INDIANHILLS
COMMUNITY COLLEGE

2022-2023
CONCURRENT INSTRUCTOR MANUAL

CONNECT 2 COLLEGE/HIGH SCHOOL PROGRAMS

Table of Contents

IHCC Contact Sheet
Connect 2 College/High School Programs (2022–2023)

Connect 2 College/HS Programs

- General Information
- Request
- Questions
- Registration Process
- Payment Options
- Contracts & Articulations
- Add/Drop/Withdraw

Cammie Richards, Director, Connect 2 College
(641) 683-5277
cammie.richards@indianhills.edu

Donna Keesling, Coordinator, Connect 2 College
(641) 683-5202
donna.keesling@indianhills.edu

Leslie Orman, Administrative Assistant, Connect 2 College
(641) 683-5125
leslie.orman@indianhills.edu

Molly Hale, Administrative Assistant, Connect 2 College
(641) 683-5286
molly.hale@indianhills.edu

Work Based Learning

- Get Connected
- Job Shadows
- Internships

Nathan Miller, Work Based Learning Specialist
(641) 683-5309
nathan.miller@indianhills.edu

Nichole Hummell, Work Based Learning Specialist
(641) 683-5239
nichole.hummell@indianhills.edu

Arts & Science Programs

- Questions

Don Waltenberger, Associate Dean, Arts & Sciences
(641) 683-5154
don.waltenberger@indianhills.edu

Heidi Munsell, Department Chair, Arts & Sciences
(641) 683-1832
heidi.munsell@indianhills.edu

Jennifer Boyenga, Department Chair, Arts & Sciences
(641) 683-1812
jennifer.boyenga@indianhills.edu

Advanced Technology Programs

• Questions

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

Jeff Henderson, Program Director, Advanced Manufacturing
(641) 683-1757
jeff.henderson@indianhills.edu

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

Health Science Programs

• Questions

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
• Questions

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.

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.

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. In addition, accredited status is required for colleges to have access to federal funds, including student financial aid.

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.

The HLC currently supports two pathways by which postsecondary educational institutions can maintain their institutional accreditation: Standard and Open. A third pathway, the Candidacy Pathway, is for colleges seeking initial candidacy. The Iowa Department of Education accepts all of the HLC approved accreditation processes. The most current HLC pathway information can be found on their website for the Standard and Open pathway.

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 45 | Iowa Department of Education accreditation processes, state accreditation is focused on both minimum compliance and continuous improvement above standards.

The state accreditation process includes desk review reports and site visits. The schedule is based on a 10-year cycle with comprehensive evaluations in year 10 and interim evaluations in year five. Following each visit, a final evaluation report is generated with recommendations and one of the components reviewed is the college's concurrent enrollment program. 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.

Additional information on the state accreditation process may be found in the Iowa Community Colleges State Accreditation Guide.

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). National Alliance of Concurrent Enrollment Partnerships (NACEP) is the only national organization supporting programs, practitioners, and policy to advice concurrent enrollment.

Each of Iowa's 15 community colleges has committed to seeking NACEP accreditation and ensuring the quality of concurrent enrollment programming. Recognized as a national model for states instituting quality controls for dual enrollment programs, a number of states have implemented concurrent enrollment policies or laws which utilize NACEP standards or accreditation. NACEP utilizes 16 standards which cover six categories: partnerships, curriculum, faculty, students, assessment, and program evaluation. Senior Year Plus standards are in close alignment with NACEP accreditation standards. The Department prepared a crosswalk which details the alignment between Senior Year Plus requirements and NACEP standards.

The process for obtaining NACEP accreditation involves an extensive application and document review process culminating in a peer review consisting of representatives of NACEP-accredited two- and four-year institutions. Starting with the 2021-22 accreditation cycle, the program interview will transition to a virtual site visit. Once accredited, NACEP accreditation is valid for five years for initial programs and seven years for a re-accredited program. In addition to the traditional Concurrent Enrollment Program (CEP) endorsement, institutions have the option to apply for an additional endorsement: College Provided Faculty Model (CPF).

Additional information on the NACEP accreditation process may be found in the NACEP Accreditation Guide.
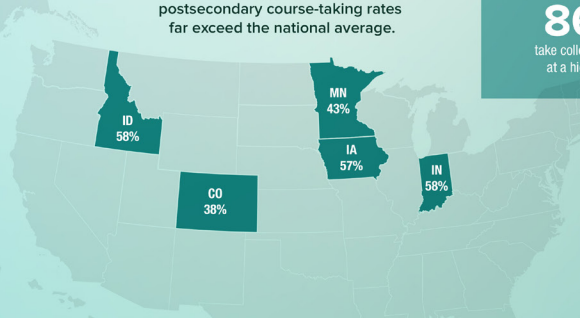
NACEP Fast Facts

Programs that allow high school students to take college courses in high school, known by various names such as dual enrollment, concurrent enrollment, dual credit, and early college, are popular, prevalent, and growing. The field has seen tremendous growth over the past decade the federal government and state statutes have increasingly expanded their recognition of this key student success initiative. As more colleges and school districts prioritize access to impactful high school to college bridging initiatives and more students and families seek better options for leveraging their high school years we have seen programs grow, develop, innovate and become integrated into the nation's educational landscape.

We have combed through decades of state and federal education data and years of rigorous research to build this fact sheet for use by programs, practitioners, policymakers, communities, students and their families.

FAST FACTS
NACEP

Dual and concurrent enrollment programs are **popular**, **prevalent**, and **impactful**. They are a **key postsecondary engagement and success strategy** for helping students transition from high school to college.

9 OUT OF 10 HIGH SCHOOLS OFFER COLLEGE COURSES

INCREDIBLE STUDENT IMPACT

Students completing college courses in high school are more likely to:
- Graduate high school
- Go to college
- Stay in college
- Complete a degree

ONE IN THREE HIGH SCHOOL STUDENTS TAKE COLLEGE COURSES

CONCURRENT ENROLLMENT IS THE MOST COMMON COURSE DELIVERY MODEL

A POWERFUL EQUITY LEVER

Nationally, 34% of U.S. high school students complete a college course in high school.

Some states high school students' postsecondary course-taking rates far exceed the national average.

86% take college courses at a high school

17% take college courses on a college campus

Students from low-income backgrounds and participate in dual and concurrent enrollment are 10-30% more likely to go to college than their non-participating peers.

Students in majority-minority school districts that participated in dual/concurrent enrollment were **32-56% more likely to go on to college** after high school than non-participating students in the same school district.

ID 58%

MN 43%

IA 57%

IN 58%

CO 38%

ONE IN THREE HIGH SCHOOL STUDENTS TAKE COLLEGE COURSES

Dual and concurrent enrollment programs are popular across the country. Dating back to the 1950s, these programs have grown from a niche project to widely available in the US. Their unique ability to build lasting and impactful connections between secondary and post-secondary education and clear value to students, have made them as popular with families and policymakers alike.

- Thirty-four percent of U.S. students take college courses in high school. This is a threefold increase from the 10% participation rate reported in 2010. [1]

- In some states, high school students' postsecondary course-taking rates far exceed the national average.

  » Indiana: 58% of Indiana high school graduates complete at least one college course [2]

  » Iowa: 56.8% of Iowa seniors enrolled in college courses in high school [3]

  » Idaho: 57% of Idaho high school graduates earned college credit while in high school [4]

  » Minnesota: 42.8% of public high school graduates enrolled in at least one college course in the 2018-2019 school year [5]

  » Colorado: 38.2% of Colorado high school graduates participate in the state's Concurrent Enrollment program [6]

CONCURRENT ENROLLMENT IS THE MOST COMMON COURSE DELIVERY MODEL
- Eighty percent of dually enrolled students nationally take their college courses at their own school, and an additional 6% take the course at a school other than their home high school, such as a career center or academy. Students in the suburbs, towns and rural areas are even more likely to take a course at their own school. [1]

9 OUT OF 10 HIGH SCHOOLS OFFER COLLEGE COURSES
- 88.98% of high schools report that they offer dual enrollment coursework. [7]

- High schools in the South (93.7%) and Midwest (91.1%) are more likely to offer dual enrollment programs than high schools in the Northeast (84.9%) or West (81.4%). [7]

- The percentage of public high schools offering dual/concurrent coursework in 2017-18 varied from 100% in Georgia and Idaho to 55% in Nevada. [8]

INCREDIBLE STUDENT IMPACT
- The Value of a Degree: A postsecondary degree or credential increases individuals' lifetime earning power and economic stability, career options and opportunities, offering stability in the face downturns in the economy and labor market. Now, more than ever, it is critical for students to access and complete college, dual and concurrent enrollment improves students' likelihood of starting and finishing a degree.

- The Benefits of Dual and Concurrent Enrollment: Students completing college courses in high school, compared to their peers who complete no dual enrollment credits, are substantially more likely to

  » Graduate high school
  » Go to college
  » Stay in college and complete a degree, often in less time than their non-participating peers

- Student completion of college courses in high school also has a positive effect on academic achievement in high school, high school graduation, non-remedial placement upon college entry, postsecondary GPA and credit accumulation, and degree attainment. [9]

- A study from the Community College Research Center (CCRC) found that 88% of the dual/concurrent enrollment students went on to college after high school and completed degrees at higher rates and in less time than their non-participating peers. [14] Several studies have documented these positive impacts of dual/concurrent enrollment participation after controlling for various student academic and demographic measures.

A POWERFUL EQUITY LEVER FOR SOCIAL JUSTICE

Closing Equity Gaps for ALL students but Particularly Low-Income Students and Students of Color: These higher outcomes persist when controlling for race/ethnicity, parents' highest level of education and socioeconomic status, and the concentration of low-income or students of color in the student's high school. [9-13]

- Students from low-income backgrounds: Participating in dual/concurrent enrollment has a positive impact on college-going rates of students from low socioeconomic backgrounds.

  » Students from low-income backgrounds and/or school districts who participated in dual/concurrent enrollment were nearly 10% more likely to enter college after high school graduation than their non-participating peers. [9-13]

- Students of color: Participating in dual/concurrent enrollment has a profound positive impact on students of color college-going rates.

  » Students in majority-minority school districts that participated in dual/concurrent enrollment were 32-56% more likely to go on to college after high school than non-participating students in the same school district. [9-12]

  » One state system study found that the 6-year college graduation rates for students of color that had participated in dual/concurrent enrollment were 33% higher than their peers that had not participated and 12% higher than white dual/concurrent enrollment participants.

- Early findings suggest that high school minority students who complete postsecondary math and science courses experience lower levels of remedial math placement and are more likely to start college as STEM majors and complete STEM degrees. [15]

AN UNDERUTILIZED EQUITY LEVER

- Dual and concurrent enrollment works to improve college-going and increases college success and degree attainment but it needs to be widely available for ALL students who can benefit from these programs. School characteristics and community characteristics all create inequitable access to this critical college access and success opportunity. We must do better!

- High-poverty, urban, small, and specialized high schools are less likely to offer dual/concurrent enrollment programs:

  » Poverty: High-poverty high schools are 19% less likely to offer dual/concurrent enrollment programs than their low-poverty counterparts. [16]

  » School location: 57% percent of urban high schools offer dual/concurrent enrollment opportunities, compared to 67% of suburban high schools and 77% of town/rural high schools. [16]

  » School size: Small high schools (serving 200 or fewer students) are 32% less likely to offer dual/concurrent enrollment programs, compared to large high schools (serving over 1,000 students). [16]

  » School focus: While 76% of traditional and 72% of magnet schools offered dual/concurrent enrollment courses, far fewer charter (40%), alternative (20%) and special education (34%) schools offered such programs.

- Students of parents with lower levels of educational attainment and Black and Hispanic students have lower dual/concurrent enrollment participation rates:

  » Parents' educational attainment: Students from whose parents had less than a high school diploma had 16% lower rate of dual/concurrent enrollment participation than did students whose parents' highest level of education was a bachelor's degree or higher. [1]

  » Race/Ethnicity: 38% percent of high school students who were White or Asian had completed postsecondary coursework, compared to 30% of Hispanic and 27% of Black students. [1]

Sources:

1: NCES, Dual Enrollment, Participation and Characteristics, February 2019 [NCES 2019-176]

2: Indiana CHE, Early College Credit Report

3: Iowa Community Colleges Joint Enrollment Annual Report, Academic Year 2018-2019, May 2020)

4: Dual Credit in Idaho's Public Postsecondary Institutions: 2019

5: 2021 Minnesota Department of Education public data request

6: Colorado Annual Report on Concurrent Enrollment

7: NCES, Advanced Placement, International Baccalaureate, and Dual-Enrollment Courses: Availability, Participation, and Related Outcomes for 2009 Ninth-Graders: 2013, August 2019 [NCES 2019-430]

8: NCES, National Teacher and Principal Survey, Among public schools with students enrolled in any of grades 9-12, percentage that offered various learning opportunities and types of classroom organization, by state: 2017-18

9: IES, What Works Clearinghouse, WWC Intervention Report: Dual Enrollment Programs, February 2017

10: CCRC Working Paper no. 113, College Acceleration for All? Mapping Racial/Ethnic Gaps in Advanced Placement and Dual Enrollment Participation, October 2019

11: Colorado DHE, The Effects of Concurrent Enrollment on the College-Going and Remedial Education Rates of Colorado's High School Students, March 2014

12: Struhl and Vargas, Taking College Courses in High School: A Strategy for College Readiness, October 2012;

13: An, B., & Taylor, J. (2019). A review of empirical studies on dual enrollment: Assessing educational outcomes

14: Fink, Jenkins, Yanagiura, What Happens to Students Who Take Community College "Dual Enrollment" Courses in High School?, September 2017

15: CCRC, Race to STEM: Can STEM Dual Enrollment Lower the Racial Gap in STEM Enrollment and Completion?

16: GAO, K-12 EDUCATION: Public High Schools with More Students in Poverty and Smaller Schools Provide Fewer Academic Offerings to Prepare for College, October 2018

CEP Instructor Information

Pre-Registration/Registration

An online registration process through DUAL ENROLL gives students an opportunity to view available classes and complete the pre-registration course selection.

https://indianhills.dualenroll.com

Dual Enroll also gives School Counselors the opportunity to have immediate access to students Indian Hills ID#'s, class schedules, rosters, and much more!

Verification of Rosters

It is VITAL for you to check your rosters for accuracy!

If a class is being offered at your high school, your instructor roster can be found through MY HILLS and/or High School Programs office will send rosters to be reviewed.

The reviewing process must be completed and returned by the 5th day of the term – last day to ADD a class.

1. If there are students NOT on the list, but attending your class, you must send an Enrollment form immediately to leslie.orman@indianhills.edu or molly.hale@indianhills.edu

    If they are not added, the student will not get credit for being in the class.

2. If there are students on the list, NOT attending your class, send an email to: leslie.orman@indianhills.edu or molly.hale@indianhills.edu

    If you do not send an email, they will not be dropped from the class and the high school will be charged.

    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, student will not receive a grade for the class, but the high school will be charged and the withdraw "W" would show on the student's official college transcript.

Student Perceptions

Student perceptions are a REQUIRED task of being a college instructor. These are vital to the integrity of the class and the growth of the college.

Below are the online instructions for students:

- LOG into MyHills.

  Begin by logging on to the Indian Hills web site: www.indianhills.edu

  » Click on the **W** in the upper-left on the page.
  » Click **Log In** at the top.
  » Enter your User ID and password

NOTE:
  » If you have never logged in, your User ID is your first name_last name
  » Your password is your student ID number including the zeros and "Az". For example, 0123456Az.
  » If you have trouble logging in, please contact the IT Help Desk at 641-683-5333 or at
    helpdesk@indianhills.edu

- CLICK on "Take a Survey".

- CLICK on the name of your instructor.
  This will take you directly into the survey and automatically populate all the fields for you.
  Do NOT click on "Submit" until you are completely done!

This survey is confidential and cannot be accessed by your instructor. Surveys can be completed using computers, smart phones, iPads, etc.

Entering Mid-Term and Final Grades

Every term you are teaching a college course, you are required to enter Mid-Term and Final grades for each student in your class. An email will come from High School Programs office, letting you know when these are due and how to complete this task.

"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

INSTRUCTIONAL TIMELINES
2022-2023 CALENDAR

Fall Term: 8/29/22 - 11/16/22	Deadline
Last Day to Add (5th day of term)	September 6
Last Day 100% Refund	September 12
Input Midterm Grades	October 4-10
Midterm	October 6
Student Perceptions (all staff)	October 17 - November 3
Registration Opens for 22/Winter	October 20
Last Day to Withdraw for 22/Fall	November 3
Input Final Grades (beginning last day of the term)	November 16-21

Winter Term: 11/17/22 - 2/21/23	Deadline
Last Day to Add (5th day of term)	November 28
Last Day 100% Refund	December 1
Input Midterm Grades	January 9-16
Midterm	January 11
Student Perceptions (all staff)	January 23 - February 9
Registration Opens for 23/Spring	January 24
Last Day to Withdraw 22/Winter	February 9
Input Final Grades (beginning last day of the term)	February 21-27

Spring Term: 2/22/23 - 5/18/23	Deadline
Last Day to Add (5th day of term)	March 1
Last Day 100% Refund	March 7
Input Midterm Grades	April 5-12
Midterm	April 10
Student Perceptions (all staff)	April 17 - May 4
Registration Opens for 23/Fall	April 24
Last Day to Withdraw 23/Spring	May 4
Input Final Grades (beginning last day of the term)	May 18-23
Spring Term Graduation (Centerville)	May 17
Spring Term Graduation (Ottumwa)	May 18

SAMPLE SYLLABUS

SDV101 02
How To Be Successful In
College Spring 2022

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 home page, 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 or type "tutorials" into the search box on the MyHills homepage.

Required Reading

- Cuseo, J., Thompson, A. & McLaughlin, J.*Thriving in community college and beyond*, 3rd Dubuque, IA: Kendall Hunt, 2016

> **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.

Grade Breakdown		Grade Scale	
Assignments	325	900 – 1000 points	= A
Engagement/Professionalism	100	800 – 899	= B
Media Literacy Assignment	50	700 – 799	= C
Reading Quizzes on MyHills	100	600 – 699	= D
Exams (2)	150	599 and below	= F
MyStudentBody Training	150		
Final Paper (2)	<u>125</u>		
	1000 points		

Policy on Comments and Re-Doing Coursework

Please be aware that, since this is college, <u>I do not allow</u> 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, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), 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 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 Associate Dean, Student Development, 525 Grandview Ave, Ottumwa, IA 52501, (641) 683-5155, equity@indianhills.edu (students, faculty and staff); Executive Dean, Centerville Campus and Learning Services, 683-5174, learningservicesequity@indianhills.edu (students with disabilities); Director of the Office for Civil Rights U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604-7204, phone number (312) 730-1560, fax (312) 730- 1576, ocr.chicago@ed.gov.

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)

	Reading/Quizzes (due at beginning of class)	**In Class**	**Homework** (due at beginning of class unless otherwise noted)
Week 1	**College Knowledge**		
Monday 2/26		Introductions 1st-Day Reflection	
Note: Wednesday, February 28 is the last day to add a class.			
Wednesday 2/28	Read Introduction and Chapter 1 & take quiz on MyHills	- Meet with Campus Tour group -Intro to MyStudentBody	
Week 2	**4 Steps to Success**		
Monday 3/5	Read Chapter 2 & take quiz on MyHills	- Emailing Your Professor - Chapter 2 Shrinking Notes Activity	Assignment: What do you hope to gain from your college experience?
Note: Tuesday, March 6 is the last day to drop a class			
Wednesday 3/7	No Class: Begin your MyStudentBody Training on your own; work on Campus Tour Assignment		Email Assignment Due
Week 3	**Goal Setting and Time Management**		
Monday 3/12	Read Chapter 3 & take quiz on MyHills	-Notetaking Exercise: Grit and the Grit Scale - The Growth Mindset	- Assignment: Campus Tour - Assignment: Set Goals and Make a Schedule
Wednesday 3/14	Read Chapter 4 & take quiz on MyHills	Managing Time and Avoiding Procrastination	Time Management Assignment
Week 4	**Deep Learning**		
Monday 3/19		**Review and take Exam 1**	
Wednesday 3/21	Read Chapter 6 & take quiz on MyHills	- Learning Styles - Notetaking	- Myers-Briggs Personality Test Reflection - What's your Learning Style?
Week 5	**Test-Taking Strategies**		
Monday 3/26	Read Chapter 7 & take quiz on MyHills	-Following Directions Activity -Test-taking Strategies	-Notetaking on Chapter 7 - Writing Assessment: Study Habits
Wednesday 3/28	No Class: Conferences and time to work on MyStudentBody Conference Assignment due at time of conference.		
April 2-5: Spring Break			

Week 6	Higher-Level Thinking		
Monday 4/9	Read Chapter 5 & take quiz on MyHills	-Problem Solving -Introduction to Final Paper	**Complete your MyStudentBody Training and submit your certificate**
Wednesday 4/11	No Class; Schedule appointment with Advising		
Week 7	Diversity		
Monday 4/16	Read Chapter 8 & take quiz on MyHills	In Class Activity	- Advising Worksheet - Student Club Assignment
Monday, April 16: Last Day for Credit Exchange			
Wednesday 4/18		In Class Activity	Hidden Bias Test Reflection
Week 8	Financial Literacy		
Monday 4/23	Read Chapter 9 & take quiz on MyHills	- Credit Score Quiz - Financial Aid and Planning for the future	Financial Literacy Assignment
Reminder: Registration for Summer and Fall begins April 24			
Wednesday 4/25		- Class Visit: Mentors in Violence Prevention (MVP)	-Media Literacy Assignment due via Turnitin drop box by 11:59 PM
Week 9	Topics: Health & Wellness		
Monday 4/30	Read Chapter 10 & take quiz on MyHills	Healthy Relationships Quiz	-Final Paper Proposal due
Wednesday 5/2		Healthy Communication	
Note: *Thursday, May 3 is the last day to withdraw*			
Week 10	What's Next?		
Monday 5/7	Read Chapter 11 & take quiz on MyHills	Present Final Papers	Respondus Practice Quiz Assignment
Wednesday 5/9	Read Chapter 12 & take quiz on MyHills	Present Final Papers	Student Planning Assignment
Week 11	Course Wrap-Up		
Monday 5/14		**Exam 2**	Tip Sheets due
Wednesday 5/16		Exam Make-Up Day	Final Paper due by 11:59 PM via Turnitin.com

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.

NACEP

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

INDIANHILLS
COMMUNITY COLLEGE
Life. Changing.

Indian Hills Community College
High School Programs
<mark>Current</mark> **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

INDIANHILLS
COMMUNITY COLLEGE
Life. Changing.

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:

Unsatisfactory: Does not meet minima standards of professional performance
Needs Improvement: Does not consistently meet accepted standards of professional performance
Standard: Consistently meets accepted standards of professional performance
Excellent: Consistently exceeds accepted standards of professional performance

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

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_____

My Hills Tutorials

Setting Up Your Course

https://www.indianhills.edu/tutorials/faculty.php#myhills_setup

Assignments and Tests

https://www.indianhills.edu/tutorials/faculty.php#myhills_tests

Grade Center

https://www.indianhills.edu/tutorials/faculty.php#myhills_grading

First Time Students - Create an Account

You can register by computer, tablet, or smart phone by going to https://indianhills.dualenroll.com and clicking on **CREATE MY ACCOUNT**.

Complete the **New Student Registration** form to create your account. Provide all information including a login name and password. All fields marked with a red asterisk (*) are required. You must provide either an email account or cell phone number to create the account. If a cell phone is used, standard text message rates apply.

Once you click **REGISTER**, you'll receive either a text message with an activation code or an email with a link to confirm your account. You <u>must</u> confirm your account before you can proceed with the registration. *If using email, be sure to check your junk and spam folders for the email.*

Indian Hills has six application steps. Completed steps are listed in green under **Application Steps,** and the current step is shown in orange. Complete all required fields which are marked with an asterisk and click the **update** button after completing a step.
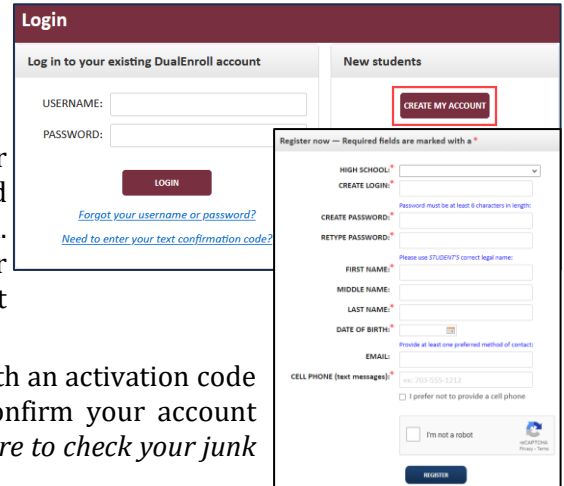
Step 1: **Student Address**
Provide student address and other basic information.

Step 2: Student Demographics

Step 3: Terms and Conditions
Accept Indian Hills terms and conditions.

Step 4: FERPA Consent

Step 5: Parent Information
Enter parent contact preference and information. *PARENT CONTACT information cannot be the same as the student contact information.*
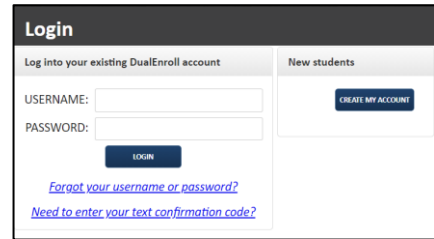
Step 6: High School
Enter your HS ID number, grade, year of graduation, counselor, and GPA. If you are a homeschooled student, this step will ask you for an approver and their email address.

You can always go back and edit any of the steps by clicking on your profile tab at the top of the screen.

Your account is now ready for use, and you can begin registering for courses.

Student Guide - Course Registration

If you've forgotten your username or password, we have you covered. You can retrieve your username and/or reset your password using the link on the login screen. You can also enter a Help Desk ticket by clicking the Help Desk button in the upper right corner of the screen.
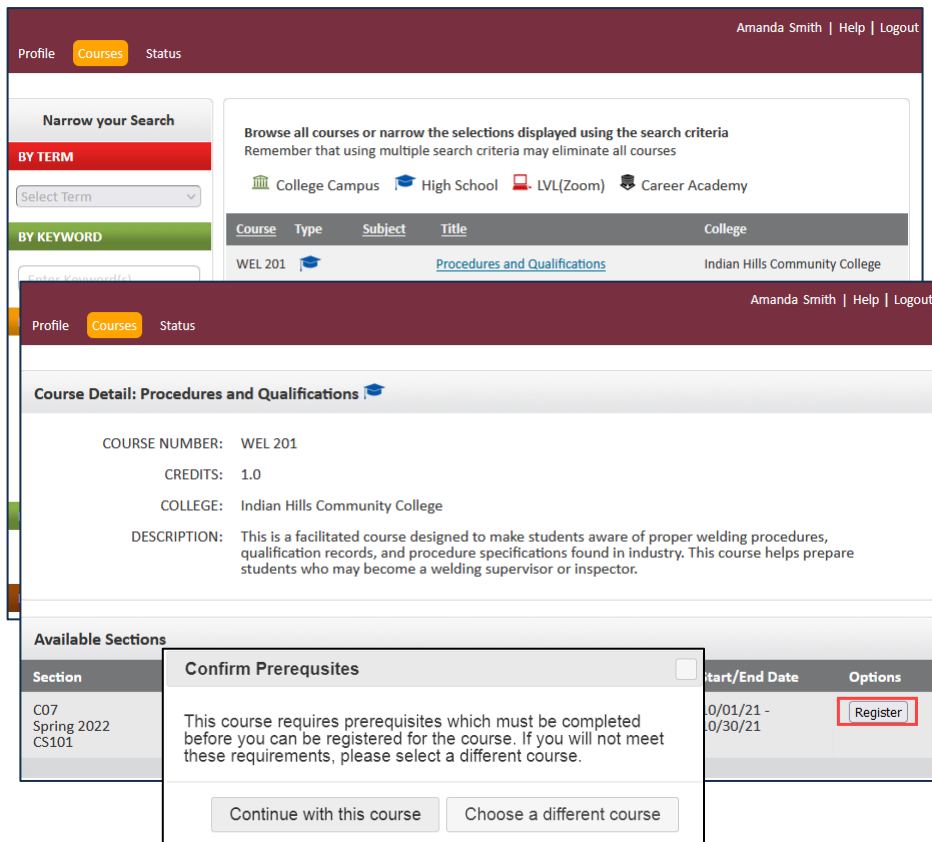
Register for Course(s):
Once you are logged into your account, click on the **Courses** tab to review the list of available courses.

The course finder shows you which Indian Hills courses are being offered for your school. Use any of the filtering options on the left to narrow down your search. Click on the course name to see the detailed class description and available sections.

When you've made your decision on a course and section, click the **REGISTER** button to start the registration process. If the course you have selected has prerequisites, you will be prompted to continue with the registration if the prerequisites are met or to choose a different course.

Your part of the registration is done for now. You may choose to: **select another course**, **view registration status**, or **logout**. You will receive an email letting you know when your registration is complete or if more information is needed from you.

If your parents are having a problem with the consent, you can click on Resend or Change contact under the Steps column, update the parent contact information, and/or resend the consent link to your parents.

Enjoy your class!

Parent Consent

Once your student initiates the registration process, you will receive ongoing email and/or text notifications. The notifications will either provide you with an update on the status OR request consent to register for given term. *Note, sometimes the email notifications are delivered to your JUNK or SPAM folder – check these folders for the notifications.*

Notification for consent will include an active link to access the online form. Simply click on the link to access the online consent form.

Dear Parent/Guardian,

Your child, *Amanda Smith* has signed up to take a class, *WEL 201 Procedures and Qualifications* from *Indian Hills Community College*.

Indian Hills Community College requires parental/guardian consent. Click here in order to give your consent.

Note: You have received this email because Amanda provided it as Amanda's parent/guardian's email address on the dualenroll.com website when Amanda signed up for the class.

INDIANHILLS
COMMUNITY COLLEGE
Life. Changing.

Parent: Parent Permission

Your child, *Darcey Fritsch*, has signed up to take one or more dual enrollment courses from *Indian Hills Community College*. *Indian Hills Community College* requires that you as the parent or guardian of this student indicate your consent for your student to participate in dual enrollment. You are responsible for paying for this course. Please follow the links below for information on how to remit payment to Indian Hills Community College. If payment is not remitted your child may not receive college credit for this course.

Link to One Stop FAQ: https://www.indianhills.edu/academics/resources/onestop/faqs.php

Link to Tutorial for Making a Payment:

https://www.indianhills.edu/_center/tutorials/webadvisor_stu_student_account_suite/webadvisor_stu_student_account_suite.html

Link to Calendar with due dates: https://www.indianhills.edu/calendar/

1. Sign electronically by entering your first and last name: _____

2. Click 'Complete Step' to give permission for your child to take this course and agree to the above.

COMPLETE STEP

Provide your electronic signature by **entering your first and last name in the box provided**. This signifies that you accept responsibility for all tuition, fees, and fines that may be incurred related to your student's enrollment at Indian Hills. If the high school is not paying for your child's course, your parent permission page will include links on how to remit payment.

Click **COMPLETE STEP**.

Note: Parents do not have accounts that allow you to log into the system; only students can log directly into DualEnroll.com.

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 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.