



**SOUTHEAST MISSOURI
STATE UNIVERSITY · 1873**

**Office of Dual Credit
Administrative Policy
And
Procedure Guide**

Revised November 2020

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Faculty

SOUTHEAST MISSOURI STATE UNIVERSITY HIGH SCHOOL DUAL CREDIT PROGRAM

Interpretive Guidelines and Procedures to CBHE Policy Revised May 2017

Foreword: The policy which governs the operation of high school dual credit activities in the state of Missouri is established by the Missouri Coordinating Board for Higher Education via the Board's "Policy Guidelines for the Delivery and Transferability of Credit Obtained in Dual Credit Programs Offered in High Schools" as approved in June, 2015

This document provides concurrent guidelines and procedures relative to the operation of dual credit at Southeast Missouri State University. Major headings are the same as major headings in the MCBHE "Policy Guidelines."

STUDENT ELIGIBILITY

Basic Requirements: Dual Credit students at the university must have a minimum grade average of "B" on all prior high school course. The "B" average is reflected by a grade point average of at least 3.0 on a 4.0 scale. In addition, specific placement testing is required for participation in EN100: English Composition and all Mathematics courses.

EXCEPTION POLICY: Students with less than a "B" average but at least a 2.5 grade point average are eligible for participation in dual credit with a letter of recommendation from his/her principal. The letter of recommendation must state: (1) that the student is of an exceptional academic ability not accurately reflected by past performance and resulting grade point average, and (2) that, in the opinion of the principal, the student is capable of successful performance in the recommended dual credit class(es). Where applicable, an acceptable score on the university's placement exam(s) is also required. Students admitted under this exception policy must attain a grade of B or better on all university course work to continue in the dual credit program for second and subsequent terms.

Placement in EN 100 (English Composition): Dual Credit students must meet the same requirements for participation in EN 100 as are required of regularly admitted on-campus students. Those requirements are specified in "Guidelines for Dual Credit English Courses" as published and updated periodically by the Department of English.

Placement in Math courses: Dual Credit students must meet the same requirements for participation in Math classes as are required of regularly admitted on-campus students. Those requirements are updated annually by the Math Department.

PROGRAM STRUCTURE AND ADMINISTRATION

Course Availability and Program Structure

Course Schedule for 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 Dual Credit 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 (CEP) instructors will ensure that updated syllabi are submitted to each department.

Basis for Participation: 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.”

Compliance: Each CEP 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.

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 CEP 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. There is an additional fee of \$25.00 per hour assessed on online courses.

University Administrative Structure

The high school dual credit program is recognized as an off-campus credit program of the university and administered accordingly. The Office of Dual Credit in turn works cooperatively with the academic departments that sponsor dual credit courses and participating high schools to implement all dual credit activities and to ensure compliance with MCBHE and university policies.

FACULTY QUALIFICATIONS AND SUPPORT

New Faculty Appointments: High schools seeking to have a faculty member approved for dual credit instruction should notify the Office of Dual Credit. The nominee’s application resume and college transcripts must be submitted before a review of credentials can take place.

EXCEPTION: the sponsoring academic department may require additional information from faculty applicants provided these requirements are congruent with the requirements placed on applicants for part-time faculty positions on campus.

Nominations will be submitted to the Office of Dual Credit, and that office will screen all applicants for compliance with MCBHE and university criteria for dual credit faculty. Qualified nominees will then be submitted to the appropriate academic department for review. The process of review and appointment for each department will be the same as for the appointment of any part-time faculty member. CEP instructors must have earned a master’s degree and have completed a minimum of 18 hours of graduate coursework in the subject area to be taught.

The department chair or designee will advise the Office of Dual Credit in writing of departmental action utilizing the SEMO Dual Credit Instructor Approval Form. Upon approval or denial by the department, a letter stating such will be issued and will become part of the dual credit faculty member’s permanent personnel file. The Office of Dual Credit will advise the high school of the final disposition on faculty nominations.

New Faculty Training: All new CEP instructors will be required to complete a program of orientation and training prior to teaching their first dual credit course. (See the CEP Instructor Approval, Training and Evaluation Policy)

Faculty Professional Development: Faculty liaisons are expected to provide on-going professional development activities for CEP instructors throughout the year. These activities may be in the form of emailed articles, activities conducted via Skype, Canvas forums,

departmental meetings, etc. CEP instructor participation is required, and a record of attendance is maintained in the Office of Dual Credit. Absences can be excused by the faculty liaison; however, the CEP instructor must participate in ancillary professional development activities approved by the supervising department. Should a CEP 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.

On-Site Supervision: Each faculty liaison is required to visit his/her assigned experienced CEP instructor every other year. New CEP 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.

Faculty Evaluation: University academic departments are responsible for conducting student evaluations of CEP instructors in the same manner as student evaluations are conducted for any part-time or regular faculty member. The Office of Dual Credit 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 CEP instructors and maintain records of annual evaluations verifying compliance.

ASSESSMENT OF STUDENT PERFORMANCE

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 CEP 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 CEP instructors and faculty liaisons before the implementation of the dual credit course.

Upon the completion of a dual credit course, the CEP instructor will assign grades and input these into the university system.

COURSE CREDIT

Southeast Credit: Credit earned by any high school student in an approved dual credit course is automatically recorded on the student's official transcript as university credit and is not

considered a transfer credit. Academic departments may not require further proof of competency beyond those required for the same on-campus course.

EVIDENCE FOR POLICY COMPLIANCE

Student Eligibility: For each student, high schools will provide the grade point average for dual credit students, and the Office of Dual Credit will be responsible for screening all dual credit applicants for course pre-requisites.

Student Assessment: The University will maintain a permanent record of all dual credit course assessment strategies and/or final examinations as appropriate to demonstrate compliance with the MCBHE policy requiring the duplication of learning experiences between high school and on-campus offerings. The academic department is charged with maintaining the necessary records for demonstration of compliance. The following procedures will apply:

Standardized tests developed by the university academic departments will be maintained under secure conditions by the department or Office of Testing Services in accordance with established procedures.

Non-standardized assessment instruments, i.e., tests and exams developed for one-time use within a specific course, will be maintained in the permanent files of the academic department.

Faculty Qualifications: For approval as a CEP instructor, a teacher must have a master's degree and a minimum of 18 hours of successfully completed graduate coursework in the subject area to be taught. Once approved, the Office of Dual Credit will maintain personnel files for all CEP instructors. Each file will contain the teacher's resume, college transcripts, and the letter of appointment. In addition, the personnel file will contain copies of on-site visits, course syllabi and evidence of participation in professional development.

Non-Compliance: Should a CEP instructor or course be determined to be in non-compliance by a faculty liaison, the Office of Dual Credit will be notified. A plan for remediation will be developed by the appropriate academic department personnel and the CEP high school and CEP 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 CEP high school or CEP 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 Dual Credit will notify the CEP 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 Dual Credit.

Faculty Liaisons

The direct supervision of CEP instructors is the responsibility of the faculty liaisons appointed by department chairs. Faculty liaisons assist with the approval of new CEP instructors, conduct new instructor training, perform bi-annual on-site visits, provide on-going professional development to CEP instructors, maintain up to date copies of course syllabi for both on-campus and high

school courses and provide compliance documentation to the Office of Dual Credit. The functions of faculty liaisons are critical to the relationships that exist between the CEP 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 dual credit program would not be possible.

While the supervision of faculty liaisons is the responsibility of the academic departments, the Office of Dual Credit 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. With this in mind, the Office of Dual Credit will provide on-going training for the faculty liaisons. (The Faculty Liaison Checklist on page 25)

CEP Instructor Approval, Training and Evaluation Policy

New Faculty Appointments: High schools seeking to have a faculty member approved for dual credit instruction will submit a letter of nomination from the principal naming the recommended faculty member and specifying the course to be taught. This nomination will be supported by the concurrent submission of the nominee’s application resume and college transcripts.

EXCEPTION: the sponsoring academic department may require additional information from faculty applicants provided these requirements are congruent with the requirements placed on applicants for part-time faculty positions on campus.

Nominations will be submitted to the Office of Dual Credit, and that office will screen all applicants for compliance with MCBHE and university criteria for dual credit faculty. Qualified nominees will then be submitted to the appropriate academic department for review. The process of review and appointment for each department will be the same as for the appointment of any part-time faculty member. CEP instructors must have earned a master’s degree and have completed a minimum of 18 hours of graduate coursework in the subject area to be taught.

The department chair or designee will advise the Office of Dual Credit in writing of departmental action utilizing the SEMO Dual Credit Instructor Approval Form. Upon approval or denial by the department, a letter stating such will be issued and will become part of the individual’s permanent personnel file. The Office of Dual Credit will advise the high school of the final disposition on faculty nominations.

New Faculty Training: All new CEP instructors will be required to complete a program of orientation and training prior to teaching their first dual credit course. This training will be conducted by the faculty liaison from the appropriate department. The training will include the course philosophy, the course prerequisites and requirements, the course curriculum, the textbook, the course syllabus, student learning outcomes and the department’s assessment criteria. Before final approval of the candidate, each must agree to and signify their acceptance of these essential elements by signing the approval document. (Please see an example of this document on Page 2 of the Southeast Missouri State University Instructor Approval Form.) At this point, the CEP instructor is required to complete his/her course syllabus. The syllabus is then submitted to the liaison from his/her respective department for approval.

Annual Faculty Training: Annual training will be scheduled prior to beginning of each school year by the sponsoring academic department for all CEP instructors. This professional development and training will serve the two-fold purpose of updating CEP instructors on new and amended dual credit policies and procedures and will serve as an interactive session for CEP instructors and the faculty liaisons from each academic department. Attendance by university faculty and CEP instructors is required. CEP instructors who do not participate in annual professional development and training for two consecutive years will no longer be approved to teach dual credit courses. Absences may be excused if arrangements are made with the appropriate faculty liaison to obtain the information presented.

Faculty Professional Development: Faculty liaisons are expected to provide on-going professional development activities for all CEP instructors throughout the year. These activities may be in the form of emailed articles, activities conducted via Skype, -Canvas forums, departmental meetings, etc. Adjunct faculty participation is required.

On-Site Supervision: Each faculty liaison is required to visit his/her assigned experienced CEP instructor every other year. New CEP 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.

Faculty Evaluation: University academic departments are responsible for conducting student evaluations of CEP instructors in the same manner as student evaluations are conducted for any part-time or regular faculty member. The Office of Dual Credit 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 department is responsible for communicating results to CEP instructors and maintaining records of annual evaluations for verifying compliance.

Students

Definitions

Dual Credit

Courses are offered through agreements between high schools and Southeast Missouri State University. High school juniors or seniors enroll in a college course and simultaneously earn college credit and high school credit for the course. These courses are *taught by high school faculty who are designated as adjunct faculty members by the University*. They must meet credentialing requirements established by the Coordinating Board for Higher Education and the University's academic departments.

CEP instructors must have a master's degree with a minimum of 18 hours of approved graduate coursework in the subject to be taught. For inquiries regarding the approval process, please contact the Office of Dual Credit.

National Alliance for Concurrent Enrollment Programs (NACEP)

“NACEP works to ensure that college courses taught by high school teachers are as rigorous as courses offered on the sponsoring college campus. As the sole accrediting body for concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development. To advance the field and support our national network of members, we actively share the latest knowledge about best practices, research, and advocacy. Our annual conference is the premier destination for college officials, high school leaders, policymakers, and researchers interested in creating an effective academic bridge between high school and college.”

Southeast Missouri State University is currently working towards NACEP accreditation. For more information visit: www.nacep.org.

Who is Eligible?

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

11th and 12th Grade Students

Dual Credit, Dual Enrollment and Early College Credit are open to juniors and seniors who 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.

10th Grade Students

Students who are in 10th grade must meet all the requirements for 11th and 12th grade students. In addition, they must a signed letter from the parent indicating their support and they must meet all prerequisites.

9th Grade

Students must meet all previous requirements and score in the 90th percentile or above on the ACT or SAT.

Testing Requirements

English:

Required 18 on English section of ACT or a 3.5 on English placement exam to take EN100.

Required C or better in EN100 to enroll in EN140.

The English placement test is given by Southeast Testing Services, please call 573.651.2836 to schedule a test at your school.

Math

<i>Math ACT</i>	<i>Math SAT</i>	<i>Course Placement</i>	<i>Course Options</i>
22+	520+	Logical Systems	MA118: Mathematics I MA123: Survey of Mathematics MA133: Trigonometry MA134: College Algebra MA137: Pre-Calculus MA155: Statistical Reasoning
24+	560+	MA139	MA139: Applied Calculus
26+	600+	MA140	MA140: Analytic Geometry and Calculus I

What if a student does not meet minimum standards?

No exceptions will be made for Math or English if the student does not meet the minimum requirement on the ACT, SAT or placement exam. All students who will be enrolled in math courses must have their school send a transcript with ACT/SAT scores recorded to the Dual Credit Office or have taken the Math Placement exam.

The Office of Admissions has final approval on admission into the University.

Admission

Admission

Students apply for admission and enrollment by filling out an admission form given to them by their school. Please make sure the form that is filled out is for the correct year and semester

Student ID (S0 Numbers)

After a student is admitted to Southeast Missouri State University, they will be assigned a student ID number (also referred to as an S0 number). This number will be attached to the student for the remainder of their time at the University.

When contacting the University for information or assistance, it is helpful to have the S0 number in hand to expedite the process.

Important Note: Being admitted to the University and being enrolled in classes are NOT the same thing. Being admitted to the University gives you the opportunity to enroll in classes but does not guarantee it. Some classes may be full or have other prerequisites.

Orientations

There will be opportunities in the summer for students to attend in various parts of the region. At these orientations, students will be assisted in setting up SE Keys, logging into Canvas and the Portal, as well as be learning how to pay their Southeast bill online.

For students to attend orientation they will need to have been admitted to Southeast Missouri State University and have a valid Student ID number (S0 number).

Locations

Sessions will be held at the Southeast Missouri State University Regional Campus and Southeast Missouri State University at Cape Girardeau.

An online orientation will also be made available to students via Canvas for those who enrolled late or were not able to make it during the summer.

Southeast Online

Portal

The student portal is the go-to resource for students at Southeast. From here, students can use these common functions:

- Check Grades
- Important Dates
- CHECK STUDENT EMAIL (Official correspondence will be delivered to your student e-mail account, it is vital that you check this on a regular basis)
- Access Degree Works
- Pay Bills
- Student SS

To access the student portal please go to **portal.semo.edu**

Canvas

Canvas is a resource utilized by Southeast to help students manage classes. It keeps track of all assignments and activities across all courses and organizes them in one place.

To access Canvas please go to semo.instructure.com.

Lost Password

If you forget your password, call the IT Helpdesk at 573.651.4357 and have your S0 number ready. You will also be asked to verify the last four digits of your Social Security number and your birthdate. After verification you will provide an e-mail address where the password reset can be sent.

Textbooks and Supplemental Materials

Textbooks Services

For most classes, students will need to rent textbooks from Textbook Services, located on the bottom floor of Kent Library on the campus of Southeast Missouri State University.

If schools are ordering for the students, there are a couple things that can be done to ensure the process goes smoothly:

Have one person at the school order all textbooks. This helps relieve confusion and make sure books come in at the same time.

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 days before classes start) there is a chance students will not receive their textbooks before the first day of class.

Textbook Services can be reached at 573.651.2236.

Southeast Bookstore

If the class has supplemental textbooks or uses computer software, they will need to be purchased through the Southeast Bookstore. To check what courses have supplemental materials please contact the dual credit office or the academic department that offers the course.

In order to ensure that all supplemental material is received by the first day of classes, please call the Southeast Bookstore as soon as possible to place the order.

The Southeast Bookstore can be reached at 573.651.2220.

Paying your Southeast Bill Online

For instructions on how to pay your bill, please visit:

<https://semo.edu/sfs/pdf/SemoPayAccountSummary.pdf>.

Contact Information

Admissions Office 573.651.2590

Financial Services 573.651.2253

Dual Credit Office 573.651.6179

IT Help Desk 573.651.4357

Registrar 573.651.2250

Southeast Bookstore 573.651.2220

Testing Services 573.651.2836

Textbook Services 573.651.2236

Departments

Accounting 573.651.2121

Biology 573.651.2170

Chemistry 573.651.2162

Communication Studies 573.657.2061

English 573.651.2156

Human Environmental Studies 573.651.2109

History 573.651.2180

Mathematics 573.651.2164

Music 573.651.2141

Physics 573.651.2167

Political Science 573.651.2138

Southeast Missouri State University Dual Credit Course Listing

AD 101. Introduction to Microcomputer Applications. Fundamentals of an integrated business applications program in a networked Windows environment. (3)

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. Three lectures; one two-hour lab. Prerequisites: BI 163 with a minimum grade of C; CH 185; MA 134 or MA 137 or MA 139 or MA 140. (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.

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)

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 concepts 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 protocols in routed networks. Two hours lecture; two hours lab. Prerequisite: TN 275. (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. Two lectures, one lab per week. (University Studies course) (3)

MA 133. Plane Trigonometry. Circular functions, right and oblique triangles, identities and equations, complex numbers. Prerequisites: MA 106 with a minimum grade of C or MA 106 with a minimum grade of C or ACT Math score of 15-21 with required score on appropriate mathematics placement test, or ACT Math score of 22 or higher. (3)

MA 134. College Algebra. Functions and graphs, polynomial and rational functions, exponential and logarithmic functions, and sequences. Prerequisite: MA 106 with a minimum grade of C or MA 106 with a minimum grade of C or ACT Math score of 15-21 with required score on appropriate mathematics placement test, or ACT Math score of 22 or higher. University Studies course) (3)

MA 137. Precalculus. In-depth study of polynomial, rational, exponential, logarithmic, and trigonometric functions and equations with applications. Credit may not be received for MA 137 and any of the following: MA 133, MA 134, or MA 135. Prerequisite: MA 106 with a grade of CR; or MA 095 with a minimum grade of C; or ACT Math subscore of 22 or higher. (University Studies course) (5)

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 subscore 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 subscore of 22. (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. One may not receive credit for both CH 181/001/081 and CH 185/005/085. Pre or Co-requisite: MA 106 or equivalent. (University Studies course) (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. Prerequisite: MA 106 or equivalent. (University Studies course) (5)

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. (University Studies course) (3)

PH 120/020. Introductory Physics I. Concepts and principles of natural phenomena, including mechanics, heat and energy, wave motion and sound, with emphasis on the investigative processes. Four lectures and one two-hour lab. Prerequisite: MA 133; MA 134; or equivalent. (University Studies course) (5)

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)

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 its inception in the Middle Ages to the contemporary period. (University Studies course) (3)

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)

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)

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)

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)

ED 280. Introduction to Education as a Profession. Introduces the education profession, including diversity, standards-based curriculum, learning theories, and instructional technology; includes a 37.5 hours field experience. Pre- or co-requisites: PY/CF 120 or PY 222; current cleared FBI background check. (3)

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)

APPLICATION FOR DUAL CREDIT
INSTRUCTOR

Last Name: Click here to enter text.				First: Click here to		M.I.: Click here		Date: Click	
Street Address: Click here to enter text.						Apartment/ Unit #: Click here			
City: Click here to enter text.				State: Click here to		ZIP: Click here to enter text.			
Phone: Click here to enter text.				E-mail Address: Click here to enter text.					
College/University: Click here to enter text.					Address: Click here to enter text.				
From: Click here to enter a		To: Click here to enter a date.		Did you graduate? YES <input type="checkbox"/> NO <input type="checkbox"/>			Degree: Click here to enter text.		
College/University: Click here to enter text.					Address: Click here to enter text.				
From: Click here to enter a		To: Click here to enter a date.		Did you graduate? YES <input type="checkbox"/> NO <input type="checkbox"/>			Degree: Click here to enter text.		
College/University: Click here to enter text.					Address: Click here to enter text.				
From: Click here to enter a		To: Click here to enter a date.		Did you graduate? YES <input type="checkbox"/> NO <input type="checkbox"/>			Degree: Click here to enter text.		
Are you currently enrolled in classes? YES <input type="checkbox"/> NO <input type="checkbox"/> If yes, where?									
Field: Click here to enter text.				Date: Click here to enter a			State: Click here to enter		
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Field: Click here to enter text.				Date: Click here to enter a			State: Click here to enter		

Teaching Experience

Please list specific courses taught and estimated number of times:

Course: Click here to enter text.	Number of times: Click here to enter text.
Course: Click here to enter text.	Number of times: Click here to enter text.
Course: Click here to enter text.	Number of times: Click here to enter text.
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Course: Click here to enter text.	Number of times: Click here to enter text.
Course: Click here to enter text.	Number of times: Click here to enter text.

Current High School

Name of High School: Click here to enter text.	From: Click here to enter a date.	To: Click here to enter a date.
Address: Click here to enter text.		Phone: Click here to enter text.
Principal's Name: Click here to enter text.		
Position: Click here to enter text.		
School Website: Click here to enter text.		
School District: Click here to enter text.		

Previous High School

Please list most recent or present employer first

Name of High School: Click here to enter text.	From: Click here to enter a date.	To: Click here to enter a date.
Address: Click here to enter text.		Phone: Click here to enter text.
Principal's Name: Click here to enter text.		
Position: Click here to enter text.		

School Website: Click here to enter text.

School District: Click here to enter text.

Name of High School: Click here to enter text.

From: Click here to enter a date.

To: Click here to enter a date.

Address: Click here to enter text.

Phone: Click here to enter text.

Principal's Name: Click here to enter text.

Position: Click here to enter text.

School Website: Click here to enter text.

School District: Click here to enter text.

Disclaimer and Signature

I certify that my answers are true and complete to the best of my knowledge.

I understand that false or misleading information in my application or interview may result in my release.

Applicant Signature: Click here to enter text.

Date: Click here to enter a date.

As the school administrator, of the above applicant, I approve this application submission and supports a Dual Credit offering through SEMO.

Administrative Signature: Click here to enter text.

Date: Click here to enter a date.

Once completed, **attach your unofficial transcript and send this form** to the appropriate destination.

By Mail: One University Plaza, MS 4695

Cape Girardeau, Missouri 63701

By E-mail: <mailto:dualcredit@semo.edu>

Office of Dual Credit Faculty Liaison Checklist

Before the Fall Semester

- Complete the SEMO Instructor Approval Form for new instructors and send a copy to the Office of Dual Credit
- Meet with new faculty and provide training on course philosophy, pedagogy, course curriculum, textbooks, assessments and grading practices before the instructor begins teaching.
- Approve new CEP instructor syllabi

Fall Semester

Collect Syllabi for Fall Courses from High School Instructors as required

- Review
- Send corrections to instructors, if needed
- Send copy of final syllabi to the Office of Dual Credit

Spring Semester

Collect Syllabi for Spring Courses from High School Instructors as required

- Review
- Send corrections to instructors, if needed
- Send copy of final syllabi to the Office of Dual Credit

Annually

- On-site visits for new instructors
- On-site visits for experienced instructors on an every other year basis
- Complete on-site visit forms
- Complete Site Visit Reimbursement Forms
- Provide on-going professional development
- Attend all liaison training sessions
- Conduct annual CEP instructor training