NORTHEAST IOWA COMMUNITY COLLEGE
HIGH SCHOOL PARTNERSHIPS

Concurrent Enrollment

Instructor Handbook

www.nicc.edu/hspartnerships

Katie Gilbert
Director of High School Partnerships
844.642.2338, ext. 2389
gilbertka@nicc.edu

NORTHEAST IOWA
COMMUNITY COLLEGE

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Northeast Iowa Community College
Mission, Vision and Values

Mission Statement
Northeast Iowa Community College provides in-demand education and training focused on improving live, driving business success and advancing community vitality.

Vision Statement
Northeast Iowa Community College will be the premier source for in-demand education, workforce training and partnerships, through innovative thinking and talent development.

Values

Service: We listen, identify, and respond to the needs and expectations of our internal and external communities.

Respect: We show consideration for one another and encourage diverse perspectives to build trust, cooperation, and accountability.

Stewardship: We use our resources in a responsible, impactful, and sustainable manner.

Innovation: We foster the development and advancement of ideas through individual and team creativity.

Integrity: We are ethically accountable to ourselves and others.

Resiliency: We learn from our experiences, refocus, and seize the opportunity to improve and persist.

Statement of Non-Discrimination

It is the policy of Northeast Iowa Community College not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

Inquiries and grievances regarding compliance with applicable state and federal laws may be directed to the executive director of human resources, P.O. Box 400, Calmar, Iowa 52132, kuennenc@nicc.edu, 800.728.2256 ext 300 or to the executive director for risk management, 8342 NICC Dr, Peosta IA 52068, mcmahonke@nicc.edu, 800.728.7367 ext 477 or to the Director of the Office for Civil Rights, U.S. Department of Education, Citygroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, 312.730.1560 or fax 312.730.1576.

What is a Concurrent Enrollment Course?

Concurrent enrollment, often called dual credit, refers to a course where a student is earning both high school and college credit for a course. The course is frequently taught at the high school by a high school instructor who has been approved by NICC according to the requirements outlined in the Quality Faculty Plan. The course length and hours in the high school match the length and hours required at NICC to ensure rigor. NICC offers these courses at no cost to the student and works with high schools to provide programming to meet state and local requirements.

Enrollment in a concurrent enrollment course generates an official college transcript for each student where grades, withdrawals, etc. are recorded. NICC's Concurrent Enrollment Program is an accredited member of the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP is a professional organization for high schools and colleges that fosters and supports rigorous concurrent enrollment. NACEP serves as a national accrediting body and supports all members by providing standards of excellence, research, communication, and advocacy.

Faculty Liaison Program

NICC is proud to have faculty and Deans committed to working with concurrent enrollment instructors to monitor quality, consistency, and curricular alignment of concurrent enrollment courses. Faculty Liaisons serve to assist Deans in improving overall communication and encourage dialogue between NICC faculty and high school concurrent enrollment instructors to benefit teaching and learning.

<u>Faculty Liaison Responsibilities</u>

- Assist in the review of Concurrent Enrollment Course Proposals, Requests for Syllabus, Guides, Textbooks, Resource Support and Instructional Materials.
- Conduct Course Site Visit reviews and Reports. At the completion of a Course Site Visit Review, the Faculty Liaison will complete a "Faculty Liaison Course Review Report" (**Appendix A**) to maintain the alignment of Concurrent Enrollment courses with those taught at NICC.
- Review required course assessments and NICC final exams/projects given in concurrent enrollment courses, where applicable.
- Hold individual or departmental meetings as needed with high school concurrent enrollment instructors.
- Assist in designing and delivering orientation meetings for new high school concurrent enrollment instructors.
- Assist in designing and delivering staff development content/methods workshops for continuing high school concurrent enrollment instructors' professional development.

If you would like to know who the NICC Faculty Liaison for your course(s) is, please contact Katie Gilbert at 563-556-5110, extension 389 or via e-mail at gilbertka@nicc.edu, your High School Partnerships Dean.

Applying to Teach a Concurrent Enrollment Course

Instructor Credentials:

Concurrent enrollment instructors must have credentials equivalent to those required in the Quality Faculty Plan (section 5 of the High School Handbook with guidance and principals at each school.) In many cases, a master's degree in the subject area being taught or a master's degree and 18 graduate credits in the subject area is required for Arts and Science transfer level courses. For Career and Technical courses, consideration is given to relevant education and teaching/work experience. Instructor credentials are reviewed by the respective department Dean, and high school instructors are welcome to inquire through the NICC High School Partnerships office about required credentials for a particular department before submitting a full application.

Instructor Expectations:

- Concurrent enrollment classes are college level courses, and instructors accept the responsibility for maintaining academic integrity and high expectations.
- Instructors agree to keep their course materials and syllabus in alignment with the master course guide and syllabus of the matching NICC course.
- A current course syllabus must be submitted to the Dean's office EACH semester the instructor is teaching the course for concurrent enrollment using the NICC syllabus template.
- A current course syllabus and course guide must be accessible to each student by the first day of classes.
- Instructors agree to review class rosters at the beginning of the term in NICC's Self Service accessible through MyCampus.
- Instructors agree to publish a grading scale on their syllabus for concurrent enrollment courses and to submit grades online via the NICC Self Service accessible through MyCampus.
- Instructors will have a class observation by an academic dean; annually for the first three years and then once every three years following.
- Instructors understand that an NICC Faculty Liaison will conduct peer course site visit reviews and classroom observations in the second year of instruction and then once every three years in the year following the dean visit. Since concurrent enrollment students receive college credit from NICC, the purpose of these observations is to facilitate alignment of course curricula, learning objectives, and assessment methods. Visits are mutually beneficial to NICC faculty.
- Instructors agree to participate in annual NICC professional development workshops at least once each year. If the College identifies a pattern of absence over a two year period, an NICC administrator will meet with the concurrent enrollment instructor to discuss continued participation in the program.
- Newly approved concurrent enrollment instructors will take part in online orientation per the Professional Development plan (*Faculty 101, 102)* through the NICC LMS: Brightspace, accessible via MyCampus, according to the 3-5 year timeline.
- Newly approved concurrent enrollment instructors will meet with High School Partnerships staff, their Faculty Liaison and departmental Dean to review their course syllabus, textbook, instructional materials, resources and required responsibilities before instructing an NICC concurrent course at their school.
- All NICC instructors are required to request students complete the NICC end of course evaluation in IDEA each semester for each course they instruct. Surveys are completed online via links sent to students NICC Gmail.

- NICC High School Partnerships relies on school counselors and concurrent enrollment instructors to place students appropriately in concurrent classes. Schools should assess student skill level, knowledge base, and preparation for the level of work required in a particular concurrent enrollment class in addition to the use of required ACT, Accuplacer, ALEKS or placement measures.

Non-Compliance with Instructor Expectations:

Non-compliance with any of the outlined instructor expectations including annual professional development or concerns identified from: Dean observations, faculty liaison course site visit reviews or end of term course evaluations will result in a conference with the departmental Dean. An additional follow-up visit(s) and conference(s) may likely occur during the next academic year. **If non-compliance continues in year two, the instructor's college instructional assignment with NICC will be terminated.** An instructor may reapply to instruct with the college after a three year period of non-contract, but are **not guaranteed** they will be approved to instruct concurrent enrollment with NICC.

NICC is committed to providing Concurrent Instructors with the resources and/or support necessary to meet expectations. However, NICC holds the right of college course instructional assignment and may terminate an assignment at any time, for any reason, when a violation of college philosophy, mission, values or policy occurs.

Student Eligibility Requirements:

Students must be approved by their high school counselor for admission into concurrent enrollment courses offered in high schools through NICC. Guidelines for student eligibility:
   a. The student has a demonstrated readiness to take a college level course.
   b. The student meets the NICC eligibility requirements for the course including:
      i. The student has taken any pre-requisite classes **OR**
      ii. The student has demonstrated, through the Accuplacer Placement Test, ACT, or ALEKS, the skills/knowledge necessary for the concurrent enrollment class being taken.
      iii. Students who fail the first course in a sequence (e.g. ENG105, Composition I) are not permitted to register for the subsequent course (e.g. ENG106, Composition II) in the sequence.

How do I initiate a concurrent enrollment course at my high school?

1. **Identify A Course**

High school instructors identify courses at NICC that could align with the curriculum they are already teaching. For example, many twelfth grade English instructors teaching honors level courses or higher have found that their curriculum is very similar to what we cover in ENG105, Composition I and ENG106, Composition II. If they are willing to make a few changes, they can match our curriculum/course objectives. Students may obtain high school credit for English 12 toward graduation, AND enroll in ENG105 in the fall semester, ENG106 in the spring semester, and earn 6 college credits by the end of the year. The best way to identify a matching college course is to review the NICC Course Guides, available from your High School Partnerships Coordinator**:** Missy Hvitved, hvitvedm@nicc.edu 563-562-3263 ext 157; or Caitlin Stelken, stelkenc@nicc.edu 563-556-5110 ext 393.

2. **Gain Principal or Curriculum Director Support**

Once the instructor has identified the course they wish to apply for, they should request the support of their Principal and/or Registrar / Curriculum Director. Costs of textbooks, necessary supplies or equipment and any unique course requirements should be reviewed in advance with your high school administration.

3. **Apply Online and notify your HSP Career Specialist**

The application must include all of the following:
- Application (apply online at https://nicc.peopleadmin.com/postings/3310)
- Transcript(s) – Copies for initial review are accepted but **original transcripts MUST be submitted** before approval.
- Cover Letter
- Three references

4. **Standards for Review of the Application**:

The instructor submitting an application must meet the Quality Faculty Plan requirements to instruct with NICC. The instructor will be required to use one of NICC's approved textbooks, will teach to our Course Guide, including any objectives listed, and match the NICC expectations for this course. In some departments, instructors are required to give the department – approved final exam, or meet the final course requirements such as portfolios, projects or a combination of these.

5. **The Proposal Review process**:

Once the application and transcripts are received at NICC, the appropriate Dean will review them. Upon approval, an e-mail will be sent to the instructor applying and the high school principal / curriculum director for your records. NICC will record application materials and instructor audit sheets in your HR file.

6. **Denial of Proposal/Application**

When a proposal or application is denied, a letter is sent from the Departmental Dean to the applicant outlining the criteria in the quality faculty plan the applicant must meet. A summary of the information we have received and reviewed is provided. If our information is inaccurate or incomplete, the applicant may provide additional information. An applicant may also reapply once they have met the requirements of the quality faculty plan.

Course Guide:

The master course guide is the curricular blueprint for a course to be shared with students. It covers the subject matter including course goals, learning objectives/outcomes, general education emphasis, instructional methods and related principles/procedures that must be incorporated into all sections of the course; grading policy, textbooks, bibliography and other non-print learning resources.

Specific items included in the Guide are:

- Description
- Common Learning Outcome (CLO)

- Prerequisite/co-requisite courses
- Standard course policies or requirements: e.g. "during the first week of class, students taking this course must pass an in-class assessment of their writing skills".
- Course context: A statement of how the course fits into a particular degree program and an explanation of how the course contributes to program outcomes.
- Entry-level basic-skill expectations (reading, writing, math, or other skills/competencies).
- Discipline-specific course objectives: Detail the topics to be covered in the course and the expected learning outcomes related to each topic.
- General education objectives that indicates how the course has been designed to promote specific and significant student learning in the knowledge and skill areas covered by one or more of the college's general education goals.
- Requirements for satisfactory completion of the course and grading procedures.
- Instructional modes and strategies that may be used in the course.
- Resources – Books, media, electronic databases, instructional technologies, online websites, etc. that might or can be used in the course.

Syllabus:

Academic Standards at NICC require each instructor to provide a course syllabus **(Appendix B)** to each student during the first week of classes. The syllabus will contain specific information about the topics to be covered, dates throughout the semester and the expectations of that instructor, including a grading scale. The syllabus shall contain a course calendar.

The course syllabus is an essential part of the educational process here at NICC and our academic policy requires the distribution of course syllabi to students and the Dean's Office by the end of the first week of classes. **Concurrent enrollment instructors are required to submit their course syllabus to the Dean's office at the beginning of each semester that they are teaching that course for concurrent enrollment.** This outline must address certain topics important to student success. In addition, it should be consistent with official course syllabi on file; contact the appropriate NICC Faculty Liaison if you are unfamiliar with the requirements of the syllabus.

You should be aware these syllabi have a reading audience much wider than just your students. Colleagues and administrative staff, both within and outside of the college, read these documents, often in critical academic situations. Program accreditations, transfer evaluations, reviews of course content, and decisions on student grievances are all made through reference to these syllabi. Therefore, your style should be somewhat formal, and your information both accurate and complete.

Textbooks

The academic departments at NICC require our concurrent enrollment partners utilize the same textbooks that are being used by NICC faculty. In some cases, academic departments may approve of a different textbook request by the high school for a particular subject area, but a full review of the book must be performed by the Dean and Faculty Liaison. If you would like information on the title, edition, etc. of the textbook, please contact the NICC Bookstore (Peosta: 563-556-5110, extension 206; Calmar: 563-562-3263 ext 238.) Textbook information is also available online at: **https://www.nicc.edu/bookstore/** Periodically, concurrent enrollment instructors are to contact the NICC Bookstore to confirm the title, edition, etc. of the textbook currently being used by the NICC faculty for their concurrent enrollment course(s). With the assistance of the NICC Faculty Liaisons, NICC staff will advise concurrent enrollment instructors of any required textbook updates / changes.

<div align="center">**Administrative Procedures**</div>

<u>The Contractual Agreement</u>:

In June of each year, the superintendent of each participating school district will receive a contractual agreement describing the concurrent enrollment agreement for the upcoming academic year. High school administrators are responsible for indicating the courses and the semester(s) the courses are being taught (fall, spring) for the upcoming academic year, an approximate headcount in each course, as well as miscellaneous course detail information that may be required. The school board president, superintendent or designee is required to sign the contractual agreement for the upcoming academic year and return it to the NICC High School Partnerships Office as soon as possible. The NICC Vice President for Learning and Student Success will then sign each contract and a final copy will be sent to the school district for their records.

<u>Registration Process</u>:

Each concurrent enrollment student must complete a registration form unique to their high school and submit ACT, Accuplacer, ALEKS scores or placement documentation, if required, to NICC. Registration meetings are held with students to review NICC policy and expectations. Students must initial that they understand the following statements:

PLEASE READ THE FOLLOWING STATEMENTS CAREFULLY:

1. Senior Year Plus concurrent enrollment programming (281-IA Code Chapter 22) requires students apply through the community college and the school district for enrollment in a college credit course. The available courses listed on the registration form have been approved by the school board and includes the clock hours, format and eligible hours of college credit a student will receive from the community college upon successful completion of the course. Courses are located within the local high school unless otherwise specified. A student shall not audit a concurrent enrollment course; the student must take the course for college credit. Additional information on Senior Year Plus programming may be found on the department of education website: http://www.iowa.gov/educate or from the NICC High School Partnerships Office. I have read this information and understand the above student is enrolling in postsecondary courses subject to student policies of Northeast Iowa Community College, available in the high school guidance office and at: www.nicc.edu/catalog.

2. I understand I am responsible for any additional costs directly related to personal supplies and lab fees. Payment is due prior to taking additional classes. Textbooks are property of the school district and must be returned to the district.

3. I hereby consent to the release of my educational records, including college grade(s) from Northeast Iowa Community College to my parents and/or legal guardians and to high school personnel at the school I am attending.

High school counselors are responsible for tracking student registrations during the semester before the semester the course(s) are offered: May for fall term courses and November for spring term courses. Counselors are also able to become an Accuplacer or ALEKS test proctor through a contractual agreement and training with the testing department at NICC and proctor Accuplacer and ALEKS tests for students in the high school.

Registration forms and placement testing scores are due in the NICC High School Partnerships office no later than 5 days after the start of the NICC semester. A timeline is provided to high school counselors and principals each May for the coming academic year. Questions regarding application policies and procedures should be directed to Janet Smith at 563-556-5110, extension 320 or email at smithj@nicc.edu.

Registration Verification:

Once all concurrent enrollment student registrations have been processed, instructors in the concurrent enrollment program will be notified to complete the "Registration Verification" and confirm student data on the student class list via the NICC Self Service site via MyCampus. Instructors unable to access their NICC account will need to contact the NICC Helpdesk at 563-556-5110, x 555. For each student, the instructor must indicate if the student is attending or not attending. If a student is attending the class for college credit and does not appear on the class roster, call the High School Partnerships Office (1-800-728-7367, extension 320) **immediately** to resolve the problem.

Dropping/Adding Students:

If a student needs to drop or withdraw from a concurrent enrollment course, a written request must be completed to avoid the student receiving an unsatisfactory grade on their official and permanent NICC transcript. An email from the instructor and the counselor must be sent as soon as possible.

A concurrent enrollment student may withdraw from a course without penalty up until 75% of the total course time has elapsed. The student will receive a "W" grade on their transcript. If a student drops within the 100% refund period, the course will not be transcribed and the high school will not be charged for tuition for that course. (**Appendix C**)

Submitting Grades:

Concurrent enrollment instructors are required to enter final grades online through the NICC Self Service site within one week after conclusion of the course. Only final grades should be submitted. If a student was unable to complete work during the term due to special circumstances beyond the student's control, an "I" (Incomplete grade) should be submitted in the final grading field along with the final deadline for the student to submit work or complete exams. An Incomplete Contract Agreement Form must be completed (**Appendix D**) and submitted to the respective NICC Department Dean. The deadline may not be exceed mid-term of the following term. If a student failed a course, an "F" should be recorded as well as the final date of attendance in the course. Detailed instructions are emailed each term by HSP staff and available via the instructor PD site.

Changing a Student's Grade:

If a grading error should occur, the Grade Change Form should be used to make an official change in the student's records (**Appendix E**). Grade Change Forms are also available from the NICC Google Drive site under Shared Files and must be submitted to the Department Dean for approval.

Timelines/Deadlines:

Each semester instructors are provided with deadlines of the last date to add/drop/withdraw (with and without academic penalty), when grades are due, etc. Typically a student may withdraw up to ¾ of the length of the class. The current academic year's "Timeline for Concurrent Enrollment" may be found in section 3 Timeline and Procedures of the High School Handbook.

Approved Concurrent Enrollment Instructor's Extended Absence:

In the case that an approved concurrent enrollment instructor will be out of school on an extended leave or illness, the high school principal must notify NICC High School Partnerships **immediately**.

After the notification has been communicated, the high school principal is required to submit the following documents pertaining to the substitute instructor for review by the NICC Dean.

- Completed online application
- Transcript(s) – copies of what are on file with the district office are acceptable at this time.

After the above documents have been reviewed, the high school principal and substitute will be notified as to whether the substitute has been approved by NICC as an adjunct and if the individual will be allowed to instruct the previously approved curriculum for concurrent enrollment. NICC may assist in finding a substitute for the concurrent enrollment course as well, depending upon the circumstances and if a faculty member is available.

Evaluation of Courses and Instruction

Concurrent instructors align with NICC's adjunct evaluation guidelines per the NICC Faculty Evaluation policy and Professional Development Toolkit to ensure instructor support and success. Instructors receive a class observation and performance review by the department Dean once a year for the first three years of instruction and then once every 3 years after.

Instructors also receive a peer visit from their Faculty Liaison in the second year of instruction and then once every 3 years after to facilitate department communication and ensure course alignment.

End of Term Student Evaluation

The following questions are asked of students in their end of course evaluation each term. We strongly encourage your students to complete their end of course evaluations. This feedback is private and individualized to you however your dean also has access to your end of course evaluations.

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Q1 - Your thoughtful answers to these questions will provide helpful information to your instructor.

Describe the frequency of your instructor's teaching procedures.

The Instructor:

Q2 - Found ways to help students answer their own questions

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q3 - Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q4 - Encouraged students to reflect on and evaluate what they have learned

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]

Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q5 - Demonstrated the importance and significance of the subject matter

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q6 - Formed teams or groups to facilitate learning

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q7 - Made it clear how each topic fit into the course

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q8 - Provided meaningful feedback on students' academic performance

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q9 - Stimulated students to intellectual effort beyond that required by most courses

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q10 - Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q11 - Explained course material clearly and concisely

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Describe the frequency of your instructor's teaching procedures.

The Instructor:

Q12 - Related course material to real life situations

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q13 - Created opportunities for students to apply course content outside the classroom

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q14 - Introduced stimulating ideas about the subject

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q15 - Involved students in hands-on projects such as research, case studies, or real life activities

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q16 - Inspired students to set and achieve goals which really challenged them

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q17 - Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q18 - Asked students to help each other understand ideas or concepts

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q19 - Gave projects, tests, or assignments that required original or creative thinking

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

Q20 - Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)

Hardly Ever [Alternate Code = 1] [Numeric Value = 1]
Occasionally [Alternate Code = 2] [Numeric Value = 2]
Sometimes [Alternate Code = 3] [Numeric Value = 3]
Frequently [Alternate Code = 4] [Numeric Value = 4]
Almost Always [Alternate Code = 5] [Numeric Value = 5]

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Q21 - Thirteen possible learning objectives are listed, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not emphasized in this class) by using the following scale:

- No apparent progress

- Slight progress; I made small gains on this objective

- Moderate progress; I made some gains on this objective

- Substantial progress; I made large gains on this objective

- Exceptional progress; I made outstanding gains on this objective

Required answers: **0**   Allowed Answers: **0**

Describe your progress on:

Q22 - Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
No Apparent Progress [Alternate Code = 1] [Numeric Value = 1]
Slight Progress [Alternate Code = 2] [Numeric Value = 2]
Moderate Progress [Alternate Code = 3] [Numeric Value = 3]
Substantial Progress [Alternate Code = 4] [Numeric Value = 4]
Exceptional Progress [Alternate Code = 5] [Numeric Value = 5]

Q23 - Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
No Apparent Progress [Alternate Code = 1] [Numeric Value = 1]
Slight Progress [Alternate Code = 2] [Numeric Value = 2]
Moderate Progress [Alternate Code = 3] [Numeric Value = 3]
Substantial Progress [Alternate Code = 4] [Numeric Value = 4]
Exceptional Progress [Alternate Code = 5] [Numeric Value = 5]

Q24 - Learning to *apply* course material (to improve thinking, problem solving, and decisions)
No Apparent Progress [Alternate Code = 1] [Numeric Value = 1]
Slight Progress [Alternate Code = 2] [Numeric Value = 2]
Moderate Progress [Alternate Code = 3] [Numeric Value = 3]
Substantial Progress [Alternate Code = 4] [Numeric Value = 4]
Exceptional Progress [Alternate Code = 5] [Numeric Value = 5]

Q25 - Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
No Apparent Progress [Alternate Code = 1] [Numeric Value = 1]
Slight Progress [Alternate Code = 2] [Numeric Value = 2]
Moderate Progress [Alternate Code = 3] [Numeric Value = 3]
Substantial Progress [Alternate Code = 4] [Numeric Value = 4]
Exceptional Progress [Alternate Code = 5] [Numeric Value = 5]

Q26 - Acquiring skills in working with others as a member of a team
No Apparent Progress [Alternate Code = 1] [Numeric Value = 1]
Slight Progress [Alternate Code = 2] [Numeric Value = 2]

Moderate Progress [Alternate Code = 3] [Numeric Value = 3]
Substantial Progress [Alternate Code = 4] [Numeric Value = 4]
Exceptional Progress [Alternate Code = 5] [Numeric Value = 5]

Q27 - Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)

No Apparent Progress [Alternate Code = 1] [Numeric Value = 1]
Slight Progress [Alternate Code = 2] [Numeric Value = 2]
Moderate Progress [Alternate Code = 3] [Numeric Value = 3]
Substantial Progress [Alternate Code = 4] [Numeric Value = 4]
Exceptional Progress [Alternate Code = 5] [Numeric Value = 5]

Q28 - Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

No Apparent Progress [Alternate Code = 1] [Numeric Value = 1]
Slight Progress [Alternate Code = 2] [Numeric Value = 2]
Moderate Progress [Alternate Code = 3] [Numeric Value = 3]
Substantial Progress [Alternate Code = 4] [Numeric Value = 4]
Exceptional Progress [Alternate Code = 5] [Numeric Value = 5]

Q29 - Developing skill in expressing myself orally or in writing

No Apparent Progress [Alternate Code = 1] [Numeric Value = 1]
Slight Progress [Alternate Code = 2] [Numeric Value = 2]
Moderate Progress [Alternate Code = 3] [Numeric Value = 3]
Substantial Progress [Alternate Code = 4] [Numeric Value = 4]
Exceptional Progress [Alternate Code = 5] [Numeric Value = 5]

Q30 - Learning how to find, evaluate, and use resources to explore a topic in depth

No Apparent Progress [Alternate Code = 1] [Numeric Value = 1]
Slight Progress [Alternate Code = 2] [Numeric Value = 2]
Moderate Progress [Alternate Code = 3] [Numeric Value = 3]
Substantial Progress [Alternate Code = 4] [Numeric Value = 4]
Exceptional Progress [Alternate Code = 5] [Numeric Value = 5]

Q31 - Developing ethical reasoning and/or ethical decision making

No Apparent Progress [Alternate Code = 1] [Numeric Value = 1]
Slight Progress [Alternate Code = 2] [Numeric Value = 2]
Moderate Progress [Alternate Code = 3] [Numeric Value = 3]
Substantial Progress [Alternate Code = 4] [Numeric Value = 4]
Exceptional Progress [Alternate Code = 5] [Numeric Value = 5]

Q32 - Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

No Apparent Progress [Alternate Code = 1] [Numeric Value = 1]
Slight Progress [Alternate Code = 2] [Numeric Value = 2]
Moderate Progress [Alternate Code = 3] [Numeric Value = 3]
Substantial Progress [Alternate Code = 4] [Numeric Value = 4]
Exceptional Progress [Alternate Code = 5] [Numeric Value = 5]

Q33 - Learning to apply knowledge and skills to benefit others or serve the public good

No Apparent Progress [Alternate Code = 1] [Numeric Value = 1]
Slight Progress [Alternate Code = 2] [Numeric Value = 2]
Moderate Progress [Alternate Code = 3] [Numeric Value = 3]
Substantial Progress [Alternate Code = 4] [Numeric Value = 4]
Exceptional Progress [Alternate Code = 5] [Numeric Value = 5]

Q34 - Learning appropriate methods for collecting, analyzing, and interpreting numerical information

No Apparent Progress [Alternate Code = 1] [Numeric Value = 1]
Slight Progress [Alternate Code = 2] [Numeric Value = 2]

Moderate Progress [Alternate Code = 3] [Numeric Value = 3]
Substantial Progress [Alternate Code = 4] [Numeric Value = 4]
Exceptional Progress [Alternate Code = 5] [Numeric Value = 5]

Next Page: Sequential

Page 3

The Course:

On the next two items, compare this course with others you have taken at this institution.

Q35 - Amount of coursework

Much Less than Most Courses [Alternate Code = 1] [Numeric Value = 1]
Less than Most Courses [Alternate Code = 2] [Numeric Value = 2]
About Average [Alternate Code = 3] [Numeric Value = 3]
More than Most Courses [Alternate Code = 4] [Numeric Value = 4]
Much More than Most Courses [Alternate Code = 5] [Numeric Value = 5]

Q36 - Difficulty of subject matter

Much Less than Most Courses [Alternate Code = 1] [Numeric Value = 1]
Less than Most Courses [Alternate Code = 2] [Numeric Value = 2]
About Average [Alternate Code = 3] [Numeric Value = 3]
More than Most Courses [Alternate Code = 4] [Numeric Value = 4]
Much More than Most Courses [Alternate Code = 5] [Numeric Value = 5]

For the following items, choose the option that best corresponds to your judgment.

Q37 - As a rule, I put forth more effort than other students on academic work.

Definitely False [Alternate Code = 1] [Numeric Value = 1]
More False than True [Alternate Code = 2] [Numeric Value = 2]
In Between [Alternate Code = 3] [Numeric Value = 3]
More True than False [Alternate Code = 4] [Numeric Value = 4]
Definitely True [Alternate Code = 5] [Numeric Value = 5]

Q38 - I really wanted to take this course regardless of who taught it.

Definitely False [Alternate Code = 1] [Numeric Value = 1]
More False than True [Alternate Code = 2] [Numeric Value = 2]
In Between [Alternate Code = 3] [Numeric Value = 3]
More True than False [Alternate Code = 4] [Numeric Value = 4]
Definitely True [Alternate Code = 5] [Numeric Value = 5]

Q39 - When this course began I believed I could master its content.

Definitely False [Alternate Code = 1] [Numeric Value = 1]
More False than True [Alternate Code = 2] [Numeric Value = 2]
In Between [Alternate Code = 3] [Numeric Value = 3]
More True than False [Alternate Code = 4] [Numeric Value = 4]
Definitely True [Alternate Code = 5] [Numeric Value = 5]

Q40 - My background prepared me well for this course's requirements.

Definitely False [Alternate Code = 1] [Numeric Value = 1]
More False than True [Alternate Code = 2] [Numeric Value = 2]
In Between [Alternate Code = 3] [Numeric Value = 3]
More True than False [Alternate Code = 4] [Numeric Value = 4]
Definitely True [Alternate Code = 5] [Numeric Value = 5]

Q41 - Overall, I rate this instructor an excellent teacher.

Definitely False [Alternate Code = 1] [Numeric Value = 1]
More False than True [Alternate Code = 2] [Numeric Value = 2]
In Between [Alternate Code = 3] [Numeric Value = 3]
More True than False [Alternate Code = 4] [Numeric Value = 4]
Definitely True [Alternate Code = 5] [Numeric Value = 5]

Definitely False [Alternate Code = 1] [Numeric Value = 1]
More False than True [Alternate Code = 2] [Numeric Value = 2]
In Between [Alternate Code = 3] [Numeric Value = 3]
More True than False [Alternate Code = 4] [Numeric Value = 4]
Definitely True [Alternate Code = 5] [Numeric Value = 5]
Next Page: Sequential

Page 4

Q43 - Comments

You may provide your students with class time to complete this survey or give it out as an assignment to be completed outside of class. We ask that students complete a separate evaluation for each course in which they are concurrently enrolled even if the teacher is the same. We also thank them in advance for taking this process seriously and for providing honest, thoughtful, and respectful evaluations.

The results of these evaluations are tabulated in the Dean's office and the anonymous totals for your classes will be sent to you and the Dean for review.

Grading System

At the beginning of the course, the instructor will inform students of the criteria to be used in determining the final grade and publish on their class syllabus.

Concurrent enrollment students need to understand the implications of starting a college transcript:

- Their grades in concurrent enrollment courses become part of a permanent college transcript.
- Poor grades in concurrent enrollment courses could have an impact on college academic standing and eligibility for financial aid after high school.
- Students should be made aware of any differences in the way that final grades will be calculated for their college transcript grade and their high school credit grade.
- Students should understand the difference between cancelling a course and withdrawal from a course and what those calendar deadlines are.

Grades posted to Brightspace and Self Service are available to students in Brightspace and through MyCampus in Self Service for Students. Academic Alerts should be issued to assist students in identifying and correcting academic deficiencies.

It is recommended the instructor's assessment of each student's achievement should be in accordance with the following four point grading scale unless otherwise specified by your department:

	Grade	High School Grade	Quality Points
High Achievement	A	93-100	4.0
	A-	90-92	3.67
Good Achievement	B+	87-89	3.33
	B	83-86	3.00
	B-	80-82	2.67
	C+	77-79	2.33
Satisfactory Achievement	C	73-76	2.00

Below Satisfactory Achievement	C-	70-72	1.67
	D+	69	1.33
	D	66-68	1.00
	D-	65	0.67
No Credit	F	64 and below	0.0

Other Grade Notations

Withdrew	W		--
Incomplete	I		--
Pass	P		--

Other Grade Notation Definitions

W – Withdrew: A "W" grade will be given to students who have officially withdrawn from a class before 75% of the total course has elapsed.

I – Incomplete: An incomplete may be issued upon the student's request at the discretion of the instructor in situations where a student has not completed the course requirements for medical or personal reasons documented to the instructor's satisfaction. If the student fails to complete the requirements by the contract deadline, the grade will be changed automatically to an F.

F – Failure: This grade will be given to students who have failed to complete course requirements. F is a failure grade and factors into the GPA.

Note: The most recent grade earned in a repeated course will be included in the final GPA. (The previous course will still be listed on the transcript, but with an "<R" in place of the grade.)

A student may appeal in writing an alleged capricious grade within 45 calendar days following the end of the course in which the grade was assigned.

All grades earned will be included on the student's permanent NICC record/transcript.

Transferring NICC Credit

Every college and university has its own policies governing transfer credit. Credit is usually accepted on a course-by-course basis and will vary widely at private colleges and those outside of Iowa. In some cases, a college may accept some, but not all, of these credits. The credits that students earn while participating in the Concurrent Enrollment Program are, of course, accepted at NICC.

We recommend that students check with colleges they are interested in to inquire about their policies regarding transfer credits.

Students may request an official transcript by either of the methods below. Transcript requests will only be processed if the request is submitted by the NICC student. Federal law prohibits the release of student information to anyone other than that student.

Note: Please keep in mind that grades for concurrent enrollment courses are posted after the high school semester ends. If a student is requesting a transcript mid-semester, all of their courses/grades may not appear.

Note: Any request for more than five (5) transcripts at one time are subject to a $5 fee per transcript.

Via the Internet:

1. Go to www.NICC.edu/transcript and select the appropriate campus.
2. Fill in all information for each section and submit.

Concurrent Enrollment Instructor Benefits

NICC recognizes the importance of helping to keep our concurrent enrollment instructors at the forefront of education. We are pleased to be able to provide the following concurrent enrollment instructor benefits:

- Many concurrent enrollment faculty benefit from the programs offered through Career and Technical educators workshops. These apply especially to faculty in elective areas such as business, technology, computers, health professions, industrial technology, agriculture, etc.
- NICC provides guidance to Perkins requirements, IA Department of Education requirements and grant programs and Iowa Code requirements for secondary schools as they relate to Iowa community colleges.
- All concurrent enrollment faculty have access to the NICC library and resources available for check-out. Most library services are available online. We also welcome student use of the library. **We are happy to provide an orientation to our library services upon request.**
- We provide **free training** for any faculty interested in becoming qualified to teach a course online using the Brightspace Learning Management System. If you are interested in teaching an online course for NICC, or just want to explore the Brightspace capabilities, let us know.
- We are happy to host tours of the college for concurrent enrollment faculty and their students upon request. If you would like to visit the college, and / or connect with your on campus Faculty Liaisons or other faculty on campus, please contact the NICC offices at 1-800-728-7367, extension 389.)
- We sponsor Professional Development Days and Appreciation and Awards Dinner for concurrent enrollment faculty, NICC faculty and high school administration.

For additional information on any of these opportunities, please contact High School Partnerships at 1-800-728-7367, extension 389 or visit our website at **www.nicc.edu/HSPartnerships**

Library Services for NICC Instructors

The NICC Library is located in the Wilder Building in Calmar and main building in Peosta or online at: www.nicc.edu/library. Following is a listing of library services available for High School Instructors. To learn more about each service, please contact the library services.

Borrowing NICC Materials	Tutoring
Instruction	New Tools
Research Databases	

Academic Integrity and Plagiarism

Issues involving academic integrity, cheating and plagiarism are among the most difficult and contentious problems faculty face today. The library staff is committed to helping you inform students about plagiarism and to help you develop strategies to prevent it happening in your classroom. We also can assist you to verify cases of suspected plagiarism.

Turnitin is an online software program that identifies unoriginal material in research papers and other student work. While an effective tool in verifying incidents of plagiarism, **Turnitin** also has proved a very effective deterrent. **Turnitin** provides Training Material for Students, Instructors & Administrators consisting of videos, user manuals and guides. For more information concerning plagiarism or to obtain a password to **Turnitin**, contact Victor Lieberman at 1-800-728-7367, extension 269.

APPENDIX A

<div align="center">

Northeast Iowa Community College
Faculty Course Review Report

</div>

Concurrent Enrollment Instructor _____

High School _____

Concurrent Enrollment Course _____

NICC Faculty Liaison _____ NICC Dept. _____

Date of Visit _____ Length of Visit _____

Check any that apply to the NICC Liaison's role for this visit:

☐ Observed instructor and students in class.   ☐ Provided resources (activities, tests, materials)

☐ Participated in class (e.g. guest lecture, team   ☐ Discussed grading of student work with instructor.
teaching, etc.)   ☐ Reviewed examples of assessment instruments.

☐ Discussed class progress with students/instructor   ☐ Reviewed sample student work.

    ☐ Other _____

Is the concurrent enrollment instructor using an approved textbook?   ☐ Yes   ☐ No

Is the instructor following an approved course syllabus and guide?   ☐ Yes   ☐ No

Is the course consistent with the on-campus NICC course?   ☐ Yes   ☐ No

Instructor visit requested next semester: ☐ Yes ☐ No   Next Year: ☐ Yes   ☐ No

<div align="center">

(Any "No" responses should be explained in the comment section, below.)

</div>

Liaison's comments, observations, recommendations (use separate sheet if needed):

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_____   _____
NICC Faculty Liaison Signature   Date

Emailed to Concurrent Instructor: _____
                                                        Date

This site report is for the sole purpose of maintaining the alignment of concurrent enrollment courses with those taught at NICC.

Please forward completed forms to the High School Partnerships Office, Peosta Campus, Attn: Katie Gilbert

Click here to enter Course Name

Syllabus

Class: (Discipline) (Number) -- (5 digit section)

Semester: Choose a term.

Classroom and Class Time: Click here to enter text.

Start and End Dates: Start to End

Academic Department: Select from list

Final: The final examination date and time will be announced generally by the fifth week of classes. I will announce the final examination date and time for this course on Brightspace once it is known. Do not plan your end of the semester travel plans until the final exam schedule is made public. It is your responsibility to know the date, time, and place of the final exam. Every class must have a final meeting during the established time frame. All classes are required to meet throughout the entire term including the final exam date.

Instructor Information

Name: Click here to enter text.

Phone: Click here to enter text.

Email: Click here to enter text.

NICC email is the official means of communication, you should regularly check your email.

Office Location: Click here to enter text.

Office Hours: Click here to enter text.

Best method to contact instructor: Click here to enter text.

NICC has a commitment to respond to student communication within
24 hours on a school day, and 48 hours on non-school days.

Course Information

Course Description

(refer to the course guide)

Primary Common Learning Outcome Assessed: Choose an item.

<p style="text-align:center">Unit Objectives</p>
<p style="text-align:center">*(refer to the course guide)*</p>

Required Materials

Methods of Delivery: Choose an item.

<p style="text-align:center">Grading Procedures and Scale</p>

(Include timeframe for posting of grades in your procedures knowing that any item submitted for evaluation should be done no later than one week after its submission AND posted to the grade book in Brightspace. If the final grading scale is different from daily work that needs to be noted here as well. If you choose to round your grades, be specific..)

Grade	Grading Scale by Percent of Total Points *Ex. (94 - 100%)*	Grading Scale by Points *Ex. (940 - 1000+)*
A		Enter points.
A-		Enter points.
B+		Enter points.
B		Enter points.
B-		Enter points.
C+		Enter points.
C		Enter points.
C- (or P)		Enter points.
D+		Enter points.
D		Enter points.
D-		Enter points.
F (or NP)		Enter points.

	# of Assignments	Points
Chapter homework		
Daily Quizzes		
Tests		
Total Points possible		

Course Calendar

Details of the course, deadlines, and organization can be found at the end of the syllabus.

Student Course Feedback

Prior to course completion you will receive an email providing a link to share your feedback. You are **EXPECTED** to complete the feedback form for each class.

Assessment

Northeast Iowa Community College is an institution dedicated to continuous instructional improvement as part of our assessment efforts. It is necessary for us to collect and analyze course level data. Data drawn from student work for the purposes of institutional assessment will be posted in aggregate and will not identify individual students. Your continued support in our ongoing effort to provide quality instructional services at NICC is appreciated.

Course Policies

Attendance/Academic Engagement
Click here to enter text.

<p style="text-align:center">Academic Dishonesty</p>
<p style="text-align:center; color:red">(definition and consequences)
For a detailed explanation of plagiarism, visit the Lib Guide on plagiarism at
http://nicc.libguides.com/citingsources</p>
<p style="text-align:center">Late Work</p>

Click here to enter text.

<p style="text-align:center">Missing Assignments</p>

Click here to enter text.

<p style="text-align:center">Makeup Testing</p>

Click here to enter text.

Use of Technology in the Classroom
<p style="text-align:center">Cell Phone/Text Messaging Usage</p>

Click here to enter text.

<p style="text-align:center">Laptop Use</p>

Click here to enter text.

<p style="text-align:center">Recording</p>

Click here to enter text.

Classroom Conduct
Click here to enter text.

<p style="text-align:center">Behavior</p>

Click here to enter text.
<p style="text-align:center; color:red">*(Students are responsible to know the Student Conduct code in the College Catalog)*</p>
<p style="text-align:center">Emergency Procedures</p>

Click here to enter text.

Additional Information

Disclaimer:
Click here to enter text.

Learning Center
The NICC Learning Centers provide tutoring assistance free of charge to any student Monday through Friday. Students are encouraged to utilize the Learning Centers in Calmar, Peosta or Dubuque.

Access

Take advantage of the *ReadSpeaker Listen Button* to enhance understanding and comprehension of the materials in this and any syllabus within the content area. All of the materials posted in the content area of NICC Brightspace classrooms have a *Listen Button* to have the text highlighted and read for you. Listening to text read aloud is shown to improve reading comprehension. www.nicc.edu/readspeaker

ReadSpeaker for Brightspace by D2L

Listen ▶ ■ 🔊 ⚙ ⬇ «
Speech-enabled by ReadSpeaker

Course Copyright
All course materials students receive or to which students have online access are protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor's express written permission is strictly prohibited. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the College's Code of Conduct, and/or liable under Federal and State laws.

Netiquette
The term "Netiquette" refers to the etiquette guidelines for electronic communications, such as e-mail and bulletin board postings. Netiquette covers not only rules to maintain civility in discussions, but also special guidelines unique to the electronic nature of forum messages.

Accommodation Policy:
The Americans with Disabilities Act (ADA) provides protection from illegal discrimination for qualified students with disabilities. Northeast Iowa Community College is committed to the equal provision of education for all students. Any student who needs instructional accommodation is encouraged to contact the Coordinator of Disability Services, Peosta Campus, at 563-556-5110 or 1-800-728-7367, ext. 280 or Calmar Campus, at 563-562-3263 or 1-800-728-2256, ext. 258.

Statement of Non-Discrimination
Northeast Iowa Community College prohibits discrimination in educational programs, employment, and activities on the basis of age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, disability, pregnancy or genetic information as required by the 1964 Civil Rights Act, Titles VI and VII; the 1972 Education Amendments, Title IX; the Age Discrimination in Employment Act of 1975 (ADEA); the Federal Rehabilitation Act of 1973, Section 504; the Americans with Disabilities Act (ADA) of

1990, Title II; Titles I and V; the Civil Rights Act of 1991, the Genetics Information Nondiscrimination Act of 2008 and the Iowa Code, Chapter 216.

It is also the policy of this District that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and variety of careers, roles and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion or disability. The curriculum should foster respect and appreciation for cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society. Inquiries and grievances regarding compliance with applicable state and federal laws may be directed to the executive director of human resources, P.O. Box 400, Calmar, Iowa 52132, or to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.

Course Calendar

Due Date	Assignment	Lesson	Unit	Point Value	Program Learning Outcome

APPENDIX C

TUITION REFUND

Students who wish to cancel their registration must notify the Registrar's Office before the first day of the term or class to avoid tuition/fee assessment.

Students who withdraw from NICC or drop a course scheduled from 12 to 16 weeks in length, may be eligible for a tuition refund. Tuition refunds are calculated based on the start date of the course, up to the third week regardless of the number of class meetings during the term in accordance with the following schedule:

  1-5 days……………100% tuition & fees
  6-10 days……………50% tuition & fees
  11-15 days…………..25% tuition & fees

Refunds on courses shorter than twelve weeks in length will be prorated as follows:

8-11 week courses:

  1-3 days………….100% tuition & fees
  4-7 days…………..…50% tuition & fees
  8-10 days………….25% tuition & fees

4-7 week courses:

  1-2 days………...…100% tuition & fees
  3-4 days…………….50% tuition & fees
  5-6 days…………….25% tuition & fees

APPENDIX D

INCOMPLETE CONTRACT AGREEMENT

Calmar/Peosta

INSTRUCTIONS – After obtaining the student's signature, the instructor should make a copy for themselves, give a copy to the student, and submit the original to the Registrar's Office. The Registrar's Office will not accept an "I" mark unless the form is submitted. If a final grade is not recorded, and the Incomplete Contract Agreement is not submitted, the Department Dean will assign a grade of "F" for the student. If the student has not signed the form, the Registrar's Office will mail a copy of the unsigned form to the student who will be given until midterm of the following semester to refuse the Incomplete and contact the instructor to request that a grade be submitted to the Registrar. If a student is granted an Incomplete for a course that serves as a prerequisite for an advanced level course, they will not be allowed to enroll in the advanced course until the incomplete grade is resolved.

The standing of _____ _____ _____ _____
     Name (Last)   (First)   (Middle)   Student ID Number

for _____ in _____ is Incomplete.
     Term/Year   Course/Computer ID#

Reason the student was unable to complete the course work _____
   NOTE: The "I" cannot be used as a substitute for a failing grade.

_____

_____

Requirements to resolve the "I" _____
   NOTE: Repeating the course is not acceptable.

_____

Last day by which the Incomplete may be resolved _____
   NOTE: All Incompletes must be resolved by midterm of the following semester.

All unresolved Incompletes will automatically be changed to F's by the Registrar after midterm of the following semester.

_____   _____   _____
Instructor Signature   Student Signature   Date Submitted

_____
Department Dean Approval   **Copy mailed Student_____**

APPENDIX E

Northeast Iowa Community College
Calmar/Peosta

GRADE CHANGE FORM

Student Name _____

Student ID Number _____

Course Name _____

Course Number_____   Term_____

Check and complete the following as it applies to the change in the student's grade for this course.
(If submitting a F or Q grade, last date of attendance also needs to be reported.)

_____ Change the _____ to _____

    Reason for the Grade Change _____

_____ Change the "I" to _____

_____ Extend the "I" to _____

    Reason for the Extension _____

_____   _____
Instructor's Signature   Date

_____   _____
Department Dean Signature   Date

_____   _____
Registrar's Office Signature   Date

Dean's Signature required before submitting to the Registrar's Office