



Dual Credit Handbook

ENROLLMENT SERVICES

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Purpose and Definition of Dual Credit

As outlined by the Coordinating Board for Higher Education,

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 reduces students' costs and time to degree completion (CBHE, 2015, p. 1).

ECC offers dual credit and dual enrollment opportunities. *Dual credit* refers to courses taught by an ECC-accredited high school instructor inside a high school or technical school to secondary students who earn both college and high school credit. *Dual enrollment* refers to courses taught by an ECC faculty member either online or at an ECC campus to students concurrently enrolled in high school and the college. Dual enrollment students earn college credit but may or may not earn high school credit for such courses.

Dual Credit Course Eligibility and Requirements

Dual credit classes, including course pre-requisites and content, must meet the same course outcomes as courses delivered on campus or online and correspond to the transfer guidelines. ECC provides two types of dual credit/dual enrollment courses.

- General education courses help students acquire the knowledge, intellectual tools, and habits that are basic to lifelong learning and critical thinking. These courses can build toward an associate degree.
- Career Technical course provide job-focused training in the technical skills necessary for specific trades or careers. These courses can build toward certificates or associate degrees.
- 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 (CHBE, 2015, p. 3).
- Courses should duplicate the timeframe of the courses on campus. This is usually one semester. However, high schools may choose to offer a semester-long course as a year-long course. Dual credit courses that extend the full year are considered fall courses at ECC. Enrollment periods, refund policies, and billing/withdraw policies will correspond with the fall term. All dual enrollment courses shall follow the ECC academic calendar and will be one semester in length.
- 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 (CBHE, 2015, p. 3).

Dual Credit Instructor Eligibility and Requirements

East Central College shall collaborate with high school personnel to identify potential dual credit teachers. ECC will credential instructors for dual credit courses who meet the qualifications defined by institutional policy, CBHE guidelines, National Alliance of Concurrent Enrollment Partnerships (NACEP), and the Higher Learning Commission (HLC) criteria. Instructors selected for possible dual credit employment shall follow equivalent approval procedures and process used by ECC to hire adjunct faculty.

East Central College utilizes academic coursework and tested experience to credential faculty. Faculty may be fully credentialed, provisionally credentialed, or in extenuating circumstances, emergency credentialed.

For new faculty, credentialing will occur during the hiring process. Current faculty may request a review for additional credentialing. Supporting documentation is required to complete the credentialing process, i.e. academic transcripts (unofficial transcripts may be utilized during the review process), applicable certifications and/or licensures, plus any relevant additional documentation.

The faculty credential process is reviewed annually by the academic deans. Recommendations for approval will be sent to the Office of Academic Affairs for final approval.

FACULTY CREDENTIAL PROCEDURE

1. Request approval for new dual credit instructors or course offerings by contacting the Director of Early College and Admissions to discuss initial request.
2. Director of Early College & Admissions completes Faculty Credential Evaluation Form or Adjunct Approval Form:
 - a. Completed by appropriate hiring party for new adjunct faculty. (Adjunct Approval Form)
 - b. Completed by faculty or appropriate staff if requesting a review or addition of credentials for current full-time faculty or adjuncts. (Faculty Credential Evaluation Form)
3. Completed form from step 1 with supporting documentation submitted to appropriate academic dean for review.
 - a. Dean reviews supporting documentation and recommends faculty meet qualifications.
 - b. Dean reviews supporting documentation and recommends meets qualifications provisionally. (See Faculty Provisional Credential Procedure)
 - c. Dean requests additional information, i.e. course descriptions, course syllabi, etc., from faculty to complete the recommendation.
4. Academic dean will submit form with recommendation and supporting documentation to Vice President of Academic Affairs for approval.

- a. If the Vice President accepts the recommendation and approves the request, proceed to step 5.
- b. If the Vice President denies the recommendation, the form is returned to the academic dean. The academic dean will communicate that the request has been denied and develops a plan of action (if desired) to earn the necessary credentials.
5. Approved credentialing recorded by the Executive Administrative Assistant for the Office of Academic Affairs.
6. Form is forwarded to Human Resources to be filed in the employee's personnel file.
7. Director of Early College & Admissions will notify high school dual credit coordinator and instructor once instructor is approved and will include access information to MyECC and Canvas. The Director will also connect newly credentialed instructor with a designated ECC faculty member in the same discipline.
8. ECC faculty member will reach out to welcome instructor and send updated syllabus and other pertinent course information, as well as invite them for a meeting via phone, Zoom, or in person to cover departmental information.

TYPES OF CREDENTIALS

Traditional

This is the standard approval model implemented in accordance with HLC's Assumed Practices (*"Determining Qualified Faculty,"* 2020).

Course Type	Degree/Credentials
General Education or Non-Occupational	Master's degree in the discipline or related area OR, master's degree with 18 graduate hours in the discipline or related area.
Career and Technical or Occupational	Bachelor's degree in the discipline or related area OR an associate's degree in the discipline or related area plus a minimum of two years of documented, related industry experience and/or any licensures or certifications.

Tested Experience

In lieu of traditional credentials, faculty may submit documented evidence of related experience that could be substituted for traditional credentials. Evidence must be sufficient to affirm to higher education peers/administration that the applicant is equivalently qualified by this related experience to teach the course as successfully as faculty with traditional credentials.

Course Type	Degree/Credentials
General Education or Non-Occupational	Bachelor's degree with a combination of discipline specific coursework and extensive, validated expertise and/or ability in the discipline or related area. External validation does not include teaching experience but may include publications or significant public recognition.

Career and Technical or Occupational	Combined education, training, related licensure/certifications, and relevant occupational experience commensurate with the level of expertise required for the specific discipline.
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Provisional

A provisional approval may be considered when an instructor is close to meeting the credentialing requirements. An education plan is required and must include a timeline for completing the credentials. Provisional approval is reviewed annually and require the individual to demonstrate ongoing progress. Once an instructor has met the requirements, his/her status will be updated to fully credentialed.

Course Type	Degree/Credentials
General Education or Non-Occupational	A master's degree with a minimum of three graduate hours in the discipline or related area or a minimum of a bachelor's degree and nine graduate hours in discipline or related area and be willing and able to earn the required credentials within two years (or less as determined by the department).
Career and Technical or Occupational	be willing and able to earn the credentials required (certification, licensure, or coursework) for traditional or tested experience approval requirements within two years.

Emergency

Under extenuating circumstances, an individual who does not currently meet the faculty credentialing requirements may be granted an emergency credential. A late resignation, family emergency, or an unexpected instructor illness are examples of extenuating circumstances that may warrant consideration for an emergency approval. An instructor may be approved on an emergency basis for up to one academic year in which the course is taught. An emergency approval may not be extended. Continued approval for the same instructor will only be considered if the instructor has met the requirements of the traditional, tested experience, or provisional approval criteria.

Faculty Information, Guidance, Expectations & Best Practices

COMPENSATION

Dual credit instructors will be paid at the current dual credit pay rate, per credit hour, for a minimum of 15 students in a class. Dual credit instructors teaching classes with fewer than 15 students will be paid a pro-rated amount set by a formula to the actual number of students enrolled at the time of ECC's semester census.

- A one semester course will pay out one time in either the fall (December) or spring (May) semester based on the number of students enrolled.

- A yearlong course that registers in the fall will pay out half of the pay in December and the other half in May based on the number of students enrolled.
- A year-long course that registers in the spring will only pay out in May based on the number of students enrolled.

RETIREMENT

If the faculty member is already in the high school's retirement system, the wages earned at ECC are also subject to retirement withholdings, which the college matches.

ABSENCES/LEAVE

If a dual credit faculty member shall be absent from his or her dual credit class for an extended period of time (i.e. one week or more), that teacher should contact ECC to arrange proper substitute instruction.

SUPPORT

Each dual credit instructor has an on-campus, discipline-specific faculty liaison to provide pedagogical support and resource assistance. That faculty liaison ensures that each dual credit course is equivalent to its ECC on-campus or online offering. Dual credit faculty are expected to attend the annual adjunct faculty orientation sessions, meet periodically with ECC representatives, and use departmental testing instruments.

Dual credit instructors are welcome to join the ECC Faculty Association. The Association holds monthly meetings; interested dual credit teachers may contact their division/department chairperson for additional information. When appropriate, dual credit faculty will assist in developing departmental measures of student academic achievement, help with schedule building, submit student assessment results, and attend advisory board meetings. Discipline-specific professional development opportunities can be made available to dual credit instructors, including possible stipends to attend selected activities designated by ECC's administration.

STUDENTS WITH DISABILITIES

Excerpt from the National Alliance of Concurrent Enrollment Program Guidelines:

The laws affecting students with disabilities and the process of obtaining accommodations are different from the secondary to the post-secondary level. In college, students with disabilities are expected to meet the same standards for achievement as students without disabilities and instructors are not required to modify or alter the course requirements. A CE course is a college course, therefore; the college or university determines disability accommodations as required at the post-secondary educational level. Students, parents, counselors, and staff must understand that college accommodations usually differ considerably from high school modifications, and students need to know the process for determining eligibility.

At the college level, we do not adjust the curriculum at all. ECC will work with counselors at the school's location to be sure the accommodations provided to dual credit student align with what will be offered to them at the college. Students, instructors, parents and supporters should reach out to the ECC Access Services Counselor with requests for accommodations.

BEST PRACTICES & GUIDELINES

ECC follows current best practices and guidelines outlined by the National Alliance of Concurrent Enrollment Partnerships (NACEP) and the Higher Learning Commission (HLC), which are outlined in the following publications:

National Alliance of Concurrent Enrollment Partnerships (NACEP) Standards, Adopted May 2017: https://nacep.org/docs/accreditation/NACEP_Standards_2017.pdf

HLC: Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices. Guidelines for Institutions and Peer Reviewers: https://download.hlcommission.org/FacultyGuidelines_OPB.pdf

Course Information, Content, and Rosters

SYLLABI

All ECC faculty, including dual credit instructors, shall upload a current course syllabus for each class taught, each semester, through Canvas. Dual credit faculty will distribute to students a current course syllabus that details all course requirements, including course prerequisites (if any), course content, grading policy, attendance policy, non-attendance actions and procedures, method of instruction, performance standards, test and assignment make-up policies, and other related course information.

MATERIALS

ECC department faculty work with the department chairperson to select the required textbooks and supplementary materials for all courses. Any course being taught by two or more faculty will adopt uniform texts and materials for the course. A faculty member may elect to require additional texts and materials as deemed appropriate. Because of variant purchasing cycles, not all dual credit schools will have the most current textbook adopted for regular ECC classes. Partner high schools should strive to provide textbooks equivalent to those used in online and on-campus ECC classes for their dual credit courses. If a faculty member would like to use alternative course materials to meet course outcomes, there is an internal document titled Dual Credit Textbook Approval Form that can be obtained from the Academic Dean or Early College & Admissions Director. If requested, ECC can deliver course textbooks to dual credit students and provide desk copies and publisher supplemental materials for dual credit staff.

ROSTERS

Current class rosters are available once a dual credit instructor is assigned to the course. Upon the end of the enrollment period and upon request, ECC requires that instructors review and

confirm the accuracy of rosters via email. A record of this confirmation will be maintained by the Early College & Admissions Office.

Dual credit instructors assume the responsibility of ensuring the accuracy of the official dual credit class roster. Students not listed on the official dual credit class roster by the enrollment deadline will not be permitted to enroll for dual credit coursework. This deadline occurs several days prior to the college's official Census Date each term, and it will be communicated to instructors and high school guidance staff repeatedly during the enrollment period. Exceptions to this policy will only be made if it is determined there was an ECC institutional error. This policy is in alignment with the retroactive credit standards set by National Alliance of Concurrent Enrollment Partnerships (NACEP, 2020) and CHBE (2015) guidelines.

Class rosters may be accessed at any time by the dual credit faculty member through MyECC or Canvas. Students may log-in to their MyECC accounts to verify their enrollment status.

GRADES

The faculty at East Central College, including dual credit instructors, hold sole responsibility for assignment of grades to students. Grading is based upon academic performance described in the official course syllabus and presumes fairness and best professional judgment. Syllabi should inform students of the basis on which course grades will be assigned.

Dual credit instructors are not required to file midterm grades with ECC but are responsible for timely submission of final grades. Final grades should be filed at the end of each academic semester, upon the termination of a dual credit class. Dual credit faculty teaching year-long courses should file final grades at the end of the spring semester.

Dual credit faculty shall submit final course grades via MyECC and file a record of the grades - plus the criteria used to arrive at the official grade – with the appropriate instructional division. Final grades are available to students via MyECC. All submitted grades become part of the student's official record (transcript) and are used in the computation of the semester grade point average and the student's cumulative grade point average. Instructors retain the right to recommend a remedy when students are in violation of East Central College's Academic Honor Code.

The grade of an ECC dual credit course should be the same as the grade given on the high school transcript. If a student plans to audit a dual credit course, that must be declared within the first two weeks of the term (or year for year-long courses) by notifying the Early College & Admissions Office in writing. After this date, the student can choose to drop the course by the published withdrawal deadline or will earn the grade assigned by the instructor at the end of the term.

Gradebooks are required to be sent to the Dean at the end of the term or year, depending on the course offering.

STUDENT ATTENDANCE

The dual credit students should be dropped if they are not meeting our attendance policy of 14 consecutive days of not attending or in contact with an instructor. However, they are generally dropped by the high school by the time they reach that timeline.

SHARED RESPONSIBILITIES BETWEEN INSTRUCTORS & ECC

High School Faculty

- Communicate enrollment procedures to students in class.
- Check every roster for accuracy at the beginning of the semester **and upon request** from ECC.
- Inform ECC contact of ANY changes to the roster during the semester, so the ECC Roster is in alignment with the high school roster. **Specifically, instructor needs to contact ECC immediately to administratively withdraw a student who has dropped their class or has not attended within 14 consecutive days and has no intent to return.**
- Even if instructors have individual course shells in Canvas, all instructors must still upload a syllabus for each course to the College's Syllabus Tool, during the first week of the semester.
- Teach to the ECC course outcomes.
- Use departmental assessments, syllabi, and texts (unless prior approval is given).
- Upload grades in MyECC in a timely manner at the end of the semester.
- Send gradebooks to Dean at the end of term.
- Attend the Adjunct Faculty Workshop in the fall and any discipline-specific training required by the academic department.

ECC Representatives & Faculty

- ECC Representative reaches out to faculty before or at the beginning of each term to request information on course and section needs.
- ECC Department Faculty shares syllabi and course material information, as well as course outcomes.
- ECC Department Faculty reviews syllabi when uploaded to review to ensure alignment with course outcomes.
- ECC Representative communicates throughout the term with reminders about checking rosters, deadlines, and grading procedures.
- ECC Department Faculty meets with dual credit instructor once per semester in person or remotely.
- ECC Department Faculty schedules observation visits with the high school instructor on a periodic basis.

Annual Agreement with High School

Each spring, ECC will send an annual agreement to school district leadership at each school reaffirming responsibilities on the part of the high school and ECC and confirming the offerings for the following year.

HIGH SCHOOL RESPONSIBILITIES

- Facilitate student enrollment during the designated enrollment period.
- Register students for year-long courses in the fall.
- Provide accurate rosters for each course and number of sections needed.
- Provide transcripts including ACT scores and free & reduced lunch status for each student requesting dual credit.
- Verify accuracy of dual credit rosters upon completion of the enrollment period(s).

ECC RESPONSIBILITIES

- Create and manage enrollment forms for each semester.
- Evaluate transcripts and communicate placement testing needs.
- Enroll eligible students and bill students directly for requested courses.
- Compensate instructors at a rate of [current] per credit hour for classes with at least 15 students. Instructors teaching classes with less than 15 college-credit seeking students will be paid a pro-rated amount.

Dual Credit Student Eligibility and Responsibility

Each high school in the ECC Service Area has a designated Early College & Admissions representative assigned to the school for all information related to early college programs and admissions. This representative will reach out prior to the start of enrollment periods to discuss how dual credit opportunities will be communicated to students.

STUDENT ELIGIBILITY

ECC follows CBHE (2015) standards regarding student eligibility below:

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.

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 12 th 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 12 th 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.

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 90 th 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.

PLACEMENT TESTING

Dual Credit students who do not meet the pre-requisites for enrolling in a dual credit course, using multiple measures, will be identified by the Early College and Admissions staff as needing placement testing. Accuplacer tests are given on the Union and Rolla locations for free.

Accuplacer tests may be given on the high school campus, upon request prior to enrollment deadlines. The Learning Center offers Accuplacer test prep resources at

<https://www.eastcentral.edu/learning-center/accuplacer-prep/>.

RESPONSIBILITIES OF DUAL CREDIT STUDENT

Application

Students will need to complete an online application for admission at

<https://apply.eastcentral.edu/>. The online application should be completed just before or during the dual credit course enrollment period. Students who have previously participated in the dual credit program do not need to complete the application in subsequent, consecutive semesters. After completing the online application, students will enroll in classes via an online enrollment form. Personnel from the high school will supply students with a link to the form for their school. Students should select all the dual credit classes they wish to take and submit the form only once.

Enrollment

At the high school level, several math and science dual credit courses span an academic year, rather than a traditional 16-week college semester. Due to contact hours being spread

throughout the year, some students may exceed the customary maximum of 18 credit hours per semester. Because students meet with high school counselors when choosing their high school schedule, it is an assumed practice that the responsibility for discussing the rigor of taking multiple college courses will be discussed at the time of high school enrollment.

MyECC

It is important that dual credit students activate their MyECC accounts upon enrollment to view to their academic record, financial information, and online payment options. Activating MyECC also gives students access to other ECC online tools, such as Canvas and Aviso. Canvas is a learning management tool with several tutorials to assist students, and Aviso allows students to connect directly with their assigned success coach.

Tuition Payment

Students will be responsible for paying tuition by the publicized deadline. Payments can be made by mail, phone, online or at the Cashier's Office at ECC-Union or ECC-Rolla. If tuition is not paid by the deadline, students will be dropped for nonpayment. Students with an outstanding balance will have a hold placed on their account, which will prohibit future enrollment.

Dropping a Course

If a student wants to drop a dual credit course, the student must inform ECC and complete the official paperwork to withdraw by the published withdrawal deadline for the term. Students can call 636-584-6588 or email admissions@eastcentral.edu for more information.

Grades

Dual credit grades follow the same Assignment of Grades procedures that are outlined in ECC's Board Policies, which include standard grades of A, B, C, D, and F. Students are expected to conduct themselves honestly in all academic endeavors according to the East Central College Academic Honor Code.

Support

Dual Credit students shall have access to services and resources like students on the ECC campus ("Dual Credit Programs and Courses," 2020). These services and resources include access to the following.

- Students may obtain an ECC student ID at ECC-Union or ECC-Rolla.
- Students have access to several online tools, including MyECC, Canvas, Aviso, ECC student email account, and Office 365.
- Students can utilize free tutoring in English, math, science in the Learning Center at ECC-Union, ECC-Rolla, or online.
- Students have access to computers on campus and library services, including online databases.

Departmental Contact Information

Early College & Admissions Staff are assigned to specific high school territories to holistically serve our feeder schools in the areas of recruitment, onboarding, admissions, and dual credit/enrollment. The Director participates in and provides functional oversight and coordination of existing programs and new initiatives.

Jenni Crosby

Assistant Director, ECC-Rolla

jenni.crosby@eastcentral.edu

573-466-4077

Schools: Belle, Fatima, Rolla, Rolla Technical Institute/Center, Steelville, Vienna

Amanda Baumruk

Enrollment Counselor, Districts

megen.strubberg@eastcentral.edu

636-584-6723

Schools: Bourbon, Cuba, Owensville, St. Clair, Sullivan, Union

Rachael Karr

Coordinator, Enrollment Services (ECC-Rolla)

rachael.karr@eastcentral.edu

573-466-4078

Schools: Newburg, Saint James, Salem

Hannah Owens

Enrollment Counselor, Districts

hannah.owens@eastcentral.edu

636-584-6694

Schools: Chamois, Crosspoint Christian School, Four Rivers Career Center, Hermann, Linn, New Haven, St. Francis Borgia Regional, Washington

Megen Strubberg

Director, Enrollment Services

megen.strubberg@eastcentral.edu

636-584-6723

School: Nichols Career Center

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