



November 25, 2014

Office of the President
309-796-5301

Ms. Karen L. Solinski
Vice President for Legal and Governmental Affairs
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411

Dear Ms. Solinski:

Black Hawk College has completed the dual credit monitoring report. Please find the enclosed copy of our report outlining the college's curricula at the high school(s) and the qualifications of faculty members. Black Hawk College ensures the high quality of our dual credit programs and courses.

We appreciate the opportunity to address the concerns of the Higher Learning Commission. If you have any other questions, please do not hesitate to contact me at 309-796-5001 or email truittb@bhc.edu.

Sincerely,

Bettie A. Truitt, Ph.D.
Interim President

CC: Barbara Johnson, Vice President for Accreditation Relations, Higher Learning Commission

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Improving Life Through Learning



Black Hawk College

Dual Credit Review

Goal: Black Hawk College provides high quality education, wherever and however its offerings are delivered.

Core Component 3.A: Black Hawk College's degree programs are appropriate to higher education.

3. Measure: Black Hawk College's program quality and learning goals are consistent across all modes of delivery and all locations.

Findings (Rigor of Courses): Student Learning Outcomes- Course Syllabi

The College mandates the same level of rigor in dual credit sections of college credit courses and programs as it does for its campus and online course sections and programs. The learning objectives stated in course sections taught as dual credit are synonymous with the same sections taught on campus and/or online as they are derived from the same course generic master syllabus. All course generic master syllabi are reviewed by both the Black Hawk College Curriculum Committee and the Illinois Community College Board (ICCB). Each faculty classroom syllabus includes the minimum student learning objectives set forth by the course generic master syllabus, but additional learning objectives may be included. By following this process, Black Hawk College ensures consistency at all locations, with all audiences (high school students, traditional, and nontraditional students) and in all modalities (online, classroom, hybrid).

Faculty teaching a course section for dual credit submits, to their Department Chair, their syllabi to ensure course content is the same as similar courses taught on campus and/or online. These syllabi are collected and housed on shared drives accessible by all college faculty and staff. Please see Appendix A for a sample of courses their corresponding student learning outcomes from the course generic master syllabi, the dual credit course syllabi, and the full-time/part-time faculty course syllabi.

Course Requirements

High School students taking dual credit college courses must meet the same academic criteria as those enrolled in similar campus and/or online courses. Students must take appropriate placement tests and prerequisite classes prior to enrolling in dual credit college courses. This is monitored by the Black Hawk College Dual Credit Coordinators and Enrollment Services Department. Placement scores and prerequisites for each high school student enrolling in a course section taught for dual credit are manually reviewed by college staff. Staff verifies that the students' admissions records have the appropriate documentation to meet the course requirements. Discrepancies are discussed with the area high school counselor and appropriate course placement is determined.

New Program Development

All newly developed programs, including any program offered as a dual credit college program (such as Nursing Assistant) adhere to the colleges new program process. Faculty and department chairs propose programs or program changes to their academic deans and the Black Hawk College Curriculum Committee, where they are reviewed. Upon approval by the Curriculum Committee, the proposal is forwarded to the BHC Board of Trustees for approval. If approved, the College then sends the proposal to the Higher Learning Commission and the ICCB for appropriate approvals. If applicable, the proposal may be reviewed by a third party. (Source: P.A. 96-194, eff. 1-1-10)

Core Component 3.C: Black Hawk College has the faculty and staff needed for effective, high-quality programs and student services.

2. Measure: All faculty are appropriately credentialed, including those teaching course sections for dual credit.

Findings (Faculty Credentials):

The College requires the same level of credentials and qualifications for adjunct faculty teaching college course and/or programs for dual credit that it does for its campus and online college course sections. This hiring practice is consistent with the requirements of the Higher Learning Commission Guidelines, and the Dual Credit Quality Act Sec. 20 (1).

Faculty teaching college courses as dual credit are approved by the same criteria as the adjunct faculty at Black Hawk College. As stated in the Adjunct Faculty Handbook, adjunct faculty are employed through joint consultation of the department chair and the dean. Persons interested in part-time positions complete an application and return it to Human Resources with transcripts of all college study. Applications are evaluated by the discipline department chairs, instructional deans, and/or the vice president of instruction.

The Vice President for Instruction and instructional deans developed hiring guidelines set forth in the Adjunct Faculty Competencies Tiered Approach, (Appendix B) which serves as a guide to department chairs and deans in the hiring of part-time faculty to ensure properly qualified faculty populate all college classrooms. This guide outlines the requirements for the academic disciplines. Additionally, in consultation with the dean, exceptions in certain cases will be considered. The Department Chair provides an explanation of qualifications for faculty who do not meet the criteria. As established in the guideline the percentage of faculty teaching with exceptions in a given department is not to exceed 10%.

This process was audited during the 2012 ICCB Recognition process, again in the spring of 2014, and most recently in fall 2014. No significant findings have been identified by the Illinois Community College Board. A process improvement being piloted by the East Campus is the use of a cover sheet summarizing the credentials of faculty teaching dual credit sections. This cover sheet is then placed in the faculty members' personnel file. Appendix C1.

Core Component 4.A: Black Hawk College demonstrates responsibility for the quality of its educational programs.

- 4. Measure:** BHC maintains and exercises authority over the prerequisites for courses, rigor of course, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit college programs. It assures that its dual credit college course or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Findings (Expectations for student learning & learning outcomes):

Expectations for student learning outcomes in college courses and/or programs taught for dual credit are consistent with the same student learning outcomes for courses or programs offered on campus, hybrid and/or online and are appropriately measured as required by the Higher Learning Commission Guidelines and the Dual Credit Quality Act Sec. 20 (5). Guided by the Faculty Handbook, faculty develop individual classroom syllabi supplementing the ICCB course generic master syllabus by providing course information specific to an audience such as high school students. The Faculty Handbook outlines the learning-centered syllabus standard criteria, which should be address in individual classroom course syllabi.

Discipline faculty, department chairs and instructional deans exercise the authority to set course prerequisites, course rigor, and expectations for student learning. These are stated in the course generic master syllabi and are reviewed by both the Black Hawk College Curriculum Committee and filed with the Illinois Community College Board (ICCB). Each faculty classroom syllabus, regardless if it is a dual credit section or a hybrid, online, or traditional classroom includes the minimum student learning objectives set forth by the course generic master syllabi. By following this process, Black Hawk College ensures consistency at all locations, with all audiences (high school students, traditional and nontraditional students) and in all modalities (online, classroom, hybrid).

Faculty teaching course sections for dual credit have the same access to assessment tools and are provided the opportunity to participate in professional development, seminars and orientations via the Black Hawk College Teaching/ Learning Center webpage as are all full-time and adjunct faculty . Furthermore, the college provides learning opportunities for faculty teaching dual credit course sections through the Adjunct Assembly and meetings with peers of the same discipline. These professional development standards are consistent with the requirements of the Dual Credit Quality Act Sec 20 (6-7).

Dual credit students are held to the same standards of achievement as those expected of students in on-campus and online sections. They are assessed using the same methods (e.g., papers, portfolios, exams, labs, etc.) as their on-campus/online counterparts. As stated earlier, both learning objectives and outcomes are included on the classroom syllabus along with expectations and grade criteria. It is the adjunct faculty member's responsibility, with the oversight leadership of the department chair, to ensure that course sections taught for dual credit meet the college assessment of student learning standards.

Examples of course level assessments occurring across same subject sections delivered as dual credit, online, hybrid and/or in traditional seated classroom environments include the Nursing Assistant State Exam, English 101 Exit exams and the History pre-semester/post semester assessment model. The History 105 instrument consists of 25 multiple-choice questions administered in the first week and again in the final week of the semester. The pre/post assessment is currently in use by the majority of HIST-105 course faculty including

several teaching dual credit. As of Spring 2015, this approach will be extended to include HIST-106, HIST-125, and HIST-127. The future intent is to expand the use of these types of instruments with the pre/post methodology district wide including subject sections delivered as dual credit, online, hybrid and/or in traditional seated classroom environments.

Findings (Access to learning resources):

Students as well as faculty teaching course sections and/or programs for dual credit have the same level of access to learning resources (libraries, laboratories, databases, etc.) as their counterparts in similar college course sections.

Dual Credit Coordinators communicate a list of resources available to students enrolled in college courses, offered for dual credit through the annual Counselor Connection workshop provided by Black Hawk College. High school students registered for a college course offered as dual credit are assigned a Black Hawk College ID number and access to the Black Hawk College web portal. Through this portal, all students can access multiple resources including, online tutoring, communication with faculty, online classroom, library and links to extracurricular leadership programs and organizations. Faculty teaching courses for dual credit have the opportunity to participate in all activities available to other adjunct faculty, including professional development and seminars, and receive internal communication fulfilling a requirement of the Dual Credit Quality Act Sect. 20 (7). These faculty are assigned a college email address and access to the same online resources as their adjunct on-campus counterparts. These resources include, but are not limited to, the ICCB course generic master syllabi, college forms and manuals, and access to various learning events aimed at developing teaching skills provided through the Employee Learning Center and Teaching Learning Center. Dual Credit Coordinators and Department Chairs invite adjunct faculty teaching courses for dual credit to the evening Adjunct Faculty Assembly. During the Assembly all adjunct faculty attending are provided information and resources on topics such as syllabus writing, rosters, mid-term verification, final grades, teacher-to- teacher mentoring, login guidance to the college intranet and email accounts. Department Chairs and Human Resource personnel are also available during the Adjunct Faculty Assembly to assist faculty with completion of all required employment paperwork. Upon request, Dual Credit Coordinators and Department Chairs meet with faculty on their high school campus for an individualized orientation.

Findings (Monitoring, oversight, transparency):

The College, specifically its academic departments and disciplinary Department Chairs and faculty, exercises oversight of its courses and/or programs taught for dual credit to ensure that they meet higher education standards as required by the Higher Learning Commission Guidelines.

In 2012, the college further defined the roles of three support personnel to assist with the development of dual credit offerings. The Quad Cities Dual Credit Coordinator (transfer) provides one-on-one assistance to potential and current dual students in transfer courses, parents, high school and college faculty, and high school counselors. Responds to questions about enrollment processes of dual students; works with college academic departments in establishing dual transfer credit course sections; coordinates the enrollment and registration

of dual students; and establishes processes and procedures, tracks students, develops reports and marketing materials, and develops dual schedules.

The Quad Cities Career and Technical Education (CTE) Transition Coordinator is responsible for identifying and promoting career and technical education courses and/or programs to be offered as dual and/or articulated credit to the College's district secondary schools. The Coordinator works with the academic Department Chairs and faculty offering career programs to establish college courses offered as dual and articulated credit; provides one-on-one assistance to potential and current dual enrolled students and their parents and to high school administrators and faculty; and assists in the coordination of enrollment and registration of dual enrolled CTE students.

Lastly, the East Campus Coordinator of Dual Enrollment/Academic Advisor manages the dual enrollment offerings as delivered by the East Campus and serves as an Academic Advisor. Working with students, parents, high school and college faculty, and high school counselors and administrators, the Coordinator identifies and promotes dual opportunities; works with academic departments; coordinates enrollment and registration; establishes processes and procedures consistent with college processes; and produces reports.

The Department Chair provides administrative and academic leadership to the department and its faculty to develop high-quality academic programs that fulfill department/division and College objectives; provides leadership in the implementation of policies and procedures set forth by faculty contracts, handbooks and college administrative guidelines; and to recommend the hiring and assignment of faculty and adjunct faculty workloads.

Dual credit college courses are reviewed annually by the appropriate instructional Department Chairs to ensure consistency with campus courses. A Memorandum of Understanding (MOU) signed by Black Hawk College and high school superintendents, provides the opportunity for the College to observe classroom instruction in college courses taught at a high school. Please see Appendix D for a sample of one MOU. These classroom observations follow the contractually agreed upon process outlined in the adjunct-faculty contracts and are conducted by the Department Chair.

APPENDIX A: Course Syllabi Comparison of Student Learning Outcomes across Master Generic, Dual and FT/PT Faculty Syllabi			
Master Generic Course Syllabi- myBH		Dual Instructors Course Syllabi	FT/PT Faculty Course Syllabi N Drive
ENG 101 Composition 1	<p>A. Comprehend, analyze, and critique a variety of texts including academic discourse;</p> <p>B. Use various invention, drafting, and revising/editing strategies depending upon the purpose of the writing, the materials available to the writer, and the length of time available for the task;</p> <p>C. Engage a topic in which the writer explores writing as a means of self-discovery and produces a text that is designed to persuade the reader of the writer's commitment;</p> <p>D. Demonstrate a theoretical understanding of rhetorical context (that is, how reader, writer, language, and subject matter interact);</p> <p>E. Establish a voice appropriate to the topic selected and the rhetorical situation;</p> <p>F. Clarify major aims, arrange material to support aims, and provide sufficient materials to satisfy expectations of readers;</p> <p>G. Select, evaluate, and interact effectively with sources, subordinating them to the writer's purpose and creating confidence that they have been represented fairly;</p> <p>H. Demonstrate satisfactory control over the conventions of edited American English and competently attend to the elements of presentation (including layout, format, and printing); and</p> <p>I. Recognize the existence of discourse communities with their different conventions and forms.</p>	<p>A. comprehend, analyze, and critique a variety of texts including academic discourse.</p> <p>B. use various invention, drafting, and revising/editing strategies depending upon the purpose of the writing, the materials available to the writer, and the length of time available for the task.</p> <p>C. engage a topic in which the writer explores writing as a means of self-discovery and produces a text that is designed to persuade the reader of the writer's commitment.</p> <p>D. demonstrate a theoretical understanding of rhetorical context (how reader, writer, language and subject matter interact).</p> <p>E. establish a voice appropriate to the topic selected and the rhetorical situation</p> <p>F. clarify major aims, arrange material to support aims, and provide sufficient materials to satisfy expectations of readers.</p> <p>G. select, evaluate, and interact effectively with sources, subordinating them to the writer's purpose and creating confidence that they have been represented fairly.</p> <p>H. demonstrate satisfactory control over the conventions of edited American English and competently attend to the elements of presentation (including layout, format, and printing).</p> <p>I. recognize the existence of discourse communities with their different conventions and form.</p>	<p>A. comprehend, analyze, and critique a variety of texts including academic discourse;</p> <p>B. use various invention, drafting, and revising/ editing strategies depending upon the purpose of the writing, the materials available to the writer, and the length of time available for the task;</p> <p>C. engage a topic in which the writer explores writing as a means of self-discovery and produces a text that is designed to persuade the reader of the writer's commitment;</p> <p>D. demonstrate a theoretical understanding of rhetorical context (that is, how reader, writer, language, and subject matter interact);</p> <p>E. establish a voice appropriate to the topic selected and the rhetorical situation;</p> <p>F. clarify major aims, arrange material to support aims, and provide sufficient materials to satisfy expectations of readers;</p> <p>G. select, evaluate, and interact effectively with sources, subordinating them to the writer's purpose and creating confidence that they have been represented fairly;</p> <p>H. demonstrate satisfactory control over the conventions of edited American English and competently attend to the elements of presentation (including layout, format, and printing); and</p> <p>I. • recognize the existence of discourse communities with their different conventions and forms.</p>
Math 112	<p>A. Demonstrate an understanding of functions, which includes identifying domain and range, recognizing a one-to-one function and finding its inverse, and using transformation theory to hand-sketch and describe graphs.</p> <p>B. Solve equations and inequalities involving polynomials, rational expressions, radicals, and exponential/logarithmic expressions algebraically and graphically.</p> <p>C. Use rational zeros and Polynomial Function Theory to graph polynomial functions, asymptotes to graph rational functions, and the definitions of exponents/logarithms to graph exponential/logarithm functions.</p> <p>D. Analyze and solve application problems using real data.</p> <p>E. Use the graphing calculator to find zeros, relative extrema, and intersections and to fit algebraic models to real data.</p> <p>F. Identify significant attributes of conics and sketch their graphs.</p> <p>G. Solve systems of equations using algebraic, matrix, and graphical</p>	<p>A. Demonstrate an understanding of functions which includes: identifying domain and range, recognizing a one-to-one function and finding its inverse, and using transformation theory to hand-sketch and describe graphs.</p> <p>B. Solve equations and inequalities involving polynomials, rational expressions, radicals and exponential/logarithmic expressions algebraically and graphically.</p> <p>C. Use rational zeros and Polynomial Function Theory to graph polynomial functions, asymptotes to graph rational functions, and the definitions of exponents/logarithms to graph exponential/logarithm functions.</p> <p>D. Analyze and solve application problems using real data.</p> <p>E. Use the graphing calculator to find zeros, relative extrema, and intersections and to fit algebraic models to real data.</p> <p>F. Identify significant attributes of the conics and sketch their graphs.</p> <p>G. Solve systems of equations using algebraic, matrix, and graphical methods as applicable.</p> <p>H. Graphically represent the solutions to inequalities and systems of</p>	<p>A. Demonstrate an understanding of functions which includes: identifying domain and range, recognizing a one-to-one function and finding its inverse, and using transformation theory to hand-sketch and describe graphs.</p> <p>B. Solve equations and inequalities involving polynomials, rational expressions, radicals, and exponential/logarithmic expressions algebraically and graphically.</p> <p>C. Use rational zeros and Polynomial Function Theory to graph polynomial functions, asymptotes to graph rational functions, and the definitions of exponents/logarithms to graph exponential/logarithmic functions.</p> <p>D. Analyze and solve application problems using real data.</p> <p>E. Use the graphing calculator to find zeros, relative extrema, and intersections and to fit algebraic models to real data.</p> <p>F. Identify significant attributes of conics and sketch their graphs.</p> <p>G. Solve systems of equations using algebraic, matrix, and graphical</p>

	<p>methods as applicable.</p> <p>H. Graphically represent the solutions to inequalities and systems of inequalities that involve two variables.</p> <p>I. Explore and develop mathematical concepts using appropriate technology.</p>	<p>inequalities that involve two variables.</p> <p>I. Explore and develop mathematical concepts using appropriate technology.</p>	<p>methods as applicable.</p> <p>H. Graphically represent the solutions to inequalities and systems of inequalities that involve two variables.</p> <p>I. Explore and develop mathematical concepts using appropriate technology.</p>
HIST 105	<p>A. Demonstrate knowledge of the basic principles and limitations of the discipline of History.</p> <p>B. Appraise the cultural contributions of Europeans, Africans, and Native Americans to contemporary American society.</p> <p>C. Critically assess the development and expansion of the early United States, especially with regard to racism, gender issues, social control, social violence, class struggles, and evolution of a federal form of government, and regional conflicts, which culminated in the American Civil War.</p> <p>D. Assess the enormous changes wrought by the American Civil War, upon military, political, and social thought.</p> <p>E. Demonstrate an understanding of the goals, outcomes, and failures of Reconstruction.</p> <p>F. Differentiate primary and secondary source materials and the application of each within the discipline.</p> <p>G. Demonstrate historical analysis through written work, which includes utilization of primary source materials.</p> <p>H. Identify significant geographic locations appropriate to the course content.</p>	<p>A) Demonstrate knowledge of the basic principles and limitations of the discipline of History.</p> <p>B) Appraise the cultural contributions of Europeans, Africans, and Native Americans to contemporary American society.</p> <p>C) Critically assess the development and expansion of the early United States, especially with regard to racism, gender issues, social control, social violence, class struggles, evolution of a federal form of government, and regional conflicts which culminated in the American Civil War.</p> <p>D) Access the enormous changes wrought by the American Civil War upon military, political and social thought.</p> <p>E) Demonstrate an understanding of the goals, outcomes and failures of Reconstruction.</p> <p>F) Differentiate primary and secondary source materials and the application of each within the discipline.</p> <p>G) Demonstrate historical analysis through written work which includes utilization of primary source materials.</p> <p>H) Identify significant geographic locations appropriate to the course content.</p>	<p>A. Demonstrate knowledge of the basic principles and limitations of the discipline of History.</p> <p>B. Demonstrate an understanding of the cultural contributions of Africans, Europeans, and Native Americans to contemporary American society.</p> <p>C. Critically assess the development and expansion of the early United States, especially with regard to: racism, gender issues, social control, social violence, class struggles, evolution of a federal form of government, and regional conflicts which culminated in the American Civil War and continued through Reconstruction.</p> <p>D. Comprehend the enormous changes wrought by the American Civil War and Reconstruction, upon military, political, and social thought.</p> <p>E. Perform historical analysis; to be demonstrated through writing.</p> <p>F. Identify and differentiate primary and secondary source materials and the application of each within the discipline.</p> <p>G. Identify significant geographic locations appropriate to the course content.</p>
SPEC 101	<p>A. Demonstrate an understanding of the communication process including the relationship among self, message and others. (General Education Core Curriculum:C2)</p> <p>B. Prepare an effective oral presentation: (General Education Core Curriculum are met as follows:)</p> <ol style="list-style-type: none"> Analyze an audience and situation, and adapt the presentation accordingly. C2 Generate speech topics, gather supporting material. C1, C4. Phrase clear, responsible and appropriate purpose statements. Develop specific, well-focused thesis statements. C1 Incorporate material from various appropriate sources, using proper verbal citations demonstrating knowledge of the topic. C3, C4. Organize and outline an effective message. Accurately document sources used in the presentation in a bibliography or works cited page as required by the instructor. C1 Use evidence, reasoning and motivational appeals in persuasive speaking. C2, C3, C4. <p>C. Deliver an effective oral presentation</p> <ol style="list-style-type: none"> Use extemporaneous delivery with reasonable fluency and expressiveness, demonstrating the ability to cope effectively with the tensions involved with public speaking. C1 Establish credibility in the presentation. C1, C5 Use appropriate language to enhance understanding and affect the desired result. C1 	<p>A. Demonstrate an understanding of the communication process including the relationship among self, message and others.</p> <p>B. Prepare an effective oral presentation:</p> <ol style="list-style-type: none"> Analyze an audience and situation, and adapt the presentation accordingly Generate speech topics, gather supporting material. Phrase clear, responsible and appropriate purpose statements. Develop specific, well-hocused thesis statements. Incorporate material from various appropriate sources, using proper verbal citations demonstrating knowledge of the topic. Organize and outline an effective message. Accurately document sources used in the presentation in a bibliography or works cited page as required by the instructor. Use evident, reasoning and motivation appeals in persuasive speaking. <p>C. Deliver an effective oral presentation.</p> <ol style="list-style-type: none"> Use extemporaneous delivery with reasonable fluency and expressiveness. Demonstrating the ability to cope effectively with the tensions involved with public speaking. Establish credibility in the presentation. Use appropriate language to enhance understanding and affect the desired results. Prepare and use presentational aids that promote clarity and interest, demonstrating the role of technology in effective communication. Demonstrate ethical standards in every aspect of communication, 	<ol style="list-style-type: none"> Demonstrate an understanding of the communication process including the relationship among self, message and others. Prepare an effective oral presentation <ol style="list-style-type: none"> Analyze an audience and situation, and adapt the presentation accordingly. Generate speech topics, gather supporting material. Phrase clear, responsible and appropriate purpose statements. Develop specific, well-focused thesis statements. Incorporate material from various appropriate sources, using proper verbal citations demonstrating knowledge of the topic. Organize and outline an effective message. Accurately document sources used in the presentation in a bibliography or works cited page as required by the instructor. Use evidence, reasoning and motivational appeals in persuasive speaking. Deliver an effective oral presentation <ol style="list-style-type: none"> Use extemporaneous delivery with reasonable fluency and expressiveness, demonstrating the ability to cope effectively with the tensions involved with public speaking. Establish credibility in the presentation. Use appropriate language to enhance understanding and affect the desired result. Prepare and use presentational aids that promote clarity and interest, demonstrating the role of technology in effective communication. Demonstrate ethical standards in every aspect of communication,

	<div>4. Prepare and use presentational aids that promote clarity and interest, demonstrating the role of technology in effective communication. C1</div> <div>5. Demonstrate ethical standards in every aspect of communication, including invention, research and presentation. C5</div> <div>D. Apply the process of effective listening. C3</div> <div>E. Be able to use small group problem solving techniques to arrive at a workable solution. C2, C3</div>	<div>including invention, research and presentation.</div> <div>D. Apply the process of effective listening</div> <div>E. Be Able to use small group problem solving techniques o arrive at a workable solution.</div>	<div>including invention, research and presentation.</div> <div>4. Apply the process of effective listening.</div> <div>5. Be able to use small group problem solving techniques to arrive at a workable solution.</div>
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APPENDIX B

Adjunct Faculty Competencies Tiered Approach – Final 1/6/12

This is a guide for ensuring that properly qualified instructors populate Black Hawk College classrooms. Every decision strives to meet the highest level of qualifications as outlined below. Employee qualifications and credentials are a critical foundation for student success and academic rigor. Qualified faculty must teach class sections taught within the discipline. Faculty qualifications in the academic discipline are defined as (1) Master's or doctorate Degree Qualified, (2) Professionally Qualified, or as (3) Exceptions.

Notes

- Adjunct faculty are qualified if they meet the competency level as defined by the *Minimum Competency Levels for FT Faculty Positions* document.
- All faculty qualifications must be validated with original transcripts, certificates, and/ or related written documentation which clearly states the qualification. A copy of transcripts must be included in HR personnel file.
- All transfer/transfer dual courses must meet the competency standards of (1) Master's or Doctorate degree qualifications.
- Career/dual career courses must meet (1) Master's or Doctorate degree qualified, (2) Professionally qualified, or (3) Exceptions qualifications.
- Developmental courses must meet (1) Master's or Doctorate degree qualified, (2) Professionally qualified, or (3) Exceptions qualifications.

(1) Master's or Doctorate Degree Qualified

A Master's or Doctorate Degree Qualified faculty member meets at least one of the following criteria (official transcripts/documentation must be provided by the certificate granting institution):

1. Doctorate in teaching discipline.
2. Juris Doctorate- Qualified to teach law courses.
3. Medical doctorate – Qualified to teach medical classes.
4. Master's degree in teaching discipline.
5. Related or out-of-field master's or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level.
6. Related or out-of-field master's or doctorate degree with documentation in two or more of the following areas:
 - a. In-discipline professional certification (national, regional, or state).
 - b. In-discipline professional employment- provide a minimum of 2000 hours of documented experience from the employer.
 - c. In-discipline research, publication, or teaching excellence.
 - d. Relevant additional training equivalent to 18 semester/27 quarter credit hours of CEU's, military training, vendor training, etc.

(2) Professionally Qualified (CANNOT teach Arts and Science transfer)

A Professionally Qualified faculty member possesses a bachelor's degree in the teaching field with documentation in two or more of the following areas (documentation must be provided by the institution):

- a. Professional certification (national, regional, or state).
- b. In- discipline professional employment of 2000 hours.
- c. In- discipline research, publication or teaching excellence.
- d. Relevant additional coursework beyond the bachelor's degree equivalent to 18 semester/27 quarter credit hours or equivalent subject matter coursework, CEU's military training, vendor training, etc.

(3) Exceptions

- In consultation with the Dean, exceptions in certain cases will be considered. The Department Chair should provide an explanation of qualifications for faculty who do not meet the criteria for Master's or Doctorate Degree Qualified or Professionally Qualified. The percentage of faculty teaching with exceptions in a given department should not exceed 10%.

APPENDIX C1:

Adjunct Faculty Competency Approval:

NAME:

Competencies Previously Approved

Competencies to Evaluate for Approval

Department Chair _____ Date _____

VP for East Campus / Dean of Instruction _____ Date _____

_____ **Application** on file in Human Resources Department

_____ **Official Transcripts** on file in Human Resources Department

Additional Comments:

Discipline/Requirements to Complete a Desired Competency-

APPENDIX C2:
QUALIFICATIONS OF EACH FACULTY MEMBER TEACHING A BLACK HAWK COLLEGE COURSE SECTIONS
(FALL 2014) FOR DUAL CREDIT

Additional details are available in the BHC Human Resource Office

Section	Term	Campus	Subject/Number	CRN	Teacher	Location	Max Degree
D75	201408	2	MATH 112	82471	Tucker, Shane	WTHRS	M
D72	201408	2	ENG 101	82294	Banks, Nicole	ONLINE	M
D71	201408	2	ENG 101	82168	Norman, Torria	ONLINE	M
D70	201408	2	ENG 101	81764	McElwee, Thomas	STKHS	M
D69	201408	2	ENG 101	81235	McElwee, Thomas	STKHS	M
D67	201408	2	BA 110	82695	Eads, Charley	KEWHS	M
D67	201408	2	ENG 101	81178	Pont, Linda	KEWHS	M
D66	201408	2	BA 110	82694	Eads, Charley	KEWHS	M
D66	201408	2	ENG 101	81489	Pont, Linda	KEWHS	M
D65	201408	2	ENG 101	81236	Raley, Susan	GALHS	M
D65	201408	2	ENG 101	81236	Raley, Susan	GALHS	M
D64	201408	2	ENG 101	81003	Brooks, Karen	ANWHS	M
D64	201408	2	ENG 101	81003	Brooks, Karen	ANWHS	M
D64	201408	2	MATH 112	82470	Tucker, Shane	WTHRS	M
D64	201408	2	SPEC 101	81751	Raley, Susan	GALHS	M
D64	201408	2	SPEC 101	81751	Raley, Susan	GALHS	M
D64	201408	2	WLD 101	82077	Allen, Tony	KEWHS	M
D63	201408	2	WLD 102	82111	Washburn, Mark	EAST3 109	C
D63	201408	2	BA 110	81754	Landwehr, Justin	WTHRS	M
D63	201408	2	MATH 112	81483	Wagner, Timothy	STKHS	M
D63	201408	2	MATH 124	81732	Mansheim, Andrew	EASTA 244	M
D63	201408	2	PSYC 101	82194	Lee, Robert	ONLINE	M
D63	201408	2	SPEC 101	81297	Olalde, Heather	KEWHS	M
D63	201408	2	SPEC 101	81297	Olalde, Heather	KEWHS	M
D62	201408	2	BA 110	81486	Sullivan, Cheryl	KEWHS	A
D62	201408	2	ART 100	81247	Post, Judy	WTHRS	B
D62	201408	2	WLD 101	81127	Rieck, Jeffrey	CAMHS	B
D62	201408	2	ENG 101	81002	Kopatich, Stephanie	CAMHS	M
D62	201408	2	HPE 125	82244	McCullum, William	EAST1	M
D62	201408	2	MATH 112	80691	Huber, Matthew	ANWHS	M
D62	201408	2	MATH 116	81763	Wagner, Timothy	STKHS	M
D62	201408	2	PHYS 110	81501	Kazubowski, Shane	WTHRS	M
D62	201408	2	POLS 122	81310	Smyth, Kurtis	KEWHS	M
D62	201408	2	PSYC 101	81728	Smith, J Rod	EASTB 203	M
D62	201408	2	SOC 101	81526	Smyth, Kurtis	KEWHS	M
D62	201408	2	WLD 102	82078	Allen, Tony	KEWHS	M
D61	201408	2	HORT 192	81726	Rieck, Jeffrey	CAMHS	B
D61	201408	2	WLD 101	81249	Melendez, Edward	WTHRS	C
D61	201408	2	ART 100	81504	Stisser, Lisa	KEWHS	M
D61	201408	2	CS 100	81989	Eads, Charley	KEWHS	M
D61	201408	2	GEOG 105	82005	Smyth, Kurtis	KEWHS	M
D61	201408	2	MATH 112	81492	Tucker, Shane	WTHRS	M
D61	201408	2	MATH 118	81755	Tucker, Shane	WTHRS	M
D61	201408	2	MATH 124	81710	Tucker, Shane	WTHRS	M

D61	201408	2	PHYS 110	81554	Frey, Bartholome	STKHS	M
D61	201408	2	POLS 122	81120	Trill, Jeremy	WTHRS	M
D61	201408	2	SOC 101	81418	Akers, Thomas	CAMHS	M
D61	201408	2	SPAN 101	81502	Sheahan, Anna	KEWHS	M
D61	201408	2	SPAN 102	81180	Sheahan, Anna	KEWHS	M
D61	201408	2	SPEC 101	81122	Brooks, Karen	ANWHS	M
D61	201408	2	SPEC 101	81122	Brooks, Karen	ANWHS	M
D60	201408	2	AUTO 100	80327	Werkheiser, Gary	EASTB 101	B
D60	201408	2	BIOL 150	80947	Rushing-Anderson, Katie	EASTB 219	B
D60	201408	2	ECON 221	80663	Yaklich, Michael	EAST2 108	B
D60	201408	2	HIST 106	81506	Rachel, Marland	KEWHS	B
D60	201408	2	HORT 191	81136	Rieck, Jeffrey	CAMHS	B
D60	201408	2	NA 100	81729	Robinson, Jodie	ECCEC	B
D60	201408	2	SPAN 101	81398	Bausman, Kathy	WTHRS	B
D60	201408	2	WLD 102	81128	Rieck, Jeffrey	CAMHS	B
D60	201408	2	WLD 103	81129	Rieck, Jeffrey	CAMHS	B
D60	201408	2	WLD 101	81137	Washburn, Mark	EAST3 109	C
D60	201408	2	CHEM 101	80369	Abbott, Alan	EASTB 210	D
D60	201408	2	ART 100	80629	Hartman, John	EAST4 125	M
D60	201408	2	ART 121	81987	Stisser, Lisa	KEWHS	M
D60	201408	2	ART 122	82243	Stisser, Lisa	KEWHS	M
D60	201408	2	BA 110	80813	Jeffries, Darcy	EAST2 108	M
D60	201408	2	BA 170	81699	Jeffries, Darcy	EAST2 104	M
D60	201408	2	BA 171	81702	Jeffries, Darcy	ONLINE	M
D60	201408	2	BIOL 101	81487	Ellerbrock, Kelly	KEWHS	M
D60	201408	2	BIOL 105	82124	Ellerbrock, Kelly	KEWHS	M
D60	201408	2	CA 101	81468	Peterson, Ronald	GALHS	M
D60	201408	2	CA 102	81545	Peterson, Ronald	GALHS	M
D60	201408	2	CA 103	81546	Peterson, Ronald	GALHS	M
D60	201408	2	CD 100	82195	Becker, Jodi	ONLINE	M
D60	201408	2	COER 116	81638	Werkheiser, Jodee	EAST4 102	M
D60	201408	2	CS 100	80692	Hertz, Shirley	GALHS	M
D60	201408	2	CS 101	82526	Mann, Roger	WTHRS	M
D60	201408	2	ENG 101	80630	Smith, Toni	EASTB 202	M
D60	201408	2	FREN 101	81490	Ebert, Mary	KEWHS	M
D60	201408	2	FREN 102	81182	Ebert, Mary	KEWHS	M
D60	201408	2	GEOG 105	81733	Darwin, Vicki	ALWHS	M
D60	201408	2	HIST 105	81753	Trill, Jeremy	WTHRS	M
D60	201408	2	HIST 125	81121	Trill, Jeremy	WTHRS	M
D60	201408	2	HPE 125	81032	McCullum, William	EAST1	M
D60	201408	2	MATH 110	82053	Grebner, Jenny	KEWHS	M
D60	201408	2	MATH 118	82297	Grebner, Jenny	KEWHS	M
D60	201408	2	MATH 124	81497	Grebner, Jenny	KEWHS	M
D60	201408	2	MUSC 153	81248	Hagaman, Jay	WTHRS	M
D60	201408	2	MUSC 153	81248	Hagaman, Jay	WTHRS	M
D60	201408	2	PHYS 110	81500	Ellerbrock, Kelly	KEWHS	M
D60	201408	2	POLS 122	80928	Watson, Kirk	EASTB 203	M
D60	201408	2	POLS 262	81988	Trill, Jeremy	WTHRS	M
D60	201408	2	PSYC 101	81140	Attig, Amanda	ANWHS	M

D60	201408	2	SOC 101	80631	Johnston, Roger	EASTB 201	M
D60	201408	2	SPAN 102	80948	Darwin, Vicki	ALWHS	M
D60	201408	2	SPEC 101	80632	Gerard, Gayle	EAST4 107	M
D2W	201408	1	PSYC 101	81425	Dorrance, Brigitte	ORNHS	D
D2W	201408	1	PSYC 101	81425	Weigel, Janet	ORNHS	D
D17	201408	1	ENG 101	81427	Stewart, Keith	ERIEHS	M
D16	201408	1	ENG 101	81426	Lister, Andrew	ORNHS	M
D15	201408	1	ENG 101	81409	White, Carl	RDHS	M
D14	201408	1	ENG 101	81184	MacIennan, Kathleen	MHS	M
D13	201408	1	ENG 101	80956	Schutte, Katherine	MHS	M
D11	201408	1	ENG 101	80939	Bott, Deanna	GENHS	M
D10	201408	1	ENG 101	80938	Morgensen, Larry	RKRIDG	M
D10	201408	1	HIST 105	80942	Potthast, David	RKRIDG	M
D09	201408	1	ENG 101	80830	Beauchamp, Christina	MRCOHS	M
D08	201408	1	WLD 101	82171	Weber, Wade	RIHS	B
D08	201408	1	WLD 102	82173	Weber, Wade	RIHS	B
D08	201408	1	WLD 103	82175	Weber, Wade	RIHS	B
D08	201408	1	ENG 101	80735	Schou, Brian	UTHS	M
D07	201408	1	WLD 101	82170	Weber, Wade	RIHS	B
D07	201408	1	WLD 102	82172	Weber, Wade	RIHS	B
D07	201408	1	WLD 103	82174	Weber, Wade	RIHS	B
D07	201408	1	ENG 101	81035	Wine, Vicki	ORNHS	D
D07	201408	1	SPEC 101	81423	Naab, Thomas	ACHS	M
D06	201408	1	WLD 102	81240	Heartt, Aaron	MRCOHS	B
D06	201408	1	WLD 102	81240	Heartt, Aaron	MRCOHS	B
D06	201408	1	WLD 103	82049	D'Incognito, Steven	GENHS	B
D06	201408	1	ENG 101	80593	Wine, Vicki	SHERHS	D
D06	201408	1	SPEC 101	81260	Derouin, Joan	MHS	M
D05	201408	1	WLD 101	81588	Kave, Curtis	ACC	A
D05	201408	1	WLD 102	81589	Kave, Curtis	ACC	A
D05	201408	1	WLD 103	82023	Kave, Curtis	ACC	A
D05	201408	1	ENG 101	80683	Derouin, Joan	MHS	M
D05	201408	1	SPEC 101	81033	Johnson, Katie	SHERHS	M
D04	201408	1	WLD 105	81549	Kave, Curtis	ACC	A
D04	201408	1	WLD 117	81547	Kave, Curtis	ACC	A
D04	201408	1	WLD 118	81548	Kave, Curtis	ACC	A
D04	201408	1	WLD 101	81532	Weber, Wade	RIHS	B
D04	201408	1	WLD 102	81533	Weber, Wade	RIHS	B
D04	201408	1	WLD 103	81534	Weber, Wade	RIHS	B
D04	201408	1	MUSC 154	81428	Stukart, Lynne	ERIEHS	M
D03	201408	1	WLD 103	82046	Kave, Curtis	ACC	A
D03	201408	1	NA 100	82052	Stribling, Joann	RIHS	B
D03	201408	1	WLD 101	81239	Heartt, Aaron	MRCOHS	B
D03	201408	1	WLD 101	81239	Heartt, Aaron	MRCOHS	B
D03	201408	1	ENG 101	80677	Schutte, Katherine	MHS	M
D03	201408	1	MUSC 154	80823	Minard, Juliet	UTHS	M
D03	201408	1	PSYC 101	80824	Staub, Michael	ACHS	M
D03	201408	1	SPEC 101	81040	Naab, Thomas	ACHS	M
D03	201408	1	WLD 102	82041	Lonergan, Quinn	ACC	M
D03	201408	1	WLD 105	81590	Adams, James	RIHS	M

D03	201408	1	WLD 120	81591	Adams, James	RIHS	M
D03	201408	1	WLD 121	82022	Adams, James	RIHS	M
D03	201408	1	WLD 125	81592	Adams, James	RIHS	M
D02	201408	1	NA 100	82051	Eilers, Denise	ACC	B
D02	201408	1	WLD 102	80744	D'Incognito, Steven	GENHS	B
D02	201408	1	CIP 101	81408	Bohnsack, Jay	MHS	M
D02	201408	1	CIP 130	81407	Byrne, Daniel	MHS	M
D02	201408	1	ENG 190	80941	Stewart, Keith	ERIEHS	M
D02	201408	1	SPEC 101	80740	Morthland, Richard	ORNHS	M
D02	201408	1	WLD 101	80742	Lonergan, Quinn	ACC	M
D02	201408	1	WLD 103	82044	Lonergan, Quinn	ACC	M
D02	201408	1	WLD 105	81544	Lonergan, Quinn	ACC	M
D02	201408	1	WLD 117	81541	Lonergan, Quinn	ACC	M
D02	201408	1	WLD 118	81542	Lonergan, Quinn	ACC	M
D01	201408	1	AG 141	82159	Hyett, Allen	RKRIDG	B
D01	201408	1	BIOL 150	80864	Eilers, Denise	ACC	B
D01	201408	1	CA 101	81537	Bess, Klye	GENHS	B
D01	201408	1	CA 102	81538	Bess, Klye	GENHS	B
D01	201408	1	CA 103	81539	Bess, Klye	GENHS	B
D01	201408	1	NA 100	82050	Keim, Beth	HH	B
D01	201408	1	WLD 101	80741	D'Incognito, Steven	GENHS	B
D01	201408	1	WLD 102	80743	D'Incognito, Steven	GENHS	B
D01	201408	1	WLD 105	81241	Heartt, Aaron	MRCOHS	B
D01	201408	1	WLD 105	81241	Heartt, Aaron	MRCOHS	B
D01	201408	1	WLD 120	81587	D'Incognito, Steven	GENHS	B
D01	201408	1	AG 283	82048	Solomonson, Jay	ORNHS	M
D01	201408	1	AG 287	81485	Solomonson, Jay	ORNHS	M
D01	201408	1	CIP 101	80944	Byrne, Daniel	MHS	M
D01	201408	1	CIP 211A	81439	Byrne, Daniel	MHS	M
D01	201408	1	ENG 190	80678	Hafner, Susan	MHS	M
D01	201408	1	HIST 105	81723	Caldwell, Eric	SHERHS	M
D01	201408	1	HORT 192	82047	Solomonson, Jay	ORNHS	M
D01	201408	1	HORT 284	81417	Solomonson, Jay	ORNHS	M
D01	201408	1	HORT 294	81238	Chausse, Michael	MRCOHS	M
D01	201408	1	MUSC 154	80825	Carlin, Peter	RIHS	M
D01	201408	1	POLS 122	80931	Kaczmarek, Mark	UTHS	M
D01	201408	1	SOC 102	81707	Jolly, Merriam	ERIEHS	M
D01	201408	1	WLD 103	82045	Lonergan, Quinn	ACC	M

Key:

D=Doctorate

M=Masters

B=Bachelors

A=Associates

C=Certification



Quad Cities Campus
6600 34th Ave
Moline, IL 61254
309-796-5000

East Campus
26230 Black Hawk Road
Galva, IL 61434
309-854-1700

**Memorandum of Understanding
for
Dual Credit**

This Memorandum of Understanding is an agreement between the Alleman High School ~~Unit School District No. _____~~ and Black Hawk College establishing guidelines for Dual Credit courses taught at the district high school or BHC campus. This agreement is in effect upon signature and remains in effect until cancelled by either party.

DUAL CREDIT COURSE GUIDELINES

Section I. The High School District will:

1. Designate a representative from the high school who will serve as the primary contact person for Black Hawk College.
2. Agree to enroll only students who are 16 years of age and are high school juniors or seniors. Students must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying.
3. Ensure that all students who wish to enroll in dual credit courses submit a dual credit student Application for Admission to Black Hawk College.
4. Ensure that all dual credit students satisfy BHC course placement test or course prerequisite requirements prior to class registration to assure that they have the same qualifications and preparation as other Black Hawk College students.
5. Agree that all students in an academic transfer dual credit course be enrolled for dual credit.
6. Be responsible for submitting completed Dual registration forms to the Dual Credit Coordinator for each student wishing to enroll in Black Hawk College courses for each BHC registration period.
7. Require each high school faculty member desiring to teach a dual credit course to submit a BHC faculty application and a copy of all relevant official transcripts.
8. Agree to have only BHC approved instructors teaching dual credit courses.
9. Ensure that the total class contact time of each dual credit course meets or exceeds the college's requirements.

10. Use a college level textbook approved by the relevant BHC Department Chairperson for each dual credit course.
11. Ensure that the high school dual credit instructors follow the College's course syllabus and submit their classroom course syllabus to the BHC Department Chairperson by the end of the first week of classes.
12. Provide College personnel the opportunity to observe the dual credit classroom instruction.
13. Provide all students enrolled in dual credit courses the opportunity to complete a Student Evaluation for Improvement of Instruction form at the conclusion of each dual credit course and ensure that the forms are given to the instructor.
14. Dual credit instructors must submit all roster verification, grade submission verification and final grades as required by BHC policy and timelines.
15. Require all dual credit instructors to assign letter grades following the grading scale as stated in the classroom syllabus.
16. Agree that for all classes for which the college provides an instructor, the minimum class size is ten (10) students unless an alternative size is agreed to by both parties prior to the beginning of the class. If mileage reimbursement costs are incurred by BHC, additional charges or higher minimum student enrollment may be required.

Section II. Black Hawk College will:

1. Designate a Dual Credit Coordinator from the college who will serve as the primary contact for the high school district.
2. Provide dual credit transfer courses that have been articulated with senior institutions in Illinois and first-year courses in ICCB approved associate in applied science degree programs.
3. Provide the school district with copies of official college course syllabi which contain course descriptions, prerequisites, learning outcomes, recommended textbooks, course content outline, and methods of evaluation.
4. Provide sample classroom syllabi from on-campus instructors with experience in teaching the selected courses.
5. Review each high school faculty member's BHC faculty application and all relevant official transcripts to determine that the instructor meets the College's qualifications to teach the course.
6. Identify an experienced College faculty member to serve as a contact/resource to the high school instructor.
7. Provide the school district with all appropriate documents, forms and information on appropriate processes for application, registration, class rosters, evaluation, and final grade verification.

8. Provide appropriate COMPASS placement testing. Not all courses require COMPASS testing.
9. Provide a high school dual credit faculty orientation session.
10. Award college credit and record student grades on college transcripts.

Section III. Both the High School District and Black Hawk College:

1. May cancel any class(es) if the above guidelines are not met.
2. May cancel this agreement for any reason with appropriate prior notice.
3. May request modification to this agreement.
4. Agree to meet all ICCB and IBHE requirements needed to comply with the Dual Credit Quality Act (Illinois HB 1079).

Thomas B. Bay 10-30-12
Black Hawk College President Date

Dr. Sharonhein 11/5/12
High School Superintendent Date

Brian Chilton 10-30-12
Black Hawk College Vice President for Instruction Date

Colin Litendre 11-9-12
High School Principal Date