



THE INSTITUTE FOR
ACADEMIC
O U T R E A C H

Formerly the Truman Institute

**Early College
Faculty Manual
Dual Credit Programs
2022-2023**

Early College at Truman State University

In offering concurrent enrollment courses (both traditional “dual credit” programming and innovative approaches to “dual enrollment”) Truman State University aims to provide qualified high school students with powerful learning opportunities of the highest quality. In keeping with Truman’s reputation for academic excellence, our courses are designed to mirror their challenging on-campus counterparts. Students who complete Truman courses while enrolled in high school should expect to be fully prepared with the pre-requisite knowledge needed for succeeding courses in Truman’s curriculum while feeling confident in the wide applicability of what they learn to the curricula of other institutions throughout the state and beyond.

Because of Truman’s commitment to academic excellence, the University rigidly conforms to Missouri Department of Higher Education (MDHE) and National Alliance for Concurrent Enrollment Partnerships (NACEP) standards for its dual credit courses. Truman aspires to formal NACEP accreditation in the first year of its eligibility to do so.

In addition to dual credit courses, Truman offers a body of coursework that leverages distance learning and competency-based technologies. These courses, which meet the state definition for “dual enrollment” courses (because they are taught by regular Truman faculty and/or aided by Truman-managed instructional technologies), and do not fall under the accreditation umbrella of NACEP, are nonetheless structured to adhere as closely as possible to the same standards of comparability and rigor. Where applicable, this manual will highlight these distinctions when they are relevant to faculty working in schools where both these types of programming are in operation. For the most part, however, **this document is focused on dual credit.**

Dual credit classes, as defined by MDHE policy and various Missouri statutes are: “college level courses taught by high school instructors (as defined in paragraphs 7.1 and 7.2 of the Coordinating Board of Higher Education Policy on Dual Credit) to high school students, who are earning both high school and college credit for these courses simultaneously.”

Program Contacts

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Website:

<http://earlycollege.truman.edu>

2022-2023 Academic Calendar

August 22, 2022	Truman Fall Semester Starts
September 2, 2022	Dual Credit Fall and Year-Long Enrollments Due
September 9, 2022	Final Roster Adjustments and Enrollment Numbers Due
October 3, 2022	Last Day to Withdraw From Classes at 100% Refund
	Last Day to Drop a Class Without a “W” on Transcript
October 31, 2022	Last Day to Drop Fall or Year-Long Course (“W” Will Be on Transcript)
November 23-25, 2022	Thanksgiving Break at Truman – Offices Closed
December 9, 2022	Last Full Day of Fall Classes on Campus
December 9, 2022	Grade Submission for Fall Courses Available to Teachers
December 16, 2022	Final Exams at Truman End
December 21, 2022	Fall Grades Due*
December 26-31 2022	Campus Offices Closed for Holiday
January 2, 2023	Campus Offices Closed for Holiday
January 6, 2023	Spring Semester Enrollments Due
January 16, 2023	Campus Offices Closed for Holiday
January 17, 2022	Truman Spring Semester Starts
January 17, 2023	Final Roster Adjustments and Enrollment Numbers Due
February 3, 2023	Last Day to Withdraw From Spring Classes at 100% Refund
	Last Day to Drop a Class Without a “W” on Transcript
	Last Day to Drop a Spring Course (“W” Will Be on Transcript)
March 3, 2023	Spring Break on Truman’s Campus (Offices Open)
March 13-17, 2023	
April 10, 2023	Campus Offices Closed for Holiday
May 5, 2023	Last Day of Spring Classes on Campus
May 5, 2023	Grade Submission for Spring Available
May 12, 2023	Last Day of Spring Exams on Campus
May 17, 2023	Final Spring/Year Long Grades Due*
May 29, 2023	Campus Offices Closed for Holiday

*If your school’s dates necessitate adjustments to this schedule – particularly due to late semester starts or late semester/year endings, please contact the Institute for Academic Outreach to make alternative arrangements.

Program Roles

Executive Vice President for Academic Affairs and Provost

- Serves as the ultimate level of appeal within the Academic Affairs structure when appeals are lodged regarding concurrent enrollment policies.
- Receives and reviews an annual report on the performance of concurrent enrollment faculty working in partner high schools and reviews recommendations pertaining to faculty eligibility for reappointment.
- Holds ultimate institutional responsibility, as Chief Academic Officer, for the integrity of concurrent enrollment programming.

Director of the Institute for Academic Outreach

- Acts on behalf of the Provost in routine matters related to concurrent enrollment.
- Supervises the activities of the Institute for Academic Outreach staff in all matters pertaining to the operation of concurrent enrollment.
- Represents Truman State University on state-wide and national bodies related to concurrent enrollment.

Academic Departments and Chairs

- Approve proposed courses for offering as concurrent enrollment opportunities in partnership with high schools.
- Review applications and approve hiring teachers to serve as concurrent enrollment teachers in partner high schools.
- In coordination with the Associate Provost and the staff of the Institute for Academic Outreach, work to ensure compliance with MDHE guidelines through the development of appropriate procedures.
- Appoint Discipline Liaison.
- Make recommendations and provide support for professional development opportunities for partnership high school faculty

Discipline Liaisons

- Ensure compliance with MDHE policy guidelines and NACEP standards at the school level.
- Attend orientations and professional development activities for instructors in their discipline(s).
- Work with high school partner teachers to ensure that offerings meet equivalency requirements established in MDHE policies and NACEP standards.
- Keep high school partner teachers up-to-date on any changes in syllabi, assessments, textbooks, or outcomes for the courses they are teaching well in advance of the start of the term.
- Conduct at least one yearly scheduled visit (per teacher) to observe classroom teaching and evaluate compliance with MDHE policies and NACEP standards.
- Provide appropriate documentation to the Institute for Academic Outreach of all interactions with the partner teacher, including school visits, and submit supporting evidence of compliance with all applicable policies and standards.

High School Principals and District Offices

- Sign annual educational service agreements outlining the terms of the concurrent enrollment partnership.
- Provide a local source of accountability for faculty and staff compliance with the terms of the educational service agreement.
- Sign authorizations, as necessary, for students to enroll in concurrent enrollment coursework, when state policy requires such authorization.
- Complete periodic Principal Surveys as part of the Institute for Academic Outreach's NACEP accreditation and reaccreditation processes.

High School Faculty

- Meet required deadlines for the submission of requested materials to the Institute for Academic Outreach.
- Attend partner faculty orientation.
- Attend mandated faculty development.
- Assist Institute for Academic Outreach staff in completing enrollment processes for partner school students.
- Work with Institute for Academic Outreach staff in confirming submission of necessary documents from students and parents.
- Collaborate with the Discipline Liaison and other department faculty to ensure comparability in course design to the equivalent campus course.
- Submit syllabi, assignments, assessments, and other samples of student work to establish course equivalency.
- Assist in the administration of course evaluations at the end of teach term.
- Complete periodic instructor surveys as part of the Institute for Academic Outreach's NACEP accreditation and reaccreditation processes.
- Provide course instruction in line with University standards.

High School Counselors

- Verify student eligibility for participation in concurrent enrollment coursework.
- Assist partner teachers and the Institute for Academic Outreach in student registration.
- Facilitate placement testing if required for the course.
- Serve as a liaison between the partner high school and the Institute for Academic Outreach.
- Assist in the administration of surveys as part of the Institute for Academic Outreach's assessment program.
- Complete periodic counselor surveys as part of the Institute for Academic Outreach's NACEP accreditation and reaccreditation processes.

Curriculum

Identifying and Approving Courses

Truman State University identifies courses for concurrent enrollment programming in two ways. First, periodic surveys are used to determine a demonstrated need on the part of regional schools for certain kinds of programming. Where such a need exists, Truman will work with the appropriate academic discipline to frame a proposal (including a model syllabus, textbook, assessments, etc.) which can be shared with schools for possible implementation either as a dual credit or dual enrollment program.

Second, high schools may approach Truman State University with a proposal to offer a particular course in the Truman catalog for dual credit. In this instance, a qualified faculty member, with the support of their administration, can approach the Institute for Academic Outreach with their idea by using the **Dual Credit Course Proposal Form**. The proposal is reviewed by the appropriate academic discipline and, if required, Truman faculty governance. If the course is approved, a collaborative process begins to ensure the high school offering will be comparable to the equivalent college course. In instances where this course is already being offered at other high schools, the focus of scrutiny will be on whether the new partner school can conform to the existing model for course delivery, and whether a qualified high school teacher is available.

Under either scenario, faculty teaching dual credit courses (courses taught in the high school, by qualified high school faculty) are required to complete applications which are reviewed to assess qualifications and readiness to teach the proposed course. A copy of the **Teacher Application** is included in this manual.

A course proposal may be approved in the absence of a qualified faculty member, but that course may not be offered as dual credit until a qualified faculty member is identified. IF a University faculty member is available to deliver the course, or if a technological solution exists that permits the course to be delivered as dual enrollment with the same level of rigor, such options will be considered as appropriate.

Ensuring Comparability

All concurrent enrollment courses (whether dual credit or dual enrollment) offered by Truman State University are expected to meet the highest possible standards of comparability. With respect to dual credit courses, Truman complies with MDHE and NACEP standards (currently, neither of these bodies has detailed policies which cover what Missouri schools identify as dual enrollment). This means that faculty at both the University and the partnering high school will work collaboratively to ensure that – save for obvious differences in the high school and college schedule – the experience of taking a concurrent enrollment class at the high school is the same as it would be on the college campus. At a minimum this means high school-based courses (particularly dual credit courses) will seek to fulfill the same learning outcomes and use:

- The same textbook
- The same syllabus
- The same or comparable assignments*
- The same or comparable assessments of student learning*

*For reasons of security and academic integrity, comparability means problems and exercises will be sufficiently similar to allow for consistent measurement of student learning across sections – regardless of location – but does not mean students in different locations will necessarily get the “same” problems or exercises.

Each year faculty will be visited at their school at least once by a **Discipline Liaison**. While this visit will typically involve an observation of the instructor’s teaching, the primary purpose of the visit is to assess that instruction remains comparable to that taking place in the equivalent college course. The Discipline Liaison will complete a **Faculty Liaison Site Visit Report** after their visit and this report will be made available to the partner teacher.

Faculty

Faculty Qualifications

Faculty in dual credit courses must meet certain minimum qualifications that are equivalent to those required of faculty serving on a college campus. These qualifications are described in policies published by the Higher Learning Commission.

(Excerpts from HLC Policy)

Faculty credentials refer to the degrees that faculty have earned that establish their credibility as content experts and thus their competence to teach that content in the classroom. Common expectations for faculty credentials in higher education include the following:

- Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield (as applicable) in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed. Completion of a degree in a specific field enhances an instructor’s depth of subject matter knowledge and is easily identifiable.
- With the exception noted in the bullet immediately following, faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching. If a faculty member holds a master’s degree or higher in a discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching.

If an individual faculty member has not achieved 18 graduate credit hours in the discipline in which he or she teaches, the institution should be able to explain and justify its decision to assign the individual to the courses taught. These decisions should be supported by policy and procedure that are acceptable to the professional judgment of HLC peer reviewers. See the following subsection for more information about how experience may be considered in determining faculty qualifications.

- Faculty teaching in career and technical education college-level certificate and occupational associate’s degree programs should hold a bachelor’s degree in the field and/or a combination of education, training and tested experience. (Note: See the Tested Experience section below.) Such qualifications are allowable even in instances where technical/occupational courses transfer, which HLC recognizes is an increasing practice.

While this policy refers to the notion of “tested experience” as an exception to the minimum requirement for faculty qualifications, neither the Missouri Department for Higher Education (MDHE) or the National Alliance for Concurrent Enrollment Partnerships (NACEP) have yet clarified how these exceptions will apply at the state level, or for NACEP accreditation. While we do expect those clarifications to be forthcoming, Truman is bound by existing limitations until this policy is revised.

Faculty must also be qualified in the “subfield” of the discipline in which they are teaching, if distinct subfields are typically practiced in that discipline.

Specifically, as it pertains to dual credit, HLC policy states:

HLC also recognizes that dual credit faculty members who have obtained a Master of Education degree but not a master’s degree in a discipline such as English, Communications, History, Mathematics, etc., may have academic preparation to satisfy HLC’s expectations. In this context, the curricula of graduate degrees in the field of Education, when inclusive of graduate-level content in the discipline and methods courses that are specifically for the teaching of that discipline, satisfy HLC’s dual credit faculty expectations. In other words, the attainment of a Master of Education degree does not demonstrate a qualification to teach dual credit courses in a particular discipline unless it is demonstrated that the content of that faculty member’s Master of Education degree is sufficiently related to the discipline of the dual credit course.

It will be Truman State University’s policy to scrutinize the transcripts of applicants to teach dual credit courses applying standards comparable to those applied to faculty hired in the discipline at the University level.

Application Process

To apply to offer a dual credit course through Truman State University, applicants should first communicate their interest in teaching a particular course to the Institute for Academic Outreach by calling 660-785-5384 or emailing institute@truman.edu. Interested faculty are encouraged to submit a **Dual Credit Course Proposal Form** to give some shape to their idea. While initial contacts from teachers are welcome, faculty should first talk to their high school Principal to ensure that support exists for the proposed course(s). Courses will not be initiated without a completed **Educational Services Agreement** with the high school or school district.

Once a course has been identified, interested faculty should submit the following application materials.

- Cover letter, indicating the course(s) to be taught
- Application for Employment in Concurrent Enrollment Partnerships
- Academic transcripts for all colleges or universities attended.
- Three references (included on the application – not letters). References should be academic references (school administrators, faculty colleagues, or university professors)

These items may be submitted by email to institute@truman.edu, faxed to 660-785-7202 or mailed to the Institute at:

Institute for Academic Outreach
McClain Hall 303
Truman State University
100 E. Normal Ave.
Kirksville, MO 63501

Employment Process

Once an application has been received applications will be reviewed by the constituent academic department, the department's academic dean, and the Associate Provost. Depending on the location of the teacher, a live interview or online interview (Skype, Adobe Connect, Zoom, etc.) will be held with the candidate.

The entire review process should take no more than a few weeks and candidates will be notified by letter whether their application has been accepted. Once an applicant has been accepted for employment the following documents will be needed before the class can proceed:

- A signed Educational Services Agreement between Truman and the school/school district.
- W-4 Form
- I-9 Form
- Memorandum of Understanding for Teachers

Orientation

All faculty will be required to complete an Orientation program before launching their courses. This orientation is held each year, on the Truman campus, during the late summer. Orientation covers the policies and procedures of Truman concurrent enrollment programming and provides faculty with time to confer with Discipline Liaisons and colleagues to ensure that their syllabus and course plans conform to those used on campus.

In instances where faculty absolutely cannot attend orientation (such as medical appointments, conflicts with events at their own school, etc.) faculty must meet expectations to make-up for what they've missed, including viewing videos of the orientation program and conferring directly with their faculty liaison by phone or video conferencing.

Professional Development

Dual credit faculty are entitled to participate in all professional development programming hosted by Truman's office of Academic Professional Development and discipline-specific professional development activities will be organized by each department offering dual credit courses. Teachers are encouraged to take advantage of these opportunities – particularly discipline-specific offerings. Discipline-specific professional development opportunities will be organized to coincide with the annual orientation day or major offerings of Academic Professional Development to minimize travel for participating faculty.

For more information on upcoming Faculty Development Events, visit <http://earlycollege.truman.edu> and select the For Instructors menu to see information about upcoming professional development opportunities.

All dual credit faculty are entitled to take up to three credit hours of Truman graduate credit free of charge each year. To take advantage of this benefit, contact the Institute for Academic Outreach.

Ongoing Support

While Orientation, professional development events, and the annual visit of a faculty liaison are regularly scheduled events, faculty are encouraged to see their relationship with on-campus faculty as a continuous one. Faculty who are experiencing difficulty in their classrooms, have questions about policies, procedures, or content, or simply want feedback on their work, are encouraged to contact their course's Faculty Liaison or the Institute for Academic Outreach so that connections to the best resources can be made.

Continued Service / Non-Compliance

Continued eligibility to teach dual credit is not automatic. Faculty must meet the minimum requirements outlined in this handbook, including attendance at orientation and professional development events. Faculty must receive a positive report from the Faculty Liaison conducting the annual school visit; must submit all requested samples of syllabi, assessments, and course materials; and must satisfactorily demonstrate that their course continues to exhibit comparability to its equivalent on-campus course in all required aspects. Truman State University has the right to restrict faculty from teaching dual credit courses for Truman when faculty have failed to meet these requirements. When faculty are not compliant, faculty will be given guidance on how to achieve reinstatement and the conditions under which reinstatement might be granted.

Compensation

Compensation for the local teacher/adjunct faculty member is awarded based on the duration of the course at the high school level – not the semester duration of the course at the college level. Compensation is awarded on a per-student basis.

	MA/MS*	PhD
2 semester hour course	\$ 25.00	\$ 25.00
3 semester hour course	\$ 30.00	\$ 30.00
4 semester hour course	\$ 35.00	\$ 35.00
5 semester hour course	\$ 40.00	\$ 40.00
2 hour year-long course	\$ 50.00	\$ 50.00
3 hour year-long course	\$ 55.00	\$ 55.00
4 hour year-long course	\$ 60.00	\$ 60.00
5 hour year-long course	\$ 65.00	\$ 65.00

Communication

The primary method of communication between the Institute for Academic Outreach, Faculty Liaisons, and partnership faculty is email. Faculty are responsible for promptly informing the Institute and their Faculty Liaison of any changes in their email or phone contact information. Faculty are also responsible for routinely monitoring their email for timely updates from the University.

Memorandum of Understanding for Teachers

Teachers will be asked to complete a **Memorandum of Understanding** upon employment indicating that they have received this handbook, have read or will read the policies pertaining to their course and Truman's program prior to beginning class, and will make a good faith effort to participate in all required activities associated with employment.

Students

Eligibility

Truman conforms to the policies of the Missouri Department of Higher Education with respect to student eligibility. The following minimum qualifications for dual credit coursework apply:

Grade Level	GPA (4.0 Scale)	Additional Documentation	Additional Standardized Testing
9 th	3.0	Signed letter from Principal/Guidance Counselor; Written Parental Permission	90% or Above on the ACT or SAT
10 th	3.0	Signed letter from Principal/Guidance Counselor; Written Parental Permission	
11 th and 12 th	3.0	Automatic Eligibility (School Signatures Not Required)*	
11 th and 12 th	2.50-2.99	Signed letter from Principal/Guidance Counselor; Written Parental Permission	

*Truman requires parental permission for all minors taking concurrent enrollment courses – except emancipated minors – regardless of student GPA or test scores.

Individual departments may require placement tests or other assessments prior to placement in a course. Each department has the prerogative to impose these placement rules. Partner faculty working in these disciplines, along with the guidance counselors at the partner school, will be notified when such placement processes are required. Truman State University reserves the right to impose more restrictive admissions or documentation requirements at its discretion, for which it will provide adequate notice to participating schools.

Grades

Truman issues grades on a scale of A-F. Truman does not grade with + or – signs. Grades are expressed as follows:

A	Superior	4 honor points
B	Above Average	3 honor points
C	Average	2 honor points
D	Below Average	1 honor point
F	Failure	0 honor points
WF	Withdrew While Failing	0 honor points

Grades issued for dual credit courses at the college and high school level *should be identical*. Faculty will be notified by the University Registrar and/or the Institute for Academic Outreach about the grading deadlines for each term. **Faculty are required to submit grades by the posted deadlines.**

Arrangements should not be made for “incompletes” without first consulting with the University. If truly extenuating circumstances exist for a particular student, the same policies for incompletes, medical withdrawals, grade appeals, and leaves of absence, as would normally apply to on-campus students, apply to dual credit students. Faculty are advised to consult with the Institute for Academic Outreach and/or their Faculty Liaison early in order to anticipate, and if possible adapt, to these exigencies.

University policies do allow for Pass/Fail, Credit/No Credit and Auditing Options. However, these options are not typically advantageous to high school students and should be discouraged in a Dual Credit context. If a student requests this option, please consult with the Institute for Academic Outreach before making commitments to the student.

Requesting Transcripts

Truman dual credit courses are transcribed in the same manner as any regular, on-campus Truman course. Students needing to request transcripts should visit <http://registrar.truman.edu> and select the link [Transcript Request](#) on the left side of the page. This link will take students to a dedicated page at the National Student Clearinghouse where students can request transcripts and make payments for official copies. Students should allow two working days to process transcripts.

Transferability

Truman's dual credit courses (and their on-campus equivalents) are widely transferrable among Missouri institutions. It is always recommended, however, that students consult with the Registrar at the college or university they intend to attend to determine whether the course will be accepted for the fulfillment of a requirement, accepted as an elective, or not accepted at all.

For detailed information on Truman's own policies regarding transfer of dual credit from other institutions, please visit <http://www.truman.edu/registrar/transferring-credit/dual-credit/>

Students with Special Needs

Many school districts already provide additional services for students with special needs. In many cases, students, teachers, and parents may prefer to avail themselves of these of these local resources. However, all students registered in Dual Credit courses are entitled to utilize the benefits of Truman's Disability Services office. In particular, in instances where special accommodations are required for a Truman course (such as extended test times), students may need to submit documentation to this office. For more information visit: <http://disabilityservices.truman.edu> or call 660-785-4478.

Dropping Courses

Students may drop courses by certain deadlines and receive refunds of all or part of their tuition. These deadlines are outlined on the calendar at the front of this manual. Students who drop courses after a certain date (see calendar) will receive a W on their transcript (indicating withdrawal). Students who withdraw and are failing the course at the time of withdrawal will receive a mark of WF on their transcript. Students who wish to withdraw entirely (meaning they seek to withdraw from all Truman courses they are currently taking) must make an appeal for full withdrawal to Academic Affairs. The starting point for dropping an individual course or withdrawing entirely is the Institute for Academic Outreach.

Tuition Refunds

Refunds are calculated based on the amount of the course students have completed. This is described in the calendar at the front of this document. In some instances, where a school has started their course

significantly later than Truman on-campus courses, some of these deadlines may be rendered irrelevant. Students are encouraged to notify Truman promptly about their intentions to drop or withdraw. Students ultimately bear this responsibility themselves and Truman will not withdraw a student from a dual credit course without written permission to do so from the student and (when applicable) their financially responsible parent or guardian. **Verbal communication of the student's intent to a faculty member is not sufficient to initiate withdrawal or refund and faculty email does not constitute a request.**

Policy on Academic Dishonesty

Truman's policies with respect to academic dishonesty apply to all students enrolled in Truman dual credit or dual enrollment courses. Truman's policy regarding Academic Dishonesty is located in the [Student Conduct Code](#). The relevant passages read as follows:

TRUST: Trust is a deeply held community value. Students at Truman State University exemplify honesty, integrity and a respect for truth in all of their dealings. Behavior that demonstrates a lapse of trust includes, but is not limited to:

1. Acts of academic misconduct/dishonesty, including, but not limited to the following:
 - 1.1. Cheating: Defined as using or attempting to use unauthorized
 - (a) materials,
 - (b) information, or
 - (c) study aids in any academic exercise.
 - 1.2. Fabrication: Defined as unauthorized
 - (a) falsification or
 - (b) invention of any information (including research data) or citation in an academic exercise.
 - 1.3. Facilitating academic dishonesty: Defined as
 - (a) assisting or
 - (b) attempting to assist another to commit an act of academic dishonesty, whether or not that action is associated with any particular course.
 - 1.4. Plagiarism: Intentional representation of the words or ideas of another as one's own in any academic exercise. The term "plagiarism" includes, but is not limited to,
 - (a) the use, by paraphrase or direct quotation, of the published or unpublished work or sections of a work of another person without full and clear acknowledgement;
 - (b) the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, including material taken from or ordered through the Internet; and/or
 - (c) the unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.
 - 1.5. Sabotage: Defined as, but is not limited to, the unauthorized interference with, modification of, or destruction of the work or intellectual property of another member of the University community.

Policy on Non-Discrimination

In compliance with federal law and applicable Missouri statutes, the University does not discriminate on the basis of sex, disability, age, race, color, national origin, religion, sexual orientation, or veteran status in admission to or employment in its education programs or activities.

The University complies with the regulations implementing Title VI and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; and other state and federal laws and regulations.

Inquiries: Inquiries concerning the University's compliance may be referred to:

Lauri Millot
Truman State University
Violette Hall 1308
100 E. Normal Ave., Kirksville, MO 63501
Telephone Number: (660) 785-4354
Email Address: titleix@truman.edu

Inquiries may also be directed to Office for Civil Rights at: OCR.KansasCity@ed.gov

Evaluation

Student Evaluations of Faculty Teaching

Students will be asked to complete an annual evaluation of all dual credit courses in which they participate. These evaluations are typically administered by computer, but may also be administered by paper. Faculty will receive instructions near the end of the term regarding administration procedures for these evaluations. Faculty should not be present while the evaluations are being completed nor should they handle completed evaluations once they have been completed. It is preferred that evaluations be completed in the classroom or a computer lab while students are in school.

Questions address various aspects of classroom learning and student perceptions of instructional quality. Evaluations will vary by course or department and will match those used in the equivalent on-campus course. Faculty will receive summaries of their evaluations after grades have been submitted for the term.

Annual and Quadrennial Surveys

Truman participates in the collection of data on student, faculty, and administrative experiences with dual credit partnerships and shares this data with the National Alliance of Concurrent Enrollment Partnerships. These surveys are a requirement of initial and continuing NACEP accreditation. **NACEP is in the process of revising these requirements, but for this year we are still using the previous survey method described here.** Surveys are sent to the following groups:

- Students who are one year out from high school graduation.
- Students who are four years out from high school graduation.

Administrative Surveys

Every three years, as part of its assessment program, Truman administers surveys to Principals, Guidance Counselors, and Teachers to measure the effectiveness of its programs.

Course Operations

Identifying Students

Students are responsible for completing their own [online applications as Non-Degree Seeking students](#), registering for their courses, and paying bills. However, teachers play a vital role in communicating with the Institute for Academic Outreach to ensure that approved students have completed all required paperwork. For many students, this will be their first experience filling out an application of this kind. The first important step is to **submit a roster** to the Institute for Academic Outreach containing the names of students the teacher believes are intending to enroll in the course AS WELL AS the number of students not taking the course for college credit who enrolled in the same course for college credit. Both of these numbers must be reported by Truman to the Missouri Department of Higher Education.

Submitting Required Documentation

Teachers will receive registration packets for their students, either in print or electronically. The packet contains a checklist of tasks students need to complete in order to enroll.

In addition to applying for their course, students must return the following documents before they can be enrolled:

- **Memorandum of Understanding** (Signed by parents and students)
- **School Permission Form** (Verifies eligibility and provides signature if required by the student's year in school or GPA)

The packet also includes information students should share with their parents regarding payment plans. All students are required to submit their social security number to Truman, either on their initial application, or afterward via a secure portal (which separates the number from the student's initial application). This is a requirement promulgated by the IRS in order to facilitate, among other things, tax breaks for college tuition. Truman can face severe penalties for not complying with this mandate and will aggressively pursue acquisition of missing numbers.

Helping Students Enroll

Faculty may need to provide assistance in the enrollment process as this will be the first time many high school students have had to follow such a procedure. We consciously chose to have dual credit students complete the same procedure as regular college students when they enroll (except for being non-degree seeking), in part, because an objective of dual credit is to get students accustomed to the college experience in all its aspects. Detailed instructions are available on [our Dual Credit website](#). If you find students are having difficulty, either you or the student may call the Institute for Academic Outreach for further guidance (660-785-5384). Typically, most mistakes in the application process can be addressed by reading the instructions on the website and the application carefully.

Student IDs and Passwords

Once students have been accepted by Truman as a non-degree seeking student, they will be assigned a nine digit number called a Banner ID Number. This number is their student ID for all interactions with

Truman, eliminating the need to use the Social Security Number when accessing services or interacting with the University online. If they later enroll at Truman, this number will follow them into college.

Each student will receive a personalized “Information Packet” which contains their Truman web/email username and a temporary logon. They will use this to make their initial logon to Truman’s network and reset their password. Once they have access to the Truman network they can use [Truview](#) to access their grades and billing information, as well as access the resources of the [Library](#) and other campus online services. While it is atypical for students to need a physical ID card, students who will be on campus are entitled to one and can have one made. Contact the Institute for Academic Outreach for more information.

Student Billing

Information regarding a student’s account can be accessed through the [Truview](#) portal. Students can view and pay bills online by accessing the Student Finances panel on the Truview [Student](#) tab. Students will receive a warning message about late bills **only by email**, which can be viewed via the student’s Truview account. **Students should not expect to receive requests for payment by mail.** Dual Credit students are not eligible for the University’s Flexible Payment Plan because of the smaller total amount of tuition.

Submitting Grades

Grades **must be submitted by the published deadline of the University for the term in question.** If the term at the partner school extends beyond this deadline, faculty should contact the Institute for Academic Outreach. In these instances, temporary grades of NS (Not Submitted) can be entered until the term at the high school has completed. This process, however, should not be used as a substitute for a grade of “Incomplete,” which means the student has not finished the work by the required end date for the course. **We strongly discourage the use of Incomplete Agreements in dual credit courses.**

Teachers will receive instructions from both the Institute for Academic Outreach and the University Registrar regarding the submission of grades. Grades will be submitted via the [Truview](#) portal. Teachers will select the Faculty tab, then the My Students Panel, before entering Final Grades.

**Institute for Academic Outreach
Dual Credit
Program Forms
2022-2023 Academic Year**



Dual Credit Course Proposal Form

In the spaces below, please indicate the courses you are interested in teaching for Truman State University, the proposed term and/or duration of the course. If you have an estimated number of students you believe will enroll, please indicate that was well. If you are uncertain, leave this portion of the form blank.

Your course proposal form does not initiate an Educational Services Agreement with Truman, nor does it substitute for an employment application. Faculty should consult with the appropriate administrator of their school or district to ascertain whether support exists for the offering before submitting this form.

Truman Course #	Truman Course Title	Fall Term	Spring Term	Full Year	Summer School	Estimated Enrollment #

	Start Date	End Date
Fall Dates at High School		
Spring Dates at High School		
Summer School Dates at High School		
Full Year Dates at High School		

Teacher's Name		High School	
Teacher's School Phone		Teacher's Email Address	
Teacher's Home Phone		Other Contact Info	

General Comments for the University About the Proposed Course(s)



Application for Employment in Concurrent Enrollment Partnerships

Truman is an equal employment, affirmative action employer committed to cultural diversity and compliance with the Americans with Disabilities Act. Truman State University recognizes the worth and dignity of all persons, and the University does not discriminate on any basis not related to the applicable educational requirements of students or the applicable job requirements of employees.

Required Supporting Documents:

Please include with your application the following items:

- ┆ A completed copy of this form
- ┆ A current Curriculum Vitae or Resume
- ┆ Copies of transcripts from all higher education institutions attended

Date _____

PERSONAL DATA: (Please print in dark ink or type)

Name _____ Other Name(s) _____
Last First Middle (as may appear on transcripts)

Present Address _____
Street City State ZIP

Home Telephone Number _____ Email _____

Other Number Where You Can Be Reached _____

Are you authorized to work in the United States on an unrestricted basis? Yes No

If no, please explain _____

Have you been employed by Truman State University previously? Yes No

If yes, give approximate dates and departments _____

Do you have relatives currently employed by Truman State University? Yes No

If yes, list name(s) and relationship _____

Relatives may be employed but an individual cannot be a supervisor of a relative.

Do you currently hold a valid driver's license? Yes No If yes, give state and number _____

Have you ever been convicted of a misdemeanor or a felony? Yes No

(Conviction will not necessarily disqualify an applicant for employment.)

If yes, please explain _____

The University Mission Statement: The mission of Truman State University is to offer an exemplary undergraduate education, grounded in the liberal arts and sciences, in the context of a public institution of higher learning. To that end the university offers undergraduate studies in the traditional arts and sciences as well as selected preprofessional, professional, and master's level programs that grow naturally out of the philosophy, values, content, and desired outcomes of a liberal arts education.

Educational Record:

Please attach transcripts or contact Human Resources if you are unable to obtain.

	Name and Address of School including ZIP	Course of Study	Years Completed				Did You Graduate? Yes <input type="checkbox"/> No <input type="checkbox"/>	List Diploma, Degree, or Certificate
			1	2	3	4		
High School								
Vocational / Technical								
College								
College								
College								

*In order to qualify to teach in a Concurrent Enrollment Partnership you must have obtained at least a **Master's degree which includes 18 graduate hours of coursework in the subject area in which you will be teaching.** This excludes coursework in curriculum and instruction. You must provide transcripts with sufficient detail to verify you meet this requirement.

Current Graduate Course Enrollment:

Truman recognizes that the process of graduate education and professional development among teachers is a continuous one. Please indicate any graduate coursework in which you are currently enrolled and which you anticipate completing prior to the start of your service as an instructor in a Truman Concurrent Enrollment Partnership.

Course Name and Number	Institution	Anticipated Completion
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		

References:

Do not include relatives. Current or former employers or colleagues **in education** or in your **undergraduate or graduate program** are preferred. Please list at least three people that you have known for a minimum of one year. List at least one who is **not** employed at Truman State University and one who is **not** employed at your current school of employment.

	Phone Number	E-Mail
Name:		
Employer:		
Name:		
Employer:		
Name:		

Employer:		
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Please read all of the statements below and then sign and date the application.

I authorize Truman State University to make an investigation of any or all of the facts set forth in this application.

I understand that relevant transcripts will be required before any offer of employment is made for all positions and, therefore, should be submitted along with this application. If you are a graduate of Truman, we can obtain these transcripts for you.

I certify that all statements made by me on this application are true and complete to the best of my knowledge and that I have withheld nothing which, if disclosed, would affect this application unfavorably. I understand that the willful omission of pertinent material facts or falsification of any information in this application is grounds for refusal to hire or, if I have been hired, grounds for termination.

I authorize my previous employers, schools, or persons named as references to give any information regarding employment or educational records. I agree that Truman State University and my previous employers shall not be held liable in any respect if a job offer is not extended, or is withdrawn, or if my employment is terminated because of reference information, false statements, omissions, or answers made by me on this application. If I am employed by Truman State University, I will comply with all policies and procedures as set forth in any communication distributed or available to employees.

I understand that employment with Truman State University is "at will," which means that either I or Truman State University can terminate the employment relationship at any time, with or without prior notice, and for any reason not prohibited by statute. All employment is continued on that basis. I understand that no supervisor, manager, or executive of Truman State University, other than the President, has any authority to alter the foregoing.

Signature of Applicant

Date

EXHIBIT A

TRUMAN STATE UNIVERSITY SERVICES

Truman State University, as part of its Agreement with [REDACTED] shall:

1. Extend a discount tuition rate of \$85 per credit hour for eligible students enrolled in Truman State University courses while in high school. This includes Truman's Competency-Based Mathematics program (CBM), dual credit courses taught by high school faculty approved by Truman, online courses taught by Truman faculty, and courses taught on campus. Unless otherwise stipulated by the program, all textbook and software costs are to be borne by the school or the student.
2. Extend a discount tuition rate of \$0 per credit hour to all students verified by their high school to be approved for "free and reduced lunch" services. This benefit is limited to nine (9) credit hours of coursework. Any coursework beyond nine (9) credits will be charged at the \$85 tuition rate. Unless otherwise stipulated by the program, all textbook and software costs are to be borne by the school or the student.
3. Notify the school of any planned changes in tuition rates at least six months in advance of the anticipated change.
4. Provide a detailed accounting to the District of all students enrolled in Truman coursework under the terms of this agreement.
5. Provide access to appropriate documentation, for receipt and tax purposes, to each student (or their responsible parent/guardian) documenting tuition paid.
6. Provide technical support, when needed, for users of instructional software.
7. Provide participating students with a Truman ID number, username, and network access for the purposes of accessing grades and making tuition payments.
8. Provide Truman academic credit and a graded record for students participating for University credit. All coursework awarding University credit under this program will be appropriately transcribed as a University course.
9. Provide student support services including, but not limited to: academic advising, college search guidance, college course success mentoring.

EXHIBIT B

CONTRIBUTIONS

as part of its Agreement with Truman State University shall:

For all programs:

1. Share with students information about learning opportunities with Truman State University.
2. Provide admissions personnel from Truman State University at least one opportunity to visit participating students at the high school per year.
3. Provide one or more primary points of contact at the high school/district for addressing needs of students and the partnership as they arise.
4. Provide documentation, via an online form, confirming student claims of the “free and reduced lunch” reduced tuition benefit.
5. Assist students by providing copies of transcripts, letters of approval, or other required documentation, as may be needed from time to time, for purposes of evaluating eligibility for enrollment in particular Truman courses.

The following contributions apply only to the Competency-Based Mathematics (CBM) program.

1. Require its teachers to complete all required elements of an online orientation prior to beginning the course with the understanding that schools whose teachers fail to complete this orientation and verify completion by August 1 may be dropped from the program by the University.
2. In a timely manner, distribute Registration Packets to interested and eligible students.
3. Promptly, upon the beginning of the term, provide Truman State University a list of students intending to enroll for cross-checking purposes.
4. In a timely manner, collect from students and parents, and submit to the Institute for Academic Outreach, all forms acknowledging the responsibilities of students’ parents/guardians for payment of all applicable charges as instructed. Schools may retain copies of these forms for their own use but cannot opt-out of providing these documents to the University.
5. Regularly remind students about registration, payment, and coursework completion deadlines.
6. Designate staff to provide assistance, where possible, to students needing tutoring in the subject matter of the course(s), or refer them, as needed to Truman for technical assistance.
7. Install the course software on the computers at the school that students will use for testing prior to the start of testing.
8. Provide proctoring services to all enrolled students when they are ready to take computer-based tests confirming certain competencies.
9. Inform the designated Math Department Liaison when each student has completed the final test.
10. Comply with all policies set out by the Institute for Academic Outreach as outlined in the Teachers Handbook for the CBM Program.
11. Refrain from any attempts to alter problems, change grades, or otherwise circumvent the instructional and grading functions of the program software and promptly submit appeals for any grades in dispute.

The following contributions apply only to Dual Credit courses.

1. Shall furnish a qualified teacher to participate in the program(s) and work with Truman to ensure that said teacher(s) complies with the expectations of the Department of Elementary and Secondary Education (DESE) and the Missouri Department of Higher Education (MDHE) in adherence to best practices for dual credit coursework, as well as ensuring students meet Truman learning objectives for the approved course(s).
2. Collect from students and parents, and submit to Truman, any documentation, waivers, applications, or other required paperwork that shall be needed from time to time; work with Truman personnel to acquire from students or parents any information that may be missing from a student’s file.

3. Assist in communicating to students and parents information about relevant enrollment, drop, withdrawal, and refund dates.
4. Provide a letter indicating that the Principal has authorized the registering students to enroll in a dual credit course.
5. Provide documentation that the registering students meet the minimum MDHE dual credit expectations which shall include, minimally, a 3.0 GPA on a 4.0 scale and junior or senior standing. If a competency exam in the subject area is administered by the school, the student should score at least "Proficient" on the exam. Students at the freshmen or sophomore level may also be certified to enroll provided that they have achieved at least the 90th percentile on the ACT or SAT.
6. Purchase all required textbooks for the course, which shall be identical to the texts used in the on-campus iteration of the course.
7. Assume all reporting responsibilities with respect to Missouri Department of Elementary and Secondary Education (DESE) requirements.

MDHE/CBHE DUAL CREDIT POLICY

Coordinating Board for Higher Education Policy on Dual Credit Delivery

1.0 Introduction

1.1.1 Dual credit courses provide high school students an opportunity to experience rigorous college-level coursework and to receive, simultaneously, both high school and college-level course credit. Providing dual credit opportunities to high school students not only works to increase the number of students graduating from high school and attending college, but also to reduce students' costs and time to degree completion.

1.2 The Missouri Department of Higher Education is dedicated to ensuring the delivery of quality dual credit courses, so that we may continue to support college enrollment and completion of Missouri students. As part of this effort, the Missouri Department of Higher Education, in collaboration with Missouri public and independent institutions, and the Department of Elementary and Secondary education, worked to create this statewide dual credit policy for all Missouri institutions of higher education. This policy reflects quality standards set forth by the National Alliance of Concurrent Enrollment Partnerships (NACEP) and the Higher Learning Commission (HLC).

2.0 Policy Purpose and Objectives

2.1 The purpose of this policy is to ensure the quality of dual credit programs being offered to high school students in the state of Missouri. Quality programs are not only important to the Department of Higher Education (MDHE), but also to the Department of Elementary and Secondary Education (DESE). A policy that is reflective of quality standards will serve to assure DESE, high schools, students, parents and other interested constituents that Missouri dual credit programs are of the highest standard. The policy guidelines described below were developed within the context of this stated purpose and apply to dual credit courses offered in high schools to high school students by qualified high school instructors, as defined in paragraphs 7.1 and 7.2.

2.2 The policy guidelines apply to all public two-year and four-year institutions in the state. These institutions are hereby obligated to conform to the policies by the authority delegated to the CBHE by RSMo 173.020 (3) and RSMo 167.223.

2.3 Independent institutions offering dual credit programs in the state and seeking recognition as an approved dual credit provider in Missouri are also required to adhere to the guidelines listed in this policy.

3.0 Statutory Authority

3.1 RSMo 173.020 (3): *Developing arrangements for more effective and more economical specialization among institutions in types of education programs offered and students served, and for more effective coordination and mutual support among institutions in the utilization of facilities, faculty and other resources;*

3.2 RSMo 167.223.1: *Public high schools may, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, offer postsecondary course options to high school students. A postsecondary course option allows eligible students to attend vocational or academic classes on a college or university campus and receive both high school and college credit upon successful completion of the course. 2. For purposes of state aid, the pupil's resident district shall continue to count the pupil in the average daily attendance of such resident district for any time the student is attending a postsecondary course. 3. Any pupil enrolled in a community college under a postsecondary course option shall be considered a resident student for the purposes of calculating state aid to the community college. 4. Community colleges and four-year colleges and universities may charge reasonable fees for pupils enrolled in courses under a postsecondary course option. Such fees may be paid by the district of residence or by the pupil, as determined by the agreement between the district of residence and the college or university.*

4.0 Guiding Principles

4.1 The primary goal of this policy is to ensure that institutions across the state deliver high- quality college experiences in the form of dual credit to high school students, thereby increasing student success in and access to postsecondary education.

4.2 Dual credit programs should provide opportunities for academic acceleration for students by enriching and extending the high school curriculum, providing rigorous college coursework, and avoiding unnecessary duplication in coursework as students transition from high school to college.

4.3 High school instructors and institutional faculty should continually engage in collegial interactions and work closely as instructional collaborators to ensure student and program success.

4.4 By ensuring close collaboration between high school and institutional faculty, dual credit programs may serve to promote increased curricular alignment between high school and postsecondary institutions.

4.5 This policy should promote flexible and creative guidelines to encourage program innovation while maintaining program quality and student success.

5.0 Program and Curriculum Standards

5.1 Dual credit courses, including course content and course requirements, offered in high schools must duplicate the identical course offerings delivered on campus to matriculated students. On-campus college faculty must ensure that each dual credit course has the same level of academic rigor and comparable standards of evaluation as that of its campus-based equivalent.

5.2 Institutions must ensure that dual credit assignments and grading criteria are identical to, or are of comparable design, quality, and rigor to the equivalent campus-based course. Elements of the dual credit course to be approved by the on-campus college faculty in the appropriate academic discipline include the syllabus, textbook(s), teaching methodology, and student assessment strategies

- 5.3** Dual credit courses must be approved for dual credit status by the institution of higher education, and the credit awarded must be deemed acceptable in transfer by the faculty of the appropriate academic department (unit) of the college.
- 5.4** Institutions of higher education should facilitate frequent, consistent, and timely communication with the high schools in which they provide dual credit courses. That communication should address the scheduling of courses, compliance with statewide dual credit policy, identification and resolution of problems that occur, and evaluation of each dual credit course.
- 5.5** Because discrete classes that totally separate dual credit from non-dual credit students may be prohibitive to operate in some cases, those classes with a mixed population must show evidence of collegiate level expectations for all students in the course. All high school students enrolled in a dual credit course must meet the same requirements for completion of the course, whether or not the student is simultaneously registered for college credit.
- 5.6** In order to limit or prevent retroactive registration, a practice that permits students to choose whether to register for courses for college credit late in the semester, students enrolled in dual credit classes should adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal, or refund.
- 5.7** Institutions shall not use fees as a means of enticing school districts or competing with other institutions for dual credit students. Institutions shall charge reasonable fees for providing dual credit courses.
- 6.0 Student Eligibility and Support**
- 6.1** Missouri statute allows high school students to enroll in dual credit courses. The eligibility of high school students to participate in dual credit courses may vary in accordance with the admission standards of the institution offering the courses in the high school. However, high schools and institutions providing dual credit courses should work cooperatively to ensure that students wishing to enroll in dual credit courses meet the student eligibility requirements listed below. These requirements apply only to those dual credit courses taught at the high school by an approved high school instructor, and do not apply to dual enrollment.
- 6.2** In order to be eligible for dual credit courses, including career and technical education (CTE) courses, all prospective dual credit students must meet the same requirements for placement into individual courses, (e.g., English or mathematics) as those required of on-

campus students. Institutions that use placement tests (e.g., ACT, ASSET, COMPASS) to assess students' readiness for college-level, individual courses must ensure that these students score at proficient or above on the ACT or other common placement test as adopted by the Coordinating Board for Higher Education and outlined in the *Principles of Best Practices in Remedial Education*.

6.3 In addition to the requirements in Section 6.2, students in the 11th and 12th grades interested in dual credit must also meet the additional criteria listed below:

- a) Students in the 11th and 12th grades with an overall minimum grade point average of 3.0 (on a 4.0 scale) are automatically eligible for dual credit courses.
- b) Students in the 11th and 12th grades with an overall grade point average between 2.5 – 2.99 (on a 4.0 scale) must provide a signed letter of recommendation from their principal or guidance counselor and provide written permission from a parent or legal guardian.

In addition to the requirements in Section 6.2, students in the 9th and 10th grade interested in dual credit must also meet the additional criteria listed below:

- a.) Students in the 10th grade must have an overall minimum grade point average of 3.0 (on a 4.0 scale) and must provide a signed letter of recommendation from their principal and guidance counselor and provide written permission from a parent or legal guardian.
- b.) Students in the 9th grade must have an overall minimum grade point average of 3.0 (on a 4.0 scale), score at the 90th percentile or above on the ACT or SAT, and provide a signed letter of recommendation from their principal and guidance counselor and provide written permission from a parent or legal guardian.

6.4 All students in dual credit courses shall have access to student services and academic support similar to that afforded to students on the college campus, including, but not limited to advisors, library services, and other resources requisite for college-level academic performance.

6.5 Institutions of higher education and partner high schools should also work collaboratively to establish and maintain early alert systems for students showing signs of poor academic performance.

7.0 Faculty/Instructor Qualifications and Support

7.1 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.

7.2 Institutions may, at their discretion, employ as dual credit instructors for career and technical programs an individual who has superior knowledge and tested experience in the discipline in which he or she is teaching. However, the knowledge and experience of any dual credit instructor must be measurable through means such as documented

experience working in the field, industry certification and years of experience in the field, documented recognition of excellence in teaching in the discipline, expertise validated through publications or wide critical and public acclaim, or through a nationally recognized rating of proficiency.

- 7.3** New dual credit instructors must participate in orientation activities provided by the dual credit provider institution and/or academic department.
- 7.4** In order to assure comparability of the dual credit course with the corresponding college course and to foster collaboration between high school instructors and college faculty, academic departments at the institution shall provide instructors of dual credit courses with support services. These include, but are not limited to, opportunities for dual credit instructors to discuss concerns and to share information with each other and with the institution of higher education, access to appropriate professional development opportunities, and mentoring offered either exclusively to dual credit instructors or to both campus-based faculty and dual credit instructors.
- 7.5** The chief academic officer of the postsecondary institution is responsible for involving full time faculty in the appropriate academic department in the selection and evaluation of all dual credit instructors. Dual credit instructors are evaluated regularly in accordance with established institutional policies and procedures. Regular on-site course evaluations at the high school should occur once a year for the first two years for new instructors. For all instructors, evaluations should occur a minimum of once every two years. Annual reports of student performance and feedback should also be utilized and analyzed with respect to the continuation of the dual credit instructor.

8.0 Assessment of Student Performance

- 8.1** The responsibility for the development of assessment and evaluation measures to assure quality and comparability of dual credit courses resides with the on-campus college faculty in the appropriate academic discipline. In general, comparability between the dual credit course taught in the high school and the corresponding course taught on the college campus should be demonstrated by using the same methods of assessment or identical testing procedures, and by employing the same means of evaluation, which will be supervised by the appropriate faculty on the college campus.
- 8.2** In atypical cases, when different tests are constructed and the high school teacher performs independent evaluations, the burden shifts to the institution to demonstrate the comparability of dual credit courses and to ensure a common standard of grading. The use of nationally-normed instruments is recommended when the substance of the nationally-normed test is consistent with the learning objectives of the dual credit course. Locally developed assessments must be administered to both on-campus and dual credit students in order to provide the on-campus college faculty in the appropriate academic discipline with data appropriate to demonstrate comparability. Nonetheless, any specialized assessment of dual credit courses must emulate the on-campus institutional assessment plan required by the Higher Learning Commission, including the identification of the general education learning objectives and outcomes.
- 8.3** Dual credit providers should compare the dual credit course to assessments of student learning outcomes in similar courses taught on-campus.

9.0 Transferability of Credit

9.1 Credits earned by students in dual credit courses that meet this policy's guidelines shall fall under the same CBHE guidelines as that for credit in college courses subject to transfer between public and independent institutions in the state of Missouri. College credit earned through dual credit courses offered in high schools shall be applicable toward associate and/or baccalaureate degree requirements and shall be eligible for transfer. All students' rights and responsibilities as outlined in CBHE's Credit Transfer Guidelines shall apply.

10.0 Accountability, Compliance, and Data Reporting

10.1 All institutions of higher education in the state offering dual credit programs must ensure the quality of those programs. Any dual credit provider wishing to be listed as an "approved" dual credit provider by the Missouri Department of Higher Education must demonstrate compliance with this policy.

10.2 The MDHE, in consultation with dual credit providers, will establish an Early College Advisory Board to assist the department in monitoring dual credit providers and assuring the quality and integrity of dual credit programs.

10.3 The guidelines contained in this policy have been aligned with standards established by the National Alliance of Concurrent Enrollment Programs (NACEP) and the Higher Learning Commission (HLC). It is highly encouraged that institutions offering dual credit programs demonstrate compliance with this policy through obtaining NACEP accreditation.

10.4 For any institution that chooses not to obtain NACEP accreditation, the MDHE in consultation with the Early College Advisory Board, will appoint a committee to review and assess the integrity and quality of the dual credit program. The institution shall be

responsible for all reasonable expenses associated with such a review. Dual credit providers must provide evidence to the review committee that demonstrates compliance with the guidelines in this policy. The review committee shall report its findings to the MDHE.

10.5 All institutions providing dual credit courses shall submit the required files, data, and information files to the Missouri Department of Higher Education, following its prescribed data definitions and reporting dates. Precise reporting instruments, methods, and processes will be developed in collaboration with institutions.

10.6 The CBHE shall transmit annually an analysis of data to appropriate state level bodies. Precise data needed shall be determined by an appropriate body and/or discussions with institutions.

10.7 The CBHE annually will provide an updated list of "approved" dual credit programs (those that are in compliance with this policy) to the Department of Elementary and Secondary Education and other interested constituents.

11.0 Definitions

Approved dual credit program

Approved dual credit program refers to a dual credit provider that has demonstrated full compliance with the guidelines and standards contained in this policy.

Dual credit

Dual credit refers to college level courses taught by high school instructors (as defined in paragraphs 7.1 and 7.2) to high school students, who are earning both high school and college credit for these courses simultaneously.

Dual enrollment

Dual enrollment refers to students concurrently enrolled at a high school and a postsecondary institution. Dual enrollment students may or may not earn high school credit for courses taken at the postsecondary institution.

12.0 This policy will become effective January 1, 2016.

NACEP Accreditation Standards

A copy of the most current NACEP Accreditation Manual can be obtained by following this link:
<http://www.nacep.org/accreditation/standards/>



Memorandum of Understanding for Teachers Dual Credit

This document forms the basis for the relationship between teachers at partner institutions and Truman State University working together to implement dual credit courses envisioned in the Educational Services Agreement between Truman and

_____ High School.

(Name of School)

_____ has been assigned to teach _____ as part of this agreement.

(Name of Teacher)

(Name of Course(s))

Truman State University and the Institute for Academic Outreach agree to:

- Provide the teacher compensation for his/her services at the scale articulated in the Educational Services Agreement.
- Provide technical support for teacher use of Truman technologies.
- Provide an annual orientation to the dual credit program.
- Make available professional development opportunities to all participating teachers.
- Provide a faculty liaison from the academic department that serves as home to the course shared by the University and the high school.
- Conduct an annual site visit to evaluate teachers' work and provide additional support and mentorship.
- Keep the teacher informed in a timely fashion about changes in University, state, or national policy that may impact their dual credit course.
- Provide access to the equivalent of one three-credit graduate course of tuition remission for each year of service to the program.
- Provide additional appropriate on-campus resources on request.

The partner school's high school teacher agrees to:

- Attend the annual dual credit orientation program.
- Participate in professional development opportunities, as provided by the University, on a regular basis.
- Provide appropriate course documentation for evaluation by the faculty liaison and the Institute for Academic Outreach, including, but not necessarily limited to: syllabi, assessments, assignments, and samples of student work, in order to establish course comparability.
- Use the same textbook as that required of students in the same course taught on campus.
- Provide access to their assigned faculty liaison for a classroom visit/observation and conversation about their course.
- Assist the Institute for Academic Outreach in the registration of students, the creation of a class roster, and the collection of documentation authenticating student eligibility.
- Submit grades to Truman State University in a timely fashion.
- Complete other tasks, as may arise from time to time, necessary to smoothly execute the partnership between their school and Truman State University.

Questions should be directed to the Institute for Academic Outreach at institute@truman.edu or 660-785-5384.

(Teacher's Signature)

(Date)

UG Non-Degree Seeking Admission Application

Banner ID:

Name:

Social Security#:

Birth Date:

Home Phone:

Cell Phone:

Permanent Address:

Address Linet:

City/State/Zip:

County:

Current Address:

Address Linet:

City/State/Zip:

Email:

Truman **Email:**

This document is a printout of the results of a student's online application. Student's are prompted to answer these questions on the online application form. If students need a paper application, one can be generated upon request.

Gender:

Predominate race/ethnic background: Are you Hispanic/Latino?

Please also check one or more of the following which apply to you?

Are you a United States citizen?

When do you plan to enroll at Truman?

Have you previously applied for admission or been enrolled at Truman?

If yes, for what term did you apply or last enroll?

High School

Graduation:

CumGPA: /Scale:

Have you previously attended a college or university without earning an undergraduate degree? No

Name of College	Dates Attend	CumGPA
Location		Cred Earn

Best describes intent for pursuing non-degree course work:

Class(es) in which you intend to enroll this semester.

Registration Agreement Accepted

Application Submitted: 09/09/2015



REGISTRATION AGREEMENT

(Acknowledged electronically when applying, or submitted in print.)

You must read and acknowledge the following agreement before registering in a course.

In exchange for the opportunity to enroll in courses at Truman State University, I understand and agree to the following terms and conditions:

1. To pay all tuition and fees when due to Truman State University (including, but not limited to, tuition, course fees, mandatory student fees, University Housing fees). I understand that my eligibility to register for courses is expressly conditioned upon my agreement to pay all fees and tuition when due;
2. I am personally responsible for payment of all sums when due regardless of my eligibility for financial aid or other financial assistance;
3. That my failure to pay any sums when due to Truman State University may result in interest and late fee(s) and may also result in the submission of my account for collection, in which event I agree to reimburse Truman State University the fees of any collection agency, which may be based on a percentage at a maximum of 35% of the debt, and all costs and expenses, including reasonable attorney's fees, Truman incurs in such collection efforts;
4. That failure to pay any sums due to Truman State University will result in the placement of a hold on my student account until the account and all fees of collection, including payment of reasonable attorney's fees, has been paid. A hold on my student account will prevent me from registering for courses, receiving a diploma and obtaining transcripts;
5. That my failure to pay my student account may result in the University filing an adverse report with the credit bureaus;
6. If there is a dispute or problem with this agreement then the parties will follow the law of the state of Missouri.
7. The University and its agents will utilize all contact information to collect any debt owed to the University, including but not limited to cell phone numbers and email addresses I have provided to the University.
8. That the University uses e-mail as an official method of communication with me, and that therefore I am responsible for reading the e-mails I receive from the University on a timely basis.
9. That I am responsible for keeping the University records up to date with my current physical addresses, e-mail addresses, and phone numbers. Upon leaving the University for any reason, it is my responsibility to provide the University with updated contact information for purposes of continued communication regarding any amounts that remain due and owing to the University.

I have read and agree to the above.

Signature

Student ID Number

Date

Term

SAMPLE REGISTRATION PACKET
(Customized by Course and Distributed to Students)

Registration Packet - MATH __ Analytic Geometry and Calculus I_

Welcome to Truman State University's Dual Credit Program! We hope you find this learning experience to be both challenging and rewarding.

To get enrolled in the class with Truman State University, **you must complete all of the steps below** :

- Step 1.** Give this **Registration Packet** to your parent/guardian and read all of it with them.

Please keep this page to refer to in case you have questions later – It contains answers to most questions parents and students have as well as The Institute for Academic Outreach contact information.

- Step 2.** Have your parent/guardian carefully read the form on pages 3-4 of this packet. They will need to initial in the boxes on pages 3 and 4 and sign at the bottom of page 4.

If these pages are incomplete or unsigned we will not be able to register you for your course(s).

- Step 3.** Give the completed packet to your Teacher or Counselor. Your Principal or Counselor will need to complete materials on page 5 before it can be submitted to our office.
- Step 4.** Go to <http://institute.truman.edu/dualcredit/> and select the tab that reads **Applying for Programs**, and follow the instructions to submit your online application. The direct link to the application appears at the bottom of the page.
 - **Note:** Students may complete this step during class but will need to have their social security number available – please ask the teacher at your high school for assistance.
- Step 5.** After you have completed your application, you will receive instructions from your teacher on how to set up your student account, pay your tuition, and access your grades. Please wait to receive this information before doing anything further.

Questions?

Please contact Allison Owen at the Institute for Academic Outreach office at institute@truman.edu or 660-785-5384 with any questions. If she is not available, please send us an email or leave a voicemail.

You can also find more information on the program webpage, <http://institute.truman.edu/dualcredit> .

Payment Schedule Options

Students: Please Be Sure to Share This With Your Parent or Guardian Before Enrolling!!!

Note: Payment Method Options will be explained on the Instruction Sheet you will receive later. Please wait until you have received your instruction sheet before attempting to make tuition payments.

Full Payment of \$ _____ due by _____ 15th

Please Note: If your account balance is not paid in full by the due date, interest at a rate of 0.75% per month will begin accruing on your account and will continue to accrue each month until your balance is paid in full.

Important Information About Refunds, Drops, Withdrawal, Late Fees, Collections, etc.:

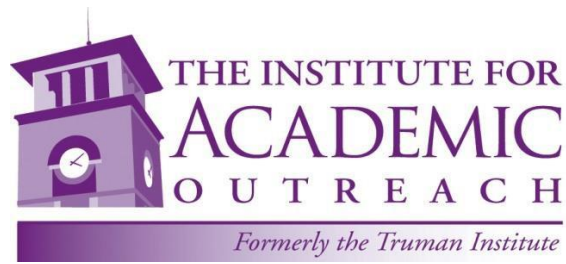
- You will not receive any paper bills in the mail. You are responsible for keeping track of when payments are due, checking the account balance, and submitting the payment correctly by following the directions on the Instruction Sheet you will receive from your teacher once all students have been registered. **Please be Patient and Do Not Try to Pay Without Reading the Instruction Sheet First.**
- A \$50 add/drop fee will be assessed for any course added or dropped after _____, regardless of the reason for the schedule change.
- Students dropping individual courses during the first 5 days for the Fall or Spring semesters will receive a refund.
- If a course is dropped before the end of the 4th week, it will not appear on the student's transcript. If a course is dropped between the end of the 4th week and the end of the 10th week, a "W" grade will be placed on the student's transcript (_____ **201_ Deadline:** _____, _____). Individual full semester courses cannot be dropped after the tenth week of the semester (_____ **201_ Deadline:** _____, _____). Any exception

to this policy must be approved by the Academic Standards Committee. If approval is granted to drop a course after the 10th week of the semester, the instructor of record for the course will be asked to assign a "W" or "WF" grade. A grade of "WF" will be calculated in the Grade Point Average.

- Failure to follow proper procedures will result in assignment of a grade of "F."
- If the full account balance is not paid by _____th, a \$75 late fee will be added to your account, it will go through Truman's collection process, then, if still not paid, it will be sent to a collection agency with negative repercussions for your (or your parents') credit score. In addition, a "hold" will be placed on the account preventing you from earning a grade, being able to enroll at Truman, or being able to transfer credit until the account balance (including all outstanding charges and fees) has been paid in full.

Important Information About Your Social Security Number

- Federal law requires all institutions of higher education to collect an accurate social security number from each student who enrolls in our programs. Failure to provide a correct social security number will result in a hold being placed on your records. You will not be able to obtain a transcript or transfer your coursework to another college until the number is obtained. It is very important to provide this number in a timely fashion.
- If you do not remember your Social Security Number, or do not feel comfortable submitting it on your application, you may submit the number online through a separate, secure portal. Instructions for how to do this can be found at <http://institute.truman.edu/cbmsn/>
- Submitting your social security number may help your parents save money on their taxes by claiming the expense of your tuition. Your cooperation is appreciated!



Concurrent Enrollment Program Truman State University

THIS FORM MUST BE COMPLETED, PRINTED, AND SIGNED BY ALL STUDENTS BEFORE REGISTRATION CAN BE COMPLETED. RETURN COMPLETED FORMS TO YOUR TEACHER FOR MAILING TO:

The Institute for Academic Outreach
Truman State University
100 E. Normal Ave., MC 303
Kirksville, MO 63501

Memorandum of Understanding

Instructions for Parents: Please read and sign the document below, and place your initials in the boxes next to the paragraphs as indicated. This section must be complete and signed before your child may enroll in a Truman Concurrent-Enrollment Course.

My minor child (insert name) _____ is registering for a concurrent-enrollment course with Truman State University. By signing this document, I acknowledge that I am assuming financial responsibility for the payment of tuition for my child's participation in this program and that I understand certain policies applying to his or her participation and/or later withdrawal from the program. As the responsible parents or guardian, my initials to the left of each statement below signify my understanding of, and agreement with, the policies detailed.

Parent Initials	I agree to pay all tuition and fees when due to Truman State University (including, but not limited to, tuition, course fees, mandatory student fees, University Housing fees). I understand that my student's eligibility to register for courses is expressly conditioned upon my agreement to pay all fees and tuition when due. I understand that I am personally responsible for payment of all sums when due, regardless of other possible sources of financial assistance (such as financial aid, additional parent contributors, school aid, etc.).
Parent Initials	I understand that my failure to pay any sums when due to Truman State University may result in interest and late fee(s) and may also result in the submission of my account for collection, in which event I agree to reimburse Truman State University the fees of any collection agency, which may be based on a percentage at a maximum of 35% of the debt, and all costs and expenses, including reasonable attorney's fees, Truman incurs in such collection efforts.
Parent Initials	I understand that that failure to pay any sums due to Truman State University will result in the placement of a hold on my student's Truman account until the account and all fees of collection, including payment of reasonable attorney's fees, has been paid. A hold on my student's account will prevent him or her from registering for courses and obtaining transcripts; and further, I understand that failure to pay my student's account may result in the University filing an adverse report with the credit bureaus. If there is a dispute or problems with this agreement then the parties will follow the law of the State of Missouri. The University and its agents will utilize all contact information to collect any debt owed to the University, including but not limited to cell phone numbers and email addresses I have provided to the University.

Document Continues on the Reverse Side of this Page →

Parent Initials	I understand that the University uses email as an official method of communication with me and my student and that therefore I and/or my student am responsible for reading the emails I receive from the University on a timely basis. I further understand that I am responsible for keeping the University records up to date with my and/or my student's current physical address, email addresses, and phone numbers. Upon ceasing enrollment at the University, for any reason, it is my responsibility to provide the University with updated contact information for purposes of continued communication regarding any amounts that remain due and owing to the University.
Parent Initials	I acknowledge that I (or my child) <u>must</u> supply their social security number during the application process in order to comply with federal tax laws, and that failure to supply the number (either through the application, or through other alternatives made available to the student) will result in a hold being placed on the student's academic record. Such numbers are stored securely by the University, in conformity with best practices for handling personal identifying information, and shall not be shared with offices or organizations outside of Truman State University except where required by law.
Parent Initials	I acknowledge that I understand that published university deadlines for refunds and withdrawals apply to students participating in dual credit courses. These deadlines are shared with students in the program and are published on Truman's dual credit website. I understand that it is my responsibility to work with my child to make sure these deadlines are met. Students who wish to withdraw, but fail to meet published deadlines, will be fully responsible for paying tuition, as applicable, and cannot remove undesired course grades.
Parent Initials	I acknowledge that, under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Sec. 1232g; 34 CFR Part 22), parents do not have a right to review student records when a high school student is enrolled in post-secondary (college) coursework, and further understand that Truman is bound by federal law to uphold these student rights. However, students are fully capable of accessing their academic records online and can show parents relevant information at any time, upon a parent's request, should they so choose.

Parent Name: _____ Parent Signature: _____
(Please print legibly)

Parent Email: _____ Parent Phone: _____ Date: _____
(Please print legibly)

Your student's registration will not be complete until this form is submitted by your teacher/counselor to the Institute for Academic Outreach Office.

School Permission

Student Name		Grade in School	___9 th ___10 th ___11 th ___12 th		
Cumulative GPA		ACT/SAT		Percentile	
Courses Student is Approved For					
Course Name/Number	High School Teacher			For Truman Use	
<u>Principal/Counselor Approval</u> (required for all students in 9 th or 10 th grade, and all 11 th and 12 th grade students with a GPA of 2.5-2.99)	<u>Printed Name</u>				
	<u>Signature</u>				

MDHE Eligibility Policies (For Reference)

Student Eligibility and Support

- 6.1 Missouri statute allows high school students to enroll in dual credit courses. The eligibility of high school students to participate in dual credit courses may vary in accordance with the admission standards of the institution offering the courses in the high school. However, high schools and institutions providing dual credit courses should work cooperatively to ensure that students wishing to enroll in dual credit courses meet the student eligibility requirements listed below. These requirements apply only to those dual credit courses taught at the high school by an approved high school instructor, and do not apply to dual enrollment.
- 6.2 In order to be eligible for dual credit courses, including career and technical education (CTE) courses, all prospective dual credit students must meet the same requirements for placement into individual courses, (e.g., English or mathematics) as those required of on-3 CBHE Dual Credit Policy 4 June 3, 2015 campus students. Institutions that use placement tests (e.g., ACT, ASSET, COMPASS) to assess students' readiness for college-level, individual courses must ensure that these students score at proficient or above on the ACT or other common placement test as adopted by the Coordinating Board for Higher Education and outlined in the *Principles of Best Practices in Remedial Education*.
- 6.3 In addition to the requirements in Section 6.2, students in the 11th and 12th grades interested in dual credit must also meet the additional criteria listed below:
- a) Students in the 11th and 12th grades with an overall minimum grade point average of 3.0 (on a 4.0 scale) are automatically eligible for dual credit courses.
 - b) Students in the 11th and 12th grades with an overall grade point average between 2.5 – 2.99 (on a 4.0 scale) must provide a signed letter of recommendation from their principal or guidance counselor and provide written permission from a parent or legal guardian.

In addition to the requirements in Section 6.2, students in the 9th and 10th grade interested in dual credit must also meet the additional criteria listed below:

- a) Students in the 10th grade must have an overall minimum grade point average of 3.0 (on a 4.0 scale) and must provide a signed letter of recommendation from their principal and guidance counselor and provide written permission from a parent or legal guardian.
- b) Students in the 9th grade must have an overall minimum grade point average of 3.0 (on a 4.0 scale), score at the 90th percentile or above on the ACT or SAT, and provide a signed letter of recommendation from their principal and guidance counselor and provide written permission from a parent or legal guardian.



Dual Credit Drop/Withdrawal Request Form

Full Legal Name		Banner ID #	
High School		Email Address	
Date Submitted		Date Processed	
Student Signature		Parent/Guardian Signature	
Please indicate below the nature of your request			
<input type="checkbox"/>	I am taking multiple Truman State University dual credit courses and I am seeking to drop only one of them.		
<input type="checkbox"/>	I am taking multiple Truman State University dual credit courses and I am seeking to drop more than one of them, but not all of them.		
<input type="checkbox"/>	I am taking multiple Truman State University dual credit courses and I am seeking to drop ALL of them.		
<input type="checkbox"/>	I am taking a single Truman State University dual credit course and I am seeking to drop it.		
Please list the course(s) you are seeking to drop (List course number and name)			
Course #	Course Name		
Please check the reasons for your withdrawal from the course(s) below.			
<input type="checkbox"/>	I am not performing well in the course/getting a bad grade.		
<input type="checkbox"/>	I am suffering from an illness that has prevented me from completing my obligations to this course.		
<input type="checkbox"/>	The content of this course is no longer interesting to me.		
<input type="checkbox"/>	Other (please indicate)		
If requesting a withdrawal from all courses due to medical circumstances, please describe the circumstances below and attach relevant documentation to the request.			
Administrative Resolution			
<input type="checkbox"/>	Medical Withdrawal Granted for All Courses		
<input type="checkbox"/>	Individual Course(s) Dropped with No Mark on Transcript		
<input type="checkbox"/>	Individual Courses(s) Dropped with a W on the Transcript		
<input type="checkbox"/>	Individual Courses(s) Dropped with a WF on the Transcript		
<input type="checkbox"/>	Refund Granted (If Applicable) in the Amount of		
<input type="checkbox"/>	Comments		



Concurrent Enrollment Faculty Liaison Site Visit Report Form

Faculty Liaison		Liaison Department	
Date of Visit		Location/School	
Teacher Observed		Course Observed	
Observation of Classroom Teaching			
	The subject matter taught is consistent with that normally taught by Truman faculty at a comparable point in the term.		
	Through presentation style, examples, exercises, and other content, the material is being conveyed to students in a manner consistent with that which would be expected of a Truman faculty member.		
	The teacher checks for understanding by his/her students and offers additional clarification or explanation for students who seem to not understand.		
	The teacher places materials in a context, helping the student to understand how the material being discussed relates to previous and/or future topics and explains its broader relevance.		
	The teacher presents material in a manner that allows for the different learning styles and preferences of students.		
	The teacher appears to have a positive rapport with students in which students appear to be comfortable asking questions, providing and obtaining feedback, and questioning assumptions.		
General Comments Pertaining to Classroom Teaching Effectiveness			
Curriculum Compliance			
Textbook (Title/Author/Edition)			
Textbook (Title/Author/Edition)			
Is(are) the text(s) the same as (or comparable to) those used in the equivalent on-campus course?	Yes		No
Are the methods of assessing student performance, including examinations, examination procedures, projects, rubrics, etc., comparable to those used in the equivalent on-campus course?	Yes		No
Is the syllabus employed for the course, excepting obvious differences in personnel, daily schedule, academic calendar, at a high school, comparable to that used in the equivalent on-campus course?	Yes		No
<i>Please attach evidence that can be used to demonstrate comparability, including a copy of the course syllabus, copies of sample examinations, graded assignments, evaluation rubrics, essay prompts, etc.</i>			
General Comments Pertaining to the Faculty Member's Effectiveness at Maintaining Comparability with the On-Campus Curriculum			

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Issues Requiring Follow-Up by the Institute for Academic Outreach

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I, have given the following materials to my Truman State University faculty liaison for the purposes of demonstrating that my course is comparable to that which is taught on the Truman State University campus.

Course Syllabus		Sample Tests		Sample Assignments		Evaluation Rubrics		Essay Prompts	
Course Projects		Course Quizzes		Other (Describe)		Describe Other Submissions:			

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Signature of Concurrent Enrollment Instructor	Date
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Signature of Concurrent Enrollment Faculty Liaison	Date
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- A copy of this evaluation shall be provided to the instructor within one week of the Faculty Liaison’s return to campus.
- A copy shall be placed in the instructor’s file with the Institute for Academic Outreach within one week of the Faculty Liaison’s return to campus.

Institute for Academic Outreach
Truman State University
McClain Hall
100 E. Normal Ave
Kirksville, MO 63501