



# College Connections

Procedural Manual



## Introduction

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 acquire credit in their normal high school classroom setting; they can attend classes on our college campuses; or they can 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 tremendous opportunities to high school students across the state. College Connections programming 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 Connection courses implemented at the high schools are the same courses taught at our EICC campuses, and students are college students. The instruction is consistent and rigorous to satisfy quality standards, accreditation, and 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://www.educateiowa.gov/adult-career-and-community-college/senior-year-plus-syp>

Our 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 the following website: [www.nacep.org](http://www.nacep.org). NACEP accreditation ensures that college courses taught by high school teachers are as rigorous as courses offered on our college campuses. NACEP helps our programs adhere to the highest standards so that students experience a seamless transition to college, and College Connection teachers benefit from meaningful, ongoing professional development.

This handbook was designed to provide you with accurate and relevant information to assist you with understanding the various responsibilities of those involved in the EICC's College Connections program, and to familiarize you with the policies and procedures of EICC.

# College Connections

Eastern Iowa Community Colleges - Clinton, Muscatine, and Scott Community College - have formed partnerships with its Area 09 high schools to make it possible for high school students to enroll and complete college level courses at home, at the high school, or on one of our campuses. EICC program for concurrent education is called College Connections.

## **Programs and Courses:**

Courses are offered in the following Career and Technical Education areas: accounting, American sign language, administrative office support, agriculture, business, marketing, information technology, automotive technology, CAD, drafting, manufacturing, health, early childhood education, culinary arts, health sciences, graphic arts and welding.

Arts and Science transfer courses are offered in the areas of Arts and Humanities, Communications, Cultural/Historical Perspectives, Mathematics, Natural Science and Social Science.

## **Benefits:**

Students earn college credit and college experience while in high school and at no cost to the student. The credits they earn can be applied at EICC towards an AA or AS degrees. They can also be transferred to other community colleges, private colleges, or universities to get a start on their two or four-year degrees. The credits can also be applied to Clinton, Scott and Muscatine Career Technical programs to earn AAS degrees, diplomas, or certificates in one of EICC's Career and Technical Education programs.

The experience gives students that opportunity to explore career options before leaving high school and without investing money in post secondary programming they may not decide to pursue. It also provides them with marketable skills with which they can enter the workforce skills.

# Concurrent Students will

**Students participating in this program must meet the following criteria:**

- Approval of their high school
- Having completed an EICC college application
- Complete the EICC college readiness assessment processes
- Meet any required pre-requisites for the course

### **Students taking concurrent courses must also**

- Take fewer than 12 credits for each term, fall and spring in order to remain a parttime college student
- Take the courses for credit (no auditing of courses)
- Follow EICC policies for withdrawing from a class: courses may be adjusted during the first week of a semester for full term classes or 2 days for shortened class sessions. Courses may be dropped (with a grade of "W") until ten class days prior to the first day of final exams for full term classes and one week prior to end date for shortened classes. A student who discontinues class attendance and does not officially drop the course will receive a failing grade for the course.

### **Students in the program will receive:**

- Orientation opportunities regarding college classes, policies, procedures, and expectations
- Access to student support services, tutoring, advising, computer labs, library services, and student activities and events
- Information to parents regarding the College Connections and its policies
- Support services through the EICC academic advisor assigned to their high school
- Access to a transcript of their college courses

## **Concurrent Faculty will**

- ✓ Meet the same State and HLC Accreditation requirements of all EICCD college faculty
- ✓ Submit official transcripts
- ✓ Participate in and complete the Quality Faculty Plan, and an orientation to community college teaching
- ✓ Participate in discipline-specific training to include course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to teaching the course
- ✓ Submit a course syllabus to the department coordinator/dean prior to the start of the class, using the EICC syllabi template
- ✓ Understand that the class will be observed by an EICC concurrent liaison (department coordinator/ faculty member) each year
- ✓ 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
- ✓ 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 Student Perception of Teaching (SPOT) student surveys each course

- ✓ Participate in professional development activities and ongoing collegial interaction with EICC faculty. Failure to participate may result in failure to be rehired to teach EICC courses.
- ✓ Participate in survey of concurrent enrollment courses once every 3 years
- ✓ Participate in EICC Assessment of learning outcomes assessment processes
- ✓ Use the same textbooks as the on-campus courses use

## High Schools will

- ❖ Only offer as concurrent courses those courses without a "comparable" course is not available at their high school.
- ❖ Utilize the college course catalog title and number for the course
- ❖ Only enroll students in the course who are taking it for concurrent college credit
- ❖ Permit no withdrawals from the course after the initial enrollment that are not in compliance with EICC's withdrawal policy
- ❖ Ensure all student have completed an EICC application, a college assessment, and registration materials
- ❖ Work with the college to provide students' name, address, social security number, the unique student identifier assigned to the student by the school district, and telephone number by the 14<sup>th</sup> day of the EICC term
- ❖ Follow the EICCD Student Handbook to establish expectations for student conduct and to provide policies and procedures or due process and disciplinary action
- ❖ Provide liability insurance with respect to the conduct of this educational program
- ❖ Accept financial responsibility for their students who are enrolled in concurrent enrollment courses as determined in conjunction with the college memorandum of agreement
- ❖ Make arrangements to provide textbooks to the students in accordance to their textbook policies

## EICC will

- Work closely with the high school to verify instructor eligibility
- Provide the Course Development Model, curriculum and textbook information to the concurrent faculty members
- Serve as the registrar to establish and maintain student college credit records and transcripts
- Ensure that each course meets the same credit hours and meet the minimum contact hours as the same course delivered on campus.
- Provide orientation information for the students enrolled
- Complete billing processes
- Provide a liaison (department coordinator or a faculty member) for concurrent faculty

- Provide an orientation for concurrent faculty with campus faculty teaching within the same discipline
- Provide professional development opportunities annually for concurrent faculty
- Provide a faculty member to serve as a faculty liaison to the high school instructor
- Provide administrative services to document and collect course syllabus, information related to curriculum, registration, and any concerns the instructor may have regarding the course

## EICC Faculty Liaisons will

- Provide information and support to concurrent instructors who teach in the College Connection program (face-to-face, email, or by phone)
- 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 concurrent enrollment instructors' questions about course content, pedagogy, assessment and expectations
- Review and provide feedback as needed to concurrent instructors' syllabi and assessment instruments
- Conduct orientation to department pedagogy and theoretical and philosophical orientations for courses taught in the concurrent enrollment program
- Participate in campus meetings with concurrent enrollment instructors about course content, expectations, assessment, grading and instructional methods
- Conduct observation visits to the concurrent courses for the purpose of providing collegial interaction, and complete the observation forms
- Provide the documentation required as evidence that concurrent coursework at EICC fulfills NACEP Standards C3, F3, A1, A2 and A3

## 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 for concurrent enrollment.

## Curriculum

NACEP Standards	Iowa Code
<p><b>C1.</b> Courses administered through a concurrent enrollment program (CEP) are college/university catalogued courses with the same departmental designations, course descriptions, number, titles, and credits.</p>	<p><b>257.11(3)(b)(2, 3, 6).</b> 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><b>C2.</b> College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.</p>	<p><b>281-22.4(1)(e).</b> 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><b>257.11(3)(b)(6).</b> The class must be (6) taught utilizing the community college course syllabus.</p>
<p><b>C3.</b> Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.</p>	<p><b>281-22.4(1)(f).</b> 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.</p>

## Faculty

NACEP Standards	Iowa Code
<p><b>F1.</b> CEP instructors are approved by the respective college/university academic department and meet the academic department's requirements for teaching the college/university courses.</p>	<p><b>281-22.3(1).</b> 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>

NACEP Standards	Iowa Code
<p><b>F2.</b> The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.</p>	<p><b>281-22.4(1)(d).</b> The institution shall ensure that teachers and students receive appropriate orientation and information about the institution's expectations.</p> <p><b>281-22.4(1)(i).</b> 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><b>F3.</b> The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The CEP ensures CEP instructor participation.</p>	<p><b>281-22.4(3)(b).</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><b>281-22.3(2)(a).</b> 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><b>F4.</b> CEP procedures address instructor non-compliance with the college/university's expectations for courses offered through the CEP (for example, non-participation in CEP training and/or activities).</p>	<p><b>281-22.3(2)(a).</b> 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 Code
<p><b>S1.</b> The college/university officially registers or admits CEP students as degree-seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a CEP on official college/university transcripts.</p>	<p><b>257.11(3)(b)(4).</b> 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><b>S2.</b> The CEP ensures its students meet the course prerequisites of the college/university.</p>	<p><b>281-22.4(1)(a).</b> 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</p>



NACEP Standards	Iowa Code
	<p>student responsibilities, and institutional procedures for academic credit transfer.</p> <p><b>281-22.4(1)(c).</b> The institutions shall ensure that students are properly enrolled in course that will carry college credit.</p> <p><b>281-22.4(1)(d).</b> The institutions shall ensure that teachers and students receive appropriate orientation and information about the institution's expectations.</p>
<p><b>S3.</b> The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students</p>	<p><b>281-22.4(1)(a).</b> 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><b>281-22.4(1)(d).</b> The institutions shall ensure that teachers and students receive appropriate orientation and information about the institution's expectations</p>

**Assessment**

NACEP Standards	Iowa Code
<p><b>A1.</b> CEP students are held to the same standards of achievement as those expected of students in on campus sections.</p>	<p><b>257.11(3)(b)(7).</b> 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> <p><b>281-22.4(1)(e).</b> 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><b>281-22.3(2)(c).</b> A teacher employed to provide instruction under this chapter shall... (c) provide curriculum and instruction that is accepted as college-level work as determined by the institution.</p>
<p><b>A2.</b> The college/university ensures that CEP students are held to the same grading standards</p>	<p><b>257.11(3)(b)(7).</b> The class must be (7) taught in such a manner as to result in student work and</p>

NACEP Standards	Iowa Code
as those expected of students in on campus sections.	student assessment which meet college level expectations.
<b>A3.</b> CEP students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus sections.	<b>281-22.3(2)(d).</b> A teacher employed to provide instruction under this chapter shall... (d) use valid and reliable student assessment measures, to the extent available

## Evaluation

NACEP Standards	Iowa Code
<b>E1.</b> The CEP conducts end-of-term student college/university course evaluations for each course section offered through the CEP.	<b>281-22.4(1)(f).</b> 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.

**Equal Educational Opportunities:** It is the policy of Eastern Iowa Community Colleges not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.) Title IX (Educational Amendments, 20 U.S.C. §§ 1681 - 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). If you have questions or complaints related to compliance with the policy, please contact Debora J. Sullivan, Equity Coordinator, 306 W. River Drive, Davenport, Iowa 52801, 563/336-3487, [djsullivan@eicc.edu](mailto:djsullivan@eicc.edu) or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 West Madison, Suite 1475, Chicago, IL 60661, phone number 312/730-1560, fax 312/730-1576.