



# Concurrent Enrollment Procedure Manual

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## Concurrent Enrollment (CE) Procedure Manual

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### **What is *Jump Start!* Concurrent Enrollment?**

Southeastern Community College and area high schools have formed partnerships to offer high school students opportunities to earn college credit while still in high school. *Jump Start!*, SCC's name for Concurrent Enrollment courses, enables students to enroll and complete SCC courses while still enrolled in their home high schools. 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/>.

### **Non-Discrimination Statement**

It is the policy of Southeastern Community College not to discriminate in its programs, activities, or employment on the basis of race, color, national origin, sex, disability, age, sexual orientation, creed, religion, and actual or potential family, parental or marital status.

If you have questions or complaints related to compliance with this policy, please contact Laurie Hempen, Director of Human Resources (employment concerns) at (319) 208-5063 or Dave Haden, Dean of Students (student concerns) at 319-208-5101, 1500 West Agency Road, West Burlington, Iowa 52655, [equity@sccciowa.edu](mailto:equity@sccciowa.edu) or the Director of the Office for Civil Rights, U.S. Department of Education, Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310, Denver, CO 80204-3582, Telephone: (303) 844-5695 FAX: (303) 844-4303, TDD 800-877-8339 Email: [OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov).

Nondiscrimination statement is pursuant to requirement by 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.).

### **Guidelines for College Credit Courses in Concurrent Enrollment Classes**

- All high school students in a course(s) must be taking the course(s) for both high school and college credit . . . there can't be a split.
- The college will not place restrictions on participation in Senior Year Plus (SYP) programming beyond that which is specified in statute or administrative rule.
- A school district may not require students to exhaust the school district curriculum prior to enrollment in SYP courses.
- A district may not implement additional prerequisites to courses that exceed those that SCC has established for a regularly enrolled student.

- A district may not limit student enrollment in PACE to one course per semester.
- A district may not require that SYP courses be taken only during a certain time of day.
- Classes are available to students 9<sup>th</sup> -12<sup>th</sup>. A district may not limit to only 11<sup>th</sup> and 12<sup>th</sup> grade students.
- Classes are open to the public, if space permits. (Please note, we currently do not aggressively market to the public.)
- Class content, contact hours and outcomes must be identical to the equivalent course taught on the SCC college campus. Instructors may always add additional information if time and resources permit.
- High school instructor credentials must match the same requirements as those of a full time SCC faculty member.
- Facilities are sufficient to support the college curriculum and quality standards.
- The college will assign a Faculty Liaison from the discipline to assist the instructor.

### **Why Consider *Jump Start!*?**

- Students earn college credit and are exposed to the college experience while in high school (at no cost to the student).
- Courses lead directly to degrees, diplomas, certificates and/or apprenticeships.
- Students gain hands-on training in technical areas.
- Career and technical programs give students excellent opportunities to explore career options before leaving high school and without investing money in post-secondary programming that they may decide not to pursue.
- Career and technical courses reflect the needs of local industry.
- Students save time and money with an early start on college.

### **How are *Jump Start!* Concurrent Enrollment Courses Started at High Schools?**

- High schools work with SCC personnel to identify potential courses to offer.
  1. High School identifies an instructor as a potential SCC instructor. Certification requirements differ based upon the course, but follow the minimum requirements as prescribed by the Iowa Department of Education and the Higher Learning Commission for all faculty:
    - In general, Arts & Sciences courses require a master's degree in the curricular area or any master's degree with 12 or more graduate hours in the curricular area.
    - In general, career and technical courses require a bachelor's degree or 3 years of non-teaching related work experience.
  2. The Iowa Board of Educational Examiners will be consulted to ensure that the applicant has not had a teaching license revoked or suspended. Instructors with a revoked or suspended teaching license are not eligible to teach concurrent enrollment.

3. Potential Instructor applies to SCC as an adjunct instructor. They will submit resume and transcripts as part of this process. These are then reviewed by resume to appropriate Dean.
4. Once potential instructor is approved by Dean, SCC Human Resources Department will run a background check. Once this is cleared the potential instructor will begin orientation.
5. Potential Instructor meets with Director of High School Relations. Discussion items will include:
  - a. Review of Instructor Handbook
  - b. Review of Student Handbook
  - c. Role of the Faculty Liaison
  - d. Curriculum – SCC course quality standards will be provided. All course quality standards must be addressed, and must be completed within the same timeframe as is offered at the college level, generally within one semester
  - e. Registration – The process for registering students, drop dates, and reporting grades will be explained.
6. Potential Instructor meets with Faculty Liaison. Discussion items will include:
  - a. Assessment methods and grading scale
  - b. Textbook – The high school must use a SCC approved textbook
  - c. Instruction/required activities – While the methods used to teach a course are usually left to the discretion of the instructor, many courses will have required activities that must be a part of the courses. Examples of required activities may include specific projects or lab activities. Further, each course has a minimum number of contact hours required which must be met.
  - d. End of course student evaluation and feedback process.
7. Potential Instructor will meet with faculty Canvas trainer. Canvas is the required learning platform at SCC, and is used to provide a syllabus for the course, keep track of grades, submit grades at midterm and at end of course.

The qualified instructor must submit an SCC Application for Employment, official undergraduate and graduate transcripts, a background check, a resume and must pass an SCC background check. Instructor credentials and application are filed with SCC's Human Resource Department in similar fashion to full time and part time SCC faculty and all other SCC employees.

If at any time an approved district instructor loses their ability to teach due to a license revocation or suspension, they will also not be eligible to teach concurrent enrollment.

An Educational Services Agreement will be prepared formalizing the roles and responsibilities associated with the course offering.

**Which Students are Eligible for Concurrent Enrollment *Jump Start!* courses?**

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

- Students who meet proficiency requirements as evidenced by standardized tests or alternative measure of proficiency as approved by the DE 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.
- SCC classes shall be made available to all eligible resident students in grades 9 through 12.

**What is Required of the Instructor and/or High School Personnel to Offer SCC Concurrent Enrollment Courses?****Counselors/Administration**

- All students within a course offering college credit must complete an SCC Application for Admission (available on-line).
- Courses must be listed in High School Course Selection Handbook by SCC's course number and title.
- High School Counselors must provide documentation of pre-requisite placement scores (ACT, ALEKS or Accuplacer test scores).
- The High School Counselor will communicate with their assigned Concurrent Enrollment Student Success Advocate regarding additions or dropped students from the roster of each class.
- High School Counselors will inform students of applicable drop-dates.
- High schools shall list *Jump Start!* classes within the high school course registration handbook.
- High school will assist in providing appropriate oversight of *Jump Start!* courses, including student discipline.
- High school will provide students access to the current version of the "SCC Concurrent Enrollment Student Handbook"
- High Schools and Instructors will allow SCC personnel (Student Support 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 Liaison and should be allowed release time, if necessary. If instructors are not able to attend a professional development event, they will be required to make a site visit to the same course offered on the SCC campus by their Faculty Liaison.

**What are the specific expectations for CE Instructors and what oversight is provided?**

All 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 and the instructor. Instructors will be provided with resources/tools/direction to help them improve on the unmet expectation. The SCC Dean will provide the concurrent enrollment instructor documentation of the discussion as part of the faculty evaluation process/visit. If instructors are unable or unwilling to show that they meet the expectations below after having the opportunity to improve, instructors 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.
- The textbook used in the class at the high school must be approved by the faculty liaison. This includes having the appropriate edition of the textbook.
- 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.)

#### **What Additional Oversight and/or Services does SCC Provide for *Jump Start!* Concurrent Enrollment Courses?**

- High school students enrolled in *Jump Start!* courses have the same access to student support services as regularly enrolled SCC students. This includes access to college libraries, tutoring, advising, student activities, and attendance to athletic events.
- The Director of High School Relations will maintain communication with the high school and is available to meet with the instructor and/or administration related to any questions or concerns about *Jump Start!* courses.
- SCC Student Success Advocates maintain communication related to registration, course rosters, and grades. Further, Student Success Advocates are available to meet with students individually or as a class to provide assistance with college registration, obtaining transcripts, and transferring credits.

- SCC provides a Faculty Liaison as a content expert resource for the Concurrent Enrollment Instructor. The Faculty Liaison will have contact with the Instructor at least 3 times during the class term, including one classroom visit.
- SCC provides professional development opportunities to Concurrent Enrollment Instructors, including New Teacher Workshops, Concurrent Enrollment Networking session, e-Companion training (on-line platform to supplement classroom activities), etc. If Concurrent Enrollment instructors are not available to attend annual professional development events, they will be asked to make a site visit to the Faculty Liaison's course on the SCC Campus and to meet with the Director of High School Relations to gain the information covered.

### Students With Disabilities

High school students who have a documented disability may be able to receive accommodations. However, they must first be registered with SCC's Accessibility Services. No accommodations may be offered until this registration has been completed.

Here are differences between high school and college for students with disabilities.

#### APPLICABLE LAWS

High School	College
IDEA (Individuals with Disabilities Education Act)	ADA (Americans with Disabilities Act of 1990, Title 11)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA is about <i>SUCCESS</i>	ADA is about <i>ACCESS</i>

#### REQUIRED DOCUMENTATION

High School	College
IEP (Individualized Education Plan) and/or 504 Plan	High School IEP and 504 are not sufficient. Documentation guidelines specify info needed for each category of disability.
School provides evaluation at no cost to student or family.	Student must get evaluation at own expense.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations.

#### SELF-ADVOCACY

High School	College
Student is identified by the school and is	Student must self-identify to the Disability



supported by parents and teachers.	Services Office.
Primary responsibility for arranging accommodations belongs to the school.	Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
Teachers approach you if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.

### PARENTAL ROLE

High School	College
Parent(s) has access to student records and can participate in the accommodation process.	Parent(s) does not have access to student records without student's written consent.
Parent advocates for student.	Student advocates for self.

### INSTRUCTION

High School	College
Teachers may modify curriculum and/or alter curriculum pace of assignments.	Professors are not required to modify instruction or alter assignment deadlines.
You are expected to read short assignments that are then discussed and often re-taught in class.	You are assigned substantial amounts of reading and writing that may not be directly addressed in class.
You seldom need to read anything more than once; sometimes listening in class is enough.	You need to review class notes, text, and material regularly.

### GRADES AND TESTS

High School	College
IEP or 504 Plan may include modifications to test format and/or grading.	Grading and test format changes (i.e. multiple-choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, distraction reduced environment) are available when supported by disability documentation.
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material.
Makeup tests are often available.	Makeup tests are seldom an option; if they are, you need to request them.
Teachers often take time to remind you or	Professors expect you to read, save, and

assignments and due dates.	consult the course syllabus; the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.
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### STUDY RESPONSIBILITIES

High School	College
Tutoring and study support may be a service provided as part of an IEP or 504 Plan.	Tutoring DOES NOT fall under college disability services. Students with disabilities must seek out the tutoring resources that are available.
Your time and assignments are structured by others.	You manage your own time and complete assignments independently.
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.

### Additional Information

- **Point of Contact with High Schools** – Leanne Krogmeier, Director of High School Relations: 319-208-5046 or lkrogmeier@sccowa.edu.
- **Billing** – High schools will be billed each semester for Concurrent Enrollment courses. The K-12 school district may apply for supplemental weighted funding if the course meets weighting criteria (Chapter 257.11) for each student during the portion of the day the student is in enrolled in a college credit course. Students will not be billed by the college for Concurrent Enrollment courses.
- **Textbooks** – High schools are responsible for the cost of textbooks (physical or digital texts), materials, or fees related directly to the courses in which students are enrolled under Concurrent Enrollment. There may be equipment that students are required to purchase that becomes the property of the student. These should not include textbooks.
- **Grades** – Final grade reports are issued from the SCC Office of Academic Records after the end of the class term, as determined by SCC. Upon completion of *Jump Start!* courses, students earn permanent grades that appear on their official college transcripts.
- **Add/Drop Policy** – Students may add or drop courses through their High School Counselor and determination of no grade, W, or failing grade will be based upon timing of the drop, which varies course to course.
- **College Credit** – Students may use their college credit at SCC, or may transfer that credit to another post-secondary institution. SCC has articulation agreements with many institutions that honor SCC credit. It is the responsibility of the student to communicate with the receiving college to decide if and how credit will be accepted.
- **Transcripts** – Students may request transcripts from the Registrar's Office at SCC.

- **Cancellation of *Jump Start!* Courses** – SCC reserves the right to decline and/or cancel any contractual agreements with secondary school systems regarding *Jump Start!* courses for reasons which may include, but not be limited to, the following:
  - limitations on available and qualified staff
  - limitations on equipment
  - financial reasons
  - course found to not meet Iowa Department of Education requirements
  - course does not meet SCC content, time requirements, or rigor
  - any other reason as determined by SCC to not be in the best interest of the college

## **CONCURRENT ENROLLMENT INSTRUCTOR RESPONSIBILITIES AND 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 use Canvas to upload an appropriate syllabus, verify rosters and use the gradebook to 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 annual discipline-specific concurrent enrollment instructor professional development to stay current in the field.
- Instructors will require their students to participate in the end of course evaluations for SCC's continuous improvement.
- Instructors will evaluate their students on SCC's Core Competencies and will complete the appropriate documents.
- 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.)
- Cooperate with the concurrent enrollment program office for administrative business and will enforce registration/withdraw deadlines.

If, at any time, there are areas of concern about the CE course and/or Instructor, the Faculty Liaison will 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 in accordance with SCC's Higher Education

Association's contract. The Dean will follow the SCC Employee/Faculty Handbook Section 5.5:

1. A verbal reminder of the procedural and behavioral standard expected.
2. A verbal warning indicating expected procedural and behavioral standards which have not been met, followed by a written memo re-emphasizing the verbal message.
3. A written reprimand which includes specific corrective action(s) to be taken, said written statement to be personally delivered to and reviewed with the employee. A copy of this written reprimand shall be forwarded to the administrator in the next higher position in the organization structure and a copy shall be placed in the employee's personnel folder.

Based upon the non-compliance issue, the Dean will include the appropriate timeline for improvement (i.e., 30 days, 60 days, etc.). Failure to meet the requirements of the performance improvement plan in the designated timeframe may be cause for dismissal or non-renewal of a teaching contract.

I understand that failure to comply with these responsibilities and expectations can result in the loss of CEI status and discontinuation of teaching SCC courses.

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

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_