



IVCCD CONCURRENT ENROLLMENT ADJUNCT HANDBOOK

Iowa Valley Community College District

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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.

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

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 6th 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 Dr. Vincent Boyd at 641-844-5716. At ECC, contact Honoria Balogh at 641-648-8405. At IVG, contact MaryAnne Nickle 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 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

CEP Staff

Kelly Davis: IVG
NACEP Coordinator
Kelly.Davis@iavalley.edu Phone: 641-269-2239

Program Website: www.TeachDualCredit.com
IT Helpdesk Phone: helpdesk@iavalley.edu

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

Honoria Balogh: ECC
Dean of Academic Affairs
Honoria.Balogh@iavalley.edu Phone: 641-648-8405

Vincent Boyd: MCC
Dean of Academic Affairs
Vincent.Boyd@iavalley.edu Phone: 641-844-5716

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

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

Curriculum Standards

<p>Curriculum 1 (C1)</p>	<p>Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A publicly available list of all courses offered through the concurrent enrollment program with descriptions that are linked to the college/university course catalog.
<p>Curriculum 2 (C2)</p>	<p>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.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Paired syllabi from on campus and concurrent enrollment sections from one course per discipline, with the learning objectives highlighted. 2. A Statement of Equivalency for each discipline written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.
<p>Curriculum 3 (C3)</p>	<p>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.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A description of what happens during a typical site visit and an explanation of how site visits are used to provide feedback from college/university faculty to concurrent enrollment program instructors. 2. A description of how site visits are tracked by the concurrent enrollment program and an explanation of the concurrent enrollment program-defined site visit frequency of (1) first time instructors and (2) veteran instructors. 3. Provide tracking documentation that lists the most recent site visit date for each instructor and the name of the site visitor and title. 4. One site visit report representing each discipline performed by a faculty member with content knowledge of the discipline.

Assessment Standard

Assessment 1 (A1)	<p>The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.</p> <p>Required Evidence:</p> <ol style="list-style-type: none">1. A Statement of Equivalency written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.2. Paired student assessment tools from on-campus and concurrent enrollment sections – one paired example from each discipline for side-by-side comparisons (such as final exam, lab exercise, essay assignment, or grading rubric).
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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 meets the same Course Student Learning Outcomes (CSLOs) 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.

- 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.
- 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 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 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 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.
- 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/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 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.

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 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 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 CEP 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 when reviewing the course syllabus
- 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

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.

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/h7I6A4iD>
- Multi-Factor Authentication – How to Change Contact Methods - <https://hml.iavalley.edu/Player/I520cffj>

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 and submit a copy to Beth Hotchkin at beth.hotchkin@iavalley.edu each semester completed on the IVCCD Syllabus Template.

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.

TEXTBOOKS & TEACHING MATERIALS

Coordinating Within Your Faculty Liaison

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.

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 as they would. 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 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.

Grading System

4.00 Grade Points	W
3.67 Grade Points	N
3.33 Grade Points	P
3.00 Grade Points	Q
2.67 Grade Points	T
2.33 Grade Points	L
2.00 Grade Points	
1.67 Grade Points	S
1.33 Grade Points	WIP
1.00 Grade Points	
0.67 Grade Points	
0 Grade Points	

Grades Not Included in GPA Calculations

Withdrawn from Course
Audited Course (no credit)
Passing
No Credit
Credit by Examination
Credit for Prior Learning or Occupational Experience
Satisfactory
In Progress

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 Elizabeth Lacina at

Elizabeth.Lacina@iavalley.edu for MCC, Tina Wesselmann at Tina.wesselmann@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 form may be obtained from Benita Peterson, Elizabeth.Lacina@iavalley.edu MCC Academic Affairs Office Associate; Tina Wesselmann, Tina.wesselmann@iavalley.edu, ECC Director of Admissions; or Beth Hotchkin Beth.Hotchkin@iavalley.edu Grinnell Campus 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

Smoke Free Air Act of 2008

IVCCD complies with Iowa's Smoke Free 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.

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 late, 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 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 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 (for MCC/IVG).

GOOD TEACHING PRACTICES

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.

Each CEP course will demonstrate a shared assessment with the course offered by the assigned Faculty Liaison. These will be collected each semester by sending to Beth Hotchkin at beth.hotchkin@iavalley.edu. The shared assessment is one way that we demonstrate course consistency between CEP and IVCCD faculty-led courses.

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

Annual professional development will be structured with department faculty and with college administration to answer questions and encourage current pedagogy in your subject area.

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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 _____

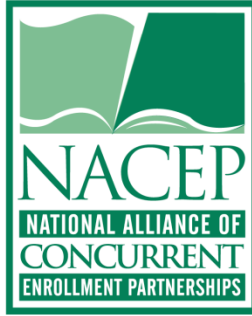
4. Please check ways through which you verify the theoretical/philosophical orientation utilized in instruction of the CEP course:

<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 _____



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