



Concurrent Enrollment Instructor Handbook



Instructor Handbook

Table of Contents

Nondiscrimination Statement	
DMACC History, Programs and Educational Services	1
National Alliance of Concurrent Enrollment Partnerships (NACEP)	1
What is a Concurrent Enrollment Course	2
Career Advantage Advisors	2
Faculty Peer Collaborator Program	3
Faculty Peer Collaborator Responsibilities	3
Teaching a Concurrent Enrollment Course	
Credentials	3
DMACC Application for Employment and Other Forms Required	4
Expectations	4
Professional Development Opportunities	4
Student Eligibility Requirements	5
Course Competencies and Syllabus	5
Textbooks	5
DMACC Activities	5
Administrative Procedures	
Student Registration Process.....	5
Dropping/Adding Students	6
Course Enrollment Caps	6
FERPA	6
CE Career Advantage Courses and FERPA	7
Submitting Rosters and Grades	7
Classroom Visits	
Faculty Peer Collaborator Site Visit	7
Information for Students	
Student Handbook	8
Academic Integrity	8
Satisfactory Academic Progress.....	9
Whom Should You Contact?	9
<u>Appendices</u>	
<u>Appendix I</u>	
Orientation Checklist for First Time CE Instructors	11
<u>Appendix II</u>	
DMACC Career Advantage Site Visit	13

Nondiscrimination Statement

Des Moines Area Community College shall not engage in nor allow discrimination covered by law against any person, group or organization. This includes in its programs, activities, employment practices, or hiring practices, and harassment or discrimination based on race, color, national origin, creed, religion, sex, sexual orientation, gender identity, age, disability, genetic information (in employment) and actual or potential parental, family or marital status. Veteran status in educational programs, activities, employment practices, or admission procedures is also included to the extent covered by law.

Individuals who believe they have been discriminated against may file a complaint through the College Discrimination Complaint Procedure. Complaint forms may be obtained from the Campus Provost's office, the Academic Deans' office, the Judicial Officer, or the EEO/AA Officer, Human Resources. ADA questions and concerns may be directed to the Section 504/ADA Coordinator at 2006 S. Ankeny Blvd, Bldg 6, Ankeny, IA 50023, phone 515/964-6857, dso@dmacc.edu. Title IX questions and concerns may be directed to the Title IX Coordinator at 2006 S. Ankeny Blvd, Bldg 1, Ankeny, IA 50023, phone 515/964-6216, Title9@dmacc.edu. Questions or complaints about this policy may be directed to the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661-7204, phone 312/730-1560, fax 312/730-1576, email OCR.Chicago@ed.gov.

DMACC

History

Des Moines Area Community College (DMACC) was officially created March 18, 1966, and was designated as Merged Area XI. The college was created after extensive studies had indicated the need for such an institution. In 1968, the Board of Directors adopted Des Moines Area Community College as the official name of the institution. Leading figures throughout the College's District combined their talents and resources to assure proper planning for the College. The first classes were held at the new Ankeny Campus location with other campuses to follow in later years. DMACC is one of fifteen area community colleges which comprise the Iowa System of Community Colleges operating under the regulations of the Iowa Department of Education and the Code of Iowa.

Programs and Educational Services Available at DMACC

Refer to the DMACC website for a current listing of programs available:

<https://go.dmacc.edu/programs/Pages/welcome.aspx>

National Alliance for Concurrent Enrollment Partnerships (NACEP)

DMACC Career Advantage concurrent enrollment program is accredited through the "The National Alliance for Concurrent Enrollment Partnerships" (NACEP) www.nacep.org, which the Iowa Department of Education is utilizing as the audit and oversight process for community colleges. This accreditation allows for a more cohesive approach in concurrent programs. The following are highlighted requirements that must be met by all CE instructors:

- **Credentials**
Concurrent enrollment (CE) instructors are expected to have credentials equivalent to those required of full-time instructors at DMACC. Instructor credentials are reviewed by the appropriate dean before a DMACC Application for Employment is completed. CE instructors will complete a DMACC Application for Employment to be filed with our human resources department. In addition, transcripts, a resume and additional forms required to establish an e-mail account, etc. will be requested.
- **Professional Development**
Career Advantage instructors are required to participate annually in professional development related to the discipline the instructor teaches. Professional development may take many different forms, including face-to-face, workshops, online training and/or collaborative meetings.
- **Peer Collaboration and Site Visits**
DMACC faculty will collaborate and serve as a resource with the high school instructor to answer questions they have in regard to curriculum, district-wide assessments, textbooks, assignments and activities. Every three years, a scheduled visit will be made to the high school classroom to observe, collaborate and share ideas.
- **Assessment**
DMACC courses with district-wide assessments require Career Advantage courses to utilize the same assessment. This will be coordinated through our Career Advantage staff.
- **Surveys**
Each term, all Career Advantage courses will be required to administer a brief end of course student evaluation. Evaluations will be delivered to each instructor within the last few weeks of the semester to allow adequate time for completion. In addition, once every three years, all instructors, guidance counselors and principals will be asked to complete an impact survey related to Career Advantage programming.

What is a Concurrent Enrollment (CE) Career Advantage course?

CE courses are DMACC classes (either arts and sciences or career and technical) offered to high school students for both high school and DMACC credit. Enrollment generates an official college transcript for each student where grades, withdrawals, etc. are recorded.

Instructors are required to possess the same credentials as a full-time instructor hired on a DMACC campus. Those credentials are reviewed in the same manner as they would be if the instructor were teaching on DMACC's campus.

Courses taught to high school students are the same courses taught on the DMACC campus, with consistent and rigorous instruction to meet course quality standards. DMACC Faculty Collaborators provide collegial interaction with CE instructors to ensure equivalency between courses taught concurrently and on-campus.

CE students must meet all entrance requirements outlined through Senior Year Plus (the legislation which addresses all high school to post-secondary relationships in the state of Iowa). The web address for Senior Year Plus on the Department of Education website is as follows:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1856&Itemid=2596.

In addition, students must also meet any pre-requisite course requirements (including test scores) required by DMACC. Students are enrolled through their high school counselors and apply to DMACC through our on-line application for high school students. DMACC creates a permanent record/transcript for these students.

Career Advantage Advisors

During the first two weeks of the semester, Career Advantage Advisors will discuss the registration process and drop/add policies with all students. They will also direct students to the student handbook and reinforce that enrollees are now DMACC students with corresponding privileges and responsibilities. To find out more information about your school's assigned advisor, courses offered at your schools and the Career Advantage program:

www.dmacc.edu/careeradvantage

Faculty Peer Collaborator Program

DMACC is proud to have faculty members who take on the role of Faculty Peer Collaborators. They are vital to the success of our CE courses. Peer Collaborators help ensure comparable rigor and quality to courses taught on campus. Your Peer Collaborator will keep you updated with trends and new information in the curriculum, as well as share effective teaching styles, techniques, and resources.

Faculty Peer Collaborator Responsibilities

Serve as a content resource to help ensure consistent rigor and outcomes between the concurrent course and the same course delivered to “traditional” students. The Faculty Peer Collaborator will participate in the following to promote collegial interaction:

- Meet at least once with the instructor (of the high school students) and the Directors of High School Programming (who will schedule the meeting) prior to the course(s) to share information on course content through the use of the same:
 - Course competencies
 - Grading scale and grading standards
 - Textbook
 - Materials and supplies
- Participate in a site visit to the CE instructor’s classroom, once every three years, for the purpose of providing collegial interaction and reviewing/observing student work.
- Attend professional development networking events designed to provide opportunities for networking and sharing of information between instructors and liaisons.
- In addition to site visits and professional development events, provide on-going communication (face-to-face, e-mail or by phone) during the concurrent enrollment course term as needed.

Provide documentation of site visits and additional communication on the appropriate forms provided in the DMACC Concurrent Enrollment Faculty Peer Collaborator Handbook (see Appendices I and II for forms)

Appendix I. Orientation Checklist for First Time CE Instructors

Appendix II. DMACC Career Advantage Site Visit Form

Communicate course changes/issues to the appropriate Dean, the Director of High School Programming and the concurrent enrollment instructor.

Teaching a Concurrent Enrollment (CE) Career Advantage Course

Credentials

CE instructors are expected to have credentials equivalent to those required of full-time instructors at DMACC. Instructor credentials are reviewed by the appropriate dean before a DMACC Application for Employment is completed.

DMACC Application for Employment and Other Forms Required

CEP instructors will complete a DMACC Application for Employment to be filed with our Human Resources Department. In addition to the application, transcripts, a resume and additional forms required to establish an e-mail account, etc. will be requested.

Expectations

All instructors are expected to carry out the tasks and duties assigned below. Compliance will be monitored through participation, met deadlines and site visits by Faculty Peer Collaborators. If determination is made that the expectations are not adhered to, a meeting will occur between a Director of Program Development and the instructor. Instructors will be provided with resources/tools/direction to help them improve on any unmet expectations.

DMACC will provide the concurrent enrollment instructor documentation of the discussion as part of the administrative visit. If instructors are unable or unwilling to show that they meet the expectations below after having the opportunity to improve, high school administrators will be contacted and instructors will be dismissed from their duties and not considered for future concurrent enrollment opportunities.

- Instructors will use the same course competencies and assessment methods as the course on campus.
- Instructors will establish and maintain accurate records related to student progress within each class.
- Instructors will verify rosters and submit grades in a timely manner as requested by DMACC's Registrar's office. Syllabi must also be submitted to DMACC each academic year.
- High schools and instructors will allow DMACC personnel (enrollment services and Faculty Peer Collaborators) to visit classrooms for the purposes of student registration and classroom observation, respectively.
- Instructors will participate in professional development networking events with their Faculty Peer Collaborators and discipline areas.
- Attendance is required at all sessions of concurrent enrollment classes. If serious illness or emergency warrants missed classes, instructors should notify the high school and the Director of Program Development immediately.
- In the high school setting, classes should be supervised at all times. (In other words, students should remain in class for the allotted class time.)

Professional Development Opportunities

DMACC is committed to providing quality professional development opportunities for CE instructors. The relationship with Faculty Peer Collaborators provides the greatest opportunity related to course content and methodology. Professional development networking events facilitate communication between CE instructors in numerous districts and across subject matter areas. ***Attendance at professional development events is required. If conflicts do not allow attendance and a pattern of absence is noted, the concurrent enrollment instructor will be asked to meet with the Director of Program Development to discuss and make a plan going forward. Failure to comply could result in decertification.***

CE instructors will also receive training to use the community learning management system, Blackboard Community, where they can access resources, curriculum updates and participate in professional development activities.

Student Eligibility Requirements

Students must follow eligibility requirements outlined in Iowa Code under Senior Year Plus including:

- Students must meet proficiency requirements as evidenced by standardized tests or alternative measure of proficiency as approved by the DE and the local school board of education.
- Students must meet all pre-requisite requirements including placement test scores and/or course pre-requisites as outlined in the DMACC Course Catalog.

Course Competencies and Syllabus

Instructors at DMACC agree to use course competencies to ensure consistency and rigor across disciplines. Course competencies are formally adopted by the College's Curriculum Commission and are reviewed by faculty on a regular basis. Course competencies outline course content. CE instructors will cover course competencies and course syllabus as part of their orientation with Program Development Directors and Faculty Peer Collaborators.

Concurrent enrollment faculty members must submit a course syllabus to at the beginning of each class term. As a model, a sample template will be provided. CE teachers are required to list the following information on their syllabus:

- Title should include "Des Moines Area Community College" or "DMACC", "Concurrent Enrollment" or "CE" and the course title and number that matches the college course
- Name of high school and teacher
- A course description that matches that of the college
- Course objectives that match those of the college or provide a link to DMACC competencies
- Evidence that students are assessed in the same way as their college counterparts
- A grading scale that is the same as the college
- Any other information regarding assignments, and curriculum that is pertinent to the course

Textbooks

CE courses must use DMACC approved textbooks, which is generally the same text being used by on-campus instructors.

DMACC Activities

DMACC instructors can attend most on-campus extra-curricular activities at a discounted price or free of charge. These activities include music concerts, plays, and athletic events. Information on upcoming events may be obtained from the in-house newsletters, or by accessing DMACC's website.

Administrative Procedures

Student Registration Process

Students register for CE courses through the high school counselor as the first point of contact. The counselor assures that students have met the pre-requisites as outlined in Senior Year Plus legislation and by DMACC. Students will then officially register, in their high school classrooms, with DMACC personnel within the first two weeks of class. Counselors submit documentation containing any required placement test score.

Dropping/Adding Students

Students should request to be formally added or dropped from a course with their high school counselor, who will communicate to their assigned DMACC Career Advantage Advisor.

There are specific timelines associated with students dropping with no penalty, dropping with a "W," or dropping with a grade of F on their DMACC transcripts. Because course terms vary among high schools, each counselor will consult DMACC for the deadline dates which apply at their high school. If instructors notice any discrepancy between the roster they receive and the students in the class, they should communicate that to their DMACC Advisor immediately.

Course Enrollment Caps

Courses not held on a DMACC campus are expected to adhere to the same cap as all other courses as defined by their local education agency.

The Family Educational Rights and Privacy Act of 1974 (FERPA)

This act, as amended (also sometimes referred to as the Buckley Amendment), is a federal law regarding the privacy of student records and the obligations of the institution, primarily regarding the release of the records and access provided to these records. Any educational institution that receives funds under any program administered by the U.S. Secretary of Education is bound by FERPA requirements. Institutions that fail to comply with FERPA may have funds administered by the Secretary of Education withheld.

Confidential education records include student registration forms, graded papers, student information displayed on a computer screen and social security numbers linked to names. Employees who work around education records need to keep this information secure and protect the rights of students.

The essence of this act is that:

- Students upon reaching age 18 or students attending postsecondary institutions, regardless of age, must be permitted to inspect and review their own education records (any records from which the student can be individually identified), to the exclusion of third parties. There are no rights guaranteed under FERPA for parents of students attending a postsecondary institution.
- Institutions may not disclose information about students, nor permit inspection of their records, without the student's written permission unless such action is covered by certain exceptions as stipulated in the Act.

DMACC will only release allowable information under the Family Educational Rights and Privacy Act of 1974.

Concurrent Enrollment Concurrent Enrollment Courses and FERPA

At DMACC, concurrent enrollment instructors will be allowed to present progress information and grades to:


- Students
- DMACC Registrar's office
- High school counselors

Concurrent enrollment instructors should refer all parent inquires to the high school counselor.

Submitting Rosters and Grades

CE instructors will submit midterm rosters and final grades to their assigned Career Advantage Advisor upon request. You will receive a User ID and Pin upon your approval to teach. It is crucial that midterm rosters are verified and submitted on time in order to make sure all students are correctly registered in your course(s). Below is the information you will need to submit final grades:

DMACC Web Instructions for Final Grade Reporting

1. Access the DMACC homepage (<http://www.dmacc.edu>)
2. Click on  located at the top right-hand corner of the Homepage
3. On the **DMACC Login Information** page, located under the **Faculty** category, click on **Web Info System**
4. Enter your User ID and PIN that was provided to you when you checked class list accuracy
 - a. If you cannot remember your PIN or the PIN provided is not successful, call DMACC Tech Support at 965-7300 to have it reset
5. Click **Faculty and Advisors** on the Main Menu
6. Click **Final Grades**
7. **Select the current Term** from the drop down menu. Click **Submit**
8. Select a course from the drop down menu and enter grades for each course you teach
9. If discrepancies remain with class lists, contact your DMACC advisor immediately

Although parts of the following tutorial may not be applicable to concurrent enrollment instructors, the following video outlines some general Web Info System navigation that may be found to be helpful

<https://go.dmacc.edu/helpdesk/WebInfoSysFaculty/Web%20Info%20System%20for%20Faculty.htm>

If you are experiencing difficulties logging in, call **Tech Support @ 515-965-7300** for assistance.

THE WEB INFO SYSTEM IS **NOT** AVAILABLE FROM 2:30am TO 5:30am

Classroom Visits

Faculty Peer Collaborator Site Visit

Every three years, a site visit takes place in the CE instructor's school building on a regular secondary school day. The visit is defined as the time spent observing a class and conferring time with the teacher. The DMACC Faculty Peer Collaborator is responsible for scheduling the site visit. In an observation site visit, the Faculty Peer Collaborator observes the class period. During the conference, the Faculty Peer Collaborator and CE teacher discuss topics related to what was observed in the visit.

Site Visit Guidelines:

- To ensure continuity of contact with the high school teachers and students, the site visit should be made within the first half of the term/semester as schedules warrant.
- Observations should be made during the class period to gain insight on how the instructor starts, teaches, and concludes a lesson.
- Faculty Peer Collaborators will be asked to use the "DMACC Peer Collaboration Site Visit form (See Appendix I) to document their visit and conference. Both the CE instructor and Peer Collaborator will be required to sign and date the form at the conclusion of the conference after the site visit occurs. A copy will be provided to the CE instructor.

Information for Students

Student Handbook

Students are provided access to both DMACC's Student Handbook <https://go.dmacc.edu/handbook> and a specific CE handbook <https://www.dmacc.edu/careeradvantage/Pages/welcome.aspx>

Academic Integrity

Academic Integrity is a fundamental principle of institutions of higher learning. DMACC is committed to helping students understand their ethical obligation to do their own work and give appropriate credit when they reference another person's work. Access the following link to read the policy in full detail: <https://go.dmacc.edu/learntocite/Pages/welcome.aspx>

Satisfactory Academic Progress

Students must maintain a GPA of 2.0 or higher and a completion rate of 67% or higher in order to maintain good academic standing. Students falling below these levels will be subject the Satisfactory Academic Progress policy. Access the following link to read the policy in full detail: https://go.dmacc.edu/student_services/int/Procedures/ES4560%20Final.pdf

Whom Should You Contact?

If you have questions or concerns, you may contact:

Mark Steffen
Director, Career Advantage
masteffen@dmacc.edu
515-965-7078

Randy Gabriel
Director, Career Advantage
rgabriel1@dmacc.edu
515-965-6011

Michael Lentsch
Director, Career Advantage
mjlentsch@dmacc.edu
515-965-7086

Lisa Carlson
Coordinator, Career Advantage
lcarlson1@dmacc.edu
515-965-7347

**Appendix 1
Orientation
Professional
Development Checklist
for First Time CE
Instructors**

ORIENTATION PROFESSIONAL DEVELOPMENT CHECKLIST FOR FIRST TIME CE INSTRUCTORS

_____ Meet with Director of Program Development and DMACC district/program chair. Provide contact information.

DATE:

DMACC STAFF PRESENT:

HIGH SCHOOL STAFF PRESENT:

COURSE(S) TAUGHT:

DATES/TIMES CLASS OFFERED:

DATE STUDENTS ARE TO RECEIVE CREDIT:

_____ Provide course competencies and syllabus. Discuss:

- Grading Scale
- Assessment methods
- Course specifics
- Explain procedure for e-mailing copy of syllabus for our records
- Approved textbook and supplementary materials used
- Registration process

_____ Provide NACEP document. Discuss:

- District-wide assessment
- Professional development opportunities
- Collaborative visit schedule
- Evaluations

Notes:

Appendix II
DMACC Career
Advantage Site Visit



Faculty Liaison Site Visit Report

Concurrent Enrollment Instructor _____

High School _____

DMACC Course _____

DMACC Faculty Liaison _____

Date of Visit _____

What was the purpose of the visit? Check all that apply:

- Observed instructor and students in class
- Reviewed course competencies with instructor
- Discussed upcoming professional development events
- Participated in the class (guest lecturer, etc.)
- Reviewed student work and discussed grading
- Reviewed course assessments
- Conferenced with the teacher before or after class (via email, in person, phone call, etc.)
- Provided resources and contact information

Describe overall observation of the class visited (lesson observed, student engagement, textbook used, teaching style, rigor and relevance, pedagogy, recommendations, etc.):

Concurrent Enrollment Instructor Signature _____

DMACC Faculty Liaison Signature _____