



**INDIANHILLS**  
COMMUNITY COLLEGE

*Life. Changing.*



**2024-2025**

# **CONCURRENT INSTRUCTOR MANUAL**

**HIGH SCHOOL PROGRAMS**



# Table of Contents

IHCC Mission and Values .....	2
Instructional Timelines 2024-2025 Calendar .....	3
IHCC Contact Sheet .....	4-5
Senior Year Plus Quality Assurance .....	6-7
NACEP Fast Facts .....	8-11
CEP Instructor Information .....	12-13
“Standards of Practice” for Concurrent Enrollment Courses .....	14-15
Faculty Expectations .....	16
Course Syllabus and Schedule Requirements .....	17
Professional Development Information .....	18
Professional Development Requirements for Adjunct Faculty .....	19
Concurrent Enrollment Instructor Approval Process .....	20
New Faculty Agreement Form.....	21
Current Faculty Agreement Form .....	22
Adjunct Instructor Information Form .....	23
Classroom Visit Information.....	24
Concurrent Enrollement Site Visit Report .....	25
Tutorials .....	26
Ordering Transcripts Online .....	27
Indian Hills Community College IT Help Desk .....	27
Tutoring.....	27
Counseling Services .....	28
Library .....	28
Testing Centers .....	29



**INDIANHILLS**  
COMMUNITY COLLEGE

*Life. Changing.*

## **Mission**

**Indian Hills Community College changes lives by inspiring learning, diversity, social enrichment, and regional economic advancement.**

## **Values**

**Indian Hills Community College is committed to excellence, success, service, integrity, community, innovation, diversity, and inclusion.**

# Instructional Timelines 2024-2025 Calendar

Fall Term: 8/26/24 - 11/13/24	Deadline
Last Day to Add ( <i>5<sup>th</sup> day of term</i> )	September 3
Last Day to Drop - 100% Refund	September 9
Input Midterm Grades	October 1-8
Midterm	October 3
Student Perceptions ( <i>all staff</i> )	October 14-31
Registration Opens for 24/Winter	October 16
Last Day to Withdraw for 24/Fall	October 31
Input Final Grades ( <i>beginning last day of the term</i> )	November 13-18
Winter Term: 11/14/24 - 2/18/25	Deadline
Last Day to Add ( <i>5<sup>th</sup> day of term</i> )	November 21
Last Day to Drop - 100% Refund	November 27
Input Midterm Grades	January 6-13
Midterm	January 8
Student Perceptions ( <i>all staff</i> )	January 20 - February 6
Registration Opens for 25/Spring	January 21
Last Day to Withdraw 24/Winter	February 6
Input Final Grades ( <i>beginning last day of the term</i> )	February 18-24
Spring Term: 2/19/25 - 5/26/25	Deadline
Last Day to Add ( <i>5<sup>th</sup> day of term</i> )	February 26
Last Day to Drop - 100% Refund	March 4
Input Midterm Grades	March 26 - April 2
Midterm	March 31
Student Perceptions ( <i>all staff</i> )	April 14-30
Registration Opens for 25/Fall	April 22
Last Day to Withdraw 25/Spring	May 1
Input Final Grades ( <i>beginning last day of the term</i> )	May 15-20
Spring Term Graduation ( <i>Centerville</i> )	May 14
Spring Term Graduation ( <i>Ottumwa</i> )	May 15

# IHCC Contact Sheet

## High School Programs

### High School Programs

- General Information
- Request
- Questions
- Registration Process
- Payment Options
- Contracts & Articulations
- Add/Drop/Withdraw

Donna Keesling, Coordinator, Connect 2 College  
(641) 683-5202  
[donna.keesling@indianhills.edu](mailto:donna.keesling@indianhills.edu)

Leslie Orman, Administrative Assistant, Connect 2 College  
(641) 683-5125  
[leslie.orman@indianhills.edu](mailto:leslie.orman@indianhills.edu)

Molly Hale, Administrative Assistant, Connect 2 College  
(641) 683-5286  
[molly.hale@indianhills.edu](mailto:molly.hale@indianhills.edu)

---

### Work Based Learning

- Job Shadows
- Internships

Chandra Clark, Pre-Employment Transition Coordinator  
(641) 683-5239  
[chandra.clark@indianhills.edu](mailto:chandra.clark@indianhills.edu)

---

### Arts & Science Programs

- Program Specific Questions

Amy Taylor, Dean, Arts & Sciences  
641-683-5154  
[Amy.Taylor@indianhills.edu](mailto:Amy.Taylor@indianhills.edu)

---

### Advanced Technology Programs

- Program Specific Questions

Jeff Henderson, Associate Dean, Advanced Manufacturing  
(641) 683-1757  
[jeff.henderson@indianhills.edu](mailto:jeff.henderson@indianhills.edu)

Kim Dreaden, Department Chair, North Campus  
(641) 683-5111x Ext. 1738  
[kimberly.dreaden@indianhills.edu](mailto:kimberly.dreaden@indianhills.edu)

### Health Science Programs

- Questions

Lori Kielkopf, Associate Dean, Health Sciences  
(641) 683-5292  
[lori.kielkopf@indianhills.edu](mailto:lori.kielkopf@indianhills.edu)

---

### Centerville Campus

- Questions

Noel Gorden, Executive Dean, Centerville Campus  
(641) 683-5181  
[noel.gorden@indianhills.edu](mailto:noel.gorden@indianhills.edu)

---

---

**Textbooks**

- Ordering
- Questions

Jon Schrage, Ottumwa Bookstore  
(641) 683-5264  
[jon.schrage@indianhills.edu](mailto:jon.schrage@indianhills.edu)

Deb Worley, Centerville Bookstore  
(641) 856-3641, ext. 2238  
[deb.worley@indianhills.edu](mailto:deb.worley@indianhills.edu)

---

**Transcripts**

- Questions

Joni Kelley, Registrar  
(641) 683-5151  
[joni.kelley@indianhills.edu](mailto:joni.kelley@indianhills.edu)

# Senior Year Plus Quality Assurance

It is the responsibility of institutions participating in Senior Year Plus (SYP) to ensure the quality of courses and compliance with the appropriate requirements of Iowa law. For both secondary and postsecondary courses, a variety of external accountability mechanisms exist to ensure that Senior Year Plus standards are met. These include a plethora of accreditation and audit processes.

## **Accreditation Processes**

Educational institutions are reviewed through accreditation processes grounded in the fundamental assumption that quality is best served through processes that enable peers of an organization, informed by standards best understood and applied by professionals in the field, to make the comparative judgments essential to quality assurance. In Iowa, the peer review accreditation model is supplemented with assessments of compliance with the state minimum standards in Iowa law.

## **School District State Accreditation Process**

The Iowa Department of Education's school improvement process utilizes a continuous improvement model for accountability while ensuring minimum state accreditation standards are met.

Through a cyclical process, school districts self assess, review needs, plan, implement changes, and evaluate success. The process determines compliance with state accreditation standards while providing a general assessment of educational practice. At the center of the process is a department-led comprehensive site visit which occurs once every five years. Following the visit, the department prepares an accreditation report which includes compliance-related citations and recommendations for the purpose of improving educational practices above minimal compliance.

## **HLC Accreditation Process**

Institutions of higher education eligible to participate in Senior Year Plus must be regionally accredited by the Higher Learning Commission (HLC). This regional accreditation process certifies institutional quality using a process for self-improvement based on critical self-analysis and peer evaluation. In addition, accredited status is required for colleges to have access to federal funds, including student financial aid.

Through the accreditation process, colleges and universities are evaluated to ensure students receive quality offerings in line with their stated mission. In addition to assessing formal educational activities, the HLC also evaluates governance and administration, financial stability, admissions and student personnel services, resources, student academic achievement, organizational effectiveness, and relationship with external constituencies.

The accreditation process involves extensive self-study and a site visit by an accreditation team. Following each visit, a report is generated with recommendations regarding continued accreditation and for institutional improvement.

The HLC currently supports two pathways by which postsecondary educational institutions can maintain their institutional accreditation: Standard and Open. A third pathway, the Candidacy Pathway, is for colleges seeking initial candidacy. The Iowa Department of Education accepts all of the HLC approved accreditation processes. The most current HLC pathway information can be found on their website for the Standard and Open pathway.



## **Community College State Accreditation Process**

In addition to the HLC accreditation process, community colleges are accredited by the State Board of Education. The accreditation process supplements the HLC process by ensuring compliance with state standards not specifically reviewed through the HLC review.

Through the state accreditation process, Senior Year Plus programs are reviewed. As with other 45 | Iowa Department of Education accreditation processes, state accreditation is focused on both minimum compliance and continuous improvement above standards.

The state accreditation process includes desk review reports and site visits. The schedule is based on a 10-year cycle with comprehensive evaluations in year 10 and interim evaluations in year five. Following each visit, a final evaluation report is generated with recommendations and one of the components reviewed is the college's concurrent enrollment program. The Iowa Department of Education may also conduct focus visits at any time if there is a pattern of serious complaints, a violation of rule or law, or if the college undergoes substantial unplanned changes.

Additional information on the state accreditation process may be found in the Iowa Community Colleges State Accreditation Guide.

## **NACEP Accreditation Process**

In addition to institutional accreditation processes which ensure the public is well-served by an institution, colleges and universities are accredited by specialized accreditors which evaluate specific program areas (usually a discipline). National Alliance of Concurrent Enrollment Partnerships (NACEP) is the only national organization supporting programs, practitioners, and policy to advance concurrent enrollment.

Each of Iowa's 15 community colleges has committed to seeking NACEP accreditation and ensuring the quality of concurrent enrollment programming. Recognized as a national model for states instituting quality controls for dual enrollment programs, a number of states have implemented concurrent enrollment policies or laws which utilize NACEP standards or accreditation. NACEP utilizes 16 standards which cover six categories: partnerships, curriculum, faculty, students, assessment, and program evaluation. Senior Year Plus standards are in close alignment with NACEP accreditation standards. The Department prepared a crosswalk which details the alignment between Senior Year Plus requirements and NACEP standards.

The process for obtaining NACEP accreditation involves an extensive application and document review process culminating in a peer review consisting of representatives of NACEP-accredited two- and four-year institutions. Starting with the 2021-22 accreditation cycle, the program interview will transition to a virtual site visit. Once accredited, NACEP accreditation is valid for five years for initial programs and seven years for a re-accredited program. In addition to the traditional Concurrent Enrollment Program (CEP) endorsement, institutions have the option to apply for an additional endorsement: College Provided Faculty Model (CPF).

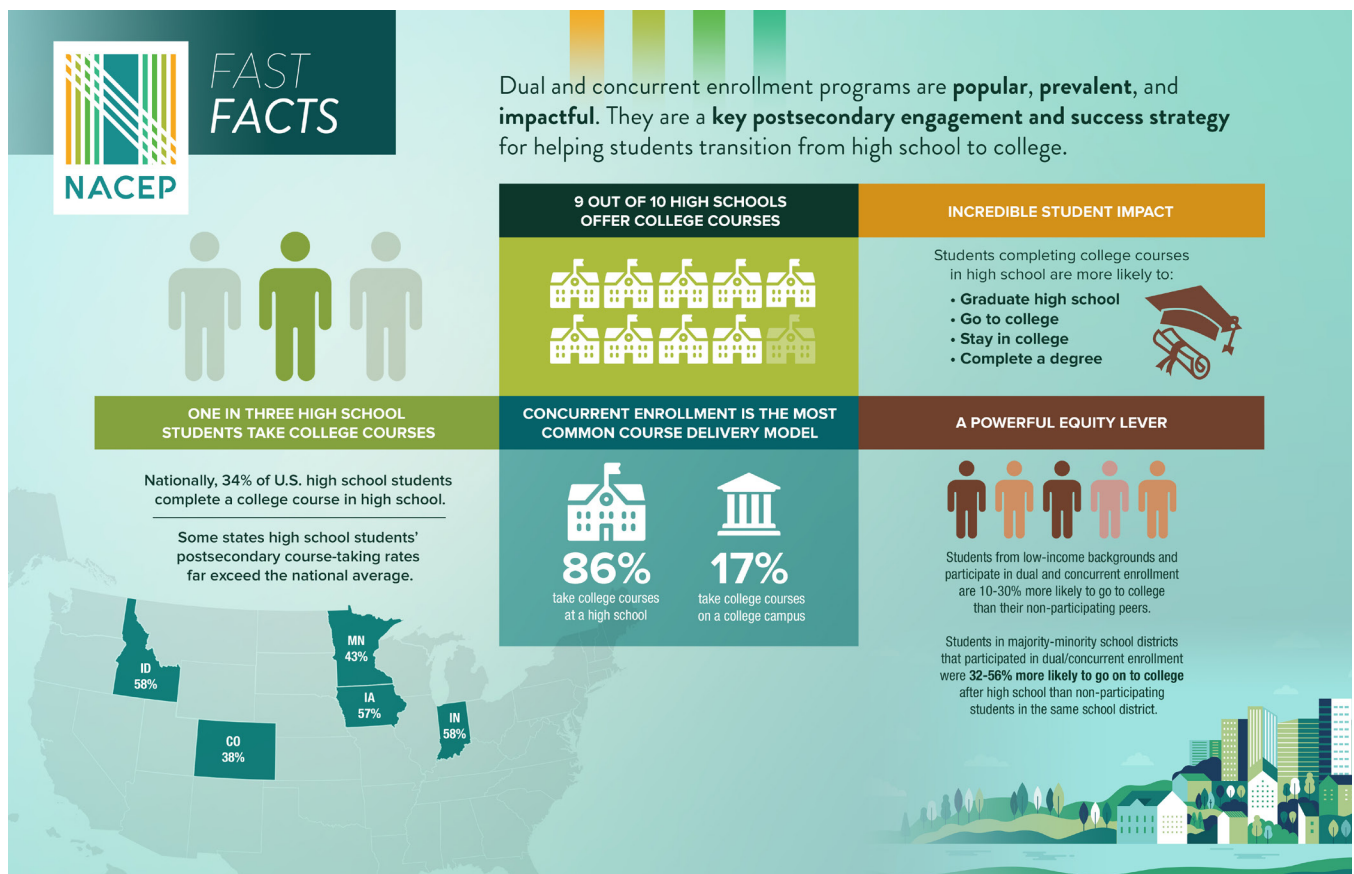
Additional information on the NACEP accreditation process may be found in the NACEP Accreditation Guide.

# NACEP Fast Facts



Programs that allow high school students to take college courses in high school, known by various names such as dual enrollment, concurrent enrollment, dual credit, and early college, are popular, prevalent, and growing. The field has seen tremendous growth over the past decade the federal government and state statutes have increasingly expanded their recognition of this key student success initiative. As more colleges and school districts prioritize access to impactful high school to college bridging initiatives and more students and families seek better options for leveraging their high school years we have seen programs grow, develop, innovate and become integrated into the nation’s educational landscape.

We have combed through decades of state and federal education data and years of rigorous research to build this fact sheet for use by programs, practitioners, policymakers, communities, students and their families.



## **ONE IN THREE HIGH SCHOOL STUDENTS TAKE COLLEGE COURSES**

Dual and concurrent enrollment programs are popular across the country. Dating back to the 1950s, these programs have grown from a niche project to widely available in the US. Their unique ability to build lasting and impactful connections between secondary and post-secondary education and clear value to students, have made them as popular with families and policymakers alike.

- Thirty-four percent of U.S. students take college courses in high school. This is a threefold increase from the 10% participation rate reported in 2010. <sup>1</sup>
- In some states, high school students' postsecondary course-taking rates far exceed the national average.
  - » Indiana: 58% of Indiana high school graduates complete at least one college course <sup>2</sup>
  - » Iowa: 56.8% of Iowa seniors enrolled in college courses in high school <sup>3</sup>
  - » Idaho: 57% of Idaho high school graduates earned college credit while in high school <sup>4</sup>
  - » Minnesota: 42.8% of public high school graduates enrolled in at least one college course in the 2018-2019 school year <sup>5</sup>
  - » Colorado: 38.2% of Colorado high school graduates participate in the state's Concurrent Enrollment program <sup>6</sup>

## **CONCURRENT ENROLLMENT IS THE MOST COMMON COURSE DELIVERY MODEL**

- Eighty percent of dually enrolled students nationally take their college courses at their own school, and an additional 6% take the course at a school other than their home high school, such as a career center or academy. Students in the suburbs, towns and rural areas are even more likely to take a course at their own school. <sup>1</sup>

## **9 OUT OF 10 HIGH SCHOOLS OFFER COLLEGE COURSES**

- 88.98% of high schools report that they offer dual enrollment coursework. <sup>7</sup>
- High schools in the South (93.7%) and Midwest (91.1%) are more likely to offer dual enrollment programs than high schools in the Northeast (84.9%) or West (81.4%). <sup>7</sup>
- The percentage of public high schools offering dual/concurrent coursework in 2017-18 varied from 100% in Georgia and Idaho to 55% in Nevada. <sup>8</sup>

## **INCREDIBLE STUDENT IMPACT**

- The Value of a Degree: A postsecondary degree or credential increases individuals' lifetime earning power and economic stability, career options and opportunities, offering stability in the face of downturns in the economy and labor market. Now, more than ever, it is critical for students to access and complete college, dual and concurrent enrollment improves students' likelihood of starting and finishing a degree.

- The Benefits of Dual and Concurrent Enrollment: Students completing college courses in high school, compared to their peers who complete no dual enrollment credits, are substantially more likely to
  - » Graduate high school
  - » Go to college
  - » Stay in college and complete a degree, often in less time than their non-participating peers
- Student completion of college courses in high school also has a positive effect on academic achievement in high school, high school graduation, non-remedial placement upon college entry, postsecondary GPA and credit accumulation, and degree attainment.<sup>9</sup>
- A study from the Community College Research Center (CCRC) found that 88% of the dual/concurrent enrollment students went on to college after high school and completed degrees at higher rates and in less time than their non-participating peers.<sup>14</sup> Several studies have documented these positive impacts of dual/concurrent enrollment participation after controlling for various student academic and demographic measures.

### **A POWERFUL EQUITY LEVER FOR SOCIAL JUSTICE**

Closing Equity Gaps for ALL students but Particularly Low-Income Students and Students of Color: These higher outcomes persist when controlling for race/ethnicity, parents' highest level of education and socioeconomic status, and the concentration of low-income or students of color in the student's high school.<sup>9-13</sup>

- Students from low-income backgrounds: Participating in dual/concurrent enrollment has a positive impact on college-going rates of students from low socioeconomic backgrounds.
  - » Students from low-income backgrounds and/or school districts who participated in dual/concurrent enrollment were nearly 10% more likely to enter college after high school graduation than their non-participating peers.<sup>9-13</sup>
- Students of color: Participating in dual/concurrent enrollment has a profound positive impact on students of color college-going rates.
  - » Students in majority-minority school districts that participated in dual/concurrent enrollment were 32-56% more likely to go on to college after high school than non-participating students in the same school district.<sup>9-12</sup>
  - » One state system study found that the 6-year college graduation rates for students of color that had participated in dual/concurrent enrollment were 33% higher than their peers that had not participated and 12% higher than white dual/concurrent enrollment participants.
- Early findings suggest that high school minority students who complete postsecondary math and science courses experience lower levels of remedial math placement and are more likely to start college as STEM majors and complete STEM degrees.<sup>15</sup>

## AN UNDERUTILIZED EQUITY LEVER

- Dual and concurrent enrollment works to improve college-going and increases college success and degree attainment but it needs to be widely available for ALL students who can benefit from these programs. School characteristics and community characteristics all create inequitable access to this critical college access and success opportunity. We must do better!
- High-poverty, urban, small, and specialized high schools are less likely to offer dual/concurrent enrollment programs:
  - » Poverty: High-poverty high schools are 19% less likely to offer dual/concurrent enrollment programs than their low-poverty counterparts. <sup>16</sup>
  - » School location: 57% percent of urban high schools offer dual/concurrent enrollment opportunities, compared to 67% of suburban high schools and 77% of town/rural high schools. <sup>16</sup>
  - » School size: Small high schools (serving 200 or fewer students) are 32% less likely to offer dual/concurrent enrollment programs, compared to large high schools (serving over 1,000 students). <sup>16</sup>
  - » School focus: While 76% of traditional and 72% of magnet schools offered dual/concurrent enrollment courses, far fewer charter (40%), alternative (20%) and special education (34%) schools offered such programs.
- Students of parents with lower levels of educational attainment and Black and Hispanic students have lower dual/concurrent enrollment participation rates:
  - » Parents' educational attainment: Students from whose parents had less than a high school diploma had 16% lower rate of dual/concurrent enrollment participation than did students whose parents' highest level of education was a bachelor's degree or higher. <sup>1</sup>
  - » Race/Ethnicity: 38% percent of high school students who were White or Asian had completed postsecondary coursework, compared to 30% of Hispanic and 27% of Black students. <sup>1</sup>

### Sources:

- 1: NCES, [Dual Enrollment, Participation and Characteristics](#), February 2019 [NCES 2019-176]
- 2: Indiana CHE, [Early College Credit Report](#)
- 3: [Iowa Community Colleges Joint Enrollment Annual Report, Academic Year 2018-2019](#), May 2020)
- 4: [Dual Credit in Idaho's Public Postsecondary Institutions: 2019](#)
- 5: 2021 Minnesota Department of Education public data request
- 6: [Colorado Annual Report on Concurrent Enrollment](#)
- 7: NCES, [Advanced Placement, International Baccalaureate, and Dual-Enrollment Courses: Availability, Participation, and Related Outcomes for 2009 Ninth-Graders: 2013](#), August 2019 [NCES 2019-430]
- 8: NCES, National Teacher and Principal Survey, [Among public schools with students enrolled in any of grades 9-12, percentage that offered various learning opportunities and types of classroom organization, by state: 2017-18](#)
- 9: IES, What Works Clearinghouse, [WWC Intervention Report: Dual Enrollment Programs](#), February 2017
- 10: CCRC Working Paper no. 113, [College Acceleration for All? Mapping Racial/Ethnic Gaps in Advanced Placement and Dual Enrollment Participation](#), October 2019
- 11: Colorado DHE, [The Effects of Concurrent Enrollment on the College-Going and Remedial Education Rates of Colorado's High School Students](#), March 2014
- 12: Struhl and Vargas, [Taking College Courses in High School: A Strategy for College Readiness](#), October 2012;
- 13: An, B., & Taylor, J. (2019). [A review of empirical studies on dual enrollment: Assessing educational outcomes](#)
- 14: Fink, Jenkins, Yanagiura, [What Happens to Students Who Take Community College "Dual Enrollment" Courses in High School?](#), September 2017
- 15: CCRC, [Race to STEM: Can STEM Dual Enrollment Lower the Racial Gap in STEM Enrollment and Completion?](#)
- 16: GAO, [K-12 EDUCATION: Public High Schools with More Students in Poverty and Smaller Schools Provide Fewer Academic Offerings to Prepare for College](#), October 2018

# CEP Instructor Information

## Pre-Registration/Registration

An online registration process through DUAL ENROLL gives students an opportunity to view available classes and complete course selection.

<https://indianhills.dualenroll.com>

Dual Enroll also gives School Counselors the opportunity to have immediate access to students Indian Hills ID#'s, class schedules, rosters, and much more!

## Verification of Rosters

It is VITAL for you to check your rosters for accuracy!

Your instructor roster can be found through MY HILLS and/or High School Programs office will send rosters to be reviewed.

The reviewing process must be completed and returned by the 5th day of the term – last day to ADD a class.

1. If there are students NOT on the list, but attending your class, you must send an Enrollment form immediately to [leslie.orman@indianhills.edu](mailto:leslie.orman@indianhills.edu) or [molly.hale@indianhills.edu](mailto:molly.hale@indianhills.edu)

*If they are not added, the student will not get credit for being in the class.*

2. If there are students on the list, NOT attending your class, send an email to: [leslie.orman@indianhills.edu](mailto:leslie.orman@indianhills.edu) or [molly.hale@indianhills.edu](mailto:molly.hale@indianhills.edu)

*If you do not send an email, they will not be dropped from the class and the high school will be charged.*

A student may DROP your class within the first 8 days of the term. The school will not be charged for a dropped class, if notification of this drop is received at IHCC within those first 8 days.

After the 8th day, the student would have to WITHDRAW from the class, which means, student will not receive a grade for the class, but the high school will be charged and the withdraw “W” would show on the student’s official college transcript.

3. Check course days and times. If your exact class meeting time on your syllabus or MyHills is not accurate, let us know immediately so we can correct it.

## Student Perceptions

Student perceptions are a **REQUIRED** task of being a college instructor. These surveys are vital to the integrity of the class and the growth of the college.

Faculty members must provide a time in class for students to take the survey using the options listed below. There are 13 questions, and the students can use their phones or laptops. The survey will take less than 5 minutes to complete.

**What you will receive from a Dean, Associate Dean, or Director:**

- the QR code link and picture of the QR code
- a unique code: 3-digit number plus your first initial and first two letters of their last name (Ex: 007jhe for Jeff Henderson)
- the course being surveyed.

**Faculty requirement:**

Faculty may provide the QR code to students the following ways:

- Embed QR code link into their classroom being surveyed
- print a copy of the code for students to scan
- add it to a PowerPoint for students to scan

*\*Remember this is only for the course being surveyed.*

**Before students begin the survey provide them your unique identifier code (this should have been provided to faculty from their department dean).**

**Entering Mid-Term and Final Grades**

Every term you are teaching a college course, you are required to enter Mid-Term and Final grades for each student in your class. An email will come from High School Programs office, letting you know when these are due and how to complete this task.

# **“Standards of Practice” for Concurrent Enrollment Courses**

In order to provide the highest level of quality, Iowa Community Colleges subscribe to the following Principles of Good Practice:

## **1. Students**

- a. Eligibility is determined by participating high school and college officials, including the meeting of course prerequisites or demonstrating the ability to achieve success and taking required academic assessments.
- b. Are admitted and registered with approval of the local high school and the college.
- c. Receive appropriate course orientation, including; college policies and procedures, the establishment of a permanent transcript, course withdrawal information and may include a college student handbook.
- d. Receive information clearly describing student responsibilities and institutional procedures for academic credit transfer.
- e. Are allowed access to student support services (tutoring, counseling, advising, library, writing and math labs, computer labs, etc.).
- f. In a contracted college credit course, all students participating in the class are registered for college credit.
- g. Students and parents/guardians receive appropriate information regarding college policies, procedures, and the establishment of a permanent transcript, course withdrawal, and procedures for academic credit transfer.

## **2. Faculty teaching college credit courses for high school students;**

- a. Meet the same standards/requirements as other college faculty teaching within an academic department and are approved by appropriate college personnel.
- b. Receive appropriate orientation and training (e.g. curriculum, learning outcomes, assessment, college and department policies and procedures) to teach in the college department.
- c. Collaborate with other college faculty within the academic department and have access to faculty development activities related to; curriculum, pedagogy, assessment, college policies, technology, and discipline specific issues.
- d. Receive on-going communication, have access to instructional resources, are invited to participate in department initiatives and receive department support.



### **3. Curriculum**

- a. Courses provide college-level rigor and learning experiences.
- b. Courses achieve the same learning outcomes by using; an approved course syllabus, the same instructional materials, resources, and equipment. Textbooks are of the same quality and approved by the college.
- c. Course syllabi (including a description of the content, expectations and requirements, assessment, course goals, evaluation, and resource materials) meet college standards.
- d. Course delivery is evaluated through strategies such as classroom observations and/or student evaluations.

### **4. Assessment**

- a. Assessment policies, procedures and instruments are consistent with college practice.
- b. Valid student assessment measures are used to assure academic course rigor for which college credit will be awarded.

### **5. Evaluation/Research**

- a. The college reviews the course/program on a regular basis for continuous improvement.
- b. Colleges are encouraged to conduct research regarding the performance of high school students in comparison to traditional college students and report findings.
- c. Colleges are encouraged to follow-up on students and their continued success at the college after high school graduation and report findings.
- d. Data sharing with participating high schools is consistent with the policies of the college.

# Faculty Expectations

Educators are expected to motivate, engage, communicate and help foster a lifelong desire for learning.

## Learning Environment

- Faculty will establish an educational environment that is supportive of student learning needs and functions within both facility and IHCC policy guidelines.
- Concerns with student performance will be addressed privately with the student and/or staff in a timely manner.
- All personal student information, student performance information and student counseling information will be kept confidential.
- The faculty will model behaviors of professionalism for students including language, attendance, positive work ethic, communication and collaborative skills.

## Student Assignments

- Direct student learning by facilitating classroom activities and discussions, perform lectures with the use of PowerPoint, audio/video recording, discussions, etc. Develop schedule and syllabus for each course assigned.

## Student Assessments

- Develop, proctor and grade exams, enter grades into gradebook. Grades should be entered within one week of completion of assignment or exam.
- At IHCC, assessment of student academic achievement is part of all instructional and improvement processes. Faculty use classroom assessment techniques to assess student learning at the classroom and program level. Each program has established student learning outcomes and assessment procedures to determine student performance toward program and course level student learning outcomes.
- Instructors are required to enter all assessment documentation into the Strategic Planning Online (SPOL) assessment software each term. Measurable course and program level student learning outcomes will be identified in SPOL. The SPOL system allows for detailed analysis of assessment data related to student outcomes and assessment information sharing across divisions and departments.
- The Department Chair/Program Director, in cooperation with program faculty, is responsible for developing an assessment plan for each academic program.

## Communicate

- Communicate with students, staff and administration as well as outside sources by email, phone or verbal communication.
- Return emails and phone calls according to guidelines in the course syllabus/schedule.
- Utilize provided college communication tools to access information.

# Course Syllabus and Schedule Requirements

## Course Syllabus

The course syllabus presented to your students at the start of the term serves as an agreement between you and them. Therefore, you want to ensure that you provide detailed information regarding the course (course content, materials, instructor expectations, etc.), along with the required information that ensures compliance with the Department of Education. The College uses a program called “Simple Syllabus” to provide uniform and updated syllabi for all faculty and students. It can be found on WIN.

The following items are standardized and included in every course syllabus:

- Course prefix and number
- Course title
- Academic term and year
- Credit information (credit, lecture, lab, clinical and work exp. hours)
- Required and recommended texts/materials
- Course description
- Prerequisite/Corequisite information
- Approved current student learning outcomes
- Evaluation scale for division
- Grading standards/breakdown
- Non-Discrimination statement
- Disability Services/Accommodations information

Faculty are responsible to add the following:

- Instructor name and contact information
- Attendance requirements
- Assessment information/Evaluation criteria
- Course schedule

Each faculty member may choose to include additional information, such as expectations for academic work, penalties for late/missed work as needed.

## Course Schedule

The course schedule will include specific course dates. Information to be included consists of all assignments (readings, quizzes, projects, exams, etc.) and point values.

## **Professional Development Information**

Indian Hills Community High School Programs conducts an annual Concurrent Enrollment Instructor (CEP) meetings for professional development prior to the start of the fall academic term. This is a mandatory meeting that features updates to college policies and processes to keep concurrent enrollment instructors informed and prepared to best serve students. It also includes a networking luncheon with IHCC faculty members and discipline specific meetings in the afternoon where IHCC faculty and CEP instructors share curriculum, work with IHCC faculty partners on content specific syllabi and collaboration, share classroom best practices, and teaching strategies. If a conflict prevents the instructor from attending, they must notify their school principal as well as the High School Programs Director and make plans to attend another college-sponsored professional development meeting prior to the start of the academic year. CEP instructors are also required to make arrangements to meet with their Faculty Partner.

Throughout the academic year, Indian Hills Community College hosts professional development days. Concurrent enrollment instructors are encouraged to attend these professional development opportunities to network with IHCC faculty members. The IHCC professional development days offered during the fall and spring academic terms feature session focused on improving teaching and learning. The college also offers Quality Faculty Plan (professional development) for online usage of LinkedIn Learning or courses through our Teaching and Learning center. This service offers many online resources and webinars that offer instructional tips from anywhere. All CEP instructors follow the college's Quality Faculty Plan requirement for adjunct instructors of a minimum of 4 hours of professional development annually. All professional development for CEP faculty members is tracked through the college's NEOED site.

Indian Hills Community College expects CEP instructors to participate in annual training, meet adjunct professional development requirements, and follow "Standards of Practice" of Concurrent Enrollment Courses. Faculty who are non-compliant with college expectations and standards are not provided the opportunity to teach concurrent enrollment courses for Indian Hills Community College. The college provides all CEP instructors with the High School Programs Manual and requires CEP instructors to sign a "Faculty Agreement" which outlines expectations and makes CEP instructors aware of non-compliance. The college addresses non-compliance in its annual Contract for Services signed between Indian Hills Community College and the partner school district. Additionally, non-compliance of professional development is addressed on page 12 of the college's Quality Faculty Plan. Indian Hills Community College Quality Faculty Plan can be found at: [www.indianhills.edu/qfp](http://www.indianhills.edu/qfp)

# **Professional Development Requirements for Adjunct Faculty**

The High School Programs concurrent enrollment faculty for Indian Hills Community College meet the NACEP Standard F3 that “provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research in the development in the field.”

Concurrent Enrollment faculty are asked to participate in on-going professional development opportunities offered annually. These include Concurrent Enrollment Faculty Workshop, All-Staff workshops, and individual professional development opportunities.

In accordance with state accreditation guidelines, High School Programs concurrent enrollment instructors meet or exceed the Professional Development Requirements for Adjunct Faculty which includes all Quality Faculty Plan at IHCC:

## **Requirements for Adjunct & Concurrent Enrollment Faculty**

### **New Faculty**

All new adjunct & concurrent enrollment faculty will participate in the Foundations in IHCC Faculty Technology Systems, which is an asynchronous online course through the IHCC Teaching & Learning Center. This course must be completed within the first 60 days of teaching for IHCC. New adjunct & concurrent enrollment faculty are also required to meet with the division dean or faculty mentor for a minimum of 1 hour in person or virtually prior to teaching. Items to be discussed include:

- Policies/Procedures
- Electronic Resources
- Teaching Strategies
- Ongoing Professional Development

Mandatory Reporter Certification is required for every faculty member within six months of hire and renewed every three years. Proof of certification must be on file in the Human Resources office. Any adjunct faculty who does not comply will not be employed by IHCC. All faculty records are maintained in the Human Resources office.

## **Continued Professional Development for Adjunct & Concurrent Enrollment Faculty**

- A minimum of 4 hours is required annually (August 25 – August 26)
- Topics for teaching & learning strategies may include:
  - Diverse learning styles
  - Teaching methodology
  - Content specific information
  - Issues in education
  - Assessment practices
  - Non-traditional students
  - Students of diverse backgrounds
  - Critical thinking strategies
  - Designing learning goals
  - Curriculum development
  - Instructional technology
  - Students with disabilities

# Concurrent Enrollment Instructor Approval Process

## High School Programs

It is expected that IHCC classes offered for concurrent enrollment be consistent with the college standards and in accordance with Senior Year Plus. The College syllabus and identified text must be used to deliver the course.

The appropriate Academic Dean will be involved in initial discussions with a school district in order to ensure that faculty delivering concurrent enrollment instruction have the proper credentials. Copies of appropriate credentials are retained in the IHCC Human Resources or High School Programs Department.

1. School & Concurrent Enrollment Program interested Faculty communicate with High School Programs Director.
2. Submit credentials (transcripts, High School Programs Adjunct Instructor Information form) to be evaluated by the Academic Dean and all parties will be made aware of approval or denial. Official transcripts should be sent directly to High School Programs Office, required documents for credentialing include:
  - Official transcripts and resume
  - High School Adjunct Instructor form
  - Faculty Agreement
  - Copy of Mandatory Reporter certificate
3. The School District's "Contract for Services" with IHCC will reflect all CEP courses taught and outline specific details including responsibilities.
4. The High School Program Director will help facilitate communication for Professional Development, changes in syllabus/text, and coordinate with Academic Departments the classroom visits for the Faculty Partners.

### Specific credentialing requirements:

The following are general requirements for adjuncts teaching in specific areas within the college. There may be additional requirements, depending on the position and subject matter.

- Arts and Sciences: Master's degree and 18 graduate hours in the discipline to be taught per the Higher Learning Commission accreditation requirement.
- Career and Technical: (1) A baccalaureate or graduate degree in the area or a related area of study or occupational area in which the instructor is teaching class OR (2) Special training and at least 6,000 hours of recent and relevant work experience in the occupational area or related occupational area in which the instructor teaches classes if the instructor possesses less than a baccalaureate degree.
- ABE, GED, SUCCESS Center: Bachelor's degree, preferably in education. Appropriate experience and knowledge of subject may be sufficient for courses/classes that are not discipline specific, such as computers, life skills, etc.
- Clinical Nursing: RN, bachelor's degree, and 3 years clinical experience
- EMT and other health occupations: Relevant experience and appropriate licensure or certifications.



# Indian Hills Community College High School Programs **New** Faculty Agreement

Indian Hills Community College has entered into an agreement with the \_\_\_\_\_ to provide instruction of an Indian Hills Community College course at a K12 facility. All faculty act on behalf of Indian Hills Community College and agree to fulfill the following requirements:

1. Faculty shall meet the professional standards as set forth by the Higher Learning Commission. Arts and Sciences: Master’s degree and 18 graduate hours in the discipline to be taught. Career and Technical: (1) A baccalaureate or graduate degree in the area or a related area of study or occupational area in which the instructor is teaching class OR (2) Special training and at least 6,000 hours of recent and relevant work experience in the occupational area or related occupational area in which the instructor teaches classes if the instructor possesses less than a baccalaureate degree.
2. Faculty shall provide Indian Hills Community College with official college transcripts.
3. Faculty will adhere to the Indian Hills course syllabus.
4. Faculty will use the Indian Hills approved text book. Alternate textbooks must be approved by the Academic Dean and must meet or exceed the level of the approved textbook.
5. Faculty will ensure that the required academic coursework will be equivalent to or exceed on-campus expectations. Concurrent Enrollment Programs Faculty will collaborate with IHCC Faculty Mentors.
6. Faculty will complete and submit all required reports by the assigned deadline, including, but not limited to attendance rosters, grade reports, assessments, and faculty evaluations.
7. Faculty who receives any “Unsatisfactory” or “Needs Improvement” marks, will be placed on probation and be required to meet with the Faculty Mentor and Director of High School Programs from Indian Hills Community College and their high school administration to develop a written plan of improvement, with timeline, to continue teaching for the college. Once a plan is submitted, the Faculty Mentor and CEP instructor will discuss and determine if the issues have been resolved.

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course: \_\_\_\_\_

Academic Year: \_\_\_\_\_

School District: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this agreement to:  
High School Programs Office  
Indian Hills Community College  
525 Grandview Avenue | Ottumwa, IA 52501



# Indian Hills Community College High School Programs **Current Faculty Agreement**

Indian Hills Community College has entered into an agreement with the \_\_\_\_\_ to provide instruction of an Indian Hills Community College course at a K12 facility. All faculty act on behalf of Indian Hills Community College and agree to fulfill the following requirements:

1. Faculty shall provide Indian Hills Community College with official college transcripts.
2. Faculty will adhere to the Indian Hills course syllabus.
3. Faculty will use the Indian Hills approved textbook. Alternate textbooks must be approved by the Academic Dean and must meet or exceed the level of the approved textbook.
4. Faculty will ensure that the required academic coursework will be equivalent to or exceed on-campus expectations. Concurrent Enrollment Programs Faculty will collaborate with IHCC Faculty Mentors
5. Faculty will complete and submit all required reports by the assigned deadline, including, but not limited to attendance rosters, grade reports, assessments, and faculty evaluations.
6. Faculty who receives any “Unsatisfactory” or “Needs Improvement” marks, will be placed on probation and be required to meet with the Faculty Mentor and Director of High School Programs from Indian Hills Community College and their high school administration to develop a written plan of improvement, with timeline, to continue teaching for the college. Once a plan is submitted, the Faculty Mentor and CEP instructor will discuss and determine if the issues have been resolved.

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course: \_\_\_\_\_

Academic Year: \_\_\_\_\_

School District: \_\_\_\_\_

Please return this agreement to:  
High School Programs Office  
Indian Hills Community College  
525 Grandview Avenue | Ottumwa, IA 52501





# High School Contracted Adjunct Instructor Information



First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Social Security Number: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Gender:  Male  Female

Are you Hispanic of any race?  Yes  No

Select one or more races:

American Indian/Alaskan Native

Black/African American

Native Hawaiian/Other Pacific Islander

White

Asian

Start Date: \_\_\_\_\_

Discipline and/or classes that will be taught: \_\_\_\_\_

## Educational Background

Institution Attended: \_\_\_\_\_

Date Received: \_\_\_\_\_

Degree: \_\_\_\_\_

Major: \_\_\_\_\_

Institution Attended: \_\_\_\_\_

Date Received: \_\_\_\_\_

Degree: \_\_\_\_\_

Major: \_\_\_\_\_

Institution Attended: \_\_\_\_\_

Date Received: \_\_\_\_\_

Degree: \_\_\_\_\_

Major: \_\_\_\_\_

## Years Teaching

Number of years taught prior to IHCC: \_\_\_\_\_

At IHCC: \_\_\_\_\_

Submitted by: \_\_\_\_\_

Department: \_\_\_\_\_

Date: \_\_\_\_\_

(Submit to Human Resources Office)  
3 FA 0515 HSC 01 (A&S) 3 FV 0515 HSC 01 (CTE) Source: MISC GL#: 10-9-8535-01-52100 100%  
H:/Forms/High School Contracted Adjunct Form

## Classroom Visit Information

Courses offered through Concurrent Enrollment (CEP) have the same course number, course title, course learning outcomes, and course credit hours as classes on the IHCC campus. Changes to courses are required to go through the Indian Hills Community College Academic Standards Committee. If course textbooks or learning outcomes are changed, this information is shared with all faculty including Concurrent Enrollment Faculty teaching the course by the discipline Program Director. Official course syllabi for all Indian Hills Community College courses are available on the college's META site.

During faculty mentor classroom visits and department meetings, the Concurrent Instructor and IHCC Faculty discuss ways to approach learning outcomes through course assignments and classroom discussions in an effort to maintain continuity of courses no matter where the course is taught. **All CEP faculty members are required to submit their official course syllabus to the High School Programs Office prior to the start of each academic term to assure college expectations of CEP courses are met.**

Classroom visits take place on a rotating basis according to the individual department's site-visit cycle with a minimum of one classroom visit every three academic years. During the classroom visit, the Faculty Partner engages in a concurrent class observation ensuring the course is consistent with the campus course. Documentation of the visit is written in a formal evaluation "IHCC Classroom Visitation Report" (see page 19) and signed by both the CEP Instructor and Indian Hills Community College faculty member during a follow-up conference to discuss the visit and answer any questions.

If the CEP instructor receives any "Unsatisfactory" or "Needs Improvement" marks, they will be placed on probation and be required to meet with the Director of High School Programs from Indian Hills Community College and their high school administration to develop a written plan of improvement, with timeline, to continue teaching for the college. Once a plan is submitted, the Faculty Mentor and CEP instructor will discuss and determine if the issues have been resolved.

# Indian Hills Community College Concurrent Enrollment Site Visit Report



High School: \_\_\_\_\_ IHCC Mentor: \_\_\_\_\_  
 Instructor: \_\_\_\_\_ Department: \_\_\_\_\_  
 Course Title/#: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

**Evaluation: Complete the following teaching evaluation for observation visits:**

**Unsatisfactory:** Does not meet minima standards of professional performance\*  
**Needs Improvement:** Does not consistently meet accepted standards of professional performance\*  
**Standard:** Consistently meets accepted standards of professional performance  
**Excellent:** Consistently exceeds accepted standards of professional performance

	Unsatisfactory	Needs Improvement	Standard	Excellent
1. Implementation of IHCC curriculum, adherence to course outline (C3)	_____	_____	_____	_____
2. Coherence and completeness of CEP syllabus (C3)	_____	_____	_____	_____
3. Course reflects pedagogical, theoretical, & philosophical orientation of the academic division (C2)	_____	_____	_____	_____
4. Course assignments & requirements meet College expectations (A1)	_____	_____	_____	_____
5. Students assessed using same methods (e.g. papers, quizzes, labs) as their on-campus counterparts (A3)	_____	_____	_____	_____
6. Final grades based on sound evaluation of course objectives (A2)	_____	_____	_____	_____
7. Communciation with IHCC faculty mentor (F3)	_____	_____	_____	_____

What suggestions do you have for improving this CEP course?  
 \_\_\_\_\_  
 \_\_\_\_\_

What were the most impressive aspects of this CEP class?  
 \_\_\_\_\_  
 \_\_\_\_\_

What feedback did you receive from students in the class?  
 \_\_\_\_\_  
 \_\_\_\_\_

I am satisfied that the IHCC curriculum is being delivered successfully in this class:  YES  NO

If you respond NO above, please provide specific reasons why you are not satisfied on the back side of this page. Please add additional comments you would like to make, or feel free to attach additional pages.

Signature of Faculty Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of CEP Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

**\*CEP Instructor will be placed on probation and be required to meet with Director of High School Programs at Indian Hills Community College and high school administration to develop a written plan of improvement, with timeline, to continue teaching for the college.**

# Tutorials

## **Setting Up Your Course**

[https://www.indianhills.edu/tutorials/faculty.php#myhills\\_setup](https://www.indianhills.edu/tutorials/faculty.php#myhills_setup)

## **Assignments and Tests**

[https://www.indianhills.edu/tutorials/faculty.php#myhills\\_tests](https://www.indianhills.edu/tutorials/faculty.php#myhills_tests)

## **Grade Center**

[https://www.indianhills.edu/tutorials/faculty.php#myhills\\_grading](https://www.indianhills.edu/tutorials/faculty.php#myhills_grading)

Tutorials for students to assist with registration, MyHills login, transcript requesting, IHCC email, WIN, and more can be found on the High School Programs page on the IHCC website ([indianhills.edu/academics/highschool](http://indianhills.edu/academics/highschool)).

## Ordering Transcripts Online

Students may request an official transcript to be sent to any school or employer by going through WIN or directly to <https://www.parchment.com/u/registration/33816/institution>.

A processing fee will be charged for each transcript that is sent.

For questions regarding transcripts or their academic record, students should contact the college registrar:

### Contact Information

Joni Kelley, Registrar  
Indian Hills Community College  
Bennett Student Services Center  
525 Indian Hills Drive, Bldg. 12  
Ottumwa, IA 52501

Email: [joni.kelley@indianhills.edu](mailto:joni.kelley@indianhills.edu)

Phone: (641) 683-5151 or (800) 726-2585, ext. 5151

Fax: (641) 683-5741

## Indian Hills Community College IT Help Desk

Students can contact the Help Desk three different ways:

1. Email [helpdesk@indianhills.edu](mailto:helpdesk@indianhills.edu)
2. Call (641) 683-5333 or (800) 726-2585, ext. 5333
3. Submit an IT Help Desk Request Form by logging into [www.indianhills.edu](http://www.indianhills.edu) and clicking the IT Help Desk link at the bottom of the home page.

## Tutoring

The Academic Success Center offers professional and student peer tutoring services. Most subjects are covered, and it's free! This service is also available for our concurrent students. Professional Tutors in the Academic Success Center are equipped to help you with math, writing, and reading courses. Assistance is available on a walk-in basis, although you may want to call ahead to ensure an instructor is available in the area in which you need assistance.

Student Peer Tutors are available in most subjects for no charge, but this service is limited to the availability of tutors. While every effort is made to secure tutors, the Academic Success Center cannot guarantee that tutors can be arranged for every subject. Student peer tutoring sessions can be held during the day, evenings, or weekends, and may be individual or group sessions. You can request a tutor at any time, but for maximum benefit, you may want to seek out this service early in the term. For guidance on obtaining a peer tutor for any course, where a tutor is not available, please complete the Tutor Request Form located on the tutoring page at [indianhills.edu](http://indianhills.edu). Online Tutoring is also available via MyHills, or 24/7 via NetTutor. See the Academic Success Center web page for details on these two options.

## Counseling Services

Services may be limited or require parent permission for high school students, but services at the CPRC are confidential and free for all currently enrolled IHCC individuals. Services for students include topical support groups, counseling services, crisis services or life/career consultation services. The CPRC can also provide resources to faculty on how to handle mental health scenarios, local mental health resources, provide mental health screenings, and/or presentations, workshops, or trainings.

Available services and information can be found on the IHCC website, <https://indianhills.edu/life/cprc/services.php>.

You can call (641) 683-5152 or email [counseling.services@indianhills.edu](mailto:counseling.services@indianhills.edu) at any time.

## Library

Libraries are located on the Ottumwa and Centerville campuses. Each library offers comprehensive services and collections to support the informational needs of students, staff and community patrons. The college ID card serves as a library card, and must be presented to check out materials. Items are circulated for 21 days. Fines are charged for overdue materials.

Information is just a click away at [www.indianhills.edu](http://www.indianhills.edu). You'll find the library link at the bottom of the college home page. Explore the library's web page for information on library locations, hours, policies, and research tips, and to gain access to thousands of books, CDs, DVDs, video tapes, audio books, e-books and videos, and full-text magazines, journals and newspapers through the library's databases. Online resources are available 24/7, providing staff and students with access to library materials any time or place.

- Use the card catalog to find books, videos, CDs, DVDs, e-books, audio books and videos.
- Use the database link to find full-text articles on thousands of topics. Database passwords are available through the myHILLS account under the My Services tab or by clicking on "Library" under the Campus Links tab.

Visit the library for reference, interlibrary loan, and photocopy service, research assistance, access to computers, wireless internet access, individual and group study space, and instruction on how to use library resources.

To speak to a librarian, Ottumwa: (641) 683-5199 or (800) 726-285 x.5199 [library@indianhills.edu](mailto:library@indianhills.edu)  
Centerville: (641) 856-2143, x. 2237 or (800) 670-3641, x. 2237 [deb.worley@indianhills.edu](mailto:deb.worley@indianhills.edu)

## Testing Centers

Through our Testing Center, Indian Hills Community College offers a wide range of tests, including PSI (Postal exams, Pharmacy Tech, and Cosmetology), Pearson Vue (EMT, A+ Computer Certification), Castle (Athletic Trainer, University of Wisconsin), Comira (Culinary Arts Certification), Compass, FAA (grounds, and pilot), CNA, Prepare to Care (Community Living Professional, Health Support Professional, and Personal Support Professional), ACT, Hiseet, HVAC (Master Mechanic, Master Plumber, and Journey person), Pesticide, Dental Assistant and Dental Hygiene, Lead Abatement Certification, ALEKS, TEAS, Accuplacer, NCRC, CLEP, and any of the student's Indian Hills make-up work.

These tests are available to Indian Hills students, non-students, companies, and the general public.

For a complete schedule of all IHCC testing services in the area, please call (800) 726-2585, ext. 5142 or email to: [testing@indianhills.edu](mailto:testing@indianhills.edu). You can also find us on Facebook at [www.facebook.com/IndianHillsTestingCenter](https://www.facebook.com/IndianHillsTestingCenter).

The Ottumwa Testing Center is located on the Ottumwa campus in Trustee Hall. The Center is open Monday through Thursday from 7:15 a.m. to 4:45 p.m. The center is also open Saturday morning by appointment only.

In Centerville, the Testing Center is located in the SUCCESS Center. The Centerville Success Center is open Monday through Thursday from 7:15 a.m. to 4:45 p.m. For more information about the Centerville Success Center, call (800) 670-3641, ext. 2214.