

**SCC
Concurrent
Enrollment
Instructor
Handbook**



Concurrent Enrollment *Jump Start!* Instructor Handbook

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About SCC

A Little History

In the spring of 1965, the General Assembly of Iowa provided for the establishment of area community colleges and vocational-technical schools, with the southeastern part of Iowa designated Merged Area XVI. Within this 3 ½ county area, two public post-high school educational institutions existed: Burlington Junior College, founded in 1920, and Keokuk Community College, established in 1953. Both institutions were operated by the local community school districts until July 1, 1967, at which time they became north and south campuses of Southeastern Community College. SCC is one of fifteen area community colleges which comprise the Iowa System of Community Colleges operating under the regulations of the Iowa Department of Education and the Code of Iowa.

Programs and Educational Services Available at SCC

Refer to the SCC website for a current listing of programs available:

<http://www.scciowa.edu/currentstudents/academics/programs/>

What is a Concurrent Enrollment *Jump Start!* (CE) course?

CE courses are SCC classes (either Arts and Sciences or Career and Technical) offered to high school students for both high school and SCC credit. Enrollment generates an official college transcript for each student where grades, withdrawals, etc. are recorded.

CE Instructors are required to possess the same credentials as a full-time instructor hired on an SCC campus. Those credentials are reviewed in the same manner as they would be if the Instructor were teaching on SCC's campus.

Courses taught to high school students are the same courses taught on the SCC campus, with consistent and rigorous instruction to meet course quality standards. SCC Faculty Liaisons provide collegial interaction with CE Instructors to insure equivalency between courses taught concurrently and "traditional" college campus courses.

CE students are high school students. Students must meet all entrance requirements outlined through Senior Year Plus (the legislation which addresses all high school to post-secondary relationships in the state of Iowa). The web address for Senior Year Plus on the Department of Education website is as follows:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1856&Itemid=2596.

In addition, students must also meet any prerequisite course requirements (including test scores) required by SCC. Students are enrolled through their high school counselors and apply to SCC through our on-line application for high school students. SCC creates a permanent record/transcript for these students.

Concurrent Programming is authorized by Iowa Code 282.26 and is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP Accreditation Guidelines, Program Standards, and other information can be accessed at the following Web site:

<http://nacep.org/>.

Faculty Liaison Program

SCC is proud to have faculty members who take on the role of Faculty Liaisons. They are vital to the success of our CE courses. Liaisons help insure comparable rigor and quality to courses taught on campus. Your Liaison will keep you updated with trends and new information in the curriculum, as well as share effective teaching styles, techniques, and resources.

Faculty Liaison Responsibilities

Serve as a content resource to help insure consistent rigor and outcomes between the concurrent course and the same course delivered to “traditional” students. The Faculty Liaison will participate in the following to promote collegial interaction:

- Meet at least once with the first-time Concurrent Enrollment Instructor (of the high school students) and the Director of High School Relations (who will schedule the meeting) prior to the course(s) to share information on course content through the use of the same:
 - Quality standards
 - Textbook
 - Equipment
 - Materials and supplies
- Participate in site visits to the concurrent enrollment instructor’s classroom for the purpose of providing collegial interaction.
- Attend professional development networking events designed to provide opportunities for networking and sharing of information between CE Instructors and Faculty Liaisons.
- In addition to visits and professional development events, communicate (face-to-face, e-mail or by phone) at least one additional time during the concurrent enrollment course term.

Provide documentation of site visits and additional communication on the appropriate forms provided in the Faculty Liaison Handbook (see Appendices for forms)

- Faculty Liaison Activity Record
- Orientation Checklist for First-Time CE Instructors *OR*
- Checklist for Discussion with Returning CE Instructors
- Faculty Liaison Site Visit and Conference Summary

Communicate course changes/issues to the appropriate dean, the Director of High School Relations and the CE Instructor.

Teaching a Concurrent Enrollment *Jump Start!* (CE) Course

Credentials

CE Instructors are expected to have credentials equivalent to those required of full-time instructors at SCC. Instructor credentials are reviewed by the appropriate Dean or designee before an SCC Application for Employment is completed.

SCC Application for Employment and Other Forms Required

CE Instructors will complete an SCC Application for Employment to be filed with our Human Resources Department. In addition to the application, transcripts, a resume and additional forms required to establish an e-mail account, etc. will be requested.

Expectations

All CE Instructors are expected to carry out the tasks and duties assigned below. Compliance will be monitored through participation, met deadlines, site visits by Faculty Liaisons, academic deans, and student evaluations. If determination is made that the expectations are not adhered to, a meeting will occur between the SCC academic Dean or designee and the instructor. CE Instructors will be provided with resources/tools/direction to help them improve on the unmet expectation. The SCC Dean or designee will provide the concurrent enrollment instructor documentation of the discussion as part of the faculty evaluation process/visit. If CE Instructors are unable or unwilling to show that they meet the expectations below after having the opportunity to improve, they will be dismissed from their duties and not considered for future concurrent enrollment opportunities.

- Instructors will use the same quality standards and assessment methods as the course on campus.
- Instructors will establish and maintain accurate records related to student progress within each class.
- Instructors will verify rosters and submit grades in a timely manner as requested by SCC's Registrar office.
- High schools and instructors will allow SCC personnel (enrollment services and Faculty Liaisons) to visit classrooms for the purposes of student orientation and classroom observation, respectively.
- Instructors will participate in professional development networking events with their Faculty Liaisons.
- Attendance is required at all sessions of concurrent enrollment classes. If serious illness or emergency warrants a missed class, instructors should notify the high school and the Director of High School Relations immediately.
- In the high school setting, classes should be supervised at all times. (In other words, students should remain in class for the allotted class time.)

Professional Development Opportunities

SCC is committed to providing quality professional development opportunities for CE Instructors. The relationship with Faculty Liaisons provides the greatest opportunity related to course content and methodology. Professional development networking events facilitate communication between CE Instructors in numerous districts and across subject matter areas. In addition, CE Instructors can receive training to use the eCollege learning management system.

Attendance at CE Professional Development events is expected. If an emergency does not allow attendance, the Concurrent Enrollment Instructor will be asked to attend a class session of the Faculty Liaison and to conference with the Liaison and the Director of High School Relations to cover any missed information. At the Director's request, CE Instructors will be

expected to attend SCC professional development days, in-service days, new instructor workshops, and similar professional development events.

Student Eligibility Requirements

Students must follow eligibility requirements outlined in Iowa Code under Senior Year Plus including:

- Students must meet proficiency requirements as evidenced by standardized tests or alternative measure of proficiency as approved by the Department of Education and the local school board of education.
- Students must meet all pre-requisite requirements including placement test scores and/or course pre-requisites as outlined in the SCC Course Catalog.

Course Quality Standards

All SCC Instructors agree to use Course Quality Standards to insure consistency and rigor across disciplines. Quality Standards are formally adopted by the College's Curriculum Committee and are reviewed by faculty on a regular basis. Quality Standards outline course content, as well as methodology for assessment. Faculty Liaisons will cover Quality Standards as part of their orientation with CE Instructors. Course Quality Standards must appear in the syllabus/outline for each course.

Course Syllabus/Outline

Each Concurrent Enrollment Faculty member must submit a course syllabus/outline to the Faculty Liaison for review and approval prior to the beginning of each class term. After review and approval, the Faculty Liaison will submit the CE syllabus/outline to the Director of High School Relations. An SCC-approved sample of the course syllabus/outline and a sample syllabus template will be provided to the CE Instructor.

Textbooks

CE courses must use SCC approved textbooks, which is generally the same text being used by the Faculty Liaison.

SCC Activities

SCC Instructors can attend most on-campus extra-curricular activities at a discounted price or free of charge. These activities include music concerts, plays, and athletic events. Information on upcoming events may be obtained from the in-house newsletters, or by accessing SCC's website.

Administrative Procedures

Student Registration Process

Students register for CE courses through the high school counselor as the first point of contact. The counselor assures that students have met the pre-requisites as outlined in Senior Year Plus legislation and by SCC. Students then submit an Application for Admission (available on-line). Counselors submit documentation containing any required placement test score along with the student name and application.

Dropping/Adding Students

Students should request to be formally added or dropped from a course with their high school counselor, who will communicate that to the SCC Director of High School Relations. There are specific timelines associated with students dropping with no penalty, dropping with a "W," or dropping with a grade of F on their SCC transcripts. Because course terms vary among high schools, each counselor will consult SCC for the deadline dates which apply at their high school. If instructors notice any discrepancy between the roster they receive and the students in the class, they should communicate that to the high school counselor and to the Registrar's office (which will provide them with the roster for verification).

Course Enrollment Caps

Courses not held on an SCC Campus are expected to adhere to the same cap on course enrollment numbers.

Faculty Alert Form

A communication tool is available for instructors' use to report concerns related to student attendance, performance, behavior, etc. The Faculty Alert form is also available to faculty on SCC's Campus. This form is designed to be completed by instructors and shared with high school counselors to provide documentation and a communication tool for use with students and families, if appropriate. Refer to Appendix II.

The Family Educational Rights and Privacy Act of 1974 (FERPA)

This act, as amended (also sometimes referred to as the Buckley Amendment), is a federal law regarding the privacy of student records and the obligations of the institution, primarily regarding the release of the records and access provided to these records. Any educational institution that receives funds under any program administered by the U.S. Secretary of Education is bound by FERPA requirements. Institutions that fail to comply with FERPA may have funds administered by the Secretary of Education withheld.

Confidential education records include student registration forms, graded papers, student information displayed on a computer screen and social security numbers linked to names. Employees who work around education records need to keep this information secure and protect the rights of students.

The essence of this act is that:

- Students upon reaching age 18 or students attending postsecondary institutions, regardless of age, must be permitted to inspect and review their own education records (any records from which the student can be individually identified), to the exclusion of third parties. There are no rights guaranteed under FERPA for parents of students attending a postsecondary institution.
- Institutions may not disclose information about students, nor permit inspection of their records, without the student's written permission unless such action is covered by certain exceptions as stipulated in the Act.

SCC will only release allowable information under the Family Educational Rights and Privacy Act of 1974.

Concurrent Enrollment (*Jump Start!*) Courses and FERPA

At SCC, Concurrent Enrollment Instructors will be allowed to present progress information and grades to:

- Students
- SCC Registrar's office
- High School Counselors

Concurrent Enrollment Instructors should refer all parent inquires to the High School Counselor.

Submitting Grades

CE Instructors will submit mid-term and final grades to the SCC Registrar's Office upon request. High schools may also request periodic updates for their purposes.

Classroom Visits

Faculty Liaison Site Visit

A site visit takes place in the CE Instructor's school building on a regular secondary school day. The visit is defined as the time spent observing a class and conferring with the teacher. The SCC Faculty Liaison is responsible for scheduling the site visit. In an observation site visit, the Liaison observes the entire class period. During the conference, the Liaison and CE Instructor discuss topics related to the "Faculty Liaison Site Visit and Conference Summary" form (see Appendix I).

Site Visit Guidelines:

- To insure continuity of contact with the high school teachers and students, the site visit should be made within the first half of the term/semester.
- Observations should be made of the entire class period to gain insight on how the instructor starts, teaches, and concludes a lesson.
- During the visit, CE Instructors should provide examples of specific assignments, assessments, and other materials as requested by the faculty liaison.
- Liaisons will be asked to use the "Faculty Liaison Site Visit and Conference Summary" form to document their visit and conference. Both the CE Instructor and Liaison will be required to sign and date the form at the conclusion of the conference after the site visit occurs.

Enrollment Services Personnel

Enrollment services personnel will schedule a time early in the class term to visit with students. They will confirm rosters, direct students to the Student Handbook and FAQ, and reinforce that enrollees are now SCC students with corresponding privileges and responsibilities.

Student Evaluation

The appropriate SCC college dean or designee will schedule a time with the CE Instructor to visit class to administer a student course evaluation to students. The results of this evaluation will be shared with you, SCC administration and the high school administration as well. The evaluation, which is anonymous, covers the following:

SECTION I: Students are asked to rate:

Course Organization

1. Objectives for the course are made clear.
2. There is agreement between the announced objectives of the course and what is actually taught.
3. The instructor is well prepared for each class.
4. The instructor uses class time well.

Methods of Presentation

5. The instructor explains things well.
6. The instructor is interested and enthusiastic about the subject.
7. The instructor makes effective use of visual aids, supplemental materials, activities, and other resources.
8. The instructor adds knowledge beyond that contained in the textbook or lab material.
9. The instructor encouraged me to ask questions and express ideas.
10. Probing questions are used to help me understand concepts and relationships.

Evaluation

11. The instructor clearly explains in advance how grades for the course are to be determined.
12. The instructor gives sufficient opportunity to learn material which is included in tests.
13. I can understand the instructor's test questions.
14. Written assignments and tests are returned promptly.
15. In my opinion, sufficient evidence, in terms of class participation, assignments, and tests, is collected to evaluate my achievement in this course

Instructor/Student Relationship

16. The instructor treats me with respect.
17. The instructor is available outside class hours to give me additional help.
18. The instructor seems genuinely concerned about my progress as an individual.
19. The instructor motivates me in a positive manner.
20. The instructor is fair and impartial in dealing with me.

SECTION II OVERALL COURSE EVALUATION: Students respond to:

21. I think the pace at which the instructor covers the material is:
a. very slow b. somewhat slow c. just about right
d. somewhat fast e. very fast
22. For my preparation and ability, the level of difficulty of this course is:
a. very elementary b. somewhat elementary c. just about right d. somewhat difficult

23. My work load for this course in relationship to other courses of equal credit is:
a. much lighter b. lighter c. about the same d. heavier e. much heavier

FOR THE FOLLOWING QUESTIONS, SELECT: A . Good B. Average C. Poor

Overall, I would rate the:

- 24. Textbooks
- 25. Supplemental Material
- 26. Exams
- 27. Lectures
- 28. Class Discussions
- 29. Labs
- 30. Evaluation Procedures
- 31. Value of this course to me
- 32. Effectiveness of the instructor

Services Available for Concurrent Enrollment Instructors

Library Services

SCC Instructors and students are encouraged to use the many resources and services provided by the SCC Libraries. The Yohe Memorial Library at the West Burlington Campus and the Fred Karre Memorial Library at the Keokuk Campus contain a combined collection of over 30,000 volumes. The libraries are members of two interlibrary loan networks, SILO (State of Iowa Libraries) and OCLC (On-Line Computer Library Center), which facilitate the borrowing and lending of books and periodical articles using current technologies. Librarians are available for reference assistance and library orientation.

eCollege Learning Management System

This system provides an online resource for your classes where you may post class notes, articles, assignments a testing tool and an electronic grade book. Use of this system does require brief training. If you have questions or are interested in training please contact Michelle Randall at 319.208.5046 or mrandall@sccowa.edu. This system can be accessed from any location via the internet, HawkNet by clicking on the eCollege-Instructor link.

Academic Integrity and Plagiarism (Turnitin)

Academic Integrity Policy – Board Policy #523 and Administrative Guideline #101

It is the policy of Southeastern Community College to create an atmosphere of academic rigor, free from acts of dishonesty. The primary responsibility for managing the classroom environment rests with the faculty. Faculty members are urged to make students aware of their policies on plagiarism, fraud, cheating, forgery and other acts of dishonesty. If a student violates academic integrity, the faculty member may recommend one of the following discipline choices: a) The student will be given a failing grade for the assignment or b) the student will be given a failing grade for the course.

SCC subscribes to Turnitin.com, a highly sophisticated teaching tool and plagiarism detection Web site, and CE Instructors are strongly encouraged to use it in concert with other

tools. Additional information and access to Turnitin.com can be provided by SCC Faculty Liaisons.

Information for Students

Student Handbook

Students are provided access to the *Jump Start!* Student Handbook.

Information for Districts

Procedure Manual

This item is provided to districts in SCC's region and outlines the processes and additional guidelines for CE *Jump Start!* classes.

Whom Should You Contact?

If you have questions or concerns, please contact Michelle Randall, Director of High School Relations, at 319.208.5046 or mrandall@sciowa.edu.

SCC Governance (Trustees)

Southeastern Community College is governed by a five-member Board of Trustees elected from and by the citizens of five separate districts. They establish policy and oversee the administration of SCC.



Brian Roth

Member-Director District 1.
Representing all residents of Mount Pleasant, New London, WACO and Winfield-Mount Union



Landen Hillyard

Chair - Director District 2.
Representing all residents of Danville, Mediapolis, Morning Sun, Wapello and West Burlington Independent Community School Districts plus Burlington voting precincts 1 and Tama Township, Flint River Township/City of Middletown, and voters that are West Burlington residents in the Burlington Community School District.



Jeff Heland

Member -Director District 3.
Representing all residents within the Burlington voting precincts 2, 3, 4, 5, 7, 8, 9 10, 11 and 12.



Moudy Nabulsi

Vice Chair -Director District 4.
Representing all residents within the Fort Madison Community School District except that portion in the Jefferson Township Precinct, and also includes that portion of the Burlington Community School District comprising the Union Concordia Township Voting Precinct, and Burlington City Voting Precinct 6.



Janet Fife-LaFrenz

Member-Director District 5.
Representing all residents within the Central Lee Community School District, all of the Keokuk Community School District, and that portion of the Jefferson Township Precinct that is located within the Fort Madison Community School District.

APPENDIX I
Forms Required by Faculty Liaison
for a First-Time Concurrent
Enrollment Instructor

FACULTY LIAISON ACTIVITY RECORD FOR FIRST-TIME CE INSTRUCTORS

Complete this Activity Record for EACH FIRST-TIME CE INSTRUCTOR and submit to the Director of HS Relations at the end of each term. If an Instructor teaches multiple courses in a term, please complete a sheet for EACH COURSE. (For instance, if he/she teaches ENG-105 and ENG-106 in one term, you need to submit an Activity Record for each course.)

Faculty Liaison Name _____
CE Instructor Name _____
Course Number _____
Course Location _____
Term and Year _____

ALL 5 items must be completed

____ Meet with the Instructor and discuss all items on the “Orientation Checklist for First-Time CE Instructors” form. You and CE Instructor sign and date the form.

____ Review and provide feedback on the CE Instructor’s syllabus, offering appropriate suggestions.

____ Prior to the start date for the class, electronically submit a file of the approved CE syllabus to the Director of HS Relations.

____ Class site visit documented using “Faculty Liaison Site Visit and Conference Summary” form. You and CE Instructor sign and date the form. PLEASE write detailed comments after each topic listed on the form. Submit a **COPY** of the “Site Visit” form to the Director of HS Relations after the visit and conference.

____ Submit this Activity Record to the Director of HS Relations at the end of the term, along with completed “Orientation Checklist,” the **ORIGINAL** “Site Visit” form, a hard copy of the SCC on-campus syllabus, and a hard copy of the CE off-campus syllabus.

Orientation Checklist for First-Time CE Instructors

Prior to class start, please do the following:

_____ Review Course Quality standards

Notes about what was discussed:

_____ Provide course syllabus and discuss, in detail, at a minimum:

- Course Requirements
- Grading Scale
- Assessment methods used
- Specific assessment tools used
- If you use e-companion and how

Notes about what was discussed:

_____ Review textbook and other supplementary materials required

Notes about what was discussed:

_____ Share Instructor resources and professional development opportunities, including www.facultyfocus.com and any other discipline-specific online resources.

Notes about what was discussed:

_____ Discuss equipment or hardware/software requirements, if applicable, as well as demonstration of use, if necessary.

Notes about what was discussed:

_____ Discuss site visit schedule

_____ Share contact information and office hours

_____ Reminder of FERPA guidelines (CE instructors will be allowed to present progress information and grades to students, SCC's registrar's office, high school counselors. All parent inquiries should be directed to the High School Counselor.)

Faculty Liaison Signature/Date: _____

Concurrent Enrollment Instructor Signature/Date: _____

Faculty Liaison Site Visit and Conference Summary

Instructor Visited: _____ Faculty Liaison: _____

Course # and Title: _____ Location: _____

Please complete below and sign after conferencing (use back, if needed, and include any specific feedback or suggestions given to the CE Instructor)

Briefly describe what was observed during the class period.

Does the Instructor use the same quality standards as the on-campus course? Please discuss.

How do the course content, assignments, and assessments reflect the same level of rigor as expected by the on-campus course?

What are your impressions of student interest and involvement in the course?

Does the course use an approved textbook and all of the required software, tools, equipment, etc., if applicable? Please discuss.

Does the Instructor's syllabus contain the following? (yes or no)

- Course description
- Quality standards
- Specific course expectations and grading requirements similar to the on-campus course

Comments:

Are the physical characteristics of the teaching area conducive to teaching and learning? Please discuss.

Does the Instructor have any requests for further information or assistance? If yes, please describe.

SCC Faculty Liaison Signature and Date: _____

CE Instructor Signature and Date: _____

*Submit a **COPY** of this form to the Director of HS Relations after the site visit and conference, and submit the **ORIGINAL** to the Director at the end of the term. Copies will be distributed to CE Instructors and appropriate SCC Administration.

APPENDIX II
Forms Required by Faculty Liaison
for a Returning Concurrent
Enrollment Instructor

FACULTY LIAISON ACTIVITY RECORD FOR RETURNING CE INSTRUCTORS

Complete this Activity Record for EACH RETURNING CE INSTRUCTOR and submit to the Director of HS Relations at the end of each term. If an Instructor teaches multiple courses in a term, please complete a sheet for EACH COURSE. (For instance, if he/she teaches ENG-105 and ENG-106 in one term, you need to submit an Activity Record for each course.)

Faculty Liaison Name _____
CE Instructor Name _____
Course Number _____
Course Location _____
Term and Year _____

4 items must be completed if no site visit is occurring OR 5 items with site visit

_____ Contact the CE Instructor via e-mail, in person, or by phone to communicate about items on the "Checklist for Discussion with Returning CE Instructors." Provide written documentation of what was shared on form or attach copy of e-mail.

_____ Review and provide feedback on the CE Instructor's syllabus, offering appropriate suggestions.

_____ Prior to the start date for the class, electronically submit a file of the approved CE syllabus to the Director of HS Relations.

_____ Submit this Activity Record with Cover Sheet to the Director of HS Relations at the end of the term, along with the completed "Checklist for Discussion with Returning CE Instructors," a hard copy of the SCC on-campus syllabus, and a hard copy of the CE off-campus syllabus.

_____ Schedule a site visit and submit a signed and dated "Faculty Liaison Site Visit and Conference Summary" form IF:

- There has been a change in the curriculum such as quality standards, course software, or equipment requirements. Site visit must be scheduled before the term's mid-term point.
- A CE Instructor has been assigned a new course. For instance, an English 105 (ENG-105) Instructor is now also teaching ENG-106.
- You have not visited that Instructor in the previous academic year. In other words, site visits for the same class should be conducted at least once every other academic year. If a CE Instructor teaches multiple classes, a rotation is suggested each year. For example, someone teaching ENG-105 and ENG-106 multiple years may be visited one year for 105 and one year for 106.
- You have concerns about a CE Instructor or course based upon observations during a previous site visit, correspondence and other communication with the CE Instructor, a review of textbooks and other class materials (including syllabi) or any other issues.
- The CE Instructor or high school requests a visit.

Note: If, at any time, there are areas of concern about the CE course and/or Instructor, the Faculty Liaison must bring this to the attention of the appropriate Dean or designee and the Director of HS Relations. Any visit for the purpose of evaluation will be conducted by the appropriate Dean or designee.

Checklist for Discussion with Returning CE Instructors teaching the same course (prior to the start of the term)

_____ Remind CE Instructor that as a Faculty Liaison, you are available for any assistance again this term.

_____ Communicate any changes in

- Quality Standards and/or course content
- Assessment methods and/or tools
- Grading scale
- Equipment or software required
- Pre-requisites (example: TB tests are now required before students can participate in clinical health experiences)
- Textbook (If you know that a textbook edition will be changing, you may give the Instructor a heads up, for example.)

Notes about what was communicated:

_____ Share any new ideas you have for Instructor resources, course activities, or supplemental information that may enrich the course, including www.facultyfocus.com and any other discipline-specific online resources.

Notes about what was communicated:

_____ Remind them that if they have not already done so, they should e-mail a copy of their syllabus to you for review and feedback.

_____ Discuss site visit, if appropriate

_____ Share contact information and office hours

_____ Reminder of FERPA guidelines (CE Instructors will be allowed to present progress information and grades to students, SCC's registrar's office, high school counselors. All parent inquiries should be directed to the High School Counselor.)

Faculty Liaison Signature and Date: _____

***Please submit this checklist with Activity Record at the end of the term. You may either write comments about what was discussed or attach a copy of the e-mail you sent, if you communicated in that way.**

IV. Faculty Liaison Site Visit and Conference Summary*

Instructor Visited: _____ Faculty Liaison: _____

Course # and Title: _____ Location: _____

Please complete below and sign after conferencing (use back, if needed, and include any specific feedback or suggestions given to the CE Instructor)

Briefly describe what was observed during the class period.

Does the Instructor use the same quality standards as the on-campus course? Please discuss.

How do the course content, assignments, and assessments reflect the same level of rigor as expected by the on-campus course?

What are your impressions of student interest and involvement in the course?

Does the course use an approved textbook and all of the required software, tools, equipment, etc., if applicable? Please discuss.

Does the Instructor's syllabus contain the following? (yes or no)

- Course description
- Quality standards
- Specific course expectations and grading requirements similar to the on-campus course

Comments:

Are the physical characteristics of the teaching area conducive to teaching and learning? Please discuss.

Does the Instructor have any requests for further information or assistance? If yes, please describe.

SCC Faculty Liaison Signature and Date: _____

CE Instructor Signature and Date: _____

*Submit a **COPY** of this form to the Director of HS Relations after the site visit and conference, and submit the **ORIGINAL** to the Director at the end of the term. Copies will be distributed to CE Instructors and appropriate SCC Administration.

Appendix III

Faculty Alert Form

Faculty Academic Alert Referral
For Concurrent Enrollment Courses

(**SCC Instructor:** complete section I and save your original completed form. Send a copy to the appropriate high school counselor and a copy to the Director of High School Relations at SCC.)

SECTION I: To be completed by SCC Instructor

Instructor _____ Date _____

Student _____ High School _____

Course(s) _____

_____ ***First alert for student*** _____ ***Second alert*** _____ ***Third alert***

Area(s) of concern:

Circle all appropriate concerns and explain in the comment section below.

- | | | |
|--------------------|---------------------------------------|-----------------|
| 1. Attendance | 3. Study Skills | 5. Other: _____ |
| 2. Grades or Exams | 4. Appears to lack adequate:
_____ | |

Background for course instructor comments (use back of form, if needed):

What, if any, action has been taken to this point?

Recommendations (circle all that apply)

- A. Student should schedule an appointment with me outside class time.
- B. Student should review my syllabus regarding: _____
- C. Student should be advised to drop the class.
- D. Other: _____

SECTION II: To be completed by High School Personnel Please save your original completed form. Send a copy to the SCC Instructor and a copy to the Director of High School Relations at SCC.

Contact date with student: _____

Method of follow up (please circle): Office visit Phone call Mail E-Mail

Action taken/recommendations:

Appendix IV

CE Syllabus Template

COURSE INFORMATION

- Course:** Enter Course Name and Number
- Credits:** Enter number of Credits, Lab & Lecture hours
- Prerequisites:** Enter Prerequisites
- Co-requisites:** Enter co-requisites
- Class Days/Time(s):** Enter Class Days/Times

Course Description

Please enter course description from course catalog.

Instructor Information

- Instructor:** Enter your name
- Office Location:** Enter your office location
- Office Hours:** Enter your office hours
- Phone Number:** Enter your contact number
- Email:** Enter your email address

Course Materials

Textbooks Required: Enter all required textbooks, including Title, ISBN, Publisher, Edition

Required Course Materials:

Required Course Materials: (binders, notebooks, calculators, dictionary, tools, supplies, lab equipment, etc.)

Readings/Other resources: (Software, CD's, Electronic needs/resources)

Recommended Materials: (additional/"optional" textbooks and references)

Enter all other required, supplemental and/or recommended course materials

Course Content

Course Quality Standards: Please include quality course standards for the course

Methods of Instruction (Assessment of Students such as tests, exams, presentations, projects, etc.)

Students will be assessed by the following: Lecture, groups, activities, projects, tests, etc.

Instructional methods will include: lecture, online modules, case studies, etc.

Here is where you will include your assessment rubric from the course quality standards if applicable.

Grading Policies:

Grading Scale: (letter grading, point grading, etc.)

Include percentage of grade from each assessment type: (Percentage that will come from assignments, quizzes, tests, projects, ect.)

Include any weighing or points/grade.

Include total course points. (Consider break down of points to achieve a certain grade if applicable).

Example: Course has 500 total points

A – 90-100% (450-500 points)

B – 80-89% (400-449 points)

Does your course have an extra credit options or ways to obtain extra points?

Example: “Extra Credit” Assignments may be given at the discretion of the professor. The following criteria may be considered when making this decision:

- The student informed the professor in advance of late submission.
- How late was the submission
- The nature of the assignment – weekly assignment, examination, research project, individual or group assignment, etc.

What kind of policies do you have in your course for late work (assignments, exams, etc.)

Grading Scale: Include your grading scale, whether it is percentage or A, B, C, etc.

Course Points Available: Please enter the points available and types of assignments.

Tentative Course Schedule:

Be sure to list topics and dates. Include important dates (dates of assignments, tests, projects, etc.)

Give dates of midterms and finals if known.

List dates that classes will not be held. (Holidays, etc.)

Please insert a tentative course schedule here

Attendance Policies: Please include any/all attendance policies applicable to the course

Drop/Withdrawal Dates: What are the specific drop dates?

Academic Honest/Integrity Statement: It is the policy of Southeastern Community College to create an atmosphere of academic rigor, free from acts of dishonesty. For more information please see the student handbook.

Specific Program Policies: Please enter any program specific policies.

Learning Environment Expectations:

Services for Students with Disabilities

Southeastern offers reasonable accommodations to encourage and ensure that persons with disabilities have equal access to education. Through disability services, accommodations are made available to qualified students with a documented disability. To be eligible for these accommodations, the student must forward an accommodation application and documentation of his/her disability to the disabilities services coordinator. Before the semester begins, the student must schedule an appointment with the disabilities coordinator to review information and develop an accommodation plan. For further information or to arrange for accommodations, call 319-752-2731, ext. 5157.

Student Handbook:

http://www.scciowa.edu/resources/docs/academics/js_studenthandbook_2015.pdf