



EASTERN IOWA

COMMUNITY COLLEGES
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COLLEGE CONNECTIONS

FACULTY LIAISON HANDBOOK



Colleagues,

I hope this message finds you well and thriving in your role as faculty liaisons for our College Connected Instructors (CCI). As faculty liaisons, you actively engage and provide discipline-specific professional development for CCI, observe in classrooms, and share ways to create an inclusive classroom atmosphere that encourages diverse perspectives. Your time, dedication, and the support you give the CCI is greatly appreciated.

Thank you for your continued dedication to excellence in education.

Your input is valued, and the Concurrent Enrollment Department encourages suggestions on ways we can persistently enhance and adjust to the evolving needs of our students and community.



All the best,

Nikki Gullion

Dean of Curriculum & Concurrent Enrollment

Eastern Iowa Community Colleges - College Connection Program

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College Collections Program Overview

EICC's College Connections program allows students to enroll in college and high school simultaneously. We provide several opportunities to earn college credit. Students can attend classes on an EICC campus or facility, earn credit in a normal high school classroom setting, or take advantage of online classes. Students may also earn credits at several facilities throughout the community. EICC has college advisors assigned to all our high schools, and we collaborate regularly with high school counselors, teachers, and administrators to provide exceptional service to our students.

Program Philosophy

EICC encourages high school students to begin planning for college through the College Connections program. EICC believes this program gives high school students a unique opportunity to earn a certificate, diploma, or degree. Students who begin planning for college are more likely to continue their education or even earn a degree. EICC involves the student, high school partners, parents, and college faculty and staff to support College Connections programs. With a strong support system, high school students can be successful in completing college-level work.





EICC Department Coordinators and Faculty Liaisons

College Connections courses taught in the high schools are the same courses taught on an EICC campus or online. Department coordinators maintain rigor between on-campus and College Connections courses (NACEP P1 & P2). Faculty liaisons are content experts who work directly with CCI to ensure delivery of course curriculum is equivalent to what is taught throughout EICC. A faculty liaison is assigned to each CCI.

New CCI Pre-Orientation

Pre-orientation training is an opportunity for the faculty liaison to establish a relationship with a CCI. The liaison shares information about discipline pedagogy, course content, expectations, assessment, grading, and instructional methods used by EICC. New CCI will have classroom observations completed during the first three semesters of teaching (NACEP F2 & F4).

Discipline-Specific Training

Faculty liaisons provide ongoing information and support to a CCI. This includes answering questions about course content, pedagogy, assessment, and expectations. Additionally, the liaison will engage a CCI in ongoing collegial interaction through annual discipline-specific training.

Teaching Observation and Course Review

Classroom observations and course reviews verify that the quality and rigor of what is being taught is comparable to the courses taught on an EICC campus or online. Faculty liaisons observe course quality, equivalence, and student engagement through classroom visits. One course observation per each discipline taught by CCI will occur each semester for the first three semesters. Thereafter, course observation(s) occur every three years. The faculty liaison completes the EICC College Connections Instructor observation form (see Appendix B) and shares it with the CCI and high school. All site visits should be completed before the high school semester ends. Observation forms are filed with and tracked by EICC's Concurrent Department.



Faculty liaisons participate in EICC campus meetings to stay up-to-date on concurrent program requirements. They also provide documentation about College Connections classes as needed to comply with standards set by the National Alliance for Concurrent Enrollment Partnerships (NACEP). Faculty liaisons keep records as required to document orientations, classroom visits, observations, and professional development. Any learning experience or clinical setting will be reported by the CCI to the faculty liaison for mandatory reporting (NACEP C3 & A1).

Procedure for Non-Compliance

A Faculty Liaison will be assigned to each CCI. A teaching observation and review of the course are parts of the ongoing interaction between a Faculty Liaison and the CCI. If during an observation or during a review of the course content, the Faculty Liaison identifies concerns regarding adherence to the CDM, syllabus, course content, academic rigor, assessment components, and/or instructional issues, the concerns will be addressed, as follows, with the goal of assisting the CCI to correct the concerns.

1. The Faculty Liaison will complete the EICC Observation Form, including recommendations for improvement, and send it to the Department Coordinator or Program Director (DC/PD).
2. The DC/PD will assess the severity of the concerns and the corresponding recommendations. If the severity is modest, a follow-up will be scheduled with the CCI to ensure the recommendations are followed, including the high school administration for the CCI. The DC/PD will sign and file the CCI Observation Form with the appropriate Divisional Dean, who will forward a copy to the Dean of Curriculum and Concurrent Enrollment.





3. In the event the concerns are urgent or serious in nature, or in the event of continued non-compliance with recommendations, the DC/PD will alert the Divisional Dean and high school administration for the CCI, sign the CCI Observation Form and indicate a request for formal evaluation.
4. The Divisional Dean will contact the High School administrator to coordinate a meeting with the CCI, Divisional Dean, Department Coordinator, High School administrator, and Dean of Curriculum and Concurrent Enrollment to discuss concerns and develop an action plan. The action plan will include a timeline for completion of each milestone. Written documentation of the action plan will be kept in the personnel file in the Concurrent Enrollment Department, and a copy sent to Human Resources (HR) at the college.
5. The DC/PD, will follow up with the CCI, either through another meeting or through classroom observation, to determine if the concerns outlined in the action plan have been addressed and resolved. The Department Coordinator may request that the Divisional Dean and/or the Dean of Curriculum and Concurrent Enrollment, and/or high school administration, be involved in this meeting.
6. If the terms of the action plan are not adhered to, the Divisional Dean and the DC/PD may determine that the course does not maintain College quality. The Divisional Dean will cancel the course for the subsequent academic semester and the instructor (CCI) will lose their status as a CCI in that discipline. The High School administration will be informed of the College's decision, the Dean of Curriculum and Concurrent Enrollment and the Divisional Dean will work with the High School to identify another instructor, if appropriate.

NOTE: If an instructor has been approved to offer College Connections courses in more than one discipline, the Faculty Liaison for each discipline will assess adherence to course content. Cancellation of one (1) College Connections course due to non-compliance does not automatically cancel other College Connections courses.





College Connection Instructors

College Connection instructors meet the faculty credentialing standards of the Iowa Department of Education, the Higher Learning Commission, and any special accreditation requirements of the program in which they teach. Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance pedagogy and breadth of knowledge (FS3).

Instructor Orientation

The Associate Director of Concurrent Enrollment Faculty will send email communication welcoming the CCI to the team, explaining how to access technology, review general information, and responsibilities. A new CCI will be introduced to their Faculty Liaison in this communication. (NACEP F4).

Faculty liaisons set a pre-orientation with the new CCI for course-specific training in course philosophy, curriculum, textbook or resources, pedagogy, and assessment prior to the instructor teaching the course (FS2). Orientations may be held online, at the college campus or the high school. The faculty liaison will address discipline-specific expectations including syllabus, assessments, grading, and Course Development Model (CDM) reviews during the orientation.

Communication with CCI

College Connection Instructors are considered EICC adjunct faculty. As a faculty liaison you are encouraged to connect to the CCI to your department and EICC through regular contact and ongoing communication. Advocate for CCIs to attend EICC department meetings.

Classroom

CCI are expected to use EICC's Canvas Learning Management System and email for communication. Courses should be published one week prior to the first day of the semester.

Simple Syllabus provides students with important information for the course, classroom expectations, SLOs, and EICC policies. The course must be published for a student to see the Simple Syllabus. EICC's CDM will be used for all courses, as it outlines course development, methods of assessment, and instructional approaches.

The CCI and faculty liaison will discuss approved textbooks for the course. High schools are usually on a textbook cycle so updating can be financial burden on the school and should be part of the discussion. Open Educational Resources (OER) are encouraged. EICC library services can provide support through this process.

Grading

CCI will establish and maintain accurate records related to student progress and registration within each class. Grading will be completed through the Grade Publish tab within Canvas. If a specific grade scheme needs to be used in a course or program, the faculty liaison will communicate that to the CCI. The grading scheme needs to be enabled to submit midterm/final grades.

Plagiarism

CCIs are required to provide an AI statement in Simple Syllabus along with their Academic Dishonesty Policy Statement.

Accommodations

EICC's Office of Disability Services provides individualized support for students who have a documented disability. A student completes an application and provides documentation of the disability. An EICC Disability Service Provider (DSP) supports each student through this process to determine appropriate academic accommodations that balance the needs of the student and academic objectives of the program.

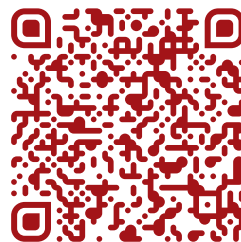
There are differences in disability laws for students taking classes either at their high school or at the community college. Students taking an EICC on-campus class will meet with a DSP to draft a letter of accommodation using information provided to the disability services office. Students attending classes at their high school will continue to work with their high school IEP team to set up accommodations according to college disability laws. There is no need for the students to meet with EICC DSP in this instance.

FAQs for Faculty

Multi-Factor Authentication (MFA)

Multi-Factor Authentication (MFA) can be challenging for a CCI and each high school is different with internet access. Use of the Microsoft Authenticator App can be a helpful tool to share with a CCI.

Android



Google Play

Apple



App Store



Substitute Teachers

If a CCI will be absent from teaching the concurrent course for a period of time, the department coordinator should be notified. EICC may assign a replacement teacher from its faculty pool or a substitute who meets the qualifications. The faculty qualification review will be completed as part of this process and documentation will be sent in from the high school to EICC.

Annual Discipline-Specific Training

Prior to teaching the course, each CCI will complete discipline-specific orientation to include course curriculum, assessment criteria, pedagogy, course philosophy, and administrative responsibilities and procedures. If a CCI has been approved to offer College Connections courses in more than one discipline, attendance is tracked for each discipline. CCI are encouraged to use the EICC Professional Development record system to track professional development.

FERPA

EICC commits to protect all student rights established through the Family Educational Rights and Privacy Act. Students must sign a “Release of Information” for parents to speak directly with college personnel or access students’ records. For more information go to eicc.edu/ferpa.

Other Responsibilities

The Universal Student Feedback survey is administered in each College Connections Canvas course at the end of each semester. The survey is open for two weeks. Students who do not complete the survey will be locked out of the course. The survey must be completed before entering the Canvas classroom.

Each year EICC surveys its CCIs on the assessment process. Faculty liaisons should encourage CCIs to participate.

Resources

EICC Concurrent Enrollment Department Structure



Nikki Gullion

Dean of Curriculum and Concurrent Enrollment
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For questions on:

- Partnerships
- NACEP
- Leadership Support
- New courses and CCI approvals in conjunction with divisional dean(s)
- Senior Year Plus
- Memorandum of Agreement (MOA)



Alex Batten

Associate Director of Concurrent Enrollment
abatten@eicc.edu • 563-336-5276

For questions on:

- Orientations for new concurrent students
- Working with concurrent academic advisors
- Student services support for concurrent students
- Concurrent student withdrawing/drops
- Coordination of concurrent course scheduling
- Working with college and career transition counselors/coach



Jill Johnson

Associate Director of Concurrent Enrollment Faculty
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For questions on:

- Orientations for College Connections Instructors (CCI)
- CCI observation record-keeping and auditing
- Support Faculty Qualifications Review (FQR) with divisional dean
- CCI communications
- CCI Canvas support
- Classroom observation and DSPD trainings for department coordinators



Sheri Buckingham

Concurrent Records and Registration Specialist
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For questions on:

- Metro-area student registrations
- DualEnroll support
- Conducting concurrent enrollment audits
- Reviewing data for student enrollment
- Metro-area student withdrawals/drops
- High school liaison collection and roster imports

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College Connections
Department Coordinator
Checklist



New CCI
Pre-Orientation



Discipline Specific
Professional
Development



Adjunct
Observation
Documentation



Discipline-Specific Professional Development Checklist

Completed	Duties	Notes
	A faculty liaison will attend each campus DSPD or send another EICC faculty member to represent each discipline area	If a CCI is unable to attend one of the DSDP dates, the department coordinator will need to follow up to conduct a one-on-one DSPD session with the CCI
	Develop discipline-specific training; create agenda	▶ CDM ▶ Curriculum ▶ Assessment ▶ Educational trends or research topics ▶ Resources
	Discipline-Specific Professional Development Session	▶ Be in Zoom meeting ahead of start time ▶ Create opportunity for faculty to share and engage during meeting ▶ Share examples or resources ▶ Encourage questions ▶ Have printed agenda for in person training
	The Faculty Liaison will complete the Discipline-Specific Professional Development Form and attach documentation	Documentation Examples: Agenda, Attendance list, Materials, Event minutes, Conference reports, or individualized meeting summaries. The Department Coordinator will determine who will represent and facilitate DSPD from the department. The Faculty Liaison will be provided with the DSPD guide and will review expectations of the professional development session.
	If a CCI cannot attend one of the DSDP dates, the assigned faculty liaison will complete a DSPD session with their CCI at an agreed-upon time by the end of September	 ▶ Discipline Specific Professional Development Form ▶ Approved DSPD training ▶ CCI can attend a Regional Partnership Planning (RPP) meeting ▶ Invite the CCI to all department meetings ▶ Conduct a 1:1 DSPD with the CCI ▶ Provide the CCI with the notes from the fall DSPD meeting and follow up with the CCI (face-to-face, phone, Zoom, or email) ▶ Provide an article or video for the CCI to review and follow up with your engagement with the CCI (face-to-face, Zoom, or email)

*Each of these options require documentation to be submitted upon completion to Jill Johnson, jmjohnson@eicc.edu



Discipline-Specific Professional Development Sample Agenda

Date:
Time:
Location: (Include physical and/or Zoom meeting ID and passcode)

DC Name: Faculty Department Coordinator
Email address:
Phone:

- I. Introductions
- II. Course Development Model (CDM)
 - A. CRJ 100
- III. Curriculum – Demonstrate how the course philosophy is achieved
 - a. Student learning outcomes
 - b. Course Syllabi (Grading Scale, required assignments)
 - c. Pertinent readings or resources to use in course instruction
 - d. Approval of Course Textbook and high school purchase cycle
- IV. Course Assessment
 - a. Share sample assessment; demonstrate student achievement of the CLOs
 - b. A1 Standard discussion-how planned assessment will meet the standard

Assessment 1 (A1)	The college/university ensures college provided faculty model students’ proficiency of learning outcomes is measured using grading standards and assessment methods comparable to traditional campus sections. Required Evidence: 1. Description of process for course assessmentfor courses taught to CPF students by a college provided instructor. 2. Sample report/assessment from two disciplines in which both traditional campus students and college provided faculty model students are included or statement from academic administrator on how CPF students are included in college-wide assessments for the academic department/division.
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- c. Review criteria and standards for student work, feedback, and rubrics.
- V. Other Educational Trends and Research Topics Samples
 - A. Complexities of learners
 - B. Reaching nontraditional and minority students
 - C. Improving skills in implementing technology and applied learning
 - D. Evaluations
 - E. Challenges at high schools
- VI. Questions



Summary of Discipline-Specific Professional Development

Attendees:

(Please provide who attended and from what high school)

Notes from Meeting:

This should include what specifics you covered, resources you provided, and any important conversations, questions, or concerns.

- III. Course Development Model (CDM)
- IV. Curriculum – Demonstrate how the course philosophy is achieved
- V. Course Assessment
- VI. Other Educational Trends and Research Topics Samples
- VII. Questions

Faculty Discipline-Specific Training Sign-In

Name	School	Questions or outreach needed

National Concurrent Enrollment Partnership Standards

PARTNERSHIP STANDARDS	
Partnership 1 (CEP - P1)	The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
Partnership 2 (CEP - P2)	The concurrent enrollment program has ongoing collaboration with secondary school partners.

FACULTY STANDARDS	
Faculty 1 (CEP - F1)	All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.
Faculty 2 (CEP - F2)	Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
Faculty 3 (CEP - F3)	Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
Faculty 4 (CEP - F4)	The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

ASSESSMENT STANDARDS	
Assessment 1 (CEP - A1)	The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

CURRICULUM STANDARDS	
Curriculum 1 (CEP - C1)	Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
Curriculum 2 (CEP - C2)	The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.
Curriculum 3 (CEP - C3)	Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

National Concurrent Enrollment Partnership Standards (cont.)

STUDENT STANDARDS	
Student 1 (CEP - S1)	Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.
Student 2 (CEP - S2)	The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
Student 3 (CEP - S3)	Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.
Student 4 (CEP - S4)	The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

PROGRAM EVALUATION STANDARDS	
Evaluation 1 (CEP - E1)	The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
Evaluation 2 (CEP - P2)	The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.



