



Adjunct Faculty Handbook



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HISTORY OF NORTHWEST IOWA COMMUNITY COLLEGE

Northwest Iowa Community College is a two-year comprehensive community college, offering quality education in preparation for successful careers and personal achievement. NCC is located in Sheldon, Iowa, an attractive, friendly community of 5,000.

The vocational concept for Northwest Iowa Community College began with a pilot program sponsored by the Iowa Department of Education. From January 1964 to 1966 three vocational programs were offered to students representing the twenty high schools of Lyon, O'Brien, Osceola, and Sioux Counties.

The success of the pilot program influenced the State Legislature to enact a statute in 1965, which permitted the formation of area schools, a statewide network of fifteen community colleges. In January 1966 the State Board of Education approved an application for Merged Area IV comprising the same area, which had been served by the pilot project. A locally elected seven-member board of trustees assumed the responsibility for the operation of the area school in April 1966.

In 1971 Merged Area IV was extended to include two community school districts in Cherokee County that requested they be attached to the area. Northwest Iowa Community College is comprised of fourteen community school districts located in Lyon, O'Brien, Osceola, Sioux, and Cherokee Counties. The 1990 population of Merged Area IV was 67,436.

The Board purchased the original 146-acre site in 1966 and authorized the construction of a building for mechanical and technical programs, Building D, which was completed in 1968. In 1976 adjacent farmland was purchased for the agricultural program, which expanded the campus to 263 acres. Buildings B and C were constructed in 1971 to house the business and construction programs. Other additions expanded Buildings C and D in 1973, 1977, and 1983. Additionally, a Student Center was constructed connecting Building B and D in 1983. In 1989 an addition to the Student Center, Building A, provided for extended library and learning center

facilities plus more classroom and laboratory space for the expanding programs. In 1992 on-campus apartments opened for student residency.

The college was granted Community College status in September 1973 to better serve the educational needs of the citizens of northwest Iowa. In June of 1975 the institutional name was changed from Northwest Iowa Vocational School to Northwest Iowa Technical College, and in February of 1993, the board voted to change the name to Northwest Iowa Community College to reflect the comprehensive mission of the college. The North Central Association of Colleges and Schools granted candidacy for accreditation status in 1976 and accreditation status in 1980, which was expanded in 1988 to include the associate of arts and science programs implemented in the fall of 1988.

Northwest Iowa Community College changed from the quarter to semester system effective with the fall semester 1993.

Since its early beginnings when only three programs were available, the college has added a wide variety of nationally acclaimed programs to its curricula. Over twenty State Board approved career education programs as well as the liberal arts offerings are available to meet the needs of the constituency. Additionally, the Continuing Education Office annually serves approximately 25,000 area residents through adult and continuing education programs. The college takes pride in tailoring both short and long-term course offerings to meet the needs of the individual and business and industry.

MISSION AND PURPOSE

THE NCC MISSION STATEMENT

Northwest Iowa Community College is a progressive learning college rapidly responding to the changing needs of our global community.

The Board of Trustees functions within the guidelines of Chapter 260C.1 of the Code of Iowa which directs Community Colleges to provide:

- ◆ The first two years of college work including preprofessional education.
- ◆ Vocational and technical training.
- ◆ Programs for in-service training and retraining workers.
- ◆ Programs for high school completion for students of post-high school age.
- ◆ Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local high school, public or private.
- ◆ Programs for students of high school age to provide advanced college placement courses not taught at a student's high school while the student is also enrolled in the high school.
- ◆ Student personnel services.
- ◆ Community services.
- ◆ Vocational education for persons who have academic, socioeconomic, or other handicaps which prevent succeeding in regular vocational educational programs.
- ◆ Training, retraining, and all necessary preparation for productive employment of all citizens.
- ◆ Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.

EQUAL OPPORTUNITY

It is the policy of Northwest Iowa Community College not to discriminate on the basis of sex, color, race, national origin, age, religion, disability, or political affiliation or belief in its education programs, activities, or employment policies as required by state and federal nondiscrimination laws.

Northwest Iowa Community College will not tolerate violations of state and federal nondiscrimination laws. All inquiries or grievances regarding discrimination based on sex, color, race, national origin, age, religion, disability, or political affiliation or belief may be directed to the Affirmative Action Officer, Northwest Iowa Community College, 603 W. Park Street, Sheldon, IA 51201, telephone 712-324-5061; 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.

AWARDS

NCC offers the following awards:

Degrees

Associate of Arts (AA) - The AA degree at NCC is a general education degree. This program is designed to facilitate transfer of freshman and sophomore level credits from NCC to four-year colleges and universities.

Associate in Science (AS) - NCC currently offers three Associate in Science degrees in the business field. These programs allow the student the option of entering directly into employment or transferring to a four-year institution. The specialty areas are:

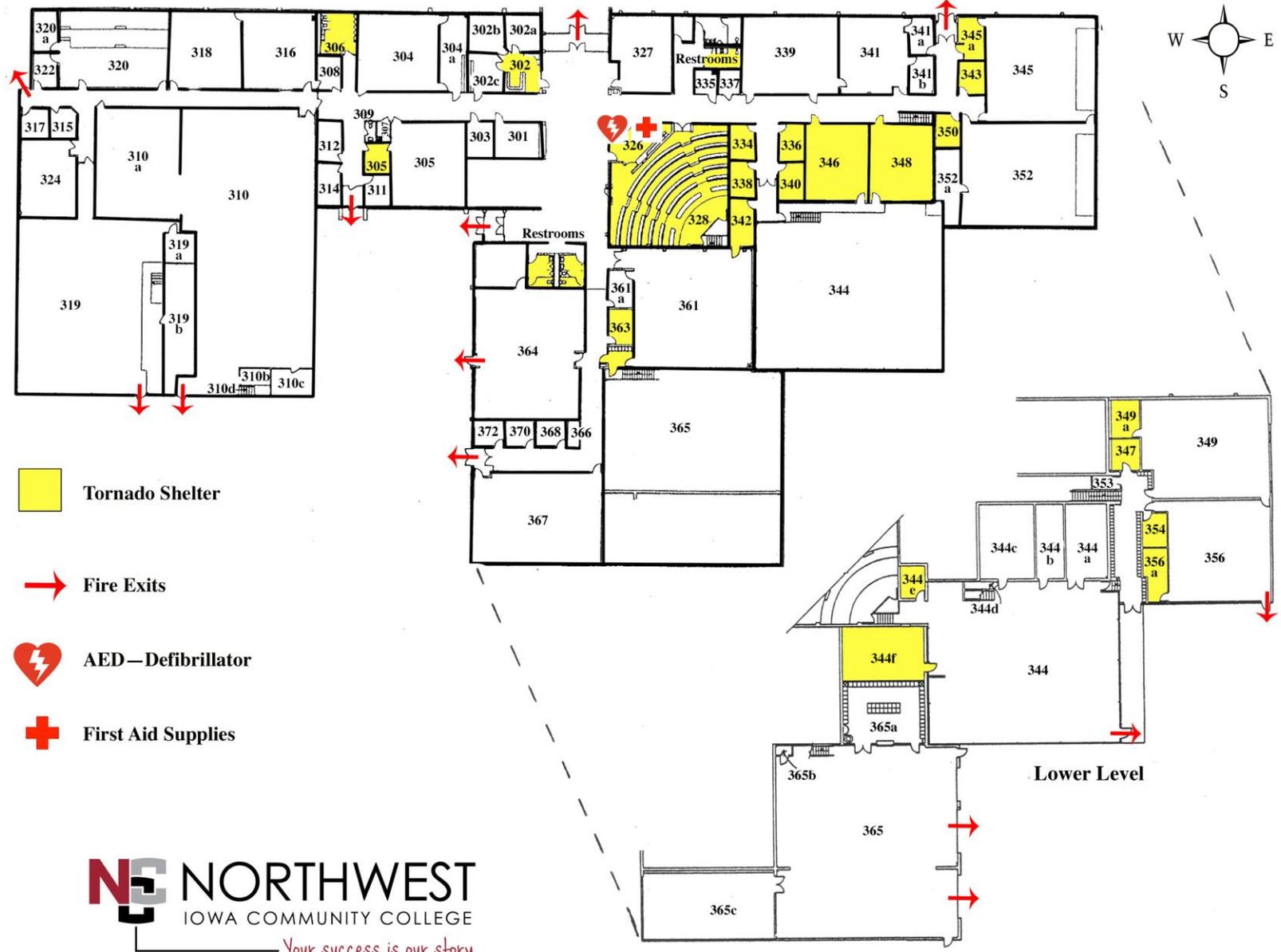
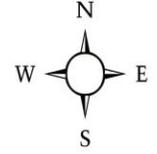
1. Financial / Insurance Services
2. Industrial / Retail Management
3. Business Management
4. Human Resource Management

Associate in Applied Science (AAS) - An AAS degree is awarded to students completing vocational/technical programs requiring a general education component. These programs are typically four semesters in length and are designed for students going directly into employment.

Diplomas

Diplomas are issued to students completing programs of short duration (less than two years). Diploma programs tend to range from one to three semesters in length.

Building C



- Tornado Shelter
- Fire Exits
- AED—Defibrillator
- First Aid Supplies



LIBRARY

NCC has an excellent library, containing thousands of materials including books, journals, videos, and databases. The staff can also assist with Interlibrary Loan services, should you need materials not available in the library. If you have not participated in the library orientation, it would be worth your time to visit with the library staff, or schedule an orientation session for your students. The library has access to several databases, including Ebsco, Proquest, Academic OneFile, Opposing Viewpoints, Facts on File, and Netlibrary, and our newest searching tool, Webfeat (or OneSearch, for online instructors). All of these, including the library catalog, are available both on and off campus, with usernames and passwords. Please stop in to activate your library account and get more information on how to use the library resources.

Check the library website for current library hours or check the sign at the library entrance.

SUBSTANCE ABUSE PREVENTION

Northwest Iowa Community College provides staff and students with information relevant to identifying and assisting individuals who may have chemical dependency problems.

If an individual is identified as having probable chemical dependency problems, he/she may be referred to the local alcohol and drug treatment unit or to an agency of the individual's own choosing.

FOOD SERVICE

The NCC Cafeteria, located in Building A, serves breakfast, noon entrees, and short orders Monday through Friday. This service is available to all students, staff, families, and the general public.

Vending machines are available in the lobby area immediately adjacent to the cafeteria entrance.

Food and beverages are prohibited in all laboratory areas. Beverages in the classroom are at the discretion of the individual instructor.

CONTRACTS

Contracts for the adjunct faculty are set up on a course-by-course basis. The instructor will sign an individual contract for each separate course that he/she teaches. Before you begin working, you must complete a W-4 form, an Iowa Withholding form, and an Employment Eligibility Verification form (I-9). This is filled out in the division dean's office; you will need to have two pieces of identification with you.

Adjunct faculty will be paid in monthly increments. Your paycheck will be issued on the last day of each month in the semester that you are teaching.

NCC reserves the right to cancel any class because of inadequate enrollment.

The following documents must be on file in the Human Resource office:

- Adjunct Job Application Form
- Cover letter indicating which courses you are qualified to teach
- **Official** Transcripts
- References

PROFESSIONALISM

Adjunct faculty are representatives of the College. A professional demeanor and dress can contribute directly to the atmosphere of professionalism in the classroom.

Faculty should dress in good taste. Casual wear in the classroom is discouraged. If there is any question on what is or is not appropriate dress, please discuss this with the division dean.

INSTRUCTOR EVALUATIONS

Division Dean

Northwest Iowa Community College utilizes a variety of evaluation procedures to ensure that quality instruction is consistently offered. At least once a semester, your division dean will visit your classroom for the purposes of observation, feedback, and evaluation. This Instructional Performance Evaluation can be an opportunity to learn and to grow.

Student Feedback

At the end of each semester, students will complete a Course Improvement Survey for some or all of the course(s) you teach. You will receive a composite of the evaluations. This material should be reviewed immediately to identify opportunities for improvement. Look for patterns, implement improvements where necessary, and continue in your strengths.

Copies of these evaluation instruments are included on the following pages.

If you feel the need for additional feedback, please feel free to ask your division dean or another faculty member to observe you. Video-taping can be another excellent vehicle for self evaluation.

NORTHWEST IOWA COMMUNITY COLLEGE
SHELDON, IA

CLASS VISITATION

Instructor: _____ Class: _____

Date: _____ Time: _____ Students (number) _____

Preparation and organization

Knowledge of subject matter

Methods of instruction

Classroom learning environment

Overall comments/recommendations

BY _____

**Northwest Iowa Community College
Course Improvement Survey Form**

Course: _____ Term: _____

Instructor: _____

Please complete this form by filling in the bubbles at left with your answer for each question. This must be completed in pencil!

CLASSROOM

1. I carefully read the course syllabus that was provided at the start of the course.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 - e. N/A

2. The content of the course was related to the course outcomes.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 - e. N/A

3. Papers, tests, projects, activities, and other requirements of the course were related to the course outcomes.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 - e. N/A

4. Grading criteria were adequately covered at the beginning of the course.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 - e. N/A

5. Grading criteria were fair and impartial.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 - e. N/A

6. I was kept aware of my progress, and grades were posted in a timely manner.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 - e. N/A

7. I did my best in this course.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 - e. N/A

8. The textbooks and other materials were appropriate and directly contributed to my understanding of the course.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 - e. N/A

9. The class assignments and activities were appropriate, engaging, and challenging.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 - e. N/A

10. The course was both engaging and interesting.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 - e. N/A

ON-CAMPUS EXPECTATIONS AND STAFF DEVELOPMENT

At times you may receive notice of meetings and events scheduled at times other than when you are on campus. Attendance at these functions is not mandatory; however, we want you to feel welcome to attend as your schedule permits.

If an occasion arises that requires your presence, the date and time will be arranged with you beforehand.

Emergency Response Guide

(Updated 11-10-15)

In case of emergency, call:

911

and/or

200

(on-campus Emergency Response Team)

Hours: Fall and Spring Semesters

- 7:30 a.m. to 6:00 p.m. Monday through Thursday
- 7:30 a.m. to 4:30 p.m. Friday

Summer Term

- 7:30 a.m. to 4:30 p.m. Monday through Thursday
- 7:30 a.m. to 12:00 noon Friday

If you see any unusual or suspicious activities, please report them to 114.

Purpose

The NCC Safety Committee has developed this Emergency Response Guide for all employees to use in the case of emergencies. The Committee's goals are to prepare employees before emergencies occur and to ensure the safety of the College's students, employees, and campus visitors.

Medical Emergency

(i.e. fractures, burns, profuse bleeding, unconscious, trouble breathing, chest pain, falls from any height, seizures)

1. Call 911. Stay on the line until you are instructed to hang up.
2. Dial 200 to activate the emergency response team.
3. Return to or stay with the victim until emergency team member(s) or ambulance respond.
 - Make sure universal precautions are used for protection.
 - Do not move a non-ambulatory victim until qualified medical or first-aid personnel arrive.
4. Complete accident report form and submit to Human Resources Office.
5. Refer all external inquiries to the Vice President of Institutional Advancement & External Affairs.

Fire

All students and employees will participate in fire drills and become familiar with the locations of exits, pull stations, and fire extinguishers.

1. When you discover a fire:
 - Activate the nearest fire alarm.
2. When the fire alarm sounds, evacuate building by most appropriate route.
3. After leaving the building, proceed to an area out of traffic's way and at least 100 feet away from the building. Remain there until notified by emergency official or designee.
4. Instructors and supervisors should account for the students, employees, and visitors in their areas.
5. Refer all external inquiries to the Vice President of Institutional Advancement & External Affairs.

Bomb Threat

1. ALL bomb threat calls should be taken seriously.
2. Record, document, and preserve threat using “Bomb Threat Checklist” (enclosed).
3. Remain calm.
4. Be a good listener.
5. Do **NOT** put the caller on hold.
6. Do **NOT** transfer the call unless requested by caller.
7. Do **NOT** interrupt the caller.
8. Do **NOT** hang up the phone.
9. Do **NOT** use wireless technology (cell phones, pagers, and radios).
10. Report threat to Administration, who will notify the police.
11. If instructed to evacuate, move a minimum of 300 yards away from the building.
12. If no evacuation is necessary, all persons should remain in their designated area until further instructions are received.
13. Refer all external inquiries to the Vice President of Institutional Advancement & External Affairs.

RECORD THE THREAT

In the event a bomb threat is received use the following list as a guideline for asking questions of the caller. Keep the caller on the line as long as possible and write the message down word for word. **KEEP CALM.** Do not get excited or excite others.

Date Call Received: _____

Time Call received _____ a.m./p.m. Terminated _____ a.m./p.m.

EXACT WORDS OF CALLER: _____

Delay: Ask caller to repeat.

GET MORE INFORMATION – QUESTIONS YOU SHOULD ASK

- When is the bomb going to explode? _____
- Where is the bomb located? _____
- What does the bomb look like? _____
- What kind of bomb is it? _____
- What will cause the bomb to explode? _____
- Who planted the bomb? _____
- Why was the bomb planted? _____
- When was the bomb planted? _____
- How did the person get the bomb in the building? _____
- What is your address? _____
- What is your name? _____

DESCRIBE THE CALLER

Sex of the caller: ___ Male ___ Female ___ Unsure Approximate Age of Caller: _____

Caller's voice was (circle all that apply):

<u>SPEECH AND PITCH</u>	<u>EMOTION</u>	<u>QUALITY</u>	<u>LANGUAGE</u>
Hurried or Rapid	Distant	Excited	Lisp
Moderately Paced	Angry	Sad	Whispered
Hushed or Quiet	Happy	Calm	Nasal
High-Pitched	Agitated	Boastful	Clearing throat
Slow	Sincere	Crazed	Cracking voice
Deep	Matter-of-Fact		Giggling
Other:	Other:		Crying
			Accented (_____)
			Well-Spoken
			Foul
			Incoherent
			Taped
			Message Read
			Broken
			Irrational
			Drunk

DESCRIBE THE ATMOSPHERE

Background Sounds Heard on the Call (mark all that apply):

- | | | | |
|--|---|---|---------------------------------------|
| <input type="checkbox"/> Street noises | <input type="checkbox"/> House noises | <input type="checkbox"/> Vehicle noises | <input type="checkbox"/> Voices |
| <input type="checkbox"/> Animal noises | <input type="checkbox"/> PA system | <input type="checkbox"/> Music | <input type="checkbox"/> Motor |
| <input type="checkbox"/> Factory machinery | <input type="checkbox"/> Office machinery | <input type="checkbox"/> Trains | <input type="checkbox"/> Airplanes |
| <input type="checkbox"/> Party | <input type="checkbox"/> Children | <input type="checkbox"/> Quiet | <input type="checkbox"/> Static |
| <input type="checkbox"/> Echo | <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Other: _____ |

PERSON WHO RECEIVED CALL

Your Name: _____
 Position: _____
 Telephone Number: _____

Severe Thunderstorm/Tornado Warning

All students and employees will participate in tornado drills and become familiar with the closest shelter to their workstation or classroom.

A severe thunderstorm or tornado warning has been issued via the intercom.

1. Take shelter immediately in nearest designated area.
 - Keep away from open doors, windows, and large open areas.
2. Instructors and supervisors should account for the students, employees, and visitors in their areas.
3. Refer all external inquiries to the Vice President of Institutional Advancement & External Affairs.

Violent Situations

1. Immediately call 911 and report all acts of violence.
2. Do not physically engage a perpetrator of violent behavior unless in defense of personal safety.
3. If possible to do so safely, pay close attention to the perpetrator's appearance and provide that information to responding authorities.
4. Refer all external inquiries to the Vice President of Institutional Advancement & External Affairs.

In the event of a shooting on campus –

1. Listen for instructions from authorities such as whether to remain inside or to evacuate.
2. If you are instructed to stay inside the room, move away from the door and windows.
3. Do not leave shelter until officials come to your door and tell you it is safe. Follow their instructions when leaving.

Weather Closing/Delay Start

1. The decision to delay or cancel daytime classes and activities will be made by 6:00 a.m.
2. The decision to cancel evening classes will be made by 4:00 p.m.
3. Delays and cancellations will be posted on the college website, www.nwicc.edu
4. Radio and television stations will provide delayed start or cancellation announcements.

A.L.I.C.E.

"A.L.I.C.E." is an acronym for 5 steps you can utilize in order to increase your chances of surviving a surprise attack by an Active Shooter. It is important to remember that the "ALICE" response does not follow a set of actions you "shall, must, will" do when confronted with an Active Shooter. Your survival is paramount in this situation. Deal with known information and don't worry about unknowns. You may use only 1 or 2 parts of the response plan or you may have to utilize all 5. In this type of incident, your perception is the reality and you will be deciding what the appropriate action for you to take is.

- 1) **Alert** – Can be anything (gunfire, witness, PA announcement, phone alert).
- 2) **Lockdown** – This is a semi-secure starting point from which to make survival decisions. If you decide to not evacuate, secure the room.
 - Lock the door.
 - Cover any windows in the door if possible
 - Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
 - Barricade the door with anything available (desks, chairs, etc.)
 - Look for alternate escape routes (windows, other doors)
 - Call 911
 - Move out of the doorway in case gunfire comes through it
 - Silence or place cell phones on vibrate
 - Once secured, do not open the door for anyone. Police will enter the room when the situation is over.
 - Gather weapons (coffee cups, chairs, books, pens, etc.) and mentally prepare to defend yourself or others.
 - Put yourself in position to surprise the active shooter should they enter the room.
- 3) **Inform** – Using any means necessary to pass on real time information.
 - Given in plain language.
 - Can be derived from 911 calls, video surveillance, etc.
 - Who, what, where, when and how information
 - Can be used by people in the area or who may come into it to make common sense decisions
 - Can be given by "Flash Alerts", PA Announcements or Police Radio speakers
 - If possible, utilize a different phone and notify the receptionist at extension 0 or 114.
 - You may use extension 200 to access the campus wide PA system.
- 4) **Counter** – This is the use of simple, proactive techniques should you be confronted by the Active Shooter.
 - Anything can be a weapon
 - Throws things at the shooters head to disrupt their aim
 - Create as much noise as possible
 - Attack in a group (swarm)
 - Grab the shooters limbs and head and take them to the ground and hold them there
 - Fight dirty-bite, kick, scratch, gouge eyes, etc.
 - Run around the room and create chaos
 - If you have control of the shooter call 911 and tell the police where you are and listen to their commands when officers arrive on scene.
- 5) **Evacuate** – Remove yourself from the danger zone as quickly as possible.
 - Decide if you can safely evacuate
 - Run in a zigzag pattern as fast as you can
 - Do not stop running until you are far away from the area
 - Bring something to throw with you in case you would encounter the Active Shooter
 - Consider if the fall from a window will kill you
 - Break out windows and attempt to quickly clear glass from the frame
 - Consider using belts, clothing or other items as an improvised rope to shorten the distance you would fall
 - Hang by your hands from the window ledge to shorten your drop
 - Attempt to drop into shrubs, mulch or grass to lessen the chance of injury
 - Do not attempt to drive from the area

SYLLABUS

Each instructor must submit a syllabus for each class he or she teaches. This syllabus shall be ready to hand out and explain to students on the first day of class. A copy must be sent to the division secretary to be kept in the course files.

The syllabus preparation/general guidelines follow on the next several pages.

It is a truism that the more complete the syllabus, the less confused the students.

Syllabus Preparation

General Guidelines

1. All courses must have a syllabus using the format established by the NCC Curriculum Committee.
2. The syllabus will be given to students on the first day of class. It is expected that faculty review the syllabus in class, especially the grading and attendance content.
3. All first time courses must be submitted to the Division Dean, Chief Academic Officer, and Curriculum Committee for review. Any recommendations of the Curriculum Committee will be reviewed by the faculty and dean. The dean and/or faculty will notify the Curriculum Committee on compliance with recommendations.
4. A course syllabus which was completed by the Curriculum Committee review process may be utilized as a model by other faculty assigned to teach the course. The Division Deans will have the responsibility to ensure that any changes made in the syllabus continue to meet the NCC syllabus guidelines.
5. If major revisions are made in a course, such as change in competencies, combination with another course, change in hours, etc., the course should be resubmitted to the Curriculum Committee.

Syllabus Format

1. Complete course information includes name, number, credits, and prerequisites/corequisites.
2. Course description should be the same description that appears in the NCC catalog.
3. Course competencies/objectives: A minimum of three competencies is required; six to twelve competencies are common. Competencies should use descriptor/action verbs. They may include conditions, i.e., percent of accuracy.
4. Text & Materials: This section should include complete information on the text, including title, author, publisher, edition, and year of publication. "Latest Edition" is not adequate.
5. Units of Study: This section includes a profile of the major units of study what will be included in the course. Approximate hours of lab and classroom must be included in the copy submitted to the dean. The hours may be omitted from the syllabus provided to the students. Instructors may add a statement at the end of the units of study informing students that the hour profile is only an approximation.
6. Test/Make-Up Policy: There is so specific test make-up policy at NCC, but the following general guidelines must be followed by faculty when constructing the test make-up policy for any course.
 - a. The instructor will establish a policy on make-up for both scheduled and unscheduled exams and will inform students of such in writing at the beginning of the class.

- b. Instructors are encouraged to avoid words which would require subjective judgment on the appropriateness of an absence as excused versus unexcused.
 - c. The test make-up policy will be included in or attached to the course syllabus when submitted to the Division Dean.
 - d. The test make-up policy should recognize the extenuating circumstances which can arise in a student's life, yet maintain appropriate test security.
7. Attendance Policy: Attendance may be included in grading. The policy needs to be clearly stated and to avoid subjective statements. Attendance, in and of itself can not account for more than 10% of the grade.
8. Grading: Grading information should include the grading scale and how the grade will be achieved. The grading scale is determined by the instructor and should include both the letter grade and corresponding percentage. How the grade will be achieved should include the approximate number of exams, papers, and other assignments along with what percentage of the grade they represent.

**NORTHWEST IOWA COMMUNITY COLLEGE
SHELDON, IOWA 51201**

COURSE OUTLINE/SYLLABUS

Course Number:

Division/Discipline:

Course Title:

Credits:

Total Length in Hours

Lecture Hours

Lab Hours

Prerequisites (Number/Title):

Course Description:

Course Competencies/Objectives:

After completion of the course the student will be able to:

Text and Materials:

Instructor/Division:

Date Developed:

Date Revised:

Course Number/Title:

Units of Study

LECTURE
HOURS

LAB
HOURS

Course Number/Title:

Course Requirements/Grading Criteria

**Grading Criteria Document
Instructor/Division:**

**Date Developed:
Date Revised:**

Grading and Attendance

The final course grade assigned by the instructor is intended to convey the level of achievement of each student in the course. The areas in which this achievement is being judged are the objectives/competencies of that specific course as expressed in the course outline. Grading of attendance, in and of itself, is discouraged.

This is not to say that attendance or lack of attendance will not affect the grade. In fact, it could have a significant effect.

1. It would be expected that the test grades for those with frequent absences could be negatively affected.
2. Students who are absent miss out on points from the projects completed during class/lab time.
3. In courses where class participation is included in the grading system, the opportunity for participation decreases with frequent absences, and thus the grade is negatively affected.

*(It should be noted that in #2 and #3, the student who comes to class and does nothing gains no more toward a grade than a person who is absent. It is in this way that absence indirectly, rather than directly, affects the grading process.)

Attendance may play a role in grading for those courses which include an objective which relates to positive job characteristics—such as the development and exhibition of positive work habits as demonstrated by attendance, promptness, and the ability to work as a team. In this situation, the degree of impact that attendance has on the total grade should be in the proportion that objective plays in the curriculum for the course. It is expected that grading of attendance in this situation may range from 5-10% of the grade with 10% being considered a maximum.

- Even in this situation, lack of attendance can not be simply punitive in nature. (Example: If the grade for a course is based on one project and three exams, a policy cannot exist where anyone missing more than two sessions will be docked one letter grade.)
- Under this situation, points can be taken away for lack of attendance to the degree they are given for attendance. (Example: Students are expected to exhibit the same work habits as required on the job; one point/day could be given for a student being in class and ready to go to work at the beginning of the period.)

Courses where attendance is important should also include grading criteria such as those mentioned earlier. Lack of attendance combined with a lack of involvement or accomplishment would affect the grade (participation, class projects).

Whatever role attendance plays in grading, whether direct or indirect, it needs to be clearly stated and provided to students at the beginning of the course.

ASSESSMENT

The assessment committee has the responsibility of developing, monitoring and evaluating the activities of the NCC Institutional Effectiveness Program. The goals of this program are to insure that quality services are provided by NCC and to insure that students demonstrate academic achievement during enrollment. You may be called upon to develop and/or utilize assessment instruments to measure student academic progress pertinent to the course or courses you are scheduled to instruct.

ADJUNCT ACCESSIBILITY TO STUDENTS

Because you are on-campus on a limited basis, it is important that you make available some time when students can see you for help with questions and assignments. This can be readily arranged by arriving early or remaining after class time on a regular basis. It is recommended that you include student access information in your syllabus. This should include a home phone number with an appropriate "window of opportunity" for calling (i.e., 8:00-9:00 p.m. Tuesday evenings). Office hours should also be posted in your office area.

CLASS PERIODS

Class periods at the college are 55 minutes in length. Classes are sometimes scheduled to extend over more than one period. Where extended classes are involved instructors are to use their discretion in providing an appropriate break approximately mid-way through the class.

It is in the students' best interest for faculty to consistently begin classes promptly at the specified time, and to plan meaningful material that fulfills the time requirement.

If there is any reason to make any adjustment in the regular scheduled meeting time for a class or classes, you must make arrangements with the division dean in advance of that change.

COURSE FILES

Files for each class taught in Division programs at NCC are kept in the Division Dean's office in Building B. These files contain course syllabi. It is also helpful for each instructor to keep personal files of all instructional materials used in his/her classes.

FIELD TRIPS & GUEST SPEAKERS

Any field trips that you would like to take in conjunction with your class, or any guest speakers that you would like to bring into the classroom to supplement your teaching, should be coordinated with the division dean. In order to take a field trip, you will need to fill out a leave request form, which can be obtained from the division secretary and submit this to the division dean along with a tentative itinerary for the field trip.

REQUEST FOR STAFF DEVELOPMENT/JOB RELATED TRAVEL

Northwest Iowa Community College
Sheldon, Iowa

№ 1056

SECTION 1 - ACTIVITY INFORMATION

Employee _____ Date _____

Request is for following activity/purpose: _____

(Attach registration form, agenda, or other documentation.)

Sponsoring Organization _____

Date(s) of Activity _____ Destination _____

Estimated Costs	
	Travel*
	Lodging
	Meals
	Fees/Tuition
	Other
	Substitute
	TOTAL

Mode of Transportation (check one)	
	College Vehicle
	Personal Vehicle
	Commercial Carrier

Other NCC Personnel Attending	

Check one: STAFF DEVELOPMENT REQUEST JOB RELATED TRAVEL REQUEST

SECTION 2 - APPROVAL

Faculty Only: Approved up to \$ _____ Not Approved _____

Faculty Staff Development Building Representative

Recommended Not Recommended

Supervisor

Approved Not Approved

Staff Development Committee

Reason for Disapproval: _____

SECTION 3 - VERIFICATION OF ATTENDANCE

I certify that I have received _____ clock hours of training OR
_____ quarters/semester (circle one) hours of credit for the
above activity.

Signature of Employee

Date

Actual Costs	
	Travel*
	Lodging
	Meals
	Fees/Tuition
	Other
	Substitute
	TOTAL

(If applicable, submit copies of certificate of attendance or grade and proof of payment to the Human Resources Office and to the staff development chairperson who is responsible for reimbursement.)

SECTION 4 - FACULTY LICENSE RECERTIFICATION STAFF DEVELOPMENT CREDIT

Credit Approved for Recertification

Signature of Vice President of College Services

Date

White Copy - Supervisor

Yellow Copy - Human Resources

Pink Copy - Employee

Gold Copy - Staff Development Committee Chairperson

*College vehicle - \$.12 per mile; personal vehicle - \$.27 per mile.

06/18/99

INSTRUCTOR MISSING CLASS

On the rare occasion that circumstances prevent you from attending your class, the following procedures should be followed:

1. If you know in advance that you will miss class, make arrangements with the division dean for appropriate class coverage.
2. If the conflict arises at the last minute, call the division dean or division secretary and provide instructions as appropriate for the students.

STUDENT PAPERS

If you assign research-type papers and require documentation, we recommend that you follow either the Modern Language Association (MLA) or American Psychological Association (APA) methods of documentation. These are relatively simple methods that are accepted on most campuses. The MLA is taught at NCC in College Composition and the APA is quite similar to it. If you are unfamiliar with these formats ask the college librarian for assistance.

CLASS ISSUES

All questions, concerns, and recommendations about the courses you teach such as texts, scheduling, student behavior, prerequisites, grading, content, etc. should be directed to the division dean.

AUDIO VISUAL EQUIPMENT & SUPPLIES

Class supplies such as white board markers, paper, pencils, etc. can be obtained from the division secretary. See the librarian for instructional films. Any additional needs should be communicated through the Dean's office.

SWITCHBOARD

The College telephone switchboard is accessible during the hours of 7:30 a.m. to 8:00 p.m. Monday through Thursday, and from 7:30 a.m. to 4:30 p.m. on Friday. Information on calling into and out of campus is found on the campus telephone directory page.

GRADES

It is the instructor's responsibility to determine the grading criteria. The process that is identified for establishing grades should be contained in the course syllabus and should be shared with students on the first or second day of class. NCC utilizes a 4 point grading scale with letter grades A, B, C, D, and F. All faculty are asked to submit final grades using the college's WEBADVISOR system. Faculty are encouraged to stop by Student Services and be trained on using the system.

STUDENT ATTENDANCE

Students should be in class each day. If a student is not in class, it is the student's responsibility to determine makeup work --either by contacting the instructor or another student.

Instructors should avoid grading directly on attendance. But attendance can be -- is encouraged to be part of a class participation grade.

Students can make-up tests in our Learning Center on campus by making arrangements with you. You would then coordinate this make-up with the Learning Center instructors. Students should not be permitted to take the tests in advance of the regularly scheduled test day.

LIFE-THREATENING ILLNESSES

The following policy is hereby adopted by Northwest Iowa Community College concerning students at NCC infected with dangerous and life threatening disease:

1. It is recognized by NCC that most persons infected with dangerous and life threatening diseases should be allowed to continue with their education at NCC in an unrestricted manner with the approval of their physician. Dangerous and life threatening diseases are those where potential for transmission of the disease-causing agent is present. It is the policy of NCC that benefits of unrestricted education for any student infected with dangerous and life threatening disease under normal circumstances outweighs the remote possibility that any such student will transmit such an infection within the NCC environment.
2. It is recognized that some persons infected with dangerous and life threatening diseases may pose a greater risk than others. If it is determined that a student of NCC can no longer perform his or essential function at NCC without endangering the health and safety of other students, or if it is determined that there is a reasonable probability of substantial harm to the student or others by continued education of the student at NCC, such student may be suspended under guidelines set out in this policy and procedure.
3. For purposes of determining whether a student presents an unacceptable risk, NCC shall, on an annual basis designate an individual physician/clinic who has the qualifications to evaluate whether or not an infected student poses a risk to others. Evaluations of students infected with dangerous and life-threatening disease should be performed regularly by the designated physician/clinic. If it is subsequently determined by such a designated physician/clinic that the infected student presents an unacceptable risk and cannot perform his or her essential functions in question without endangering the health and safety of the other students and that there is a reasonable probability of substantial harm, then the student at NCC should be suspended until such time as a subsequent review determines that the risk has abated. The plan for periodic review should be established at the time the initial decision is made to exclude the student from further education at NCC.
4. It is the policy of NCC that the number of students aware of any student's infected condition should be kept to a minimum and that any persons involved in the care and education of any student should respect that student's right to privacy. All records maintained on any infected student shall be confidential.
5. It is not the policy of NCC to require random sampling and screening of students for infection of dangerous and life-threatening diseases.

INTERVENTION

NCC has an on-going intervention plan that is intended to assist the student in achieving his/her educational goals. Student intervention frequently is initiated by the instructor. The process normally includes the student, instructor, Student Services, and sometimes Learning Resource Center staff.

The current intervention plan consists of a pre-enrollment assessment test, a ten-day intervention, mid-term review of progress, and end-of-semester review of grades, program requirements, and student progress.

Intervention counseling for students receiving a grade point average that falls below the minimum required for graduation will be initiated by Student Services.

DISCIPLINE

Classroom discipline is primarily the responsibility of the classroom instructor. A well-prepared and delivered class session eliminates most discipline problems. If a discipline situation does arise that you are not sure how to handle, contact the division dean.

Asking students to state their problem very often will clarify the situation. Instructors should also examine their own behavior. Are they doing something or inferring something that is irritating to one or more students? The use of light humor on a disassociated topic may reduce the tension in a stressful situation. Of course, the verbal request for the student to stop for a conference after class is very often effective--keeping in mind that the real problem is probably not the issue being verbalized in class, but some underlying issue.

Keep in mind that you also have an obligation to the other students in the class. If the student or students involved are disrupting the class, you do have the authority to remove them from the classroom. If they refuse to leave, contact the division dean's office.

Faculty members must be cautious not to intimidate students or "put them down," not to argue with students, and to keep their cool--when teachers lose their cool they are no longer in command.

STUDENT GRIEVANCE

A student having a grievance because of a grade received, academic-related problem, or other grievable situation shall follow a step-by-step process that could include the instructor, the appropriate Division Dean, Vice President of Instruction & Learning Services, Vice President of Institutional Advancement & Enrollment Services, and the President. The President shall serve as the final arbiter. The written procedure for the appeal process is available from the Vice President of Institutional Advancement & Enrollment Services

Definition - working day: any day when the administrative offices are open.

Level I - Instructor

A student with a grievance should first discuss it with his/her instructor in an effort to resolve the problem.

Level II - Division Dean

When the grievance is not resolved at Level I, the student should discuss it with his/her instructional division dean with the objective of resolving the grievance informally.

Level III - Vice President of Instruction & Learning Services

When a grievance is not resolved at Level II, the student should discuss it with the Vice President of Community Education & Academic Support with the objective of resolving the grievance informally.

Level IV - Vice President of Institutional Advancement & Enrollment Services

When the grievance is not resolved at Level III and the student wishes to pursue the grievance, the student shall file a complaint in writing and submit the written grievance to the Vice President of Institutional Advancement & Enrollment Services

The filing of the formal, written complaint at Level IV must be within fifteen (15) working days from date of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Vice President of Institutional Advancement & Enrollment Services. A minor student may be accompanied at that meeting by a parent or guardian.

The Vice President of Institutional Advancement & Enrollment Services shall investigate the grievance and attempt to resolve it. A written report from the Vice President of Institutional Advancement & Enrollment Services regarding action taken will be sent within fifteen (15) working days after receiving the written document.

Level V - President

When the grievance is not resolved at Level IV, the grievant may process it to Level V by presenting a written appeal to the President of the College within ten (10) working days from the date the grievant receives the report from the Vice President of Institutional Advancement & Enrollment Services. Within fifteen (15) working days after receiving the written grievance, the President will render a written decision. The decision of the President is final.

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, other agencies available for mediation or recertification of affirmative action grievances, or to seek counsel for complaints alleging discrimination.

INCOMPLETES, DROPS/ADDS

When you receive your copy of the semester calendar, the drop/add day will be indicated on it. Students have until that day either to drop a class or add a class without penalty. As the instructor of the class, you may use your own discretion as to whether or not you will allow a student to enroll later than that date.

If for some reason students are unable to complete the course requirements by the end of the semester (through no fault of their own), you may file an incomplete for their grades. If you do this, you must then work out an individual written agreement with them outlining the makeup work necessary and the time frame for getting that work completed.

If students indicate that they are dropping from school, they should fill out a withdrawal form.

Please contact the Registrar's Office to obtain the appropriate forms to complete should any of these situations arise.

PREPARATION FOR THE CLASSROOM

Using your mind in the pursuit of knowledge, and at the same time sharing with your fellow citizens, is in itself gratifying. The responsibility of a class and its influence upon students is very stimulating. It remains stimulating, however, only so long as the faculty member continues to grow and remain dynamic. Some of you may have experienced mediocre performances by faculty. These performances were the responsibility of faculty who at one time were probably quite dynamic, but allowed themselves to slip into a rut.

The qualities of good teaching are quite simple:

1. Knowing one's subject content.
2. Knowing and liking the students.
3. Delivering that content to the students in a professional, interesting, and informative manner.

The bottom line to success in working with a diverse student body is to: work at it; view students as people, not clients; be flexible in setting rules, and above all be fair.

As a beginning faculty member approaches his or her first class, considerable anxiety and nervousness may be experienced. This has always been true of teaching and will continue to be true in the future. In fact, many experienced faculty members feel that they do their best work if they are slightly nervous and anxious.

In preparation for the first class you should keep in mind that it is nearly impossible to completely prepare for any class. The speed at which the class presentation will go usually cannot be anticipated with total accuracy. Many times student response is significantly greater or less than expected. Having excessive material prepared for the first class, as well as all classes, is worth the extra effort in confidence gained.

Adjunct faculty should not hesitate at the beginning of the first class to share their background and experiences with students. Faculty should share their background, professional preparation, and reasons for being in the classroom. Students in turn can be appropriately called upon to share similar information.

Faculty members have within themselves all of the emotions of stage performers with greater interaction with the audience. As a faculty member, you will experience fear, joy, feelings of tentativeness, and feelings of extreme confidence and satisfaction.

Good luck in your instructional assignment! You are about to experience one of life's greatest sources of satisfaction, that is sharing your knowledge with others and in some small way having a positive impact on their lives.

If you have any additional questions, call the division dean.