



Hagerstown Community College

Early College Programs

Handbook for

Dual Enrollment Instructors

2025-2026

Contents

Section One: Welcome and HCC Overview.....	3
What is a dual enrollment/dual credit course?	3
Early College Programs Benefits for Students include.....	3
HCC Early College Programs Defined	3
Section Two: More About HCC	4
HCC History Overview	4
Mission Statement	4
Vision Statement.....	4
Values.....	4
Institutional Learning Outcomes.....	4
Accreditation Information	5
Section Three: Getting Started with HCC.....	6
Section Four: Instructor Responsibilities & Expectations	7
Required Training.....	7
Course Delivery	7
Reporting Expectations.....	8
Pay.....	9
Email.....	9
Points of Contact.....	9
Dual Enrollment Liaisons.....	10
Section Five: Philosophy of College Teaching	10
Section Six: Noncompliance and Suspension of Approval.....	11
Section Seven: A Check List of Semester Responsibilities	12
Section Eight: Additional Personnel and Office Information	12
Academic Affairs and Student Services.....	12
Division Directors & Office Associates	13
Dual Enrollment Liaisons.....	14
Other Offices and Resources	14

Section One: Welcome and HCC Overview

Welcome to your role as a dual enrollment instructor at Hagerstown Community College! Dual enrollment instructors offer courses within a high school setting that meet the rigor and curricular expectations at the collegiate level. Dual enrollment courses provide opportunities for students to excel academically, explore diverse subjects, and accelerate their path toward higher education and future career success. Your role is instrumental to the success of our shared students. In this Handbook, you will find guidelines, helpful links, documents, and checklists to equip you with tools and information to be successful.

What is a dual enrollment/dual credit course?

A dual enrolled/dual credit course is an academic offering that allows high school students to enroll simultaneously in college-level classes while still completing their high school education requirements. Dual enrollment courses are typically taught at either a partner high school by qualified instructors or on a college campus by college faculty. Dual enrolled/dual credit courses enable students to earn both high school and college credits.

Early College Programs Benefits for Students include...

- Earning college credits while still in high school, allowing students to progress more quickly to accomplish their post-secondary plans at HCC as well as other institutions.
- Reducing overall college expenses.
- Assisting the transition to full-time college attendance by exposing students to the rigors of higher education.
- Developing essential academic skills, time management abilities, and study habits that support college success.
- Gaining confidence and motivation by completing college level work.

HCC Early College Programs Defined

The [Early College Access Program \(ECAP\)](#) provides students who meet college and career readiness standards the opportunity to earn college credits while in high school. Classes may be taken on the HCC campus, online, and/or in their high schools.

The [Early College Degree Program \(ECDP\)](#) is a full-time dual enrollment program designed for college-ready high school students. ECDP students spend their junior and/or senior years at Hagerstown Community College enrolled in at least 12 college credits per semester. ECDP was formerly the STEMM Technical Middle College. Students in this program are often able to complete requirements for an associate degree by the time they graduate from high school.

Washington County Public School (WCPS) students do not pay for tuition, fees, or textbooks up to 60 credits.

Section Two: More About HCC

HCC History Overview

Hagerstown Junior College was founded September 10, 1946, as the first rural community college in Maryland. The campus moved from a campus located at South Hagerstown High School to the Robinwood Drive campus in 1966. In July 1998, it became Hagerstown Community College. The ESSENCE program, for dual enrollment courses at our partner high schools, began in Fall 2003. The STEMM Technical Middle College, which brought high school students to the college campus for full-time instruction, began in August 2013. The current College President, James Klauber, HCC's fourth, began his tenure in 2018. The Blueprint for Maryland's Future, Policy Area 3, began in earnest in Fall 2023, greatly expanding opportunities for students deemed college and career ready to enroll in college courses at WCPS high schools or at the main campus.

Mission Statement

HCC ensures equitable access to affordable, high-quality educational programs, while fostering workforce development and cultural vitality in the region.

Vision Statement

HCC will be the college of choice through demonstration of inclusive educational excellence, transformative growth, and community enrichment.

Values

Excellence	Diversity and Inclusion	Civic Engagement
Integrity	Stewardship	Student centered

Institutional Learning Outcomes

The following attributes provide a broad overview of the goals for the full HCC experience, designed to impart students with knowledge, skills, and attitudes that go beyond the classroom and equip them with tools for lifelong success.

<ul style="list-style-type: none">• Personal and Social Responsibility• Globalization and Diversity• Critical Thinking and Communication	<ul style="list-style-type: none">• Scientific and Quantitative Reasoning• Information Literacy and Technology• Professionalism
--	---

Accreditation Information

Middle States Commission on Higher Education

Hagerstown Community College (HCC) is a two-year public community college offering both transfer and career-oriented programs, as well as continuing education classes. The College has maintained accreditation by the [Middle States Commission on Higher Education](#) since its first review in 1968 and continues to meet the requirements necessary to maintain that accreditation. HCC is also member of the American Association of Community Colleges.

The National Alliance of Concurrent Enrollment Partnerships (NACEP)

HCC strives to offer high quality academic learning opportunities for our students. As such, HCC is implementing its dual enrollment courses with the goal of meeting the standards set forth by the [National Alliance of Concurrent Enrollment Partnerships](#) in order to achieve NACEP accreditation. The Concurrent Enrollment Program (CEP) is defined as “college credit-bearing courses taught to high school students by college approved high school teachers.” The following overall points are integral to NACEP accreditation:

- College courses offered in the high school are of the same quality and rigor as the courses offered on-campus at the sponsoring college or university.
- Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses.
- Instructors teaching college courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring post-secondary institution and are trained in course delivery and are provided ongoing discipline-specific professional development.
- Concurrent enrollment programs display greater accountability through program evaluation.

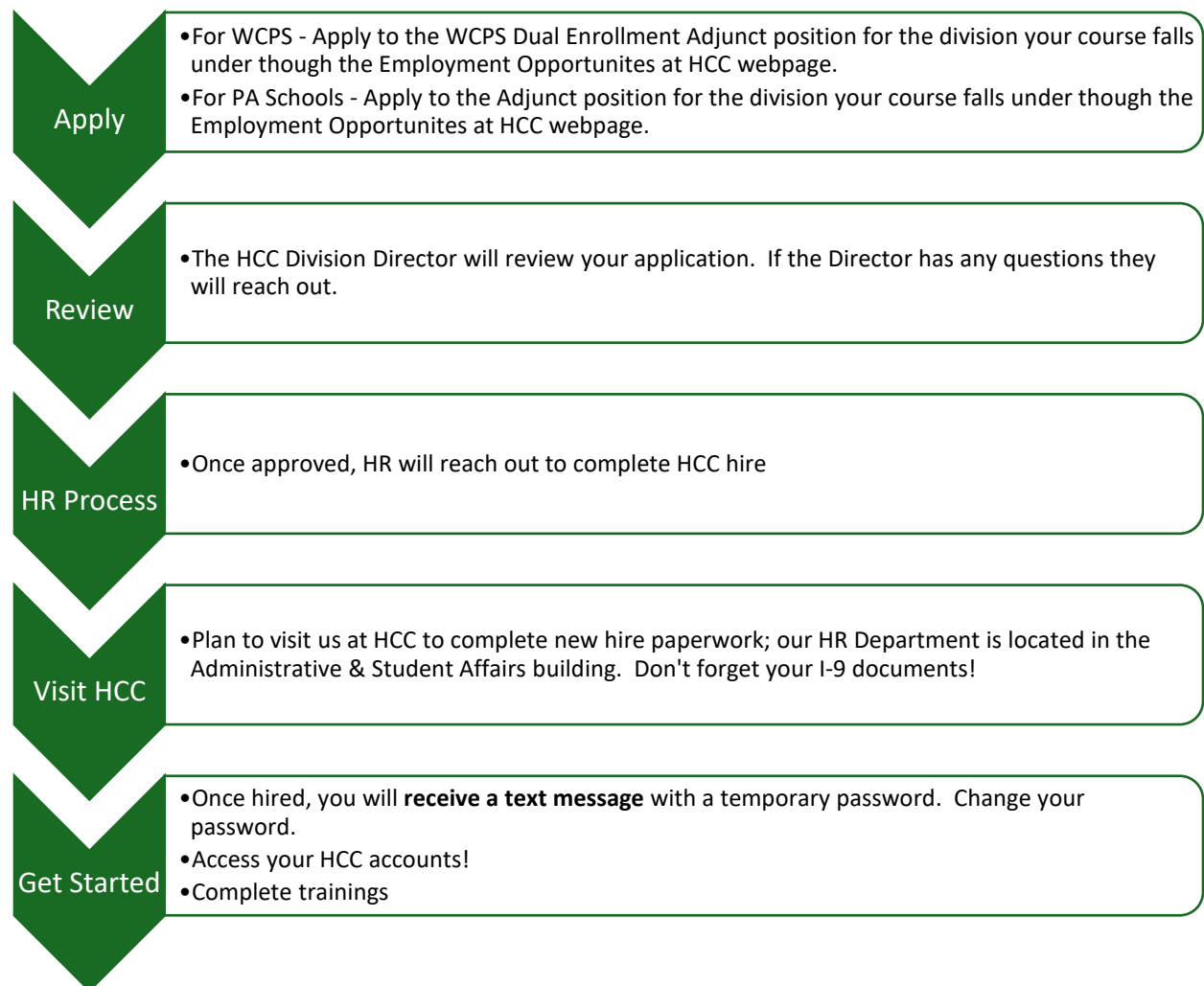
Faculty Standards as Part of NACEP

- All concurrent enrollment instructors are approved by college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.
- Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
- Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors’ pedagogy and breadth of knowledge in the discipline.
- Instructors must be informed of and adhere to program policies and procedures.

Section Three: Getting Started with HCC

The path for the dual enrollment instructor begins with the partner school and HCC identifying qualified instructors who meet the minimum qualifications for instructors teaching the course on campus and who agree to teach the course in accordance with the course and general education learning outcomes and “the pedagogical, theoretical and philosophical orientation of the respective discipline. (C2- NACEP Curriculum Standard 2).

The process for dual enrollment instructor applications is outlined below:



Section Four: Instructor Responsibilities & Expectations

Dual enrollment instructors are members of our instructional team required to meet expectations as outlined for on-campus adjunct instructors. Below is a list of expectations. Helpful links are also included. In addition to the links below, we encourage new instructors to visit the [Fletcher Faculty Development Center](#) and the [William M. Brish Library](#) for additional resources and professional development opportunities.

Required Training

1. Complete required [New Faculty Getting Started Guide](#) prior to offering the course and all required HR trainings.
2. Confirm access to D2L learning management system and [complete D2L training for instructors](#)
3. Attend discipline-specific professional development sessions provided by HCC.
 - **Other Assistance:** Dual enrollment liaisons are available to respond to questions about expectations, D2L, or other concerns. They will periodically schedule a visit to the high school campuses to provide assistance. You may also contact your Dual enrollment liaison to make an appointment.

Course Delivery

1. Prepare a syllabus based on the universal syllabus template in the Main Instructor Resources on D2L, within the Accessibility module.
 - A course specific template may be available for download via the Master Course Shell in D2L, from the course lead faculty, division director or the dual enrollment liaison. Please check with your respective area for confirmation (See 4 below)

Required syllabus elements that must be included are:

- Instructor's contact information
- HCC's course name and number
- Course description (must match exactly to the HCC catalog)
- Textbook information
- Course level outcomes and general education outcomes
- The minimum course hour/credit hour table
- The course grade scale that follows HCC policy
- A list or table of graded coursework categories (for example, quizzes, tests, papers, projects) and the percentage points contributing to the course grade.
- Required HCC statements on academic integrity, DSS accommodation for students who require them, and recording disclosure.
- Instructor course procedures (late work, attendance, make-up exams and assignments)

- Topical outline of the topics covered. In a course on campus, the dates that topics are covered and the assignments due during those dates (reading, discussion boards, exams) would be listed as well. This may be more difficult in the high school setting. A list of topics is acceptable.
2. Submit the syllabus for the dual enrollment course, which should be updated each semester, to the Office Associate for the division by the first day of classes. The syllabus should also be placed in the D2L shell in a separate module inside the Content area of the shell.
 3. Prepare the D2L site with the minimum requirements, which are necessary for every course offered at HCC.
 4. Prepare the D2L site in accordance with the expectations required for the specific course. During the training provided, the HCC lead faculty for the course will convey what is expected to be included on the D2L site. Some courses have “Staging Sites” in D2L in which the HCC instructor has placed required assignments. In some cases, alternative assignments and instructional resources will also be provided. Information from the Staging Site can be transferred to your course shell in D2L, but you may need to update it with your personal information, such as your name, semester due dates, contact information. The process for transferring content from the staging shell to your D2L course is explained in the required D2L training course. Your dual enrollment liaison can also assist you with this process.

Reporting Expectations

1. **Rosters:** Verify roster(s) in [Self-Service](#) during the first week of the course and prior to the [add deadline](#) to ensure enrollment accuracy. After the add deadline, check the weekly email to verify roster changes and email ECRegistration@hagerstowncc.edu with any discrepancies.
2. **Teaching Observations:** HCC’s academic division directors perform observations of adjunct and full-time faculty on a rotation basis. The first observation will occur during the first semester that your course is offered, and additional observations will occur periodically thereafter. When contacted by the division director, please respond promptly with some dates and times when the director may attend your course. The agreed upon date should occur during a time that the director can acquire sufficient information about how you are teaching the course. In other words, it should not occur on a date when the class is taking an exam or watching a video, for example. Following the initial visit, a classroom visit must be completed approximately once every other academic year. The observation forms are completed by the Director online and you are required to read and sign the observation form in [Passport](#). You must use your HCC ID and password to view the observation form. The notification that the form is available for you to view will also be sent to your HCC email account. The form includes a section in which you may add comments about the observation. Signing the observation does not necessarily signify agreement with its contents. It indicates that you have read the document. The division director is also available for clarification about the content of the observation. Please do not hesitate to ask questions and discuss your concerns.

3. **Academic Integrity Violations:** Dual enrollment instructors are expected to adhere to both the high school's and HCC's policies regarding the reporting of academic integrity violations. HCC's policy is available in the [Student Handbook](#). If you require any assistance, please reach out to your department's dual enrollment liaison.
4. **Student Evaluations of Faculty:** Students complete end-of-course evaluations provided by the Planning and Institutional Effectiveness (PIE) staff at HCC. Please remind students to complete these surveys in order to ensure a representative sample of students is included in the results. It may be helpful to explain the importance of the information gathered.
5. **Enter grades.** Grades must be entered twice each semester with early warning grades early in the term and final grades due at the end of the term. Grades are submitted in [Self Service Faculty Access](#). Please note that if illness or unforeseen circumstances prevent a student from completing a semester, they may be able to request an incomplete and receive additional time to complete coursework beyond the semester. You can learn more about that option in the New Faculty Getting Started Guide or by asking your division director.
6. **Student Learning Outcomes Assessment (SLOA):** Outcomes assessment ensures academic effectiveness and serves as an integral part of the College's accreditation. SLOA collection occurs each semester. Specific criteria for SLOA will be provided by your dual enrollment faculty liaison. Required data must be submitted at the end of each semester.

Pay

- **Pay Dates and stipend information:** HCC will issue a stipend to the instructors based on the HCC agreed upon rate of \$365/class of five students, with \$65 per additional student (up to 25 additional students) not to exceed \$1990 for a maximum of 30 students. There is no additional pay for sections with more than 30 students. Instructors are limited to 12 credits per semester regardless of modality or locale.

Email

- **HCC Email:** After the hiring process is completed, please confirm access to HCC email. Use HCC email for all communication related to dual enrollment courses. Check HCC email daily Monday -Friday using [Outlook Web Access](#). Additional information regarding HCC email can be found at [Password Change, Reset & Enrollment](#).

Points of Contact

Joint Responsibilities of HCC and the partner high school: HCC and the partner high school are jointly responsible for determining which on-location classes are offered and for setting session dates, recruiting students, identifying materials, supplies, equipment, and technology needs. Other

areas of joint responsibility include communicating emergency procedures, discussing which course materials will be purchased and the mode of delivery to students, communicating schedule or classroom changes, communicating instructor needs and requests, and connecting students with HCC points of contact for applications and registration.

Dual Enrollment Liaisons

HCC has developed the dual enrollment liaison position to be a major support staff person and first point of contact for dual enrollment (DE) instructors with their division directors and other administrative areas. In addition to the dual enrollment liaison, instructors are also supported by the discipline specific division director and office associate. Dual enrollment liaisons assist with the following:

- A.** Support the hiring process of dual enrollment Instructors to ensure applicants submit all proper paperwork, documentation, and complete the on-boarding process in a timely manner.
- B.** Provide updated HCC materials, such as syllabi, required assignments, and exams to Dual Enrollment Instructors.
- C.** Communicate college, division, and course-related policies and procedures to dual enrollment instructors. These include the use of HCC technology, e.g., email and the D2L LMS (Learning Management System) as well as expectations regarding the adoption of HCC syllabi, course materials, submission of rosters and attendance information, grade submission, and compliance with course-specific requirements (grading methods, use of rubrics, late-work policies, and completion of Outcomes Assessment requirements).
- D.** Answer questions, respond to concerns, and resolve issues related to dual enrollment offerings (registration, materials, technology, advising, resources, etc.).
- E.** Meet regularly with dual enrollment Instructors.
- F.** Work with the division directors and faculty to coordinate and plan relevant professional development meetings between HCC Faculty/Staff and the partner school dual enrollment instructors.

Section Five: Philosophy of College Teaching

Dual enrollment instruction should be implemented to ensure that the expectations of student performance reflect a high level of rigor and that the classroom culture is consistent with collegiate classroom practices.

HCC instructors aim to:

- Establish and openly communicate clear classroom guidelines that emphasize responsibility and independence. Guidelines should foster consistency, fairness, and high standards of academic achievement.
- Maintain academic rigor while facilitating an inclusive and dynamic caring community of learners that accommodates various learning styles and backgrounds.
- Utilize a combination of heavily weighted assignments that generally do not permit revision after the assignment is graded, along with low-stakes formative assignments that encourage exploration of skills.
- Cultivate critical thinking skills and a growth mindset, remembering that learning happens at points of discomfort.
- Empower students to develop self-efficacy and envision themselves as successful stewards of their own education and the next chapters of their lives.
- Reflect on how to capitalize on their own teaching strengths as they and their students experience this new learning opportunity together. Great teaching is great teaching at any level!

Section Six: Noncompliance and Suspension of Approval

HCC is committed to cultivating relationships that demonstrate appreciation of and support for our dual enrollment instructors. As such, we strive to provide a highly integrated support system to ensure their experience is successful and meaningful. As part of this process, Instructors are evaluated on a regular basis through classroom observations, end of semester student evaluation responses, and regular check ins to confirm that instructors are meeting all expectations/responsibilities.

Each semester, division directors and dual enrollment liaisons compile a list of instructors approved to continue dual enrollment instruction in the upcoming term with or without additional guidance and mentoring. If an instructor is identified as needing additional guidance or mentoring, an instructional support plan may be developed and shared with the instructor. The support plan is a plan of action intended to guide instructors toward meeting HCC expectations. HCC will suspend approval for instructor to teach dual enrollment course considering the following stages:

- *First concern:* Instructor will be notified. An instructional support plan may be implemented with measurable timelines and assessments of improvements.
- *Second concern:* If the instructor fails to improve, the dual enrollment teacher will not be reappointed as an HCC instructor.

Section Seven: A Check List of Semester Responsibilities

A Check List to Start the Semester

- ☐ I checked in with my HCC Dual Enrollment Liaison to ensure I have the most up to date Information.
- ☐ I am teaching the materials given to me by HCC and completing the required assignments.
- ☐ I followed HCC distance learning guidelines for preparing my D2L shell.
- ☐ My D2L page is prepared and made active three (3) business days before the semester begins.
- ☐ I downloaded the most up-to-date syllabus, updated the syllabus with my course information, and submitted it to the office associate in my designated division. I disseminated the syllabus to students.

Check List for the Beginning of the Semester

- ☐ I am checking my roster each week, and I am alerting my school counselor/HCC at ECRegistration@hagerstowncc.edu of any changes or discrepancies.
- ☐ I reported early warning grades as requested by the HCC Records office.

End of the semester

- ☐ I gave my students time in class to complete the course evaluation link in D2L.
- ☐ I submitted my HCC final grades.
- ☐ I submitted any outcomes assessment data requested.
- ☐ I reviewed information on the Fletcher Center Website.

Section Eight: Additional Personnel and Office Information

Academic Affairs and Student Services

The Office of Academic Affairs oversees the academic programs for the college and maintains the academic procedures, curriculum, articulation agreements, and guidelines required by the state and accrediting bodies.

Name	Position	Email
Dawn Schoenenberger	Vice President for Academic Affairs and Student Affairs (VPAASS)	dmschoenenberger@hagerstowncc.edu
Louise Bird	Executive Assistant to the VPAASS	elbird@hagerstowncc.edu
Dr. Kathleen M. Jordan D'Ambrisi	Dean of Instruction	kmdambrisi@hagerstowncc.edu
Dr. Vidda Beache	Dean of Academic Innovation and Instructional Technology	vpbeache@hagerstowncc.edu

Division Directors & Office Associates

Division directors assist the Vice President of Academic Affairs and Student Services in the implementation of the college's educational mission. Division directors supervise and evaluate the faculty and staff hired in their respective divisions.

Office associates provide direct administrative support to the division director, full-time and part-time faculty, and staff. The office associate plays a significant role in schedule development; procurement of supplies and submittal of book orders; SLOA data collection, storage, and organization for outcome assessment reporting of division programs and courses; and serves as the division receptionist and front-line support.

Behavioral and Social Sciences

Name	Position	Email
Dr. Mary Hendrickson	Director	mahendrickson@hagerstowncc.edu
Glynis Cosner	Office Associate	glcosner@hagerstowncc.edu

Business & Technology

Name	Position	Email
Nancy Arnone	Director	ngarnone@hagerstowncc.edu
Sharon Plank	Office Associate	slplank@hagerstowncc.edu

Developmental Education and Adult Literacy Services

Name	Position	Email
Marti Grahl	Director	mlgrahl@hagerstowncc.edu
Cassie Taylor	Office Associate	cltaylor2@hagerstowncc.edu

English and Humanities

Name	Position	Email
Dr. Dana Poole	Director	dpoole2@hagerstowncc.edu
Kathy Smith-Boswell	Office Associate	kasmith-boswell@hagerstowncc.edu

Health Sciences

Name	Position	Email
Jeffrey Telemeco	Director	telemeco@hagerstowncc.edu
Kimberly Hamburg	Office Associate	kshamburg@hagerstowncc.edu

Mathematics and Sciences

Name	Position	Email
Laurie Montgomery	Director	lmontgomery@hagerstowncc.edu
Robin Thomas	Office Associate	rethomas@hagerstowncc.edu

Nursing

Name	Position	Email
Karen Hammond	Director	kshammond@hagerstowncc.edu
Faith Cook	Office Associate	fecook@hagerstowncc.edu

Dual Enrollment Liaisons

Name	Division/Departments	Email
Elizabeth Hansen	Behavioral and Social Sciences, and BIO, BTC, ENV, and PED courses	ehansen@hagerstowncc.edu
Kathleen Musser	English and Humanities, Business and Technology, and MAT courses	kgmusser@hagerstowncc.edu

Other Offices and Resources

Most information for faculty can be located at the [Faculty & Staff](#) link on the college webpage. Remember that your dual enrollment liaison should typically be your first point of contact for most questions or concerns, followed by the course division director and/or office associate. However, depending on the question, you may be referred to one of the following offices:

Early College Programs

Name	Position	Email
Kaprece Smith	Director of Early College Programs	kdsmith3@hagerstowncc.edu
Bethany Starliper	Coordinator of Early College Programs	bastarliper@hagerstowncc.edu
Nick Kempen	Office Associate	nkempen@hagerstowncc.edu

Information Technology Help Desks

	Phone Number	Email Address	Webpage
Employee IT Help Desk	240-500-2457 (phone) 240-329-4489 (text)	hccit@hagerstowncc.edu	Employee IT Help Desk
Student IT Help Desk	240-500-2891 (phone) 240-329-4489 (text)	hccit@hagerstowncc.edu	Student IT Help Desk
Distance Learning	240-500-2701	distlearn@hagerstowncc.edu	Distance Learning (D2L)

Admissions, Registration and Records

Department	Phone Number	Email Address	Webpage
Admissions Office	240-500-2238	admissions@hagerstowncc.edu	Admissions
Registration and Student Support	240-500-2240	register@hagerstowncc.edu	Registration and Student Support
Records Office	240-500-2239	records@hagerstowncc.edu	Records

Student Policies and Resources

[This page](#) contains information including the College Catalog and the Student Handbook.

Dual Enrollment Resources

Program	Webpage
Early College Access Program Instructor Resources	Early College Access Program Instructor Resources
Early College Access Program (Overview)	Early College Access Program
Early College Degree Program (Overview)	Early College Degree Program
Early College Handbook for Students and Parents/Guardians	Early College Handbook for Students and Parents/Guardians