

Concurrent Enrollment Instructor Handbook

2024 - 2025



Table of Contents

Nondiscrimination Statement	3
DMACC History	3
Programs and Educational Services Available at DMACC	3
National Alliance for Concurrent Enrollment Partnerships (NACEP)	4
What is a Concurrent Enrollment (CE) Career Advantage course?	5
Career Advantage Advisors	5
Faculty Liaison Program	6
Faculty Liaison Responsibilities.....	6
Teaching a Concurrent Enrollment (CE) Career Advantage Course	7
Credentials.....	7
DMACC Application for Employment and Other Forms Required	7
Expectations.....	7
Student Eligibility Requirements	8
Course Competencies and Syllabus.....	8
Textbooks.....	9
The Family Educational Rights and Privacy Act of 1974 (FERPA)	9
Administrative Procedures	10
DMACC Registration.....	10
Career Advantage Advisor Classroom Visits	10
myDMACC.....	10
DMACC Email	11
Canvas Community	11
Attendance and Grade Reporting	12
Classroom Visits	13
Faculty Liaison Site Visit	13
Information for Students	14
Student Handbook.....	14
Academic Integrity.....	14
Satisfactory Academic Progress	14
DMACC Visit Opportunities.....	15
Resources	16
Career Advantage Calendar – Fall 2024 – Spring 2025	19
Appendices	21

Appendix I 21
 Orientation Checklist for First Time CE Instructors 21
Appendix II 22
 DMACC Career Advantage Site Visit 22

These are DMACC college-level courses. The content is college-level and follows the DMACC Syllabus, meeting the objectives and rigor of DMACC and its accrediting bodies.

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. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs.

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 Executive Campus Dean's office, the Executive 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, John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604-7204, phone 312/730-1560, fax 312/730-1576, TDD 800-877-8339, 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:

[DMACC Academic Pathways - Find the right path for you](#)

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 liaison and 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 electronically 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: <https://educateiowa.gov/adult-career-comm-college/senior-year-plus>

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. The advisors will be present at your school throughout the school year to be a resource for students and faculty. To find out more information about your school's assigned advisor, courses offered at your schools and the Career Advantage program:

[Classes at Your School](#)

Faculty Liaison Program

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

Faculty Liaison Responsibilities

Faculty Liaisons:

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 Liaison 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 Career Advantage (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 Liaison 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 Career Advantage 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.

* All CE instructors will need to have successfully passed a background investigation completed by the school district in accordance with Iowa Code section 272.2(17) prior to providing instruction for any Senior Year Plus program at a school district facility or a neutral site. This background investigation requirement also applies to a teacher/instructor who is employed by the college if the CE course instruction is provided at a school district facility or a neutral site. "Neutral site" means a facility that is not owned or operated by an institution. In the case of a teacher/instructor employed by the college, the background investigation will be completed by the community college. In addition, all instructors under suspension or revocation of an educational license or statement of professional recognition (SPR) issued by the Iowa Board of Educational Examiners shall be excluded from teaching CE courses.

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 Liaisons. If determination is made that the expectations are not adhered to, a meeting will occur between a Director of Career Advantage 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 Liaisons) to visit classrooms for the purposes of student registration and classroom observation, respectively.
- Instructors will participate in professional development networking events with their

Faculty Liaisons 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 Career Advantage 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 Liaisons 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 Career Advantage 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, Canvas 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 Career Advantage Directors and Faculty Liaison.

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.

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.

Administrative Procedures

DMACC Registration

A DMACC Career Advantage Advisor will visit your classroom at the start of each semester to register students for their college courses. Instructors will be notified via email of the date the Advisor will register your courses. Registration should take no more than 15 to 20 minutes.

Career Advantage Advisor Classroom Visits

Your DMACC Career Advantage Advisor may request to visit your classroom and speak to your students at certain times throughout the year. Arrangements will be made with advance notice. DMACC Advisors will also visit your classroom at your request.

myDMACC

myDMACC gives you one-click access to DMACC email, Microsoft Office 365, Canvas, and Web Info System where you view your class roster and report final grades.

New DMACC instructors are mailed their username and password. Returning instructors can contact their DMACC Career Advantage Advisor or DMACC Tech Support to get their information.

- Username - The default username is your first initial, middle initial and last name. In case of duplicate usernames, a number is added after last name (i.e., ehutton23).
- Password - For security reasons, we require that the password be changed after initial login myDMACC. Your new password must be a minimum of 8 characters and it must contain
 - An upper-case letter (A-Z)
 - A lower-case letter (a-z)
 - A number (0-9)
 - A special character (! @ # \$ % ^ & * () _ + < > ? | { } - ~ = / \)

myDMACC Resources

- All concurrent enrollment faculty have a DMACC Outlook email account which can be accessed through the myDMACC portal by clicking on the Webmail button. You can access your email from any computer with an internet connection or your smartphone.
- Office 365 gives you access to Microsoft Office.
- Canvas is a tool for online courses and content. We also offer professional development opportunities and information about district-wide assessments.
- Banner Self Service gives you access to:
 - View/update your contact information
 - View your DMACC course rosters
 - Verify attendance
 - Enter final grades

Multifactor Authentication

DMACC IT has implemented multi-factor authentication (MFA) on all DMACC email accounts. Visit the following link for instructions on the sign-up process:


<https://help.dmacc.edu/TDClient/392/Portal/Requests/ServiceDet?ID=7886> or you can watch

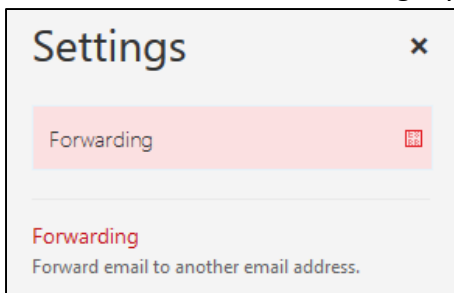
here: www.dmacc.link/mfavid Contact Tech Support at 515-965-7300 or techsupport@dmacc.edu for any questions.

DMACC Email

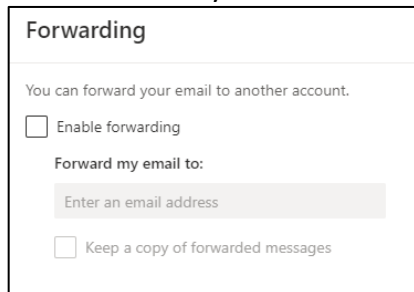
Although communication will be primarily communicated to concurrent enrollment faculty through their high school email address, it is strongly encouraged that you check your DMACC email periodically. Important information is communicated from the college related to the discipline area you teach in. We understand the challenge of managing multiple email inboxes, so we have provided instructions below that will allow your DMACC emails to be forwarded to the email address you check most frequently.

How to set up automatic email forwarding:

- Log into myDMACC and select the Webmail button to launch your DMACC email account
- Select the gear button at the top right of the page 
- In the search box under “Setting” type in Forwarding, then select the word Forwarding.



- Then select the “Start forwarding” or “Enable Forwarding” button and enter the email address you wish to forward to in the indicated box, then select “Save”.



- You should begin receiving your forwarded emails.

Canvas Community

Beginning Fall 2023, DMACC will be providing access to program and department communities through Canvas. These communities will serve as a collaborate space and resource repository (just as Blackboard Organizations did previously).

Notes on accessing your community:

- You will access DMACC community in Canvas by logging in myDMACC, clicking on the faculty tab and clicking on the Canvas button to launch Canvas. You will land on the Canvas Dashboard where you'll see the community associated with the class you teach.
- This community will display as a tile on your Dashboard similar to any course you're teaching, the course will be titled to match our pathway names. Don't see it right away? Try clicking “Courses > All Courses” on your lefthand menu.

- You will be put into in the appropriate community and should not have to enroll yourself. Once in, you will be able to access several resources which may include assignments, discussion boards, assessments, simple syllabi, and more relating to your subject.

Attendance and Grade Reporting

Timely and accurate attendance reporting will ensure the accuracy of the student's record that will be reflected on their college credit transcript. Enrollment records are reported to a National Student Clearinghouse four times a term. This is accessed by many institutions as students may be applying for colleges during and after High School and for Financial Aid. In-accurate reporting may cause issues in the future for your students.

Attendance Reporting

Requested early in the term for instructors to check their class rosters and mark students either **AT** for attending and actively participating in the class or **NA** if they have never attended the class. This is a good time to clean up the rosters and also catch anyone that may be in the class but is not showing on the official roster and needs to be registered. The instructor should notify the DMACC Advisor for assistance so that the student will get the credits for the course.

Web Instructions for Checking Attendance

- Access the DMACC homepage (www.dmacc.edu).
- Click on [myDMACC](#) link or open a browser window and type in my.dmacc.edu.
- On the Sign In page, enter your DMACC Username and Password. Click Login.
 - Your username – your DMACC email address
 - Your password - Your initial password is the last four digits of your DMACC ID. You will have to reset it the first time you log in.
 - If the password provided is not successful, call DMACC Tech Support at 515-965-7300 to have it reset.
- Click on the faculty button on the top of the screen.
- Click "Faculty Entry Of Attendance"
- Click "Term Selection"
- Report any changes that need to take place to your DMACC Advisor immediately.

If you are experiencing difficulties logging in, call Tech Support @ [515-965-7300](tel:515-965-7300) for assistance. For site navigation inquires, you can contact Tech Support or your high school Career Advantage advisor. THE WEB INFO SYSTEM IS NOT AVAILABLE FROM 2:30 a.m. TO 5:30 a.m.

Drops/Add

If a student adds or drops your class after you have checked your rosters, please make sure the following occurs:

- Adding a Student: Contact high school counselor if a student needs to be added to a course. The high school counselor will communicate that information with the Career Advantage Advisor.
- Dropping a Student: Please inform your high school counselor about any drops by the listed drop date. They will follow up with the Career Advantage Advisor.
- See Resources at the end of the handbook for links to add/drop forms.

Midterm/ Progress Reporting

Midway through a term instructors are asked to report QA's for any student that initially attended the course but has stopped attending and participating in the class. Instructor's are also asked to report Progress grades based on academic performance in the class. This is a good opportunity to identify students that may not be doing well to seek additional assistance or make the decision to withdraw from the course with a W, rather than receiving a negative grade before the drop deadline.

Final Grade Reporting

After the above reporting all class rosters should be complete and accurate. There should be no need for any changes at this time. Reminder when reporting a failing grade that a last date of attendance will need to be reported along with the grade. This would be for a student that was earning the grade and had been attending. If they had not been attending, they should have been reported and dropped at one of the reporting periods listed above.

Classroom Visits

Faculty Liaison 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 Liaison is responsible for scheduling the site visit. In an observation site visit, the Faculty Liaison observes the class period. During the conference, the Faculty Liaison 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 Liaisons will be asked to use the "DMACC Faculty Liaison Site Visit" form (See Appendix I) to document their visit and conference. Both the CE instructor and Faculty Liaison 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 [Student Handbook](#).

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://catalog.dmacc.edu/content.php?catoid=25&navoid=2507#academic-integrity>

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://catalog.dmacc.edu/content.php?catoid=25&navoid=2507>

DMACC Visit Opportunities

DMACC Work Based Learning- Connecting Today's Students to Tomorrow's Careers!

DMACC's Work-Based Learning (WBL) provides activities and resources for students, educators, and businesses across central Iowa. We connect education and business by providing students with opportunities to increase awareness of career options, explore careers and workplaces virtually and in person, and get a head-start in their careers with earn-and-learn programs. Through work-based learning events, courses, and special programs, DMACC WBL helps students find their next step toward a rewarding career!

Career Exploration Events: [Upcoming DMACC Career Discovery Events & Registration](#)

- **Career Exploration Days:** Hosted at a DMACC location, these events allow 9-12th grade students, parents, and educators to explore a career pathway by attending hands-on activity sessions and demonstrations. They will learn about DMACC educational programs and connect to future careers and professionals.
- **Worksite Industry Tours:** These events are hosted by a business and open to 11th and 12th graders. Students will meet with professionals to learn about the company and specific careers. These events are designed for students, and transportation is the student's responsibility.
- **Virtual Sessions:** These events provide a virtual option for students to learn about businesses, specific careers, and professional skills that are significant for today's job market.

Career Discovery Video Library: Check out DMACC's on-demand library of recorded professionals talking about their industry, careers, and career path! Explore various local careers through short 20-minute presentations. [DMACC Career Discovery Video Library | Work-Based Learning](#)

Visit our website for Career Exploration opportunities, courses and resources!

<https://www.dmacc.edu/workbasedlearning/index.html>

Individual DMACC Campus Visits

Request an individual appointments/tours by contacting: campustours@dmacc.edu

Resources

If you have questions, you may contact:

Randy Gabriel

Director, Career Advantage

rgabriel1@dmacc.edu

515-695-6011

Michael Lentsch

Director, Career Advantage

[mjentsch@dmacc.edu](mailto:mjlentsch@dmacc.edu)

515-965-7086

Jose Lopez

Coordinator, Career Advantage

jelopez6@dmacc.edu

515-287-8701

Alyssa Ploeger

Coordinator, Career Advantage

Arploeger@dmacc.edu

515-964-6840

Karen Swanson

Coordinator, Career Advantage

Kswanson4@dmacc.edu

515-965-7347

Career Advantage Calendar – Fall 2024 – Spring 2025

Dates for Online (OLCA), On-Campus (OCCO) & Career Academy (Term 1)

Date	Description
August 21 st	Start of full-term semester
September 4 th	Last day to drop courses without a “W” recorded
October 16 th	Career Academy midterm
October 31 st	Last day to drop courses with a “W” – “F” recorded after this date
December 12 th	End of full-term semester

Dates for Courses in the High School (Term A)

Date	Description
August 20 th	Web opens for instructors to report attendance
September 23 rd	Web closes at midnight for instructors to report attendance
October 1 st	Web opens for instructors to report midterm/quit attending
October 2 nd	Last day to drop courses without a “W”
October 21 st	Web closes at midnight for instructors to report midterm/quit attending
November 7 th	Last day to drop courses with a “W” – “F” recorded after this date
December 6 th	Web opens for instructors to report final grades
January 22 nd	Web closes at midnight for instructors to report final grades

Dates for Courses in the High School – Quarter Schools (Term H1 & H2)

Qtr 1 (H1) Date	Qtr 2 (H2) Date	Description
August 23 rd	October 28 th	Web opens for instructors to report attendance
September 4 th	November 6 th	Web closes at midnight for instructors to report attendance
September 1 st	November 8 th	Last day to drop courses without a “W”
September 19 th	November 21 st	Web opens for instructors to report midterm/quit attending
September 25 th	December 2 nd	Web closes at midnight for instructors to report midterm/quit attending
September 30 th	December 6 th	Last day to drop courses with a “W” – “F” recorded after
December 6 th	January 7 th	Web opens for instructors to report final grades
January 22 nd	January 22 nd	Web closes at midnight for instructors to report final grades

Other Important Dates

September 4 th	Last day to drop online classes without school being billed
October 1 st	Last day to drop Academy classes without school being billed
February 4 th	Final DMACC transcripts sent for fall semester (per student request)

DMACC Career Advantage Calendar – Spring 2025*

Dates for Online (OLCA), On-Campus (OCCO) & Career Academy (Term 1)

Date	Description
January 13 th	Start of full-term semester
January 27 th	Last day to drop courses without a “W” recorded
March 6 th	Career Academy midterm
March 28 th	Last day to drop courses with a “W” – “F” recorded after this date
May 8 th	End of full-term semester

Dates for Courses in the High School (Term A)

Date	Description
January 13 th	Web opens for instructors to report attendance
February 12 th	Web closes at midnight for instructors to report attendance
February 25 th	Last day to drop courses without a “W”
March 7 th	Web opens for instructors to report midterm/quit attending
April 3 rd	Web closes at midnight for instructors to report midterm/quit attending
April 10 th	Last day to drop courses with a “W” – “F” recorded after this date
May 1 st	Web opens for instructors to report final grades
June 6 th	Web closes at midnight for instructors to report final grades

Dates for Courses in the High School – Quarter Schools (Term H3 & H4)

Qtr 3 (H3) Date	Qtr 4 (H4) Date	Description
January 14 th	March 24 th	Web opens for instructors to report attendance
January 23 rd	April 2 nd	Web closes at midnight for instructors to report attendance
January 23 rd	April 3 rd	Last day to drop courses without a “W”
February 7 th	April 18 th	Web opens for instructors to report midterm/quit attending
February 17 th	April 24 th	Web closes at midnight for instructors to report midterm/quit attending
February 21 st	May 1 st	Last day to drop courses with a “W” – “F” recorded after
May 1 st	May 23 rd	Web opens for instructors to report final grades
June 6 th	June 6 th	Web closes at midnight for instructors to report final grades

Other Important Dates

January 27 th	Last day to drop online classes without school being billed
March 1 st	Last day to drop Academy classes without school being billed
June 18 th	Final DMACC transcripts sent for fall semester (per student request)

*This calendar is a summary of the most common drop deadlines used by high school students. **Some courses at DMACC may have other drop deadlines.** Students should refer to myDMACC to find drop deadlines for each of their courses.

Appendices

Appendix I

Orientation 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:

Peer Collaboration

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 _____