



IVCCD CONCURRENT ENROLLMENT ADJUNCT HANDBOOK

Iowa Valley Community College District



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Iowa Valley Community College District does not discriminate in its programs, activities, or employment on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, creed, religion, actual or potential family, parental or marital status, or other protected classes. If you have questions or complaints related to compliance with this policy, please contact the District Equity Coordinator, 3702 S. Center Street, Marshalltown, IA 50158, 641-844-5523, Equity@iavalley.edu.

III. INTRODUCTION

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.

This handbook incorporates policies and procedures, ideas, and suggestions 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 on areas of interest.

If you have additional 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

District Structure and Governance

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 (IVG)
123 6 th Ave. W
Grinnell, IA 50112

The Provosts of the two major campuses and the Vice President of Business & Community Solutions report to the IVCCD President. IVCCD is governed by a Board of Directors, and the President 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 MaryAnne Nickle at 641-844-5716. At ECC, contact Honoria Balogh at 641-648-8405. At IVG, contact Ashtyn Beek and 641-269-2202.

IVCCD Vision Statement

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

IVCCD Mission Statement

Iowa Valley Community College District is committed to providing quality learning experiences, ensuring student success, and partnering to address diverse community needs in an inclusive and respectful environment.

GENERAL EMPLOYMENT INFORMATION

Hiring Practices

IVCCD approves CEP Adjuncts by following the Iowa Department of Education and Higher Learning Commission 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 12 graduate credits in the subject area taught (or a related field). For career and technical education (CTE) coursework, instructors possess a baccalaureate or graduate degree in a related area of study; or possess an associate degree in the CTE field of instruction and have at least 3,000 hours of recent and relevant work experience in the area taught; or have special training and at least 6,000 hours of relevant tested work experience. Upon 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. If the IVCCD and NACEP hiring requirements are not met, 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

CEP Staff

Kelly Davis: IVG
NACEP Coordinator
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Dean Iowa Valley Grinnell
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Allie Osmundson: MCC
District Director of Concurrent Enrollment
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Program Website: www.iavalley.edu/join-our-team/teach-dual-credit-for-iowa-valley/
IT Helpdesk Phone: helpdesk@iavalley.edu

NACEP Accreditation Background & Rationale

IVCCD 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

Partnership Standards	
Partnership 1 (CEP - P1)	The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
Partnership 2 (CEP - P2)	The concurrent enrollment program has ongoing collaboration with secondary school partners.
Faculty Standards	
Faculty 1 (CEP - F1)	All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.
Faculty 2 (CEP - F2)	Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
Faculty 3 (CEP - F3)	Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
Faculty 4 (CEP - F4)	The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.
Assessment Standard	
Assessment 1 (CEP - A1)	The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.
Curriculum Standards	
Curriculum 1 (CEP - C1)	Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
Curriculum 2 (CEP - C2)	The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.
Curriculum 3 (CEP - C3)	Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the

	concurrent enrollment program are equivalent to the courses offered on campus.
Student Standards	
Student 1 (CEP - S1)	Registration and transcribing policies and practices for concurrent enrollment students are consistent with those on campus.
Student 2 (CEP - S2)	The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
Student 3 (CEP - S3)	Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.
Student 4 (CEP - S4)	The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.
Program Evaluation Standards	
Evaluation 1 (CEP - E1)	The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
Evaluation 2 (CEP - E2)	The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

Concurrent Enrollment Program (CEP)

CEP courses are located at the high school and are taught by qualified high school instructors (CEP Adjuncts). In these courses, 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 approved by an Academic Dean 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 meets the same Course Student Learning Outcomes (CSLOs) listed on the college course catalog.

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.

Program Changes & Noncompliance Policies

Concurrent enrollment 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 concurrent enrollment classes, or failure of the CEP Adjunct to comply with annual requirements.

- 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:
 - Notify the high school administrator and CEP Adjunct of approved curriculum changes that would impact CEP courses in 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.
- 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.
- 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, Director of Concurrent Enrollment, and/or 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 for correction will be set.
 - The NACEP Coordinator, Director of Concurrent Enrollment, and/or 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.
 - 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.
- 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, Director of Concurrent Enrollment, and/or 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, Director of Concurrent Enrollment, 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.
 - 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.

Agreements include:

- When a course is taught by a CEP adjunct, it must use the College: a) course content; b) syllabus template; c) approved textbook; and d) at least one common assessment used by the equivalent course taught on the College campus and provided by the Faculty Liaison to the course/CEP adjunct. Completed assessments will be provided to the NACEP Coordinator to document consistent performance in both CEP and campus coursework.
- Instructors teaching a course for credit will also follow all requirements as outlined in the Concurrent Enrollment Adjunct Faculty Handbook, including use of Canvas (the LMS used by the College), College email, College grade entry system, and College end-of-course student evaluation process. Training in each area will be provided by the College.

THE CEP ADJUNCT

Position Overview

The CEP Adjunct is a certified high school instructor, approved by the Dean of Academic Affairs to teach a concurrent enrollment course(s) at the high school location. He or she ensures that the course meets the same Course Student Learning Outcomes as listed in the college catalog 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 the same or related course. 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 orientation for any new course requested and approved. CEP Adjuncts are assigned to work with a Faculty Liaison and attend an orientation that involves a CEP overview and planning time with the Faculty Liaison to discuss the syllabus and course content.

CEP Adjunct Course Timeline

AT THE BEGINNING OF THE COURSE

- Remind students that the course is concurrent enrollment through MCC/ECC when reviewing the course syllabus
- Students are mailed a concurrent enrollment letter that includes a course schedule and other college information, such as technology access, academic policies, and student resources.
- Each student must receive a course syllabus. This syllabus must be published for the course on Canvas, the college learning management system.

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.

Required 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 matching *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 redacted.

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 and the Director of Concurrent Enrollment.
- 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 and the Director of Concurrent Enrollment, if concerns remain.
- **All site visits should be completed before the high school semester ends.**

Professional Development

To meet Iowa Department of Education and NACEP 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.

COMPUTER PROCEDURES

CEP adjuncts will have access to student academic records through the learning management system and the student information system. 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.

Iowa Valley Community College District requires Multi-Factor Authentication (MFA) to access District systems.

Systems include:

- Canvas (<https://iavalley.instructure.com/>)
- Microsoft 365 applications - Outlook (email), Excel, Word, PowerPoint, Teams, and OneDrive (<https://portal.office.com/>)
- PawPass (<https://pawpass.iavalley.edu/ics/>)

Multi-Factor Authentication (MFA), sometimes referred to as 2-Factor Authentication, is a log-in process that requires the user to provide two or more verification factors to gain access to a resource such as an application or online account. Many of you already use MFA with your online accounts (personal bank and financial sites, Gmail, Facebook, etc.). In today's environment, where ongoing cyber-attacks are the norm, MFA is critical to securing the District's information.

The District is using Microsoft's MFA solution. It combines both MFA and Password Reset/Unlock functionality.

To set up MFA and the Self-Service Reset Tool:

- Navigate to PawPass in your web browser (<https://pawpass.iavalley.edu/ics/>).
- Select "Reset your IVCCD Network Password" located along the left side of your screen.
- Select "Register to Use Password Reset".
- Follow the onscreen prompts.

For additional assistance, refer to the Multi-Factor Authentication and Self-Service Password Reset Enrollment Guide and the short tutorial videos referenced below.

MFA and SSPR Enrollment Guide:

https://pawpass.iavalley.edu/ICS/icsfs/Microsoft_MFA_and_SSPR_Enrollment_Guide.pdf?target=2e75a499-72d9-4fdb-abdf-2e760c5dcfc7

MFA Tutorial Videos:

- Multi-Factor Authentication – Account Setup - <https://hml.iavalley.edu/Player/8AjF2AB3>
- Multi-Factor Authentication – Using MFA to Log In - <https://hml.iavalley.edu/Player/h7l6A4iD>
- Multi-Factor Authentication – How to Change Contact Methods - <https://hml.iavalley.edu/Player/l520cffj>

Contact the Iowa Valley IT Helpdesk if you have set up, usage, or other account issues. The IT Helpdesk can be reached in one of the following three ways:

- Submit a ticket (log-in required) - <https://iavalley.gofmx.com>
- Phone - 641-844-5551
- Email - helpdesk@iavalley.edu

SYLLABUS PREPARATION

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 by publishing it through Simple Syllabus in Canvas.

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

Every new academic year, you must submit your new syllabus through Simple Syllabus.

You can access your syllabi either directly from within the Iowa Valley Canvas system or from the Simple Syllabus platform:

- From within Canvas - Once you have clicked on a specific course, you will be able to click the Simple Syllabus Navigation tab on the left and begin editing your syllabus. If you don't see Simple Syllabus there then click on Settings -> Navigation and move the Simple Syllabus list item from the lower list to the higher list. After that click save and reload your page.
- From within Simple Syllabus: Log into <https://iavalley.simplesyllabus.com/> then select and edit your syllabus. This is not recommended for your initial use of Simple Syllabus.

TEXTBOOKS & TEACHING MATERIALS

Coordinating Within Your Faculty Liaison

You must follow guidelines from your academic division for choosing textbooks and accompanying materials. The course(s) you are teaching is (are) being taught by your faculty liaison 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 your faculty liaison for that course. You should obtain a desk copy of your textbook from your department.

CANVAS

It is *required* that you utilize the Learning Management System (LMS) that Iowa Valley Community College has adopted. Iowa Valley Community College uses Canvas as our LMS. Instructors will work with the NACEP Coordinator to get access to this system and will be trained by tech support and their Liaison to help ensure they are properly using this system. You will be required to ensure your students are actively using Canvas. If issues arise you can contact helpdesk@iavalley.edu for assistance.

EVALUATION & GRADING

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 your faculty liaison or with the Dean of Academic Affairs. There is not an absolute, campus-wide grading standard. Many faculty use the points and percentage system. A typical grading standard is:

Grading Scale Percentage	Letter Grade Given by Instructor	GPA Value
93-100%	A	4.0
90-92%	A-	3.7
87-89%	B+	3.3
83-86%	B	3.0
80-82%	B-	2.7
77-79%	C+	2.3
73-76%	C	2.0
70-72%	C-	1.7
67-69%	D+	1.3
63-66%	D	1.0
60-62%	D-	0.7
Below 60%	F	0.0

Incompletes (I)

An Incomplete (I) grade may be requested in special circumstances. An incomplete grade is awarded when some portion of the student's work remains unfinished. A student with an incomplete grade at the end of the semester has up to one semester to complete the missing work and remove the incomplete. After that time, the incomplete grade will be changed to a failing F grade, except under extenuating circumstances and with approval of the Dean of Academic Affairs.

Granting incomplete grades is limited to cases where circumstances merit an extension of time during which a student can complete the required coursework and receive a grade. It is the student's responsibility to arrange with the instructor to complete requirements using the Incomplete Grade Form. Incompletes must be completed by the date on the contract agreement.

Withdrawals (W)

Withdrawal from individual courses during fall or spring semesters must occur by the end of the 13th week for 16-week courses and by the end of the fifth week for half-term courses. A withdrawal from all courses can

occur up until the Friday prior to finals week. Interim or summer session withdrawals will be similarly apportioned. A student who stops going to class without officially withdrawing will earn an F.

The student will continue to be on your class list until they officially drop/withdraw. If they never dropped, but stopped attending class and/or submitting work, you would have to give them the grade that they have earned (which is often an F). See the Catalog for the full withdrawal policy.

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. Mid-term and final grades must be entered electronically by logging into PawPass (<https://pawpass.iavalley.edu>). Click on the Faculty tab to find your courses and enter grades. 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. If you have any questions regarding submitting grades, contact Elizabeth Lacina at Elizabeth.Lacina@iavalley.edu for MCC, Wanda Sauerbrei at Wanda.Koehrsen@iavalley.edu for ECC, or Beth Hotchkin at Beth.Hotchkin@iavalley.edu for IVG.

Grade Change Form

In case there is a valid reason to change a student's grade, a Grade Change Form may be obtained from Elizabeth Lacina, Elizabeth.Lacina@iavalley.edu for MCC; Wanda Sauerbrei at Wanda.Koehrsen@iavalley.edu for ECC; or Beth Hotchkin Beth.Hotchkin@iavalley.edu for IVG.

TEACHING & LEARNING

Smoke Free Air Act

IVCCD complies with Iowa's Smoke Free Air Act. 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.

Add/Drop

All students in your class will be taking the course for college credit. If a student needs to drop the class, the High school counselor will submit a request to drop through the Dual Credit Portal. 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 late, please make sure that a Concurrent Enrollment Form is sent to the College. The class roster in Canvas should update with 24 hours of any add or drop. This roster gives the instructor a way to check the accuracy of the College registrations. If you have any questions about this procedure, check with Kelly Davis (Kelly.davis@iavalley.edu at 641-236-0513).

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 counselor.

Student Code of Conduct

Please see the student handbooks for student conduct information. The handbooks are located on our websites at [ECC Student Handbook](#) (for Ellsworth CC) and [MCC Student Handbook](#) (for Marshalltown CC/Iowa Valley Grinnell).

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 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



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 _____