



CONCURRENT ENROLLMENT

HANDBOOK FOR NIACC CONCURRENT ENROLLMENT INSTRUCTORS

Our Mission: To Enrich Lives

North Iowa Area Community College enriches lives through comprehensive educational opportunities, a commitment to learner success, community engagement, and leadership.

Our Vision: To Transform our Region

North Iowa Area Community College will transform our region into a center of opportunity by creating high-quality learning experiences, providing exceptional services, and forging collaborative partnerships that prepare students, businesses, and communities for success in a diverse, global society.

Our Core Values

- Educational Excellence
- Learner Success
- Community Engagement
- Continuous Improvement
- Collaborative Leadership

NIACC's Institutional Priorities

Increase Student Success and Enrollment – Increase student success and enrollment by offering quality and relevant educational experiences, proactive support systems, and academic and non-academic opportunities that are both dynamic and diverse.

Improve Student and Stakeholder Experiences – Improve student and stakeholder experiences by providing an environment that is accessible, inclusive, supportive, engaging, and safe for all.

Elevate Organizational Excellence – Elevate organizational excellence through the strategic use of resources and by creating an inspiring and engaging culture for all employees.

Forge and Support Strong Partnerships – Forge and support strong partnerships with schools, businesses, and communities by developing tailored services and programs designed to respond to the educational, workforce, and economic needs of today and tomorrow.

Enhancing Teaching – Enhance teaching by supporting faculty development informed by best practice, focused on promoting innovation and implementing effective instructional and assessment techniques.

Annual Notice of Nondiscrimination

It is the policy of the North Iowa Area Community College not to discriminate in its programs, activities, or employment on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, creed, religion, and actual or potential family, parental, or marital status.

If you have questions or complaints related to compliance with this policy, please contact Shelly Schmit, 500 College Drive, Mason City, IA 50401, 641-422-4211, Shelly.Schmit@niacc.edu, or the Director of the Office for Civil Rights U.S. Department of Education, , John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604-7204, Telephone: (312) 730-1560 Facsimile: (312) 730-1576, TDD (800) 877-8339 Email: OCR.Chicago@ed.gov.

The full version can also be found here: <http://www.niacc.edu/about/non-discrimination-statement/> .

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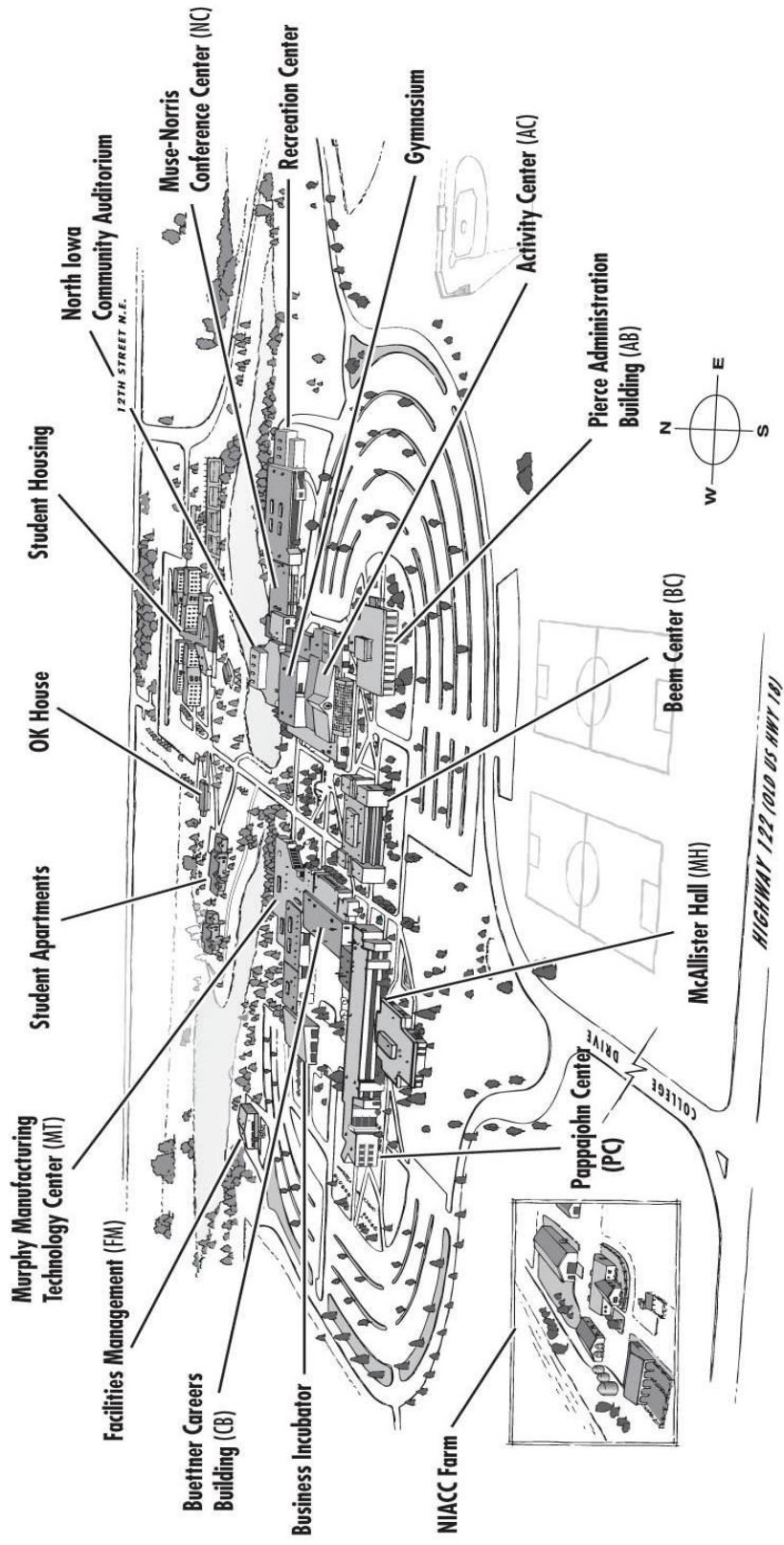


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I. HIRING

NIACC Application/Teacher Qualifications/Transcript

All instructors must have a personnel file at the College containing a completed NIACC application and an official transcript from the degree-granting institution. See Iowa Department of Education Minimum Standards.

Concurrent Enrollment Instructors Employed by High Schools

Concurrent Enrollment teachers who are paid by their high school do not also receive pay from NIACC. Disregard the following section: Adjunct Instructors Who Are Paid by NIACC.

Adjunct Instructors Who Are Paid by NIACC

Iowa Wage Law

Effective July 1, 2008, as per an Iowa Wage Law change, NIACC may no longer mail payroll checks unless the Business Office has written authorization from the employee. If you desire to have your payroll check mailed to you, please contact the Payroll Office at 641-422-4299 to request the Payroll Authorization Form. If NIACC does not have this authorization in writing, NIACC CANNOT mail your check.

Consent to Mail Form

If you desire to have your paychecks mailed to you via the U.S. Postal Service, you must first sign and date the "Consent to Mail Form."

W-4 Form

A current W-4 form with Social Security number must be on file with the Business Office for payroll purposes.

I-9 Form - Employment Eligibility Verification

The federal government requires new instructors to complete an I-9 form indicating eligibility for hire.

Memorandum of Understanding

The Memorandum of Understanding will indicate the course title, class time, pay periods, and amount of total pay. Memorandums of Understanding will be distributed in the mail room for on-campus faculty and mailed to off-campus faculty during the first two weeks of the semester. The terms of the Memorandum of Understanding are firm. The NIACC pay period runs from the fifteenth to the fifteenth. Payday is the last working day of the month. Work that begins after the fifteenth will be paid on the last working day of the following month. Due to full-time faculty meeting the state mandated course load as outlined in Iowa Administrative Code 281-24.5(2a/b)(260C), it is possible for adjunct teaching assignments to be reassigned to full-time faculty members.

Course Training for New Instructors

All new NIACC instructors will meet with the appropriate Division Chair or representative and complete course specific training.

Concurrent Enrollment Instructor Hiring Process

- High school principal makes a written request to the NIACC Director of School Partnerships that college course be added to high school offerings. In the request, the principal states the desired course and the prospective instructor.
- Director of School Partnerships electronically sends NIACC application to principal.
- Prospective instructor completes NIACC application and sends it along with unofficial college transcripts to Director of School Partnerships at NIACC.
- The appropriate Division Chair and the Director of School Partnerships evaluate the prospective instructor's NIACC application and unofficial transcripts to determine if the teacher meets NIACC teaching requirements.
- If approved, the instructor submits official transcripts to NIACC.
- The instructor attends new Concurrent Enrollment Instructor orientation and course-specific training.

Additional information:

- To be eligible for state supplemental weighting, the college course must supplement, not supplant, the current high school courses.
- NIACC does not pay a wage to concurrent enrollment instructors. The district provides the instructor. The only exception is when the NIACC course is taught outside the regular school day.
- Teachers of CTE courses must have at least baccalaureate degree in the area or related area of study that the instructor plans to teach or at least 6,000 hours of recent and relevant work experience in the occupational area.
- Arts and Sciences instructors must possess a master's degree from a regionally accredited graduate school and have successfully completed a minimum of 18-credit hours of graduate level courses in each field of instruction in which the instructor is teaching classes. **(OR)** Possess two or more years of successful experience in a professional field or area in which the instructor is teaching classes and in which post-baccalaureate recognition or professional licensure is necessary for practice.

II. PROFESSIONAL **DEVELOPMENT**

Iowa Department of Education Minimum Standards

All NIACC adjunct instructors shall meet the Iowa Department of Education Minimum Standards as outlined below:

Arts/Science: 1) Possess a master's degree from a regionally accredited graduate school and have successfully completed a minimum of 18-credit hours of graduate level courses in each field of instruction in which the instructor is teaching classes.

(OR)

2) Have two or more years of successful experience in a professional field or area in which the instructor is teaching classes and in which post-baccalaureate recognition or professional licensure is necessary for practice, including but not limited to the fields of accounting, engineering, law, law enforcement, and medicine.

Career/Technical: 1) A baccalaureate or graduate degree in the area or a related area of study or occupational area in which the instructor is teaching classes.

(OR)

2) Special training and at least 6,000 hours of recent and relevant work experience in the occupational area or related occupational area in which the instructor teaches classes if the instructor possesses less than a baccalaureate degree.

(OR)

3) An AA degree in the career and technical field of instruction and 3,000 hours of recent and relevant work experience in the occupational area of instruction.

Developmental: Developmental education and adult education instructors may or may not meet minimum requirements depending on their teaching assignments and the relevancy of standards to the courses they are teaching and the transferability of such courses. If instructors are teaching credit courses reported in arts and sciences or career and technical education, it is recommended that these instructors meet minimum standards as outlined above.

Transcripts of course work need to be updated with NIACC's Department of Human Resources. Send official updated transcripts to: NIACC Director of School Partnerships, North Iowa Area Community College; 500 College Drive; Mason City, IA 50401.

As determined by the Iowa Department of Education, all adjunct instructors who teach credit classes must complete a Quality Faculty Plan (Quality Adjunct Credit Instructor Plan [QACIP]).

Quality Adjunct Plan (QAP)

The NIACC Quality Adjunct Plan (QAP), in conjunction with NIACC's Quality Faculty Plan, is a component of its Professional Development Program which recognizes a teacher's professional development as a dynamic process extending from initial preparation over the course of an entire career. Professional teachers are responsible for planning and pursuing their ongoing learning, for reflecting with colleagues on their practice, and for contributing to the profession's knowledge base. Our institution is responsible for investing in the growth of knowledge for individual teachers and the profession as a whole, and for establishing policies, resources, and organizational structures that guarantee continuous opportunities for teacher learning.

Components of the program implementation include:

- Hiring
- Professional Development
 - Minimum Competencies
 - Instructional Planning
 - Instructional Strategies
 - Assessment, Diagnosis, and Evaluation
 - Orientation
 - Mentoring
- Continued Professional Development
 - Teaching Methodology and Student Learning
 - Content Expertise Specific to Discipline

QAP At-A-Glance

Revised 08/19/2020

QAP Component	Component Specificity	How will this requirement be met?	How often will this need to be done?	How long will I have to complete?	
Hiring					
Became an enacted Iowa law on July 1, 2016	Minimum Standards				
	Arts/Science	Master's Degree with 18 graduate hours in each field of instruction OR	Proof of Degree via official transcripts	Once - during the hiring process	Completed before hired
	Instruction	Professional Licensure (does not include Iowa Teaching License)	Proof of Licensure	Once - during the hiring process	Completed before hired
	Career/Technical	Baccalaureate or graduate degree in each field of instruction OR	Proof of Degree via official transcripts	Once - during the hiring process	Completed before hired
Instruction		3000 hours of recent/relevant work experience in field of instruction	"Work Experience" section in NIACC application	Once - during the hiring process	Completed before hired

QAP Component	Component Specificity	How will this requirement be met?	How often will this need to be done?	How long will I have to complete?
Professional Development Part 1				
	Part 1: Minimum Competencies			

		<p>Instructional Planning</p>	<p>1. Newly hired adjunct instructors will need to provide proof of course work via official transcripts OR</p> <p>2. Complete the "Instructional Planning" module in the CETL Learning Lounge (available as of November 1, 2020) OR</p> <p>3. Additional course work at Regent, Private, or Online institutions; transcript of course work required</p>	<p>Once</p>	<p>Complete one of the 3 given options within 2-years of hiring date</p>
		<p>Instructional Strategies</p>	<p>1. Newly hired adjunct instructors will need to provide proof of course work via official transcripts OR</p> <p>2. Complete the "Classroom Management" module (available as of August 25, 2020) and the "Instructional Strategies" module (available as of September 1, 2020) in the CETL Learning Lounge OR</p> <p>3. Additional course work at Regent, Private, or Online institutions; transcript of course work required</p>	<p>Once</p>	<p>Complete one of the 3 given options within 2-years of hiring date</p>
		<p>Assessment Diagnosis and Evaluation</p>	<p>1. Newly hired adjunct instructors will need to provide proof of course work via official transcripts OR</p> <p>2. Complete the "Assessment" module (available as of August 20, 2020) and the "Evaluation and Feedback" module (available as of October 1, 2020) OR</p> <p>3. Additional course work at Regent, Private or Online institutions; transcript of course work required</p>	<p>Once</p>	<p>Complete one of the 3 given options within 2-years of hiring date</p>

QAP Component	Component Specificity	How will this requirement be met?	How often will this need to be done?	How long will I have to complete?
Professional Development <u>Parts 2 & 3</u>				
	Part 2: Orientation			
	-	Newly hired adjuncts must complete all scheduled orientations and trainings. These may vary depending on individual duties and division requirements.	Once	Completed upon hire
	Part 3: Mentoring			
		Newly hired adjunct instructors will be assigned a veteran mentor; this requirement will be met through one-to-one meetings with mentor and/or attendance at adjunct dinners or divisional meetings	During first year of instruction	Completed within the first two semesters of hire

QAP Component	Component Specificity	How will this requirement be met?	How often will this need to be done?	How long will I have to complete?
Continued Professional Development (CPDP)				
Part 1: Content Expertise Specific to Discipline				
	<p>Written Documentation: 5-6 sentences stating</p> <p>1) Journal/Magazine title/Convention event 2) Article title/convention location/dates 3) Author(s)/convention speakers 4)What you gleaned from reading/convention event 5) What you would plan to incorporate into your NIACC class</p>	<p>1. Read journal article in field of instruction and submit written document concerning classroom application to Jenny Ryan via e-mail Jennifer.Ryan@niacc.edu OR</p> <p>2. Attend convention(s) in field of instruction and submit written document concerning classroom application to Jenny Ryan via e-mail Jennifer.Ryan@niacc.edu OR</p> <p>3. Attend any professional development activities specific to area of instruction and submit written document concerning classroom application to Jenny Ryan via e-mail Jennifer.Ryan@niacc.edu OR</p> <p>4. Successful completion of course work in field of instruction at Regent, Private or Online institutions; transcript of course work required</p>	Annually	All adjunct instructors must complete <u>one of the four given options</u>

QAP Component	Component Specificity	How will this requirement be met?	How often will this need to be done?	How long will I have to complete?
Continued Professional Development (CPDP)...cont.				
Part 2: Teaching Methodology and Student Learning				
	<p>Written Documentation: 5-6 sentences stating</p> <p>1) Journal/Magazine title/Convention event 2) Article title/convention location/dates 3) Author(s)/convention speakers 4)What you gleaned from reading/convention event 5) What you would plan to incorporate into your NIACC class</p>	<p>1. Attendance at both adjunct professional development meetings, held during Fall and Spring Staff Development Week*, OR</p> <p>2. Read journal article in field of instruction and submit written document concerning classroom application to Jenny Ryan via e-mail Jennifer.Ryan@niacc.edu OR</p> <p>3. Attend convention(s) in field of instruction and submit written document concerning classroom application to Jenny Ryan via e-mail Jennifer.Ryan@niacc.edu OR</p> <p>4. Any professional development activities specific to area of instruction and submit written document concerning classroom application to Jenny Ryan via e-mail Jennifer.Ryan@niacc.edu OR</p>	Annually	All adjunct instructors must complete <u>one of the five given options</u>

		5. Successful completion of course work at Regent, Private or Online institutions; transcript of course work required		
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**Adjuncts who only teach in one term can fulfill CPD #2 by attending the adjunct PD meeting in the term of instruction.*

Name:

Department:

Hire Date:

Minimum Competencies Completion Date:



1. Instructional Planning: The instructor plans and manages instruction based on understanding of subject matter and curricular goals as they relate to students and stakeholders. **Sample possible means:** Prior experience, Curriculum Development: Application to Community Colleges (IOWA), Curriculum and Instruction (ISU), Instructional Design for Technical Education (UNI), and New Teacher Workshop (IOWA).

Means/Evidence Selected	Evidence Status: 1 = No Evidence; 2 = Work In Progress; and 3 = Completed		
	Date Reviewed	Comments:	Status:



2. Instructional Strategies: The instructor understands and used appropriate instructional strategies and technology to encourage students' development of critical thinking, problem solving, and performance skills. **Sample possible means:** Prior experience, Curriculum Development: Application to Community Colleges (IOWA), Curriculum and Instruction (ISU), Instructional Design for Technical Education (UNI), and New Teacher Workshop (IOWA).

Means/Evidence Selected	Evidence Status: 1 = No Evidence; 2 = Work In Progress; and 3 = Completed		
	Date	Comments:	Status:



3. Assessment, Diagnosis, and Evaluation: The instructor will use a variety of diagnostic tools and assessment strategies to evaluate student learning. **Sample possible means:** Prior experience, Curriculum Development: Application to Community Colleges (IOWA), Curriculum and Instruction (ISU), Instructional Design for Technical Education (UNI), and New Teacher Workshop (IOWA).

Means/Evidence Selected	Evidence Status: 1 = No Evidence; 2 = Work In Progress; and 3 = Completed		
	Date	Comments:	Status:

Quality Adjunct Plan - Continuing Professional Development

Name:

Department:

Date:

Academic Year:

What do I want to learn?	How will I know I have succeeded?	Target date for completion?
What will I do to achieve it?	What resources or support will I need?	

Teaching Methodology and Student Learning: management and monitoring of student learning environment; development and utilization of teaching strategies and technology; and preparation, delivery, and evaluation of subject matter.

Prior Year's Activity -

Possible Activity -

Content Expertise Specific to Discipline: rigorous and relevant content, approved objectives, sound implementation strategies, organizational support and reflection

Prior Year's Activity -

Possible Activity -

Instructional Planning

The instructor plans and manages instruction based on understanding of subject matter and curricular goals as they relate to students and stakeholders. This would include, but not limited to:

- Classroom Management
- Class Planning
- Tasks
- Time
- Course Content
- Delivery Strategies

Instructional Strategies

The instructor understands and uses appropriate instructional strategies and technology to encourage students' development of critical thinking, problem solving, and performance skills. This would include, but not limited to:

- The Lecture
- The Demonstration
- Questioning Techniques
- Conferencing
- Interactive Techniques
- Discussion Groups

Assessment, Diagnosis, and Evaluation

The instructor understands and utilizes a variety of diagnostic tools and assessment strategies to evaluate student learning. This would include, but not be limited to:

- Terminology
- The Matrix
- History of Assessment and Evaluation

Equivalent Course Work

Evidence of minimum competency attainment will be ascertained by adjunct instructor's transcript and/or certificate. If areas for improvement are determined, adjunct instructors will be required to complete equivalent course work.

This component needs to be completed within two years of hiring date. After the minimum competency component has been attained, no further action is required.

Teaching Methodology and Student Learning

This area deals with the identified teaching competencies and focuses on the instructor as being the most important factor influencing student learning and achievement. Continuous Professional Development Plan (more commonly known as CPDP) activities should enhance and improve the instructor's:

- Commitment to students and learning processes,
- Management and monitoring of the student learning environment,
- Development and utilization of teaching strategies and technology, and
- Preparation, delivery, and evaluation of subject matter.
 - **This component will be met annually** by successfully completing one of the five options given below:
 - Attendance at adjunct dinners held during Fall or Spring Staff Development Week **OR**
 - Read journal article in field of instruction and submit written document **OR**

- Attend convention(s) in field of instruction and submit written document **OR**
- Attend any professional development activities held during Staff Development Week that is specific to area of instruction **OR**
- Successful completion of course work in field of instruction at Regent, Private, or Online institutions; transcript of course work required.

Content Expertise Specific to Discipline

This area focuses on the instructor's knowledge of content and skills associated with the subject matter that is taught. Continuing Professional Development Plan activities should develop further expertise in subject matter.

It is NIACC's intent that all Continuing Professional Development activities will ensure career-long development of adjunct credit instructors whose competence, expectations, and actions influence the teaching and learning environment. The components of a high quality professional development plan include:

- rigorous and relevant content,
- approved objectives,
- sound implementation strategies,
- organizational support, and
- reflection.

Professional staff development at your high school may fulfill these requirements.

Division Obligations

All Concurrent Enrollment instructors will be assigned a faculty liaison. Concurrent Enrollment instructors are to maintain contact with their faculty liaison throughout the semester. Concurrent Enrollment instructors are to attend the professional development dinner and discipline-specific meeting which is held in August and January. In addition, the faculty liaison and/or division leader may conduct discipline-specific trainings as needed.

End-of-Course Survey

The *End-of-Course Survey* is administered to students for each course section near the end of the term. You will be directed to supervise your students in the administration of this on-line survey. Results of your *End-of-Course Survey* will be sent to you electronically when you have submitted all documents necessary for the completion of your course.

Course Textbook

All adjunct sections of a particular course will use the same textbook, unless there is agreement on the part of the appropriate Division Chairperson to do otherwise.

A federal mandate requires that students be provided with accurate course information inclusive of textbook ISBN and retail prices for each course listed in the institution's course schedule.

Course Syllabus

Your syllabus is a very important piece of documentation and is the first document reviewed during any grade dispute. Your syllabus should explain expectations, rules, and consequences in a clear and concise way and must be applied equally to all students. If you waive a syllabus requirement for one student, all students in your class are eligible for the same waiver.

Concurrent enrollment instructors should work with their faculty liaison to develop a syllabus that matches that of their faculty liaison.

III. General **Information**

Class Cancellation Due to Weather

During the first class session, please review the College's policy for notification of class cancellation due to weather.

Weather Policy – Face-to-Face

- a. NIACC classes held in local high schools -
Classes held at off-campus school locations will follow the cancellation announcements of the local school superintendent.
- b. NIACC classes held in NIACC Centers -
The Centers in Charles City and Garner will follow the decision made for the main NIACC campus.

Telephone Numbers

NIACC's toll-free number1-888-GO NIACC (1-888-466-4222)
Brian Wogen, Director of School Partnerships.....641-422-4177
Annette Greenwood, Administrative Assistant - School Partnerships.....641-422-4175

Instructor Absences

Illness or Emergency - If you must be unexpectedly absent from class, every effort should be made to notify the high school office where your class is taught. It is also a good idea to have a student calling tree in place and use it.

Non-emergency - If you will miss class because of work/family obligation or other planned absence, please make arrangements to cover your class. You may hire and compensate an appropriate substitute, give the students an appropriate assignment, or otherwise continue the educational process.

Class Meeting Times

In Iowa, college classes at state-supported institutions are required to meet a specific amount of time for each credit hour; therefore, all NIACC classes must meet as scheduled. The schedule time is published on the NIACC master class schedule for each semester. If you are working under a Memo of Understanding (MOU), the schedule information is also stated there. Changes from the beginning and ending date for the course must have the approval of the Division Chairperson **and** the Director of School Partnerships.

NIACC E-Mail Accounts

The Registrar will send the schedule for grade submission and other instructional information to all adjunct and full-time instructors via NIACC e-mail. It is the policy of NIACC that all correspondence to and from students be through the NIACC e-mail system.

TrojanHome - Rosters

Rosters are available on TrojanHome in "real time." Enrollment changes may be seen immediately on TrojanHome under the Self-Service section.

Controlled Substances

The possession and/or sale of controlled drugs is expressly prohibited.

Copy Center

The NIACC Copy Center is available for your use. It is located in McAllister Hall, Room 100.

Copyright Law

The copyright law of the United States governs the making of photocopies or other reproductions of copyrighted material.

Photocopies or other reproductions can be furnished only under certain conditions if they will be used solely for private study, scholarship, or research. Use of the reproduction for other purposes may make the user liable for copyright infringement.

Disability Services

North Iowa Area Community College strives to provide an accessible environment for students, faculty, and staff. We provide support to students with disabilities in reaching academic goals, and work to ensure equal access to educational opportunities through support services, reasonable accommodations, and training in the use of assistive technology. Each student is different so every situation is handled on a case-by-case basis. Disability Services is located in the Student Access Office, Administration Building, Room 106.

Students on an IEP or 504 Plan that are taking NIACC classes should work with the high school resource teacher to facilitate learning support. They may also work with the NIACC Student Learning Center for learning support. However, students are not eligible for accommodations unless they are registered with NIACC Disability Services. The student will be required to register with NIACC Disability Services by completing an intake questionnaire and providing disability documentation. Once registered, the student can make an appointment to work with the Director of Disability Services to create an accommodations letter for each semester accommodations are needed.

When determining whether or not a student with an IEP or 504 Plan should take college courses, schools should be aware that colleges have their own requirements for determining appropriate accommodations. The Iowa Department of Education Senior Year Plus Guide states:

“When considering SYP programming for students with IEPs, teams should closely review the individual’s self-determined use of accommodations. Colleges have their own requirements for determining which accommodations are necessary for an individual and do not have to follow those listed in the IEP. Therefore, accommodations should be determined by the college, using college protocols that are used with other postsecondary students. Those accommodations may be the same as accommodations specified in an IEP, but are not required to be.”

Accommodations that are not typical for NIACC concurrent enrollment students with an IEP or 504 Plan are:

- Retesting, unless every student in the NIACC class has that opportunity.
- Use of an open textbook or notes during exams, unless all students in the NIACC class have the same opportunity, or a discussion has occurred between the instructor of a particular course and the NIACC Disability Services counselor.
- Extended time to complete assignments is generally not advised. Rather, students should be given notice of assignments so they are able to use time management skills to complete work on time. It is recommended a student take a lower credit load if keeping up with course requirements is expected to be difficult.

*NOTE: Accommodations will be made on an individual case-by-case basis. A reasonable accommodation should not affect eligibility requirements, standards of behavior, and performance demanded of anyone else. It is not a reasonable accommodation if making the accommodation means making a substantial change in an essential element of the curriculum.

Accommodation Process

1. Register with Disability Services
 1. Intake Questionnaire
 2. Documentation – Please provide any documentation you believe to be relevant to your disability and accommodation needs.
2. Contact the Disability Services Counselor to discuss individual needs and complete an Accommodations Request Letter.
 1. An Accommodation Request Letter must be completed each semester with the Disability Services Office since courses and instructors will change.
 2. A copy of the Accommodation Request Letter will be provided to the instructor of each course that accommodations are requested.

*NOTE:

- NIACC will consider the student’s disability, history, experience, and request, along with the unique characteristics and essential elements of the course, program, or requirement in order to determine whether or not a specific accommodation is reasonable.
- NIACC provides reasonable accommodations to students with disabilities on a case-by-case basis.
- The Accommodation letter can be revised at any point during the semester, but accommodations will not be provided retroactively.
- Although you may request an accommodation from NIACC at any time, you should request them as early as possible. Some accommodations may take more time to provide than others. Requesting accommodations early will help ensure NIACC Disability Services has enough time to review your request and provide appropriate accommodations.

Please visit the NIACC Disability Services website for more information and details about how to register with NIACC Disability Services: <https://www.niacc.edu/student-life/disability-services/>

If the high school resource teacher has concerns or questions about student accommodations, he or she may email Lisa Vance, NIACC Disability Services Counselor: lisa.vance@niacc.edu

Dismissal

An adjunct instructor may be immediately dismissed for unprofessional conduct. This may include, but not be limited to:

1. Moral turpitude
 - a. inappropriate relationships with students
 - b. inappropriate relationships with NIACC staff
 - c. sexual harassment
 - d. unprofessional communication (verbal, e-mail, text messaging, etc.)
2. Insubordination
 - a. failure to meet contracted schedules
 - b. failure to meet contracted deadlines

- c. resistance in following college policies/procedures
- 3. Repeated negative Division Chair and/or student evaluations

An adjunct instructor may be dismissed at any time during the academic year for just cause. The Division Chair or his/her designee shall notify the adjunct instructor no later than November 30 (during the Fall semester), April 22 (during Spring semester), or July 31 (Summer semester) that the Director of School Partnership Programs will recommend in writing to the Chief Academic Officer that the adjunct instructor's Memorandum of Understanding will be terminated effective at the end of Fall, Spring, or Summer terms.

Such notification shall be in writing and shall be personally delivered to the adjunct instructor, or mailed by certified mail. The notification shall be complete when received by the adjunct instructor. The notification and recommendation to terminate shall contain a short and plain statement of the reasons, which shall be for just cause, why the recommendation is being made. The notification shall be given at or before the time the recommendation is given to the Chief Academic Officer.

Appeal Procedures for Grievances:

From time to time, grievances in connection with employment, operation of the College, and its policies and procedures may arise. It is the goal of the College to resolve such disputes informally and expeditiously. The initial step in any appeal shall be an informal discussion of the problem with THE PERSON(S) AFFECTED AND/OR one's immediate supervisor. BOTH PARTIES are encouraged to involve or consult others in the organization as may be appropriate.

A College employee or applicant for employment who believes the College policies or procedures have been violated, resulting in discriminatory treatment on the basis of race, religion, color, creed, gender, gender identity, sexual orientation, national origin, marital status, age, or physical or mental disability may file a formal complaint through the appeal procedure. Subjecting a person to coercion or retaliation for filing a complaint or providing information regarding a complaint is prohibited. For further information, see Board Policy 3.06

Equipment - Loaning out

As public property, college-owned equipment is not to be used for private purposes or to be loaned out, except under authority of official policy.

Eye Protective Devices

Iowa law requires that industrial quality eye protective devices be worn by every student, teacher, and visitor in all instructional areas such as shops or laboratories when there is a possibility eyes may be injured from chemicals, explosive materials, light, or flying objects.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives students control over their educational records. Basically, this law requires instructors to keep all student information (including grades, attendance, and performance) confidential.

- Without written permission of the student, instructors are expected to not discuss any aspect of a student's academic records with parents, employers, potential employers or anyone else not connected with NIACC. However, on the Concurrent Enrollment registration form, Concurrent Enrollment students sign a release that authorizes NIACC to release information pertaining to test results, school performance, grades, attendance records, evaluation, and personal information to the high school and parent/guardian.
- Instructors are required to keep grades confidential. This means grades cannot be read in class,

posted in alphabetical order or distributed in any way that would allow the grades to be connected to a student.

- Because it is not always possible to predict access to voice mail and e-mail, instructors are expected to be very careful in leaving messages for students.

Instructors may disclose information in the presence of parents if the student is also present and gives permission. Individual grades may be distributed as e-mail or voice mail if a student requests that method of communication in writing with an original signature.

Grades

The quality of a student's work is evaluated by the grades he/she receives. Grades are a measure of their learning experience. Grades are also the basis for transfer to another college. Generally, a student is not considered admissible by a four-year college without at least a cumulative grade point average (GPA) of 2.00. High school instructors must use the same grading scale as used in the campus course.

Grades - TrojanHome

All midterm and final grades are to be submitted electronically using the Canvas Grade Book. This is a web-based program accessible from any computer with Internet access. It is VERY IMPORTANT for instructors to submit grades within the timeline distributed by the Registrar. Permanent grade reports are maintained in the Records Office, and all grade books or electronic grading system printouts should be submitted to the Records Office at the end of each semester.

Incomplete Grades

The incomplete grade "I" is used when the instructor believes there is a reasonable chance the student can and will make up the work within a reasonable time frame and the student has been doing satisfactory work in class. An incomplete grade, if not made up within the instructor guidelines, will become an "F" or "Q." For high school students taking college classes, an incomplete or failing grade may impact eligibility for school activities, including music and athletics. Incomplete grades will automatically change to "F" after one year.

Grading Symbols

- W Given when a student officially withdraws from class(es)
- T Credit granted by examination (test out) or for articulated classes
- Q No credit/no pass (used in pass/no pass courses only)
- P Credit earned/pass

Record Book

The Canvas Learning Management System will be used to maintain student grades. Canvas will be used to submit midterm and final grades.

Guest Speakers

A limited number of guest speakers may be invited to a class to contribute to the objectives of the class. All speakers must be sponsored by a class or recognized student organization. In some cases, with prior approval, a fee may be paid to the speakers. Please contact the School Partnerships Department for more information.

Library Resources

Concurrent enrollment instructors have access to all NIACC library resources including library databases. NIACC librarians are available to provide individual or class instruction in the use of specific reference

tools, electronic resources, and general library use. Please contact NIACC librarian Rhonda Nesheim-Kauffman at 641-422-4500 or 641-422-4327 to make arrangements.

Political Activity

NIACC supports the right of all NIACC employees to engage in political activity as private citizens. It is NIACC's expectation that employees will not participate in partisan political activities during college work time. If you have any questions, please contact your Division Chair.

Reimbursement for Travel

Board Policy 2.10 (which went into effect on July 1, 1981) states that "Part-time employees who are not under regular contract shall be reimbursed for travel in excess of twenty (20) miles per round trip. Travel distance shall be calculated as twice the most direct route from the employee's residence to the work station." The current reimbursement rate is 39 cents/mile.

Example: Round trip = 50 miles - 20 mile exclusion = 30 miles; 30 miles x .39 = reimbursement amount

Selling by Employees

Board Policy 2.15 specifically prohibits such activities as the following:

- a. Distribution of materials urging students, parents, employees and others to purchase services or products sold for profit.
- b. The sale by students or employees of products and/or services, except in relation to production by students as part of the program.
- c. Similar activities involving teachers and students and which interfere with the normal time and activities of the College.

Specifically exempted from the provisions of this policy are a Board-endorsed student insurance program and the *NIACC BookZone*.

If the President believes there will be substantial disruption of and/or material interference with the school's activities and the College's educational mission and denies the approval, the person or organization may appeal to the Board. Any financial dealings involving the sale of goods and/or services to the College by a staff member should be approved by the President.

Sexual Harassment

The Equal Employment Opportunity Commission characterizes sexual harassment as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." Such behavior is illegal when any of the following occur:

- a. Submission to such conduct is made either explicitly or implicitly as a term or condition of status as a student or employee;
- b. Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individuals' employment or academic progress; or
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

Teaching Controversial Issues

Controversial matter and issues arise as students and faculty go about their work in the pursuit and communication of knowledge. Legal prohibitions, the rights of students, the rights and responsibilities of

teachers and administrators, and the appropriateness to the curriculum are involved in the proper treatment of such issues. If in doubt, contact your Division Chairperson.

Tobacco-Free Campuses

No Smoking On Campus - The Smoke-Free Air Act prohibits smoking in public places, places of employment and the corresponding outdoor areas. Therefore, effective July 1, 2008, smoking became prohibited in NIACC buildings and on the grounds (this includes parking lots), and at off-campus NIACC locations.

NIACC Resources

Concurrent enrollment instructors have access to the same resources as NIACC full time and adjunct instructors. Concurrent enrollment instructors should refer to the NIACC Faculty Handbook for additional resources. The NIACC Faculty Handbook contains additional policies that concurrent enrollment instructors are expected to follow.

IV. Concurrent **Enrollment**

What is Concurrent Enrollment?

Concurrent Enrollment is an exciting educational opportunity that will prepare a student for a successful career by taking college courses while in high school. Concurrent Enrollment provides credits to meet high school graduation requirements, as well as requirements for two- and four-year degrees. All tuition and textbook fees are paid through an agreement between the local high school and North Iowa Area Community College.

- The courses are free to the student
- Students can count these courses toward a high school diploma
- There is no limit on the number of credits a student may earn while in high school.

Benefits of Concurrent Enrollment

- Save on college tuition and graduate earlier
- Receive high school and college credit
- Experience college success in high school
- Explore a career area and strengthen skills
- Ease transition into college
- Gain hands-on experience
- Build confidence and skills for college
- Meet friends who have similar interests

Enrollment Guidelines

Students must meet the academic requirements of both the school district and post-secondary institution. In addition, students must meet any placement exam requirements of the post-secondary institution.

At the school district level, students must demonstrate proficiency in reading, mathematics, and science on the Iowa Statewide Assessment of Student Progress. Students may also demonstrate proficiency using college readiness measures jointly established between NIACC and the local school district. Local school boards may establish comparable measures of proficiency.

Students are no longer restricted to taking 23 college credits in a given school year. Students are allowed to register for a “full time” number of credits. Students, parents, and counselors are encouraged to consider the appropriate number of college credits a student should register for taking into consideration the number of high school classes the student has, activities outside of the school day the student participates in, and the likelihood of success in college level classes.

Registration

Students will be registered prior to or during the first two weeks of class. The student’s Social Security number is required on the registration form. The registration form also contains a statement (FERPA) signed by the student that authorizes NIACC to release information pertaining to test results, school performance, grades, attendance records, evaluation, and personal information to the high school and parent/guardian.

Student Status

There are specific terms and forms used when students register or change their schedules, which can change a student’s status both at NIACC and their high school. Notify a School Partnerships Coordinator and your high school counselor of any changes in your roster, as the appropriate form needs to be completed by a School Partnerships Coordinator.

Registration Cancellation Form

If a student decides to cancel his/her registration before the term begins, a cancellation slip needs to be completed.

Schedule Change Request Form

Also referred to as a Drop/Add form, this is when a student drops or adds a class(es) to their existing NIACC schedule. All students who drop or add a class(es) must complete a NIACC schedule change request form.

Student Withdrawal Form

This form is used when a student withdraws from all NIACC classes. The last date of attendance is mandatory when completing this form. See more detailed information under “Grading.”

Withdrawal

A student who withdraws before the end of the regular term (moves, receives a school suspension, has an illness, accident, enters a treatment center, etc.) needs to complete a student withdrawal form. Whenever a student withdraws, a withdrawal form needs to be completed. Contact your high school counselor or your NIACC School Partnerships Coordinator to complete this form.

Withdrawal from NIACC is permitted through the two-thirds point of the term. A student withdrawing before the final deadline, the two-thirds point, will receive a “W” grade on his/her NIACC transcript.

Students who drop and do not have a completed withdrawal form in the NIACC Records Office by the end of the two-thirds point of the term will have an “F” on their permanent college transcript.

The school district receives state supplemental weighted funding for students who take classes through Concurrent Enrollment programs. As per Iowa Code, students who fail Concurrent Enrollment classes cannot be charged by their high school for the costs.

Progress Reports

Progress for Concurrent Enrollment students is monitored through the Navigate Alert System. Instructors are asked to create an alert for students that are not doing well in class, have poor attendance or are not logging into online classes, or are failing to submit assignments. These alerts are given to the Director of School Partnerships who forwards them to the appropriate high school counselor.

Student Absences and Tardiness

Because regular class attendance contributes to successful course completion, students are expected to attend every class. Attendance policy statements should be written in the syllabus and distributed during the first class. Students are responsible for knowing and following these policies.

Instructors are to keep accurate attendance records as attendance verification is needed in a variety of situations. Absences and tardiness should be noted on each progress report.

V. NACEP

National Alliance of Concurrent
Enrollment Partnerships



What is NACEP?

National Alliance of Concurrent Enrollment Partnerships

What is concurrent enrollment?

Through Concurrent Enrollment Partnerships (CEP), qualified students can earn college credit prior to high school graduation. Concurrent enrollment is sometimes identified by other terms such as “dual credit,” “dual enrollment,” or “college in the high schools.” While these terms encompass several different models of accelerated learning, **NACEP defines a concurrent enrollment program as one that offers college courses to high school students:**

- In the high school,
- During the regular school day,
- Taught by high school teachers.

The Iowa Department of Education has directed each of Iowa’s 15 community colleges to seek NACEP accreditation and ensure the quality of concurrent enrollment offerings.

NACEP utilizes 16 standards for: partnership, curriculum, faculty, students, assessment, and program evaluation.

High School NACEP Instructor Obligations

High school instructors who teach NIACC courses at their high school during the school day are required to complete a NIACC application and submit official transcripts, complete NIACC Concurrent Enrollment orientation, attend course specific training, submit course syllabus to faculty liaison, conduct Concurrent Enrollment orientation with students during the first week of class, participate in professional development activities on campus, use the same grading standards as the paired campus class, submit midterm/final grades in timely manner, use common final assessment, provide students with access to End-of-Course survey, and submit Quality Adjunct Plan (QAP) evidence to NIACC Chair of Arts & Sciences.

Concurrent Enrollment instructors are expected to attend the Adjunct Dinner and Professional Development meetings held in August and January during NIACC Staff Development Week. In addition, they are expected to participate in professional development and training workshops conducted by their respective Divisions.

Non-compliance Policy

An adjunct instructor may be immediately dismissed for unprofessional conduct. This may include, but not be limited to:

1. Moral turpitude
 - a. inappropriate relationships with students
 - b. inappropriate relationships with NIACC staff
 - c. sexual harassment
 - d. unprofessional communication (verbal, e-mail, text messaging, etc.)
2. Insubordination
 - a. failure to meet contracted schedules
 - b. failure to meet contracted deadlines
 - c. resistance in following college policies/procedures
3. Repeated negative Division Chair and/or student evaluations

An adjunct instructor may be dismissed at any time during the academic year for just cause. The Division Chair or his/her designee shall notify the adjunct instructor member no later than November 30 (during the Fall semester), April 22 (during Spring semester), or July 31 (Summer semester) that the Director of Career Link/School Partnership Programs will recommend in writing to the Chief Academic Officer that the adjunct instructor's Memorandum of Understanding will be terminated effective at the end of Fall, Spring, or Summer terms.

Such notification shall be in writing and shall be personally delivered to the adjunct instructor, or mailed by certified mail. The notification shall be complete when received by the adjunct instructor. The notification and recommendation to terminate shall contain a short and plain statement of the reasons, which shall be for just cause, why the recommendation is being made. The notification shall be given at or before the time the recommendation is given to the Chief Academic Officer.

Appeal Procedures for Grievances:

From time to time, grievances in connection with employment, operation of the College, and its policies and procedures may arise. It is the goal of the College to resolve such disputes informally and expeditiously. The initial step in any appeal shall be an informal discussion of the problem with THE PERSON(S) AFFECTED AND/OR one's immediate supervisor. BOTH PARTIES are encouraged to involve or consult others in the organization as may be appropriate.

A College employee or applicant for employment who believes the College policies or procedures have been violated, resulting in discriminatory treatment on the basis of race, religion, color, creed, gender, gender identity, sexual orientation, national origin, marital status, age, or physical or mental disability may file a formal complaint through the appeal procedure. Subjecting a person to coercion or retaliation for filing a complaint or providing information regarding a complaint is prohibited. For further information, see Board Policy 3.06

Site Visits

Site visits at the high schools will be conducted by NIACC liaisons on a scheduled basis, under the direction of the appropriate Division Chair.

Finishing Up Each Semester

At the end of each semester, Career Link instructors must:

- ensure that all students complete the electronic End-of-Course Survey
- submit electronic final grades to the Records Office through Canvas
- submit final course grade data to appropriate Division Chair
- submit QAP documentation to the VP for Academic Affairs