Enrollment students must obtain a CCC photo ID at the appropriate college campus. Dual Credit students may come to campus to obtain an ID so that they can access campus resources.
11. Students should access the Student Portal at my.ccc.edu to monitor enrollment status and to receive pertinent information and updates each term.
12. Students should communicate with faculty, high school counselor, and Early College Coordinator with any questions or concerns along the way.

City Colleges of Chicago Placement Exams

All students must consent to the CPS-CCC Data Sharing Agreement prior to placement tests so that scores may be shared.

When registering for courses that require college-level English or math placement, all students must meet the placement standards prior to enrolling. The following table shows the minimum scores required for college credit placement.

CCC Placement Test		
Exam	Score	College Credit Placement
Read to Write (RTW)	6	English 101
ALEKS	46>	Math 118, 121, 125, 140, 143

ACT & SAT English Placement Scores		
ACT English Score	SAT	Placement Level
19>	480>	English 101

ACT Math Score	SAT Math Score	Mathematics Course Placement
21-23	530-570	Math 118, 121, 125, 140, 143

Read to Write (RTW) English Placement Test

City Colleges of Chicago requires the Read to Write Placement Test for all incoming students who do place by virtue of their SAT or ACT scores (see [FAQ](#) for more information). This test was designed by CCC faculty, and student tests are evaluated and scored by CCC faculty. RTW helps faculty determine student preparedness in reading and writing. English Faculty use the Read-to-Write Placement Test to place students into the appropriate English courses that will best promote academic success, and to determine eligibility for other courses new students can take in their first semester at college.

This test is not pass/fail; rather there is a range of scores which help determine the best course placement for students. Taking this test seriously can prevent students from wasting both time and money by placing students into classes that may not be needed. Therefore, before taking the test, students should read through the [Read to Write Test Prep Materials](#) to ensure understanding of the process and expectations of the test. Preparation materials are provided that clearly outline expectations and how the tests will be scored. It is also important to note that this test is timed and must be completed in one sitting. Logging in and out during the test is not allowed.

The test has several components to complete. Each portion of the test must be completed within an allotted time of 2.5 hours.

- Students will respond to short answer questions to help CCC better understand students' academic, demographic, and personal background.
- Students will then read a short passage.
- Students will complete five multiple choice reading comprehension questions based on the reading passage.
- Students will write a multi-paragraph essay in response to this passage.
- Students will read the course descriptions and write a short paragraph explaining the English level they believe is the best fit for them.

Additional RTW Testing Notes

1. RTW is taken online in a single sitting with a maximum time limit of 2.5 hours.
2. If a student logs out or closes the browser before submitting the test, they will not be able re-start the test – it will be locked.

3. Students need to submit the test at the end of the last section.
4. Students can take RTW once per City College semester – twice per year – which makes it extremely important for students to adequately prepare before taking the test.

ALEKS Mathematics Placement Test

City Colleges of Chicago uses an ALEKS mathematics placement assessment to determine readiness for various mathematics courses. The ALEKS Placement Assessment covers material from Basic Math through Pre-calculus and will take approximately 90 minutes to complete. After the assessment, a targeted Prep and Learning Module is available for students to review and learn material, and to improve placement and eventual course outcomes.

All students are strongly encouraged to spend several hours using the ALEKS Prep and Learning Module. Even if students have achieved placement in their desired course, time spent in ALEKS will better prepare students for their upcoming course and ultimately lead to better grades.

This is not a pass/fail type of test. Rather, it is an assessment that helps City Colleges find the best course fit for students. At the end of the ALEKS Placement Assessment, students have a much better sense of their strengths and weaknesses in math. Students will then have a chance to work on those weaknesses by being placed in the appropriate level course. There is really no penalty for incorrectly answering a question on the assessment. The most important focus is that students take the assessment seriously and give it an honest effort so that the assessment truly reflects students' level of knowledge and math preparedness.

Please read the [ALEKS FAQ](#) for more information.

Additional ALEKS Testing Notes

1. ALEKS PPL provides an online platform combining preparation and learning with up to five test attempts.
2. From the first time a student logs in they have access to their account for one year.
3. Once they begin working in the preparation and learning module, they have access to those resources for six months.
4. During that time, students should take full advantage of them prior to each test attempt.
5. ALEKS PPL may be taken up to five times.

6. There is a mandatory 24 hour wait time between attempts.
7. Three to five hours of preparation and learning module work are required between attempts beyond the second.
8. The more time students spend working in the preparation and learning module, the higher the likelihood they will test eligible for dual credit/dual enrollment courses.

Retest Policy

Students may re-take the CCC placement tests every term. Retesting is appropriate when there is reason to believe that a score obtained from previous testing does not accurately reflect the examinee's true level of knowledge or skill. Typically, retesting is appropriate in two situations:

- When factors other than the examinee's ability are believed to have influenced the previous testing, or
- When the scores obtained from earlier testing are no longer believed to reflect the student's current ability

Student must retest if their test scores have expired, i.e., after 12 months have elapsed following a previous CCC Placement Test and prior to beginning a sequence of courses in that subject.

FERPA And Data Consent

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. This includes the right to inspect and review education records, to have education records amended in certain circumstances, and to consent to the disclosure of education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "*eligible students*." Disclosures to parents and rights of students. (Sect. 99.5)

All rights of parents under FERPA transfer to the student once the student has reached 18 years of age or attends a postsecondary institution (and thereby becomes an "*eligible student*"). Therefore, all dual credit participants are "*eligible students*" as defined by FERPA.

However, current regulations also provide that even after a student has become an “*eligible student*,” postsecondary institutions may allow parents to have access to their child’s education records, without the student’s consent, in the following circumstances:

- The student is a dependent for Federal income tax purposes (§ 99.31(a)(8));
- The disclosure is in connection with a health or safety emergency,
- The student has violated any law, rule or policy governing the use or possession of alcohol or a controlled substance.

For more information on FERPA, please contact an Early College Coordinator.

City Colleges of Chicago and Chicago Public Schools are jointly committed to students’ success. Most students who take Early College courses do well. But there are consequences for not being successful in Early College that students must take into consideration. Success is determined by completion of a college course with a grade of C or better.

Important Considerations for Early College enrollment

Benefits:

Earn college credits for *free* and get an early start towards college completion.

- a) This will save time and money in the future.
- b) It helps build students’ confidence in their abilities to succeed as college students, thus increasing chances of enrolling in college after graduating from high school.
- c) Course options are varied and taking coursework of interest could help students determine their major early on.
- d) Successfully completing college coursework while still in high school will help build an impressive credential for scholarship applications. This shows a high degree of seriousness about earning a college degree and that students have taken the initiative to get started early.

Consequences for course failures and/or withdrawal:

- a) These courses are a part of students’ academic transcripts. Having a failing grade will mean starting college from a deficit and a lower GPA.
- b) Failing a course or withdrawing from a course after the first week of class could cause a Satisfactory Academic Progress (SAP) hold to be placed on a students’

account. This has a negative impact on future financial aid awards and students' ability to register for subsequent courses. For more information about SAP, please see Section 6.6 of the CCC Academic and Student Policy Manual.

- c) Students who fail the college course will also earn a failing grade in the corresponding high school course for Dual Credit and some Dual Enrollment courses. For this reason, students should be carefully advised before enrolling and should be advised early in the semester about their progress in the college course. Students who are at risk for failing the college course may be advised to consider withdrawing.
- d) Students who show significant attendance problems can be withdrawn from the course without consultation, so students need to commit to attending all classes, except in the cases of true emergencies. This policy is referred to as Administrative Withdrawal (ADW). A student can receive an ADW at midterm if the instructor determines that the student is not actively pursuing completion of the course, based on the instructor's published criteria for academic pursuit in the syllabus. For more information on ADW, please see CCC Academic and Student Policy Manual.
- e) For more information about what to do if students are struggling, see [Section 2: Early College Students and Parents](#).

Which is a better option? Comparing and Contrasting Dual Credit and Dual Enrollment

Students can take *both* Dual Credit and Dual Enrollment at the same time or separately. Dual Enrollment students are eligible to take one class per semester at one CCC College. Dual Credit students are eligible to take up to 12 credit hours classes per semester at their high school.

Both Dual Credit and Dual Enrollment have wonderful benefits, but students must decide which fits best with their lives and schedules. Here are some things to consider:

- Dual Credit is very convenient because it is taught in the high school during the school day, which won't add time outside of students' academic schedule.
- Dual Enrollment requires travel to the CCC Campus to take courses on campus. This does add time to students' academic schedule, and that should be taken into consideration along with other coursework commitments as well as life responsibilities. Additionally, travel cost is not covered by the tuition waiver.

- Dual Enrollment allows high school students the college experience in a way that Dual Credit does not. While the coursework has the same expectations and rigor, with Dual Enrollment, high school students are in college classes with other college students, not only high school students, which is the case with Dual Credit. This could help ease students fear about college by getting acclimated to the culture while giving them a sense of independence with their own learning.
- While enrolling in courses on college campuses can be a benefit in many ways for students, there may be additional security measures for parents and students to be aware of. Please see [District Security Info](#) for more information, as well as reaching out to specific colleges Security teams.
- Options for Dual Credit classes are not consistent amongst high schools. Dual Credit course choices are limited by what their high schools offer. Yet for Dual Enrollment, there is a variety of coursework to choose from, which allows students to choose transferable courses of interest or coursework that aligns with their future plans.
- Students enrolled in Dual Enrollment are held to the same guidelines as their High School Code of Conduct. Failure to abide by these rules could result in disciplinary action both at the college and through the high school.

Both are amazing options and have great benefits. But remember, performance in these courses matter, and the results will be a part of permanent academic transcripts. We advise students to consider all their options and take into consideration other responsibilities as well to make the best decisions for their schedules and futures.

Tips for Success

- Just like traditional college students, it is extremely important that students feel confident to communicate that they are struggling before it is too late. Once we become aware, there are ways we can support struggling students. There are two different people a student can communicate with:
 - **Tell the professor.** They can suggest resources at the college that could help students, or they could suggest specific topics to study or other ways to catch up.
 - **Tell the Early College Coordinator.** They can assess each situation and advise students on what their options are.

- If it is possible for students to catch up in the course, that is usually the best course of action. But if that is not possible, students might be advised to **Withdraw** (WTH):
 - A student initiated WTH must be done prior to or on the Last Day for Student Initiated Withdrawal, which can be found on academic calendar my.ccc.edu, but is always after midterms.
 - The WTH will appear on the student's permanent academic record but will be excluded from Grade Point Average (GPA) calculations. A class withdrawal occurring after the Statistical Date (which is based on the length of the class, but is typically 7 calendar days after the class start date for a 16-week class) will be counted as registered hours (i.e., the class will appear on the transcript and will count as a course attempt for financial aid purposes).
- Failing a course will show on students' college transcripts, which will lower students' GPAs. *This can probably be avoided by communicating concerns and challenges in advance.*
 - Failing a course or withdrawing from a course could cause students to be placed on a Satisfactory Academic Progress (SAP) hold, which will negatively impact future financial aid awards and the ability to register for subsequent courses.
 - For more information about SAP, please see Section 6.6 of the CCC Academic and Student Policy Manual.
- As a reminder, students who fail the college course will also earn a failing grade in the corresponding high school course for Dual Credit and some Dual Enrollment courses.

Satisfactory Academic Progress (SAP) and Measures to Safeguard SAP

CCC's Satisfactory Academic Progress (SAP) policy, procedures, and practices ensure full compliance with federal regulations that govern federal student aid programs. SAP is cumulative in nature and takes into account all degree and certificate eligible classes attempted at any CCC college, as well as any transfer hours and military credit accepted by CCC. To retain financial aid eligibility, a student must maintain satisfactory academic progress in his/her program of study in three ways: 1. Grade Point Average (CUM GPA): a student must maintain a Cumulative Grade Point Average (CUM-GPA) of 2.0 or higher AND 2. Pace: a student must complete (grade "D" or higher) 67% of the cumulative credit hours attempted, AND 3. Maximum Timeframe: a student must stay on track to complete his/her program of study within 150% of

the program's credit-hour length, or timeframe. For more information on SAP, please see CCC Academic and Student Policy Manual.

CCC is committed to using its Early College Programs to promote students' college access and future success in post-secondary education. To that end, students are supported and monitored with the following resources:

- Students and/or professors can elect Withdraw (WTH) from a Dual Enrollment or Dual Credit course after the Statistical Date. Note that the Statistical (STAT) Date is based on the length of the class but is typically 7 calendar days after the class start date for a 16-week class.
- Students have access to CCC's **Campus Supports** where they can receive tutoring and other services.
- **Academic Advising & Support:** Students should consult with their Academic Advisors, CCC college representatives or Professor for advice on course success.
- Students with grades below a "C" at mid-term are alerted and will be consulted on either dropping course or how to pass the course. Withdrawal does also affect the Course Completion rate of SAP.

Campus Supports

Each college of the City Colleges of Chicago provides a variety of student support services that Early College students can also utilize and access. Dual Enrollment students are free to use these supports as needed or can talk with their Instructors or their Early College Coordinator for more information on accessing these supports. Dual Credit high school students are also free to use these supports as needed. Dual Credit instructors can contact their Early College Coordinator to set up class visits, or to assist Dual Credit students in coming to campus to access our resources. Some campus supports include:

- **Tutoring and/or Academic Support Centers:** designed to help students with their studies by reviewing concepts taught in class, providing homework assistance, supporting test preparation, etc.
- **Wellness Centers:** provide mental health and psycho-social support services, and also can provide referrals to community-based organizations and outside agencies.
- **Disability Access Centers:** provide coordination and supportive services for students with documented disabilities.

- **Academic Advising:** assist students at every stage of their education, including academic planning, course selection, etc.
- **Libraries:** offer electronic databases and print media to support the academic work of students, faculty and staff, as well as individual and group library support, and information literacy instruction.
- **Career Planning and Placement:** provide comprehensive services to help students make informed decisions about careers, prepare resumes, find employment, etc.

Read the Syllabus

A college syllabus is an extremely important documents that outlines the learning and work expectations for students, as well as conveys important policies and expectations for students as determined by the instructor. Here are some tips of what to expect from a syllabus:

1. Read the entire syllabus carefully. The syllabus will be full of very important information, including:
 - Student Learning Outcomes (what students are expected to learn by the end of the course)
 - Readings, assignments & due dates
 - Tests, Projects and other information relating to what is expected of students throughout the course.
 - Classroom policies
 - attendance policy
 - late work policy
 - other policies
 - **Communication expectations**—how they expect to be notified for absences or other issues. It is very important that students follow the syllabus closely.
2. How to Ask for help. Remember, Early College students qualify for this class just like every other person in there. Early College students should not be shy or afraid to ask questions or ask for help! Faculty are often very willing to help students who ask for it.

3. Office Hours. Each faculty has office hours where they are available to talk to students, answer questions, provide support, and so on. If these hours are not convenient, students may request to meet at another time.
4. Campus Resources. Most syllabi will contain location and office hours for the various resources on campus.

Key Dual Credit Semester Only Dates: Fall 2020

Registration ends	9/14/2020
Classes start	9/21/2020
2nd week of class (No-Show)	9/30/2020
Mid-term/ADW	11/18/2020
Last day to withdraw *penalty	11/18/2020
Classes end	1/8/2021

Key Dual Credit Yearlong Dates 19-20 Academic Year

Registration ends	9/28/2020
Classes start	10/5/2020
2nd week of class (No-Show)	10/14/2020
Mid-term/ADW	1/29/2021
Last day to withdraw *penalty	3/20/2021
Classes end	5/14/2021

Key Dual Credit Spring 2020 Semester Only Dates

Registration ends	1/25/2021
Classes start	2/1/2021
2nd week of class (NO-Show)	2/10/2021
Mid-term/ADW	3/25/2021
Last day to withdraw *penalty	3/20/2021
Classes end	5/14/2021

SECTION 3:

High School Counselors



High school counselors in charge of Early College play a very important role in the execution of the Early College experience for students. They begin their work by promoting the Early College experience at their high schools and finding eligible and interested students for both Dual Credit and Dual Enrollment. They closely evaluate each student to ensure they meet all requirements and work closely with the CCC Early College Coordinators to ensure all necessary paperwork and steps are completed at the high school. Moreover, they work closely with students and parents to ensure they fully understand the expectations and rigor of Early College and are ready for the challenge. And, they also monitor student progress and help students make sound decisions throughout the program. Specifically, High School Counselors do the following:

- Find eligible and interested students on their campus for Early College Coursework
- Ensure students meet the requirements for Early College participation. For more information on the requirements, please see [Section 2](#).

- Proctor CCC placement exams for eligible students on their campus
- Assist students in completing CCC application
- Ensure students attend the CCC Early College Welcome Days
- Assist students and parents in completing the required paperwork and ensuring the completed packets are sent to the Early College Coordinator for processing
- Ensure textbooks are ordered for all Dual Credit classes
- Ensure students meet with Early College Coordinator for Dual Enrollment courses
- Collect and send High School Teacher credentials to Early College Coordinator for review by Vice President or designee
- During courses, review student progress via 10-day roster/NSW report, midterm & ADW report, and final grades. Advise and counsel students as necessary.

The relationship between the high school counselor and the CCC Early College Coordinator is very important, as they work together to ensure all steps are completed. Most importantly, they collaborate to problem-solve together for students and to ensure students are making the best choices for their academic success.

Dual Credit Course Application Process:

In order to ensure a quality student experience and to maintain academic standards, high schools must follow these steps to apply for an offer dual credit courses:

- Attend the dual credit application webinar or meeting.
- Submit a dual credit high school application to Chicago Public School (see Appendix).
- Provide transcript(s) and resumes for qualifying teachers

- Have plan to facilitate the course during the school day with qualified students enrolled exclusively and a CCC approved teacher. Thus, **mixed classes are not allowed.** All students must be eligible for the course to have a seat in the course.
- Order college-level textbooks for each student based on CCC's recommendation or requirement
- Adhere to City Colleges of Chicago course enrollment, registration, grade submission and withdrawal policies and procedures

Implementation Guidelines

- Dual Credit courses can be offered in one semester e.g. fall (September–January), spring (February–May), or across an academic school year (October–May). It is recommended that 3 credit hour courses be offered in one academic semester. The calculation of class minutes is based on meeting times, class beginning and ending dates. Lecture and lab courses are based on the 800-minute calculation. CCC courses must meet 800 minutes per credit per term (50 minutes for 16 weeks of instruction per credit hour). Within a CPS academic school year, a 3-credit hour CCC course (2400 instructional hours for a 3-credit course) can be offered each semester with daily instruction for 50 minutes (50 minutes* 5 days a week for 10 weeks, 2500 instruction hours). A Dual Credit school can offer two 3-credit hour courses in one academic year. The chart below is based on instruction at CPS 5 days a week for 50 minutes a day (250 minutes a week). To complete the mandatory number of hours per credit some courses will require a double period/ block schedule for a semester course. The average 3-credit hour Dual Credit course requires 10 instructional weeks.

CCC Course Credits	CCC Required Instructional Minutes	CPS Instructional Minutes	Instructional Weeks
3	2400	2500	10
4	3200	3250	13
5	4000	4250	17
6	4800	5000	20

SECTION 4:

High School Dual Credit Teachers



Must Meet Minimum Credentialing Qualifications

According to the Dual Credit Quality Act (Public Act 096-0194 [Dual Credit Quality Act](#)), a dual credit instructor must meet the minimum faculty credential standards as defined by the Higher Learning Commission. For most general education courses, minimally qualified faculty must possess a master's degree in their teaching discipline or a master's degree in any discipline plus 18 graduate hours of study in their teaching discipline. Guidelines vary for career (CTE) courses. High school teachers interested in Dual Credit must submit their official transcripts to their partner college for review and determination by the Chief Academic Officer of the College

or their designee in the same manner that all faculty are evaluated in the credentialing process. ([CCC Credentialing Guidelines](#)).

If approved, and at the request of the instructor, an instructor shall be provided by the State Board of Education with a Dual Credit Endorsement attached to their professional educator license as established by the State Board of Education and as authorized under Article 21B of the School Code and promulgated through administrative rule in cooperation with the Illinois Community College Board and the Board of Higher Education.

Professional Development Plan

The Dual Credit Quality Act includes a provision that allows, under certain circumstances, teachers not meeting minimal credentials for college instruction to teach dual credit courses nonetheless by agreeing to a professional development plan. CCC and CPS are working together to ensure that dual credit courses are offered only by qualified instructors.

Dual Credit Yearlong

Yearlong dual credit courses are allowed when the course is more than 3 credit hours. The course will begin in October of the fall semester and end in May of the spring semester. The course term designation is spring.

What is expected of the Dual Credit instructor?

Overall, Dual Credit instructors are expected to cover the same student learning outcomes as if the course were taught on a college campus.

1. Dual Credit instructors will be assigned a Faculty Coordinator from CCC who teaches in the discipline as the Dual Credit course.
2. Dual Credit instructors must attend a professional development session before the start of the course. If the Dual Credit Instructor is unable to attend, a make-up session must be scheduled. At this session, Dual Credit Instructors will
 - a) Meet with their CCC Faculty Coordinator
 - b) Receive training on the course syllabus and curriculum review
 - c) Review programmatic and compliance updates

- d) Understand placement testing requirements
 - e) Review online teacher resources and instructional support
3. Attend a mid-semester professional development session, approximately 3 hours
 4. Dual Credit course content is prescribed by the community college in accordance with established course requirements. According to ICCB Administrative Rules, “Course prerequisites, descriptions, outlines, requirements, learning outcomes, and methods of evaluating students shall be the same as for on-college offerings.”
 5. The CCC Faculty Coordinator will observe Dual Credit instructors at least once per course and provide formative feedback. The focus of the observation will be to ensure the course is meeting the pacing and rigor expectations, as if the course was being taught on the college campus.
 6. The CCC Faculty Coordinator provides mentorship to the Dual Credit instructor. Expect to meet in person, have conversations over the phone, share assignments, student work, assessments, results, etc. to ensure course is meeting expected outcomes.
 7. Expect to be invited to participate in activities that other instructors have access to at the college, including appropriate college discipline and department meetings. Dual Credit teachers are expected to participate in activities and meetings related to curriculum and assessment as recommended by the discipline or academic department, whenever possible.
 8. If Dual Credit instructors feel that their Faculty Mentor is not supporting them in the way that is described here, please reach out to the campus college’s Early College Coordinator to discuss next steps.
 9. If the instructor teaches in a discipline with a departmental assessment, they are expected to utilize the same assessment.
 10. The instructor needs to submit department required materials on time. These may include syllabi, assessment materials, and other items.
 11. The instructor must also access the learning platform Brightspace to post the syllabus.
 12. Failure to meet expectations could result in dissolution of Dual Credit faculty relationship.

SECTION 5:

Dual Credit Faculty Coordinators



Overview

Dual Credit Faculty Coordinators are CCC faculty, either full-time or part-time, who teach in the same discipline as the Dual Credit course. Faculty express interest for serving as a Dual Credit Faculty Coordinator and are selected by their Department Chair to serve in this capacity.

Dual Credit Faculty Coordinator Role Description: The Dual Credit Faculty Coordinator is responsible for assuring academic integrity and fidelity to the curriculum and instruction for all off-campus college credit offerings. This work includes professional development sessions,

observations, and mentorship for high school teachers as well as communication with the Early College Coordinator and the relevant Department Chair.

Special Assignment: CCC instructors who accept the coordinator role receive compensation via a special assignment by their home college. Payment is disbursed after work is completed, reviewed, and the assignment ends.

Dual Credit High School Teacher Professional Development:

- Coordinators attend 1-day PD meeting hosted by the district office (late May or early June)
- Coordinators attend 2 1/2-day PD meetings hosted by the home college (Feb. /March and Sept. /Oct.)

Dual Credit High School Teacher Classroom Observation:

- Perform at least **one** classroom observation per semester (there is flexibility to decide when the observation is completed, but it must be completed by the established deadline). Please find observation and post observation forms here: ccc.edu/departments/Pages/Faculty-Forms.aspx
- Share observation notes with DC teacher and secure DC teacher's confirmation signature
- Submit observation forms to District Early College via Share Point or Campus Early College Coordinator. Department Chairs shall be granted access to SharePoint site and can request copies of Dual Credit evaluations from their Faculty Coordinators. For SharePoint access please contact: Shavon N. Taylor staylor142@ccc.edu (312) 553-3483, or Carmen Garth cgarth@ccc.edu (312) 553-2671.

Observation Process To Be Followed:

Request an observation early in the semester.

Review the [Classroom Observation Form](#) and the [Post Observation Reflection Form](#) (to be completed by the Dual Credit instructor following the observation).

Faculty Coordinators should have a conversation with their Dual Credit instructors prior to the scheduled observation. Provide information that will provide context to make for a meaningful observation:

- What is the topic for the class period?
- What assessment are students currently completing?
- Is there an area the Dual Credit instructor would like the observer to focus on during the observation?
- Is there anything else of importance to know prior to the observation?

Post Observation

- Preferably within 24 hours of the observation but no later than 1 week following the observation, the Dual Credit instructor should complete and email the [Post Observation Reflection Form](#) to their Dual Credit Faculty Coordinator.
- The Faculty Coordinator will schedule a follow up meeting with the Dual Credit instructor to discuss the observation and the Post Observation reflection within 2 weeks of the observation.

High School Teacher Mentorship:

Facilitate small group meetings with dual credit teacher(s) monthly throughout the semester to support instruction. This may include the following interactions:

- In-person meetings at the high school and/or home college—please invite Dual Credit instructors to the college’s discipline specific meetings, department meetings, etc.
- Online meetings via Zoom, Bright Space, or Skype

- Conference calls or via telephone
- CPS sponsored Professional Development days
- Assessment sessions to review grading practices, discuss student work and artifacts, develop rubrics and review exit procedures.

Faculty Coordinator Documentation:

- Upload monthly correspondence to the Early College SharePoint site that documents all interactions, correspondences, successes and challenges, and feedback with the Dual Credit instructor
- Collect and upload course syllabi, assessments, and course resources to Early College SharePoint site: cccedu-my.sharepoint.com/

Special Assignment Justification: (Basic special assignment totals \$1,300.00)

- Full-day Professional Development \$25 x 8hrs. = \$200.00 (Spring)
- Half-day Professional Development \$25 x 4hrs. = \$100.00 (Fall)
- Half-day Professional Development \$25 x 4hrs. = \$100.00 (Spring)
- Mentoring one teacher w/one course \$450.00 (per Term)

Special Assignment Stipulations:

Faculty Coordinators cannot support more than 4 Dual Credit teachers per discipline

- \$850.00 (one-teacher/one-course/1 full-day PD/ 2 half-day PDs)
- \$1,300.00 (one-teacher/two-courses/1 full-day PD/ 2 half-day PDs)

- Multiple course numbers taught by the same Dual Credit teacher are eligible for additional mentoring allocation e.g. Math 118 & Math 143 taught by the same DC teacher and must be discussed with Early College staff prior to the signing and execution of this agreement

SECTION 6:

Senior Early College Coordinators



The CCC Early College Coordinator is the person on each CCC Campus who is responsible for implementing all processes and paperwork for both Dual Credit and Dual Enrollment. But more than that, they are the point of contact for any questions or concerns throughout any point in the Early College experience. Early College Coordinators work closely with the high school counselors to ensure all requirements and paperwork are completed, but they also meet with every Early College student, both Dual Credit and Dual Enrollment, to ensure students are prepared and ready for their college experience. They also work closely with Early College parents to ensure that they understand responsibilities and the expectations and that the Early College program is appropriate for their student. Overall, the Early College Coordinator handles all of the duties below but also serves as an advisor to Early College students, monitoring their progress and helping them make the best decisions throughout their experience with the goal of ensuring students' successful completion of their Early College course.

Early College Coordinator duties include:

Dual Enrollment

- Host/Facilitate dual enrollment information sessions for interested students and parents
- Prepare students and parents with information, and reviewing appropriate admissions documentation
- Facilitate student placement testing and CCC online application
- Verifies student eligibility via test scores or placement exams for each course
- Create student files with appropriate admissions documentation, including verification of placement and other qualifications are met
- Discuss with student course selection(s) and course requirements, ensuring students know what is expected of them
- Discuss with the student book loan ordering process and ensures that process is completed
- Enroll student into course after all requisites have been met
- Monitor student enrollment, and contacts students who miss class to determine if an intervention is needed
- Monitors student progress in course, and recommends academic tutoring or other interventions are needed
- Submit tuition waiver request to college business office for review
- Submit tuition waiver request to CCC's district office for posting
- Submit Mid-term/ADW and final grades to CCC's district office

Dual Credit

- Discuss with all stakeholders the feasibility of offering a dual credit course
- Collect from High School Counselors the High School teacher transcript(s) and submits these along with resume to Academic Dean and/or Vice-President for credentialing
- Communicates to high school dual credit liaison which courses have been approved/non-approved
- Communicates to high school counselor whether or not credentials were satisfactorily approved
- Secures High School dual credit course roster
- Create student files with appropriate admissions documentation
- Request tuition exempt course status to CCC's district office
- Enroll student into course after all requisites have been met
- Secure confirmation of the CCC roster from the high school's dual credit liaison
- Monitor student enrollment and ensure faculty coordinator deliverables are submitted to SharePoint

For Early College Coordinator contact information, please see [Section 1](#).

Appendix

Key Terminology

Dual Enrollment Paperwork Packet for Students & Parents

Dual Credit Paperwork Packet (for students & parents)

Dual Credit Partner Application Packet (for High Schools)

Dual Credit Deliverables Calendar

Underage Student Enrollment Application/Permission Form

List of Chicago Public Schools including Charter and Options schools

Credit Student Residency Verification Process (internal process)