



EARLY COLLEGE PROGRAMS



Administrative Policy and Procedure Guide

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Mission, Impact, and Scope

Mission

Southeast Missouri State University is a comprehensive university, recognized for excellence in education, research, engagement, and creativity. We are regionally accredited by the Higher Learning Commission, and 80% of our academic programs hold specific accreditations with various accrediting bodies around the nation. Our values are student success, excellence, access and diversity, and community.

University Mission

Southeast Missouri State University provides student-centered education and experiential learning with a foundation of liberal arts and sciences, embracing a tradition of access, experiential teaching, and commitment to student success that significantly contributes to the development of the region and beyond.

The work of Early College Programs aligns with the university's mission of access by creating opportunities for pre-college students to access college-level coursework. Using a variety of delivery mechanisms and focusing on general education or other program-specific pathway courses, early college offerings are meant to provide flexible and early opportunities for pre-college students to engage with college-level work and earn credits prior to full admission to the university.

For more information about the work of the university, please visit [About SEMO](#). Much of the information found within our handbook is also available on our website. Our site is located at [Early College Programs Website](#).

Impact

Early College Programs is proud to serve over 50 high schools located in Missouri and Illinois, including technical schools and centers. Around 1,400 of the Bootheel's brightest students are enrolled in Early College programs each semester. Early college students save time and money while learning in a positive and academically rigorous environment.

When surveyed, 98% of students said they would recommend Early College Programs to friends (2021)

Over 91% of students say their experience with Early College Programs was good or excellent (2021)

Governance

NACEP

National Alliance of Concurrent Enrollment Partnerships works to ensure that college courses offered by high school teachers are as rigorous as courses offered on the sponsoring college campus. Southeast is NACEP accredited.

MDHEWD:

Missouri Department of Higher Education and Workforce Development in Section 167.223, RSMO (1990) grants public high schools the ability to partner with institutions of higher education to offer dual credit.

HLC:

The Higher Learning Consortium accredits postsecondary education in the United States and Southeast Missouri State University is an accredited HLC institution.

Key Players

The Early College Programs team at the university consists of a **Director, Assistant Director, Graduate Assistant, Administrative Assistant**, and **student employee support members**. To learn more about these roles and people, please visit [Early College Programs Team Directory](#).

Others at the university heavily influence and support the work of early college programming.

Faculty Liaisons and **Department Chairs** located inside our academic departments support high school instructors in their dual credit courses offerings within the high schools. They perform site visits, review qualifications to teach dual credit, offer professional development, and ensure objective alignment, among other things.

Early College Programs works with multiple university affiliates on campus, including Deans, student support offices, and these teams:

- Admissions (<https://semo.edu/admissions/>)
- Student Financial Services (<https://semo.edu/student-support/financial-services/>)
- Registrar (<https://semo.edu/student-support/academic-support/registrar/>)
- Textbook Rental (<https://semo.edu/student-support/academic-support/textbook-rental/>)
- Center for Behavioral Health and Accessibility (<https://semo.edu/behavioral-health/>)

Externally, we work with high school instructors, facilitators, counselors, principals, superintendents, and administrators.

Most importantly, our **students** are our key players, and our work is centered around their success.

Types of Offerings

Early College Programs administers three different early college delivery mechanisms, making it possible for students to enroll in early college programming regardless of their high school.

	<i>High School Instructor</i>	<i>College Instructor</i>	<i>High School Credit</i>	<i>College Credit</i>
<u><i>Dual Credit</i></u>	X		X	X
<u><i>Dual Enrollment</i></u>	X (Facilitator)	X	X	X
<u><i>Early College</i></u>		X	(Depends on High School)	X

Students

Benefits of Taking Early College

Benefits of taking Early College include getting ahead in college while fulfilling high school requirements, a lower cost than the traditional college price, and getting exposure to college before jumping all in! For more information on benefits of early college credit, please visit the NACEP website at [NACEP](#).

Eligibility

It is important that students have a good first college experience. Therefore, academic requirements are put in place. We want to make sure students are ready for the increased pace and responsibilities of a college course. Below are the admission requirements to the university.

11th and 12th Grade Students

Must have a G.P.A. of at least 3.0 on a 4.0 scale and are recommended by signature of the high school principal or his/her official designee. Admissions will give special consideration to students that have a G.P.A. of 2.9 to 2.5 on a 4.0 scale, provided a recommendation letter from the principal and a copy of the student's high school transcript accompany their enrollment form.

10th Grade Students

Must have a G.P.A. of at least 3.0 on a 4.0 scale. In addition, a recommendation letter from the principal and a copy of their high school transcript must accompany their enrollment form.

9th Grade Students

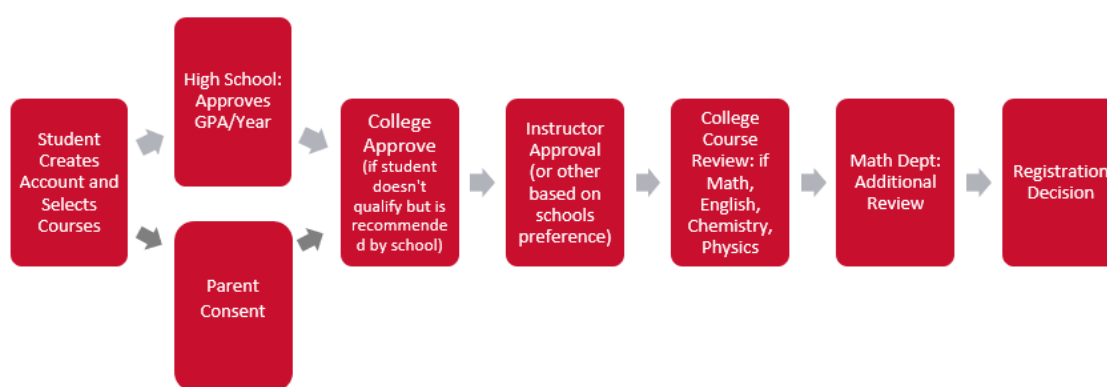
Must have a G.P.A. of 3.0 on a 4.0 Scale and score in the 90th percentile or above on the ACT. A recommendation letter from the principal, a recommendation letter from the parent(s), and a copy of their high school transcripts must accompany their enrollment form.

Courses may have prerequisites that can affect your eligibility to enroll. These prerequisites can be found here [ECP Student Information](#). Contact us at earlycollegeprograms@semo.edu with any prerequisite questions.

Advising, Registration, and Student Resources

Registration Process

Early College Programs uses an online registration software called Dual Enroll. Dual Enroll is user friendly and allows students, teachers, and counselors to see each student's status. It is mobile-friendly, reduces errors, and increases registration speed. Students apply and register at <http://semo.dualenroll.com>. The image below shows the workflow of the primary required approvals and steps for registration.



Advising

Early College Programs offers an array of classes that fit into the Core 42 general requirements, along with program pathway courses like Introduction to Criminal Justice and Introduction to Education. Course availability is based on school offerings and the preferred delivery type.

Early College courses follow the same course calendar as the university. Use the link to access the calendar: [Academic Calendar](#).

The university has over 200 areas of study that can be viewed on our [programs page](#). Students can see how their early college courses align with specific areas of study through our degree audit tool, Degree Works. For more information, please visit our [Degree Works](#) page.

The Core 42 are courses that cover general study areas and will transfer to any public campus in Missouri. More information can be found here [Core 42](#) or here [Gen Ed Course Listings](#).

Payment and Fees

Any high school student seeking dual credit via approved university coursework is admitted under a status of "non-degree seeking student" and charged fees at a reduced rate of the on-campus incidental

fees for Missouri residents. Dual credit students are not assessed on campus activity fees, off-campus fees, or surcharges, nor laboratory fees. As of the last handbook update, the high school incidental fee is \$95.00 per semester hour of instruction. Fees are set by the board and are subject to change.

SEMO provides many ways to pay, including online, mail, and in person. You can find more about how to pay here: [Student Financial Services Help](#)

Resources

The **Early College Programs** team serves as a bridge for students from high school to college and is the primary point of contact for early college.

573.986.6179

earlycollegeprograms@semo.edu



Canvas is an online learning management system (LMS) that SEMO students have access to. In Canvas you can turn in homework, take tests and quizzes, get feedback, etc. Many of our dual enrollment and early college classes utilize Canvas.



Students should work with their counselor to determine whether they will get their textbook and supplemental materials via their high school or from Southeast. **Textbook Services** can be reached at 573.651.2236. If schools are ordering for the students, there are a couple things you can do to ensure the process goes smoothly:

1. Have one person at the school order all textbooks. This helps relieve confusion and make sure books come in at the same time.
2. Order textbooks as soon as possible. Textbook Services is the textbook provider for the entire University and if book orders come in late (ex: 3 7 days before classes start) there is a chance students will not receive their textbooks before the first day of class.

Students have access to the [math learning center](#) and [writing lab](#). Students also have access to the SEMO library. Students may check out materials, study, and use online resources. Hours of operation and online resources are listed here: [Kent Library Hours](#)

Student Feedback

We encourage students to provide feedback to us at any time to earlycollegeprograms@semo.edu. To get more formal and regular feedback, we administer end of course evaluations for online courses as well as an annual survey of early college student experience.

Redhawk Opportunities

Southeast offers many opportunities for early college students to experience life as a college student outside the classroom. Please visit these sites and locations to learn more.

[Rec Center](#)
(University Affiliate
Discount Membership)

[Athletics](#)

[River Campus](#)

[Show Me Days](#)

[Special Programs
and Events](#)

School Partnerships

Program Structure and Administration

Southeast Missouri State University's Office of Early College Programs offers high school students college credit through dual credit, dual enrollment, or early college credit. Dual Credit classes are taught by qualified high school instructors who are supported by faculty liaisons at Southeast. Dual Enrollment classes are taught by Southeast instructors and are generally paired with facilitators at the high school location. Early college classes are taught by Southeast instructors and often do not lead to high school credit.

Dual Credit

Any freshmen level course of the university may be made available in the Dual Credit program upon the approval of the appropriate academic department. The Office of Early College Programs will maintain a list of courses approved by the academic departments for delivery via dual credit and will further maintain a current syllabus on each course. On an annual basis, the concurrent enrollment partner instructors will ensure that updated syllabi are submitted to each department.

As a requirement for offering any dual credit course, a participating high school will ensure that the dual credit course is taught by the university syllabus or that the syllabus material is incorporated into the content of an existing course. Courses in the high school must be taught by teachers who have been approved as adjuncts by the appropriate on campus academic department. The requirements for high school faculty appointment are outlined below under "Faculty Qualifications and Support."

Each instructor will be assigned a regular faculty liaison from the sponsoring department to provide coordination and supervision in the implementation of the course. The coordinating faculty liaison, through consultation and site visits, will be responsible for ensuring that the high school faculty member

is apprised of course requirements and will otherwise ensure that the course delivered matches the on-campus course in terms of philosophy, pedagogy, course content, student assessment, and grading.

Dual Enrollment

Dual Enrollment classes are taught by a college instructor, typically paired with a facilitator on-site at the high school. Facilitators do not need to meet the dual credit instructor qualifications but must still complete new hire paperwork with the university. Facilitators and dual enrollment instructors work closely together to ensure the course runs smoothly and students have a positive and successful experience. The roles and responsibilities of instructors, facilitators and schools are made available in the school toolkit or by emailing earlycollegeprograms@semo.edu.

Textbooks

High schools are encouraged to use the same textbooks as are used for the on-campus course and are eligible to participate in the textbook rental program available for undergraduate students. The sponsoring university department may require high schools to use the campus text; however, upon mutual agreement by the instructor, the high school administration and the university department, an alternate textbook that is deemed equivalent may be used.

Academic Year Schedule and Fee Structure

The university recognizes that high school schedules are not congruent with the schedule established by the university, and, within reasonable boundaries, extends flexible scheduling to the high school dual credit program in the same manner as with any off-campus activity seeking to serve a non-traditional student population. According to the high school schedule, courses may be taught in one of three schedules with the registration and grading requirements as indicated for each:

- / Fall Term: Courses run August through December or January. Registrations will be due in May or August and grades will be due in December/January.
- / Year Long Term: Courses run August through May. Registrations will be due in May or August. Final grades are due in May.
- / Spring Term: Courses run January through May. Registrations will be due in December and January and grades will be due in May.

Fee Structure: Any high school student seeking dual credit via approved university coursework is admitted under a status of “non-degree seeking student” and charged fees at a reduced rate of the on-campus incidental fees for Missouri residents. Dual credit students are not assessed on campus activity fees, off-campus fees, or surcharges, nor laboratory fees. As of the 2020-2021 school year, the high school incidental fee is \$95.00 per semester hour of instruction.

Course Listing

The following courses are typically offered through the mechanisms of Dual Credit, Dual Enrollment and Early College Credit. Please contact our team if you have questions about a course not on this list.

AO120/125. Plant Science	Scientific principles and practices associated with the production and cultures of agronomic and horticultural plants. Co-requisite: AO 125. (3)
BI 173. Cell and Organismal Biology	Introduction to cellular organization, energetics, and physiology, and how these topics relate to organismal physiology (4)
BS113/013. Anatomy and Physiology I	First in a two-semester sequence. Introduction to the aspects of anatomy and physiology related to the care of the human body. Particular attention given to cells, tissues, integumentary system, nervous system, circulatory system, skeletal system, and muscular system. Three lectures; one two-hour lab. (4) MOTR LIFS 100L
CF 120. (Cross-listed as PY 120). The Child: Development from Conception through Adolescence	An overview of the social, cognitive, physical, and emotional changes that occur from conception to adolescence. Application of principles of development to the understanding of child development and behavior. (University Studies course) (3)
CH 181/001/081 Basic Principles of Chemistry	A one semester survey of the fundamental principles and systematic behavior of matter. Three lecture hours (CH 181), one recitation hour (CH 001), two lab hours (CH 081) must be taken concurrently. (5)
CH 185/005/085. General Chemistry	A study of atomic structure, chemical bonding, properties of matter and chemical reactions. Four lectures and two hours laboratory. One may not receive credit for both CH 181/001/081 and CH 185/005/085. (University Studies course) (5)
ED 280. Introduction to Education as a Profession	Introduces the education profession, including diversity, standards-based curriculum, learning theories, and instructional technology. (3)
EH 101. Early European Civilization	Survey of the history of Early European Civilization from its ancient beginnings to the post-Columbian era. (University Studies course) (3)
EH 103. Modern European Civilization	A survey of the history of European civilization from the Middle Ages to the contemporary period. (University Studies course) (3)

EN 100. English Composition	Focus on techniques of effective written expression. Prerequisite: EN 099 or appropriate score on University Placement Test. (University Studies course) (3)
EN 140. Rhetoric and Critical Thinking	Focus on effective written expression in the context of a liberal education, emphasis upon critical thinking and the research paper. Prerequisite: EN 100 or advanced placement. (University Studies course) (3)
GO 150/050. Earth Science: Environmental Hazards	An examination of Earth's systems, how they work, and how they relate to people, with emphasis on resulting natural and man-made hazards to society. Three lectures, one lab per week. (4) MOTR GEOL 100L
MA 140. Analytic Geometry and Calculus I	Analytic geometry, functions, limits, derivatives, and integrals of algebraic, trigonometric, and exponential functions with applications. Prerequisite: ACT Math sub score of 26 or higher or MA 137 with a minimum grade of C. (5)
MA 155. Statistical Reasoning	This course will introduce statistical ideas to students. The student will reach an understanding of these statistical ideas, be able to deal critically with statistical arguments, and gain an understanding of the impact of statistical ideas on public policy and in other areas of academic study. Prerequisite: ACT Math sub score of 22. (University Studies course) (3)
MA116. Precalculus A	Functions and graphs, polynomial and rational functions, exponential and logarithmic functions, matrices. (3)
MA117 Precalculus B	Geometric and trigonometric reasoning required for calculus. Trigonometric functions, identities, graphs and equations, vectors, polar coordinates, and conics. (3) MOTR MATH 150
MA123. Math Reasoning and Modeling	A diverse selection of mathematical and statistical topics, which will improve students logical and quantitative reasoning skills through real-life applications (3)

MI101. Introduction to Microcomputer Applications	Fundamentals of an integrated business applications program in a networked Windows environment. (3)
MM 101. Theories of Music in Culture	Fundamentals of music in resources and practices of Western and Nonwestern cultures. Prerequisite: Ability to read music. Co-requisite: MM 105. (University Studies course) (3)
MN 203. Industrial Materials and Processes I	The study of modern manufacturing processes used to convert metallic materials into products. Topics include metal cutting principles, tooling, tool geometry, basic function of conventional machines, and selecting processes and cutting parameters to obtain high surface quality. Prerequisite: MN 120; MN 170. (3)
MN 221. Solid Modeling and Rapid Prototyping	Use of advanced computer aided design and drafting software, hardware, and systems to produce three dimensional drawings, renderings and actual physical prototypes of parts and assemblies. Prerequisites: MN 120; MA 134 or MA 137. (3)
MU 182. Music: An Artistic Expression	An examination of music as artistic expression and an analysis of the role music has played in the human experience. (University Studies course) (3)
PH 106/006. Physical Concepts	An introduction to the concepts and principles governing the natural physical world and their relation to society. Emphasis on developing an appreciation for the role of science in our life. Does not count on a major or minor. Two lectures and two-hour lab. (3) MOTR PHYS 110L
PY101. Introduction to Psychology	Introduction to the field of psychology. Includes perception, learning, memory, motivation, emotion, intelligence, personality, human development, psychopathology, and social behavior. (3) MOTR PSYC 100
SC 105. Fundamentals of Oral Communication	The development of proficiency in oral communication through the study of rhetorical theories, principles, and strategies. (University Studies course) (3)

SC 155. Interpersonal Communication	Consideration of the elementary principles involved in effective person-to-person communication. (University Studies course) (3)
SO101. Intro to Sociology	Discusses socialization, social organizations, social institutions, inequality, group dynamics, social class, culture, power, and social structure. (3) MOTR SOCI 100
TN 255. Microcomputer Maintenance and Troubleshooting	A study of the installation and repair of major computer components and peripherals including printers, disk driver and display. (3)
TN 275. Introduction to Networks	Comprehensive overview of networking; from fundamentals to advanced applications and services. The course emphasizes continuation and skills required to design networks, while providing opportunities for practical application and hands-on experience. Topics include data networks and the Internet, layered communications, networking models, networking services and protocols. Prerequisite: TN 255. (3)
TN375. Routing and Switching Essentials	Advanced networking course focusing on the purpose, nature, and operations of routers and switches including routing protocols routing protocols and virtual area networks. The course emphasizes IOS installations, configurations and maintenance of routers and switches. Details of routing protocols including both distance vector and link state algorithms. Configuration and troubleshooting of routing.
US 105. American History I	A study of the history of the United States from the colonial beginnings to 1877. (University Studies course) (3)
US 107. American History II	A study of the history of the United States from 1877 to the present. (University Studies course) (3)

School Toolkit

Schools now have access to an online school toolkit which will include the following information, among other items. Please contact earlycollegeprograms@semo.edu if your school needs access to the online toolkit.

- / Enrollment Flyers
- / Enrollment Checklist
- / Enrollment Process (Dual Enroll)
- / Roles and Responsibilities for Dual Enrollment Instructional Team
- / Adobe Fill and Sign Instructions
- / Core 42
- / District Payment Form
- / Textbook Return Form
- / Drop Form
- / New Hire Paperwork

Dual Credit Instruction

New Dual Credit Instructor Onboarding

Required qualifications

As per the MDHEWD guidance:

High school instructors of dual credit courses are, in effect, adjunct instructors of the college or university providing dual credit. As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. Dual credit instructors shall possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees for which they must possess the same level of degree.

Instructors using credentials for qualification with a master's level degree in a discipline or subfield other than that in which he or she is teaching must have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching.

Copied from <https://dhewd.mo.gov/policies/documents/CBHEPolicyonDualCreditJune2015.pdf>.

Process

1. Candidate submits resumé and unofficial transcript to earlycollegeprograms@semo.edu.
2. Early College Programs screens for compliance within HLC, MDHEWD, and NACEP standards.
EXCEPTION: The sponsoring academic department may require additional information from

Last updated: 8/16/22

faculty applicants provided these requirements are congruent with the requirements placed on applicants for part-time faculty positions on campus.

3. Academic department (chairs and/or liaisons) reviews and approves or denies qualifications of candidate. The process of review and appointment for each department will be the same as for the appointment of any part-time faculty member.
4. Candidate notified of decision by Early College Programs.
5. If hired, candidate completes new hire paperwork.
6. Approved candidates work with faculty liaisons in their academic area to complete new instructor orientation including reviewing the syllabus, textbook, and learning objectives.

New Hire Packet

Qualified instructors and facilitators need to complete and submit a New Hire Packet, as required by our Office of Human Resources. The packet materials are made available in the School Toolkit or by email to earlycollegeprograms@semo.edu. The items required include:

- / Checklist
- / Personal Data Form
- / Federal W-4
- / Missouri W-4
- / Direct Deposit Authorization
- / Form I-9
- / Demo Form I-9 (non-fillable)
- / Form I-9 (non-fillable)

Faculty Liaisons

The direct supervision of instructors is the responsibility of the faculty liaisons appointed by department chairs. Faculty liaisons assist with the approval of new instructors, conduct new instructor training, perform bi-annual on-site visits, provide on-going professional development to instructors, maintain up to date copies of course syllabi for both on-campus and high school courses and provide compliance documentation to Early College Programs. The functions of faculty liaisons are critical to the relationships that exist between the high school and the University. As the “first line of defense”, faculty liaisons ensure the quality of dual credit coursework. Without their assistance and cooperation, the early college program would not be possible. While the supervision of faculty liaisons is the responsibility of the academic departments, the Office of Early College Programs is tasked with making sure that faculty liaisons complete their assigned duties. Continuous communication to and from the faculty liaisons is critical to the overall success of the program. The Office of Early College Programs will provide on-going training for the faculty liaisons.

Faculty Liaison Toolkit

Faculty liaisons now have access to an online toolkit with many of the documents and forms they need to complete their work as a liaison. To get access to the toolkit, please email earlycollegeprograms@semo.edu. The toolkit includes the following, among other helpful information:

- / Annual Duties Checklist
- / New Instructor Training Agenda
- / Sample Annual Instructor Training Agenda
- / Professional Development Report Form
- / On-Site Visit Form
- / Site Visit Compensation Request Form
- / Add/Pay Form

Site Visits

Each faculty liaison is required to visit his/her assigned experienced instructor every other year. New instructors will be visited during the first semester they teach and then every other year thereafter. Faculty liaisons may do on-site visits more often if, in their professional opinion, such visits are called for to ensure adjunct compliance with university expectations. On-site visits should include but are not restricted to observation of teaching delivery, review of course syllabus, and review of in-class and external support materials.

While on-site, faculty liaisons will complete a report form with the instructor and submit back to the Early College Programs office for tracking purposes.

Instructor Training and Support

New Instructor Orientation

New instructors will meet with their faculty liaison and early college program representative to complete an orientation process that will include review of course philosophy, pedagogy, learning objectives, syllabi, and textbooks, among other items.

Canvas Learning Management System

Southeast uses Canvas for a learning management system (LMS). The Center for Teaching and Learning provides resources for faculty in using Canvas. Dual Credit instructors are not required to use Canvas, but it is available as a resource. To learn more, please visit [Faculty Canvas Resources](#).

Learning Objectives

To award college credit, dual credit courses need to have comparable learning objectives to the college class taught on campus. The faculty liaison and instructor will work together to ensure equivalency of learning objectives.

Special Training Events

The Center for Teaching and Learning at Southeast sponsors special opportunities for instructor training and professional development. To sign-up for an event, please visit <https://cstl.semo.edu/event/>.

Annual Professional Development – Required

Faculty liaisons are expected to provide on-going professional development activities for instructors throughout the year. These activities may be in the form of emailed articles, activities conducted via Skype, Canvas forums, departmental meetings, etc. instructor participation is required, and a record of attendance is maintained in the Office of Early College Programs. Absences can be excused by the faculty liaison; however, the instructor must participate in ancillary professional development activities approved by the supervising department. Should an instructor fail to participate in professional development for two consecutive years, he/she will no longer be qualified to teach dual credit courses for the University.

Student Assessment Policy

Where standardized tests are used to evaluate student progress in on-campus courses, whether periodically during the semester or as a comprehensive examination, the same instrument or instruments will be used to assess student progress in dual credit courses. In courses where no standardized testing procedure is established, assessment strategies must be the result of a collaborative effort between the on-campus faculty liaison and instructor. It is the responsibility of the faculty liaison to ensure that assessment instruments used for dual credit students match those used for on-campus students in the corresponding course.

Grading Procedures: Dual credit students receive a separate grade for high school and college credit, and the procedures and standards need not be congruent; however, it is required that dual credit students be graded for college-level work using the same standards as those used in the on-campus course. Grading procedures and standards are to be discussed by instructors and faculty liaisons before the implementation of the dual credit course. Upon the completion of a dual credit course, the instructor will assign grades and input these into the university system.

Sample Statement of Equivalency

As per NACEP:

“This statement should include the handling of academic freedom, student learning outcomes, syllabi review, assessment review, grading standards, and theoretical/philosophical orientation of the on-campus department. If there are differences between dual credit and on-campus standards, include a rationale for the differences and explain the process used to affirm that and on-campus learning objectives are aligned.”

(Copied from

<https://nacep.org/docs/accreditation/forms/Statement%20of%20Equivalency.pdf>).

Instructor Noncompliant Process

Should an instructor or course be determined to be in non-compliance by a faculty liaison, the Office of Early College Programs will be notified. A plan for remediation will be developed by the appropriate academic department personnel and the high school and instructor will be notified of the actions that must be taken to rectify the issues identified. Once actions have been taken, the faculty liaison will do an on-site visit to verify that the issues have been resolved. Should a high school or instructor fail to implement the remediation plan, the course in question will no longer be approved for dual credit. In the event this action must be taken, the Office of Early College Programs will notify the instructor, the administration of the high school, the department chair, and the faculty liaison. Records of such action will be maintained in the Office of Early College Programs.

Process for Student Feedback of Instructor

University academic departments are responsible for conducting student evaluations of instructors in the same manner as student evaluations are conducted for any part-time or regular faculty member. The Office of Early College Programs will provide support for the delivery and collection of evaluation instruments. In accordance with university policy, faculty evaluations will be administered in a secure manner without direct handling by the teacher under evaluation, and it is recommended that evaluations be proctored by the high school administration. Each university department is responsible for communicating results to instructors and maintain records of annual evaluations verifying compliance.

Evaluation and Assessment

Annual Reporting Process

The Office of Early College Programs shares progress reports frequently to the university through the Provost, Deans Council, and other affiliate offices. In summer, the office participates in campus-wide training sessions to showcase and report on our work to interested constituents. Annually, we review our policy handbook, analyze enrollment, matriculation, and outcomes data, and create an internal annual report.

ECP completes an annual report for NACEP each year.

Awards Program – Celebrating Excellence

The Office of Early College Programs recognizes the work of our partners in providing dual credit in our region. To this end, we are building an award program, to celebrate excellence in our work. Please stay tuned for additional information about award criteria and nomination information.

Counselor Meetings

Members of the Early College Programs team are in regular communication with students, parents, counselors, principals, instructors, facilitators, and other support and administrative team members within the high schools. We meet at least once annually with counselors to review policy and procedure and solicit feedback.

Research Studies

Pursuant to NACEP standards, the ECP will engage in research to advance our understanding and knowledge of concurrent enrollment programs like dual credit and dual enrollment. If you are interested in participating in a future study, please contact earlycollegeprograms@semo.edu.