

# DUAL CREDIT GUIDEBOOK

2025-2026



**MID-STATE**  
TECHNICAL COLLEGE



# Welcome

## A MESSAGE FROM DR. SHELLY MONDEIK

### Welcome to Mid-State Technical College!

We are excited to partner with our local high schools to offer dual credit courses. Through dual credit coursework, high school freshmen, sophomores, juniors, and seniors can take a college course at their high school. Dual credit gives high school students an opportunity to take a college course and explore a career path they are interested in before leaving high school. Students earn both high school and college credit at no cost to the student. This saves students and their families hundreds of dollars in college tuition.

College courses such as Accounting 1, Microsoft Office, Foundations of Early Childhood Education, Healthy Aging, Medical Terminology, Intro to Horticulture, English Composition 1, Intro to Psychology, and Social Media Marketing are just some of the options available to students in the Mid-State district.

Thank you for working with Mid-State to provide dual credit opportunities for high school students. Through our partnership, we are able to help high school students get a “jump start” on their college career in a cost-effective way.

Please stop by for a visit at one of our campuses in Adams, Marshfield, Stevens Point Downtown, or Wisconsin Rapids.

Sincerely,



Dr. Shelly Mondeik, President

**[shelly.mondeik@mstc.edu](mailto:shelly.mondeik@mstc.edu)**  
**715.422.5320**



**mstc.edu**  
**888.575.6782 • TTY: 711**



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## GENERAL OVERVIEW OF DUAL CREDIT

Dual credit provides high school students with the opportunity to earn both high school and college credit by taking an approved college-level course at the high school during the traditional school day. Mid-State Technical College and district high schools offer college level courses to high school freshmen, sophomores, juniors, and seniors (some age restrictions may apply for certain program courses) through a contract. High school students are enrolled in an associate degree or technical diploma level course taught by a dual credit qualified high school instructor. Agreements have a two prong approval (1) individual teacher certification and (2) verification of the delivery of Mid-State course curriculum. Agreements are reviewed annually and do not automatically roll over from year to year.

Mid-State's dual credit curriculum is set according to the instructional guidelines set by the college, while at the same time allowing for special circumstances. Some Mid-State courses may be taught in either a year-long or single semester format. The high school instructor provides 100% of the required Mid-State curriculum for each course.

Dual credit offerings contribute to and support career pathways model: an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through the attainment of high-quality postsecondary credentials and careers with value in the labor market (Community College Research Center & the AACC Pathways Project). Participation in dual credit offerings while in high school allows for a student to follow accelerated completion of their Mid-State degree free of charge.

Appendix A provides a current list of courses offered, required instructor qualifications, and Mid-State faculty mentor information.

## GETTING STARTED WITH DUAL CREDIT

Mid-State Technical College offers dual credit courses to public and private high schools. All requests for dual credit courses are assessed on an individual basis.

### High School Teacher

High school teachers interested in offering new dual credit courses should contact their College Outreach Coordinator. High school teachers are required to complete a dual credit application, provide transcripts, and resume for consideration. Once reviewed and approved by Mid-State Technical College, high school teachers must meet with the Mid-State Faculty Mentor for that class (See Appendix A).

### Mid-State Faculty Member

If a Mid-State instructor would like to explore the possibility of offering or developing a new dual credit class, they should contact their Dean and Jackie Esselman, Dean of Recruitment & Admissions.

### Dual Credit Outreach Team

The Outreach Coordinator may contact high school teachers or principals to determine if there is an interest in offering a Mid-State Dual Credit Course.

## 2025-2026 DUAL CREDIT ACADEMIC CALENDAR

Reference the dates below throughout the 2025-2026 academic year to ensure timely registration and grading.

**October 10** • Deadline to register fall semester Dual Credit students. Registrations after this date will not be accepted.

**March 1** • Dual Credit Course Renewal Process begins for 2026-2027.

**March 10** • Deadline to register spring semester Dual Credit students. Registrations after this date will not be accepted.

Deadlines to withdraw Dual Credit students (without impact to GPA) and final grade submission:

For grade submission deadlines, reach out to the Director of K-12 Relations.

## INSTRUCTOR QUALIFICATIONS

Instructors are required to submit (or currently have on file) a Mid-State Dual Credit Instructor Application. This application only needs to be submitted once (unless the instructor is seeking to teach additional dual credit courses beyond what is outlined in their original application) and will remain on file with Mid-State Human Resources. Mid-State staff will verify qualifications once the application has been received. The Mid-State Dual Credit Instructor Application can be found on the college's website at [mstc.edu/dc](http://mstc.edu/dc).

The high school teacher should hold a current DPI license in which he/she would like to teach, and be employed as a secondary school instructor by a K-12 district within the Mid-State district.

Additionally, the high school instructor must hold a degree as requested by Mid-State to fulfill the requirements of the Higher Learning Commission. A list of required credentials by course is described in Appendix A.

Agreements with K-12 districts outside of the Mid-State district may be considered on a case by case basis with approval from the Mid-State Vice President of Academics and that district's technical college Vice President of Academics.

## MID-STATE DUAL CREDIT INSTRUCTOR QUALIFICATIONS FOR OCCUPATIONAL COURSES

For all occupational courses, the High School teacher would need a bachelor's degree in the applicable or related field.

**-OR-**

A Bachelor's equivalent: a combination of education and occupational experience (tested experience). Education must include some formal education.

**-AND-**

Any other required certifications or licenses. *(A DPI license can corroborate, but does not substitute for the above requirements.)*

### Criterion for approval based on Higher Learning Commission "Tested Experience" attributes

are reviewed on a case by case basis. Evaluation components that are heavily weighted include:

- Credentials
- Graduate credits
- Related occupational experience (such as being a journalist for several years if applying to teach writing, or working as an investment banker if applying to teach economics)
- Specialized training, including discipline related military training

## GENERAL EDUCATION COURSES

For **Communication Skills** the High School teacher must have a master's degree or above in specific communication discipline or related field **OR** master's degree with at least 18 graduate credits in specific communication discipline (e.g. speech, writing, etc.) being taught.

For **Social Studies** the High School teacher must have a master's degree or above in discipline or related field **OR** master's degree with at least 18 graduate credits in discipline (e.g. economics, psychology, or sociology) being taught.

For **Math** classes the High School teacher must have a master's degree or above in math or related field **OR** master's degree with at least 18 graduate credits in math.

For **Science** classes the High School teacher must have a master's degree or above in specific science discipline being taught **OR** master's degree with at least 18 graduate credits in specific discipline (biology, chemistry or physics) being taught.

## EXPECTATIONS OF THE HIGH SCHOOL FACULTY

To ensure that students are meeting the competencies of the Mid-State course, the high school instructor must teach 100% of the Mid-State course. High school instructors will be provided Mid-State course curriculum, textbook information, course assessments, and a course grading scale. These materials must be used by the high school instructor teaching the course. Textbooks need to be the same as used in the Mid-State classes. If older editions of the textbook are available at the high school, consideration may be provided and approved by the Mid-State faculty mentor, on a case-by-case basis. When needed, proper

laboratories will be in place. Courses should be taught per Mid-State's format. Courses should be taught face-to-face or via distance education, are to be classroom based, and instructor led. Courses cannot be offered via independent study.

High School instructors are required to meet with the Mid-State faculty mentor to review course curriculum. They are also expected to maintain a connection with their Mid-State faculty mentor to ensure that content, rigor, and evaluation standards of the Mid-State courses are being met. The high school instructor is expected to assess student learning based on Mid-State's assessment plan. Assessment data should be discussed with and collected from the high school teacher. Strategies to improve student learning are identified collaboratively and documented on the appropriate assessment plan for the course. Assessment data for course competencies will be collected and strategies to improve student learning will be identified. These data will be documented on an assessment spreadsheet provided by the Mid-State faculty mentor. The Mid-State faculty mentor will be an assessment resource to the high school instructor. In addition, the high school instructor needs to participate in the annual dual credit meeting held on the Mid-State campus.

In the event that a situation would arise where a long-term substitute for the course needs to take over instruction, discussion surrounding an appropriate plan of action should occur among the high school principal, Mid-State faculty mentor, Mid-State Dean or Associate Dean directly supervising the discipline/program area, and Jackie Esselman, Dean of Recruitment & Admissions.

## EXPECTATIONS OF THE MID-STATE FACULTY MENTOR

Mid-State faculty serve as mentors to high school faculty teaching dual credit courses for high school and college credit. It is important that the high school faculty has access to course materials to ensure they are teaching the Mid-State course and that students meet course learning outcomes. Mid-State Faculty Mentors are expected to provide curriculum related materials for instruction.

The minimum items required to be shared are:

- Course assessment materials
- Course curriculum
- Course grading scale
- Course syllabus
- Teaching materials (videos, handouts, Powerpoints, etc.)
- Textbook information

It is also expected that the Mid-State Faculty Mentor collaborate with the high school instructor as they develop their course syllabi. Ensuring that the competencies within the Mid-State courses are met and the curriculum is followed are major outcomes of this assignment. In addition, it is expected that the Mid-State faculty mentor work with the high school dual credit teacher to establish an assessment plan that is consistent with the Mid-State course assessment plan. Assessment data should be collected from the high school teacher and documented on the appropriate assessment plan for the course.

The Mid-State Faculty Mentor is expected to actively participate in the bi-annual dual credit instructor meetings. Additionally, mentors shall communicate a minimum of three times per year with each high school instructor they are mentoring (1 of the 3 includes an onsite visit). It may be appropriate to communicate via telephone, e-mail, or onsite visits. The purpose of the communication should focus on providing assistance to the high school instructor with issues related to assessment, grading, course content, instructional trends, and performance issues.

## COURSES OFFERED FOR DUAL CREDIT

Dual credit courses are offered to students who want to earn college credits while in high school. To find what dual credit courses are available at your high school visit [mstc.edu/dual-credit](https://mstc.edu/dual-credit).

### Course Differences

Mid-State dual credit curriculum seldom "fits" perfectly into current high school course offerings and/or class time. There are instances in which dual credits require the entire year (two semesters) and others that require the high school to include "extra" curriculum. Extra curriculum is the responsibility of the high school.

### Grading Scale

Grades submitted to Mid-State should follow the grading scale identified on the course syllabus.

## Grading Criteria

Each course follows specific department criteria, e.g., tests = %; assignments = % For the college transcript, the college's grading scale and criteria must be followed with grading based upon the college-required curriculum only.

## INSTRUCTIONAL REVIEW

The Mid-State faculty mentor (or Dean or Associate Dean directly supervising the discipline/program area if necessary) will conduct a review of the instruction provided for the dual credit course each semester. Faculty (or Dean or Associate Dean directly supervising the discipline/program area if necessary) will conduct an onsite assessment of dual credit courses to validate the following:

- Course competencies are met
- Mid-State course competencies are demonstrated in a consistent manner
- The course curriculum is adhered to
- Appropriate assessments are applied to demonstrate attainment of competencies

Any concerns regarding the instruction of the dual credit course should be brought to the attention of the region College Outreach Coordinator, who will serve as the liaison between each high school and Mid-State Technical College.

## DUAL CREDIT - ASSESSMENT OF STUDENT LEARNING

Mid-State has established a process for assessing student learning (course competencies, general education outcomes and employability skills) in occupational and general education courses. Dual credit faculty will work with the Mid-State faculty mentor to develop an assessment plan that is consistent with the course taught at Mid-State. Assessment documents will be shared between the high school and college, and used as evidence to improve student learning.

## COSTS/EXPENSES

The high school is responsible for expenses related to the teacher's time and labor required to establish and maintain the agreement, prep for the course, teach the course, enroll students, assess student learning and enter grades, and for the district's purchase of required textbooks and appropriate equipment.

Mid-State is responsible for the expenses related to the college staff's time and labor to identify courses, review and confirm teacher qualifications, and provide instructional support. The college also covers the expenses related to Mid-State's staff to coordinate high school teacher dual credit qualifications for each high school teacher for every course, every year; to establish, write, and maintain service agreements; to enter the Mid-State high school courses in the appropriate software; to assist high school teachers with enrollment and grading; and to monitor and proofread student records and submit corrections.

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students who receive high school accommodations may receive accommodations for dual credit courses through Mid-State Technical College. Though the school district is required to provide the accommodations that is outlined in the student's IEP, Mid-State Accessibility Services staff will need to determine the type, level, and duration of the accommodation. This determination is based on the functional limitations of the disability. There may be high school students with a disability who did not qualify for special education services in the high school who may be eligible for accommodations at the college level (e.g., health impairments, ADHD, etc.). Early collaboration should occur between the high school instructor and the Mid-State Accessibility Services Coordinator (715.422.5452).

Documentation supporting the student's disability should be submitted to Mid-State Disability Services. This documentation should include evaluations, psychometric testing, or medical records verifying diagnosis and functional limitations. An IEP in and of itself may not be sufficient without the appropriate diagnostic information or medical reports. Once notified of a need for accommodations, Mid-State Accessibility Services will work directly with the high school teacher and student to ensure that the student receives the appropriate accommodations.



Accommodations provided to the high school student need to be consistent with that which is provided to Mid-State students with disabilities. Possible accommodations that can be approved depending upon the student need and the disability include: extended test time (1.5X or 2.0X), taking the test in a reduced distraction area, utilizing speech software, or the use of a calculator. Teachers are not allowed to eliminate answers on a test or provide a word bank as these are not approved post-secondary accommodations. Test questions can be read, but not explained. Students are not allowed to use notes on tests unless this is something that is being provided to the entire class.

For students with extenuating circumstances, discussion needs to occur among the Mid-State Disabilities Services Coordinator, the high school instructor, and Mid-State faculty mentor so appropriate accommodations can be determined.

For further information pertaining to the WTCS guidelines regarding high school contracting arrangements/dual credit for students with disabilities, see Appendix B.

## HIGH SCHOOL COURSE DESCRIPTION GUIDES

High schools are asked to advertise dual credit courses in their course description guides and/or handbooks. Dual credit agreements do not automatically roll over from year to year. Please keep this in mind when putting together course description guides. Mid-State requires the following information be included in course description guides for courses that are eligible for dual credit:

- Mid-State course title, number, and description
- Number of Mid-State credits students are eligible to earn
- Mid-State logo next to our courses

## VALUE OF DUAL CREDITS EARNED

Once students successfully complete their dual credit course and grades have been posted to their Mid-State student account, students may request an official Mid-State transcript by following the instructions at [mstc.edu/registration-and-records/transcript-request](https://mstc.edu/registration-and-records/transcript-request). Students are also able to view and print an unofficial transcript through their Mid-State student account.

All dual credit courses are designed to prepare students for entry into programs at Mid-State, and Mid-State dual credit courses apply directly to programs offered at Mid-State.

Mid-State has many transfer agreements with four-year college partners. This information can be found on Mid-State's website at [mstc.edu/admissions/transfer-opportunities](https://mstc.edu/admissions/transfer-opportunities). Students can take a technical college transcript to another college and request elective credit for college credits earned through Mid-State when they are seeking admission.

## MID-STATE KEY POLICIES

All Mid-State Technical College policies can be located on the college's website at [mstc.edu/about-us/policies](https://mstc.edu/about-us/policies).

See Appendix C for specific information on dual credit guidelines.

## MID-STATE'S DROP POLICY

A grade of W (withdrawal) is issued if the class is dropped after 10% but before 90% of the class meetings having occurred. After 90% of the class meetings have occurred, a grade of F is assigned. The effective date of a drop is determined by the date the Office of Student Records receives the Drop/Add Form or phone call from the student, or the date the student completes the drop transaction for a class online. The form is then entered into the student data system based on the date of receipt.

## STUDENT REGISTRATION

High School students must register for the course by following their high schools normal class selection process and complete the Mid-State registration form. A College Outreach Coordinator will work with each high school dual credit teacher to register students wanting to take the course for dual credit within the first two weeks of class.

Starting in the 2024-25 school year, 9th-grade students can now enroll in dual credit courses. Previously, these courses were only available to students in grades 10-12. Please be aware that dual credit cannot be retroactively applied to courses taken as a freshman before this school year.

If a student is absent during the day course registration happens, the dual credit instructor must contact Mid-State for a registration extension.

# Who to Contact

Questions regarding dual credit or academies should be directed to the Mid-State College Outreach Coordinator assigned to your district.



**Patrick Neuenfeldt, M.S.Ed**  
**Director, K-12 Relations**  
**715.422.5307**  
**[patrick.neuenfeldt@mstc.edu](mailto:patrick.neuenfeldt@mstc.edu)**

For questions on becoming a dual credit teacher or adding dual credit courses, please contact Patrick Neuenfeldt.



**Alyssa Ede**  
**College Outreach Coordinator**  
**715.295.1255**  
**[alyssa.ede@mstc.edu](mailto:alyssa.ede@mstc.edu)**

- Adams-Friendship High School
- Almond-Bancroft High School
- Amherst High School
- Assumption High School
- Charles F. Fernandez Center for Alternative Learning
- Pacelli Catholic High School
- Stevens Point Area Senior High School (SPASH)
- Tri-County High School



**Kaitlyn Gessert**  
**College Outreach Coordinator**  
**715.389.7052**  
**[kaitlyn.gessert@mstc.edu](mailto:kaitlyn.gessert@mstc.edu)**

- Auburndale High School
- Columbus Catholic High School
- Granton High School
- John Edwards High School
- Lincoln High School
- Marshfield High School
- Marshfield Alternative High School
- Nekoosa Academy
- Nekoosa High School
- Pittsville High School
- River Cities High School



## APPENDIX A: CURRENT OFFERINGS

MID-STATE COURSE	INSTRUCTOR QUALIFICATIONS	MID-STATE FACULTY MENTORS
<b>School of Allied Health</b>		
Essential Concepts for Health & Wellness 10-546-100 3 credits	Mid-State: Bachelor's degree in a related occupation from a regionally accredited institution required.	Carrie Jarosinski Carrie.Jarosinski@mstc.edu
Health Navigator 10-546-113 3 credits	Mid-State: Bachelor's degree in a related occupation from a regionally accredited institution required.	Carrie Jarosinski Carrie.Jarosinski@mstc.edu
Healthy Aging 10-544-103 3 credits	Mid-State: Bachelor's degree in a related occupation from a regionally accredited institution required.	Carrie Jarosinski Carrie.Jarosinski@mstc.edu
Medical Terminology 10-501-101 3 credits	Mid-State: Bachelor's degree in a health related occupation from a regionally accredited institution required.	Nichol.Riedel Nichol.Riedel@mstc.edu
Mental Wellness and Stress Management 10-546-110 3 credits	Mid-State: Bachelor's degree in a related occupation from a regionally accredited institution required.	Carrie Jarosinski Carrie.Jarosinski@mstc.edu
Nutrition for Healthy Living 10-546-101 3 credits	Mid-State: Bachelor's degree in a related occupation from a regionally accredited institution required.	Carrie Jarosinski Carrie.Jarosinski@mstc.edu

MID-STATE COURSE	INSTRUCTOR QUALIFICATIONS	MID-STATE FACULTY MENTORS
<b>School of Applied Technology</b>		
Blueprint Reading for Construction Trades 10-601-130 2 credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Mark Haferman Mark.Haferman@mstc.edu
CNC Mills Setup and Operation 32-420-374 3 credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Joe Byczynski Joe.Byczynski@mstc.edu
Construction Fundamentals 10-482-107 2 credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Mark Haferman Mark.Haferman@mstc.edu
Electricity for Construction Trades 10-601-140 2 credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Mark Haferman Mark.Haferman@mstc.edu
Fabrication Fundamentals 1 10-457-119 1 credit	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Russ Moore Russell.Moore@mstc.edu
Fish, Forest, and Wildlife Management 10-001-199 3 credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Luke Scheberl Luke.Scheberl@mstc.edu
Intro to Electricity for Automotive Industry 32-404-340 1 credit	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Matt Manicki matt.manicki@mstc.edu
Introduction to Animal Science 10-091-102 3 credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Teri Raatz Teri.Raatz@mstc.edu

MID-STATE COURSE	INSTRUCTOR QUALIFICATIONS	MID-STATE FACULTY MENTORS
<b>School of Applied Technology</b>		
Introduction to AutoCAD 10-623-106 1 credit	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Michael Johnson Michael.Johnson@mstc.edu
Introduction to Engineering 10-623-115 1 credit	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Greg Webster Greg.Webster@mstc.edu
Introduction to Food Science 10-006-103 3 credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Teri Raatz Teri.Raatz@mstc.edu
Introduction to Horticulture 10-001-111 2 credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Luke Scheberl Luke.Scheberl@mstc.edu
Introduction to Inventor 10-623-114 1 credit	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Greg Webster Greg.Webster@mstc.edu
Introduction to Milling Machines 32-420-337 2 credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Joe Byczynski Joe.Byczynski@mstc.edu
Introduction to Turning Machines 32-420-326 2 credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Joe Byczynski Joe.Byczynski@mstc.edu
Print Reading for Welding 31-442-317 1 credit	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Russ Moore Russell.Moore@mstc.edu
Service Practices in the Automotive Industry 32-404-375 1 credit	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Curt Andres Curt.Andres@mstc.edu
Shielded Metal Arc Welding 31-442-319 2 credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Russ Moore Russell.Moore@mstc.edu
Welding Foundations 1 31-442-320 1 credit	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Russ Moore Russell.Moore@mstc.edu
Welding Foundations 2 31-442-321 1 credit	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Russ Moore Russell.Moore@mstc.edu

MID-STATE COURSE	INSTRUCTOR QUALIFICATIONS	MID-STATE FACULTY MENTORS
<b>School of Business and Information Technology</b>		
Accounting I 10-101-140 3 credits	Mid-State: Bachelor's degree in Accounting or Finance from a regionally accredited institution required.	Bob Smith Bob.Smith@mstc.edu
Business Law 10-102-104 3 credits	Mid-State: Bachelor's degree in a related occupation from a regionally accredited institution required.	Morgan Vanderhei Morgan.Vanderhei@mstc.edu
ECE: Child Development 10-307-179 3 credits	Mid-State: Bachelor's degree in Early Childhood Education from a regionally accredited institution required.	Jill Przekurat Jill.Przekurat@mstc.edu
ECE: Foundations of Early Childhood Education 10-307-148 3 credits	Mid-State: Bachelor's degree in Early Childhood Education from a regionally accredited institution required.	Jill Przekurat Jill.Przekurat@mstc.edu

MID-STATE COURSE	INSTRUCTOR QUALIFICATIONS	MID-STATE FACULTY MENTORS
<b>School of Business and Information Technology</b>		
ECE: Health, Safety, & Nutrition 10-307-167 3 credits	Mid-State: Bachelor's degree in a related occupation from a regionally accredited institution required.	Jill Przekurat Jill.Przekurat@mstc.edu
ECE: Infant & Toddler Development 10-307-151 3 credits	Mid-State: Bachelor's degree in Early Childhood Education from a regionally accredited institution required.	Jill Przekurat Jill.Przekurat@mstc.edu
Entrepreneurial Foundations 10-102-131 3 credits	Mid-State: Bachelor's degree in a related occupation from a regionally accredited institution required.	Morgan Vanderhei Morgan.Vanderhei@mstc.edu
Info Security 1 10-151-110 3 credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Jason Stroik Jason.Stroik@mstc.edu
Intro to Programming 10-152-101 3 credits	Mid-State: Discipline-centered bachelor's degree from a regionally accredited institution required.	Jason Stroik Jason.Stroik@mstc.edu
Introduction to Business 10-102-101 3 credits	Mid-State: Bachelor's degree in Business Administration or related field from a regionally accredited institution required.	Morgan Vanderhei Morgan.Vanderhei@mstc.edu
IT Essentials 10-154-102 3 credits	Mid-State: Discipline-centered bachelor's degree from a regionally accredited institution required.	Jason Stroik Jason.Stroik@mstc.edu
Linux 10-151-105 3 credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Jason Stroik Jason.Stroik@mstc.edu
Marketing Principles 10-104-102 3 credits	Mid-State: Bachelor's degree in Business Administration with emphasis in Marketing or related field from a regionally accredited institution required.	Deb Wallner Debra.Wallner@mstc.edu
Microsoft Office- Introduction 10-103-106 3 credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Sharon Behrens Sharon.Behrens@mstc.edu
Networking 1 10-150-110 3 credits	Mid-State: Discipline-centered bachelor's degree from a regionally accredited institution required.	Jason Stroik Jason.Stroik@mstc.edu
Object-Oriented Programming 1 10-152-121 3 credits <i>Pre-requisite: Intro to Programming</i>	Mid-State: Discipline-centered bachelor's degree from a regionally accredited institution required.	Jason Stroik Jason.Stroik@mstc.edu
Organizational Behavior 10-102-138 3 credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Morgan Vanderhei Morgan.Vanderhei@mstc.edu
Quality Customer Service 10-106-106 3 credits	Mid-State: Bachelor's degree in Business Administration from a regionally accredited institution required.	Sharon Behrens Sharon.Behrens@mstc.edu
Professional Business Skills 10-106-190 3 Credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Sharon Behrens sharon.behrens@mstc.edu
Server Admin Beginning 10-150-120 3 credits	Mid-State: Discipline-centered Bachelor's degree from a regionally accredited institution required.	Jason Stroik Jason.Stroik@mstc.edu



MID-STATE COURSE	INSTRUCTOR QUALIFICATIONS	MID-STATE FACULTY MENTORS
<b>School of Business and Information Technology</b>		
Social Media Marketing 10-104-107 3 credits <i>*Course simulation must be used in offering this course as dual credit</i>	Mid-State: Bachelor's degree in Business Administration with emphasis in Marketing or related field from a regionally accredited institution required.	Deb Wallner Debra.Wallner@mstc.edu
Leadership Development 10-196-190 3 credits	Mid-State: Bachelor's degree in a related occupation from a regionally accredited institution required.	Morgan Vanderhei Morgan.Vanderhei@mstc.edu
Web Design 1 10-152-150 3 credits	Mid-State: Discipline-centered bachelor's degree from a regionally accredited institution required.	Jason Stroik Jason.Stroik@mstc.edu

MID-STATE COURSE	INSTRUCTOR QUALIFICATIONS	MID-STATE FACULTY MENTORS
<b>School of General Education</b>		
Applied Math 31-804-305 2 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Margaret Leonhardt Margaret.Leonhardt@mstc.edu
College Math 10-804-107 3 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Margaret Leonhardt Margaret.Leonhardt@mstc.edu
Economics 10-809-195 3 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Michelle Peria Michelle.Peria@mstc.edu
English Composition I 10-801-136 3 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Desiah Melby Desiah.Melby@mstc.edu
English 2 20-801-223 3 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Jill Quinn Jill.Quinn@mstc.edu
General Anatomy and Physiology 10-806-177 4 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Clint Gosse Clint.Gosse@mstc.edu

MID-STATE COURSE	INSTRUCTOR QUALIFICATIONS	MID-STATE FACULTY MENTORS
<b>School of General Education</b>		
General Biology 10-806-114 4 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Megan Kunderinger Megan.Kunderinger@mstc.edu
General Chemistry 10-806-134 4 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Megan Kunderinger Megan.Kunderinger@mstc.edu
General Physics 10-806-154 4 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	David Bergerson david.bergerson@mstc.edu
GPS for Student Success 10-890-102 1 credit	Mid-State: Bachelor's degree from a regionally accredited university.	Jayne Dotter Jayne.Dotter@mstc.edu
Intermediate Algebra w/ Apps 10-804-118 4 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Margaret Leonhardt Margaret.Leonhardt@mstc.edu
Introduction to American Government 10-809-122 3 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Jon Steele Jon.Steele@mstc.edu
Introduction to Diversity Studies 10-809-172 3 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Michelle Peria Michelle.Peria@mstc.edu
Introduction to Ethics: Theory & Application 10-809-166 3 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Jon Steele Jon.Steele@mstc.edu
Introduction to Psychology 10-809-198 3 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Kelly Steidinger Kelly.Steidinger@mstc.edu
Introduction to Sociology 10-809-196 3 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Michelle Peria Michelle.Peria@mstc.edu

MID-STATE COURSE	INSTRUCTOR QUALIFICATIONS	MID-STATE FACULTY MENTORS
<b>School of General Education</b>		
Introductory Statistics 10-804-189 3 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Margaret Leonhardt Margaret.Leonhardt@mstc.edu
Oral/Interpersonal Communication 10-801-196 3 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Roxie Wetterau Roxie.Wetterau@mstc.edu
Principles of Macroeconomics 20-809-287 3 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Michelle Peria Michelle.Peria@mstc.edu
Principles of Microeconomics 20-809-291 3 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Laura Prince laura.prince@mstc.edu
Speech 10-801-198 3 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Abby Ferrell Abby.Ferrell@mstc.edu
US History to 1877 20-803-211 3 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Jon Steele Jon.Steele@mstc.edu
US History 1877 to Present 20-803-212 3 credits	Mid-State: Discipline-centered master's degree from a regionally accredited institution required, or a master's degree or higher in another discipline or subfield with a minimum of 18 graduate credit hours in the discipline or subfield in which they teach, or a master's degree in Education with graduate-level content in the discipline.	Jon Steele Jon.Steele@mstc.edu

MID-STATE COURSE	INSTRUCTOR QUALIFICATIONS	MID-STATE FACULTY MENTORS
<b>School of Hospitality</b>		
Exploring Hospitality 10-109-101 3 credits	Mid-State: Bachelor's degree in Hospitality Management or related field from a regionally accredited institution required.	Angela Steinhauer Angela.Steinhauer@mstc.edu
Sanitation for Food Service Operations 10-316-112 1 credit	Mid-State: Bachelor's degree in Hospitality Management or relate field from a regionally accredited institution required.	Rich Neumann Rich.Neumann@mstc.edu



## APPENDIX B – HIGH SCHOOL CONTRACTING ARRANGEMENTS/ DUAL CREDIT FOR STUDENTS WITH DISABILITIES

1. For Dual credit, youth options, and other high school contracted arrangements the K-12 System has to ensure that proper support services are provided to eligible students with disabilities. Those agreed upon services with WTCS can be provided in the following 3 ways:
  - a. Contract with the WTCS District to provide those services, through local negotiations;
  - b. School District can provide those services at the high school, but must be mutually agreed upon by the WTCS and school district;
  - c. Form a consortium of school districts and provide the agreed upon accommodations at the WTCS campus. Example would be a specialized tutor employed through a CESA but located at the technical college campus.
2. The WTCS District through the Accessibility Services Coordinators/Staff, determines the type, level, and duration of ADA/504 accommodations, usually through discussions and mutual agreement with the school district, not the student's IEP;
3. High school students taking classes at WTCS campuses are to follow the WTCS District Student Handbook, including Student Code of Conduct and other pertinent policies and procedures.
4. Any high school contract, including dual credit, should have written local processes and procedures related to students with disabilities and ADA/504 accommodations. The high school special education teachers and dept. and the WTCS Accessibility Services Coordinators/Staff should be involved with those processes and procedures especially as the contract is finalized and approved by the school district and WTCS district.
5. For dual credit and other high school contracted arrangements, the WI Interpreter Licensing Law (2012) applies, not DPI standards for providing mutually agreed upon interpreting services.

## APPENDIX C – CONTRACT GUIDELINES

This is a summary of the guidelines for entering into dual credit agreements with Mid-State Technical College:

1. Dual credit courses are for high school sophomores, juniors, and seniors (age restrictions may apply for certain program offerings.)
2. Dual credit high school teachers are responsible for screening of students prior to the start of the dual credit course. Students will not be allowed to wait until the end of the class to decide if they wish to pursue dual credit for the course.
3. Mid-State prefers that the dual credit courses be taught to a cohort group of students (like in advanced placement courses), but there is room for some discussion on this matter as we understand some schools are limited in resources and/or have requirements for minimum number of students to run a class.
4. Dual credit students will be registered for the dual credit course within three weeks of the start of the class by a Mid-State College Outreach Coordinator.
5. Registration and withdrawal policies apply to dual credit high school students. Students who wish to withdraw from Mid-State's course must do so prior to the completion of 90% of the class meetings. The Mid-State College Outreach Coordinator will explain this to the students at the on- site registration. Dual credit high school teachers and students are responsible for submitting the add/drop forms to Mid-State for the students who wish to withdraw.
6. Dual credit students who do not withdraw from the Mid-State course will receive the grade they have earned on a Mid-State transcript (i.e. if they earn a D or F, they will receive a D or F on Mid-State's transcript). Some high schools in other Technical College districts request that their students who are earning less than a C withdraw from the dual credit course prior to the drop date for withdrawal. You have local control as to how you wish to handle such cases.
7. The Wisconsin Technical College System's "Credit for Prior Learning" policy states that students must receive a C or better grade to transfer college credit into a Technical College; therefore, if dual credit high school students receive equal to or below a C- grade in the dual credit Mid-State course, it will not transfer from Mid-State to another technical college (i.e. it will not be accepted at another technical college for credit.)



**Adams Campus**  
401 North Main  
Adams, WI 53910



**Marshfield Campus**  
2600 West 5th Street  
Marshfield, WI 54449



**Stevens Point Downtown Campus**  
1001 Centerpoint Drive  
Stevens Point, WI 54481



**Wisconsin Rapids Campus**  
500 32nd Street North  
Wisconsin Rapids, WI 54494

### **Mission**

Mid-State Technical College transforms lives through the power of teaching and learning.

### **Vision**

Mid-State Technical College is the educational provider of first choice for its communities.



**mstc.edu • 888.575.6782 • TTY: 711**

Mid-State does not discriminate on the basis of race, color, national origin, sex, disability, or age in its program, activity, or employment. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Vice President - Human Resources; 500 32nd Street North, Wisconsin Rapids, WI 54494; 715.422.5325 • AAEO@mstc.edu; 8/2025

**MID-STATE**  
TECHNICAL COLLEGE  
**INDEMAND**