

Faculty Qualification Policies and Strategies Relevant to Dual Enrollment Programs: An Analysis of States and Regional Accreditation Agencies

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in collaboration with



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About this MHEC Policy Report

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As dual enrollment programs continue to expand, a critical challenge is to ensure that the quality of such courses offered in high schools is equivalent to the quality of courses taught in postsecondary institutions. Standards for faculty qualifications have historically constituted one facet of efforts to regulate educational quality, and thus this report examines state and regional accreditation policies relevant to instructor qualifications for dual enrollment programs. First, results are presented from a content analysis of state policies for dual enrollment instructor qualifications. Second, the faculty qualification policies of regional accreditation organizations are compared with a particular emphasis on the Higher Learning Commission and the Southern Association of Colleges and Schools. Third, a description is presented of state strategies to increase the number of in-service teachers qualified to teach dual enrollment courses.

Defining Dual Enrollment

Dual enrollment programs, also termed *concurrent enrollment* or *dual credit*, allow high school students to enroll in courses that grant academic credit for both high school and college. Dual enrollment programs are primarily intended to improve the academic preparedness of college-bound students, reduce the cost of completing a postsecondary credential, and decrease the amount of time required to attain a postsecondary credential after high school graduation. The specific features of dual enrollment programs vary across states in relation to tuition, academic eligibility requirements, and the use of high school or college instructors, among other factors.¹

State-Level Instructor Qualification Policies for Dual Enrollment Programs

Policy descriptions from the Education Commission of the States' Dual/Concurrent Enrollment state profiles were analyzed to identify common approaches to regulating instructor qualifications (see the Addendum for complete descriptions).² As depicted in Table 1, results from a 50-state content analysis indicated that 12 states did not have any policies in this domain, which in some cases was due to postsecondary courses only being provided within degree-granting postsecondary institutions. Four policy themes were identified in the national analysis:

¹ Barnett, E., & Stamm, L. (2010). *Dual enrollment: A strategy for educational advancement of all students*. Retrieved from <http://academiccommons.columbia.edu/catalog/ac:188765>

² Education Commission of the States. (2016). *Dual Enrollment: Instructor and course quality component*. Retrieved from <http://ecs.force.com/mbdata/MBQuestRTL?Rep=DE1513>.

Accreditor-Approved Qualifications: Dual enrollment instructor qualifications should align with the relevant accreditation agencies (10 states). Two states in the MHEC region allow certain exceptions. Missouri requires faculty qualifications to align with the Higher Learning Commission's policy but states that "institutions may, at their discretion, employ as a dual credit instructor in *career and technical programs* an individual with superior knowledge and tested experience in the discipline in which he/she is teaching, with knowledge and experience 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." Kansas notes that instructors should meet the accreditor's requirements or have "current industry-recognized credentials" plus "a minimum of 4,000 hours of working experience in the specific technical field."

- *Equivalent Faculty Qualifications:* Dual enrollment instructors must meet the same requirements as faculty at the postsecondary institution (35 states).
- *Master's Degree:* Dual enrollment instructors must possess a master's degree or higher (9 states).
- *Graduate Credit Requirement:* Dual enrollment instructors must possess a certain number of graduate credit hours in the field in which they are teaching: 18 credits (6 states) and 15 credits (South Dakota).

Table 1. Content Analysis of State Dual Enrollment Policies for Instructor Qualifications

State	No State Policy	Accreditor-Approved Qualifications	Equivalent Faculty Qualifications	Master's Degree	Graduate Credit Requirement
Alabama			X		
Alaska	X				
Arizona			X		
Arkansas			X	X	X
California	X				
Colorado			X		
Connecticut	X				
Delaware			X		
Florida		X	X		
Georgia	X				
Hawaii ¹	X				
Idaho			X		
Illinois ²		X	X	X	X
Indiana			X		
Iowa			X		
Kansas		X			
Kentucky			X		
Louisiana		X	X		
Maine	X				
Maryland ³			X		
Massachusetts	X				
Michigan ⁴			X		
Minnesota		X			
Mississippi		X	X	X	X
Missouri		X	X	X	X
Montana			X		
Nebraska			X	X	
Nevada ¹	X				
New Hampshire	X				
New Jersey			X		
New Mexico			X		
New York	X				
North Carolina		X	X		
North Dakota			X		
Ohio			X		
Oklahoma ¹	X				
Oregon			X	X	
Pennsylvania			X		
Rhode Island			X		

Table 1. (continued)

South Carolina			X		
South Dakota			X	X	X
Tennessee			X		
Texas		X	X	X	X
Utah			X		
Vermont					
Virginia		X	X	X	X
Washington			X		
West Virginia			X		
Wisconsin	X				
Wyoming			X		
Total	12	10	35	9	7

¹In Hawaii, Oklahoma, and Nevada, courses can only be taken at postsecondary institutions, under the instruction of regular full-time college faculty, or online in their dual enrollment programs.

²In Illinois the requirement for instructors to have a master's degree and 18 graduate credits in the subject area is only required for courses intended to transfer to higher education institutions.

³In Maryland all dual enrollment courses are provided by postsecondary institutions and postsecondary faculty.

⁴In Michigan dual enrollment instructors must meet equivalent standards of faculty hired in the postsecondary institutions to be eligible for supplemental payments for enrolled students.

Faculty Qualification Policies of Regional Accreditors

Table 2 summarizes faculty qualification policies of each regional accreditation organization.

While policies of all organizations generally note that institutions should employ faculty with appropriate qualifications, the Higher Learning Commission (HLC) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) explicate faculty qualifications in relation to a specific number of graduate credits in a relevant discipline.

- HLC states that “faculty teaching general education courses, or other non-occupational courses hold a master’s degree or higher in the discipline subfield. If a faculty member holds a master’s degree or higher in a discipline or subfield 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 or subfield in which they teach.”
- SACSCOC recommends that when an institution uses faculty credentials to document qualifications, then “faculty teaching general education courses at the undergraduate level [should have a] doctorate or master’s degree in the teaching discipline or master’s degree with

a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline)."

An important difference between these two organizations is that SACSCOC more explicitly affords institutions some flexibility in complying with the faculty credential guidelines: "When the qualifying credential aligns with the courses being taught, no justification is normally required as the credential speaks for itself, e.g. Ph.D. in English teaching English. However, if the Ph.D. is in Business Administration and the faculty member is teaching Accounting, then a written justification is normally necessary." Nonetheless, HLC and SACSCOC both emphasize that institutions typically use faculty credentials to demonstrate qualifications, and both associations allow other factors such as professional experience to be considered. SACSCOC clarified that "if a combination of traditional credentials and 'other' credentials is used, or if the 'other' qualifications only approach is used, then a portfolio approach for qualifications is suggested. This approach normally requires a careful and thorough justification that demonstrates the linkage between the various components of the portfolio of qualifications to the courses being taught."

Table 2. Faculty Qualification Policies of Regional Accreditors

Higher Learning Commission (updates in bold)	<p>"Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) 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 or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses hold a master's degree or higher in the discipline subfield. If a faculty member holds a master's degree or higher in a discipline or subfield 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 or subfield in which they teach. Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship, or achievement appropriate for the graduate program." http://download.hlcommission.org/policy/updates/AdoptedPoliciesAssumedPractices_2015_06_POL.pdf</p>
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Table 2. (continued)

Middle States Commission on Higher Education	<p>“Fundamental Elements of Faculty. An accredited institution is expected to possess or demonstrate the following attributes or activities: faculty and other professionals appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, and sufficiently numerous to fulfill those roles appropriately; educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified; faculty and other professionals, including teaching assistants, who demonstrate excellence in teaching and other activities, and who demonstrate continued professional growth; appropriate institutional support for the advancement and development of faculty, including teaching, research, scholarship, and service; recognition of appropriate linkages among scholarship, teaching, student learning, research, and service; published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons; carefully articulated, equitable, and implemented procedures and criteria for reviewing all individuals who have responsibility for the educational program of the institution; criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty; adherence to principles of academic freedom, within the context of institutional mission; and assessment of policies and procedures to ensure the use of qualified professionals to support the institution’s programs. Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.”</p> <p>http://www.msche.org/publications/CHX-2011-WEB.pdf</p>
New England Association Commission on Institutions of Higher Education	<p>“The institution develops a faculty that is suited to the fulfillment of the institution’s mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution’s mission and purposes. Faculty competently offer the institution’s academic programs and fulfill those tasks appropriately assigned to them. The preparation and qualifications of all faculty are appropriate to the field and level of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, teaching abilities, and relevant professional experience, training, and credentials.” https://cihe.neasc.org/standard-policies/standards-accreditation/standards-effective-july-1-2011</p>
Northwest Commission on Colleges and Universities	<p>“Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and contiguity of its academic programs, wherever offered and however delivered.” http://www.nwccu.org/Standards%20and%20Policies/Standard%202/Standard%20Two.htm</p>

Table 2. (continued)

Southern Association Commission on Colleges	<p>Comprehensive Standard 3.7.1: “The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.</p> <p>When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:</p> <ol style="list-style-type: none"> 1. Faculty teaching general education courses at the undergraduate level: doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline). 2. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline). 3. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor’s degree in the teaching discipline, or associate’s degree and demonstrated competencies in the teaching discipline. 4. Faculty teaching baccalaureate courses: doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline). 5. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline. 6. Graduate teaching assistants: master’s in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.” <i>Approved: College Delegate Assembly, December 2006</i> <p>http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf</p> <p>Clarification: “Institutions are required to document and justify that each faculty member is qualified to teach assigned courses. Documentation and justification may be accomplished by using only traditional academic credentials, by using a combination of traditional academic credentials and “other” qualifications, or</p>
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Table 2. (continued)

Southern Association Commission on Colleges	<p>by using only “other” qualifications consistent with Comprehensive Standard 3.7.1, and reporting these on the Commission’s faculty roster form. In essence, the institution is called upon to “make its case” for why the faculty member is qualified to teach courses assigned.</p> <p>If the traditional academic credential approach is used, then following the Faculty Credential guidelines will prove very helpful. When the qualifying credential aligns with the courses being taught, no justification is normally required as the credential speaks for itself, e.g. Ph.D. in English teaching English. However, if the Ph.D. is in Business Administration and the faculty member is teaching Accounting, then a written justification is normally necessary.</p> <p>If a combination of traditional credentials and “other” credentials is used, or if the “other” qualifications only approach is used, then a portfolio approach for qualifications is suggested. This approach normally requires a careful and thorough justification that demonstrates the linkage between the various components of the portfolio of qualifications to the courses being taught.” http://www.sacscoc.org/FAQsanswers.asp</p>
Western Association Accrediting Commission for Community and Junior Colleges	<p>“The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student populations. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution’s educational programs. A clear statement of faculty responsibilities must include the development and review of curriculum as well as assessment of learning.” http://www.accjc.org/wp-content/uploads/2014/07/Accreditation_Standards_Adopted_June_2014.pdf</p>
Western Association Senior College and University Commission	<p>“The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution’s educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered. GUIDELINES: The institution has a faculty staffing plan that ensures that all faculty roles and responsibilities are fulfilled and includes a sufficient number of full-time faculty members with appropriate backgrounds by discipline and degree level.” http://www.wascsenior.org/content/2013-handbook-accreditation</p>

State Strategies

States have taken a variety of approaches to help high school instructors earn the graduate credits they need to meet qualification requirements for dual enrollment programs. These strategies fall within two categories: (a) offering financial aid for high school instructors to complete graduate credits and (b) utilizing alternative course delivery models to facilitate the completion of graduate credits. Case descriptions are provided for Minnesota, Wyoming, Ohio, and Montana.

Financial aid. States can avail themselves of several approaches to provide financial support to high school instructors seeking additional graduate credits necessary to teach dual enrollment courses.³ Four types of financial support strategies are described: leveraging existing professional development funds; loan forgiveness programs; competitive grant programs; and credit-for-credit vouchers.

- *Professional development funds:* Minnesota statute requires districts to reserve at least two percent of the basic revenue for professional development. Districts may use these reserved funds for grants for district teachers to pay for coursework and training leading to certification as a college in the schools or concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject (M.S.A. § 122A.61, Subd. 3).
- *Loan forgiveness:* Wyoming's 2013 legislature established the Wyoming adjunct professor loan repayment program, administered by the Wyoming Community College Commission, to provide funds to public school teachers who require additional coursework to qualify as adjunct instructors for a concurrent enrollment course. Applicants must be Wyoming residents who are certified and currently-employed public school teachers in good standing with the professional teaching standards board, and they must be nominated by their district for consideration by the Commission. The nomination must include an agreement among the teacher, the district, and the state postsecondary entity that will be a party to the agreement upon program completion (a community college or the University of Wyoming). The agreement must specify the concurrent course(s) the instructor will teach upon completing the program; the appropriate accredited college-level educational

³ See *Dual enrollment: A strategy to improve college-going and college completion among rural students* (ECS, 2014)

program, including the specific classes that will allow the teacher to provide instruction in the agreed-upon course(s) upon completion; an estimate of the tuition and fees required to complete the program; and the terms of repayment of the loan, including successful completion of the program and teaching the agreed-upon classes for two years in a Wyoming district. A recipient may repay the loan by teaching at least one concurrent enrollment class in a Wyoming public school for a minimum of two years, starting the fall of the academic year after the instructor completes the educational program.⁴ The enabling legislation appropriated \$100,000 to the Community College Commission during 2013-14 to implement the provisions, while the 2014 legislature appropriated another \$165,000 to support the program over the 2014-16 biennium, of which only \$15,000 may be expended for program administration.⁵

- *Competitive grant program:* Ohio's 2015 budget bill, H.B. 64, directs \$5 million to be used in 2016 by the Department of Education, in consultation with the Department of Higher Education, to help high school instructors complete graduate-level coursework necessary to be eligible to teach College Credit Plus dual enrollment courses. The provision calls for the Department of Education to develop and issue a Request for Proposals, with priority for awards to be granted to educational consortia that include economically-disadvantaged high schools and economically-disadvantaged high schools in which there are few or no teachers currently credentialed to teach College Credit Plus courses. Educational consortia may include public or private institutions offering graduate-level coursework. An individual local education agency may receive up to \$50,000, while a single postsecondary institution may receive up to \$75,000. A regional consortium is not limited to a set dollar amount in its request. H.B. 64 also directs \$5 million to be awarded by the Chancellor of Higher Education (in consultation with the State Superintendent of Public Instruction) as competitive grants to universities to provide free or reduced-cost courses for teachers to become credentialed for the College Credit Plus Program. Priority shall be given to proposals that enable teachers to become credentialed in the 2015–2016 school year.⁶

⁴ W.S. § 21-7-701; Wyoming Community College Commission Rules, [Chapter 5, Section 7](#)

⁵ Wyoming 2014 [H.B. 1](#), Section 057(6)

⁶ 2015 H.B. 64, [Section 263.323](#); Ohio Department of Education and Ohio Department of Higher Education, [Request for Grant Proposals](#), revised November 5, 2015

- *Credit-for-credit vouchers:* In summer 2014, Montana Governor Steve Bullock announced the Montana Teachers Dual Credit Incentive Program. The program awards coupons to dual enrollment instructors based on the number of dual credits taught. The coupons may then be redeemed to cover tuition costs for undergraduate or graduate education at any public or tribal college in Montana. Teachers can accrue up to 24 credits during the two years of the program (fall 2014 through spring 2016) or transfer the coupons to others, an option that allows for pooling credits among multiple dual credit instructors to create a single scholarship.⁷

Alternative delivery methods. A less common approach focuses on the way graduate education is delivered to teachers. One example is the Ohio Appalachian Collaborative (OAC), a public-private partnership between Battelle for Kids and 27 school districts in Appalachian Ohio. Five institutions of higher education are partnering with OAC to offer graduate-level programs to high school instructors to earn credits needed to teach dual enrollment courses.⁸ To the extent feasible, the programs allow for part-time enrollment and utilize online or hybrid delivery models.⁹ During OAC's program implementation, the number of high school instructors credentialed to teach dual enrollment courses nearly doubled between 2012-13 and 2014-15, from 82 to 156, while the number of dual enrollment courses offered has increased more than six-fold over the same period, from 41 to 254.¹⁰

⁷ Montana University System, *Montana Teachers Dual Credit Incentive Program*, (n.d.), accessed November 10, 2015

⁸ *2014-15 OAC Straight A Annual Report: Focus on Infrastructure and Development*, (n.d.), accessed November 10, 2015; Linda Knicely, Ohio Appalachian Collaborative Blog, "Checking In with our Teacher Credentialing Candidates," August 10, 2015, accessed November 10, 2015

⁹ In addition, delivery models using hybrid (online and in-person) and two-way interactive video-conferencing can provide students with access to postsecondary faculty when high school instructors lack the graduate credits to teach dual enrollment courses themselves.

¹⁰ Battelle for Kids, *The Ohio Appalachian Collaborative: Paving a New Path for Rural Education*, 2014, accessed November 10, 2015; *2014-15 OAC Straight A Annual Report: Focus on Infrastructure and Development*, (n.d.), accessed November 10, 2015.

Addendum

State Policies for Instructor and Course Quality in Dual Enrollment Courses
(Reproduced from the Education Commission of the States (2016), *Dual Enrollment*)¹¹

Alabama

A high school teacher teaching a dual enrollment course through a community college must be designated an adjunct faculty member of the college and must meet the state board and other accrediting agencies' credentialing requirements. Faculty must be under the college's control and supervision, and the college must provide for faculty orientation, supervision, and evaluation. For courses offered through four-year institutions, instructor and course quality provision are determined at the institutional level.

Alaska

Not set in state policy

Arizona

An agreement or contract between a community college district and a school district or charter school must clearly specify the quality of the instruction that will be provided. Courses must be previously evaluated and approved through the community college district's curriculum approval process, be at a higher level than taught by the high school, and be transferable to a university or applicable to an established community college occupational degree or certificate program. College approved textbooks, syllabuses, course outlines and grading standards applicable to courses if taught at the community college must apply to these courses. The CEO of each community college must establish an advisory committee of full-time faculty to assist in course selection and implementation in the high schools, and to review and report at least annually to the CEO whether the course goals and standards are understood, course guidelines are followed, and same standards of expectation and assessment are applied to courses as though they were offered at the community college. The advisory committee must meet at least three times each academic year. Each faculty member must meet requirements established by the governing board. The CEO of each community college district must establish an advisory committee of full-time faculty to assist in the selection, orientation, ongoing professional development and evaluation of faculty teaching college courses in conjunction with high schools. The advisory committee must meet at least twice each academic year.

Arkansas

Instructors of endorsed concurrent enrollment courses must have at least a master's degree that includes a minimum of 18 graduate hours of coursework in the subject area of the course. The instructor's credentials must be approved by the academic unit or chief academic officer of the postsecondary institution offering the course. The instructor must also have the relevant credentials and experience necessary to teach from the syllabus approved by the postsecondary institution. For the purpose of teaching a concurrent course under this policy, an individual under contract with the school district as a teacher will not be considered an adjunct faculty member of the college/university. Concurrent enrollment courses must be approved through the postsecondary institution's normal process and listed in the postsecondary institution's catalog. The course content and instruction must meet the same standards and adopt the same learning outcomes and assignments as those developed for a course taught on the institution's campus, including the administration of any departmental exams applicable to the course, use of substantially the same book and syllabus as used at the college level, and the same course grading standards. If departmental exams are used in college/university campus courses, then those course exams must be used at the high school site. The institution must provide the course instructor with staff development, supervision, and evaluation. Institutions may collaborate to provide this staff development, supervision, and evaluation. Institutions of higher education must demonstrate "ownership" of any course offered for concurrent credit for which students are reported for funding purposes. Ownership of courses means that the college/university must (1) provide the instructors

¹¹ Education Commission of the States. (2016). *Dual Enrollment: Instructor and course quality component*. Retrieved from <http://ecs.force.com/mbdata/MBQuestRTL?Rep=DE1513>

with appropriate training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements after approval of the instructors to teach the college/university courses; and (2) ensure that instructors receive continuing collegial interaction with college faculty through professional development, required seminars, and site visits. These interactions must address topics such as course content, course delivery, student learning assessment, in-class evaluation, and professional development in the field of study. Concurrent program requirements and guidelines required for course instruction must be provided by the college/university to the school district and concurrent instructors. Any college or university that participates in a concurrent enrollment program must be accredited by the National Alliance of Concurrent Enrollment Partnerships or be authorized by the Arkansas Higher Education Coordinating Board no later than August 1, 2015. An institution offering concurrent enrollment only on the college/university campus has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation. Postsecondary faculty who travel to the high school or secondary center to teach concurrent courses (and/or faculty and staff who have direct contact with the high school student) must have a criminal background check and complete the child maltreatment training course as required of public school teachers. For a CTE course offered in a secondary area technical center: Technical instructors teaching at a secondary area technical center must have a minimum of an associate degree within the area of instruction and must have completed fingerprint and background checks and meet all college accrediting standards for instructors. Secondary area technical centers should submit documentation of these records to the Office of Workforce Training, ADWE. Centers will annually submit a list of instructors providing concurrent credit and meeting the above requirements will be given an annual waiver from teacher licensure requirements. Those instructors not meeting these requirements or instructors teaching non-concurrent credit classes must hold an Arkansas teacher permit.

California

Original program: Not set in state policy. College and Career Access Pathways partnerships: No, for equivalency of instructor qualifications to postsecondary faculty qualifications or course content. However, the CCAP partnership agreement must certify that any community college instructor teaching a course on a high school campus has not been convicted of sex offenses or any substance offense as defined in statute. In addition, the CCAP partnership must also certify that both the school district and community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit.

Colorado

The postsecondary institution is responsible for course content, placement of the student in the course, and the quality of instruction. Instructors of CTE courses, including courses related to an apprenticeship or internship program, must possess a current career and technical education teaching credential that has been authorized by the state board for community colleges and occupational education. A postsecondary instructor may not be required to hold a teacher's license.

Connecticut

Yes, for online courses. Students may apply postsecondary online courses toward high school graduation requirements if the local or regional board of education has adopted a policy on awarding of graduation credit for online coursework. Local policies must ensure that, if a course is offered by an accredited postsecondary institution, (1) the workload required by the online course is equivalent to that of a similar course taught in a traditional classroom setting, (2) the content is rigorous and aligned with state board-approved curriculum guidelines, where appropriate, (3) the course engages students and has interactive components, including required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, and (4) the program of instruction is planned, ongoing and systematic.

Delaware

The articulation agreement between the district, school, or charter school and institution must specify the course syllabus, the expected course competencies, grading policy, attendance policy, and conditions for awarding dual credit. All dual credit courses must be taught by an approved Dual Credit Instructor. A dual enrollment instructor must meet the requirements of a faculty member or adjunct faculty member at the institution. All dual credit courses must incorporate any applicable state content standards.

DC

Not set in state policy

Florida

Each faculty member teaching a dual enrollment course must:

- Meet the qualifications required by the entity accrediting the postsecondary institution offering the course, including meeting the Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2010 Edition, section 3.7.1, for postsecondary instructors in the course and discipline. The qualifications apply to all faculty members regardless of the location of instruction. The postsecondary institution offering the course must require compliance with these qualifications.
- Provide the institution offering the dual enrollment course a copy of his/her postsecondary transcript.
- Provide a copy of the current syllabus for each course taught to the discipline chair or department chair of the postsecondary institution before the start of each term. The content of each syllabus must meet the same standards required for all college-level courses offered by that postsecondary institution. All full-time and adjunct faculty teaching dual enrollment courses must file a copy of their current course syllabus with the college's discipline chair or department chair prior to the start of each term.
- Adhere to the professional rules, guidelines, and expectations stated in the postsecondary institution's faculty or adjunct faculty handbook. Any exceptions must be included in the dual enrollment articulation agreement.
- Adhere to the rules, guidelines, and expectations stated in the postsecondary institution's student handbook, including those related to add/drop and withdrawal policies, student code of conduct, grading policies, and critical dates. Any exceptions must be noted in the dual enrollment articulation agreement.

In addition, each president (or designee) of an institution offering a dual enrollment course must:

- Provide a copy of the institution's current faculty or adjunct faculty handbook to all faculty members teaching a dual enrollment course.
- Provide to all faculty members teaching a dual enrollment course a copy of the institution's current student handbook, which may include, but is not limited to, information on registration policies, the student code of conduct, grading policies, and critical dates.
- Designate an individual or individuals to observe all faculty members teaching a dual enrollment course, regardless of the location of instruction.
- Use the same criteria to evaluate faculty members teaching a dual enrollment course as the criteria used to evaluate all other faculty members.
- Provide course plans and objectives to all faculty members teaching a dual enrollment course.

The postsecondary institution must provide all adjunct faculty teaching dual enrollment courses with a full-time faculty contact or liaison in the same discipline.

Dual enrollment courses taught at the high school must meet the same competencies required for courses taught on the postsecondary institution campus. To ensure equivalent rigor, the postsecondary institution must in a timely manner provide the faculty member teaching the course a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes in accordance with the Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2010 Edition, sections 2.7.4 and 3.5.1. Completed, scored assessments must be returned to the postsecondary institution and held for 1 year. Textbooks and instructional materials must be the same as or comparable to those used in courses offered by the postsecondary institution with the

same course prefix and number. The postsecondary institution must advise the school district of instructional materials requirements as soon as that information becomes available but no later than one term before a course is offered.

Course requirements, i.e., tests, papers, or other assignments, for dual enrollment students must be at the same level of rigor or depth as those for non-dual enrollment postsecondary students. All faculty members teaching dual enrollment courses must observe the procedures and deadlines of the postsecondary institution for the submission of grades. A postsecondary institution must advise each faculty member teaching a dual enrollment course of the institution's grading guidelines before the faculty member begins teaching the course.

Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course.

The comprehensive dual enrollment articulation agreement between a school district and a public postsecondary institution must identify exceptions, if any, to the professional rules, guidelines, and expectations stated in the faculty or adjunct faculty handbook for the postsecondary institution, and exceptions, if any, to the rules, guidelines, and expectations stated in the student handbook of the postsecondary institution that apply to faculty members.

Georgia

Statute directs the State Board of Education, the Board of Regents of the University System of Georgia, and the State Board of the Technical College System of Georgia to ensure dual credit courses reflect postsecondary coursework.

Hawaii

Not applicable - courses are taken only at colleges

Idaho

Part of the definition of "dual credit" is that postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus.

Dual credit courses are catalogued courses and approved through the postsecondary institution's regular course approval process. Courses have the same departmental designation, number, title, and credits, and adhere to the same course description and course content as the postsecondary course. Dual credit courses reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution.

Dual credit instructors meet the academic requirements for faculty and instructors teaching in postsecondary, or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, etc.

The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and dual credit administrative requirements before certifying the instructors to teach the college/university's courses. Instructors teaching dual credit courses are part of a continuing collegial interaction through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study. High school faculty is evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

Dual credit students are held to the same course content standards and standards of achievement as those expected of students in postsecondary courses. Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections. Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

Illinois

Dual credit instructors teaching credit-bearing college-level courses must meet the same academic credential requirements as faculty teaching on campus. Instructors for community college and four-year institution courses taught in high schools must be selected, employed/assigned and evaluated by the college or university. They must be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses, these qualifications include a minimum of a master's degree with 18 graduate hours appropriate to the academic field or discipline in which they are teaching. Instructors in career and technical education courses must possess the credentials and demonstrated teaching competencies appropriate to the field of instruction, including 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field.

For courses offered by four-year institutions: institutions may offer for dual credit only coursework that is also offered on campus, and courses must have been articulated with at least three regionally-accredited Illinois universities. For both institutional types, course content and learning outcomes must be the same as those for courses offered on campus and at other off-campus sites. Learning outcomes must be appropriately measured. Institutions must provide high school instructors with an orientation in course curriculum, assessment methods, and administrative requirements before high school instructors are permitted to teach dual credit courses. Dual credit instructors must be given the opportunity to participate in all activities available to other adjunct faculty, including professional development, seminars, site visits, and internal communication, provided that such opportunities do not interfere with an instructor's regular teaching duties. Every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with campus courses. Dual credit students must be assessed using methods consistent with students in traditional credit-bearing college courses.

Regulations for four-year institutions also specify that course prerequisites, descriptions, outlines, requirements and methods of evaluation must be the same as for on-campus offerings.

For community college and four-year institution courses offered at a high school: All state laws, ICCB and state agency regulations, accreditation standards, and local college or institution policies that apply to courses, instructional procedures and academic standards at the college or university apply to college-level courses offered by the college or institution on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.

Indiana

Applies to all programs: An institution participating in the Postsecondary Enrollment Program must ensure that course content and rigor is adequate to warrant providing credit to a student as if the student took the course as a student at the eligible institution, including determining prerequisites, if any, for enrollment in a dual credit course and standards for assessment. The institution must set the criteria for a faculty member or other instructor teaching the course with the institution or school corporation, depending on whether the course is taught by postsecondary faculty or high school instructor.

Effective with the 2015-2016 school year, a school corporation may provide a supplemental payment to a teacher in excess of the salary specified in the school corporation's compensation plan if the teacher has earned a master's degree from an accredited postsecondary institution in a content area related to the subject of a dual credit course taught by the teacher.

In addition, a state educational institution or campus thereof that offers concurrent college courses must be either accredited by the National Alliance of Concurrent Enrollment Partnerships, or approved by the commission for higher education's Indiana Dual Credit Review Process.

Iowa

All Senior Year Plus Programs: Yes. Course instructors must meet the standards and requirements that other full-time instructors in the academic department are required to meet and that are approved by the appropriate postsecondary administration. Community colleges must report instructor degree, certifications, and other qualifications to meet the minimum hiring standards.

District-to-Community College Sharing or Concurrent Enrollment: Yes. For a district to be eligible for supplemental weighting for participating students, a class must be included in the community college catalog

or an amendment or addendum to the catalog, and open to all registered community college students, not just high school students. (The class may be offered in a high school attendance center.) The course instructor must be employed or contracted by a community college. The course must be taught using the community college course syllabus, and taught in such a manner as to result in student work and student assessment that meet college-level expectations.

Project Lead the Way: Yes, A school district offering a Project Lead the Way program must offer the curriculum developed by the national organization that administers the Project Lead the Way program. An instructor must have successfully completed the training required by and meet the minimum requirements of the national organization that administers the Project Lead the Way program.

Kansas

If a district and postsecondary institution enter into a Concurrent Enrollment Partnership (CEP) for high school teachers to teach college credit classes during the school day, the CEP agreement must include necessary directions for curriculum, faculty, students, assessment, and a listing of principles for assuring quality in programming. CEP agreements must also include an implementation plan for ensuring high school faculty teaching concurrently enrolled partnership students are integrated into the postsecondary partner institution through orientation, professional development, seminars, site visits, annual evaluations and ongoing communication with the postsecondary partner institution's faculty.

CEP arrangements must include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, and student success assessment strategies.

Courses administered through a Concurrent Enrollment Partnership must be university/college catalogued courses with the same departmental id, course descriptions, numbers, titles and credits. Courses must have been approved through the institution's curriculum approval process. The high school and college-level prerequisites, the content of courses, course goals and objectives, must be the same as those for the same courses offered to students at any location or by any delivery method. Materials such as textbooks must be comparable to those used in the same course throughout the institution. Procedures for selection of textbooks and related material by high school faculty who teach concurrently enrolled students must follow adopted postsecondary institutional policies. If the course is an approved competency-based course, the competencies must be the same as those for courses not taught to concurrently enrolled students.

A CEP agreement must contain a plan for ensuring that courses offered are annually reviewed by college faculty in the discipline at the partner postsecondary institution. The annual review must ensure that Concurrent Enrollment Partnership students are held to the same grading standards and standards of achievement, and are being assessed using the same methods (i.e., papers, portfolios, quizzes, labs), as students in on-campus sections. The review must also ensure high school faculty are utilizing the same final examination for each CEP course as is given in a representative section of the same course taught at the public postsecondary institution awarding the course credit; that high school faculty are applying the same scoring rubric for the assigned course as is used in the on-campus course; and that course management, instructional delivery and content meet or exceed those in regular on-campus sections.

High school faculty teaching college-level, non-tiered Concurrent Enrollment Partnership courses must meet Higher Learning Commission (HLC) Standards regarding faculty roles and qualifications. Faculty teaching college-level tiered technical courses through a Concurrent Enrollment Partnership must either meet the HLC standards or possess a valid/current industry-recognized credential and a minimum of 4,000 hours of work experience in the specific technical field. Postsecondary institutions may set higher standards.

Before approving high school instructors to teach CEP courses, the postsecondary institution must provide them with orientation and training in course curriculum, assessment criteria, course philosophy, and CEP administrative requirements. The postsecondary partner institution must provide the high school faculty with ongoing professional development opportunities. Orientation and/or professional development activities must include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, and student success assessment strategies. The postsecondary partner institution must annually conduct evaluations of high school faculty teaching Concurrent Enrollment Partnership courses to ensure compliance with the state expectations for Concurrent Enrollment Partnership courses.

Kentucky

Statute directs the Council on Postsecondary Education, in conjunction with the Kentucky Board of Education and the Education Professional Standards Board, to develop guidelines for content knowledge and teacher training in dual enrollment and dual credit programs offered in Kentucky.

Course content/expectations

In addition, under the CPE/KDE Dual Credit Policy:

- Dual credit courses must meet the same learning outcomes as equivalent courses at the participating postsecondary institution.
- The postsecondary institution's grading policy applies to dual credit courses and is used by the secondary school awarding credit.
- The CPE must create and monitor an accountability system with metrics related to quality.

Under the Dual Credit Policy, participating postsecondary institutions must:

- Ensure that all institutional policies apply to dual credit courses (e.g., drop/add dates, student confidentiality, faculty/student relations, student identification for distance learning).
- Monitor all dual credit courses to ensure they have the same academic quality and rigor and meet the same student learning outcomes as courses offered on campus.
- Ensure each teacher or faculty member teaching a dual credit course uses a course syllabus approved by the postsecondary institution.
- Conduct faculty evaluations for secondary teachers in a manner consistent with the public postsecondary institution's guidelines for evaluation of faculty and student evaluation of faculty.
- Provide secondary dual credit teachers best practice information for content delivery and use of instructional support systems.
- Work to create capacity for more secondary teachers to be credentialed to teach dual credit courses which will help assure access and affordability of dual credit programming.

Under the Dual Credit Policy, secondary schools must:

- Use the participating postsecondary institution's course prefixes, numbers, titles, and descriptions for all dual credit courses.
- Use a course syllabus approved by the postsecondary institution.
- Ensure that each dual credit teacher receives professional development relevant to each course taught.
- Use the faculty evaluation process for all dual credit teachers established by the postsecondary institution.
- Meet accrediting and state reporting guidelines by providing faculty credentials prior to the start of the term in which the course is offered according to the timeframe designated by the participating postsecondary institution.

Under the Dual Credit Policy, secondary and postsecondary institutions must jointly:

- Ensure course alignment. When a postsecondary institution changes the learning outcomes for a course offered as dual credit, the institution must notify the secondary schools involved. The secondary school must ensure that all courses approved for dual credit incorporate any and all changes that occur.
- Provide an orientation program for all new secondary and postsecondary faculty teaching dual credit coursework. The program should be available to school administrators, teachers, faculty, and secondary and postsecondary coordinators of dual credit.
- Ensure course rigor and the attainment of student learning outcomes.
- Report on student participation and outcomes.

The Guiding Principles for the CPE/KDE Dual Credit Policy state, "All participating postsecondary institutions are strongly encouraged to pursue accreditation of concurrent enrollment programs through the National Alliance for Concurrent Enrollment Partnerships (NACEP)."

Louisiana

Dual Enrollment: Yes. Course content may not be any less than that which is required of a similar course open to postsecondary students only. The secondary and postsecondary institutions must agree upon faculty appointment. Postsecondary institutions must ensure that secondary faculty possess necessary qualifications

and meet appropriate regional and program accreditation requirements for instruction. Secondary institutions must also ensure that postsecondary faculty possess necessary qualifications and meet appropriate accreditation requirements for instruction.

In addition, providers offering dual enrollment courses through the Louisiana Course Choice Program must ensure that courses meet the standards and grade-level expectations of the high school course for which the student is receiving credit and meet the standards for college credit as established by the board of regents. TOPS – Tech Early Start Award: Yes. The Louisiana Student Financial Assistance Commission conducts audits of participating Louisiana public postsecondary institutions to ensure compliance with program requirements. The Commission does not evaluate the content or quality of specific courses, nor does it evaluate instructors.

Maine

General program: Not set in state policy. Dual enrollment career and technical education program: Yes. A program must meet national concurrent enrollment standards.

Maryland

High school instructors teaching dual enrollment courses must meet the qualifications of adjunct and part-time faculty; they must possess the same or equivalent qualifications as the full-time faculty of the institution and be approved by the academic unit through which the credit is offered.

Massachusetts

General courses: Not set in state policy. Commonwealth Dual Enrollment Partnership: Courses must be taught by postsecondary faculty or high school instructors approved by the partnering institution.

Michigan

Yes, for concurrent enrollment courses for which districts wish to receive supplemental payments from the state via an appropriation. To be eligible for payments for students enrolled in a concurrent enrollment program, a district must conduct specified activities, including ensuring that the course is taught by either a high school teacher or postsecondary faculty pursuant to standards established by the partnering postsecondary institution, and ensuring the course is taught in the local or intermediate district.

Minnesota

To establish a uniform standard by which concurrent enrollment courses and professional development activities may be measured, postsecondary institutions must adopt and implement the National Alliance of Concurrent Enrollment Partnership's program standards and required evidence for accreditation by the 2020-2021 school year and later.

Districts may use an amount equal to at least 2% of basic revenue they are required to reserve for staff development in order to pay for coursework and training leading to certification as a college in the schools or concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

Mississippi

Yes. Course prerequisites must be the same for dual enrolled students as for regularly enrolled students at that university or community or junior college. All dual credit courses must meet the standards established at the postsecondary level. Dual credit memorandum of understandings must be established between each postsecondary institution and the school district implementing a dual credit program.

All dual credit academic instructors must have a master's degree with a minimum of 18 graduate semester hours in their field of expertise. Dual credit career and technical education instructors must meet the requirements set forth by the State Board for Community and Junior Colleges in the qualifications manual for postsecondary Career and Technical personnel. A high school teacher must be approved as an instructor by the collaborating college or university. An instructor employed by the college or university must be approved by the collaborating school district. A dual credit academic instructor must meet the requirements set forth by the regional accrediting association (Southern Association of College and Schools). University and community and junior college personnel have the sole authority in the selection of dual credit instructors.

Missouri

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. 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. 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. 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, among other items, compliance with statewide dual credit policy, and identification and resolution of problems that occur. Dual credit classes serving a mixed population of dual credit and non-dual credit students must show evidence of collegiate level expectations for all students in the course.

High school instructors of dual credit courses are adjunct instructors of the partnering institution. As such, high school instructors must meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. Dual credit instructors must 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/she is teaching must have completed a minimum of 18 graduate credit hours in the discipline in which he/she is teaching. Institutions may, at their discretion, employ as a CTE dual credit instructor an individual with superior knowledge and tested experience in the discipline in which he/she is teaching, with knowledge and experience 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. New dual credit instructors must participate in orientation activities provided by the dual credit provider institution and/or academic department. 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 must 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. 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. 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. In atypical cases, when different tests are constructed and the high school teacher performs independent evaluations, the institution must demonstrate the comparability of dual credit courses and 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 course's learning objectives. Locally developed assessments must be administered to both on-campus and dual credit students in order to provide appropriate data 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. Dual credit providers should compare the dual credit course to assessments of student learning outcomes in similar courses taught on-campus. The CBHE [Dual Credit Policy](#) is aligned with National Alliance of Concurrent Enrollment Programs (NACEP) and Higher Learning Commission (HLC) standards. Institutions offering dual credit programs are highly encouraged to demonstrate compliance with this policy through obtaining NACEP accreditation. 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 is 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 must report its findings to the MDHE.

Montana

Concurrent Enrollment: Yes. High school concurrent enrollment instructors must be licensed secondary educators and possess a class 1, 2, 4, or 8 educator's license (described below). Class 8 is specific to college faculty instructing college courses with the potential for high school credit (dual credit). Additionally, concurrent enrollment instructors must meet all qualifications for faculty set forth by the Montana Board of Regents Policy 730.1, which delineates the minimum criteria for two-year adjunct faculty. The postsecondary institution must verify educational attainment level and experience appropriate and required for the discipline for concurrent enrollment instructors to ensure compliance with Montana Board of Regents Policy 730.1.

Class 8 Alternative License: If faculty of a postsecondary institution is teaching a course for which students will receive high school and postsecondary credit, the faculty member must hold a Class 8 dual credit license, unless already licensed or eligible for licensure as a Class 1, 2 or 4 and properly endorsed. The licensure is valid for five years. Faculty must apply to the Office of Public Instruction for a Class 8 alternative license. The application requires verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited college or university; compliance with all other nonacademic requirements for licensure; and completion of application materials demonstrating:

- The applicant plans to teach in a subject covered by the K-12 endorsement areas identified in regulation, and will teach a subject area in which the applicant has a major or minor; and
- The applicant demonstrates adequate education and experience to instruct dual enrollment courses as demonstrated by:
 - Ability to create learning environments that support creativity, critical thinking, individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation
 - Understanding and ability to use a variety of instructional and assessment strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways; and
 - Understanding of individual differences and diverse cultures with an ability to integrate history, culture, heritage and contemporary status of American Indians and tribes in Montana.

Nebraska

A Postsecondary teaching permit is valid only for teaching courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses and only in the applicant's postsecondary subject area. Postsecondary institutions request the permit on behalf of the applicant and must verify that the applicant meets the institution's educational requirements to be employed by the institution as a teacher. The institution must also verify that the applicant is employed by the institution to teach college courses to high school students. The Postsecondary teaching permit expires August 31 in the third year following the year of issuance. Each applicant for a Postsecondary teaching permit must fulfill the requirements in Sections 005.01A through 005.01H of regulation, and be eligible to teach courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses as documented by the Nebraska postsecondary educational entity. Regulations also provide renewal requirements for a Postsecondary Teaching Permit.

In addition, the **Nebraska Dual Enrollment Standards**, which serve as guidelines but do not have force of law, specify for faculty:

- Instructors meet approved requirements for teaching at the department/college level and must hold a master's degree. Instructors have the mutual support of the district and postsecondary partner.
- High school and postsecondary faculty must receive appropriate orientation and training (e.g., curriculum, assessment, policies, and procedures).
- Collaboration between high school and postsecondary faculty is encouraged and faculty development is available where appropriate.
- High school and postsecondary faculty maintain contact throughout the program. In some instances, this contact is facilitated by technology.

The standards provide these guidelines may be waived in special circumstances by the appropriate secondary and postsecondary officials.

In terms of curriculum, the standards provide:

- Courses must reflect college-level experiences and rigor as well as district and state standards and practices.
- Course outlines or syllabi (including at minimum a description of content, teaching strategies, performance measures, grading standards, resource materials, objectives/outcomes, and course calendar) utilized in the program meet district(s), state, and college/university standards.

As for assessment, the standards provide:

- Assessment policies and procedures are consistent with district and college/university practice.
- Postsecondary partners include valid student and faculty assessment measures that are consistent with the typical assessment measures of the university or college.
- Curricula should progress logically and neatly with greater complexity and depth as students pass from secondary to postsecondary education. Therefore, jointly developed assessment policies and procedures of K-12 schools and postsecondary education institutions should be designed to align dual enrollment curricula with state course content standards. Additional statewide cooperative work is needed to accomplish this objective.

Nevada

Not applicable--courses are offered at the postsecondary institution or online.

New Hampshire

Not set in state policy

New Jersey

A dual enrollment agreement between a school district and public postsecondary institution must include a provision ensuring any dual enrollment course taught on the high school campus is equivalent in rigor to courses taught on the postsecondary institution's campus. District boards of education and partner colleges must also ensure that college courses for high school students are taught by college faculty with academic rank. Adjunct faculty and district staff with a minimum of a master's degree may also be included.

In addition, the annual report submitted by the Commissioner of Education and the Secretary of Higher Education to the governor and legislature must include information on the rigor of the courses taken pursuant to dual enrollment programs.

New Mexico

The postsecondary partner must approve faculty for all dual credit courses. Each high school offering dual credit courses must submit a signed uniform master agreement with a public postsecondary institution to the public education department. The agreement must specify eligible courses, academic quality of dual credit courses, course approval and course requirements.

College courses eligible for dual credit must meet the rigor for postsecondary institution credit and be congruent with the postsecondary institution's academic standards. Dual credit courses offered at high schools must conform to college academic standards. Course requirements for high school students enrolled in dual credit courses must be equal to those of regular college students.

New York

Not set in state policy

North Carolina

Most Career & College Promise courses are taught by community college faculty, either at the college campus or by traveling to the high school. Provisions allow high school instructors to teach a Career & College Promise course if the instructor meets SACS requisite qualifications for faculty credential requirements.

North Dakota

According to North Dakota University System (NDUS) procedures, "The college course section taught in the high school must meet the content and academic standards of the NDUS course sections taught on campus. ... To ensure that college course standards are adhered to, the NDUS college/university course syllabus will be provided to the [high school] instructor and be used as the criteria and model for all such dual-credit college courses taught in the high school. In most cases, this will mean the use of the same (or equivalent) text materials and similar evaluation criteria to include institutional exams if need be." The postsecondary institution must monitor the course, including by "using the sponsoring college/university student evaluation document and procedure in order to solicit student feed-back."

See also the "Instructor Approval" portion of the North Dakota University System Procedures [402.3.2](#), Delivery of Dual-Credit College Courses.

Ohio

Each instructor teaching a College Credit Plus course must meet the credential requirements set forth in [guidelines and procedures](#) established by the chancellor of higher education. If the guidelines require high school teachers to take any additional graduate-level coursework to meet the credential requirements, that coursework must be applicable to continuing education and professional development requirements for the renewal of the teacher's educator license. The partnering college must also provide at least one three-hour professional development session per school year, and conduct at least one full-period classroom observation of each College Credit Plus course taught by a secondary teacher during the 2015-2016 school year, or during the first academic year the teacher instructs the course, and then alternating academic years thereafter. (If the same instructor provides multiple sections of the same course in the same or different buildings, only one observation is required. If multiple sections of the same course are taught by different instructors in the same or different secondary buildings, each instructor must be observed.) The institution of higher education determines the format and delivery mechanism for each professional development session it provides. If the institution delivers professional development to secondary teachers using technology, there must be a means to track secondary teachers' participation and elicit teachers' feedback, and for the institution to respond to teachers' questions. The institution also determines its own classroom observation format and whether the observation is onsite at the classroom, partially on-site, or uses technology, provided the:

- Chief academic officer of the institution approves the classroom observation content expert and format
- Higher education observer provides the secondary instructor with any feedback supporting quality of the college-level course
- Secondary school building administrator is notified at least 24 hours in advance of when each observation is expected to occur.

All courses offered under the College Credit Plus program must be the same courses that are included in the partnering college's course catalogue for college-level, nonremedial courses. College Credit Plus courses offered at the secondary school must follow the same course syllabus and learning outcomes, use the same textbook, materials and assessments as the college course delivered on the college campus. All College Credit Plus students (regardless of course location) must be assessed with the same standard of achievement and held to the same grading standards.

Regulations also establish measures of quality for online College Credit Plus courses, which must be included in the college's course catalog:

- Faculty member instructing the course meets qualification requirements of the chancellor

- Each faculty member instructing an online course must:
 - Utilize course content and materials developed by higher education faculty
 - Provide course instruction
 - Develop course assessments
 - Develop course grading criteria
 - Assign students' final grades.
- The faculty member instructing the course must be accessible to students and establish a mechanism for students to pose questions and interact with the faculty member regarding course content and materials.
- The faculty member instructing the course may delegate tasks associated with facilitation of the online course to an individual approved by the chief academic officer in accordance with the postsecondary institution's policies, with the exception of providing course instruction, developing course assessments and grading criteria, and assigning final grades. If tasks associated with facilitation of the online course are delegated to another individual, the faculty member and individual approved to provide facilitation must interact regularly on the manner and approach for implementing the facilitated activities. Under no circumstances may facilitation be construed as responsibility for the course; the faculty member maintains responsibility for course instruction and student learning.

Statute requires the chancellor of higher education and the superintendent of public instruction to submit a biennial report on the status of the College Credit Plus program to the governor and specified legislators. The report must include an analysis of quality assurance measures related to the program.

2015 [H.B. 64](#) provides an appropriation of up to \$5 million in fiscal year 2016 to be used by the Department of Education, in consultation with the Department of Higher Education, to support graduate coursework for high school teachers to receive credentialing to teach College Credit Plus courses. The Department of Education, in consultation with the Department of Higher Education, must develop criteria and issue a Request for Proposals. Priority must be given to educational consortia that include economically disadvantaged high schools and economically disadvantaged high schools in which there are limited or no teachers currently credentialed to teach College Credit Plus courses. Consortia including public or private universities in Ohio must be eligible to submit proposals. Awards made by the Department of Education may support graduate coursework for high school teachers at a regionally accredited college or university in Ohio leading to credentialing to teach college courses, as well as employment of teachers credentialed to teach college courses as a bridging strategy until a sufficient number of teachers at the high school hold the required credentials.

The same bill provides a \$5,000,000 appropriation in fiscal year 2016 that the Chancellor of Higher Education must award, in consultation with the State Superintendent of Public

Instruction, as competitive grants to universities to provide free or reduced-cost courses for teachers to become credentialed for the College Credit Plus Program. Priority must be given to proposals that enable teachers to become credentialed in the 2015–2016 school year.

Oklahoma

Courses at an off-campus site must be taught by regular faculty whose primary educational employment is as a faculty member at the institution delivering the course. Exceptions may be made upon request to the Chancellor. "Regular faculty" is defined as a person qualified for appointment to the full-time faculty of the institution proposing to award credit. All appointments must be recommended by the academic unit awarding the credit and approved through the established procedures for academic appointments.

In addition, 3.16.5 of the [Oklahoma State Regents for Higher Education Policy Manual](#) clarify that there is no difference in the academic quality, academic standards and student evaluation standards regardless of whether the course is offered off-campus or on-campus. Traditional off-campus courses must meet specified standards as regards faculty, faculty/student interaction, academic integrity, learning resources, student services, technical support system, and equipment and software/tools.

The department of education must work with school districts in reviewing and approving certain courses taught by districts, including concurrent enrollment courses.

Oregon

Expanded Options: Not applicable—courses are taken only at postsecondary institutions.

Dual Credit: Yes. Before developing programs with high schools, each college must file with the Office of Community Colleges and Workforce Development a policy governing Two Plus Two and dual credit programs. Policies must include:

- Institutional standards for instructor qualifications (standards for teachers of lower division collegiate courses must include a master's degree in a subject area closely related to that in which the instructor will be teaching; however, in subject areas in which individuals have demonstrated their competencies and served in professional fields, and in cases in which documentation to support the individual's proficiency and high level of competency can be assembled, the master's degree requirement may be waived by the college president or substituted according to the community college's personnel policy)
- Assurances that materials and subject matter are community college level.

In addition, written agreements between participating school districts and postsecondary institutions regarding Two Plus Two and dual credit programs must include:

- Criteria regarding approval of courses, selection and approval of instructors, admissions, procedures, counseling, monitoring, and evaluation
- The provision that all agreements and policies must be made available to all staff members involved in the programs and to parents/students.

Participating school districts and postsecondary institutions must, in consultation with appropriate staff members, determine that course content and instructional quality are consistent with that offered by the community colleges.

The **Oregon Dual Credit Standards** are based upon the National Alliance of Concurrent Enrollment Partnerships accreditation standards, and include standards for curriculum, faculty, students, and assessment:

- College or university courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the sponsoring college or university. These courses have the same departmental designation, number, title, and credits as their college counterparts, and they adhere to the same course descriptions.
- College or university courses administered through a dual credit program are recorded on the official academic record for students at the sponsoring college or university.
- College or university courses administered through dual credit programs reflect the pedagogical, theoretical and philosophical orientation of the college's or university's sponsoring academic departments.
- Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in the college or university.
- The postsecondary institution provides high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and dual credit administrative requirements before certifying the instructors to teach the college/university courses.
- Instructors teaching dual credit sections are part of a continuing collegial interaction through professional development, seminars, site visits, and ongoing communication with the postsecondary institution's faculty and dual credit administrators. This interaction must occur at least annually and address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
- High school students enrolled in courses administered through dual credit programs are officially registered or admitted as degree-seeking, non-degree seeking, or non-matriculated students of the sponsoring postsecondary institution.
- Postsecondary institutions outline specific course requirements and prerequisites.
- High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
- Dual credit students are held to comparable standards of achievement as those expected of students in on-campus sections.
- Dual credit students are held to comparable grading standards as those expected of students in on-campus sections.

- Dual credit students are assessed using similar methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

Pennsylvania

Each concurrent enrollment agreement between a school district or area vocational technical school and a postsecondary institution must include a description and explanation of the criteria used to determine concurrent courses offered by the postsecondary institution. The agreement must provide that the course is identical to that offered when concurrent students are not enrolled—including the use of an identical curriculum, assessments and instructional materials—and enforcement of identical prerequisite coursework requirements as enforced when concurrent students are not enrolled.

A school district or area vocational school employee who meets all qualifications for an adjunct faculty member at the eligible postsecondary institution may teach a concurrent enrollment course.

Program currently inactive due to inadequate state funds

Rhode Island

Instructors of concurrent enrollment courses at the secondary public school must be approved by the postsecondary credit-granting institution and possess similar qualifications as instructors teaching the corresponding course at the postsecondary institution. Secondary school teachers must also hold the certification required by the Council for Elementary and Secondary Education for the course that is being taught. Public secondary school teachers must be evaluated by their employer pursuant to the educator evaluation system approved by the department of education and in accordance with state law and applicable regulations.

Instructors of online dual enrollment courses must be appropriately qualified from an accredited postsecondary institution.

South Carolina

Courses must be equivalent in content and rigor to the equivalent college courses offered to college students and taught by appropriately credentialed faculty. Courses must also be comparable in expected outcomes, syllabus, textbook(s), teaching methodologies, and assessment strategies to the traditional postsecondary course. Courses must be approved by the institution's chief academic officer or designee.

The chief academic officer or designee is also responsible for selecting and evaluating all dual enrollment faculty, using Southern Association of Colleges and Schools criteria as minimal requirements, and ensuring standards of student evaluation and faculty evaluation are comparable to those required of other sections of the same courses. Orientation and evaluation of instructors teaching dual enrollment course sections rests with the appropriate academic department of the respective institution of higher education. The chief academic officer or designee must assure consistency and comparability of both orientation and evaluation across the institution. To assure comparability, academic departments must provide instructors with support services, including a designated on-campus faculty liaison.

Dual enrollment instructors must participate in the institution's expected, relevant professional development and evaluation activities. Traditionally-delivered (non-online) dual enrollment offered in high schools should only be offered within reasonable commuting distance of the institution to facilitate on-site evaluation and supervision.

Dual enrollment courses should use the same assessment methods as traditional course offering. The college faculty in the relevant department must approve formative and summative assessment strategies and tools.

South Dakota

Generally and Campus Enrollment: Not applicable.

Dual Credit: Yes. All HSDC courses must be approved by the Board of Regents and included in the Academic Affairs Council guidelines for meeting System Graduation Requirements.

Concurrent Enrollment: Yes. The expectation for concurrent enrollment coursework is that courses cover the material and content at the same level required for the same course offered at the postsecondary institution, and students are held to the same college-level standards. Credit may be granted students enrolled in

concurrent credit offered through postsecondary institutions accredited through the National Alliance of Concurrent Enrollment Partnerships (NACEP), OR through postsecondary institutions that manage their programs using the NACEP standards.

The Dual/Concurrent Credit Administration [Guidelines](#) also specify:

- Instructor of record. The high school-based concurrent enrollment course must be taught by a high school teacher who has been approved by the postsecondary institution and who meets the standards used by the institution to hire adjuncts in the discipline. While a Master's degree in the subject/discipline teaching is preferred, faculty typically must have a Master's degree with 15 graduate hours in the subject/discipline taught.
- Faculty mentor. A faculty member in the discipline of the course from the credit-granting university is assigned to and actively engaged as a mentor for the high school teacher.
- Course content. The course syllabus is developed by the faculty of the institution granting credit. College courses require a minimum of 15 class hours (1 hour equals 50 minutes) of class time for each semester credit hour. Additional class hours for science laboratories must be specified.
- Assessment. The preferred validation of student learning in the high school-based dual enrollment course for the Regental system is through the use of the national AP or CLEP exam instruments. An acceptable alternative is a student evaluation and assessment system developed jointly by the discipline faculty of the university and the high school teacher. Under this arrangement, high school students are expected to demonstrate the same mastery of the college course as is required of college students who take the same course on campus.
- All students in a concurrent enrollment course should be enrolled for college credit. However, since meeting this standard is a problem for the state's smaller school districts, at a minimum more than 50% of the students in a high school-based dual enrollment course must be enrolled for college credit.

Tennessee

Dual Enrollment: Courses must demonstrate equivalent postsecondary course learning outcomes and equivalent faculty preparation in order for the course to be taught in the high school.

Dual Credit: College courses offered at the high school during the regular school day must be taught by licensed teachers or bona fide college instructors approved by the local school system and the postsecondary institution. Local education agencies must ensure that statewide dual credit teachers receive professional development and support to provide the rigorous level of instruction necessary for the courses.

Any high school may replicate a dual credit class that is offered by a public four- or two-year institution or college of applied technology and approved by the consortium. Any consortium-approved dual credit class must include a postsecondary challenge examination, which students must pass with a cut score at least equal to the receiving institution's minimum, to receive postsecondary credit. Prior to consortium approval of a dual credit class, representatives from the University of Tennessee and the board of regents must consult with faculty members at institutions in the major or program for which the class is designed as to whether approving the class would have any negative consequences on the institution or program's accreditation. The consortium must consider faculty members' concerns in its determination on approval of classes and cut scores.

The chancellor of the board of regents and the president of the University of Tennessee (or designees) must convene postsecondary faculty to develop common learning outcomes and statewide challenge examinations, conduct reliability and validation activities to assure the quality and fairness of the examinations, establish cut scores, and report student scores to the division of career and technical education in the department of education. Validation requirements for postsecondary credit through a dual credit course must be determined by the postsecondary institutions and their respective governing boards.

The Consortium for Cooperative Innovative Education is charged with establishing a process for developing challenge examinations consistent with the most current "Standards for Educational and Psychological Testing" developed jointly by the American Educational Research Association, American Psychological Association and National Council on Measurement in Education, resulting in a statewide challenge examination program for designated postsecondary courses. The office of postsecondary coordination and alignment must develop a secure database to allow postsecondary institutions to review scores from dual

credit course challenge examinations, to evaluate scores for potential postsecondary credit. Any public institution of higher education may request the consortium to review a dual credit course and its challenge examination, if the institution perceives the course or its assessment to possess deficiencies. A public higher education institution may also challenge a high school's right to continue offering a dual credit course should a perceived deficiency be demonstrated within the high school. The consortium must review the dual credit course, assessment or high school, and work with the high school(s) to remove any deficiencies. The consortium may also request that the class at a high school be withdrawn for the dual credit process until such deficiencies are corrected.

The consortium may not approve a program if the program in any way adversely affects an institution's accreditation.

Texas

Dual credit: Yes. The college selects dual credit instructors. These instructors must be regularly employed faculty members of the college or meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college. The college must supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college. The college must ensure that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class.

Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses (i.e., appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.)

Courses offered through partnerships between secondary schools and public two-year colleges: The partnership agreement must address faculty qualifications, provision of student learning, and grading criteria. For programs governed by an agreement between a school district or private school's governing organization and a public junior college: A course offered for joint high school and junior college credit must be taught by a qualified instructor approved or selected by the public junior college. For these purposes an instructor is qualified if the instructor holds:

- A doctoral or master's degree in the subject of the course
- A master's degree plus 18 graduate semester hours in the subject of the course

For a course offered in an associate's degree program not designed for transfer to a baccalaureate degree program:

- Either of the above requirements
- A baccalaureate degree in the subject of the course
- An associate's degree and demonstrated competencies in the subject of the course, as determined by the Texas Higher Education Coordinating Board.

Online courses: The Texas Education Agency pays the reasonable costs of evaluating and approving electronic courses. If funds are insufficient to pay for evaluating and approving all courses submitted for approval, the agency must give priority to paying the costs of evaluating and approving five types of courses, including courses that allow a student to earn college credit or other advanced credit.

Administrative code specifies the qualifications and professional development requirements applicable to secondary and college instructors offering electronic dual credit courses.

Utah

An "eligible instructor" is defined as an instructor who is (1) employed as faculty by an institution of higher education, or (2) employed by an LEA, licensed by the State Board of Education, and either approved as adjunct faculty by an institution of higher education, or a mathematics educator who has an upper-level mathematics endorsement (an endorsement required by the State Board of Education to teach calculus). LEA-employed instructors must be supervised by an institution of higher education. An institution of higher education must require an eligible instructor to submit a background check and ongoing monitoring in the

same manner as a non-licensed employee of the LEA if the instructor teaches a concurrent enrollment course in a high school, and is not licensed by the State Board of Education.

Statute directs the State Board of Education and the State Board of Regents to coordinate to establish a concurrent enrollment course approval process that ensures credit awarded for concurrent enrollment is consistent, learning outcomes for concurrent enrollment courses align with core standards for public schools adopted by the State Board of Education, and institution of higher education lower division courses numbered at or above the 1000 level.

To qualify for state funds appropriated for disbursement to LEAs and institutions of higher education offering concurrent enrollment courses, an LEA and institution must enter into a contract to provide one or more concurrent enrollment courses that are approved under the aforementioned course approval process, and must ensure that an instructor who teaches a concurrent enrollment course is an eligible instructor as defined above.

Vermont

Dual Enrollment: Yes. When a course is offered at a high school, the public postsecondary institution must retain authority to determine course content and work with the secondary school to select, monitor, support, and evaluate instructors.

Technical: Not set in state policy

Virginia

Yes, for community college courses. Faculty must be selected by the participating community college and meet the faculty qualification guidelines established by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the State Board for Community Colleges policies. When determining faculty qualifications, an institution considers the highest earned degree in the discipline and related work. The following guidelines must be used:

- Faculty members teaching associate degree courses designed for transfer to a baccalaureate degree have earned a doctorate or master's degree in the teaching discipline or master's degree with a minimum of 18 graduate semester hours in the teaching discipline.
- Faculty members teaching associate degree courses not designed for transfer to the baccalaureate degree have earned a bachelor's degree in the teaching discipline or associate's
- degree in the teaching field with demonstrated competencies in the teaching discipline and two years of occupational experience.
- Faculty members teaching non-associate's degree occupational programs have earned a high school diploma or equivalent, associate or equivalent in the teaching field preferred, and five years of current occupational experience as defined by the State Board for Community Colleges.

Dual enrollment faculty must conform to all college and departmental responsibilities, policies, and procedures related to dual enrollment courses. The faculty member must:

- Prepare and disseminate a college-approved course syllabus that include all required information for the college course, including the college's grading scale
- Adhere to the required number of instructional/contact hours for the course
- Adhere to established college academic/instructional calendars for enrollment and grade submission
- Use college-approved instructional materials
- Incorporate all student learning outcomes and assessment of student learning outcomes into instruction
- Participate in student evaluation of instructional effectiveness
- Submit final course grades
- Participate in required meetings and professional development opportunities.

Dual enrollment courses must be offered for college credit with the same departmental designations, course descriptions, numbers, titles, and credits as those listed in the VCCS Master Course File. All dual enrollment courses must be equivalent to the pedagogical, theoretical, and philosophical orientation of the community college department and contain the same student learning outcomes, components of the syllabi, level and rigor of content, assessment and evaluation of student learning outcomes, and instructional effectiveness.

The following guiding principles establish expectations for the community colleges and public schools

regarding the evaluation of the dual enrollment program:

- Student learning outcomes: All dual enrollment courses must have the same student learning outcomes as those courses taught on campus. In addition student learning outcomes in all dual enrollment courses must be assessed using common assessment measures identified and approved by the college and utilized in courses taught on campus. All course learning outcomes must be communicated to students.
- Program learning outcomes: Where applicable, the community college's assessment of program learning outcomes must include dual enrollment students.
- Instructional effectiveness: The community college must conduct evaluations of dual enrollment instructors using college guidelines established for all adjunct or full-time faculty. High school faculty or adjunct faculty employed by the community college teaching a dual enrollment course must be evaluated in accordance with the college's adjunct faculty evaluation process. Full-time community college faculty teaching a dual enrollment course must be evaluated in accordance with the college's full-time faculty evaluation process. Part of the evaluation of instructional effectiveness must include student evaluation of faculty effectiveness. Student evaluation of faculty effectiveness must be conducted each semester for each course offered in the dual enrollment program and use the same instruments used for all adjunct or fulltime faculty. Results of the student evaluations of teaching effectiveness must be compiled and shared with the academic dean or designee, the faculty member, and the designated public school representative.

Washington

Running Start: Courses taught by postsecondary faculty

College in the High School: Yes. Full-time and part-time faculty at institutions of higher education, including adjunct faculty, are eligible to teach program courses. Legislation directs the superintendent of public instruction to adopt rules for the administration of College in the High School, and requires that the rules outline quality standards that are informed by nationally recognized standards or models.

West Virginia

Yes, for all programs.

Dual Credit/Dual Enrollment and Early Enrollment: A dual credit course must meet both the specified course content standards and objectives for secondary offerings and the college course requirements.

West Virginia EDGE: Public school career-technical centers must identify and submit career-technical course content standards and objectives (CSOs) to community and technical colleges (CTC) for evaluation and alignment with specific CTC course competencies for potential validation for EDGE credit. Appropriate CTE teachers and/or department of education personnel must participate in the evaluation, alignment and EDGE credit validation processes with CTC faculty and academic administrators. Public schools must ensure instructors of career-technical courses approved through the EDGE validation process attend the EDGE orientation provided.

If a state and/or national certification exam is available and required, passage of such certification exams must be deemed as sufficient documentation that students meet CTC course competencies, and the student must receive EDGE credit. In the absence of a state/national certification exam, the CTE instructor must work with CTC faculty to determine if the CSOs of the career-technical course match the course competencies of the CTC course. If a career-technical course is approved for EDGE credit by this means, the CTE instructor agrees, as part of the validation process, to document that the high school student has achieved the appropriate skill level for awarding EDGE credit. Regulations also detail the college responsibilities in ensuring the quality of EDGE courses.

Early Enrollment: A course must meet the same rigorous standards as those required for on-campus instruction, to maintain institutional accreditation by the Higher Learning Commission of the North Central Association and to assure institutional credibility. Courses must utilize college-approved syllabi, texts, assignments and assessments. Each institution offering early enrollment courses must establish policies for the routine evaluation of instructors and courses. Faculty for these courses will be evaluated by college personnel using the same processes as for other college faculty. The higher education institution must facilitate

communication between the appropriate academic department and the early enrollment faculty member to assure quality.

Faculty teaching early enrollment courses must meet the minimum faculty credential requirements as specified by the college and as approved by the department and chief academic officer of the college or university. Faculty teaching early enrollment courses are expected to participate in institutionally offered professional development activities and ongoing collegial interaction to address course content, course delivery, assessment and evaluation. The institution must assign adjunct/part-time faculty status to high school teachers teaching college courses. Employment of any early enrollment adjunct/part-time faculty must be consistent with any institutional, statewide and regional accreditation standards for employment of adjunct/part-time faculty.

Wisconsin

Not set in state policy

Wyoming

Responsibility for the quality of dual and concurrent enrollment courses lies with the postsecondary institution. A concurrent enrollment course (taught by high school instructor appointed adjunct faculty by a community college) must be approved by the community college as having equivalent course content, learning objectives and work assignments as an existing college course, as determined by community college faculty. The Manual of Procedures for Dual and Concurrent Enrollment Courses specifies: "College faculty members and high school teachers shall engage in yearly discussions to assure use of equivalent syllabi, assignments, and end-of-course assessments as those used in courses taught on campus. College faculty members and high school teachers must address common expectations and review student work on a regular basis. Courses shall be reviewed annually to assure quality."

Through the Wyoming Adjunct Professor Loan Repayment Program (WAPLR), the Wyoming Community College Commission makes funds available to high school teachers who require additional coursework to qualify as adjunct instructors under the concurrent enrollment policies of a community college district or the University of Wyoming. A loan recipient may repay the loan without cash payment by teaching at least one concurrent enrollment course for a minimum of two years, beginning the fall following completion of the courses necessary to qualify the individual to teach a concurrent enrollment course. The school district must annually verify the applicant is teaching a concurrent college level credit-bearing course.







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