

DMAACC Career Advantage



Concurrent Enrollment Counselor Handbook

2026 - 2027



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Career Advantage Programming Statement for High School Counselors

As high school counselors, it's important to understand that Career Advantage programming through DMACC enables students to earn both high school and college credit by participating in college-level courses taught at the high school. These courses follow the official DMACC syllabus and maintain the same academic standards, learning outcomes, and rigor as those offered on a DMACC campus. Counselors should communicate to students that they will be expected to engage with college-level content, expectations, and assessments.

Nondiscrimination Statement

It is the policy of Des Moines Area Community College not to discriminate in its programs, activities, or employment on the basis of 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.

If you have questions or complaints related to compliance with this policy, please contact Director, Enterprise Risk Management, 2006 South Ankeny Boulevard, Bldg 22, Ankeny, IA 50023, 515-513-0655, feedback@dmacc.edu or the Director of the Office for Civil Rights, U.S. Department of Education, Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310, Denver, CO 80204-3582, Telephone: (303) 844-5695 FAX: (303) 844-4303, TDD 800-877-8339 Email: OCR.Denver@ed.gov

Welcome

Welcome to the 2026–2027 school year!

As a high school counselor, your role is vital in ensuring students are supported, informed, and equipped to succeed in their DMACC Career Advantage courses. Whether this is your first year advising students in concurrent enrollment or you've been an integral partner for many years, we are grateful for your collaboration and commitment to student success.



The Career Advantage program continues to grow, offering college-level coursework that helps students build confidence, save time and money, and explore academic and career interests. This work would not be possible without your efforts to:

- Guide students through course selection and registration
- Ensure placement and prerequisites are met
- Support students through schedule changes, withdrawals, and academic planning
- Collaborate with instructors, administrators, and DMACC staff to troubleshoot and celebrate student success

We are here to support you throughout the school year. Your assigned DMACC Academic Advisor will continue to be a trusted resource for questions related to advising, program requirements, or student progress. You can also expect regular updates, deadline reminders, and invitations to upcoming training opportunities.

Thank you again for all that you do for your students and for your partnership with DMACC. We look forward to another great year together.

What You Do Matters!

“My main inspiration for completing my Associate of Arts degree from DMACC stems from realizing how much time and money I can save just by dedicating myself to hard work right now,” she said. The graduate plans to attend the University of Iowa to study Biochemistry & Molecular Biology on a pre-med/pre-doctoral track and hopes her story inspires others to consider the opportunity: “It’s very possible to get your AA as a high school student and still have time for fun teenage activities – we all have the same 24 hours, so make the most of them.”

Adonawit Meshesha- 2025 Johnston High School Graduate and 2025 DMACC Associate of Arts Graduate

“The DMACC Career Advantage program helped me get a great jump start on my future,” said Shenouda, who is the third of seven siblings in her family. “I was able to earn an associate degree while I was still in high school, which is something I never thought I’d be able to do.”

Shenouda, who attended Valley High School in West Des Moines, earned an Associate in Arts (AA) degree, an Associate in Science (AS) degree and an Emergency Medical Technician (EMT) certificate from DMACC. And when she begins her studies at Iowa State University this fall, she’ll have significant college credits – and experience – already under her belt.

“The DMACC Career Advantage program definitely helped me save money, but it also helped me navigate the college process and feel better prepared to succeed throughout the next steps of my education,” Shenouda said. “The DMACC instructors were great, including my on-campus EMT instructors, who were particularly phenomenal; they were always supportive while also making sure I fully understood the reasoning behind why I was doing the skills I was being taught, especially in such a content-dense course. I think that approach made an impact on every student taking the course, especially in terms of preparing us to approach college-level classes with a different mindset than we might have had in some of our regular high school classes.”

Shenouda said she hopes to become a dentist and plans to major in biology on a pre-dentistry track at Iowa State University before applying to the University of Iowa College of Dentistry.

“The degrees I’ve earned through DMACC are going to reduce the time it takes me to earn my bachelor’s degree by two years,” Shenouda said, “and since dental school is traditionally a four-year commitment after that point, being able to complete my undergraduate studies in half the time is really significant. I think it’s truly remarkable that DMACC has made this kind of opportunity possible for me and so many other high school students.”

Mary Shenouda, 2023 Valley High School Graduate and 2023 DMACC Associate Degree Graduate



NACEP Accreditation and Program Quality

DMACC's Career Advantage program is nationally accredited by the National Alliance for Concurrent Enrollment Partnerships (NACEP). NACEP sets rigorous standards that ensure dual and concurrent enrollment programs provide college-level instruction, consistent academic quality, and equitable student access. In Iowa, the Department of Education recognizes NACEP accreditation as the formal process for monitoring the quality and integrity of concurrent enrollment offerings across community colleges.

As part of this commitment to quality, all concurrent enrollment courses include required evaluation and accountability processes:

- **Student Course Evaluations:** Instructors are required to administer end-of-course evaluations each term. These are shared electronically near the end of each semester and help assess instructional quality and student experience.
- **Stakeholder Feedback:** Counselors, instructors, and administrators may also be invited to participate in periodic program impact surveys. These surveys gather insights into advising practices, student outcomes, and areas for improvement aligned with state and NACEP standards.

Your role as a school counselor is essential to the ongoing success of Career Advantage. By supporting evaluation efforts and contributing your perspective, you help ensure that programming remains student-centered, outcomes-focused, and aligned with both state and national standards for excellence.

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 ensure 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.

FERPA

DMAcc will comply with the Family Educational Rights and Privacy Act (FERPA) mandated by the U.S. Congress as it pertains to student records. DMAcc does not release personally identifiable education information and/or records without the written permission of the student.

FERPA covers a wide range of student educational records. This includes but is not limited to academic performance information (grades), progress information (assignments/exams, attendance), transcripts, disciplinary files, class schedules, financial records, disability records/documentations, and personal information (ex. social security number & student ID).

What is Career Advantage?

Career Advantage is a partnership between DMAcc and local high schools that gives eligible high school students the opportunity to earn college credit while completing their high school requirements. These courses are offered through a statewide concurrent enrollment program and are designed to support students in exploring college and career pathways, building academic confidence, and getting a head start on their postsecondary goals.

Students can take Career Advantage courses:

- At their high school, taught by credentialed high school instructors
- On a DMAcc campus or center
- Or online, through DMAcc's learning platforms

All courses are college-level and align with the same learning outcomes, assessments, and expectations as courses taught by DMAcc faculty. Students earn an official DMAcc transcript, and many Career Advantage credits transfer to other colleges and universities. This program is offered at no cost to students or families, thanks to support from school districts and Iowa's Senior Year Plus legislation.

Why Choose Career Advantage?

- High school students earn college credit and college experience at no cost to the student.
- Programs and courses lead directly to degrees, diplomas, certificates, and apprenticeships.
- Students gain hands-on training in an area of personal interest.
- Career/technical programs give students excellent opportunities to explore career options before leaving high school, and without requiring an investment in postsecondary programs they may ultimately not pursue.
- The college credits earned apply towards a two-year degree at DMAcc.
- Career and technical programs are equipped with state-of-the-art technology.
- Students enter the workforce with marketable skills.
- Students save time and money with an early start on college.
- Studies show that students participating in dual enrollment programming have increased high school graduation rates, increased rates in attending college after high school, increased rates of persistence in college, higher college GPA's, take less time to graduate from college, have more credits earned after high school, and need less developmental education after high school.

Transferring Credits

Students may use their college credits toward a degree at DMACC. DMACC has agreements with many four-year institutions and DMACC students have transferred credits to over 925 colleges and universities around the country. Students can work with their transfer college to determine how credits [transfer](#).

Cost

Tuition for Career Advantage courses are covered through an agreement with the local school district and DMACC. The classes are offered at no cost to the students. Students taking courses at private schools may incur a cost. Please check with your school administrator.

Student Eligibility

- The concurrent enrollment program shall be made available to all eligible resident students in grades 9 through 12 (281 IAC 22.11(1)) and jointly established measures of college readiness shall apply equally to all eligible students through the concurrent enrollment program. It would not be permissible for a school district or post-secondary institution to place additional restrictions on student enrollments based on grade level. Eligibility shall apply equally to all students.
- ...The institutions shall not place restrictions on participation in senior year plus programming beyond that which is specified in statute or administrative rule (281 IAC 22.4(1)(h)).
- A student who has demonstrated proficiency in the content areas of reading (English-language arts), math and science on the statewide assessment, is eligible to immediately access arts and sciences coursework (281 22.2(2)(b)) and would not need to be evaluated through measures of college readiness.
- Lastly, a student may still be required to meet assessment and/or placement exam requirements of the postsecondary institution prior to enrolling in a concurrent enrollment course opportunity (281 22.2(1)).
- This guidance replaces prior guidance issued by the Department regarding alternative measures of proficiency.

Additional Measures of College Readiness Beginning 2022-2023

If a student has not demonstrated proficiency on the most recent statewide assessment used by the local school district, the student would have additional options to gain access to the concurrent enrollment course opportunities through DMACC by meeting one of the following options:

1. Testing

- a. The student shall satisfy admissions placement and/or entrance requirements established by the postsecondary institution, **or**
- b. Complete the ACT or SAT assessment (or other college readiness exam). Acceptable placement scores should be established by the postsecondary institution and applicable to the intended course enrollment (discipline/subject specific), **or**
- c. Have a RIT score equivalent to the 41st percentile or higher (rating of average) on most recently administered Measure of Academic Progress (MAP) test and applicable to the intended course enrollment (discipline/subject specific).

2. Proficiency in the corresponding content area on the most recent administration of the statewide assessment

- a. Example: If the student tested proficient in English language arts, but not math or science – the student would be eligible to access humanities and social/behavioral science coursework but not STEM.

3. Individual review of student transcripts

Does the student show progress in improvement in coursework? Are grades improving over time? Evaluation of a student's transcript may be reviewed in entirety or may be evaluated within a specific discipline or subject area.

4. Coursework

- a. The student shall have previous high school course performance of a "C" or higher linked to the intended college course enrollment (discipline/subject specific), or
- b. Student success in prior concurrent enrollment coursework of a "C" or higher (inclusive of all successes; including CTE coursework), or
- c. The student's coursework may be assessed as proficient by the high school counselor or team of faculty/staff using a related coursework portfolio, or
- d. Proficiency in previous corresponding high school coursework based on a standards-based grading system, this would be a score of a "3" or "4" which indicates proficiency in most standards-based grading systems.

5. Grade Point Average (GPA)

- a. The student's GPA shall show improvement over time versus a certain point on a four-point scale, or
- b. Have a high school GPA of 2.0 in the corresponding discipline or subject area, or
- c. Have a cumulative high school GPA of 2.0, or
- d. Utilize the GPA established by the postsecondary institution which reflects that of traditionally admitted first-time freshman within the corresponding discipline or subject area.

Nonacademic Measures of College Readiness

The nonacademic measures of college readiness provided below would be appropriate to use when advising students and assisting in determining college readiness. These measures should not be used alone in determining whether a student should access Senior Year Plus opportunities as they are less objective than the academic measures listed above or the assessment scores students will have received to demonstrate proficiency through the ISASP. Rather, these measures may be utilized in conjunction with both assessment test scores and measures of college readiness to look at a student holistically and to help guide conversations with students when discussing course opportunities.

1. High school discipline specific instructor recommendation.

2. The student’s skills may be assessed as proficient by a high school counselor or teacher using the following criteria:

a. Maturity

- Demonstrates self-advocacy and communication of academic needs
- Successfully manages academics, work, extracurriculars and other commitments
- Takes responsibility for their learning and success

b. Academic skills or standing

- Satisfactory attendance record
- Successfully completes related high school coursework
- Completes assignments by due date, including assigned readings
- Demonstrates self-motivation as a learner

c. Personal traits/dispositions

- Demonstrates respect for others
- Exhibits intellectual curiosity and openness to new ideas
- Works well as part of a team
- Demonstrates honesty and ethical decision-making
- Willingness to devote time each week outside of class to study, review and prepare for coursework

3. Monitored academic support from a counselor, teacher, or designated staff member at the secondary or postsecondary institution.

Research indicates that students who may fall below what is deemed “college ready”, but are close to college-ready range, are likely to succeed in college-level coursework with additional academic support.

4. Postsecondary Academic Advising

The student may meet with an academic advisor for evaluation at the postsecondary institution prior to enrollment in a college-level course. The advisor should evaluate the student to determine if they are prepared to be successful in college-level coursework and provide a recommendation to the high school counselor.

Equity in Access

DMACC is committed to ensuring equitable access to concurrent enrollment opportunities for all students, including those from low-income households, first-generation college students, and historically underserved populations. Through multiple measures of readiness and embedded support, the Career Advantage program seeks to expand access and success for every learner.

Course Options

Below is a breakdown of all the options for students to take DMACC classes. Not every school district will pay for options outside of classes taught at the high school. Contact your principal for clarification on this. Students can take DMACC classes the high school does not pay for though the student will be responsible for the cost of the class (tuition and fees) and will need to complete a DMACC Permission Form with their parent/guardian.

Per Senior Year Plus:

A student may not be enrolled in a concurrent enrollment course for secondary credit only. This would essentially be auditing the course with respect to college credit and is prohibited by law. This means that a student may not be allowed to enroll in a concurrent enrollment course from the start of the course merely for secondary credit or may not drop the course at any time from post-secondary credit consideration.

In addition, according to the [Senior Year Plus \(SYP\) Guidelines](#), the school districts and DMACC shall not place restrictions on participating in SYP programming beyond what is specified in statute or administrative rule. For example, school districts may not:

- Require students to exhaust the school district curriculum prior to enrollment in SYP courses
- Limit student enrollment to one course per semester
- Require that SYP courses be taken only during a certain time of day

DMACC Concurrent Enrollment Options

Criteria	OCCO On-Campus Course Options	Concurrent Enrollment	Career Academy	OLCA Online Course Access
Type of Instruction/ Location	Face-to-Face taught at DMACC Campus/Centers	Face-to-Face taught at the local high school	Face-to-Face taught at DMACC Campus/Centers	Online
Contact	Megan Mudd mjmudd@dmacc.edu Staci Scholten slscholten@dmacc.edu	Career Advantage Advisor	Career Advantage Advisor	Megan Mudd mjmudd@dmacc.edu Staci Scholten slscholten@dmacc.edu
Website Information	OCCO	Concurrent Enrollment	Career Academy	OLCA
DMACC Prerequisite Requirement	Students must meet any college course prerequisites.	Students must meet any college course prerequisites.	Students must meet any college course prerequisites.	Students must meet any college course prerequisites. Schools must provide workstations, scheduled times, and online coach.
Fees/ Transportation	Student: No cost but student responsible for transportation.	Student: No cost	Student: No cost but student responsible for transportation.	Student: No cost
	School: \$500 per course	School: \$155 per class	School: \$2600 per student	School: \$500 per course
College Grades	Assigned at end of term, progress reports provided for concerns	Assigned at end of term, progress reports per high school policy/procedure	Assigned at end of term, progress reports provided for concerns	Assigned at end of term, progress reports provided for concerns
High School Credit	Awarded only upon successful completion	Awarded only upon successful completion	Awarded only upon successful completion	Awarded only upon successful completion
Forms Submitted To	DMACC Career Advantage	DMACC Career Advantage	DMACC Career Advantage	DMACC Career Advantage

Testing Requirements & Prerequisites

Students must meet the testing requirements and prerequisites for DMACC courses and programs.

Math Assessment (ALEKS)

Any student who wants to take a DMACC math course at the high school (except for MAT 772) needs to meet one of the following criteria within 18 months from the date of enrollment in the course:

- Earn at least a C- or higher in a DMACC prerequisite math course
- Earn a B- or higher in their previous high school math class
- Complete ALEKS and meet the [placement score](#) for the course the student wants to register for

Students that want to enroll in a DMACC math course outside of their high school will need to take the ALEKS and meet the [placement score requirements](#) for the math course the student wants to enroll in.

The ALEKS Assessment includes a maximum of 30 questions and takes an average of 60 minutes to complete with a time limit of 120 minutes. To see a list of all the possible topics covered, visit the [ALEKS website](#).

ALEKS can be taken online for free through the student's myDMACC account. Students will need to complete a Career Advantage application if they do not have a current DMACC record (have never taken a DMACC course). Use the following link for directions to take the DMACC ALEKS Math Assessment:
[DMACC Career Advantage Application | Des Moines Area Community College](#)

Visit DMACC's Math Placement/ALEKS website for answers to additional questions:
[Tests Offered through DMACC Testing Center](#)

Prerequisites

The prerequisite chart below includes common Career Advantage offerings. Prerequisites apply to courses offered at the high school, online, or on a DMACC campus/center. Students can also view the complete list of [course descriptions and prerequisites](#).

Biology

Course #	Course Title	Credits	Prerequisite
BIO 112	General Biology I	4	High school Biology AND high school Chemistry or equivalent
BIO 113	General Biology II	4	High school Biology AND high school Chemistry or equivalent
BIO 146	Genetics	3	BIO 112 OR BIO 186
BIO 168	Anatomy & Physiology I	4	Prerequisite: a grade of C or better in BIO 104, BIO 112, or BIO 157 OR high school Anatomy in the last five years.
BIO 173	Anatomy & Physiology II	4	A grade of C or higher in BIO 168
BIO 227	Marine Biology II	4	BIO 225

Chemistry

Course #	Course Title	Credits	Prerequisite
CHM 122	Intro to General Chemistry	3	Minimum ALEKS score of 30 OR minimum ACT math score of 19 OR minimum SAT math score of 510 OR MAT 064 or MAT 099 with a C- or higher. Score from ALEKS/ACT/SAT and grade from MAT 064/099 must be no more than 5 years old.
CHM 132	Intro to Organic/Biochemistry	4	CHM 122 or equivalent
CHM 165	General Chemistry I	4	One-year H.S. Chemistry OR CHM 122 with a grade of C or better; AND either a minimum placement score of: ALEKS 46, ACT math score of 22, SAT math score of 530 or complete MAT 099 with a C- or higher. Score from ALEKS/ACT/SAT and grade from MAT 099 must be no more than 5 years old.
CHM 175	General Chemistry II	4	CHM 165 or equivalent

English

Course #	Course Title	Credits	Prerequisite
ENG 106	Composition II	3	Grade of C- or better in ENG 105

Math

Course #	Course Title	Credits	Prerequisite
MAT 110	Math for Liberal Arts	3	Grade of C- or better in MAT 064 OR ALEKS score of 30
MAT 121	College Algebra	4	Grade of C- or better in MAT 099 OR ALEKS score of 46
MAT 129	Precalculus	5	Grade of C- or better in MAT 130 OR ALEKS score of 61
MAT 130	Trigonometry	3	Grade of C- or better in MAT 121 OR ALEKS score of 46
MAT 141	Finite Math	4	Grade of C- or better in MAT 064 or MAT 099 OR ALEKS score of 30
MAT 148	Linear Algebra w/Applications	4	Grade of C- or better in MAT 211
MAT 156	Statistics	3	Grade of C- or better in MAT 064 OR ALEKS score of 30
MAT 162	Prin. of Business Statistics	4	Grade of C- or better in MAT 099 OR MAT 156 OR ALEKS score of 46
MAT 211	Calculus I	5	Grade of C- or better in MAT 121 AND MAT 130 OR grade of C- or better in MAT 129 OR ALEKS score of 76
MAT 217	Calculus II	5	Grade of C- or better in MAT 211
MAT 773	Applied Math II	3	Grade of C- or better in MAT 099 OR ALEKS score of 30

DMACC Registration

Concurrent Enrollment

DMACC registration is completed electronically by using a report pulled from the school district's student information system or through a paper registration form. Depending on the school, the counselor may be the contact person to run this report. This report will be requested several days prior to the registration date each term.

A DMACC Career Advantage Advisor will register students taking DMACC credit at their high school at the start of each term. Depending on the school, this process may happen in one of the following ways:

- A Career Advantage Advisor visits each course at the high school associated with DMACC credit.
- A Career Advantage Advisor may gather large groups of students (assembly style) to complete registration.

Counselors and instructors will be notified via email of the date the Career Advantage Advisor will be registering students for DMACC courses as well as the format of the registration process at that high school.

Instructors should inform the Career Advantage Advisor of any students who are missing on the day of registration so the necessary steps can be taken to get the student registered. If you have a student who asks to be added after the registration date, contact your Career Advantage Advisor to ask if a student can be added at that point in time.

Students can view a [list of DMACC classes taught at each high school](#).

OLCA (Online)

New registration links are required each semester and will be provided to the Counselor via email from the OLCA/OCCO office. Here is the timeline for when Counselors can expect to receive the registration links:

- **Fall Registration** – email with links will be sent in April (registration ends mid-July)
- **Spring Registration** – email with links will be sent in October (registration ends in November).

Late registrations will be accepted if seats are still available for the class. Here is a [list of recommended courses to take online](#).

Registration for OLCA is an electronic process and has two options:

1. Student Completed Registration Form

Counselors can send a "student link" to students to register themselves independently. No student login is required. After the student submits the form, it is automatically sent to their guidance counselor for you to approve/deny. After the counselor has logged in and approved or denied courses, they will hit "submit" which will send the form onto Megan Mudd/Staci Scholten to register the student.

2. Counselor Completed Registration Form

Counselors may fill out the form on the student's behalf. Sign-in is required. You must click on "Create New Form" at the top of the page and a blank registration form will appear. After counselors hit "submit", the forms will be sent to Megan Mudd/Staci Scholten to register the student.

Important Notes:

- The course option drop down will include ALL available DMACC online courses.
- It is recommended that when you email this link out to students, it should include a list of courses that the student can select from for your specific high school. While the students will still be able to see all the courses when they use this form, they will know that not all the options are available to them depending on the high school they attend.
- Counselors will approve/deny courses. If a student selects a course that is NOT approved by your specific high school, you will be able to deny that course and then follow up with the student.

OCCO (On-Campus)

New registration links are required each semester and will be provided to the Counselor via email from the OLCA/OCCO office. Here is the timeline for when Counselors can expect to receive the registration links:

- **Fall Registration** – email with links will be sent in April (registration ends mid-July)
- **Spring Registration** – email with links will be sent in October (registration ends in November).

Registration for OCCO is an electronic process and has two options:

1. Student Completed Registration Form

Counselors can send a "student link" to students to register themselves independently. No student login is required. After the student submits the form, it is automatically sent to their guidance counselor for you to approve/deny. After the counselor has logged in and approved or denied courses, they will hit "submit" which will send the form onto Megan Mudd/Staci Scholten to register the student.

2. Counselor Completed Registration Form

Counselors may fill out the form on the student's behalf. Sign-in is required. You must click on "Create New Form" at the top of the page and a blank registration form will appear. After counselors hit "submit", the forms will be sent to Megan Mudd/Staci Scholten to register the student.

Important Notes:

- Please use DMACC's [online schedule](#) to search for the class course registration number (CRN). The CRN number will be required to register for the class.
- Counselors will approve/deny courses. If a student selects a course that is NOT approved by your specific high school, you will be able to deny that course and then follow up with the student.

Career Academy – Academy Advisors

Application

Students who are interested in signing up for a DMACC Career Academy need to start by completing the Career Advantage Application. Students should follow these steps:

- www.dmacc.edu/careeradvantage
- Click on “Classes at DMACC”
- Click on “How to Sign Up for DMACC Career Academy Classes”
- Click on [DMACC Career Academy Application](#) and create an account. Once the account is created, the student will receive an email from DMACC. The student will open the email and click on the link provided to verify the account they just created.
- Once verified, the student will click “Apply Online” at the top of the page.
- The student will sign in using the username and password they created in the previous step.
- Once the student completes and submits the application, they will receive a confirmation email from DMACC.
- In a few days, students who have not previously taken DMACC credit will receive two emails from DMACC. “Step 1” will contain their DMACC username and DMACC ID number. The second email, “Step 2”, will contain their temporary password. If the student has taken DMACC courses previously, they will already have this information.

Troubleshooting

- For assistance completing the Career Advantage Application, please contact: DMACC Admissions at admissions@dmacc.edu or at 515-965-7337.
- For assistance with issues related to DMACC username or password, please contact: DMACC Tech Support at techsupport@dmacc.edu or at 515-965-7300.

Registration

Career Academy registration opens in January for the upcoming school year. Programs are first-come first-serve, so we encourage students to apply early. Students can pre-register up until the first day of class for both fall and spring semesters (pending seat availability). Students can use this [link](#) to register.

Concurrent Enrollment Instructor Information

Concurrent Enrollment Instructor Eligibility

In alignment with Senior Year Plus (SYP) legislation and guidance from the Iowa Department of Education, all Concurrent Enrollment instructors must meet the following minimum qualifications:

- A master’s degree or higher in the discipline to be taught, or in a closely related field
- Relevant professional experience or certifications, when appropriate

Please note: These represent the baseline qualifications required by state policy. To ensure academic rigor and alignment with DMACC’s college-level standards, additional criteria may be established by individual academic departments. This may include discipline-specific credentials or targeted training prior to teaching a course.

Concurrent Enrollment Instructor Expectations & Support

(Aligned with NACEP Faculty and Curriculum Standards: FAC1–FAC3, C1–C3)

Concurrent enrollment instructors are critical partners in the Career Advantage program, bridging high school and college-level instruction. DMACC is committed to ensuring that all concurrent enrollment courses meet the same academic standards, rigor, and learning outcomes as those taught on DMACC campuses. To support this, instructors are provided with structured onboarding, academic mentorship, and professional development.

Instructor Onboarding & Orientation

All new concurrent enrollment instructors must complete an instructor orientation prior to teaching a DMACC course. Orientation includes:

- Overview of DMACC policies and procedures (FERPA, academic integrity, grading, etc.)
- Review of syllabus expectations, course requirements and learning outcomes
- Canvas access and instructional technology training
- Course registration, grading timelines, and communication processes

Instructors receive access to DMACC tools and resources, including master syllabi, sample assessments, and support contacts.

Course Syllabi, Curriculum, and Assessment

All concurrent enrollment instructors are required to:

- Use the DMACC-approved syllabus with standardized course competencies, grading policies, and learning outcomes
- Align instruction and content to the expectations of the academic department
- Administer equivalent or approved assessments used in the on-campus sections of the course

Curriculum updates are communicated regularly. Instructors must implement approved changes and consult their faculty liaison before making any modifications to course texts, materials, or delivery.

College Faculty Mentorship

Each concurrent enrollment instructor is assigned to a DMACC faculty liaison, who serves as a subject-matter mentor and academic resource. Faculty liaisons:

- Provide discipline-specific guidance and feedback
- Support consistency in curriculum, grading, and student learning outcomes
- Conduct course observations and serve as a point of contact for instructional alignment

Ongoing communication with faculty liaisons strengthens alignment between high school and college expectations.

Annual Professional Development

To maintain eligibility as a concurrent enrollment instructor:

- Participation in annual professional development is required
- Events may be in-person, virtual, or asynchronous
- Topics include curriculum updates, assessment alignment, instructional strategies, and best practices in dual credit instruction

Professional development ensures instructors remain informed and supported while enhancing the quality of student experiences.

Empowering Excellence

DMACC values the expertise of its concurrent enrollment instructors and is committed to fostering meaningful, collaborative relationships between high school educators and college faculty. This partnership supports academic integrity, innovation in instruction, and student success across all Career Advantage courses.

Implications of Beginning a College Transcript

The grades a student earns in concurrent enrollment courses become a part of a permanent college transcript. Grades lower than a “C” could have an impact on transferability of the course, college academic standing, and eligibility for financial aid after high school. Students are encouraged to log into myDMACC at the start of each semester to confirm registration in DMACC credit coursework as well as the end of the semester to view DMACC grades and to ensure transcript accuracy.

Roster Checks

Instructors will receive an email from a DMACC Career Advantage Advisor each term if they need to check their rosters. This will occur after all registrations have been processed. This is extremely important to complete. It allows DMACC to verify if we are missing students who should be registered OR to drop a student who is no longer in the course. Students who remain registered but are not in the course will receive an “F” on their DMACC transcript.

Attendance Reporting

Instructors will receive an email from a DMACC Career Advantage Advisor each term when it is time to verify attendance. This will occur after all registrations have been processed. This is extremely important to complete. Instructors will report students who have attended or are currently attending as (AT) and students who have never attended or are not attending as (NA).

If an instructor marks a student as Never Attended (NA), they are asked to verify with their high school counselor. All students who are reported as Never Attended **will be administratively dropped** from their course(s), after the reporting window closes. Students and instructors will be sent a notification from the Academic Records Office to their DMACC email. If a student was unintentionally dropped from the course, please contact the Career Advantage Advisor for your high school.

Midterm/Progress Reporting

Instructors will be emailed when the web is open for progress reporting. Instructors will report students with either a midterm grade or a QA (representing the student has quit attending and will be administratively dropped from the class).

If an instructor marks a student as Quit Attending (QA), they are asked to verify with their high school counselor. All students who are reported as Quit Attending **will be administratively dropped** from their course(s), after the reporting window closes. Students and instructors will be sent a notification from the Academic Records Office to their DMACC email.

Final Grade Reporting

Instructors will be emailed when the web is open for final grade reporting. Instructors will report a final grade for each student in the course. If the student is assigned a final grade of an "F", the instructor will additionally need to enter the last day the student attended class.

Drops/Add

Below is the process to follow if a student would like to add or drop a DMACC course after the instructor verifies attendance.

- **Adding a Student**

The instructor or high school counselor will need to complete either the Career Advantage Registration Form (for students who are not registered for any other DMACC courses for the term) or the Career Advantage Drop/Add Form (for students who are registered for other DMACC courses for the term). The completed form should be sent to the Career Advantage Advisor by the established deadline (see Career Advantage Calendar below for deadline date).

- **Dropping a Student**

The instructor or high school counselor will need to complete a Career Advantage Drop/Add Form. If possible, the student should sign the drop form. However, if the student is no longer at the school or cannot be contacted, the counselor may sign on behalf of the student. The completed form should be sent to the Career Advantage Advisor by the established deadline (see Career Advantage Calendar below for deadline date).

Academic Standing Procedure

For students to be in good [academic standing](#) at DMACC, they must maintain a cumulative grade point average (GPA) of 2.00 or higher AND have a 67% completion rate. Successful completion is defined as achieving a grade of D- or better.

If a student drops below a 2.00 GPA and/or does not complete 2/3 of their coursework each semester at DMACC, we have a three-step academic standing policy:

Step 1: Academic Warning

- A student whose cumulative GPA falls below 2.00 and/or whose cumulative credit completion rate falls below 67% at the end of any term will be placed on Academic Warning for the next term of enrollment.
- If a student is placed on Academic Warning, they will receive a letter that lets the student know they need to maintain their GPA and drop courses by the deadline.
- A student on Academic Warning will remain in this status if their term GPA for the term following their placement on Academic Warning is 2.00 or higher but their cumulative GPA remains below 2.00 and/or their completion rate for the term is 67% or higher but their cumulative credit completion rate is below 67%.
- A student on Academic Warning will return to a status of good academic standing when their cumulative GPA is raised to 2.00 or higher and their cumulative credit completion rate is 67% or above.

Step 2: Academic Conditional Enrollment

- A student on Academic Warning who earns a term GPA of less than 2.0 and/or has not completed 67% of credits attempted for the term will be placed on Academic Conditional Enrollment for the following term of enrollment.
- If a student is placed on Academic Conditional Enrollment, they will receive a letter that lets them know they will need to meet with their Career Advantage Advisor to complete an Academic Improvement Plan (AIP). The AIP is signed by both the student and their Career Advantage Academic Advisor.
- A student on Academic Conditional Enrollment will remain on this status if their term GPA for the term following their placement on Academic Conditional Enrollment is 2.00 or higher but their cumulative GPA remains below 2.00 and/or their completion rate for the term is 67% or higher but their cumulative credit competition rate is below 67%.
- A student on Academic Conditional Enrollment will return to a status of good academic standing when their cumulative GPA is raised to 2.00 or higher and their cumulative credit completion rate is 67% or above.

Step 3: Academic Disqualification

- A student on Academic Conditional Enrollment who earns a term GPA of less than 2.00 and/or does not complete 67% of term credits attempted will be placed on Academic Disqualification and may not be allowed to enroll in credit course work.
- If a student is placed on Academic Disqualification, they will receive a letter that lets them know they will need to meet with their Career Advantage Advisor to complete an Academic Improvement Plan (AIP). The AIP is signed by both the student and their Career Advantage Advisor.
- During this meeting, the Career Advantage Advisor will talk with the student on next steps.

Grade Changes

If an instructor enters in a student's grade incorrectly, they should request a Change of Grade form from their Career Advantage Advisor. The instructor should complete the form and return it to the Career Advantage Advisor. Grade change requests must be submitted no later than one year after the term in which the student was officially enrolled in the course.

Incomplete Grades

An incomplete grade is generally granted by the instructor when special circumstances beyond the student's control prevent completion of the course. After an instructor has agreed to grant an incomplete, the instructor should contact their Career Advantage Advisor to outline the steps in the process which will include the completion of an Incomplete Grade Contract which will list the requirements/guidelines for completion of the course. When accessing the [Incomplete Grade Contract](#), Counselors will need to use their DMACC credentials to log in.

Grade Appeal

When a student believes they have received an incorrect final course grade, the first step is for the student to follow-up with their instructor for the course. Following instructor communication, if a student believes they have received an incorrect final course grade, the student may complete the Appeal of Final Course Grade form. When accessing the [Appeal of Final Grades form](#), students will need to use their DMACC credentials to log in.

President's List/Dean's List

Students who complete a minimum of six credit hours a term (fall or spring semester) of DMACC credit coursework will be placed on the DMACC Dean's List if they received a 3.50 – 3.99 GPA or the DMACC President's List if they received a 4.0 GPA. Students who are placed on the Dean's or President's List will be mailed a certificate of recognition.

Honor Cords/Honor Medallions/DMACC Graduation Application

Any Career Advantage student who completes a DMACC credential may receive an honor cord.

- To receive an honor cord, students must submit a DMACC [Graduation Application](#) by the application deadline and be approved by the DMACC Graduation Office.
- A student will receive only one honor cord per year (even if they complete multiple awards).
- Honor cords will be mailed to High School Counselors to distribute to students.

Any Career Advantage student who completes a DMACC Liberal Arts AA/AS may receive an honor medallion.

- To receive an honor medallion, students must submit a DMACC Graduation Application and be approved by the DMACC Graduation Office.
- A student will only receive one honor medallion (even if they complete multiple associate degrees).
- Honor medallions will be delivered to High School Counselors to distribute to students.

DMACC Resources for Students

- **Career Advantage Webpage**

The [Career Advantage webpage](#) is to support and assist students and counselors.

- **Helpful Links**

The [student resources helpful links webpage](#) includes information and links to the following resources:

- Admissions
- Career Center
- Counseling
- Disability Services
- Library
- Transfer Option
- Tutoring

In addition, students and counselors can access [DMACC's Policies and Procedures](#) which include:

- Academic Standing – Satisfactory Academic Standing
- Advanced Placement (AP)
- Confidentiality of Student Records – FERPA
- Petition for Policy Waiver
- Student Conduct, Discipline, and Appeals (Academic Integrity/Academic Misconduct)

- **myDMACC**

Each new Career Advantage student receives a DMACC ID, username, and password to log into their myDMACC account where students can access the following resources:

- ALEKS (math assessment)
- Bear Tracks (degree progress)
- Canvas (online learning platform)
- DMACC Career Advantage Advisor Information
- DMACC E-mail
- New Student Orientation
- Registration Information
- Transcript Request Form (to send official transcript to other colleges/universities)
- Unofficial Transcripts

- **Tech Support**

If a student does not know their myDMACC log in, they can contact DMACC Tech Support at 515-965-7300 or techsupport@dmacc.edu. DMACC Tech Support can also be utilized if a student is having issues with Canvas or needs assistance setting up their Microsoft Authenticator App.

- **Transcript Request**

Students can request a [DMACC transcript](#) at any point. They can send a transcript from DMACC or from the National Student Clearinghouse.

Visiting DMACC

Students who would like to visit DMACC can view the [Explore DMACC](#) webpage for a variety of 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 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:** Students can explore upcoming [DMACC Career Discovery Events](#).
- **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 are 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 – High School Supports

Career Advantage Academic Advisors

- **Who We Are**
 - Each high school is assigned a Career Advantage Academic Advisor to support students who are earning college credits while in high school.
- **How We Can Help**
 - Information about DMACC courses students can take while in high school
 - Planning course schedules
 - Degree Audits
 - Programs at DMACC and how to apply/be accepted
 - Completing program prerequisites while in high school
 - How DMACC credits transfer to other institutions
 - Scholarships and financial aid

College and Career Transition Counselors (CCTC)

- **Who We Are**
 - In addition to Career Advantage Academic Advisors, some high schools have College and Career Transition Counselors (CCTC) who assist high school juniors and seniors, and other specified populations, with all post-secondary options available as well as assist students accepted to DMACC during their first year of college.
- **How We Can Help**
 - College and career exploration
 - Visiting and selecting a college or apprenticeship
 - Applying to college or apprenticeships
 - Assistance with financial aid for college

DMACC – Important Contacts

Department	Phone	Email
Admissions	515-965-7337	admissions@dmacc.edu
Financial Aid	515-964-6282	finaid@dmacc.edu
Orientation	515-965-7321	DMACC_Orientation@dmacc.edu
Registration	515-964-6800	registration@dmacc.edu
Student Accounts	515-964-6446	mybill@dmacc.edu
Tech Support	515-965-7300	techsupport@dmacc.edu
Testing Center	800-362-2127	The Testing Center webpage includes email addresses for all DMACC Campuses/Centers.

DMACC Academic Calendar

Here is the [2026-2027 DMACC Academic Calendar](#) that students can use to identify important dates throughout the year.