

CONCURRENT ENROLLMENT FACULTY LIAISON HANDBOOK

IOWA VALLEY COMMUNITY COLLEGE DISTRICT



"A work in progress"

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INTRODUCTION

The Concurrent Enrollment Faculty Liaison Handbook is designed to help Faculty Liaisons understand their role in providing support for both the new adjunct instructor, as well as, the experienced adjunct instructor who is teaching at the high school in regards to curriculum and NACEP requirements for accreditation.

We have attempted to incorporate as many policies and procedures, ideas, and suggestions as we could to make your job easier. By using the “Table of Contents,” you should be able to locate answers to most of the questions you may have about the CEP Faculty Liaison role. You may also benefit from simply browsing through the Handbook and focusing 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 your role as a Faculty Liaison. Departmental colleagues, the Dean of Academic Affairs and his/her office staff, the Provost of the College, and other faculty, staff, and administrators throughout IVCCD are available to assist you in any way they can.

GENERAL COLLEGE INFORMATION

District Structure and Governance

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

- Two major campuses:

Ellsworth Community College (ECC)	Marshalltown Community College (MCC)
1100 College Ave	3700 S Center St
Iowa Falls IA 50126	Marshalltown IA 50158
- An extension campus of MCC:

Iowa Valley Grinnell
123 6th Ave
Grinnell IA 50112
- A Continuing Education Division, covering the counties served by the District.

The Provosts of the two major campuses and the Vice Chancellor of Continuing Education and Training report to the Chancellor of IVCCD. IVCCD is governed by a Board of Directors, and the Chancellor reports directly to that Board. Of particular interest to adjunct faculty is the Dean of Academics who is 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. Lisa Stock at (641) 648-8633. At IVG contact MaryAnne Nickle at (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.

THE FACULTY LIAISON

Position Overview

The Dean of Academic Affairs and NACEP Coordinator depend on Faculty Liaisons to ensure CEP success. Ongoing communication with high school faculty adjuncts is a major factor in maintaining high quality instructions. Liaisons are paired with CEP Adjuncts who are teaching the same courses. Each 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, encouraging collegial interactions between the high school and college faculty.

Faculty Liaisons serve as a resource by answering questions; providing department approved exams, syllabi, and textbook information in a timely manner; and overall course guidance and evaluation. At all times, liaisons help adjuncts feel connected to IVCCD. Academic departments are encouraged to include CEP Adjuncts in professional development opportunities and meetings. The Faculty Liaison updates instructors on any changes to the curriculum and department policy. Both sides benefit through the sharing of teaching strategies.

CEP Orientation

New 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. The orientation also provides information for submitting student grades and other college policies.

Required Annual Course Reviews

To meet state and national concurrent enrollment standards, two reviews 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, prior to the start of the course is preferred. 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 Office of Academic Affairs

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.

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 instructor is complying with any requested changes. During this visit, the CEP instructor will 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 Office of Academic Affairs.

CONCURRENT ENROLLMENT PROGRAM (CEP) ADMINISTRATIVE PRACTICES AND POLICIES

CEP Staff Directory

Kelly Davis: IVG
NACEP Coordinator
Kelly.Davis@iavalley.edu

Phone: 641-269-2239

Program Website: <http://www.TeachDualCredit.com>
IT Helpdesk Phone: 641-844-5555

Benita Peterson: MCC
Academic Affairs Office Associate
Benita.Petersen@iavalley.edu Phone: 641-844-5727

MaryAnne Nickle: IVG
Dean Iowa Valley Grinnell
MaryAnne.Nickle@iavalley.edu Phone: 641-236-0513

Lisa Stock: ECC
Dean of Academic Affairs
Lisa.Stock@iavalley.edu Phone: 641-648-8633

Lynn Duit: ECC
Academic & Resources Coordinator
Lynn.Duit@iavalley.edu Phone: 641-648-8513

Monica Sagovia: MCC
Evaluation and Program Effectiveness Office Associate
Monica.Segovia@iavalley.edu Phone: 641-844-5717

NACEP background and Rationale

The CEP is a NACEP accredited program (accreditation achieved during spring 2012). NACEP is the 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 required that each community college offering dual credit be accredited by NACEP. Iowa Valley Community College District 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

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

Curriculum Standards and Required Evidence		
C2	College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.	1) Official letter from the college/university's departmental chairperson, coordinator, or liaison, representing each discipline, describing and verifying compliance with the standard. 2) Additional evidence may be submitted.
C3	Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus	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. 2) One example of a completed and signed faculty site visit report representing each discipline. 3) Additional evidence may be submitted
Faculty Standards and Required Evidence		
F1	CEP instructors are approved by the respective college/university departments and meet academic department requirements for teaching the college/university courses.	1) Published documents from the CEP describing departmental criteria and processes for appointing, approving or denying CEP instructors. 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. 3) One completed sample of a CEP letter/form of CEP instructor denial of appointment (with secure information removed). 4) Additional evidence may be submitted
F2	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.	1) Two samples of discipline-specific training and orientation materials for new CEP instructors representing different disciplines. 2) Attendance reports, agendas, and participant evaluations documenting CEP practice implementation of new CEP instructor training and orientations. 3) A comprehensive CEP administrative policy and practice guide. 4) Additional evidence may be submitted.
F3	The CEP provides annual discipline-specific professional development activities and	1) A description of the CEP's annual professional development; include the format, delivery methods and frequency.

	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.	<p>2) An example from the professional development activities of each discipline (such as a seminar agenda, event minutes, conference report, site visit report, etc.).</p> <p>3) Procedures and/or policy describing how the CEP ensures and tracks professional development participation.</p> <p>4) Additional evidence may be submitted.</p>
F4	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).	1) Published procedures and/or policies from the CEP addressing non-compliance.

Assessment Standards and Required Evidence

A1	CEP students are held to the same standards of achievement as those expected of students in on campus sections.	<p>1) Paired syllabi from on campus and CEP sections – one paired example from one course per discipline, with standards of achievement highlighted.</p> <p>2) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP.</p> <p>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.</p> <p>4) Additional evidence may be submitted.</p>
A2	The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections	<p>1) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP.</p> <p>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.</p> <p>3) Additional evidence may be submitted.</p>
A3	CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on campus sections.	<p>1) Paired student assessments or syllabi from on campus and CEP sections – one paired example from each discipline for side-by-side comparison.</p> <p>2) NACEP Assessment Standard form or statement addressing the standard, signed by faculty from each discipline offered by the CEP.</p> <p>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.</p> <p>4) Additional evidence may be submitted.</p>

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 instructors 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 and 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 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 summer, an updated contracted services agreement between the secondary school district and the college is initiated. 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 by each school board and with the Iowa Valley Community College Board of Directors in the Fall term of each academic year.

SYLLABUS PREPARATION

****This section is for your reference as you work with CEP Adjuncts to ensure their syllabi are aligned with college campus syllabi.***

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 Dean of Students and 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. It is important that Faculty Liaisons communicate with their high school counterpart to make sure that the syllabus being used for the course matches the one being used at the college.

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. These sources are explained in the following two paragraphs.

Sample Syllabus

Your Faculty Liaison will provide a sample syllabus during the CEP Orientation, prior to the course start date. His/her 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 his/her syllabus. Please feel free to contact any Faculty Liaisons or CEP Adjuncts 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 Course 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, which shows how each quality standard will be assessed.
5. Develop 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 or such, 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 AND TEACHING MATERIALS

****This section is for your reference as you work with CEP Adjuncts to ensure their textbook is approved by college faculty within the discipline.***

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 AND GRADING

**This section is for your reference as you work with CEP Adjuncts to ensure that a fair method of assessment has been established.*

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 has the option to provide students with instructions to complete the surveys electronically or a paper version. If the paper version is selected, the college will provide the Adjunct with student evaluation forms. These anonymous evaluations will be compiled by the Adjunct and returned to MCC Office Associate Evaluation and Program Effectiveness. The subjective comments will be sent to you after the course has ended.

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.

Grades Given By Instructor

A	Excellent
A-	Superior
B+	Above Average
B	Above Average
B-	Above Average
C+	Average
C	Average
C-	Average
D+	Below Average
D	Below Average
D-	Below Average

Grades Given By Registrar's Office

E	CLEP Exam (nothing appears on screen)
I	Incomplete
L	Credit for Prior Ed./Occ. Experience
N	Audit
T	Credit for Examination
TO	Test Out
W	Withdrawn
NR	Not Reported/Not Recorded

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, but 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 their 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 students' 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 2 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 they officially drop/withdraw. If they never dropped you will have to give them the grade that they have earned.

Mid-term and 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 electronic grade book to Nathan Davis at Nathan.Davis@iavalley.edu for MCC and Lynn Duit at Lynn.Duit@iavalley.edu for ECC, Beth Hotchkin for IVG at Beth.Hotchkin@iavalley.edu.

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 Associate of Academic Affairs, or Lynn Duit, ECC Coordinator of Academics and Registration. Benita may be reached at 641-844-5727 and Lynn at 641-648-8513. Follow the procedure as described on the form.

GOOD PRACTICES

Advice for Faculty Liaisons

Your role is vital. Without your support of CEP Adjunct Faculty, we could not provide the rich breadth and depth of course offerings. Each liaison should become familiar with CEP and specific academic department policies in order to assist CEP Adjuncts. Refer to the handbook for policy review. An additional source 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 to do so.

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 answer. 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 buzzword 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 with the faculty at the college about assessment is encouraged and expected.

Once a curriculum has been developed there should be a fair method of assessment developed that all faculty, college, and adjuncts, are subject to. This could be done in the form of a rubric and evaluation form, a checklist, a standard set of exams, etc. It should also be in harmony with the documented course curriculum.

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 communicate with the high school instructor in regards to engaging students in writing activities, even in disciplines where writing is not normally a major component, and we urge you to provide feedback and guidance to CEP Adjunct in regards to students writings.

APPENDIX A



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.

Observations

Instructional Delivery

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

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

Instructional Design and 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?

Liaison

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

Liaison signature

Date

CEP Instructor

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

CEP Instructor signature

Date



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 Course 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 which ways 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 _____

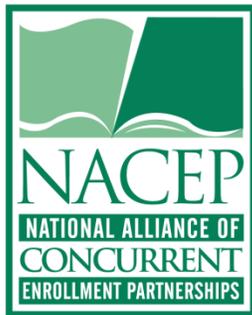
4. Please check which ways you verify the theoretical/philosophical orientation utilized in instruction of the CEP course:

<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 which ways 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

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Art

Literature

Music

Math

Science

Chemistry

Nutrition

Social Science

History

Psychology

Welding