2021-2022
CONCURRENT INSTRUCTOR MANUAL
CONNECT 2 COLLEGE/HIGH SCHOOL PROGRAMS
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IHCC Contact Sheet
Connect 2 College/High School Programs (2020–2021)

**Connect 2 College/HS Programs**
- General Information
- Request
- Questions
- Registration Process
- Payment Options
- Contracts & Articulations
- Add/Drop/Withdraw

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**Work Based Learning**
- Get Connected
- Job Shadows
- Internships

Nathan Miller, Work Based Learning Specialist
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nathan.miller@indianhills.edu

Nichole Hummell, Work Based Learning Specialist
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**Arts & Science Programs**
- Questions

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Don Waltenberger, Department Chair, Arts & Sciences
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### Advanced Technology Programs

- **Questions**

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  (641) 683-5252 or (641) 683-5165  
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  Daniel Terrian, Associate Dean, Advanced Technologies  
  (641) 683-5242  
  daniel.terrian@indianhills.edu

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  (641) 683-1761  
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  Kim Dreaden, Program Director, North Campus  
  (641) 683-5111x Ext. 1738  
  kimberly.dreaden@indianhills.edu

### Health Science Programs

- **Questions**

  Jennifer Wilson, Executive Dean, Career & Workforce Education  
  (641) 683-5252 or (641) 683-5165  
  jill.budde@indianhills.edu

  Lori Kielkopf, Associate Dean, Health Sciences  
  (641) 683-5292  
  lori.kielkopf@indianhills.edu

### Centerville Campus

- **Questions**

  Noel Gorden, Dean, Centerville Campus  
  (641) 683-5181  
  noel.gorden@indianhills.edu

### Textbooks

- **Ordering**

  Jon Schrage, Ottumwa Bookstore  
  (641) 683-5264  
  jon.schrage@indianhills.edu

  Deb Worley, Centerville Bookstore  
  (641) 856-3641, ext. 2238  
  deb.worley@indianhills.edu

### Transcripts

- **Questions**

  Joni Kelley, Registrar  
  (641) 683-5151  
  joni.kelley@indianhills.edu
Senior Year Plus Quality Assurance

It is the responsibility of institutions participating in Senior Year Plus (SYP) to ensure the quality of courses and compliance with the appropriate requirements of Iowa law. For both secondary and postsecondary courses, a variety of external accountability mechanisms exist to ensure that Senior Year Plus standards are met. These include a plethora of accreditation and audit processes.

Accreditation Processes

Educational institutions are reviewed through accreditation processes grounded in the fundamental assumption that quality is best served through processes that enable peers of an organization, informed by standards best understood and applied by professionals in the field, to make the comparative judgments essential to quality assurance. In Iowa, the peer review accreditation model is supplemented with assessments of compliance with the state minimum standards in Iowa law.

School District State Accreditation Process

The Iowa Department of Education's school improvement process utilizes a continuous improvement model for accountability while ensuring minimum state accreditation standards are met. School district compliance with SYP requirements is reviewed in the course of this process.

Through a cyclical process, school districts self-assess, review needs, plan, implement changes, and evaluate success. The process determines compliance with state accreditation standards while providing a general assessment of educational practice. At the center of the process is a department-led comprehensive site visit which occurs once every five years. Following the visit, the department prepares an accreditation report which includes compliance-related citations and recommendations for the purpose of improving educational practices above minimal compliance.

While the focus of the accreditation process is on assessing districts' progress with their Comprehensive School Improvement Plan (CSIP), issues are identified and addressed throughout the school improvement process.

HLC Accreditation Process

Institutions of higher education eligible to participate in Senior Year Plus must be regionally accredited by the Higher Learning Commission (HLC). This regional accreditation process certifies institutional quality using a process for self-improvement based on critical self-analysis and peer evaluation.

Through the accreditation process, colleges and universities are evaluated to ensure students receive quality offerings in line with their stated mission. In addition to assessing formal educational activities, the HLC also evaluates governance and administration, financial stability, admissions and student personnel services, resources, student academic achievement, organizational effectiveness, and relationship with external constituencies.

The accreditation process involves extensive self-study and a site visit by an accreditation team. Following each visit, a report is generated with recommendations regarding continued accreditation and for institutional improvement. Institutions of higher education participate in either the Program for Evaluating Academic Quality (PEAQ) or the Academic Quality Improvement Program (AQIP) and must have their accreditation status reaffirmed periodically.
Community College State Accreditation Process

In addition to the HLC accreditation process, community colleges are accredited by the State Board of Education. The accreditation process supplements the HLC process by ensuring compliance with state standards not specifically reviewed through the HLC review.

Through the state accreditation process, Senior Year Plus programs are reviewed. As with other accreditation processes, state accreditation is focused on both minimum compliance and continuous improvement above standards.

The state accreditation process includes self-study reports and site visits. Visits are conducted on the same academic year as the institution’s HLC visit. Following each visit, a final evaluation report is generated recommendations. The Iowa Department of Education may also conduct focus visits at any time if there is a pattern of serious complaints, a violation of rule or law, or if the college undergoes substantial unplanned changes.

NACEP Accreditation Process

In addition to institutional accreditation processes which ensure the public is well-served by an institution, colleges and universities are accredited by specialized accreditors which evaluate specific program areas (usually a discipline). The National Alliance of Concurrent Enrollment Partnerships (NACEP) is one such specialized accreditor with a program accreditation process for concurrent enrollment programs.

Each of Iowa’s 15 community colleges has committed to seeking NACEP accreditation and ensuring the quality of concurrent enrollment offerings. Recognized as a national model for states instituting quality controls for dual enrollment programs, a number of states have implemented dual enrollment policies or law which utilize NACEP standards or accreditation. NACEP utilizes 15 standards for curriculum, faculty, students, assessment, and program evaluation. Senior Year Plus standards are in close alignment with NACEP accreditation standards.

The process for obtaining NACEP accreditation involves extensive document review during the first year and a site visit during the second year. Following the site visit, a team consisting of representatives of NACEP-accredited two- and four-year institutions makes recommendations regarding accreditation. Once accredited, colleges and universities go through a reaccreditation process every seven years.
NACEP Standards

What is Concurrent Enrollment?
Concurrent and dual enrollment partnerships provide high school students the opportunity to take college credit-bearing courses. NACEP defines concurrent enrollment as the subset of dual enrollment courses taught by college-approved high school teachers. Concurrent and dual enrollment partnerships and early college programs successfully transition students from high school to college.

Concurrent enrollment is a low-cost, scalable model for bringing college courses to students in urban, suburban, and rural high schools and secondary career centers. Students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcripted college credit at the time they successfully pass the course.

Concurrent enrollment also facilitates close collaboration between high school teachers and college faculty that fosters alignment of secondary and postsecondary curriculum.

Sometimes called “dual credit,” “dual enrollment,” “college in the high school,” or “early college,” concurrent enrollment differs from other models of dual enrollment because high school instructors teach the college courses.

Types of Dual Enrollment Coursework
Concurrent enrollment courses share some elements or characteristics with other dual enrollment models, such as programs in which:

- A high school student travels to the college campus.
- College faculty travel to the high school or secondary career center.
- A high school student takes a course from a college instructor via distance education, either synchronous via interactive video or an asynchronous online platform.

Distinct from Other Technical Course Alignment Mechanisms

- Articulated credit is provided when an individual college retroactively assigns credit for high school coursework upon matriculation. In concurrent and dual enrollment courses, students receive a transcript based on performance in a college course.

According to AACRAO, 63% of colleges report that completing dual enrollment courses improves the likelihood of being accepted to college.
Different From Credit by Exam Options

- Advanced Placement, International Baccalaureate, and Project Lead the Way are advanced high school courses where standardized tests are used to assess students’ knowledge at the end of a course. Some colleges and universities will place students out of entry-level courses and/or provide credit-by-exam based on students’ performance on these exams.

- Concurrent and dual enrollment courses are actual credit-bearing college courses.

- Concurrent and dual enrollment students earn a college grade based on multiple and varied assessments throughout a course, not just from one high-stakes test.

- Concurrent and dual enrollment students earn transcripted college credit at the time they successfully pass the course, not retroactively for prior learning.
IHCC High School Programs
Process for Enrollment

The online registration process gives students an opportunity to view available classes and complete the preferred course selection. It also gives School Counselors the opportunity to have immediate access to the students ID#s, their mid-term and final grades, class schedules, rosters, and much more.

**IMPORTANT** information for you:

1. If a class is being offered at your high school, your instructor roster will be available through Web Advisor. **Please review your roster on the last day to ADD classes, and make sure it is accurate.** If there are students not on the list, but attending, send an Enrollment form immediately to leslie.orman@indianhills.edu. If there are students on the list, NOT attending, send an email to leslie.orman@indianhills.edu to have them dropped immediately, otherwise your high school will be charged.

2. A student may drop your class within the first 8 days of the term. The school will not be charged for a dropped class, if notification of this drop is received at IHCC within those first 8 days. After the 8th day, the student would have to withdraw from the class, which means, no grade in the class, but the school would still be charged and the withdraw “W” would show on the student’s official college transcript. Any questions, please contact Cammie Richards, (641) 683-5277 or email at cammie.richards@indianhills.edu.
“Standards of Practice”
for Concurrent Enrollment Courses

In order to provide the highest level of quality, Iowa Community Colleges subscribe to the following Principles of Good Practice:

1. Students
   a. Eligibility is determined by participating high school and college officials, including the meeting of course prerequisites or demonstrating the ability to achieve success and taking required academic assessments.
   b. Are admitted and registered with approval of the local high school and the college.
   c. Receive appropriate course orientation, including; college policies and procedures, the establishment of a permanent transcript, course withdrawal information and may include a college student handbook.
   d. Receive information clearly describing student responsibilities and institutional procedures for academic credit transfer.
   e. Are allowed access to student support services (tutoring, counseling, advising, library, writing and math labs, computer labs, etc.).
   f. In a contracted college credit course, all students participating in the class are registered for college credit.
   g. Students and parents/guardians receive appropriate information regarding college policies, procedures, and the establishment of a permanent transcript, course withdrawal, and procedures for academic credit transfer.

2. Faculty teaching college credit courses for high school students;
   a. Meet the same standards/requirements as other college faculty teaching within an academic department and are approved by appropriate college personnel.
   b. Receive appropriate orientation and training (e.g. curriculum, learning outcomes, assessment, college and department policies and procedures) to teach in the college department.
   c. Collaborate with other college faculty within the academic department and have access to faculty development activities related to; curriculum, pedagogy, assessment, college policies, technology, and discipline specific issues.
   d. Receive on-going communication, have access to instructional resources, are invited to participate in department initiatives and receive department support.
3. **Curriculum**
   a. Courses provide college-level rigor and learning experiences.
   b. Courses achieve the same learning outcomes by using: an approved course syllabus, the same instructional materials, resources, and equipment. Textbooks are of the same quality and approved by the college.
   c. Course syllabi (including a description of the content, expectations and requirements, assessment, course goals, evaluation, and resource materials) meet college standards.
   d. Course delivery is evaluated through strategies such as classroom observations and/or student evaluations.

4. **Assessment**
   a. Assessment policies, procedures and instruments are consistent with college practice.
   b. Valid student assessment measures are used to assure academic course rigor for which college credit will be awarded.

5. **Evaluation/Research**
   a. The college reviews the course/program on a regular basis for continuous improvement.
   b. Colleges are encouraged to conduct research regarding the performance of high school students in comparison to traditional college students and report findings.
   c. Colleges are encouraged to follow-up on students and their continued success at the college after high school graduation and report findings.
   d. Data sharing with participating high schools is consistent with the policies of the college.
Professional Development Information

Indian Hills Community College Connect 2 College Programs conducts annual Concurrent Enrollment Instructor (CEP) meetings for professional development prior to the start of the fall academic term. This is a mandatory meeting that features updates to college policies and processes to keep concurrent enrollment instructors informed and prepared to best serve students. It also includes a networking luncheon with IHCC faculty members and discipline specific meetings in the afternoon where IHCC faculty and CEP instructors share curriculum, work with IHCC faculty partners on content specific syllabi and collaboration, share classroom best practices, and teaching strategies. If a conflict prevents the instructor from attending, they must notify their school principal as well as the Connect 2 College Director and make plans to attend another college-sponsored professional development meeting prior to the start of the academic year. CEP instructors are also required to make arrangements to meet with their Faculty Partner.

Throughout the academic year, Indian Hills Community College hosts professional development days. Concurrent enrollment instructors are encouraged to attend these professional development opportunities to network with IHCC faculty members. The IHCC professional development days offered during the fall and spring academic terms feature session focused on improving teaching and learning. The college also offers Quality Faculty Plan (professional development) for online usage of Lynda.com. This service offers many online resources and webinars that offer instructional tips from anywhere. All CEP instructors follow the college’s Quality Faculty Plan requirement for adjunct instructors of a minimum of 4 hours of professional development annually. All professional development for CEP faculty members is tracked through the college’s My Learning Plan site.

Indian Hills Community College expects CEP instructors to participate in annual training, meet adjunct professional development requirements, and follow “Standards of Practice” of Concurrent Enrollment Courses. Faculty who are non-compliant with college expectations and standards are not provided the opportunity to teach concurrent enrollment courses for Indian Hills Community College. The college provides all CEP instructors with the High School Programs Manual and requires CEP instructors to sign a “Faculty Agreement” which outlines expectations and makes CEP instructors aware of non-compliance. The college addresses non-compliance in its annual Contract for Services signed between Indian Hills Community College and the partner school district. Additionally, non-compliance of professional development is addressed on page 12 of the college’s Quality Faculty Plan. Indian Hills Community College Quality Faculty Plan can be found at: www.indianhills.edu/qfp
Professional Development Requirements for Adjunct Faculty

The Connect 2 College concurrent enrollment faculty for Indian Hills Community College meet the NACEP Standard F3 that “provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research in the development in the field.”

Concurrent Enrollment faculty are asked to participate in on-going professional development opportunities offered annually. These include Concurrent Enrollment Faculty Workshop, All-Staff workshops, and individual professional development opportunities.

In accordance with state accreditation guidelines, Connect 2 College concurrent enrollment instructors meet or exceed the Professional Development Requirements for Adjunct Faculty which includes all Quality Faculty Plan at IHCC:

**Adjunct Orientation**
- Required prior to teaching
- A minimum of 2 contact hours, coordinated by the division dean
- Content
  - Policies/Procedures
  - Electronic Resources
  - Teaching Strategies

**Adjunct Continued Professional Development**
- Required annually (August 1-July 31)
- A minimum of 4 hours of instructional development (approved by division dean)
- Topics for learning experiences for adjunct faculty may include but are not limited to the following:
  - Adult and diverse learners
  - Teaching methodology
  - Content specific information
  - Issues in education
  - Assessment practices
  - Evaluation
  - Non-traditional students
  - Minority students
  - Critical thinking strategies
  - Designing learning goals
  - Curriculum development
  - Instructional technology
  - Students with disabilities
<table>
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<tr>
<th><strong>Fall Term: 8/30/21 - 11/17/21</strong></th>
<th><strong>Deadline</strong></th>
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<tbody>
<tr>
<td>Last Day to Add (5&lt;sup&gt;th&lt;/sup&gt; day of term)</td>
<td>September 7</td>
</tr>
<tr>
<td>Last Day 100% Refund</td>
<td>September 13</td>
</tr>
<tr>
<td>Input Midterm Grades</td>
<td>October 5-11</td>
</tr>
<tr>
<td>Midterm</td>
<td>October 7</td>
</tr>
<tr>
<td>Student Perceptions (all staff)</td>
<td>October 18 - November 4</td>
</tr>
<tr>
<td>Registration Opens for 21/Winter</td>
<td>October 20</td>
</tr>
<tr>
<td>Last Day to Withdraw for 21/Fall</td>
<td>November 4</td>
</tr>
<tr>
<td>Input Final Grades (beginning last day of the term)</td>
<td>November 17-22</td>
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<tr>
<th><strong>Winter Term: 11/18/21 - 2/22/22</strong></th>
<th><strong>Deadline</strong></th>
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<tbody>
<tr>
<td>Last Day to Add (5&lt;sup&gt;th&lt;/sup&gt; day of term)</td>
<td>November 29</td>
</tr>
<tr>
<td>Last Day 100% Refund</td>
<td>December 2</td>
</tr>
<tr>
<td>Input Midterm Grades</td>
<td>January 10-17</td>
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<tr>
<td>Midterm</td>
<td>January 12</td>
</tr>
<tr>
<td>Student Perceptions (all staff)</td>
<td>January 24 - February 10</td>
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<tr>
<td>Registration Opens for 22/Spring</td>
<td>January 25</td>
</tr>
<tr>
<td>Last Day to Withdraw 21/Winter</td>
<td>February 10</td>
</tr>
<tr>
<td>Input Final Grades (beginning last day of the term)</td>
<td>February 22 - 28</td>
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<tr>
<td>Winter Term Graduation</td>
<td>February 22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Spring Term: 2/23/22 - 5/30/22</strong></th>
<th><strong>Deadline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Day to Add (5&lt;sup&gt;th&lt;/sup&gt; day of term)</td>
<td>March 2</td>
</tr>
<tr>
<td>Last Day 100% Refund</td>
<td>March 8</td>
</tr>
<tr>
<td>Input Midterm Grades</td>
<td>April 6 - 13</td>
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<tr>
<td>Midterm</td>
<td>April 11</td>
</tr>
<tr>
<td>Student Perceptions (all staff)</td>
<td>April 18 - May 5</td>
</tr>
<tr>
<td>Registration Opens for 22/Fall</td>
<td>April 28</td>
</tr>
<tr>
<td>Last Day to Withdraw 22/Spring</td>
<td>May 5</td>
</tr>
<tr>
<td>Input Final Grades (beginning last day of the term)</td>
<td>May 19 - 24</td>
</tr>
<tr>
<td>Spring Term Graduation (Centerville)</td>
<td>May 18</td>
</tr>
<tr>
<td>Spring Term Graduation (Ottumwa)</td>
<td>May 19</td>
</tr>
</tbody>
</table>
SAMPLE
SDV101 02
How To Be Successful In College
Spring 2018

COURSE INFORMATION
Instructor: Heather Davison
Location: ASCO 121
Time: MW 1-2:50
Office: ASCO 106
Office Hours: M: noon-1; TTh: 10-noon and by appointment
Phone: Off-Campus: (641) 683-5111 ext. 1813. On Campus: dial 1813
Contacting me Electronically:
For questions: Please use the “Send Mail” link on our MyHills course menu. Do not send emails to professors from your private address.

Course Description
This course introduces students to the fundamental skills necessary for college success. Topics include: study and test-taking skills, college culture and services, financial aid and literacy, health and wellness, policies and procedures.

Credit Hours: 3
Prerequisites: None

Student Contribution
Class attendance and participation are expected in order to maximize the learning experience. Each student is expected to prepare for class by completing the readings and assignments.

Evaluation
The student will be evaluated based on activities, assignments, and tests. Each activity, assignment, and test will be assigned points. The final grade will be based on the following percentages of the total points available: 90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F.

Student Learning Outcomes
1. implement registration procedures
2. interpret financial aid information
3. identify the benefits of academic advising
4. explain how to use college services
5. discuss opportunities for student participation
6. demonstrate an understanding of institutional policies
7. demonstrate effective etiquette within the college community
8. develop note-taking, study, and test-taking skills
9. develop effective listening skills
10. identify personal barriers to academic success
11. apply effective stress management techniques
12. explain IHCC policies and regulations
13. develop an understanding of college culture
14. gain financial literacy
**Preparation for Class/Homework**
Completing the readings and assignments on time is essential in order to succeed in this class. I expect you to have done the reading assignment when we begin class. Please bring your textbook to every class period. While you may not have had much homework in high school, expect to have a lot of it in college. Students should set aside 2-3 hours for homework per week for each credit hour. Since this class is a 3-credit class, you should plan on spending at least 6-9 hours a week on reading and homework.

**Website**
I have set up a course website on MyHills. I expect you to check the website often to get announcements, quizzes, and other course materials. To access MyHills: from the IHCC homepage, click on “Quick Links,” then click on “MyHills Portal.” I will also expect you to check your grades periodically throughout the term. For tutorials on MyHills, see [http://www.indianhills.edu/tutorials/index.php](http://www.indianhills.edu/tutorials/index.php) or type “tutorials” into the search box on the MyHills homepage.

**Required Reading**
  
  **Important: This book is part textbook, part workbook. If you want to sell back your book, do not write in it. I will provide separate handouts for any exercises I assign.**

- Other handouts I distribute in class and on MyHills

**Grading**
I will base your grade on your ability to think critically and to communicate clearly and persuasively; assignments, discussions and exams will measure these skills.

<table>
<thead>
<tr>
<th>Grade Breakdown</th>
<th>Grade Scale</th>
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</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>900 – 1000 points = A</td>
</tr>
<tr>
<td>Engagement/Professionalism</td>
<td>800 – 899 = B</td>
</tr>
<tr>
<td>Media Literacy Assignment</td>
<td>700 – 799 = C</td>
</tr>
<tr>
<td>Reading Quizzes on MyHills</td>
<td>600 – 699 = D</td>
</tr>
<tr>
<td>Exams (2)</td>
<td>599 and below = F</td>
</tr>
<tr>
<td>MyStudentBody Training</td>
<td></td>
</tr>
<tr>
<td>Final Paper (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1000 points</td>
</tr>
</tbody>
</table>

**Policy on Comments and Re-Doing Coursework**
Please be aware that, since this is college, I do not allow students to re-do any course work. All grades are final. Any comments that you receive on your work are intended to help you for the next assignment, paper, or exam.

**Assignments**
You will do a variety of assignments over the course of the term. Some will come from the textbook and others will come from me. Please do not write in your textbooks. I will provide handouts for any textbook-based exercises.
**Engagement and Professionalism**

Class engagement and professionalism are worth 10% of the grade. Above all, I would like to hear your voice as much as possible in our class discussions. Even if I am lecturing, I will ask questions to the class. This is why it is so important to do the reading before class. Informed participation is the best kind and will be reflected in your class participation grade.

A big part of the college experience involves learning how to be a professional. Unprofessional behaviors include chronic lateness, poor attendance, **checking your phone, texting**, wearing headphones, whispering with your neighbor during class (crosstalk), using your laptop for purposes other than note-taking, plagiarizing, cheating, missing exams, and packing up before class ends. Markers of professionalism include a positive attitude, using subject lines, greetings, spell check and a respectful tone in electronic communications; displaying attention to detail; **taking notes**; following directions and meeting deadlines. I expect you to read my comments and incorporate them into subsequent work.

**Media Literacy Assignment**

Working on critical thinking skills is one of our course goals. To this end, you’ll do a media literacy assignment you’ll submit on Turnitin.com. I will provide more detailed instructions.

**Exams**

There will be two multiple choice/essay exams. I have designed class assignments and homework to help you prepare for exams.

**Reading Quizzes**

I have set up chapter quizzes on MyHills. There is one quiz for each of the twelve chapters required. Each chapter quiz is due by the beginning of class, at which time the portal will close. I will tell the grade center not to count the lowest 2 scores at the end of the term. A missed quiz earns a zero and counts as a low score.

**MyStudentBody**

We will use the website MyStudentBody for online training on health and wellness in the college community. These will be done outside of class time on your own.

**Final Paper/Presentation**

Throughout the course, you will work on a paper to submit via turnitin.com. In the last week of class, you’ll do a brief presentation of your paper. I will provide more detailed instructions.

**Plagiarism Policy**

According the IHCC Student Handbook, “Assuming ownership of another person’s words or ideas is the essence of plagiarism. Plagiarizing copyrighted material is a legally punishable offense; plagiarizing unpublished material in school is a severe breach of academic principles.” Since plagiarism often results from ignorance or misunderstanding, we will discuss proper citation in class. It is your responsibility to ask me if you are still unclear about what constitutes plagiarism. Keep in mind that knowingly sharing your work (letting someone copy from you) is also a breach of academic honesty; it does not “help” the other student. Students will receive from zero points to **no more than half credit** with the first offense. The second offense will result in a zero for the assignment and the potential of further disciplinary action. I allow students access to Turnitin.com’s originality reports. Given that I have defined it here, outlined my expectations, and provide this tool, there is simply no excuse for plagiarism.
Record Keeping/Best Practices
Save a copy of any work that you submit in the class. Email your work to yourself so that you have an electronic copy. After any electronic submission, log back in to check that your submission posted successfully. Technology sometimes fails, so you should always double check. Please retain any graded work for the duration of the semester. While I will make every effort to keep the MyHills Grade Center up to date, it is ultimately your responsibility to make sure that you have submitted all assignments and taken the exams.

General Statements
Assessment
Indian Hills Community College conducts assessment of student learning in order to determine whether students are meeting course, divisional, and institutional goals. From time to time, some of the activities and assignments that we do will be used to assess these goals. While assessment results may be shared with others at the college, your personal results will remain confidential.

Non-Discrimination Policy: It is the policy of Indian Hills Community College 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 this policy, please contact Kristen Parks, Director of Human Resources/Equity Coordinator, 525 Grandview Ave, Ottumwa, IA 52501, 683-5108; Chris Bowser, Executive Dean, Student Services, (students), 683-5159; Darlas Shockley, Executive Dean , Arts & Sciences (students with disabilities), 683-5174; U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312/730-1560, fax 312/730-1576.

Disability Services/Accommodations
Individuals with disabilities who require accommodations or special services should contact IHCC Disability Services for assistance. Services are available to students who need classroom accommodations, interpreters, and/or specialized equipment. Students enrolling in credit programs should make their requests for accommodations at the time they are applying for admission and preferably, no later than six weeks prior to the beginning of each academic term. All student requests are dealt with in a confidential manner. Students should contact the Ottumwa Disabilities Center by calling 641-683-5749. Centerville students should contact the Academic SUCCESS Center at 641-856-2143, ext. 2214 or email disabilityservices@indianhills.edu.

If you have emergency medical information or other personal information you need to share, please inform me. You may contact me privately, before or after class, or by phone or email.
## Detailed SDV101 Course Schedule
(Subject to change at the instructor’s discretion)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Reading/Quizzes (due at beginning of class)</th>
<th>In Class</th>
<th>Homework (due at beginning of class unless otherwise noted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 2/26</td>
<td>College Knowledge</td>
<td>Introductions 1st-Day Reflection</td>
<td></td>
</tr>
<tr>
<td>Wednesday 2/28</td>
<td>Read Introduction and Chapter 1 &amp; take quiz on MyHills</td>
<td>- Meet with Campus Tour group - Intro to MyStudentBody</td>
<td></td>
</tr>
</tbody>
</table>

**Note: Wednesday, February 28 is the last day to add a class.**

<table>
<thead>
<tr>
<th>Week 2</th>
<th>4 Steps to Success</th>
<th>Note: Tuesday, March 6 is the last day to drop a class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 3/5</td>
<td>Read Chapter 2 &amp; take quiz on MyHills</td>
<td>Assignment: What do you hope to gain from your college experience?</td>
</tr>
<tr>
<td>Wednesday 3/7</td>
<td>No Class: Begin your MyStudentBody Training on your own; work on Campus Tour Assignment</td>
<td>Email Assignment Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Goal Setting and Time Management</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 3/12</td>
<td>Read Chapter 3 &amp; take quiz on MyHills</td>
<td>- Notetaking Exercise: Grit and the Grit Scale - The Growth Mindset - Assignment: Campus Tour - Assignment: Set Goals and Make a Schedule</td>
</tr>
<tr>
<td>Wednesday 3/14</td>
<td>Read Chapter 4 &amp; take quiz on MyHills</td>
<td>Managing Time and Avoiding Procrastination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Deep Learning</th>
<th>Review and take Exam 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 3/19</td>
<td>Read Chapter 6 &amp; take quiz on MyHills</td>
<td>- Learning Styles - Notetaking - Myers-Briggs Personality Test Reflection - What’s your Learning Style?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Test-Taking Strategies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 3/26</td>
<td>Read Chapter 7 &amp; take quiz on MyHills</td>
<td>- Following Directions Activity - Test-taking Strategies - Notetaking on Chapter 7 - Writing Assessment: Study Habits</td>
</tr>
<tr>
<td>Wednesday 3/28</td>
<td>No Class: Conferences and time to work on MyStudentBody Conference Assignment due at time of conference.</td>
<td></td>
</tr>
</tbody>
</table>

**April 2-5: Spring Break**
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Higher-Level Thinking</th>
<th></th>
<th>Complete your MyStudentBody Training and submit your certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 4/9</td>
<td>Read Chapter 5 &amp; take quiz on MyHills</td>
<td>-Problem Solving -Introduction to Final Paper</td>
<td></td>
</tr>
<tr>
<td>Wednesday 4/11</td>
<td>No Class; Schedule appointment with Advising</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Diversity</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 4/16</td>
<td>Read Chapter 8 &amp; take quiz on MyHills</td>
<td>In Class Activity</td>
<td>- Advising Worksheet - Student Club Assignment</td>
</tr>
<tr>
<td>Wednesday 4/18</td>
<td></td>
<td></td>
<td>Monday, April 16: Last Day for Credit Exchange</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Financial Literacy</th>
<th></th>
<th>Financial Literacy Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 4/23</td>
<td>Read Chapter 9 &amp; take quiz on MyHills</td>
<td>- Credit Score Quiz - Financial Aid and Planning for the future</td>
<td></td>
</tr>
<tr>
<td>Wednesday 4/25</td>
<td></td>
<td></td>
<td>Reminder: Registration for Summer and Fall begins April 24</td>
</tr>
<tr>
<td>Monday 5/7</td>
<td>Read Chapter 11 &amp; take quiz on MyHills</td>
<td>Present Final Papers</td>
<td>Respondus Practice Quiz Assignment</td>
</tr>
<tr>
<td>Wednesday 5/9</td>
<td>Read Chapter 12 &amp; take quiz on MyHills</td>
<td>Present Final Papers</td>
<td>Student Planning Assignment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Topics: Health &amp; Wellness</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 4/30</td>
<td>Read Chapter 10 &amp; take quiz on MyHills</td>
<td>Healthy Relationships Quiz</td>
<td>-Final Paper Proposal due</td>
</tr>
<tr>
<td>Wednesday 5/2</td>
<td></td>
<td></td>
<td>Healthy Communication</td>
</tr>
</tbody>
</table>

**Note:** Thursday, May 3 is the last day to withdraw

<table>
<thead>
<tr>
<th>Week 10</th>
<th>What’s Next?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 5/7</td>
<td>Read Chapter 11 &amp; take quiz on MyHills</td>
<td>Present Final Papers</td>
<td></td>
</tr>
<tr>
<td>Wednesday 5/9</td>
<td>Read Chapter 12 &amp; take quiz on MyHills</td>
<td>Present Final Papers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Course Wrap-Up</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 5/14</td>
<td></td>
<td>Exam 2</td>
<td>Tip Sheets due</td>
</tr>
<tr>
<td>Wednesday 5/16</td>
<td></td>
<td>Exam Make-Up Day</td>
<td>Final Paper due by 11:59 PM via Turnitin.com</td>
</tr>
</tbody>
</table>

Term ends Thursday, May 17
Concurrent Enrollment Instructor Approval Process
High School Programs

It is expected that IHCC classes offered for concurrent enrollment be consistent with the college standards and in accordance with Senior Year Plus. The College syllabus and identified text must be used to deliver the course.

The appropriate Academic Dean will be involved in initial discussions with a school district in order to ensure that faculty delivering concurrent enrollment instruction have the proper credentials. Copies of appropriate credentials are retained in the IHCC Human Resources Department.

1. School & Concurrent Enrollment Program interested Faculty communicate with High School Programs Director.
2. Submit credentials (transcripts, High School Programs Adjunct Instructor Information form) to be evaluated by the Academic Dean and all parties will be made aware of approval or denial. Official transcripts should be sent directly to High School Programs Office, Indian Hills Community College Attn: Cammie Richards. Necessary for HR folder:
   - Official transcripts and resume
   - High School Adjunct Instructor form
   - Faculty Agreement
   - Copy of Mandatory Reporter certificate

3. The School District’s “Contract for Services” with IHCC will reflect all CEP courses taught and outline specific details including responsibilities.
4. The High School Program Director will help facilitate communication for Professional Development, changes in syllabus/text, and coordinate with Academic Departments the classroom visits for the Faculty Partners.

Specific credentialing requirements:
The following are general requirements for adjuncts teaching in specific areas within the college. There may be additional requirements, depending on the position and subject matter.

• Arts and Sciences: Master’s degree and 18 graduate hours in the discipline to be taught per the Higher Learning Commission accreditation requirement.

• Career and Technical: (1) A baccalaureate or graduate degree in the area or a related area of study or occupational area in which the instructor is teaching class OR (2) Special training and at least 6,000 hours of recent and relevant work experience in the occupational area or related occupational area in which the instructor teaches classes if the instructor possesses less than a baccalaureate degree.

• ABE, GED, SUCCESS Center: Bachelor’s degree, preferably in education. Appropriate experience and knowledge of subject may be sufficient for courses/classes that are not discipline specific, such as computers, life skills, etc.

• Clinical Nursing: RN, bachelor’s degree, and 3 years clinical experience

• EMT and other health occupations: Relevant experience and appropriate licensure or certifications.
Indian Hills Community College
High School Programs
New Faculty Agreement

Indian Hills Community College has entered into an agreement with the ________________ to provide instruction of an Indian Hills Community College course at a K12 facility. All faculty act on behalf of Indian Hills Community College and agree to fulfill the following requirements:

1. Faculty shall meet the professional standards as set forth by the Higher Learning Commission. Arts and Sciences: Master’s degree and 18 graduate hours in the discipline to be taught. Career and Technical: (1) A baccalaureate or graduate degree in the area or a related area of study or occupational area in which the instructor is teaching class OR (2) Special training and at least 6,000 hours of recent and relevant work experience in the occupational area or related occupational area in which the instructor teaches classes if the instructor possesses less than a baccalaureate degree.

2. Faculty shall provide Indian Hills Community College with official college transcripts.

3. Faculty will adhere to the Indian Hills course syllabus.

4. Faculty will use the Indian Hills approved textbook. Alternate textbooks must be approved by the Academic Dean and must meet or exceed the level of the approved textbook.

5. Faculty will ensure that the required academic coursework will be equivalent to or exceed on-campus expectations. Concurrent Enrollment Programs Faculty will collaborate with IHCC Faculty Mentors.

6. Faculty will complete and submit all required reports by the assigned deadline, including, but not limited to attendance rosters, grade reports, assessments, and faculty evaluations.

7. Faculty are expected to participate in CEP annual training, meet adjunct professional development requirements, and follow “Standards of Practice” for Concurrent Enrollment Courses. Faculty who are non-compliant with college expectations and standards will no longer teach Concurrent Enrollment courses for Indian Hills Community College.

Faculty Signature: ___________________________ Date: __________

Course: ________________________________________________

Academic Year: _________________________________

School District: _______________________________

Superintendent Signature: __________________________ Date: __________

Principal Signature: _______________________________ Date: __________

Please return this agreement to:
High School Programs Office
Indian Hills Community College
525 Grandview Avenue Ottumwa, IA 52501
Indian Hills Community College
High School Programs

Current Faculty Agreement

Indian Hills Community College has entered into an agreement with the ___________________________ to provide instruction of an Indian Hills Community College course at a K12 facility. All faculty act on behalf of Indian Hills Community College and agree to fulfill the following requirements:

1. Faculty shall provide Indian Hills Community College with official college transcripts.
2. Faculty will adhere to the Indian Hills course syllabus.
3. Faculty will use the Indian Hills approved textbook. Alternate textbooks must be approved by the Academic Dean and must meet or exceed the level of the approved textbook.
4. Faculty will ensure that the required academic coursework will be equivalent to or exceed on-campus expectations. Concurrent Enrollment Programs Faculty will collaborate with IHCC Faculty Mentors.
5. Faculty will complete and submit all required reports by the assigned deadline, including, but not limited to attendance rosters, grade reports, assessments, and faculty evaluations.
6. Faculty are expected to participate in CEP annual training, meet adjunct professional development requirements, and follow “Standards of Practice” for Concurrent Enrollment Courses. Faculty who are non-compliant with college expectations and standards will no longer teach Concurrent Enrollment courses for Indian Hills Community College.

Faculty Signature:____________________________________  Date:__________

Course:____________________________________________________________

Academic Year: ____________________________________________________

School District: _____________________________________________________

Please return this agreement to:
High School Programs Office
Indian Hills Community College
525 Grandview Avenue Ottumwa, IA 52501
HIGH SCHOOL CONTRACTED
ADJUNCT INSTRUCTOR INFORMATION

Name: ____________________________________________________________

Last First

Street Address: __________________________________________________

City, State, Zip: __________________________________________________

Social Security Number: ____________________________ Birthdate: __________________

Gender: □ Male □ Female Are you Hispanic of any race? □ Yes □ No

Select one or more races.

□ American Indian/Alaskan Native □ Black/African American
□ Native Hawaiian/Other Pacific Islander □ White
□ Asian

Start Date: ________________________________

Discipline and/or classes that will be taught: ________________________________

EDUCATIONAL BACKGROUND:

Institution Attended: ____________________________ Date Received: ________________

Degree: ____________________________ Major: ____________________________

Institution Attended: ____________________________ Date Received: ________________

Degree: ____________________________ Major: ____________________________

Institution Attended: ____________________________ Date Received: ________________

Degree: ____________________________ Major: ____________________________

YEARS TEACHING:

Number of years taught prior to IHCC: ________________ At IHCC: ________________

Submitted by: ________________________________________________

Department: ________________________________________________

Date: ________________________________________________

(Submit to Human Resources Office)

3 FA 0515 HSC 01 (A&S) 3 FV 0515 HSC 01 (CTE) Source: MISC GL#: 10-9-8535-01-52100 100%
Classroom Visit Information

Courses offered through Concurrent Enrollment (CEP) have the same course number, course title, course learning outcomes, and course credit hours as classes on the IHCC campus. Changes to courses are required to go through the Indian Hills Community College Academic Standards Committee. If course textbooks or learning outcomes are changed, this information is shared with all faculty including Concurrent Enrollment Faculty teaching the course by the discipline Program Director. Official course syllabi for all Indian Hills Community College courses are available on the college’s META site.

During faculty mentor classroom visits and department meetings, the Concurrent Instructor and IHCC Faculty discuss ways to approach learning outcomes through course assignments and classroom discussions in an effort to maintain continuity of courses no matter where the course is taught. **All CEP faculty members are required to submit their official course syllabus to the Connect 2 College Office prior to the start of each academic term to assure college expectations of CEP courses are met.**

Classroom visits take place on a rotating basis according to the individual department’s site-visit cycle with a minimum of one classroom visit every three academic years. During the classroom visit, the Faculty Partner engages in a concurrent class observation ensuring the course is consistent with the campus course. Documentation of the visit is written in a formal evaluation “IHCC Classroom Visitation Report” (see page 19) and signed by both the CEP Instructor and Indian Hills Community College faculty member during a follow-up conference to discuss the visit and answer any questions.
Indian Hills Community College  
Concurrent Enrollment Site Visit Report

High School_____________________________ IHCC Mentor____________________
Instructor______________________________ Department_____________________
Course Title/ #___________________________ Date of Visit_____________________

Evaluation: Complete the following teaching evaluation for observation visits:

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Standard</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implementation of IHCC curriculum, adherence to course outline (C3)</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>2. Coherence and completeness of CEP syllabus (C3)</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>3. Course reflects pedagogical, theoretical, &amp; philosophical orientation of the academic division (C2)</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>4. Course assignments &amp; requirements meet College expectations (A1)</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>5. Students assessed using same methods (e.g. papers, quizzes, labs) as their on-campus counterparts (A3)</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>6. Final grades based on sound evaluation of course objectives (A2)</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>7. Communication with IHCC faculty mentor (F3)</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

What suggestions do you have for improving this CEP course?________________________________________
___________________________________________________________________________________

What were the most impressive aspects of this CEP class?___________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

What feedback did you receive from students in the class?_________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

I am satisfied that the IHCC curriculum is being delivered successfully in this class:  YES  NO

If you respond NO above, please provide specific reasons why you are not satisfied on the back side of this page. Please add additional comments you would like to make, or feel free to attach additional pages.

Signature of Faculty Mentor_____________________________  Date_________________
Signature of CEP Instructor_____________________________  Date_________________
Computer Tutorial
How to Log In to WebAdvisor, MyHills, and Student WebMail

Purpose: To give students and employees the information needed to log in to “WebAdvisor,” “MyHills,” or “Student WebMail” for the first time and change their default password.

IMPORTANT NOTE REGARDING YOUR USERNAME AND PASSWORD:
When you were accepted to Indian Hills Community College, a username and password were created for you to access WebAdvisor, MyHills, and Student WebMail.

A student username, or “User ID,” is usually in the following format: firstname_lastname. For example, the student Janet Learner’s username would be “janet_learner.”

An employee username, or “User ID” is usually in the following format first initial lastname (no spaces). For example, the faculty member Jordan Mentor’s username would be “jmentor.”

A student’s (or employee’s) default password is his/her Student Number (or Employee Number) followed by “Az” (capital “A” and lowercase “z”). For example, if someone’s seven digit student number (or employee number) is “0123456,” then his/her default password would be “0123456Az.”

After logging in to WebAdvisor for the first time, you will be prompted to change your password. All passwords must be six to nine characters in length, and must contain at least one capital letter, one lowercase letter, and one number. Passwords cannot contain special characters, such as ampersands or hashtags, and they cannot be any part of your user ID.

Be sure to change your password to something that you can easily remember. Also, it is very important that you never give your username and password to anyone, as that person could potentially access all of your Indian Hills accounts.

Once you have changed your password, you will be able to use your username and new password to access “WebAdvisor,” “MyHills,” and “Student WebMail.”

The Indian Hills Community College Office of Information Technology (IT) enrolls students automatically into their MyHills courses after they have registered for their courses in WebAdvisor. This usually takes no more than one business day.
How to Log In to WebAdvisor:

1. Go to indianhills.edu
2. Chose Faculty & Staff at the top of the page
3. Scroll down a bit then select WebAdvisor from either location
4. Click Faculty

5. If you don’t know your User ID and/or password use the links on the left. Typically your user ID is your first initial and 7 characters of your last name and your password is your 7 digit Indian Hills employee number followed by Az.

**NOTE:** If you choose the What’s my password link your password will be emailed to your Indian Hills email account. Your email is your user ID followed by @indianhills.edu. If you haven’t logged in before your password will be ihcc123. See bottom of this document for IHCC Help Desk contact information.

6. If you know your login information then click Log In and enter in your username and password. You may have to reset your password. Keep in mind that passwords need to be 6 to 9 characters long, contain 1 uppercase letter, 1 lowercase letter and 1 number. Please do not use special characters.
How to Print a Class Roster:

1. Login to WebAdvisor
2. Click Faculty
3. Under Faculty Information click on Class Roster
4. Click on the class you need
5. Press the Alt key to bring up the menu
6. Chose File then Save As
7. Change the File Name to the course ID
8. Change the Save as Type to Webpage, HTML only (Internet Explorer & Chrome) Page Source (Safari)
9. Click Save
10. Check to make sure roster is correct then email it and any changes to:

   Leslie.Orman@indianhills.edu
How to Enter Grades in WebAdvisor:


2. Click on the “W” at the top of the page to go to WebAdvisor.

3. On the WebAdvisor screen that comes up click on Log In in the upper right of the page.

4. Using the user name and password provided by IHCC please log in. (The first time you log in you may be required to change your password. Your old password is the one you just used, your new password needs to be at least six characters long and contain a number, a lowercase letter and an uppercase letter.)

5. After logging in click on the Faculty menu on the right.
6. Click the Attendance link on the left hand side under Faculty Information.

7. A list of your courses, by term, should display.
   a. If they do not display then click on the Faculty menu within Self Service.

8. Click the title of the course for which you would like to enter grades.

9. Once the course opens click on Grading.

10. Next you need to click on which grades you would like to enter.
    a. Midterm grades are put in Midterm 1 and STAR attendance goes in Midterm 6.

11. Enter a grade for each student by using the dropdown list of grades.
    a. Depending on which grade is chosen other fields might need to be filled out as well.
    b. When putting in an F grade it would be best to put in Last Date of Attendance/Never Attended first then the grade. This is because putting an F grade will take you to the top of the page to see the notification about putting in Last Date of Attendance.

12. Things to Know:
    a. There is no save button! Once you enter a grade for a student and move on to the next that grade is saved in Colleague for that student.
    b. You can update midterm grades until midterm grading is turned off whereas you can update final grades until they are verified.
    c. Currently there is no good way to print grades. The best way is to input all grades then do a Ctrl+P to print or save as a PDF.
Ordering Transcripts Online

Indian Hills Community College has authorized the National Student Clearinghouse to provide transcript ordering via the Web. Students can order transcripts using any major credit card. The card will only be charged after the order has been completed.

To order an official transcript(s), please have students link to the Clearinghouse website at: www.getmytranscript.org

- The site will walk them through placing their order, including delivery options and fees. They can order as many transcripts as they like in a single session. A processing fee of $5.00 will be charged per recipient.
- Order updates will be emailed to the student.
- The student can also track their order online.

Contact Information
Joni Kelley, Registrar
Indian Hills Community College
Bennett Student Services Center
525 Indian Hills Drive, Bldg. 12
Ottumwa, IA 52501

Email: joni.kelley@indianhills.edu
Phone: (641) 683-5151 or (800) 726-2585, ext. 5151
Fax: (641) 683-5741

Indian Hills Community College IT Help Desk

Students can contact the Help Desk three different ways:

1. Email helpdesk@indianhills.edu
2. Call (641) 683-5333 or (800) 726-2585, ext. 5333
3. Submit an IT Help Desk Request Form by logging into www.indianhills.edu and clicking the IT Help Desk link at the bottom of the home page.

Submittal Password: computer
Library

Libraries are located on the Ottumwa and Centerville campuses. Each library offers comprehensive services and collections to support the informational needs of students, staff and community patrons. The college ID card serves as a library card, and must be presented to check out materials. Items are circulated for 21 days. Fines are charged for overdue materials.

Information is just a click away at http://www.indianhills.edu. You’ll find the library link at the bottom of the college home page. Explore the library’s web page for information on library locations, hours, policies, and research tips, and to gain access to thousands of books, CDs, DVDs, video tapes, audio books, e-books and videos, and full-text magazines, journals and newspapers through the library’s databases. Online resources are available 24/7, providing staff and students with access to library materials any time or place.

- Use the card catalog to find books, videos, CDs, DVDs, e-books, audio books and videos.
- Use the database link to find full-text articles on thousands of topics. Database passwords are available through the myHILLS account under the My Services tab or by clicking on “Library” under the Campus Links tab.

Visit the library for reference, interlibrary loan, and photocopy service, research assistance, access to computers, wireless internet access, individual and group study space, and instruction on how to use library resources.

To speak to a librarian, call (800) 726-2585 ext. 5199 or (641) 683-5199 (Ottumwa) or (800) 670-3631 ext. 2237 (Centerville). Assistance is also available at library@indianhills.edu.

Testing Centers

Through our Testing Center, Indian Hills Community College offers a wide range of tests, including PSI (Postal exams, Pharmacy Tech, and Cosmetology), Pearson Vue (EMT, A+ Computer Certification), Castle (Athletic Trainer, University of Wisconsin), Comira (Culinary Arts Certification), Compass, FAA (grounds, and pilot), CNA, Prepare to Care (Community Living Professional, Health Support Professional, and Personal Support Professional), ACT, Hiset, HVAC (Master Mechanic, Master Plumber, and Journeyperson), Pesticide, Dental Assistant and Dental Hygiene, Lead Abatement Certification, ALEKS, TEAS, Accuplacer, NCRC, CLEP, and any of the student’s Indian Hills make-up work.

These tests are available to Indian Hills students, non-students, companies, and the general public.

For a complete schedule of all IHCC testing services in the area, please call (800) 726-2585, ext. 5142 or email to: testing@indianhills.edu. You can also find us on Facebook at www.facebook.com/IndianHillsTestingCenter.

The Ottumwa Testing Center is located on the Ottumwa campus in Trustee Hall. The Center is open Monday through Thursday from 7:15 a.m. to 4:45 p.m. The center is also open Tuesday evenings until 9 p.m. and Saturday morning by appointment only.

In Centerville, the Testing Center is located in the SUCCESS Center. The Centerville Success Center is open Monday through Thursday from 7:15 a.m. to 4:45 p.m. For more information about the Centerville Success Center, call (800) 670-3641, ext. 2214.