



# IVCCD CONCURRENT ENROLLMENT ADJUNCT HANDBOOK

Iowa Valley Community College District

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# INTRODUCTION

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The Concurrent Enrollment Adjunct Faculty Handbook is designed to help both the new adjunct instructor as well as the experienced adjunct instructor with the important job of teaching at Iowa Valley Community College District.

We have attempted to incorporate as many policies and procedures, ideas, and suggestions as we could to make your job easier and more professional. By using the “Table of Contents,” you should be able to find answers to most of the questions you may have about the CEP Adjunct Faculty role. You may also benefit from simply browsing through the Handbook and focusing in on areas of interest.

We very much want you to provide your comments on this edition of the manual and to submit ideas for inclusion in subsequent editions. We suggest that you make notes frequently in the Handbook as you are using it; these notes can then be used to make suggestions to us for revision in later editions.

A handbook cannot answer all the questions, concerns, etc. that you may have regarding teaching at IVCCD. Your first, and best, resource will always be the people at IVCCD. Departmental colleagues, the Dean of Academic Affairs and his/her office staff, the Provost of the College, and the faculty, staff, and administrators throughout IVCCD are available to assist you in any way they can.

## GENERAL COLLEGE INFORMATION

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### District Structure and Governance

Iowa Valley Community College District (IVCCD) is comprised of:

- Two major campuses:

Ellsworth Community College (ECC) 1100 College Ave. Iowa Falls, IA 50126	Marshalltown Community College (MCC) 3700 S. Center St. Marshalltown, IA 50158
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- An extension campus of MCC:  
Iowa Valley Grinnell (IVG)  
123 6<sup>th</sup> Ave. W  
Grinnell, IA 50112

The Provosts of the two major campuses and the Vice Chancellor of Continuing Education & Training report to the IVCCD Chancellor. IVCCD is governed by a Board of Directors, and the Chancellor reports directly to that Board. Of particular interest to Adjunct Faculty are the Deans of Academic Affairs, who are responsible for the hiring, placement, evaluation and guidance of Adjunct Instructors. At MCC, contact Dr. Patrick Kennedy at 641-844-5716. At ECC, contact Dr. Amanda Estey at 641-648-8633. At IVG, contact MaryAnne Nickle and 641-269-2202.

### IVCCD Mission Statement

Iowa Valley Community College District is committed to providing quality learning experiences, ensuring student success, responding to diverse community needs, and building community partnerships.

### IVCCD Vision Statement

We will serve our communities as the essential catalyst for educational and economic vitality.

# GENERAL EMPLOYMENT INFORMATION

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## Hiring Practices

IVCCD approves CEP Adjuncts by following the state and accreditation standards utilized for the hire of all College Faculty and Adjuncts. For transfer (Arts/Science courses), Faculty are required to have a master's degree and a minimum of 18 graduate credits in the subject area taught (or a related field). For career and technical coursework, Faculty are required to have either a master's degree and a minimum of 18 graduate credits in the subject area taught (or a related field) or a minimum of 6,000 hours of experience in the field taught. Upon first hire, Faculty must provide evidence of transcripts, work experience and other documentation to allow IVCCD hiring practices to be met. Once approved, a letter is sent to the new CEP Adjunct and high school administrator detailing approval of the new faculty and associated coursework. In rare instances, requests going through the process are deemed to insufficiently meet IVCCD and NACEP requirements and a letter explaining the incompleteness of requirements is sent to the appropriate faculty and administrator.

IVCCD is committed to providing equal opportunities in its employment practices and policies for all employees and applicants for employment without discrimination on the basis of age, color, creed, disability, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.

Equal employment opportunity shall apply to all personnel procedures and practices, including hiring, placement, upgrading, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination.

## CONCURRENT ENROLLMENT PROGRAM (CEP) ADMINISTRATIVE PRACTICES & POLICIES

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### CEP Staff

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## NACEP Accreditation Background & Rationale

The College in High School is accredited by National Alliance of Concurrent Enrollment Partnerships for high schools and colleges. It fosters and supports rigorous practices and quality of concurrent enrollment/dual credit relationships between colleges and high schools. The standards and credibility that come from NACEP accreditation enhance the courses offered to students in high schools and help mitigate the concerns from legislators, parents, teachers and other stakeholders. The state of Iowa also requires that community colleges offering dual credit be accredited by NACEP. IVCCD is committed to the NACEP standards and policies. Program goals for IVCCD include maintaining the ability to offer rigorous college content to a broad range of high school students and to deliver ongoing professional development to a growing pool of talented teachers.

## NACEP Standards

These standards are directly related to the relationship between the Faculty Liaison and the CEP Adjunct:

<b>Curriculum Standards &amp; Required Evidence</b>		
<b>C2</b>	College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.	<ol style="list-style-type: none"> <li>1) Official letter from the college/university's departmental chairperson, coordinator, or liaison, representing each discipline, describing and verifying compliance with the standard.</li> <li>2) Additional evidence may be submitted.</li> </ol>
<b>C3</b>	Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.	<ol style="list-style-type: none"> <li>1) A description of site visits, including what would happen during a typical site visit, frequency requirements, how site visits are tracked by the CEP, and how site visits are used to provide feedback from college/university faculty to CE instructors.</li> <li>2) One example of a completed and signed faculty site visit report representing each discipline.</li> <li>3) Additional evidence may be submitted.</li> </ol>
<b>F1</b>	CEP instructors are approved by the respective college/university departments and meet academic department requirements for teaching the college/university courses.	<ol style="list-style-type: none"> <li>1) Published documents from the CEP describing departmental criteria and processes for appointing, approving or denying CEP instructors.</li> <li>2) Three completed samples of CEP instructor applications, representing varied departments, that include documents required by the CEP (with secure information removed) and corresponding approval/appointment letters.</li> <li>3) One completed sample of a CEP letter/form of CEP instructor denial of appointment (with secure information removed).</li> <li>4) Additional evidence may be submitted.</li> </ol>
<b>F2</b>	The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.	<ol style="list-style-type: none"> <li>1) Two samples of discipline-specific training and orientation materials for new CEP instructors representing different disciplines.</li> <li>2) Attendance reports, agendas, and participant evaluations documenting CEP practice implementation of new CEP instructor training and orientations.</li> <li>3) A comprehensive CEP administrative policy and practice guide.</li> <li>4) Additional evidence may be submitted.</li> </ol>
<b>F3</b>	The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research in the development in the field. The CEP ensures CEP instructor participation.	<ol style="list-style-type: none"> <li>1) A description of the CEP's annual professional development; include the format, delivery methods and frequency.</li> <li>2) An example from the professional development activities of each discipline (such as a seminar agenda, event minutes, conference report, site visit report, etc.).</li> <li>3) Procedures and/or policy describing how the CEP ensures and tracks professional development participation.</li> <li>4) Additional evidence may be submitted.</li> </ol>
<b>F4</b>	CEP procedures address instructor non-compliance with the college/university's expectations for courses offered through the CEP (for example, non-participation in CEP training and/or activities).	<ol style="list-style-type: none"> <li>1) Published procedures and/or policies from the CEP addressing non-compliance.</li> </ol>

<b>Assessment Standards &amp; Required Evidence</b>		
<b>A1</b>	CEP students are held to the same standards of achievement as those expected of students in on campus sections.	1) Paired syllabi from on campus and CEP sections – one paired example from one course per discipline, with standards of achievement highlighted. 2) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP. 3) A detailed description of processes and implementation used to assure standards of achievement are the same in CEP and on campus sections of corresponding courses. Include a description of how syllabi are reviewed, changed and approved. 4) Additional evidence may be submitted.
<b>A2</b>	The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.	1) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP. 2) A detailed description of processes and implementation used to assure grading standards are the same in CEP and on campus sections of corresponding courses. 3) Additional evidence may be submitted.
<b>A3</b>	CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on campus sections.	1) Paired student assessments or syllabi from on campus and CEP sections – one paired example from each discipline for side-by-side comparison. 2) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP. 3) A detailed description of the processes and implementation used to assure assessment methods are the same in CEP and on campus sections of corresponding courses. 4) Additional evidence may be submitted.

## Faculty Liaison

Each CEP Adjunct (both new and returning instructors) is paired with a Faculty Liaison teaching the same course(s). The Liaison ensures that the quality and academic rigor of courses taught in the high school are comparable to courses taught on campus. This partnership strengthens connections and encourages collegial interactions between the high school and college faculty.

Faculty Liaisons serve as a resource by answering questions; providing discipline-approved exams, syllabi, and textbook information in a timely manner; and providing overall course guidance and evaluation. At all times, Liaisons help Adjuncts feel connected to IVCCD. Academic divisions are encouraged to include CEP Adjuncts in professional development opportunities and meetings. The Faculty Liaison updates instructors on any changes to the curriculum and policies. Both sides benefit through shared teaching styles and materials.

## Concurrent Enrollment Program (CEP)

CEP courses are located at the high school and taught by qualified high school instructors (CEP Adjuncts); students receive both high school and college credit. College credits are recorded on a permanent IVCCD transcript.

CEP Adjuncts must meet IVCCD requirements for adjunct faculty and have been 'hired' by the Dean of Academic Affairs to teach. It's essential that the courses taught at the high school be comparable to the course taught on the IVCCD campus and that the course taught at the high school meet the same Quality Standards listed on the college faculty's syllabus.

## Program Changes & Noncompliance Policies

Dual credit courses are a partnership, between IVCCD and the local school districts that requires ongoing collaboration. This policy outlines procedures for changing or discontinuing a CEP course. Courses may be discontinued due to curriculum changes within IVCCD course offerings/programs, changes to faculty credential requirements, concerns over the quality of instruction/college-level rigor in dual credit classes, or failure of the CEP Adjunct to comply with annual requirements.

1. In the case of curriculum changes within IVCCD course offerings/programs, the following steps should be taken to provide timely notification to the school districts:
  - Contact the high school administrator and CEP Adjunct as soon as possible, allowing the completion of the current academic year, but notifying of required changes or the need to discontinue for future terms.
  - In the case of required changes, the College will provide support to assist the CEP Adjunct(s) in adjusting to the changes. This includes advance notification, professional development, and allowing sufficient time to implement the changes.
2. In the case of changes to Faculty credential requirements, the College will:
  - Inform the CEP Adjunct and high school Administrator of the new requirements as soon as possible, allowing reasonable time within the constraints of accrediting bodies.
  - The College may request updated transcripts, resumes, or other appropriate credentials to evaluate qualifications of current Adjuncts.
3. In the case of concerns over the rigor/quality of instruction, the following steps should be taken to enable the high school to address the concerns. It is intended that instructional issues be addressed on a case-by-case basis, with the goal of assisting the CEP Adjuncts to correct the concerns.
  - The NACEP Coordinator and Dean of Academic Affairs will discuss the concerns with the high school Administrator and CEP Adjunct to address the concerns and correct the problems. A timeline will be set.
  - If the problem isn't corrected, the NACEP Coordinator and Dean of Academic Affairs will write a letter to the appropriate parties listing the following:
    - A specific date by which the concerns listed in the letter need to be corrected as determined on a case-by-case basis within one College academic year.
    - Consequences of not correcting the problems by the deadline will be stated in the letter.
  - Prior to the deadline, the College will follow-up with the CEP Adjunct to see if he/she has addressed and corrected the issues stated in the letter.
  - Assess the outcome. Future course proposals may be denied if the concerns addressed in the latter are not corrected.
4. In the case of a CEP Adjunct's failure to meet the annual CEP requirements (submission of course syllabus; attending professional development; working with the Faculty Liaison to complete the Course Checkpoint, Site Visit, common assessment student samples, and annual paperwork), the following steps will be taken:
  - The NACEP Coordinator and Dean of Academic Affairs will discuss the concerns with the high school Administrator and CEP Adjunct to address the concerns and correct the problems. A timeline will be set.
  - If the problem isn't corrected, the NACEP Coordinator and Dean of Academic Affairs will write a letter to the appropriate parties listing the following:
    - A specific date by which the concerns listed in the letter need to be corrected as determined on a case-by-case basis within one College academic year.
    - Consequences of not correcting the problems by the deadline will be stated in the letter.
  - Prior to the deadline, the College will follow-up with the CEP Adjunct to see if he/she has addressed and corrected the issues stated in the letter.
  - Assess the outcome. Future course proposals may be denied if the concerns addressed in the latter are not corrected.

## **Contracted Services Agreement**

Each spring, an updated contracted services agreement between the secondary school district and the College is initiated for the following academic year. Agreements are updated with new courses approved for concurrent enrollment, with updated tuition/financial information, and with any new policies/requirements of students,

teachers and districts. These agreements are approved annually by each school board and the IVCCD Board of Directors.

## THE CEP ADJUNCT

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### Position Overview

The CEP Adjunct is a qualified high school instructor, approved by the Dean of Academic Affairs to teach a dual credit course(s) at the high school location. He or she ensures that the course meets the same quality standards as listed in the college syllabus and utilizes and documents a shared assessment agreed to with their Faculty Liaison.

Ongoing communication with the high school instructor is a major factor in maintaining quality instruction. Each CEP Adjunct is paired with a Faculty Liaison who teaches within the same discipline. The Liaison ensures that the quality and academic rigor of courses taught in the high school are comparable to courses taught on campus.

### CEP Orientation

CEP Adjuncts are required to attend NACEP orientation for any new course requested and approved. CEP Adjuncts are assigned to work with a Faculty Liaison and attend an on-campus orientation. The training session involves a CEP overview and planning time with the Faculty Liaison to discuss the syllabus and course content.

### Required Annual Course Reviews

To meet state and national concurrent enrollment standards, two reviews and course shared assessments are required: Course Checkpoint and Site Visit. See the Appendix to access each form.

1. Course Checkpoint (Appendix B) – To ensure course comparability, the Checkpoint should be completed as early as possible in the semester; however, it can also be signed at site visit. The Course Checkpoint Form should be completed to verify that proper textbooks, syllabi, assignments, grading and curriculum are being followed. The Faculty Liaison's signature is required to affirm NACEP standards are being met. The form is filed in the NACEP Office in Grinnell.
2. Site Visit (Appendix A) – CEP Site Visits are essential to ensure that the quality and rigor is comparable to the College course. This is a course review, not an evaluation of the instructor. Faculty Liaisons visit the secondary classroom to observe course quality and resources to determine whether the CEP course is on schedule with the equivalent College course.
3. Common Assessment – For each CEP course, the Faculty Liaison and the Adjunct must submit a *completed assessment* from the course taught at the high school and the course taught at the College. This assessment must be a completed student assessment with confidential student information blocked.

**All site visits should be completed before the high school semester ends.**

### Site Visit Guidelines

- It is the role of the Faculty Liaison to schedule the site visit with the CEP Instructor.
- Faculty Liaisons observe the *entire* CEP class period and then confer with the teacher.
- Liaisons are required to complete the CEP Adjunct Course Review Form and obtain the high school instructor's signature at the conclusion of every site visit. The form should then be submitted to the NACEP Coordinator.

- The liaison makes course suggestions, and advises the teacher of College curriculum standards as necessary.
- It is the role of the Liaison and the Dean of Academic Affairs to follow up with the instructor after a pre-determined time to assure that the CEP Adjunct is complying with any requested changes. During this visit, the instructor would need to show some evidence of compliance. Contact the NACEP Coordinator if concerns remain.

## Professional Development

To meet state and national concurrent enrollment standards, annual discipline-specific professional development is required of both the CEP Adjunct and Faculty Liaison. On-campus and online opportunities will be structured to answer questions and encourage current pedagogy by subject area. All professional development activities will be tracked through the offices of the IVCCD Deans of Academic Affairs.

## CEP Adjunct Course Timeline

### AT THE BEGINNING OF THE COURSE

- Remind students that the course is dual credit through MCC/ECC.
- Give each student a dual credit information sheet (specific to the high school) that tells him/her how to access the Dual Credit Student Manual and provides drop dates, as well as other important information.
- Each student must receive a course syllabus. A syllabus must also be sent to the College to be filed each term.

### MID-WAY THROUGH THE COURSE

- Review your class roster to verify your class list. Work through your high school guidance office to add/drop students. It's important to ensure the change happens at **both** the College and high school.
- Enter mid-term grades. An email will be sent that details the grading window and provides instructions on how to enter grades on the College system.

### AT THE END OF THE COURSE

- Submit final grades. Final grades must be entered on the College system within the set grading window. A gradebook must also be submitted.

## COMPUTER PROCEDURES

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Some individuals will be given access to the student information systems and/or other administrative systems. The confidentiality of these records is governed by the federal Family Education Rights and Privacy Act of 1974 (a.k.a. Buckley Amendment, FERPA). All information is confidential, and students have a right to expect that their scholastic records are being properly supervised and maintained. Communication of this information is restricted to authorized parties in accordance with the provisions of FERPA. Requests for disclosure of this information must be approved by the appropriate administrative officer at IVCCD. Each user is legally responsible for all activity originating from his or her account.

Please be aware that IVCCD considers inappropriate computer usage (on or off-campus) an extremely serious issue. Students or staff should be aware of the harm and potential criminal consequences connected especially to Internet child pornography. Possession, receiving or trading child pornography could lead to prison time and those convicted of child pornography offenses must register as sex offenders. Please be aware and make your students aware that child pornography crimes are not victimless crimes.

### Obtaining ID & Password

Your ID and password will be assigned to you through the Deans Academic Affairs. Once all of your hiring paper work is complete, your login information will be processed. When that is completed, you will be called to set up a time to come in for training. You will have one ID number and one password\*. This ID number and password will be used to access the College's computer network, the "instructor account" on the grading website, "attendance" or other resources on our Blackboard website, and your iavalley.edu email account.

***\*Please note that passwords are now set to expire every 180 days. You will have to log on to a computer on campus to change your password. To avoid this issue you can set up a security question that will allow you to unlock your account. You will find this option under the "Enrollment Tab" of the PawPass page on our websites.***

## **IT Help Desk**

If you have any problems with your computer or computer procedures, help is available. You should call 641-844-5555 to reach the IT Help Desk. If a technician is not available, leave your name, what you teach, a number where you can be reached, and a detailed message as to the nature of the problem, and someone from the Help Desk will get to it as quickly as possible. You may also wish to talk to some of the full-time faculty or staff to see if someone else can help you. Someone from your department or someone in the Deans of Academic Affairs' offices may also be able to assist you with computer problems.

# **SYLLABUS PREPARATION**

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## **Purpose of Syllabus**

Each term the College must have a syllabus on record for each class taught by an instructor. CEP Adjuncts are required to provide a syllabus to each student and submit a copy to the office of the appropriate Dean of Academic Affairs each term.

1. The major purposes of a syllabus for any course are to give students both general and specific objectives for the course, to provide a specific guide as to what materials are being taught in the class, to give a timeline as to when course components are assigned and covered in class, and to give specific due dates for major exams, papers, and projects.
2. Other purposes of the syllabus include: giving a list of required texts and materials for the class, setting quality standards, establishing the attendance policies, describing accommodation for students with special needs, giving the students a grading scale and evaluation procedures, and explaining class policies on late work, make up exams, and other issues regarding academic integrity.

There are two major sources to help you prepare your syllabus: Syllabus Template and Sample Syllabi.

## **Syllabus Template/Sample Syllabi**

Every new academic year, a new syllabus template will be emailed to you. It is required that you update your syllabus using the new template for each new academic year. Your Faculty Liaison will provide a sample syllabus during the CEP Orientation, prior to the course start date. That syllabus should be used as a guide to help you prepare your own syllabus. Some faculty members do not mind if you use their syllabi nearly verbatim; however, please discuss this with your Liaison prior to using a substantial portion of the Liaison's syllabus. Please contact a Faculty Liaison or CEP Adjunct from your discipline to obtain resources and samples when developing your syllabus and other course elements.

## **Syllabus Requirements**

There are a number of very important areas of the syllabus that must be completed.

1. The Course Description must match the Faculty Liaison's (may be obtained from the College Catalog).
2. It would be good to create a section in your syllabus for a "Calendar of Assignments," where you can list due dates for reading assignments, test days, quizzes, midterms, papers due, final exam, etc. This allows students to see at a glance the timing for the semester. Please note on the syllabus that this is a tentative schedule and is subject to change.
3. Quality Standards and sub-points for each standard must match those of the Faculty Liaison's. Note: CEP Adjuncts may list additional standards but must include the same core as the Liaison.
4. Include an Assessment Matrix that shows how each quality standard will be assessed.

5. Include a clear attendance policy. Reasonable accommodations must be provided to students for making up work missed by absences. It is unrealistic to not allow make-up times for missed work if an acceptable excuse is submitted. There is considerable freedom for a teacher to define the conditions for make-up, and you should see the Dean of Academic Affairs if you have questions about this matter. If a student displays a pattern of missed exams, the teacher must discuss the situation with the student and inform him/her of the consequences of additional absences.
6. Provide a Course Content Advisory, especially if some material used may be considered sensitive, offensive, and/or controversial to some students.
7. Fill in your Grading and Evaluation section, giving a grading scale (ideally matches that of the Faculty Liaison), methods of instruction, evaluation and class policies regarding late work and make up exams. The testing environment is a responsibility of the teacher, and not that of an office associate, librarian, lab assistant, or other non-educator. Proctoring of tests or grading of evaluations by non-educators is not advisable.
8. List all Required Texts and materials that students must have for your course.
9. Include the ADA statement provided by the College, as well as the Academic Integrity Statement.

## **TEXTBOOKS & TEACHING MATERIALS**

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### **Coordinating Within Your Division**

You must follow guidelines from your academic division for choosing textbooks and accompanying materials. In most cases, the course(s) you are teaching is (are) being taught by a full-time instructor at the College. He or she will have chosen a text and accompanying materials, and you should use the same text and materials being used by your full-time counterpart. In some cases, there may be some latitude in choosing materials, but you should always discuss such choices with the full-time instructor for that course. You should obtain a desk copy of your textbook from your department. If one is not available, you can obtain the ordering information from the Campus Bookstore.

## **EVALUATION & GRADING**

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### **Student Evaluation of Instruction**

All faculty undergo systematic evaluation. This provides the College with a measure of accountability for its employees, and the instructor with a means for assessing his/her teaching performance. (Remember: Good teachers monitor their effectiveness.) The Dean of Academic Affairs may routinely observe your teaching, or may obtain copies of your teaching evaluations from your school district supervisor for the College file.

At least once per year, student evaluations are conducted to assess teaching effectiveness. Students will be requested to respond to a questionnaire with objective rankings and subjective comments. Each CEP Adjunct will receive copies and is expected to encourage students to complete the surveys. These anonymous evaluations will be collected by the Adjunct and returned to MCC Evaluation & Program Effectiveness Office Associate. After the semester is over, a summary of the questions, comments and ratings are mailed to each instructor.

### **Grading Criteria**

Students should be informed of their academic status frequently during a course. Evaluations of homework, tests, etc., should be returned to students in a timely manner, and accurate records of the evaluations must be maintained. You should discuss grading criteria with the faculty person(s) teaching in your area or with the Dean of Academic Affairs. There is not an absolute, campus-wide grading standard. Many faculty use the points and percentage system. The number of points the student has earned are divided by the total number of

points possible. The decimal number created by this division is converted to a percentage and is used to assign a grade. A typical standard is:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% or below

You may, if you wish, show a finer discrimination within a grade range by using pluses (+) and minuses (-). The College does allow pluses and minuses as a part of the Final grade; however, there cannot be an "A+" grade given.

<b>Grading System</b>		<b>Grades <u>Not Included</u> in GPA Calculations</b>	
A	4.00 Grade Points	W	Withdrew from Course
A-	3.67 Grade Points	N	Audited Course (no credit)
B+	3.33 Grade Points	P	Passing
B	3.00 Grade Points	Q	No Credit
B-	2.67 Grade Points	T	Credit by Examination
C+	2.33 Grade Points	L	Credit for Prior Learning or Occupational Experience
C	2.00 Grade Points	S	Satisfactory
C-	1.67 Grade Points	WIP	In Progress
D+	1.33 Grade Points		
D	1.00 Grade Points		
D-	0.67 Grade Points		
F	0 Grade Points		
I	Incomplete		

## **Incompletes (I)**

Incomplete (I) grades may be requested in **special circumstances** by filling out the proper paperwork. Only the Registrar's Office may officially give this grade, upon request of the instructor and approval of the Dean of Academic Affairs. Typically, Incompletes are not given. The Incomplete may be given if a student has met the majority of your course requirements, and has only one or two course items to complete, or there are extreme circumstances where an "I" may be considered. The student would need to present a justification for the request, and a contract between you and the student would be made. The contract would specify the date (normally before the end of the next term) that the Incomplete contract must be satisfied, and the contract would specify the grade to be administered if the work is not completed by that date. If the completion date has past and the student finished the work, the instructor must complete a Grade Change Form to show proper rationale. The instructor should turn in the incomplete with a copy of the updated grade book that is to be placed in the student's permanent file. The Dean must approve the Incomplete contract before the "I" grade can be given.

## **Withdrawals (W)**

For the Fall and Spring semesters, students can withdraw until two weeks prior to the end of the semester/class for a full-term class. The student will continue to be on your class list until he or she officially drops/withdraws. If the student never officially drops, you have to give him/her the grade that was earned.

## **Mid-term & Final Grade Reporting**

At the mid-term point in the course, you will be asked to submit the grade that each student would earn if grades were to be given at that time. You must have your mid-term grades submitted by a deadline date that will be provided by the NACEP Coordinator. Instructors enter the mid-term grades electronically (with step-by-step instructions provided by the NACEP Coordinator). Timely grade submission is important.

Instructors electronically submit final grades at the end of the semester when all assignments, tests, etc. have been completed. The NACEP Coordinator will notify you of your grading window, and it is vital that you meet that deadline. All instructors will be required to turn in their grade book to Benita Petersen at

[Benita.Petersen@iavalley.edu](mailto:Benita.Petersen@iavalley.edu) for MCC, Adriane Sietsema at [Adriane.Sietsema@iavalley.edu](mailto:Adriane.Sietsema@iavalley.edu) for ECC, or Beth Hotchkin at [Beth.Hotchkin@iavalley.edu](mailto:Beth.Hotchkin@iavalley.edu) for IVG.

## Grade Change Form

In case there is a valid reason to change a student's grade, a form may be obtained from Benita Peterson, MCC Academic Affairs Office Associate; Adriane Sietsema, ECC Director of Admissions; or Beth Hotchkin, NACEP Office. Benita may be reached at 641-844-5727, Adriane at 641-648-8519, and Beth at 641-236-0513. Follow the procedure as described on the form.

# TEACHING & LEARNING

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## Smoke Free Air Act of 2008

IVCCD complies with Iowa's Smokefree Air Act of 2008. In conjunction with this, the IVCCD Board of Directors prohibits the use of tobacco in any form on its grounds or in any of its facilities or vehicles. This includes personal vehicles owned or operated by students while on school grounds. Civil penalties can be assessed to those found in violation of this regulation. To register a complaint, contact a District official or the Iowa Department of Public Health at 1-888-944-2247 or visit [www.iowaSmokefreeAir.gov](http://www.iowaSmokefreeAir.gov).

## Add/Drop

All students in your class will be taking the course for college credit. If a student needs to drop the class, the College needs a Drop Form sent to the College Registrar. Once a student has dropped the course, the student is not allowed to continue taking the course for high school credit. If a student adds the course after the College visits the classroom, please make sure that a Concurrent Enrollment Form is sent to the College. The midterm and final grade lists give the instructor a way to check the accuracy of the College registrations. If you have any questions about this procedure, check with your Division or the Dean of Academic Affairs.

Students may drop your course any time prior to the drop deadline date (established for each semester). You may wish to advise the student of his or her options, including how it might be possible to stay in the course and receive a passing grade. Of course, there are legitimate reasons for dropping courses, and students certainly have the right to do so. Please make sure that the student is working with his/her guidance counselor.

## Overview of Legal Issues Affecting Teaching

Please see the student handbooks for student conduct information. The handbooks are located on our websites at <http://forms.iavalley.edu/doclib/ECC/Resources/ECC%20Student%20Handbook.pdf> (for ECC) and [http://forms.iavalley.edu/doclib/MCC/Resources/mcc\\_student\\_handbook.pdf](http://forms.iavalley.edu/doclib/MCC/Resources/mcc_student_handbook.pdf) (for MCC/IVG).

# GOOD TEACHING PRACTICES

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## Advice for New Adjuncts

Your role is vital. We frankly could not provide the rich breadth and depth of course offerings that we do without you. Your faculty colleagues and the College administration and staff want your teaching experience to be positive and rewarding. All of us are happy to assist you in any way we can. Your most important sources of information and support are your Division faculty members and the Dean of Academic Affairs. Please do not hesitate to call on any of those persons whenever you have a need. Remember this is a College course and the expectations and "feel" of the course should be of a college-level course!

## Suggestions for 1st Day of Class

The first day of class is sometimes a bit traumatic for both the instructors and the students. Hopefully, some of these suggestions might help make it a bit less so. If you have other activities that you find work well, please let us know so we can include them in this list.

- Make sure that students are supplied with a syllabus when they enter the room. Placing them on the desk closest to the door and asking students to pick one up on the way in might save a little time. Otherwise, passing them out early in the period and then going over a few of the important details, such as assignment schedules, important dates for papers or exams and required materials, might help clarify goals and objectives of the course. Some instructors prefer “getting acquainted” or other activities before passing out the syllabus.
- Give an overview of the course, the major objectives, any rules and regulations, etc.
- Make sure the students know how to contact you outside of class for help. Provide your email address, and phone numbers if you wish. This information should be on your syllabus, but remind them they are there to be used when needed. Often, the best time for adjunct instructors to meet with students is just before or just after class.
- Remind students before the end of class to check their syllabus for the assignments for the next class meeting. Make sure the students realize they will have to work in your class, but if they keep up with the material and come in each day with the right attitude, they can also enjoy learning the subject. It is vital that you instill confidence and a positive attitude in your students. NEVER tell students you feel unprepared for the course. Remember: You know more than they do!

## Assessment

Assessments must, of course, be tied directly to the aims of the course, to the text and other materials being used, and to the in-class lectures and activities. The creation of fair, valid quizzes and tests and other forms of assessment is a real challenge, and you may wish to get some assistance. Assessments can include objective measures such as multiple choice, true/false, matching, fill-in-the-blank, and short answers. You may also use subjective measures such as essays, oral presentations, individual and group demonstrations, projects, journals, portfolios, reviews (journals, books, performances, etc.), research papers, and more. The buzz phrase in recent years has been “authentic assessment,” which means we should tie our assessments to activities that are relevant to the lives and applications of our students. Regular discussions about assessment with the College faculty are encouraged and expected.

## Using Test Generators

Wonderful resources from the publisher back many of the textbooks in use today, including test generators. If you have a test generator available to you, we strongly urge you to give it a try. Most items from a test generator will be objective (M/C, T/F, etc.), but there may be some short answer and essay questions available for you as well. Most of the generators have been around for a while, and they have been pretty well “debugged.” Items tend to be tied to specific objectives in the text, and, of course, answers to the questions are provided. If you need assistance using a test generator, ask for it!

## Written Assignments

We are particularly concerned about the writing ability (or more accurately, the lack of it!) among many of our students. We strongly urge you to get your students to write, even in disciplines where writing is not normally a major component, and we urge you to provide feedback and guidance on your students’ writing. If you feel uncomfortable with your own writing ability, ask for some assistance from your Division, the Dean of Academic Affairs, or the staff at the MCC Success Center (Room 412) or the ECC Hub (Kruse-Main Hall).

## Professional Development

Regular on-campus and online professional development will be structured with department faculty and with college administration to answer questions and encourage current pedagogy in your subject area.

# CEP DISCIPLINES

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## Agriculture

Business

Science

## Communications

English

Speech

## Education

Human Growth & Development

## Humanities

Art

Literature

Music

## Math

## Science

Chemistry

Nutrition

## Social Science

History

Psychology

## Welding

# IVCCD FULL-TIME FACULTY LIAISON DIRECTORY

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# CEP ADJUNCT FACULTY DIRECTORY

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# APPENDIX A

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## CEP Adjunct Course Review – Site Visit

Course Name \_\_\_\_\_ High School \_\_\_\_\_

CEP Adjunct \_\_\_\_\_ Date of visit \_\_\_\_\_

Site visit begin time \_\_\_\_\_ End time \_\_\_\_\_ HS period \_\_\_\_\_

Annual site visits of each CEP Adjunct are required. Both the Liaison and the Adjunct must sign this form at the conclusion of the site visit.

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### Observations

#### Instructional Delivery

To what extent do the teaching and learning practices meet or exceed IVCCD teaching practices?

What are your impressions of student interest and involvement in the course?

#### Instructional Design & Assessment

To what extent is the course content representative of the on-campus course?

Ask to see some papers, activities or assignment generated thus far in the course.  
Are the depth and rigor equivalent to the on-campus course?

Are the evaluation processes similar to the on-campus course?

#### Other

Any additional notes, recommendations and/or action plans?

#### **Faculty Liaison**

I visited the CEP Adjunct at the high school on the date above. The information on this form is correct.

\_\_\_\_\_  
Faculty Liaison signature

\_\_\_\_\_  
Date

#### **CEP Adjunct Instructor**

I have reviewed the Faculty Liaison comments and acknowledge the Liaison's visit on the specified date.

\_\_\_\_\_  
CEP Adjunct Instructor signature

\_\_\_\_\_  
Date

# APPENDIX B

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## CEP Course Checkpoint

CEP Adjunct \_\_\_\_\_

Course Name \_\_\_\_\_

Faculty Liaison \_\_\_\_\_

Date \_\_\_\_\_

To ensure course comparability, this checkpoint should be completed by the Faculty Liaison and submitted as early as possible in the semester or prior to course start date.

### Course Review

Each checkpoint verifies comparability to the College section and indicates that the required components are included in the Adjunct syllabus.

#### 1. Syllabus

- Course Description (same as listed in the College Catalog)
- Quality Standards/Course Objectives (must match the Liaison's core standards)
- Assessment Matrix
- Grading Scale
- A copy of this semester's syllabus is on file at the College.

#### 2. Textbook

- CEP students are using an approved course textbook.

#### 3. Common Assessment

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

### Professional Development

What support or professional development opportunities would best enhance your teaching of CEP courses?

List any discipline-specific topics/training suggestions that would benefit the Liaison and/or Adjunct.

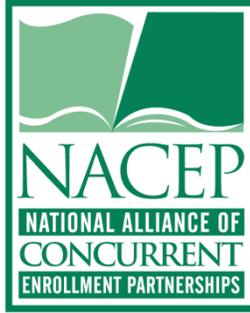
**Course Pedagogical, Theoretical, Philosophical Orientation**

1. For your discipline, briefly describe the pedagogical methods utilized in instruction.
  
2. For your discipline, briefly describe the theoretical and philosophical orientation of the department in the context of the College.
  
3. Please check ways through which you verify the pedagogical methods utilized in instruction of the CEP course:  

<input type="checkbox"/> Classroom observation	<input type="checkbox"/> Syllabus observation
<input type="checkbox"/> Professional Development discussion	<input type="checkbox"/> Discussion at orientation
<input type="checkbox"/> Regular communication	<input type="checkbox"/> Mentoring
<input type="checkbox"/> Student comments	<input type="checkbox"/> Other _____
  
4. Please check ways through which you verify the theoretical/philosophical orientation utilized in instruction of the CEP course:  

<input type="checkbox"/> Classroom observation	<input type="checkbox"/> Syllabus observation
<input type="checkbox"/> Professional Development Discussion	<input type="checkbox"/> Discussion at orientation
<input type="checkbox"/> Regular communication	<input type="checkbox"/> Mentoring
<input type="checkbox"/> Student comments	<input type="checkbox"/> Other _____
  
5. How do you assess the pedagogical, theoretical and philosophical orientation of your discipline?
  
  
6. Please check ways through which you verify the similar assessment of the CEP course:  

<input type="checkbox"/> Classroom observation	<input type="checkbox"/> Syllabus observation
<input type="checkbox"/> Professional Development Discussion	<input type="checkbox"/> Discussion at orientation
<input type="checkbox"/> Regular communication	<input type="checkbox"/> Mentoring
<input type="checkbox"/> Comparison of assessment item analysis	<input type="checkbox"/> Other _____



I, \_\_\_\_\_, Professor in the \_\_\_\_\_ Department, affirm that CEP Adjunct \_\_\_\_\_ meets the following NACEP Standards in the teaching of the following course(s) \_\_\_\_\_.

A1, "CEP students are held to the same standards of achievement as those expected of students in on-campus sections;"

A2, "The college/university ensures that CEP students are held to the same grading standards as those expected of students in on-campus sections;"

A3, "CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on-campus sections;" and

C2, "College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments."

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature