



COLLEGE CONNECTIONS

Procedures and Practice Guide

For:

College Connections Instructors

EICC Department Coordinators and Faculty Liaisons

Equal Education Opportunities

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Table of Contents

Introduction	3
Roles and Responsibilities	4
Responsibilities of EICC	4
Responsibilities of High Schools/School Districts.....	4
Responsibilities of EICC Department Coordinators and Faculty Liaisons	5
Responsibilities of College Connections Instructors (CCI)	5
Responsibilities of College Connections Students	6
Instructional Procedures	7
Selection and Qualification Review.....	7
Instructor Orientation	7
Discipline-specific orientation.....	7
Teaching Observation and Course Review.....	8
Professional Development	9
Iowa Department of Education Authorizations	11
Assessment	11
Curriculum.....	11
Faculty	12
Students	13
Partnership.....	14
Evaluation.....	15

Introduction

The Eastern Iowa Community College District (EICC) is a public, comprehensive community college district comprised of three colleges: Clinton Community College (CCC) in Clinton, Iowa; Muscatine Community College (MCC) in Muscatine, Iowa; and Scott Community College (SCC) in Bettendorf, Iowa. Eastern Iowa Community Colleges is accredited by the Higher Learning Commission. The colleges are approved by the Iowa Department of Education and the Board of Regents. Individual programs are accredited by associations within their respective fields.

EICC's College Connections program enables students to be enrolled in college and their high school simultaneously. We provide opportunities to earn college credit through various methods. Students can attend classes on our college campuses; acquire credit in their normal high school classroom setting; or take advantage of our various online platforms. 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 the high school counselors, teachers, and administrators to provide exceptional service to our students.

Iowa community colleges continue to lead the charge in offering opportunities to high school students across the state. EICC's College Connections program is authorized by Iowa Code 282.26, and 261E.1: Senior Year Plus (SYP). The Iowa Department of Education enacted SYP to provide Iowa high school students increased access to college credit, advanced placement (AP) coursework, e-Learning opportunities, and career academies for college credit. College Connections courses implemented at the high schools are the same courses as taught at our EICC campuses. College Connections students are college students when taking these courses. The instruction is consistent and rigorous to satisfy quality standards, accreditation, and student learning outcomes. College Connections participants must meet all requirements outlined in SYP. More information about SYP can be found on The Iowa Department of Education website at: <https://educateiowa.gov/adult-career-comm-college/senior-year-plus>

The EICC College Connections program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP accreditation guidelines, program standards, and other information can be found at www.nacep.org. NACEP accreditation affirms that college courses taught by high school teachers are as rigorous as courses offered on our college campuses. NACEP accreditation helps EICC ensure that programs adhere to the highest standards so that students experience a seamless transition to college, and College Connection Instructors (CCI) benefit from meaningful, ongoing professional development.

Roles and Responsibilities

Responsibilities of EICC

EICC will:

- Work closely with the high school to verify instructor eligibility.
- Provide the Course Development Model, curriculum, and textbook information to the CCI.
- Serve as the registrar to establish and maintain student college credit records and transcripts.
- Ensure that each course meets the same credit hours and minimum contact hours as the same course delivered on campus.
- Provide orientation information for the students enrolled.
- Complete billing processes.
- Identify a department coordinator or faculty liaison to serve as a contact person for each CCI.
- Provide an orientation for CCI with campus faculty teaching within the same discipline.
- Provide professional development opportunities annually for CCI.
- Provide administrative services to document and collect course syllabi, curriculum and assessment information, and address any concerns the instructor may have regarding the course.

Responsibilities of High Schools/School Districts

High Schools and School Districts will:

- Collaborate with EICC to share prospective CCI qualifications, credentials, and background check materials.
- Share CCI professional development records with EICC.
- Provide liability insurance with respect to the conduct of this educational program.
- Provide the approved textbooks for each student enrolled in a concurrent course.
- Require the use of the EICC Canvas learning management system for all concurrent courses and support the local costs associated with professional development of concurrent faculty in the use of the Canvas learning management system, as needed.
- Limit students attending College Connections courses to students enrolled in the course for college credit only.
- Follow EICC enrollment capacity guidelines for courses.
- Comply with EICC's course withdrawal policies.
- Ensure all students enrolled have completed an EICC application, registration materials, and a college readiness assessment, as appropriate.
- Follow the EICC Student Handbook for established expectations for student conduct and provide School District policies and procedures for due process and disciplinary action.
- Prior to registration, assess student proficiency for college-level coursework by using multiple measures and in collaboration with EICC established requirements.
- Utilize the college course catalog title and number for the course.

Responsibilities of EICC Department Coordinators and Faculty Liaisons

Department Coordinators and Faculty Liaisons will:

- Provide information and support to CCI who teach in the College Connection program
- Provide documentation about College Connection classes as needed to comply with national standards as set by National Alliance for Concurrent Enrollment Partnerships (NACEP).
- Assist in interviewing candidates for teaching positions in the College Connection program as needed.
- Answer CCI questions about course content, pedagogy, assessment, and expectations.
- Review and provide feedback on CCI syllabi and assessment instruments
- Provide discipline-specific orientations to new CCI. Share information about discipline pedagogy, course content, expectations, assessment, grading, and instructional methods used in the EICC department.
- Participate in campus meetings and annual discipline-specific trainings with CCI.
- Conduct classroom visits and observations to concurrent courses for the purpose of collecting syllabi and assessment information and providing feedback to CCI.
- Complete recordkeeping as required to document orientations, classroom visits, observations, and professional development.
- Engage CCI in ongoing collegial interaction with EICC discipline faculty.

Responsibilities of College Connections Instructors (CCI)

College Connections Instructors must:

- 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. Submit resume, official transcripts, and copies of certifications or licensure, as required, for documentation of credentials.
- Participate in an orientation to teaching at EICC.
- Participate in discipline-specific orientation to include course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to teaching the course.
- Submit a course syllabus to their department coordinator, faculty liaison, or Dean of Instruction prior to the start of the class, using the EICC syllabus template or Simple Syllabus software.
- Use the EICC Course Development Model (CDM) for course development, methods of assessment and instructional approaches.
- Use the same grading standards as a campus class.
- Participate in EICC assessment processes.
- Understand that the class will be observed by an EICC department coordinator or faculty liaison according to the observation schedule.
- Establish and maintain accurate records related student progress and registration within each class. Submit midterm/final grades in a timely manner through the CANVAS system.
- Administer the Universal Student Feedback surveys in each College Connections course taught.

- Participate in professional development activities and ongoing collegial interaction with EICC faculty in their department.
- Participate in the EICC survey of Concurrent Enrollment Instructors.
- Use the approved textbooks to teach the course.
- Maintain a record of professional development in accordance with the Quality Faculty Plan requirements.

Responsibilities of College Connections Students

Students participating in this program must:

- Have the approval of their high school
- Work with their high school counselor and college advisor to develop an academic plan.
- Follow EICC policies for admissions and registration.
 - Complete an EICC college application
 - Complete the EICC college readiness assessment processes
 - Meet any required pre-requisites for the course
 - Take the courses for credit (no auditing of courses)
- Follow EICC policies for adding and dropping courses within college deadlines. A student who discontinues class attendance and does not officially drop the course will receive a failing grade for the course.
- Follow the EICC expectations for student conduct as articulated in the EICC Student Handbook at <https://www.eicc.edu/about-eicc/student-handbook/> .

Students in the program will receive:

- Orientation opportunities, with information regarding college classes, policies, procedures, and expectations
- Access to college student support services (tutoring, advising, library, writing and math labs, computer labs, etc.) and student activities (athletic events, performing arts, etc.).
- Information for parents regarding the College Connections program and policies
- Support services through the EICC academic advisor assigned to their high school
- Access to a transcript of their college courses

Instructional Procedures

Selection and Qualification Review

By November 30th of each year, representatives from EICC and the School District will meet to review concurrent education offerings and jointly determine any new course offerings to be planned for the subsequent academic year. EICC and the School District will discuss potential teaching arrangements. Selection of instructors will include the following:

- For each course identified, the High School will send the name of the High School faculty member interested in the teaching assignment to EICC, along with specified prospective CCI documents including the completed High School employment application, completed background check, transcripts, and resume.
- Faculty Qualification Review and Certificate/Teaching License will be approved by the instructional dean and the selection decision will be sent to the High School.
- EICC will send required documents and materials to the selected CCI.
- EICC will assign a Faculty Liaison for each CCI.

Instructor Orientation

A newly selected CCI is expected to attend an orientation session prior to teaching in the College Connections Program. EICC sets the orientation dates and agenda. Sessions may be held online, at the College campus or the High School. Attendance is taken and recorded. In addition to general information, the Faculty Liaison will address discipline specific expectations including syllabus, assessments, grading, and Course Development Model reviews during the orientation.

Discipline-specific orientation

Addresses NACEP Faculty Standard 2: 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.

Requirements:

- May be face-to-face or virtual, synchronous or asynchronous, group or one-on-one.
- Length may vary based on CCI's previous education and experience.
- Must be documented, so one-on-one is more labor intensive (see Appendix A).
- Documentation **must** address, at a minimum, each of the following:
 - Course philosophy - How the course is situated in the discipline, field, or program.
 - Curriculum - Share and review
 - CDM
 - Course syllabus
 - Key assignments and their grading scale
 - Which course SLOs align to Gen Ed or Program outcomes.
 - Discuss how much latitude a CCI has to customize course syllabus, assessments, etc...
 - Pedagogy - Teaching strategies
 - Assessment
 - Review criteria for assessment, including any rubrics and reporting requirements
 - Share sample student work to calibrate grading norms
 - Ongoing relationship

Teaching Observation and Course Review

Teaching observations and course reviews are essential to verify quality and rigor are comparable to the same course taught at the college campus. Faculty Liaisons visit the classroom to observe course quality, equivalence, and student engagement. One course observation per each discipline taught by College Connections Instructors (CCI) will occur each semester for the first (1st) three (3) semesters taught by a CCI (consecutive or intermittent) for each discipline. After the first (3) semesters, course observation(s) will occur every three years. The Faculty Liaison completes and signs the EICC CCI Observation Form (see Appendix B) and shares 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 the dean at the home campus.

To meet concurrent enrollment standards, teaching observations and course content reviews are required. Teaching observations and course reviews are conducted by the Faculty Liaisons (or designees).

Course Content Review

- Occurs at the same time and same intervals as the observation of teaching.
- Faculty Liaison and CCI review course content for common student learning outcomes, required instructional topics, assessment measures and grading.
- Syllabi and assessments are collected each semester and recorded at the College.

Policy

All CCI are expected to adhere to the EICC Course Development Model (CDM) for content, academic rigor, and assessment components. Non-compliance occurs when any of the College Connections course content expectations are not adhered to.

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 CCI 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. The DC/PD will sign and file the CCI Observation Form with the appropriate instructional dean, who will forward a copy for the personnel file.
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 Dean of Instruction, sign the CCI Observation Form and indicate a request for formal evaluation.
4. The Dean of Instruction will contact the High School administrator to coordinate a meeting with the CCI, Dean of Instruction, Department Coordinator, and High School administrator to discuss instructional 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 Department of Human Resources.

5. The DC/PD will follow up with the CCI, either through another meeting or through a classroom observation, to determine if the concerns outlined in the action plan have been addressed and resolved. The Department Coordinator may request that the Dean of Instruction be involved in this meeting.
6. If the terms of the action plan are not adhered to, the Dean of Instruction and the DC/PD may determine that the course does not maintain College quality. The Dean of Instruction will cancel the course for the subsequent academic semester and the instructor will lose his/her status as a CCI in that discipline. The High School administration will be informed of the College's decision, and the Dean of Instruction 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.

Professional Development

Policy

All College Connections Instructors (CCI) must attend annual College-provided professional development to remain active in their department, stay informed of college expectations, and remain current in their field of study. CCI are expected to attend at least one (1) discipline-specific workshop each year to remain in compliance with the policy.

Procedure for non-compliance Addresses NACEP Faculty Standard 3: 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.

CCI are expected to attend annual professional development to remain active in the College Connections Program. Professional Development will be provided by and/or approved by the College.

- EICC will collaborate with the High School to ensure that appropriate professional development is available for the CCI.
- CCI are expected to attend at least one (1) discipline specific workshop each year to remain in compliance. (Appendix E)

CCI is expected to record professional development activities in the EICC Online Recording of Professional Development.

CCI will use the EICC Professional Development Record system to track participation in required annual professional development.

The Dean of Instruction will conduct an annual compliance review and notify those CCI not in compliance with the participation policy, by May 1st of each year. The appropriate High School administrator and Department Coordinator (or Program Director) are included in the notification.

In the event a CCI misses the College-sponsored professional development the following will result:

1. The Faculty Liaison will examine all professional development activities completed by the CCI throughout the year to determine if any might meet the criteria for approval.
2. If not, the Department Coordinator (or Program Director) will contact the CCI to coordinate a meeting to determine an alternative professional development experience that will serve as a one (1) time substitution for the required professional development.
3. If the alternate professional development activity is not completed prior to the start of the succeeding academic year, the Department Coordinator (or Program Director) will notify the Dean of Instruction, who will advise the High School administrator and CCI that their course is in jeopardy of being cancelled. The CCI will be put on probation for a period of one (1) academic year.
4. During the probationary period, the CCI must meet with the Department Coordinator (or Program Director) and attend the next available professional development workshop. The High School principal and CCI will be informed of the probationary period and consequences of non-compliance.
5. If, by January 1st of the probationary year, the CCI is still non-compliant, the College Connections course is cancelled for the following year and the CCI is no longer considered a CCI for that course.

NOTE: If a CCI has been approved to offer College Connections courses in more than one (1) discipline, workshop attendance is tracked for each discipline. Cancellation of a College Connections course in one (1) discipline due to non-compliance does not automatically cancel College Connections courses in another discipline.

Iowa Department of Education Authorizations

College Connections programming is authorized by Iowa Code 282.26.

EICC is National Association of Concurrent Enrollment Partnerships (NACEP) accredited. See the NACEP Standards cross walk below with the Iowa Code requirements, as provided for Senior Year Plus (SYP).

Assessment

<i>NACEP Standards</i>	<i>Iowa Statute</i>
<p>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.</p>	<p>281 22.3(2)(c). A teacher employed to provide instruction under this chapter shall...(c) provide curriculum and instruction that are accepted as college-level work as determined by the institution.</p> <p>281 22.3(2)(d). A teacher employed to provide instruction under this chapter shall... (d) use valid and reliable student assessment measures, to the extent available.</p> <p>281 22.4(1)(e). The institutions shall ensure that the courses provided achieve the same learning outcomes as similar courses offered in the subject area and are accepted as college level work.</p> <p>257.11(3)(b)(7). The class must be (7) taught in such a manner as to result in student work and student assessment which meet college level expectations.</p>

Curriculum

<i>NACEP Standards</i>	<i>Iowa Statute</i>
<p>C1. Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.</p>	<p>257.11(3)(b)(2, 3, 6). The class must be (2) included in the community college catalog or an amendment or addendum to the catalog; (3) open to all registered community college students, not just high school students...; (6) taught utilizing the community college course syllabus.</p>

<p>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.</p>	<p>281 22.4(1)(e). The institution shall ensure that the courses provided achieve the same learning outcomes as similar courses offered in the subject area and are accepted as college level work.</p> <p>257.11(3)(b)(6). The class must be (6) taught utilizing the community college course syllabus.</p>
<p>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.</p>	<p>281 22.4(1)(f). The institutions shall review the course on a regular basis for continuous improvement, shall follow up with students in order to use information gained from the students to improve course delivery and content, and shall share data on course progress and outcomes with the collaborative partners involved with the delivery of the programming and with the department, as needed.</p>

Faculty

NACEP Standards	Iowa Statute
<p>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.</p>	<p>281 22.3(1). The teacher shall meet the standards and requirements set forth which other full-time instructors teaching within the academic department are required to meet and which are approved by the appropriate postsecondary administration.</p>
<p>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.</p>	<p>281 22.4(1)(d). The institution shall ensure that teachers and students receive appropriate orientation and information about the institution's expectations.</p> <p>281 22.4(1)(j). The institutions shall provide the teacher or instructor adequate notification of an assignment to teach a course under this chapter, as well as adequate preparation time to ensure that the course is taught at the college-level.</p>

<p>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.</p>	<p>281 22.4 (1)(i). The institutions shall provide the teacher or instructor appropriate orientation and training in secondary and postsecondary professional development related to curriculum, pedagogy, assessment, policy implementation, technology, and discipline issues.</p> <p>281 22.3(2)(a). Teachers employed to provide instruction under this chapter shall... (a) collaborate, as appropriate, with other secondary or postsecondary faculty of the institution that employs the teacher regarding the subject area.</p> <p>281 22.4(3)(b). The eligible postsecondary institution shall provide the teacher or instructor with ongoing communication and access to instructional resources and support, and shall encourage the teacher or instructor to participate in the postsecondary institution's academic departmental activities.</p>
<p>F4. The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures</p>	<p>281 22.4(1)(d). The institution shall ensure that teachers and students receive appropriate orientation and information about the institution's expectations.</p> <p>281 22.3(2)(a). Teachers employed to provide instruction under this chapter shall... (a) collaborate, as appropriate, with other secondary or postsecondary faculty of the institution that employs the teacher regarding the subject area.</p>

Students

NACEP Standards	Iowa Statute
<p>S1. Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.</p>	<p>281 22.2 (1)(a). The student shall meet the enrollment requirements established by the eligible postsecondary institution providing the course credit.</p> <p>281 22.4(1)(a). The institutions shall ensure that students or in the case of minor students, parents or legal guardians, receive appropriate course orientation information, including but not limited to a summary of applicable policies and procedures, the establishment of a permanent transcript, policies on dropping courses, a student handbook, information describing student</p>

	<p>responsibilities, and institutional procedures for academic transfer.</p> <p>281 22.4(1)(c). The institutions shall ensure that students are properly enrolled in courses that will carry college credit.</p> <p>257.11(3)(b)(4). The class must be (4) for college credit and the credit must apply toward an associate of arts or associate of science degree, or toward an associate of applied arts or associate of applied science degree, or toward completion of a college diploma program.</p>
<p>S2. The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.</p>	<p>281 22.2 (1)(c). The student shall have taken the appropriate course prerequisites, if any, prior to enrollment in the eligible postsecondary course, as determined by the eligible postsecondary institution delivering the course.</p>
<p>S3. Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college’s policies and expectations.</p>	<p>281 22.4(1)(a). The institutions shall ensure that students or in the case of minor students, parents or legal guardians, receive appropriate course orientation information, including but not limited to a summary of applicable policies and procedures, the establishment of a permanent transcript, policies on dropping courses, a student handbook, information describing student responsibilities, and institutional procedures for academic transfer.</p> <p>281 22.4(1)(d). The institution shall ensure that teachers and students receive appropriate orientation and information about the institution's expectations.</p>
<p>S4. The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.</p>	<p>281 22.4 (1)(b). The institutions shall ensure that students have access to student support services, including but not limited to tutoring, counseling, advising, library, writing and math labs, and computer labs, and student activities, excluding postsecondary intercollegiate athletics.</p>

Partnership

NACEP Standards	Iowa Statute
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P1. The concurrent enrollment program aligns with the college/university mission and is supported by the institution’s administration and academic leadership	Comparable requirement not in statute.
P2. The concurrent enrollment program has ongoing collaboration with secondary school partners.	Comparable requirement not in statute.

Evaluation

<i>NACEP Standards</i>	<i>Iowa Statute</i>
E1. The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.	281 22.4(1)(f). The institutions shall review the course on a regular basis for continuous quality improvement, shall follow up with students in order to use information gained from the students to improve course delivery and content, and shall share data on course programs and outcomes with the collaborative partners involved with the delivery of the programming and with the department, as needed.
E2. The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.	281 22.4(1)(f). The institutions shall review the course on a regular basis for continuous quality improvement, shall follow up with students in order to use information gained from the students to improve course delivery and content, and shall share data on course programs and outcomes with the collaborative partners involved with the delivery of the programming and with the department, as needed.

***NOTE:** This does not represent an exhaustive list of statutory Senior Year Plus requirements. Only those requirements directly related to a NACEP standard are included in this crosswalk.

Appendix A: Discipline Specific Orientation

CCI Adjunct _____ Course Name _____

Faculty Liaison _____ Date _____

To ensure course comparability, this orientation should be completed by the Faculty Liaison with the CCI and completed prior to course start date. Copies of materials reviewed should be attached.

Course Review

Each point verifies comparability to the College section and indicates that the Faculty Liaison has reviewed and approved the required components.

1. Syllabus

- Course Description (same as listed in the Course Catalog).
- Quality Standards: Student Learning Outcomes (must match the Course Development Model).
- Paired Assessment shared to ensure that the rigor and standards of achievement are the same as expected in on-campus courses.
- Grading Scales are normed.
- Syllabus has been collected for College recordkeeping.

2. Textbook

- Approved course textbook.

3. Common Assessment

- A copy of both the Faculty Liaison's and CCI assessment is on file at the College. Each should submit a completed student assessment sample.

Professional Development

The faculty liaison will describe in more detail the above mentioned training and how the above mentioned materials were used in the training. Please attach additional pages, as needed.

Future Professional Development

List any discipline-specific topics or training suggestions that would benefit the CCI. Discuss possible collaborations of future professional development topics.

Faculty Liaison Signature _____ **Date** _____

Appendix B: EICC Adjunct Observation

Teaching observations and course reviews are essential in order to verify that the quality and rigor of the course complies with the Course Development Model (CDM) and meets College expectations. Faculty Liaisons or Department Coordinators visit the classroom (virtual or face to face) to observe course quality and equivalence to the course taught on campus.

One course observation per each discipline taught by adjunct instructors will occur each semester for the first three (3) semesters of teaching. After the first three (3) semesters, course observation(s) will occur every three (3) years for each discipline.

Instructor Observed: _____

Instructor Observed Email: _____

Course Location: _____

High School, College Campus, Career Academy, or Online (i.e. Assumption High School, Muscatine, Online)

Faculty Liaison or Department Coordinator: _____

Department: _____

(i.e. Business, Agriculture, Math)

Course Title: _____

(i.e. AGB336 Agricultural Selling)

Course Format: In-Person Online (restricted and ICCOC)

Live Online College Connections (concurrent)

Select multiple if applicable.

Date Observed: _____

Observation Elements

Classroom Environment - The instructor maintains a classroom environment that is comfortable and appropriate for learning in regard to individual students and the class as a whole.

Low 1 2 3 4 5 High

Comments:

Knowledge of Topic Presented - The instructor demonstrates appropriate subject matter expertise.

Low 1 2 3 4 5 High

Comments:

Student Participation - The instructor encourages and provides opportunities for active learning with student participation in groups and/or discussions.

Low 1 2 3 4 5 High

Comments:

Student Engagement - Students feel both comfortable and are encouraged to seek further knowledge and/or clarification.

Low 1 2 3 4 5 High

Comments:

Ability to Communicate Effectively - The instructor presents the topics, answers questions, and provides explanations that are clear and coherent.

Low 1 2 3 4 5 High

Comments:

Discussion Elements:

Reviewed syllabus and grading scale being used in the course to align and ensure objectives in the Course Development Model (CDM) are being taught.

Comments:

Adjunct instructor shared a major course assessment instrument (including a graded student sample) that demonstrates how the achievements of course learning outcomes are measured, and the assessment method is comparable to on campus assessment methods. Major course assessments may include tests, oral presentations, projects, case studies, papers, and other demonstrations of course skills and knowledge.

Comments:

Overall Recommendations:

Signature: _____