

A photograph of three graduates in black caps and gowns, smiling. The male graduate on the left is wearing a striped shirt. The female graduate in the middle is wearing a floral dress. The female graduate on the right is wearing a patterned dress and holding a rolled-up diploma. The background is a clear blue sky.

COLLEGE NOW  
2011-2012

BUILDING A GUIDED PATH to  
SUCCESS



HEARTLAND  
COMMUNITY COLLEGE



# College Now: Building a Guided Path to Success

Welcome to **Heartland Community College**! This *College Now: Building a Guided Path to Success* handbook has been prepared for area high schools, both public and private, that are interested in creating partnerships for student success.

Heartland has long been known for providing access to higher education and excellence in teaching and learning. Our focus now naturally turns to leveraging these strong traditions to further expand student success. *College Now* offerings, as well as the new *Heartland GPS: Guided Path to Success* initiative, are designed to improve the career and college readiness of students within the Heartland Community College (HCC) district. These programs are also aligned with the six goals of the Illinois P-20 Initiative:

1. Improving academic achievement
2. Increasing college access and success
3. Improving use of existing data and measurements
4. Requiring greater accountability
5. Promoting lifelong learning – a necessity in today’s economy
6. Easing the transition to college and reducing remediation, which reduces tuition costs.

We know from national best practices that the "magic success formula" is simple; high expectations plus high support equals success. Through *College Now* and *Heartland GPS: Guided Path to Success*, we look to partner with students, K-12 schools, universities, families, businesses and our communities to create the right circumstances where learning and progress will occur.

This handbook describes the two paths that students can use to earn college credit while still in high school. The first path is through dual credit courses offered at the high schools or through dual enrollment within courses offered at Heartland’s Normal campus and Lincoln or Pontiac extension centers. The second path is through proficiency offerings.

Heartland Community College offers general education and career & technical education, college-level courses to qualified high school students, expanding access to affordable higher education for a larger percentage of district residents. Heartland’s team is excited to collaboratively build this model with area high schools. Together, we will further stimulate and challenge students during their junior and senior years of high school, and give students the potential for advanced college placement when entering colleges of their choice. These courses are important links in the transition from one educational experience to another and into careers. Our collaborative responsiveness to create smoother transitions and streamlined opportunities for earning college credit serves the collective good throughout our region and society.

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## Part 1: Dual Credit & Dual Enrollment Options

### Executive Summary

“Dual credit is a *process*, dual credit is a *tool*, and dual credit is a *solution*. Dual credit amplifies the usefulness and applicability of the 11th and 12th grades, maximizes state and local educational resources, and provides a platform that fosters secondary and postsecondary collaboration and interdependence.”

Source: <http://www.iccb.state.il.us/dualcredit.html>

Dual credit creates a partnership with many winners:

- Students and families win by economizing time and monetary resources for college-ready high school age students, creating a strongly productive senior year (and possibly junior year) experience that improves college readiness while beginning a college transcript.
- Illinois taxpayers win as high school graduation rates increase, college readiness improves, remediation/developmental education needs at colleges decrease, and more students begin studies in a less costly community college environment.
- High schools win by leveraging the senior year (and possibly junior year) to improve college readiness by offsetting instructional cost through strategic partnering with HCC; by increasing their ability to focus time and resources on mid and lower level performers at risk of dropping out or falling below career, college, and life readiness; by partnering holistically in career counseling, college and life planning, goal setting, and other programs associated with *Heartland GPS: Guided Path to Success*; and by synchronizing curriculum with colleges to reduce the “leaky pipeline” effect.
- Community colleges win by engaging with students early; offering full services and support for improved planning/college readiness; beginning student transcripts while familiarizing students with college processes; increasing enrollment as well as enabling student success; reducing needs and costs of remedial/developmental studies; and improving K-12 and university partnerships to streamline services. The holistic support provided in *Heartland GPS: Guided Path to Success* is enhanced by dual credit, giving the College as well as students a running start toward overall college success.
- Universities win by enrolling students with demonstrated, college-level success; reducing costs of remediation; improving partnerships with community colleges and K-12 schools; and by boosting junior/senior undergrad and graduate school enrollment with highly qualified community college graduates to reduce the “leaky pipeline” effect.
- Future employers win by gaining an appropriately trained and credentialed workforce with college graduates aligned into great-fit career paths. Employee job performance and satisfaction is increased with successful training in well-chosen professional paths.

## **Definitions\***

**Dual Credit** – An instructional arrangement where an academically qualified student currently enrolled in high school enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit (see ICCB Rule 1501.507(b)(11)-Credit Hour Claims). Dual credit indicates that curriculum has been aligned to achieve a competent, college-level outcome worthy of college credit and transferability while also satisfying high school graduation requirements through advanced, college-level study.

**Dual Enrollment** – An academically qualified student who is still enrolled in high school also enrolls in a college level course at the community college. Upon successful course completion the student exclusively earns college credit. No high school credits are earned. Individual students enroll at a community college for dual enrollment credit. Rarely is an intact dual enrollment class offered at a high school location.

\*Source: <http://www.iccb.state.il.us/dualcredit.html>

## **Course Offerings**

As stated in the Dual Credit Quality Act: Public Act 096-0194, “Course content must be the same as that required for credit-bearing college courses.” Also, “Learning outcomes must be the same as for credit-bearing college courses and be appropriately measured.”

“Current dual credit courses offered through cooperative agreements with Illinois community colleges generally fall into two broad categories: Career and Technical Education (CTE) or General Education (GE). General Education courses must be approved for credit under the Illinois Articulation Initiative (IAI). Such courses are accepted for credit by all IAI participating schools, which includes all Illinois public universities and some 94 other Illinois colleges and universities. CTE courses may or may not be accepted in transfer credit.”

Source: <http://www.ibhe.state.il.us/DualCredit/materials/DCTFReport.pdf> (Appendix C)

The ideal schedule for courses taught by Heartland instructors at the high schools is a Tuesday, Wednesday and Thursday (T-W-R) schedule. This allows for continuous instruction and lessens the chance of cancelled classes due to school holidays or in-service events. Additionally, the minimum class size for dual-credit classes is thirteen (13) students. Heartland Community College retains the right to cancel courses below the minimum enrollment or to waive the minimum class size on a case-by-case basis.

## **Tuition and Fees**

Tuition must be paid by each student enrolled. Heartland Community College will waive the Student Center and Student Life fees for dual credit students enrolled in intact classes.

## **Instructors**

According to the Dual Credit Quality Act: Public Act 096-0194, “Instructors teaching credit-bearing college-level courses for dual credit must meet the same academic credential requirements as faculty teaching on campus and need not meet certification requirements set out in Article 21 of the School Code.”

If the instructor is employed and paid by the high school, Heartland Community College will reimburse the high school the direct instruction cost normally paid for an HCC adjunct instructor. For FY 2012 this sum would be \$708.77 per equated credit hour or \$2,136.21 for a three credit hour course. Any considerations regarding local K-12/high school instructor employment contracts are too varied to be managed by HCC and, thus, are the responsibility of each K-12/high school unit or district. Courses below the minimum enrollment would generate a reduced stipend.

Part-time instructors provided by Heartland Community College at an HCC campus or on-site at a high school will be paid at the appropriate adjunct faculty rate. Dual credit teaching duties may be performed by HCC full-time faculty as part of their regular teaching load or as an overload assignment consistent with HCC employment contract language.

## **Students**

As stated in the Dual Credit Quality Act: Public Act 096-0194, “Students must meet the same academic criteria as those enrolled in credit-bearing college courses, including taking appropriate placement testing.”

Heartland Community College will work with each high school engaged in dual credit courses or programs to facilitate appropriate placement testing in a timely manner. Further, Heartland desires to offer test preparatory opportunities and appropriate testing on campus and/or on site at each high school, with data sharing agreements allowing the College to share results directly with the appropriate high school. As part of *Heartland GPS: Guided Path to Success*, standardized career and interest inventories, learning and communication style inventories, and study skills inventories are also being developed. In cases where scheduling allows, Heartland is happy to provide the full offering of these assessments to complement academic placement testing services.

Data from all assessments can be shared with the appropriate high school staff to improve college readiness through career and life planning support via *Heartland GPS: Guided Path to Success*. This will strongly complement dual credit coursework, providing a broader context to help students develop comprehensive career, college, and life readiness plans.

## **Benefits**

Two primary benefits as stated in Dual Credit Task Force Report include “facilitating the transition between high school and college” and “enhancing connections between high schools and colleges.” The first benefit helps students “by engaging them in college-level work and developing pathways to degree attainment, while the second benefit “aids in developing alignment of curricula as well as articulation of courses.”

Source: <http://www.ibhe.state.il.us/DualCredit/materials/DCTFReport.pdf>

## **Accountability**

To ensure the academic integrity of college-level courses offered by Illinois community colleges, the Illinois Community College Board (ICCB) has adopted Administrative Rules pertaining to dual credit (ICCB Rule Section 1501.507). Heartland Community College endorses these rules and adheres to their intent.

All state laws, ICCB regulations, accreditation standards specified by the North Central Association, and local College policies that apply to courses, instructional procedures, and academic standards at the College apply to college-level courses offered by HCC on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures, and academic standards apply to students, faculty, and staff associated with these courses.

Source: <http://www.ncahlc.org/>

Many colleges accept dual credit course credits for incoming students and community college transfer students.

## **Area High Schools**

Bloomington Area Career Center  
Bloomington High School  
Calvary Christian Academy  
Central Catholic High School  
Cornerstone Christian Academy  
El Paso-Gridley High School  
Flanagan-Cornell High School  
Hartsburg-Emden High School  
Heyworth High School  
Lexington High School  
Lincoln Community High School

Lincolmland Technical Education Center  
Livingston Area Career Center  
Normal Community High School  
Normal West Community High School  
Olympia High School  
Pontiac Township High School  
Prairie Central High School  
Regional Alternative School  
Ridgeview High School  
Tri-Valley High School  
University High School

# Creating Dual Credit/Dual Enrollment Partnerships

## 1. Identify the Courses or Programs

“Current dual credit courses offered through cooperative agreements with Illinois community colleges generally fall into two broad categories: Career and Technical Education (CTE) or General Education (GE). General Education courses must be approved for credit under the Illinois Articulation Initiative (IAI). Such courses are accepted for credit by all IAI participating schools, which includes all Illinois public universities and some 94 other Illinois colleges and universities. CTE courses may or may not be accepted in transfer credit.”

Source: <http://www.ibhe.state.il.us/DualCredit/materials/DCTFReport.pdf> (Appendix C)

CTE offerings should be aligned with associated degree programs and developed program of study areas. CTE credit only applies if the student continues in that specific career cluster.

## 2. Verify Instructors

### **Apply for consideration for dual credit instruction.**

All candidates interested in teaching dual credit courses, including high school faculty, should submit a letter of application, résumé and copies of college transcripts to:

Heartland Community College  
Attn: Director of Human Resources  
1500 West Raab Road Normal, IL 61761  
Phone: (309) 268-8130  
FAX: (309) 268-7983

### **Academic Preparation of Faculty in Pre-Baccalaureate Courses**

Any candidate interested in teaching through Heartland Community College needs *graduate work through the master's degree in the assigned field or area of responsibility* except in such areas in which the work experience and related training is the principal learning medium. With the consent of the appropriate division head, faculty may teach pre-baccalaureate courses in a discipline if they possess a master's degree in an analogous field and have also completed a minimum of 18 semester hours of graduate study in the other field. These requirements are in keeping with ICCB, *Administrative Rules*, §1501.303f, p. 31.

### **Meeting with Heartland Community College**

After evaluations of application materials, the Dean of the instructional division under which the course or program falls will work with area high school administrators to arrange a meeting with the faculty candidate and members of Heartland's staff. The goal is to ensure that Heartland complies with the requirements of the Dual Credit Quality Act: Public Act 096-0194.

“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.”

“Dual credit students must be assessed using methods consistent with students in traditional credit-bearing college courses.”

“Every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with campus courses.”

“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.”

Professional review and determination of employability as an adjunct instructor for HCC will be the responsibility of the appropriate divisional administrator. Dual credit instructors will be given the opportunity and are encouraged to participate in all activities available to other adjunct faculty, including professional development, seminars, site visits, and internal communication. Numerous professional development opportunities are available through the Instructional Development Center (IDC) located in the Student Commons Building (SCB), room 2401, on the main HCC campus. The IDC is dedicated to assisting faculty, both full-time and adjunct, with their overall teaching and learning needs. A small stipend is paid for adjunct participation in IDC college-wide events and for division specific training.

### **Understand Heartland’s Faculty Expectations**

The College has the following general, professional expectations of all Faculty:

- Teach and help students learn
- Demonstrate competence in the Faculty Member’s discipline
- Integrate and evaluate student learning outcomes within the framework of Heartland Community College assessment protocols
- Prepare syllabi for courses taught consistent with College and ICCB standards
- Manage student issues and problems in a manner consistent with the Student Handbook
- Create a learning environment that fosters student success and the attainment of defined learning outcomes
- Cooperate with college-wide and division instructional goals

### **Instructional Materials**

Textbooks and technology/software used in the delivery of the dual credit course must meet the standard for the College as dictated by curriculum needs. Requests to use alternative textbooks or technology/software should be made through the appropriate HCC Dean or Division Chair.

## Heartland's Philosophy of Grades

The Heartland Community College grading philosophy grows out of our vision of educational excellence. This common philosophy provides a framework for each academic division and instructor as they establish their own individual course grading system, evaluation methods and course policies using the shared general rubrics for letter grades given below.

Letter grades serve as a vehicle to promote meaningful evaluation of student achievement, to inform students of academic progress, and, as necessary, to improve student performance, habits, and practices. Using a letter grade as a prerequisite for subsequent courses means we believe that the grade was assigned through a conscious judgment about a student's readiness to proceed to more advanced study.

At Heartland, students' academic achievement is measured by their mastery of course objectives and content. We challenge students to meet these recognized standards of achievement and we assign grades based on their success in doing so. Simply stated, we believe that the responsibility for academic achievement rests with the student and that holding students responsible for their learning promotes their academic growth.

### Letter Grade Rubrics

- A (4.0)** This grade represents consistently outstanding performance that demonstrates superior understanding and skillful use of important course concepts. Performance at this level signifies that the student is extremely well prepared to continue with more advanced study of the subject.
- B (3.0)** This grade represents performance significantly beyond the level necessary to achieve the course objectives. Work is of high quality but not consistently at an outstanding level. Performance at this level signifies that the student is well prepared to continue with more advanced study of the subject.
- C (2.0)** This grade represents an acceptable achievement of the course objectives. Performance at this level signifies that the student is reasonably well prepared to continue with more advanced study of the subject.
- D (1.0)** This grade represents less than adequate performance. It signifies questionable readiness to proceed with more advanced study of the subject.
- F (0.0)** This grade reflects unacceptable performance. The student is not yet ready to proceed with more advanced study of the subject and must repeat the course successfully to receive credit.

### **3. Verify Students**

#### **Apply**

In order to prepare for student assessment, each student must submit an application to Heartland Community College. To apply just go to: <http://www.heartland.edu/enroll/apply.jsp>.

#### **Assess the Students**

HCC staff will visit the high schools to conduct placement assessments. Heartland staff can review/interpret results of assessment scores with a guidance counselor and/or the student. To comply with the **Dual Credit Quality Act** “students must meet the same academic criteria as those enrolled in credit-bearing college courses, including taking appropriate placement testing.”

Guidelines and sample questions are available at <http://www.heartland.edu/assessment/>. Students may be assessed in English, math and reading. ACT sub-scores in English, reading and math may be used for placement if the ACT was taken within the last two years. An ACT English sub score of 21 or higher exempts students from the English placement test. An ACT reading sub score of 21 or higher exempts students from the reading placement test. An ACT math sub score of 23 or higher is considered college level, but additional assessment may be needed for courses with a higher math prerequisite. ACT scores may be submitted to the College in one of the following three ways:

1. Provide the HCC Testing Services Staff with a student copy of the ACT score sheet, or
2. Request that ACT send scores directly to HCC, or
3. Request that the high school send a transcript that includes the ACT scores.

Students with special testing needs or other considerations regarding the basic skills assessment process should contact their high school counselor prior to taking the assessment. The high school counselor will work with the HCC Testing Services staff to make appropriate arrangements.

#### **Waiver Policy**

HCC recognizes that occasionally a student may not assess well but still may possess the skills necessary for success in a particular course. In these unique circumstances, a secondary school administrator or designee may request a waiver. The Request for Waiver form is available at <http://www.heartland.edu/enroll/dualCredit.jsp>. The completed form must include evidence of appropriate measures using differentiated assessment instruments for granting eligibility for the dual credit course. The measures developed shall ensure that a student is prepared for any coursework in which the student enrolls. The completed form shall be submitted to the HCC dual credit coordinator for consideration by the appropriate divisional administrator.

#### **Code of Conduct**

Students are expected to meet the conduct requirements of the facility in which the course is being held. Each student assumes an obligation to act in accordance with generally acceptable

standards of responsible adult behavior, which include respect for other students and other members of the learning community. If this obligation is neglected or ignored, the school must take appropriate disciplinary action in order to function effectively.

Students remain subject to federal, state and local laws; violation of these laws may lead to prosecution by agencies or persons, in addition to disciplinary action by the College.

### **Attendance**

Since satisfactory progress is important to college success, all students are expected to attend classes regularly and promptly. The specific attendance policy of any course is determined by the instructor of that course and outlined in the course syllabus.

### **Academic Integrity**

A fundamental principle of college life at Heartland is academic integrity. It is essential to the credibility of the College's educational programs. Because grading may be competitive, students who misrepresent their academic work violate the rights of their fellow students. Therefore, the College views any act of academic dishonesty as a serious offense.

Consequences of such offenses require disciplinary measures including course failure, suspension and even expulsion from the College. In addition, an act of academic dishonesty may have unforeseen effects beyond officially imposed penalties. Definitions of violations of academic integrity include, but are not limited to, the following:

*Cheating:* Any unauthorized use of notes, study aids or information from another's class work or examination; surreptitiously obtaining test information prior to taking that exam; altering graded work and then resubmitting it for a grade; altering or destroying grade records; allowing another to do one's work and then submitting it under one's own name; allowing another person to take an exam in one's place or submitting identical or similar papers for credit in more than one course without obtaining prior permission from the course instructors involved.

*Aiding or Encouraging Cheating or Other Acts of Academic Dishonesty:* Providing material or information to another student with the knowledge that it will be used improperly.

*Plagiarism:* Presenting within the contents of one's own work the ideas, representations or words of another person without customary and proper acknowledgment of that authorship.

*Misrepresentation of Data:* Fabricating data or deliberately presenting in an assignment data that was not obtained in accordance with assigned guidelines for data collection or generation, or providing an inaccurate account of the method used in collecting/gathering data.

*Falsification of Academic Records or Documents:* Altering without proper authorization any documents affecting academic records; forging signatures of authorization; falsifying information on an official academic document such as a grade report, ID card, letter of permission or any other document pertaining to academic requirements.

*Unauthorized Access to Computerized Academic or Administrative Records or Systems:* Viewing or altering the College's computer records without authorization; copying or modifying the College's computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; interfering with the use or availability of computer systems or information. Also, at locations where College-sponsored activities are held, the unauthorized use, viewing, copying or altering of other institutions' computer records, systems or programs is in violation of academic integrity.

Penalties for violation of academic integrity vary from individual course sanctions up to expulsion from the College. For more information on Student Disciplinary Procedures and Student Appeals Procedures, please refer to the HCC website or the Catalog & Student Handbook.

### **Understand Related Financial Aid Implications**

There are three areas in which dual credit students must be mindful of future financial aid consequences. All three pertain to HCC's Satisfactory Academic Progress for Financial Aid, which is detailed in the HCC Catalog & Student Handbook.

Dual credit courses are recorded on the student's transcript and are, therefore, evaluated in determining eligibility for financial aid. The student must meet all three progress requirements:

1. Completion rate
2. Grade point average and
3. Maximum time frame to remain in good standing

### **Criteria for Satisfactory Academic Progress**

#### **1. Completion Rate**

A student must have earned hours equal to at least 67% of the total hours attempted. The completion rate is cumulative, meaning that all courses taken at HCC – including dual credit – are calculated.

Earned hours are defined as the sum of hours for which a student has earned a grade of A, B, C or D. *Withdrawals, incompletes, repeats and failures are not earned hours.*

#### **2. Grade Point Average Requirements**

Financial aid recipients must maintain a minimum grade point average (GPA) in order to meet satisfactory progress requirements. As with the completion rate, GPA is cumulative and would include grades earned in dual credit/enrollment classes.

#### **3. Maximum Time Limit Requirements**

A student's eligibility for financial aid will be terminated at the point where 96 credit hours have been attempted for the associate degree and, for a certificate, when 150% of the total hours required, as stated in the College catalog, have been attempted.

Hours earned in dual credit/enrollment courses are included. The calculation is based on the student's current program or degree. If a student takes dual credit courses in high school not related to his or her current program of study, he or she could potentially reach the upper limits for financial aid before completing the program.

#### **4. Sign the Dual Credit Agreement Form**

When all the processes have been completed, each High School and Heartland Community College will sign a Dual Credit Agreement Form that lists all classes approved for that semester.

When all the processes have been completed, each High School student and Heartland Community College will sign a Dual Credit Enrollment Form that lists all classes approved for that student for that semester.

### **Part 2: Proficiency Credit Options**

A second path to college credit involves proficiency credit. Up to 15 semester hours of proficiency credit may be accepted toward the completion of an Associate in Arts or Associate in Science degree at Heartland Community College. Proficiency credit can be earned by taking locally developed and/or national proficiency examinations (i.e. Advanced Placement & CLEP) or military credit. Students interested in Associate in Applied Science degree programs should see specific program requirements for proficiency credit information. Proficiency credit will be granted after a student has established a transcript by completing at least one undergraduate college class at Heartland.

#### **Locally Developed Proficiency Tests**

Currently Heartland Community College offers proficiency tests for these courses:

ACSM 101    Discovering Computers  
ACSM 120    Microcomputers in Office Management  
ACSM 125    Presentation Graphics: MS PowerPoint  
ACSM 155    Word Processing: MS Word

BUSN 145    Workforce Preparation  
BUSN 150    Customer Relations

CRJ 101     Introduction to Criminal Justice

OTEC 112    Records Management

For information on the availability of locally developed proficiency exams, contact the assessment office at (309) 268-8057. A fee is administered for each exam. Students should consult Testing Services staff for further information.

## Advanced Placement

The Advanced Placement Program is sponsored by the College Board. The examinations are administered at designated high school testing centers. Students will be awarded credit as indicated below. Official advanced placement scores must be sent directly to Heartland Community College from the College Board.

<b>Examination</b>	<b>Score for Credit</b>	<b>HCC Course for which Credit is Allowed</b>	<b>Credit Hours</b>
American Government	4 or 5	POS 101	3 hours
American History	3, 4 or 5	HIST 135, 136	6 hours
Art Studio- General	3, 4 or 5	ART 102	3 hours
Art Studio- Drawing	3, 4 or 5	ART 104	3 hours
Art 3D Design	3, 4 or 5	ART 103	3 hours
Art History	3, 4 or 5	ART 211, 212	6 hours
Biology	4 or 5	BIOL 161, 162	8 hours
Calculus Test AB	3, 4 or 5	MATH 161	4 hours
Calculus Test BC	3, 4 or 5	MATH 161 & 162	8 hours
Chemistry	4	CHEM 161	5 hours
Chemistry	5	CHEM 161 & 162	10 hours
Comparative Politics	4 or 5	POS 220	3 hours
Computer Science Test A	4 or 5	CSCI 130	4 hours
Computer Science Test AB	3	CSCI 130	4 hours
Computer Science Test AB	4 or 5	CSCI 130, 131	8 hours
English Lang-Comp	4	ENGL 101	3 hours
English Lang-Comp	5	ENGL 101, 102	6 hours
English Lit-Comp	4 or 5	ENGL 101, 112	6 hours
Environmental Science	4 or 5	EASC 111	3 hours
European History	3, 4 or 5	HIST 101, 102	6 hours
German	3	GERM 101 & 102	8 hours
German	4 or 5	GERM 101, 102, 201 & 202	16 hours
Macro Economics	4 or 5	ECON 102	3 hours
Micro Economics	4 or 5	ECON 101	3 hours
Physics Test B	3, 4 or 5	PHYS 161, 162	10 hours
Physics Test C, Part I	3, 4 or 5	PHYS 171	4 hours
Physics Test C, Part II	3, 4 or 5	PHYS 172	4 hours
Psychology	4 or 5	PSY 101	3 hours
Spanish Language	3	SPAN 201, 202	8 hours
Spanish Language	4 or 5	SPAN 102, 201, 202	12 hours
Statistics	4 or 5	MATH 141	4 hours
World History	3, 4 or 5	HIST 101, 102	6 hours

## **CLEP General Examinations**

### *CLEP GENERAL EXAMINATIONS JULY 1, 2001, or AFTER:*

A student is awarded credit toward General Education requirements and toward graduation for a score of 56 on Humanities, 65 on Natural Sciences, and 56 on Social Sciences and History. A student cannot receive CLEP credit if previously earned course credit in the same area has been completed.

#### Credit hours awarded:

##### Humanities –

- 3 hours Fine Arts
- 3 hours Humanities

##### Social Sciences and History –

- 3 hours Social Science
- 3 hours History

##### Natural Sciences –

- 3 hours Biological Sciences
- 3 hours Physical Sciences

Note: If student receives credit for both Biological and Physical Science, the General Education lab requirement will be considered completed. However, if both Life and Physical Sciences are accepted through CLEP to meet General Education requirements, a minimum of 37 IAI General Education hours and a minimum 60 hours must be completed to award the AA or AS degree.

### *CLEP GENERAL EXAMINATIONS BEFORE JULY 1, 2001:*

A student is awarded credit toward General Education requirements and toward graduation for a score of 570 on Humanities, 610 on Natural Sciences, 550 on Social Sciences and History. A student cannot receive CLEP credit if previously earned course credit in the same area has been completed.

Heartland Community College requires CLEP scores to be on file. To request scores, contact CLEP, P.O. Box 6600, Princeton, NJ 08541-6600 or telephone (609) 771-7865.

## **Military Credit**

The College follows the recommendation of the American Council on Education in granting six (6) semester hours of military credit for DD214 and one (1) year of active duty.

## **End Notes:**

Heartland Community College is proud to partner with our district high schools and career centers in providing excellence in teaching and learning opportunities for area students. As a true partner, we are committed to working together to make this *College Now* program a premier program with great benefits for all involved.

As with any emerging partnership, there are bound to be questions. This handbook is a resource for our policies and procedures related to our varied *College Now* programs, but if you need further information, clarification and support, please contact:

Padriac Shinville  
Dean of Enrollment Services  
(309) 268-8417  
[padriac.shinville@heartland.edu](mailto:padriac.shinville@heartland.edu)

Up-to-date information and forms are available at:

<http://www.heartland.edu/enroll/dualCredit.jsp>

**Version 1.0 Dated May 12, 2011**

**Heartland Community College is an equal opportunity institution. No person, on the basis of race, color, religion, sex, sexual orientation, national origin, ancestry, age, marital status, physical or mental handicap or unfavorable discharge from military service or veteran's status shall be discriminated against in employment, in educational programs and activities or in admissions.**

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