Higher Learning Commission

A commission of the North Central Association

A descriptive analysis of current dual credit policies across the United States with implications for assuring the quality of dual credit courses that are offered by regionally accredited postsecondary institutions

Dual Credit in U.S. Higher Education

A Study of State Policy and Quality Assurance Practices

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Executive Summary

Dual Credit in U.S. Higher Education

A Study of State Policy and Quality Assurance Practices

The primary objective of this study is to provide an up-to-date description of dual credit policy in all 50 states. This executive summary describes briefly the purpose, methods and descriptive results of the study, and relates the results to the purported benefits and drawbacks of dual credit courses. Finally, we consider implications of the study findings for assuring the quality of dual credit courses that are offered under the aegis of regionally accredited postsecondary institutions.

High school students have been able to earn college credits through a variety of programs over the last 50 years, but the growth of dual credit formats has expanded significantly since the 1980's. While dual credit takes many forms, this study focused on college-level courses (excluding AP and IB) offered in high schools, taught by a high school teacher or college instructor and taken by high school students.

This study addresses a gap in the literature on the intersection of state dual credit policies and quality assurance. Using a standard, input/process/output framework, we identified the following elements of regional accreditation agencies and National Alliance of Concurrent Enrollment Partnership (NACEP) standards by which to analyze state policy:

Quality Dimensions	Dual Credit State Policy Components
Inputs	Student eligibility, faculty credentials, funding, curriculum standards
Processes	General oversight, faculty orientation and training, institutional review and monitoring, state review and monitoring
Outputs	Learning outcomes, transferability, program and course outcomes

The research team developed an interview questionnaire based on the research questions:

1) **Course Provisions:** What types and forms of dual credit courses can or cannot be offered (e.g., subject matter or level)?
2) **Student Eligibility:** Who is and is not eligible to enroll in dual credit course offerings?

3) **Instructor Eligibility:** What criteria apply to instructors who teach dual credit courses?
4) **Other Quality Provisions:** What else is included in state policy that relates to assuring the quality of dual credit course offerings (e.g., review processes, accountability, oversight provisions, etc.)?
5) **Funding/Finance:** How does state policy shape who pays for or otherwise funds dual credit offerings (e.g., tuition, financial aid, direct enrollment funding, etc.)?
6) **Policy Enforcement:** How are state dual credit policies enforced?

The questionnaire was used to guide the review of state dual credit policies and semi-structured interviews with state officials in 47 of the 50 states in the summer and fall of 2012. A coding scheme was developed based on the questionnaires and applied for the analysis.

III Descriptive Results

Terminology

Although various forms of what we are here labeling "dual credit" have been in existence for decades, the recent significant growth of this activity has led to a flurry of new programs and policy formulations. The lack of standards and conventions among states related to this short history includes inconsistency in basic terms and definitions and the use of multiple terms within states. The three terms that emerged as mostly interchangeable descriptors of the base activity were, in order of popularity: Dual Enrollment (22), Dual Credit (18), and Concurrent Enrollment (15).

Oversight, Scope, And Course Provisions

We found a variety of dual credit oversight arrangements among the states, with the plurality of states reporting that more than one state agency is involved in the oversight role. The majority of states reported that their policies pertain to the public sector and not to private institutions, although 15 states reported a broader scope that included the private sector. Most states also reported a scope including both four-year and two-year institutions, with a few focusing exclusively on the two-year sector.

Similar to existing literature, findings revealed substantial variation in state policy. A slim majority of responding states (26) indicated that they have some statewide requirements regarding the types of courses that can or cannot be offered among dual credit offerings. Only five states require public colleges to offer dual credit courses but twice as many require high schools to have college course options available to their students and another seven encourage this provision.

Who Can Take Dual Credit And Who Can Teach Dual Credit?

Student eligibility provisions are fairly common in state policies, appearing in some form within 37 of the 47 states in the study (79%). The most popular provisions relate to the high school class level of eligible students. Nearly four of five responding states (37 of 47 or 79%) have some policy provisions regarding instructor eligibility. Most common among the provisions is that colleges and universities use the same standards in selecting instructors for dual credit courses as they do for courses offered on their own campuses. About half of the states that have student eligibility provisions also allow waivers and exceptions. Far fewer states (8) offer waiver or exception provisions for instructor selection provisions.

How Else Is Quality Assured?

Overall, most states are addressing quality concerns in some fashion beyond regulating student eligibility and faculty teaching eligibility. While many states view the accrediting process as their chief quality control measure, the majority of

states have policy provisions for annual or ad hoc accountability reporting. Eight (8) states either require or encourage NACEP accreditation in state policy.

Also somewhat related to ensuring quality, about half of the responding states have policy provisions that encourage or mandate partnerships between K-12 and higher education institutions and systems involved in offering dual credit courses. These partnerships are intended to encourage effective communication, instructor development, and curricular alignment.

To a lesser extent, state policies include a range of other quality assurance mechanisms such as references to course quality and rigor, secondary and postsecondary partnership regulations, outcome monitoring, and classroom visitations.

Who Pays For Or Otherwise Funds Dual Credit?

Funding policy of dual credit is similarly varied. Direct funding for dual credit courses is offered in 24 states. Four of those states and seven additional states have funding provisions for specific programs for targeted populations, targeted types of instruction, or for specific initiatives to improve dual credit instruction. Several states have provisions that make dual credit courses available or free to all students while many others offer discounted rates for tuition, fees and books. Within 20 states, where students are responsible for a portion or all of tuition, course fees, or textbook charges, provisions are made for either waiving those fees for targeted population or providing need-based financial assistance.

Enforcement Of State Policies

There is generally very limited language about enforcement provisions in state policy on dual credit courses. In many instances, state contacts referred to general compliance provisions and related incentives for all state policy. This was especially true for enforcement related to course offering provisions and quality assurance. However, more specific enforcement provisions were cited by 10 states regarding student eligibility and 9 states regarding instructor eligibility.

III Conclusions and Implications

Terminology And Variation

The results of this study reinforce at least two continuing themes from past research on state policy and practice for dual credit: There is still no consensus or standardization regarding the terminology related to what we have been consistently labeling as "dual credit" courses; and there remains great variation among states along many dimensions of state policy for dual credit activity. The concurrent enrollment and dual credit arena would benefit from further efforts to develop consensus on terminology.

In many ways, our findings are consistent with those of earlier policy reviews regarding the large variation in state policy. We echo earlier conclusions that state policy ranges from non-existent to very detailed and add to that characterization that state policy is just as varied among the growing array of states that have detailed policies as it is between the detailed and the non-existent approaches. We also note a different aspect of variability that was illustrated by comparing results from prior studies to the current one: variability and change over time.

Earlier policy studies concluded that quality was underrepresented within state policy on dual credit activity. The current analysis demonstrates that this is no longer so. Through our discussion with state contacts, we believe that many state agencies have intentionally worked to strengthen policies and practices in this area and others have intentions to do so in the future.

Broadening Access And The Financial Conundrum

Results of the study highlight the conflict between two of the more potent forces impinging on the development and implementation of dual credit activity: the desire to significantly expand access especially to traditionally underrepresented populations; and the financial press that all states currently face during the slow recovery from the "Great Recession." According to our contacts, well-intentioned attempts to pursue aggressively an access agenda have been seriously undermined by deep state budget cuts.

Emerging research evidence suggests that dual credit has more positive than negative impacts, on average. However, the evidence also reveals that there is variation on impact and some impacts are negative. Further, there is insufficient evidence to support the critical promise for improving postsecondary access and success for underrepresented students relative to more privileged and high-achieving students. Additional rigorous research is needed to contribute to the development of effective policies and practices, especially practice that can be tailored to the diverse array of students across the educational spectrum.

III State Policy And The Perceived Benefits And Drawbacks Of Dual Enrollment

Benefits:

- **Enhancing and Diversifying High School Curricula.** State policy plays a unique role in expanding or enhancing high school curricula by mandating or strongly incentivizing high schools and colleges to provide dual credit, but sufficient funding and resources are required to make this an attainable promise.
- **Increasing Access to Higher Education.** Although the predominant focus continues to be on the academically well-prepared or at least moderately-prepared students, dual credit has been demonstrated to reach a broader population than do the Advance Placement (AP) or International Baccalaureate (IB) programs. Policy provisions for waivers and exceptions in about one-half of the states further support expanding the base of participation. Given the propensity of dual credit programs to serve moderate to well-prepared students, pursuing the access promise requires additional focus on dual credit programs that are specifically targeted to underrepresented populations.
- **Improving High School and College Relationships.** Dual credit activity can provide a vital communications link between high schools and colleges, especially if suitable attention is applied to developing and monitoring the required engagements. The provision of dual credit requires some degree of collaboration, but in some states, this level of collaboration is reinforced through state policy.
- **Shortening Time to Degree and Lowering the Cost of College.** The key to the relationship between dual credit and time to degree is the level to which dual credit courses prepare students to be successful in subsequent college work. Research related to this premise is mixed: dual credit can lead to better grade performance in college, but doesn't always do so. Ultimately, taking fewer college courses to reduce the cost may be less important financially than shortening the time to degree: student loan debt burden is more substantially impacted by taking longer to complete (and borrowing to cover living expenses) than by tuition costs.

Drawbacks:

- **Not Preparing Students for the Academic Rigor of College.** Among the common concerns of dual credit is the inadequate maintenance of academic rigor and the

concern that dual credit course content is not of collegiate quality and caliber. State policies generally rely on standards set by colleges rather than sweeping standards.

- **Inadequate Instructor Qualifications.** Instructor qualifications are a common feature of state dual credit policies. As with rigor, the issue of faculty credentials is closely related to the standards held by postsecondary institutions and the verification of these standards by regional accreditors. Some states specify a required degree level (typically a Master's degree) as well as subject matter expertise requirements.
- **Not Providing an Authentic College Experience.** Both the students taking and instructors teaching high school-based dual credit courses cannot completely disengage from the high school context that surrounds this experience. These conditions impose significant limitations on obtaining an authentic college course experience in a high school setting. Careful consideration should be given to the extent to which college-based dual credit or concurrent enrollment diminishes possibilities for the more authentic experience of taking a college course on a college campus.
- **Uncertainty of Course Transferability.** Many state policies have adopted language that includes a provision for dual credit transferability whereas others leave matters of transferability to the students, indicating that students themselves are responsible for knowing the transfer policies for the colleges and universities to which they seek admission. This range highlights further *course transferability* as a broader issue than one related just to dual credit.

| | | Dual Credit And Regional Postsecondary Accreditation

In phone interviews and other discussions with senior staff from six regional accrediting agencies representing five of the six regions, the level of concern expressed about dual credit courses was modest. However, the specific nature of concerns varied by region and level.

Dual credit courses are offered under the aegis of a postsecondary institution. Therefore, postsecondary institutions have ultimate responsibility for the quality of these offerings and regional accreditation has an interest in this process. Regional accreditation focuses primarily on the academic integrity of postsecondary programs and, more broadly, the institutions that offer these programs. In their current form, dual credit courses are not related to academic programs in a way that place them into consistent focus within regional accreditation review processes. However, consistency in course requirements and the assessment of student learning across instructional locations and teaching modalities, along with the availability of student support systems, are important accreditation concerns with direct linkages to dual credit activity. Additional considerations are explained in the paragraphs that follow.

Mission And Delivery

Dual credit programs provide an opportunity for postsecondary institutions to expand their reach and their market. As such, concern was expressed that institutions approach these opportunities in clear alignment with their missions.

Dual credit was more generally recognized as one of several emerging modes of instructional delivery that is stretching the attention and resources of institutions more thinly. Recent reformulations of accreditation standards have more explicitly accommodated distance/online

learning but this level of explicitness has generally not yet been applied to the dual credit realm.

Partnership Contracts

With regard to contractual arrangement, the interviewees were not particularly concerned that the dual credit realm will introduce particular problems, given that the partner is accredited through parallel processes and generally shares the same educational quality values. However, there was some concern regarding how well state policy requirements align with accreditation standards. Interviewees recognized that postsecondary institutions can be put into a difficult position if they must comply with poorly aligned standards from two authorities.

Faculty Qualifications

This same concern was raised in relation to faculty qualifications. Although specific criteria for faculty selection, professional development and evaluation are not set through accreditation standards, they require that institutions have standards appropriate to their mission and apply these standards consistently. A number of states have in place more prescriptive requirements regarding instructor credentials as well as selection and professional development processes. Regardless of whether these criteria conflict with the appropriateness of the postsecondary institution's standards, they may introduce potential inconsistencies in the application of the standards. Specifically, they may require postsecondary institutions to apply different standards for dual credit courses than they do for other courses.

Accountability

A final concern expressed by the interviewees was related to the growing accountability demands on both accrediting agencies and postsecondary institutions that stretch the boundaries of the traditional focus on core postsecondary academic program integrity issues. These demands may require expanding the scope and purview of accreditation review processes. All of this has the potential to add to the cost and resource requirements of accreditation, which induces additional overhead on institutional operations.

Introduction

Dual Credit in U.S. Higher Education

A Study of State Policy and Quality Assurance Practices

For over 50 years, U.S. high school students have been able to earn college credits through a variety of enrichment programs. The College Board's Advanced Placement (AP) program, established in 1955, and the International Baccalaureate (IB), established in 1968, have provided high achieving students opportunities to qualify for college course credit and placement out of introductory course requirements and into advanced level college classes, based on their performance on standardized end of course assessments. Higher education institutions have also allowed high-performing high school students to enroll in on-campus, college courses and, starting in the early 1970s, some institutions developed formal programs to expand course availability, location choices, and participation levels (Fincher-Ford, 1997). The establishment of these programs marked a notable departure from the exam-based AP and IB programs, with the awarding of college credit depending solely on student grade performance in the course.

Labeled most frequently dual credit, dual enrollment or concurrent enrollment , the growth of such programs expanded notably in the 1980s. Minnesota's 1985 Postsecondary Enrollment Options (PSEO) Act, recognized as one of the first instances of state-level dual credit legislation, allowed 11th and 12th graders who qualified for admission to take college courses at state expense (Kim, 2008). Growth of these programs continued through the 1990s. By the 2000s, interest in opportunities for high school students to obtain college credit became even more acute prompted by at least three concurrent issues: the increasing importance of a higher education degree for economic security and social welfare; low and seemingly intractable degree completion rates; and the rising costs to students for attending college and the attendant growth of college loan debt. Interest has also grown substantially in expanding the participation base in these programs beyond the academically gifted students for which such opportunities were originally developed, toward increasing access among populations that are traditionally under-represented

[1] We examine similarities and differences between these definitions but use the term 'dual credit' for consistency throughout the report, unless an alternative term is directly quoted in a policy title, policy language or the literature.

"We selected as a core focus of this study the form of dual credit wherein college-level courses are offered in high schools..."

within higher education institutions and especially under-represented among college degree recipients.

The availability of and student participation in dual credit courses has grown even more substantially in recent years. Based on surveys of public high schools commissioned by the National Center for Education Statistics (Thomas et al., 2013; Waits, et al., 2005,) between 2002-03 and 2010-11:

- Dual credit enrollments increased by 75% from an estimated 1.16 million to 2.04 million;
- The percentage of public high schools offering dual credit courses increased from 71 to 82; and
- High schools continue to be the predominant location for dual credit courses, accounting for 77 percent of dual credit enrollments in 2010-11, up from 74 percent in 2002-03.

State educational agencies at both the postsecondary and K-12 levels have developed substantial programs often connected to state legislation that seeks to promote growth and control quality and costs. Research regarding the efficacy of these programs is beginning to expand and to include more rigorous methods. The developing body of evidence shows mixed results but generally seems to indicate that the courses do more good than harm but that there is also great variation in rigor and impact. There are many competing ideas regarding the benefits and drawbacks of dual credit courses as well as about how best to ensure that existing and new programs deliver maximum benefits and incur minimum liabilities.

As one of six regional institutional accreditors in the United States, the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools initiated this study to explore the current status of state policies and practices related to dual credit courses. Similar interests among the other regional agencies and additional support from the Lumina Foundation led to an expansion in scope of this study to the national level.

To conduct the study, a team of three research interns were recruited from within the HLC region and a professor of educational leadership and policy studies who specializes in higher education institutional and program performance assessment was selected to lead the team through the process. The team developed a questionnaire protocol to interview and collect information from appropriate contacts in all states. Interviews were conducted with senior staff members from the regional accrediting associations to help frame the study and determine priority interests.

| | | Study Objectives

The primary objective of this study is to provide an up-to-date description of dual credit policy in all 50 states and to consider the implications for assuring the quality of dual credit courses that are offered under the aegis of regionally accredited postsecondary institutions. Toward this end, the research team identified a set of research questions intended to unpack state policy related to the quality of dual credit courses. Specifically, these questions investigated how state policy shapes:

1) what types and forms of dual credit courses are offered;

2) who is eligible to enroll;
3) who can teach;
4) how the quality of instruction and its impact on student success are monitored;
5) who pays for or otherwise finances the activity; and
6) how policies and practices are enforced.

| | | Scope of Interest

The panoply of terms used to describe what we are here referring to as *dual credit courses* masks significant variations in forms the activity takes. These activities can be physically based on college campuses, within high schools, at community centers, or through online delivery. Uniformly these courses offer college-level credit (although the transferability of that credit is an issue), but the concurrent provision of credit toward a high school diploma is not universal. Moreover, high school students enrolled in these courses may, in some instances, pursue only high school credit. By virtue of offering college-level credit, the instructors who teach these courses are, by definition, "college-level instructors." However, many but certainly not all of them are also high school teachers.

We selected as a core focus of this study the form of dual credit wherein college-level courses are offered in high schools, taught by a high school teacher or college instructor and taken by high school students. Aware that state policies often cover a wider range of dual credit activities and that states vary greatly in the prevalence of this particular form relative to others, we described this scope to those we interviewed as the model for our inquiry but not the exclusive focus. That is, we wanted to ensure that we obtained information about the policies and practices that cover this type of activity, knowing that policies might also cover forms that range from highly similar (e.g., a college instructor coming to the high school to teach the course) to fairly dissimilar (high school students attending courses at area colleges in classrooms that include both secondary and postsecondary students). Because the regional accrediting agencies were particularly interested in college-level courses on high school campuses, we focused on policies relevant to the high school delivery location, regardless of whether they applied to other settings, and excluded state policies relevant only to the college delivery location.

Background and Context

Definitions, Forms, and Prevalence

As a relatively recent addition to the spectrum of educational practices, approaches and terminology to describe high school student enrollment in college-level courses vary greatly. The lack of standardized language imbues a level of confusion as different terms are often used to describe similar activities and similar terms to describe very different activities.

Definition

States define dual credit differently and use different terms based on local context and the specific features of dual credit, which also vary considerably across the states (Clark, 2001; Farrell & Seifert, 2007; Golann & Hughes, 2008; Hoffman & Robins, 2005; Hoffman, 2005; Hugo, 2001; Karp et al., 2005; Michelau, 2001). Within the relatively small but growing literature on the topic, definitions vary according to the credit awarding status and physical (or virtual) location of courses (e.g., Andrews, 2001; Burns & Lewis, 2000; Hunt & Carrol, 2006; Kim, Barnett, & Bragg, 2003; Kleiner, Lewis, & Greene, 2005; Michelau, 2001; Mokher & McLendon, 2009, Torres, Zerquera, & Park, 2011). Among these different definitions, one consistent element is that the course is college-level and at least some of the enrolled students are concurrently pursuing a high school diploma. As noted, the current study focuses on high-school located courses for which students receive college credit and often high school credit as well. The identification and definition of terminology was included in the study interview and so will be discussed further in the results section of this report.

Forms

As reflected in various definitions, dual credit programs and courses are offered in various forms (Kleiner et al., 2005). For instance, instructional location can vary, and dual credit can be offered at high school campus, the college campus, a community center, or online. Dual credit faculty can vary, and courses can be taught by a high school instructor, a college instructor, or both. There is also variation in the subject disciplines with a common distinction between an academic and career/technical focus. Remedial or developmental courses are often explicitly excluded from the domain of dual credit coursework since those are generally not considered to be college-level courses. Student eligibility requirements vary widely, including criteria related to high school GPA, standardized test scores, college placement test scores, high school class rank, or other course pre-requisites.

Bailey and Karp (2003) created a typology for credit-based transition programs, of which college-level courses were a feature of most programs. Specifically, they identified three categories: a) singleton programs, referring to stand-alone college-level courses; b) comprehensive programs, that subsume most of a student' academic experience (such as "Early College" and "Middle College" programs); and c) enhanced comprehensive programs, referring to the programs that offer students college coursework coupled with guidance and support to ensure student success in postsecondary education.

Allen (2010) offered a set of characteristics for defining dual credit activity and distinguishing it from other forms of college credit seeking options for high school students:

a) dual enrollment students earn college credit by successfully completing a college

course, rather than by passing an exam as with AP;

b) courses may be taught during the school day, evenings, weekends, on or off campus, as a regular college course, or specially adapted to the high school's objectives;

c) students are typically admitted as non-degree students to the postsecondary institution offering the dual enrollment course; and

d) because these courses are the same as those offered on college campuses—usually the same syllabi and textbooks—high schools and colleges do not need to engage in a process of matching competencies, such as that done for some Tech Prep and other articulation agreements (p, 1).

Prevalence

We did not include within this study the collection and analysis of data regarding the prevalence and relative frequency of high-school based college courses relative to other forms of dual credit. As part of their Fast Response Survey System, The U.S. Department of Education's National Center for Education Statistics (NCES) recently released the first set of results of a follow-up study on dual credit activity for the 2010-11 academic year (Thomas, Marken, Gray, & Lewis, 2013). As noted above, the new data indicated a 75 growth in dual credit enrollment from the levels reported in their earlier studies reflecting 2002-03 (Kliener, Lewis, & Greene, 2005; Waits, Setzer, & Lewis, 2005).

In their study of credit-based transition programs, Bailey and Karp (2003) observed that dual credit experienced the most growth among the various programs they reviewed. In a separate national study of academic pathways that span secondary and postsecondary education, Bragg, Kim, and Barnett (2006) found that dual credit was the most prevalent among the nine academic pathways they studied. These studies all demonstrate that dual credit courses offered at high schools is the most prevalent form of access to college-level courses available to high school students.

III Promises and Pitfalls

The literature on dual credit discusses both purported benefits and prospective drawbacks of dual credit courses (Andrews, 2000, 2004; Bailey & Karp, 2003; Boswell, 2001; Burns & Lewis, 2000; Clark, 2001; Hoffman, 2005; Hunt & Carrol, 2006; Kim, 2008; Santiago, 2011). These characterizations are critical for the current study because they describe the conditions and outcomes that developers of policy and practice aspire to create, as well as the concerns and problems that they seek to avoid. These objectives (producing promises and avoiding pitfalls) provide the lens through which we will subsequently analyze current policy and practice in relation to quality assurance concerns.

"Empirical studies of the educational outcomes of dual credit have demonstrated more positive than negative findings..."

Promises

The primary objectives of dual credit courses are:

- Introduce more diverse and challenging courses into the high school curriculum;
- Broaden academic opportunities and course options for students in high school especially in the last year (that is, decrease opportunities for "senioritis");
- Expose students to vocationally-oriented courses specifically and focus on students' obtaining technical and vocational skills not offered by the high school;
- Enhance student success while in high school;
- Facilitate the transition from high school into postsecondary education (social and psychological aspects) and prepare students for the academic rigors of college;
- Increase college aspirations;
- Expand higher education access to underrepresented groups of students;
- Shorten students' time to an associate's or baccalaureate degree;
- Lower the cost of college education; and
- Promote relationships between high school teachers and college instructors to foster curricular alignment.

Empirical studies of the educational outcomes of dual credit have demonstrated more positive than negative findings, including: improved high school grades and completion rates; increased college-going rates; improved transitions to college (academic, social and psychological preparation); higher college enrollment, grades, and persistence rates; and lower costs (Adelman, 2006; An, 2009; Andrews, 2004; Eimers & Mullen, 2003; Farrell & Seifert, 2007; Golann & Hughes, 2008; Karp et al., 2007; Karp & Hughes, 2008; Kim & Bragg, 2008; Lerner & Brand, 2006; McCauley, 2007; Smith, 2007; State Board for Community and Technical Colleges, 2008).

Studies have also demonstrated that dual credit is available to a broader range of students compared to AP, which targets academically gifted student and therefore provide more benefits to under-represented groups, especially males and low-income students (An, 2009; Golann & Hughes, 2008; Karp et al., 2007, Hoffman et al., 2009.).

Included within these studies is the common critique that many do not sufficiently control for selection effects. That is, although dual credit courses offer broader access when compared to AP and IB courses, they still attract a generally more well-prepared population of students than among those who do not enroll in any postsecondary enrollment options while in high school. Indeed, selection criteria for dual credit courses often preclude traditionally under-represented students from doing so. Some recent studies that have employed the most rigorous controls to date continue to find positive effects but the overall effects are somewhat mitigated and results sometimes mixed. For example, in a study of a vocationally oriented "Concurrent Course Initiative" in California, Hughes et al. (2012) reported that, although overall effects of dual credit were generally positive, there was great variation among programs. From this variation, they discerned several conditions that promote positive outcomes, including: strong connections and integration between high schools and postsecondary institutions; embedding dual enrollment within career-focused learning communities; and making the class an "authentic college experience" (e.g., on a college campus, taught by college instructors, and mixing high school and college students). Another rigorous study employing multilevel modeling to control for selection effects among students attending any Indiana University campus (ranging from the traditional to the urban and commuter campuses), Plucker et al. (2011) found that better-prepared students received no benefit from dual credit participation (i.e., they do well no matter what), but less well-prepared students among those who take dual credit courses, benefit with increased credit

accrual and higher persistence rates, but appear to suffer some negative grade consequences.

Pitfalls

Despite the documented benefits of dual credit courses, concerns are frequently cited by scholars and practitioners. For example, some have indicated that dual credit courses fail to maintain the academic rigor of their equivalent courses taught on college campuses (Andrews, 2000; Boswell, 2001; Windham, 1997). In particular, it has been noted and, to some extent demonstrated that dual credit courses offered on high school campuses by high school instructors (the primary focus of this study) do not offer the level of rigor and, more importantly, the environmental authenticity of those same courses offered on college campuses (Clark, 2001). Differences in the level of teacher certification required for secondary and postsecondary instructors have also been indicated as a possible obstacle to securing qualified instructors for those courses (Andrews, 2000; Boswell, 2001; Golann & Hughes, 2008; Hugo, 2001; Windham, 1997).

Others have raised concerns about the transferability of credits earned, particularly for dual credit courses offered by community colleges. While accepted for credit at community colleges, these courses may not be accepted for credit should students transfer to a four-year institution (Boswell, 2001). Another concern is that college admission officers often give preference to other programs such as AP or IB and sometimes doubt that the quality of high school courses and college courses are equivalent (Clark, 2001; Hunt & Carroll, 2006).

Collaboration between the secondary and postsecondary contributors (e.g., formal structures that link secondary and postsecondary institution) and whether dual credit actually reduces costs or time to degree have been cited as additional concerns. Researchers in particular, have questioned whether the existing research has been sufficiently rigorous regarding the impact of dual credit courses on subsequent student academic success. Other issues appearing in the literature include: assessment and evaluation of dual credit programs and courses, the impact of selection criteria on reaching students who could benefit most (e.g., high need students), funding sources and practices, consistency of policies, processes for awarding credits, and marketing to students and parents (Farrell & Seifert, 2007; Golann &Hughes, 2008; Hoffman et al., 2009; Kim et al., 2003; Kim, 2008; Torres et al., 2012).

III Prior Policy Reviews

Several national studies have reviewed state dual credit policies (Bragg et al., 2006; Education Commission of the States, 2008; Karp et al., 2004, 2005; Western Interstate Commission for Higher Education, 2006). Among other things, these studies illustrate the variation in dual credit policies, both in terms of approach and substance. Karp et al. (2005) analyzed dual enrollment policies in all 50 states and found 40 states with dual enrollment legislative or regulatory policies. Their analysis revealed variation along the following 10 policy features: prescriptiveness (mandatory or voluntary), approach to oversight (financial reporting, policy compliance, or quality control), target population, admission requirements—student age, admission requirements—academics, location, student mix, instructor, course content, tuition, and funding. In their 2004 report, Karp et al. (2004) noted that state policy "ranges from non-existent to very detailed," and that policies related to student admission and finance were most prevalent while program structure was the least regulated (p. 30). Among the explanations they offer for policy variation is differences in policy goals that target academically advanced students and those that target a wider range of students. Related to quality, the authors also recommended that policies seek ways to "ensure the rigor of dual enrollment quality"

(p. 32). They noted that policy mechanisms such as faculty professional development and regulating course offerings are uncommon in state policy.

The Western Interstate Commission on Higher Education state policy study (WICHE, 2006) reported dual enrollment in state statute or board policy in 42 states. The study focused on six dimensions of dual enrollment: program eligibility, application of course credit, carrying the cost burden, information sharing and counseling, institutional accountability, and incentives for success. Program eligibility was found to be the most common policy dimension with 30 states having some minimum eligibility requirement and four state policies recommended eligibility requirements or required local agreements that articulate these requirements. Also related to quality is what WICHE describes as the institutional accountability dimension of state policy. They identified ten states as having institutional accountability mechanisms in state policy and provided examples of these mechanisms that range from annual reports to the legislature (Arizona), to joint accountability responsibilities for at risk students (Nebraska), to inclusion of dual credit metrics in school performance reports (Utah).

Two salient themes that emerge from these studies and others are that there is large variation in state policy and that 'quality' is an underrepresented and understudied characteristic of state policy. A thorough review of dual credit quality is found in a more recent report from the National Alliance of Concurrent Enrollment Partnerships (NACEP), a national voluntary accreditation organization for dual credit programs and courses. In the report, Lowe (2010) described efforts underway in six states to oversee dual credit programs and align practice with quality standards. Lowe observed seven strategies for overseeing dual enrollment programs in these states including: program approval, periodic program reviews, student outcome analysis, regular collegial meetings, course approvals, review of district/college MOUs, and annual reporting. Each of the seven states implemented at least two of these strategies, and annual reporting was the most common practice observed in five of the six states. Despite this study and the state policy studies, the literature has yet to provide an empirical analysis of dual credit state policies from a quality perspective.

"Researchers in particular, have questioned whether the existing research has been sufficiently rigorous..."

| | | Assessing Quality

This study addresses a gap in the literature on the intersection of state dual credit policies and quality assurance. Toward this end, we provide an organizing framework to conceptualize and operationalize quality in the context of dual credit. We derive this framework from the literature on performance indicators in the U.S. and European context. Specifically, Borden & Bottrill (1994) describe an Input-Output-Process model to establish a balanced approach to quality assessment, arguing that outcomes and objectives must be assessed in relation to the inputs upon which and the processes by which programs operate. Relatedly, Westerheijden (2007) contends that educational quality is measured in two ways: "through fixed procedures, often quantitative, associated with performance indicators, or through the intrinsically subjective process of peer review" (p. 80). He suggests that many

educational quality assessment schemes use performance indicators that include inputs, processes, throughputs, and outputs.

Based on this framework, we examined the accreditation standards of all six regional accreditation agencies and NACEP standards and identified the key input, process, and output elements by which to assess state policy. These elements are as follows:

Quality Dimensions	Dual Credit State Policy Components
Inputs	Student eligibility, faculty credentials, funding, curriculum standards
Processes	General oversight, faculty orientation and training, institutional review and monitoring, state review and monitoring
Outputs	Learning outcomes, transferability, program and course outcomes

Methodology

The research team developed an interview questionnaire (Appendix 1) based on the project research questions:

- **Course Provisions:** What types and forms of dual credit courses can or cannot be offered (e.g., subject matter or level)?
- **Student Eligibility:** Who is and is not eligible to enroll in dual credit course offerings?
- **Instructor Eligibility:** What criteria apply to instructors who teach dual credit courses?
- **Other Quality Provisions:** What else is included in state policy that relates to assuring the quality of dual credit course offerings (e.g., review processes, accountability, oversight provisions, etc.)?
- **Funding/Finance:** How does state policy shape who pays for or otherwise funds dual credit offerings (e.g., tuition, financial aid, direct enrollment funding, etc.)?
- **Policy Enforcement:** How are state dual credit policies enforced?

A preamble to the questionnaire included a discussion of definitional issues, especially related to the use of the term "dual credit" within the study to capture primarily college-level courses offered in high schools to high school-level students. Provisions were made to accommodate policies that pertain specifically to these types of courses even if the policies also applied to other modes of delivery through which high school level students can attempt college-level courses (e.g., by distance learning or on a college campus). However, policies applicable only to high school students who participate in college-level courses on a college campus were not considered in this study. State documents were reviewed to identify official terms and their definitions and the contacts were asked to verify the terms in common use in their state for this and related types of course offerings.

The preamble to the questionnaire also provided a definition of state policy: "written policy such as state legislation, state board or agency guidelines or procedures, or other state-mandated written policies." Institutional-level practice or policy was specifically mentioned as not being within this domain. We also limited our inclusion of state policies to policies specific to dual credit. In other words, many if not most states have policies that apply to all college-level activities, but our focus was on policies that were written in the context of dual credit. Further, it is relevant to note that this study focused on written policy and not the realization of written policy or policy implementation. In other words, we only studied what policies say and not how policies are enacted (although we did ask about how policies are enforced).

A list of state contacts was developed in spring 2012, consisting primarily of the CEO and chief academic officer at state agencies that were known to or could possibly play an oversight role in relation to dual credit courses. These included higher education boards and commissions, sector agencies (e.g., statewide university, state college, and community college agencies), K-12 education departments, and workforce education agencies. An initial solicitation message from the HLC President to the CEOs of each agency, informed them of the study and asked them to identify one or more primary contacts who would be subsequently contacted, first by email and then by phone to review the interview questions.

As the list of state contacts was being established and initial contacts made, the research team identified and analyzed publicly available documents containing state policies, consumer

information, procedural guides and other relevant information. These documents were identified through web site and library searches as well as through networking with individuals and organizations that have collected such documents. Based on these documents, the researchers completed as many of the questionnaire items as possible. The pre-filled questionnaires were emailed to the state contacts for their review and served as the point of departure for the phone interviews with state contacts.

Successful contacts were established and responses received from 48 of the 50 states, with Rhode Island and Utah being the only two non-respondents. Among the responding states, Pennsylvania was in a period of transition. A fairly comprehensive set of policies related to a program established by a former governor had been recently defunded under a new administration and therefore was no longer in effect. For this reason, responses for Pennsylvania were not included in the analysis and the analysis is based on 47 completed questionnaires.

Between spring 2012 and early fall 2012, researchers conducted 1- to 2-hour phone calls with state contacts to thoroughly review the questionnaire responses, identify and integrate additional state policies, and complete the questionnaire. In addition to obtaining a response on each item, the researchers identified segments of state policy through the document analysis and solicited comments from contacts to further qualify and describe pertinent policy. All information acquired from the questionnaire and subsequent contacts is compiled into the detailed state response reports that are included in Appendix 3.

Most items on the questionnaire were closed-ended questions with "yes/no" binary response and accompanied by an open-ended field for comments and policy language. For many questions, we anticipated that a binary coding scheme would be inadequate and state contacts noted that the policy situation in their state did not conform well to a simple "yes/no" response. For the majority of questionnaire items, a response coding scheme was developed to more effectively capture the broad sense of state policies and respondents' explanations. The responses were coded as follows:

0 = No mention is made in state policy
1 = State policy includes mention of the subject but does not require, encourage or recommend criteria or processes of any particular kind
2 = State policy has provisions that **encourage (incentivize) or recommend** criteria or processes that **apply to all** dual credit offerings at least within a sector (e.g., community colleges)
3 = State policy has provisions that **require** criteria or processes that **apply to all** dual credit offerings at least within a sector
4 = State policy has provisions that **encourage or recommend local criteria** or processes be developed and implemented
5 = State policy has provisions that **require local criteria** or processes be developed and implemented at least within a sector
9 = Not applicable

Several items required unique response categories. For example, sections on students, faculty, quality assurance, and funding/finance in the questionnaire ended with a question about enforcement provisions, for which the responses were coded as: 0 = no enforcement in place; 1 = there are general enforcement provisions that pertain to most policies; and 3 = there are specific enforcement provisions for these particular policies. A few items required response categories to reflect that a policy could allow or prohibit an activity (e.g., allowing or prohibiting students taking dual credit courses for only high school or college credit but not both). Further details of the coding of responses are provided in the results section.

To establish consistency in coding, several meetings were held and email messages shared

"...this study focused on written policy and not the realization of written policy or policy implementation."

among members of the research team to discuss specific cases that were questionable. In addition, the coded responses were assembled into a report template that was sent to state contacts for their review and verification. The resulting responses were therefore developed through an iterative process involving initial responses, deliberation among the research team, and review of the re-coded responses by the state contacts.

In addition to the formal and lengthy interviews and interactions conducted with the state agency contacts, the leader of the research team had less structured discussions with representatives of the regional accrediting agencies who represent the target audience for this project. These discussions were used to help shape the core interviews, frame the analysis, and identify areas of concern for discussing the results of this study and their implications for accrediting agency deliberation. As such, the findings from these discussions are not formally analyzed but referred to more generally throughout the final discussion.

III Analysis of Responses

The analysis begins with a brief section on the terms and definitions currently in use in state policies and procedures for what we are referring to in this report as dual credit courses. The remainder of the analysis focuses on the coded responses to the interview questions.

Based on initial item frequency analysis the default response categories were further collapsed into four reporting categories that reflect an overall level of prescriptiveness: a) statewide requirement; b) local requirement; c) encouragement (either statewide or local); and d) all other responses (no mention, non-specific mention, or not applicable). One can conceptualize this scale as a continuum with 'statewide requirement' at the highly prescriptive end of the spectrum and 'all other responses' at the non-prescriptive end of the spectrum.

Responses based on other formats were mapped to this general ordinal representation from the highest to lowest levels of prescriptiveness and used to compute item frequencies. In the results section that follows, the item frequencies are first reviewed in relation to the primary research questions. We complement the item frequencies with multiple examples from state policies that illustrate the variation in state dual credit policies. The states are then arrayed graphically for each segment of items (course offerings; student eligibility; instructor eligibility; other quality provisions; and funding/finance) in terms of the "high to low prescriptiveness" scale.

Report appendices include: 1) a copy of the interview questionnaire; 2) brief policy summaries for each state; 3) detailed state response reports; 4) a composite listing of all collected web links related to dual credit policy and procedures, consumer information, implementation guidelines, and other related information; and 5) An annotated bibliography, which includes all sources cited in this report as well as other pertinent publications and resources of potential interest to those who wish to delve further into this topic.

Results

Although various forms of what we are here labeling *dual credit* have been in existence for decades, the recent significant growth of this activity has led to a flurry of new programs and policy formulations. The lack of standards and conventions among states related to this short history includes inconsistency in basic terms and definitions. While assembling background documents and state policy examples, we uncovered several core terms that were in use as well as a variety of program labels, some of which had common themes. Through the document analysis and interviews we identified nearly 100 terms, some of which were intended as descriptions of the core activity (college-level courses in which high school students could enroll) and others were selected to label or describe a program or initiative.

Table 1 lists the terms for the core activity as well as names for related programs and initiatives that were found in state policy and procedure. The three terms that emerged as mostly interchangeable descriptors of the base activity were, in order of popularity: *Dual Enrollment*, *Dual Credit*, *and Concurrent Enrollment*. We analyzed these three terms looking for similarities and differences based on published definitions or definitions provided by state contacts. Sometimes, careful distinctions were intended most often with the term *dual credit* reserved for instances when a student receives both high school- and college-level credit from a single course. The terms *concurrent enrollment* and *dual enrollment* were also used for situations in which high school and college credit are awarded, but they were also used more generally to refer to students being simultaneously enrolled in courses at the high school and college levels, with dual enrollment slightly more likely to be used when the student

Table 1. Terms and Program Names in State Policy

Term	Frequency
Dual Enrollment	22
Dual Credit	18
Concurrent Enrollment	15
Early College	4
Postsecondary Enrollment Options	3
Joint Enrollment	2
Running Start	2
12th Grade Initiative	1
Accel Program	1
Accelerated Credit	1
Advanced Standing	1
Career Early Admission	1
College Career Pathway	1
College Credit in High School	1
College in the High School	1
College Transfer	1
College-Credit Only Course	1
College-Level Instruction for High School Students	1
Cooperative Academic Partnership Program	1
Cooperative Innovative High Schools	1
Cross Enrollment	1
Dual Admission	1
Dual Hope Grant	1
Early Admission	1
Early Enrollment Courses	1
Early Entry	1
Early Start	1
Gateway to College	1
High School Partnership	1
High School Programs	1
IDEAL-NM	1
Maine Aspirations	1
Middle College High School Program	1
Move on When Ready	1
Tech Prep	1
Technical Career	1
Transcripted Credit	1
Youth Options	1
Total	**97**

only received college credit. Examining other characteristics of term usage, like location of the course, the type of instructor, and other course characteristics, revealed no other consistent distinctions among these three most common labels.

The term *credit* appeared in only two other terms used to refer to a variety of ways in which high school students can earn college credit, that is, *Accelerated Credit* and *Transcripted Credit*. It also appeared in one program name, *College Credit in High School*. *Enrollment* appeared as part of several terms, such as *Joint Enrollment* and *Cross Enrollment*, as well as in program names, like, *Early Enrollment Courses*. Because of the national *Early Colleges* initiative (of which we found four state program-named initiatives), the term *early* is also used in several other combinations, such as: *Career Early Admission; Early Admission; Early Enrollment Courses; Early Entry;* and *Early Start*.[2]

As expected, program names tend to be unique as the developers seek to "brand" their efforts in distinguishing ways. Only two such program names appeared in more than one instance: *Postsecondary Enrollment Options*, and *Running Start*. Program names sometimes relate to broad initiatives, like the two just mentioned, and at other times to narrower types of offerings or to a financial assistance program, like the *Dual Hope Grant Program*. Still others are branded with the state's name or postal abbreviation, such as *Maine Aspirations* and *IDEAL-NM*.

| | | Item Frequencies

General Oversight And Scope

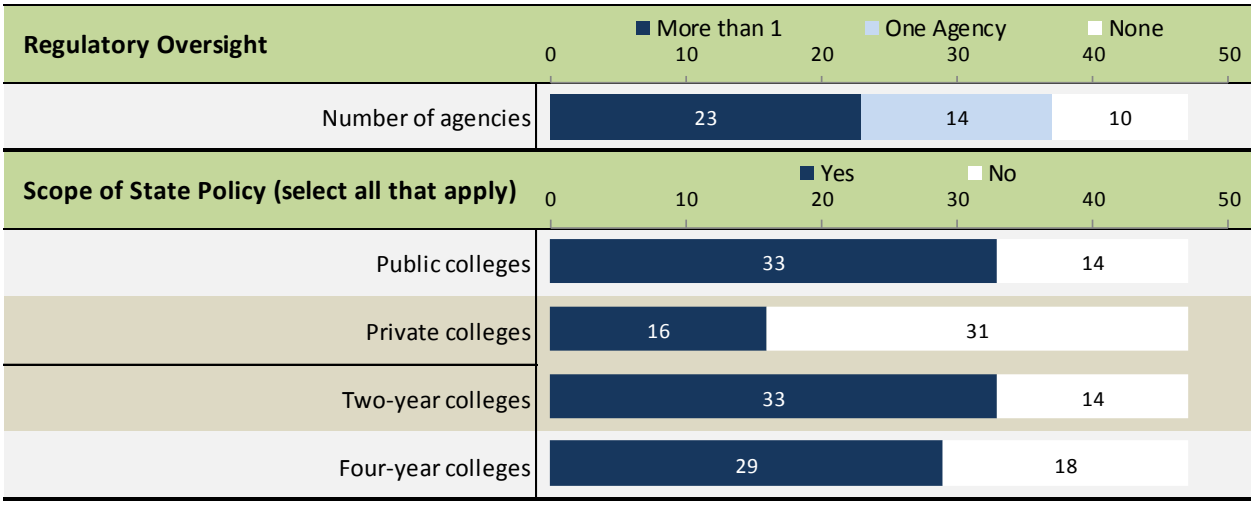
The first few questionnaire items related to the general oversight and scope of dual credit policy. The first panel of Display 1 reveals the variety of dual credit oversight arrangements among the states, with the plurality of states reporting that more than one agency is involved in the oversight role. In many cases, oversight bridges K-12 and higher education agencies. However, in states with multiple higher education agencies, such as with California's three-tiered system, oversight is often shared and sometimes segmented, as in Connecticut, where separate policies pertain to the Community College, State College, and University sectors.

No oversight agency was reported in 10 states, including one in which the Board of Regents, although being constitutionally recognized as determining state policy for higher education institutions in the state, claimed that their fairly extensive dual credit policies that pertain to all public universities should not be represented as state policies.

The majority of states reported that their policies pertain to the public sector and not to private institutions, although 16 states reported a broader scope that included the private sector. Most states also report a scope including both four-year and two-year institutions, with a few focusing exclusively on the two-year sector.

[2] In many states, Early and Middle College High Schools are unique programs. This analysis does not consider or explore the relationship between state policies and Early and Middle College High Schools.

Display 1. Regulatory Oversight and Scope of State Policy



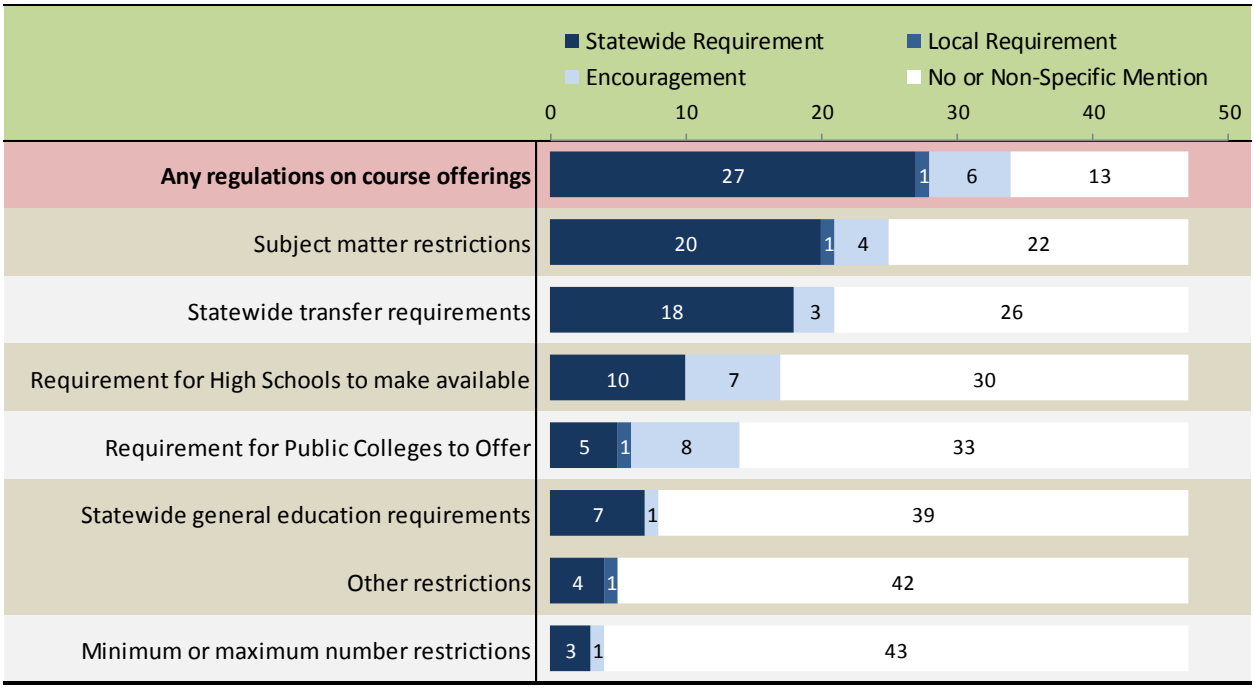
Course Provisions

A majority of responding states (27) indicated that they have some statewide requirements regarding the types of courses that can or cannot be offered among dual credit offerings (Display 2). One additional state, Louisiana, included a "local requirement" specifically stating that, "Both the secondary and postsecondary institutions shall jointly determine the appropriate level of course content." Six other states provide some recommendations but fall short of promulgating a statewide requirement. Some general provisions were fairly elaborate, like in Michigan, which allows, "any course…that is not a hobby craft or recreational course; and that is in a subject area other than physical education, theology, divinity, or religious education." North Carolina state policy provides that the courses should provide, "academic transition pathways for qualified junior and senior high school students that lead to a career technical education certificate or diploma." Alternatively, Indiana has a 'priority course' list which gives preference to dual credit courses that fulfill core high school graduation requirements for honors or technical diplomas.

The most common type of course provisions relate to subject matter. For example, many states, such as Massachusetts and Georgia, explicitly prohibit remedial or developmental courses. Similarly, Oklahoma requires that students participating in concurrent enrollment may not enroll in remedial or developmental courses. As a more general example that further connects to funding, Kansas policy provides: "Remedial/developmental course work or course work that does not apply to a Regents' approved degree program at the postsecondary partner institution in a [concurrent enrollment partnership] agreement is not considered appropriate for college-level credit or eligible for financial reimbursement." A number of states specifically tie requirements to statewide transfer articulation initiatives, or where applicable, statewide general education initiatives. South Carolina limits the subject matter of dual credit offerings to "general education courses offered through South Carolina's two- and four-year public institutions of higher education and technical education courses offered by the technical colleges and in a very few instances, by four-year public institutions." Similarly, Arkansas requires, "the course must be listed in the Arkansas Course Transfer System of the Department of Higher Education." In Indiana, courses must either be part of the statewide core transfer library, or part of articulation agreements between public universities

that "draw from liberal arts and the technical, professional, and occupational fields." Other types of explicitly prohibited subjects include physical education courses (e.g., California, Michigan) and "non-sectarian" courses (e.g., Iowa, Idaho, Michigan).

Display 2. Policy Provisions Related to Course Offerings



Only five states require public colleges to offer dual credit courses but twice as many require high schools to have college course options available to their students and another seven encourage this provision. In Florida, for example, "each district school superintendent and Florida College System institution president shall develop a comprehensive dual enrollment articulation agreement for the respective school district and Florida College System institution." Similarly, New Mexico requires every school district to offer a program of courses for dual credit, in cooperation with an institution of higher education, and a program of distance learning courses. Moreover, New Mexico high school students must earn at least one credit as an: honors, advanced placement, dual credit, or distance learning course during their high school years in order to graduate. The Indiana requirement in this area applies to both dual credit and AP courses: "Each high school must provide at least two (2) of each of the following course offerings to high school students who qualify to enroll in the courses: (1) Dual credit; (2) Advanced placement."

Who Can Take These Courses

Student eligibility provisions (Display 3) are fairly common in state policies, appearing in some form within 37 of the 47 states in the study (79%). The most popular provisions relate to the high school class level of eligible students. Most typically, enrollment is restricted to students in the junior or senior year (e.g., Kentucky, Texas, Virginia, Washington, and West Virginia), but some states allow for younger students (e.g., as early as 9th grade in Tennessee).

Fewer states, but still a majority, have exam or course pre-requisite provisions within state

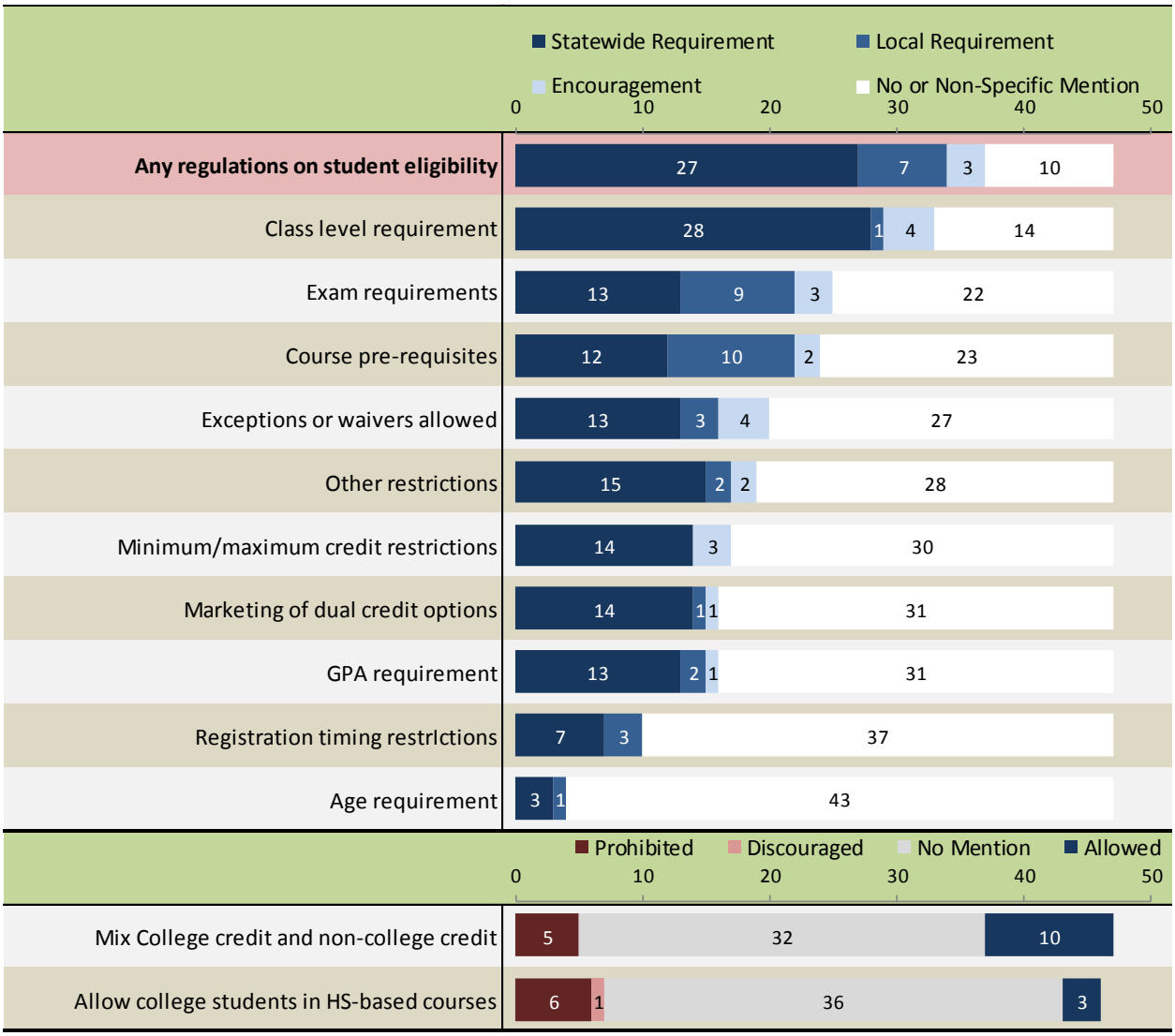
policy, and these are often cast in terms of local practices. Montana requires the use of standardized exam scores for placement of students in mathematics and composition courses. In Mississippi, "each university and community or junior college participating in a dual enrollment program shall determine course prerequisites. Course prerequisites shall be the same for dual enrolled students as for regularly enrolled students at that university or community or junior college." Vermont Community Colleges have a unique, Intro to College Studies course that students must complete before being eligible to enroll in college-level courses. Less common, but not infrequent, are eligibility provisions related to minimum or maximum credits, like Kansas, which limits students to earning no more than 24 college-level credits. At the other end of the spectrum, Mississippi's policy requires, "a qualified dually enrolled high school student must be allowed to earn an unlimited number of college or university credits for dual credit."

Fewer than half the states that have student eligibility restrictions include high school grade-point average (GPA) thresholds among those restrictions. Tennessee requires at least a 3.20 GPA (on a 4.00 scale) for academic courses and Florida has a 3.00 GPA threshold for participation but also requires, a "minimum score on a common placement test adopted by the State Board of Education." Other states have more elaborate configurations, as in South Dakota, where the Board of Regents' policies require that high school students seeking participation in dual credit courses offered by public universities must, "(1) meet undergraduate admissions requirements (ACT or coursework); (2) if a high school senior, rank in the upper one-half of their class or score at or above the 50th percentile on a nationally standardized, norm-referenced test, such as the ACT or SAT; or (3) if a high school junior, rank in the upper one-third of their class or score at or above the 70th percentile on a nationally standardized, norm-referenced test, such as the ACT or SAT." Less elaborately, in Montana: "students must have completed the required high school classes at that grade level and be on track for high school graduation within a four-year construct." Even less common but not insubstantial, are provisions related to the timing of enrollment, such as in New Hampshire, where "students cannot retroactively enroll in a college course." Least common among the dimensions considered here are age restrictions, although a few states have these provisions. For example, in Oklahoma, students must be at least 16 years of age or older if receiving high-school-level instruction at home or from an unaccredited high school, whereas students in Hawaii must be younger than 21.

About half of the states that have student eligibility provisions also allow waivers and exceptions. For example, Kentucky policy states, "Exceptions may be considered for other students if recommended by the school faculty and approved by the Chief Academic Officer at the public postsecondary institution." Waivers and exceptions are often combined in policy with statements of requirements, such as in Nebraska, which recommends (but does not require) "dual credit courses for only juniors or seniors with at least a B average, having an ACT composite score of at least 20 (or equivalent score from another valid assessment), ranking in the upper half of their class or be formally identified as high ability or gifted or demonstrate through some alternative means the capacity for academic success in the desired course(s), or be waived in special circumstances by the appropriate secondary and postsecondary officials." As another example, in Texas, students below junior class standing may enroll only if allowed by the terms of a memorandum of understanding, and in such cases, they must demonstrate "outstanding academic performance and capability" and must be approved for enrollment by the chief academic officer of the college and the principal of the high school. As another way of providing local control, Colorado policy allows students without a high school diploma to

take college-level courses if they achieve "a minimum score on a placement assessment that is administered by an institution of higher education, which minimum score is determined by the institution."

Display 3. Policy Provisions Related to Student Eligibility



Relatively few states include provisions that address whether dual credit classes can include students not taking the class for college credit. Among those that have such provisions, twice as many allow this type of mixing (n=10) compared to those states that forbid it (n=5). States that allow such mixing generally do so to accommodate courses that can serve as both AP and dual credit. For example, Connecticut policy states, "high schools may offer Advanced Placement (AP) courses and UConn ECE courses concurrently, provided that courses adhere to the UConn curriculum. Course content that is part of the UConn curriculum must be covered regardless of whether it is a topic covered on the AP exam." Similarly, Arkansas allows, "The merging of concurrent enrollment and AP." As an example of a prohibition, in Florida, "dual enrollment

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

Only a handful of states specifically disallow college-age or other adult students in dual credit courses, including Hawaii which requires that the student be under the age of 21 as of September 1 of the school year in which the course is taken. However, some states have more general provisions that prevent older students from taking courses within a high school building during regular high school hours. Three states have provisions that specifically allow such mixing as exemplified in Iowa where dual credit courses are, "open to all registered community college students, not just high school students." To accommodate high school sites that are not open to college students, Iowa provides that college students can be restricted if other sections of the course are available to them on the college campus.

A number of states have provisions in their policies to ensure that dual credit opportunities are marketed to potential students. For example, participating school districts in Washington must provide general information about the college in the high school program to all students in grades ten, eleven, and twelve and to the parents and guardians of those students. In Alabama, the policy states that high schools and colleges must agree "to provide a mechanism for communicating the educational and economic benefits as well as the requirements for participation and enrollment procedures to parents and students." A similar policy in Delaware simply states that "all students shall be provided information regarding dual enrollment and the awarding of dual credit opportunities." In Ohio, "Each school district and each chartered nonpublic high school shall provide information about the dual enrollment programs offered by the district or school to all students enrolled in grades eight through eleven."

Who Can Teach These Courses

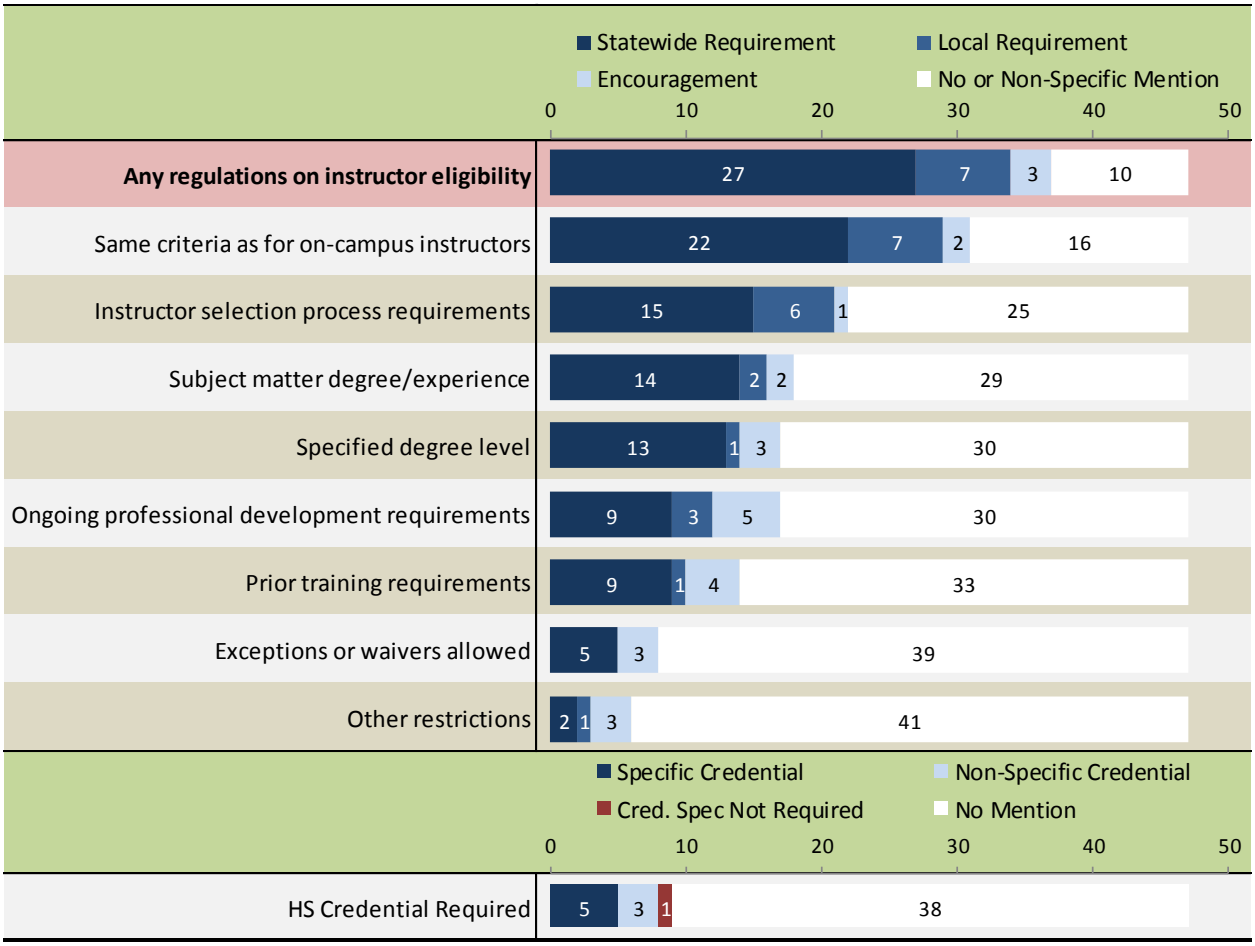
Nearly four of five responding states (79%) have some policy provisions regarding instructor eligibility as shown in Display 4. The most common of these provisions is that colleges and universities use the same standards in selecting instructors for dual credit courses as they do for courses offered on their own campuses. Maryland's policy provides a typical instance of this, providing that dual credit course instructors, "shall meet the same requirements for appointment as regular faculty at the collegiate institution granting the credit." Indeed, this is a general provision of most institution's accreditation standards and sometimes this connection is explicit in state policy as noted in Missouri policy which states that instructor selection, "shall meet the requirements …as stipulated for accreditation by the Higher Learning Commission." It is difficult to distinguish between a statewide and a local requirement in this aspect of policy because the requirement generally stipulates that the institution set its own standards. However, we distinguish here between provisions stated entirely in terms of local control as compared to those that recognize that there is an authority beyond the campus that requires these standards.

Slightly less than one-half of the responding states also have policy provisions regarding the instructor selection process. For example, Indiana policy states, "the secondary school and academic unit on the postsecondary campus shall work together to identify instructors of dual credit courses based on criteria established by the postsecondary institution. The postsecondary campus shall approve the individuals who will teach the dual credit courses in the secondary school, but the school corporation shall be responsible for hiring and compensating this personnel…High school instructors providing dual credit courses are approved by the respective college/university departments and meet academic department requirements for teaching the college/university course." Kentucky further relates their policy to

the requirements of the regional accreditor, the Southern Association of Colleges and Schools (SACS): "The dual credit courses must be taught by postsecondary faculty or secondary school teachers who are approved by the postsecondary institution as having appropriate credentials established by the SACS-COC Guidelines for Faculty Credentials and university policy."

Despite linking dual credit instructor selection to college criteria for selecting on-campus course instructors, some states include in their policy specific provisions regarding instructor subject matter expertise and degree level. For example, Arkansas requires a master's degree, "that includes at least eighteen (18) hours of completed course work in the subject area of the endorsed concurrent enrollment course."

Display 4. Policy Provisions Related to Instructor Eligibility



Slightly less frequently, but still among one-third of responding states, policy provisions pertain to prior training and ongoing professional development. In Arizona, "The chief executive officer of each community college district shall establish an advisory committee of full-time faculty who teach in the disciplines offered at the community college district to assist in the selection, orientation, ongoing professional development and evaluation of faculty teaching college courses in conjunction with the high schools." Missouri policy specifies that, "new dual credit instructors will participate in orientation activities provided by the college and/or academic department…[and]…continuing dual credit instructors must participate in both the professional development and evaluation activities as those expected of adjunct faculty on the college campus." Similarly, Montana requires that, "the college will provide annual discipline-specific professional development activities and ongoing collegial interaction." Idaho goes so far as to specify the topics for interaction: "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." This level of specification of topics is the exception rather than the rule.

Whereas almost one-half of states include policy provisions for offering waivers or exceptions to student eligibility, far fewer states offer waiver or exception provisions for instructor selection provisions: only five states have explicit waiver or exception provisions with another three including local options to do so. In Connecticut, "Instructors may be granted a one-or two-year provisional certification if they have clearly demonstrated their ability to be certified and are missing only a small component of the credentials required for certification." Nebraska allows but does not require waivers by stating, "the preceding faculty guidelines may be waived in special circumstances by the appropriate secondary and postsecondary officials." Missouri allows for local waivers but stipulates a limit on their extent: "…institutions are permitted to use professional judgment in allowing faculty that do not meet all requirements for higher education instruction to teach dual credit courses provided that ninety percent of any institution's dual credit faculty meet the standard faculty eligibility requirements set forth above."

"…other instructors are chosen from among college faculty and so issues can arise regarding whether they have an appropriate credential to teach at the high school level."

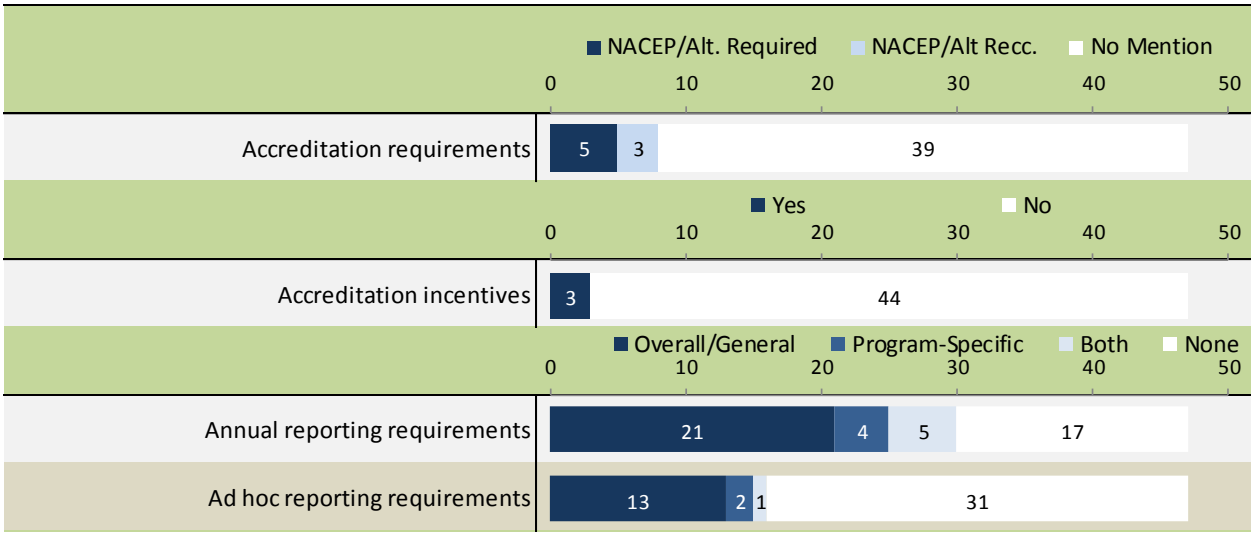
Although many dual credit courses offered in high school settings are taught by high school instructors who are trained or otherwise vetted regarding their eligibility to teach a college level course, other instructors are chosen from among college faculty and so issues can arise regarding whether they have an appropriate credential to teach at the high school level. Six states include provisions that require and another three provide encouragement for ensuring the instructors have appropriate high school credentials. Only one, Colorado, has a specific provision enabling college instructors without high school teaching credentials to teach a dual credit course. Another, Alabama, addresses this issue in policy by stating, "College faculty credentials shall be provided to the local school board of education as needed to meet credential standards of accrediting agencies."

How Else Is Quality Assured

As shown in Display 5, only five states (Arkansas, Indiana, Montana, Oregon, and South Dakota and Tennessee) have made NACEP accreditation or a state-provided alternative a requirement for offering dual credit courses, with four other states (Iowa, Minnesota and Missouri) encouraging this type of quality assurance process. Additionally, several states (e.g., Illinois, Utah, Idaho, and Kentucky) encourage NACEP accreditation or the use of similar quality provisions in their guidelines and communications but not formally in state policy.

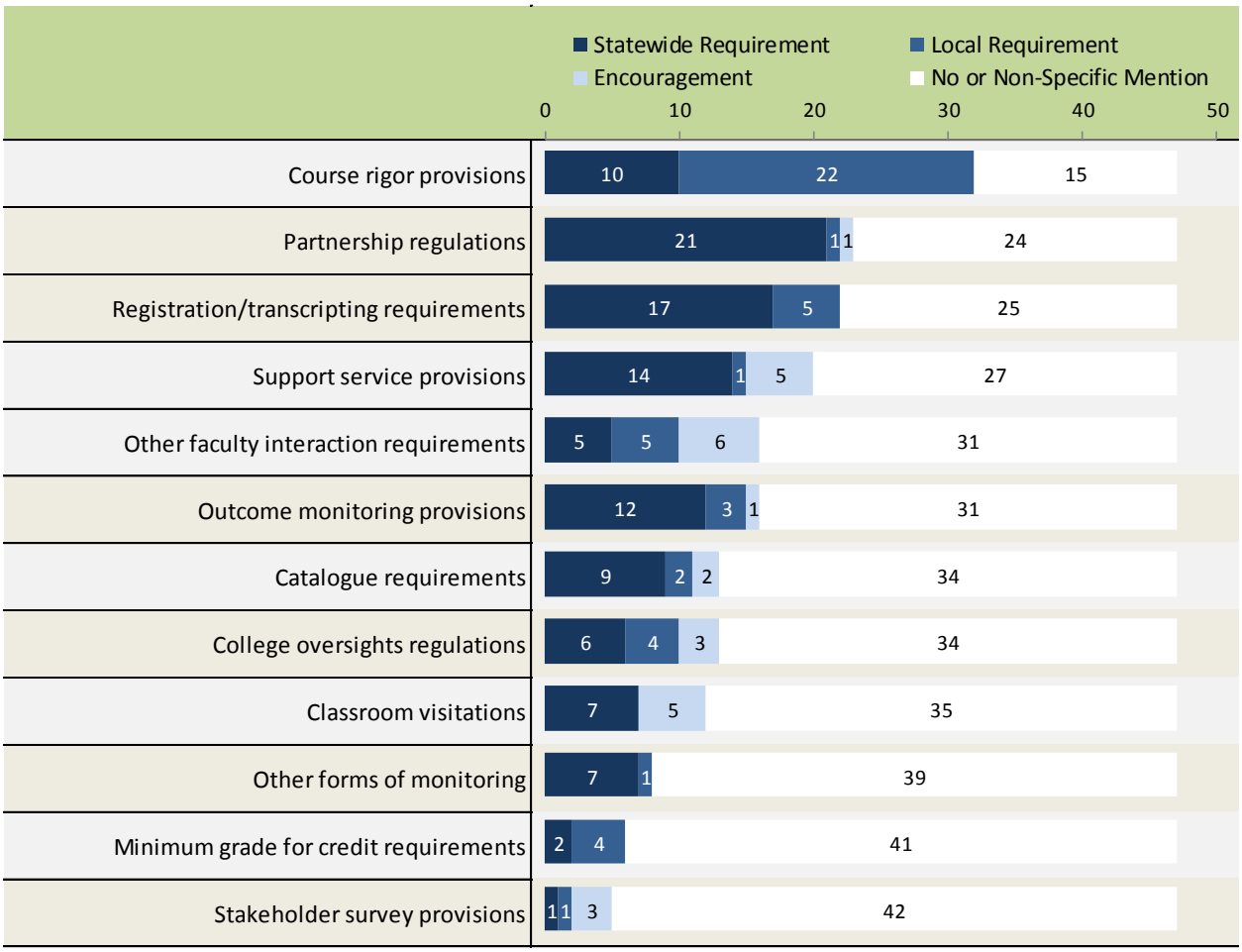
The majority of states more commonly have policy provisions for annual or ad hoc accountability reporting, such as North Carolina's joint program accountability plan between the Community College System and the Department of Public Instruction, which includes six specific outcomes measures. Louisiana provides an example of a reporting provision that focuses on participation: "Postsecondary institutions shall annually report to the Board of Regents dual enrollment courses offered, where offered, the numbers of students enrolled in each, and the course credit awarded in each." Kentucky has a policy provision that requires the Kentucky Council on Postsecondary Education to create an 'accountability index' for dual credit participants that includes student enrollment and success measures. Colorado has a similar policy provision that requires the Department of Education and Department of Higher Education to prepare an annual report with measures of dual credit enrollment and success and submit the report to the House and Senate Education committees.

Display 5. Policy Provisions Related to Accreditation and Annual Accountability Reporting



To explore policy related to quality assurance further, many of the common processes of NACEP and other forms of accreditation were specifically addressed in the questionnaire. Display 6 summarizes the responses to these items, showing that the most common language pertains to course rigor, and this is usually stated in terms of the criteria for rigor that colleges and universities employ as part of their own standards (22 states) and less so through statewide prescriptions (10 states). Course rigor is typically addressed in terms of college campus standards. For example, Illinois policy requires, "The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off- campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings."

Display 6. Other Policy Provisions Related to Quality Assurance



As with the instructor eligibility criteria, the distinction between statewide and local criteria for course rigor is nuanced as exemplified in Georgia's approach, which we characterize as statewide criteria by virtue of the role of State Boards in the process. In Georgia, the department, the Board of Regents of the University System of Georgia, and the Board of Technical and Adult Education shall jointly: "Establish policies to ensure that dual credit courses reflect college-level work in order for such courses to yield dual credit, which shall include: …Establishing the same content standards, requirements for faculty, course syllabi, and end-of-course exams for dual credit academic and career, technical, and agricultural education courses, whether taught to high school or college students."

About half of the responding states also have provisions within their state policy regarding the partnerships between K-12 and higher education institutions and systems involved in offering dual credit courses. For example, Mississippi policy requires, "Dual credit memorandum of understandings must be established between each postsecondary institution and the school district implementing a dual credit program." Arizona requires intergovernmental agreements, "based on a uniform format that has been cooperatively developed by the community college districts in this state." They further stipulate that these contracts include financial provisions (including the amount of funding the community college receives from the state and the proportion distributed to the school district); tuition and financial aid policies; accountability provisions; service responsibilities; and the type and quality of instruction that will be provided. Similarly, Kansas policy requires cooperative agreements between the school districts and postsecondary institutions that seek to sponsor and offer dual credit courses, with provisions related to: awarding credit (college only or both college and high school) tuition requirements; purpose and benefits; individual and joint responsibilities; and guidelines for curriculum, student eligibility, faculty selection, assessment, professional development and quality assurance. The Kansas policy also stipulates, "arrangements will include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, qualified admissions considerations (if applicable), and student success assessment strategies."

Many states also include policy provisions regarding course registration and transcripting. Montana policy includes, "advising materials must state that as a college course, the dual enrollment course becomes part of the permanent college transcript that must be provided by the student to any college he or she eventually attends. Similarly, Idaho policy stipulates, "postsecondary courses administered through a dual credit program are recorded on students' official academic record of the postsecondary institution." As an example of a more process-oriented provision, New Hampshire policy includes, "To register for college credit, students must complete a registration form, have it signed by a parent or guardian, and submit it with payment by the specified deadline."

Support service provisions are the next most common, being required by 14 states, as in Montana policy, which states, "Counseling and advising of prospective students by appropriate college officials, high school counselors, teachers, and parents will be an integral part of all dual enrollment programs." Similarly, North Carolina policy encourages high schools to, "emphasize parental involvement and provide consistent counseling, advising, and parent conferencing so that parents and students can make responsible decisions regarding course taking and can track the students' academic progress and success." Alabama requires such provisions in partnership agreements, including: "Methods for addressing student related issues such as: admissions, procedures, advisement, monitoring and evaluation,

privacy rights, ADA issues, and verification of student attendance."

Faculty interaction is often linked with college oversight responsibilities as in the Montana guideline: "College faculty in the discipline and/or the appropriate academic administrator will verify through site visits and other measures that the curriculum of concurrent enrollment courses reflects the pedagogical, theoretical and philosophical orientation of the sponsoring college." Iowa offers a more basic statement noting that dual credit course instructors should, "collaborate, as appropriate, with other secondary or postsecondary faculty of the institution that employs the teacher regarding the subject area." Kentucky employs postsecondary regional accreditation criteria in their policy, stating, "SACS-COC standards require that postsecondary institutions regularly evaluate the effectiveness of each faculty member regardless of contractual or tenured status. Dual credit teachers and faculty will be evaluated in a manner consistent with this evaluation process."

An explicit statement of outcome monitoring is found in Colorado policy. Using a joint data collection system between the high schools and postsecondary institutions, the policy requires the State Board to, "track dual credit students to provide data regarding the impact of dual credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university."

Who Pays For Or Otherwise Funds These Courses

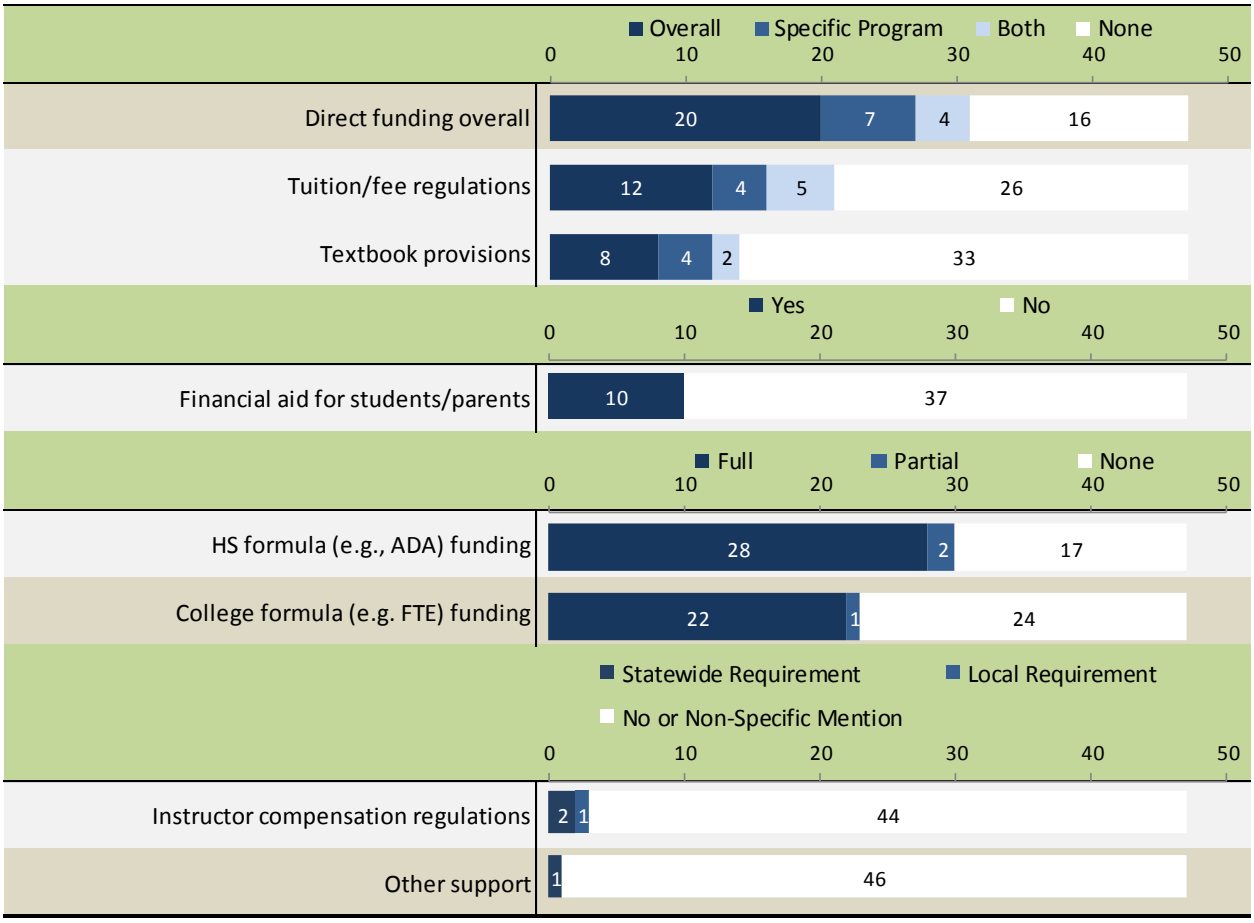
Direct funding for dual credit courses is offered in 24 states (including 4 that have both direct and program-specific funding) with another 7 having funding provisions for only specific programs for targeted populations, targeted types of instruction, or for specific initiatives to improve dual credit instruction (Display 7). As an example of the latter, Wisconsin funds grants to individual technical colleges to assist with the professional development sessions that are set up to assure quality in transcripted credit. As an example of the former, Georgia's policy states that "It is up to the local system to identify whether Move on When Ready, Accel, or Dual Hope Grant is the appropriate funding source for a student's dual enrollment credit coursework," although there are some state funding guidelines that facilitate the local decision. Oregon postsecondary institutions are eligible for state reimbursement for students enrolled in dual credit courses through the states enrollment-based funding formulae. However, depending on the pricing policies of the postsecondary partner, students may be assessed an application fee and they pay either nothing or deeply discounted tuition per credit hour. Wyoming has an interesting funding and allocation provision, wherein, the school district pays the postsecondary institution tuition for all concurrent enrollments based on the final class roster issued on or about midterm of the semester. After the college receives the money, it pays back to the school district an identical amount for space, supplies, instruction, and other related costs.

Several states have provisions that make dual credit courses available or free to all students. The Commonwealth Dual Enrollment Program (CDEP) in Massachusetts is an example of such a program where there is no income or need criterion for participation, but student participation "is at the discretion of the participating institution of higher education, subject to capacity constraints and state appropriation." In addition, institutions can charge a "nominal admission fee" (which may be waived). Similarly, Florida decrees in its policy that, "any student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, and laboratory fees." Other states specifically regulate allowable tuition charges. Indiana code gives the Commission for Higher Education authority to set the cost charged to

students by public colleges and universities, which the Commission set at $25 per credit for the 2011-13 biennium. Other state policy regulations related to allowable charges include New Hampshire, which specifies that, "the cost for a… course offered through Running Start is $150, excluding the cost of textbooks and other instructional materials, where appropriate."

There are several other ways in which state policy sets requirements or recommendations with regard to tuition and fee regulations. For example, Kentucky specifically prohibits school districts from having to pay college tuition for concurrent enrollment students attending on college campuses or for the transportation of students to or from any eligible postsecondary institution. Instead, it requires that, "each concurrent enrollment pupil shall be responsible for payment of tuition for enrollment at an eligible postsecondary education institution and for payment of the costs of books and equipment and any other costs of enrollment." However, Kentucky policy defers to the postsecondary institution in partnership with the high school "the development of a process to determine student eligibility for financial assistance." Arizona defers decisions about tuition and funding reimbursement to the partnership agreements between postsecondary institutions and school districts. In Wisconsin, students pay between one-half and full resident undergraduate tuition for university courses. If the student pays full tuition, school districts may have an agreement to receive a portion of the tuition paid to offset costs they have incurred in providing instruction for these courses or to reduce the tuition paid by the students. Otherwise, institutions may reimburse the local school districts the lesser of the actual costs or 50 percent of the tuition collected.

Display 7. Policy Provisions Related to Funding



"Several states have provisions that make dual credit courses available or free to all students."

As with tuition charges, state policy provisions related to text book fees run the full spectrum from prohibiting to requiring charges to students. Iowa specifically prohibits such charges in its policy: "An eligible postsecondary institution that enrolls an eligible student under PSEO shall not charge the student for tuition, textbooks, materials, or fees directly related to the course in which the student is enrolled except that the student may be required to purchase equipment that becomes the property of the student. For the purposes of this requirement, equipment shall not include textbooks." At the other end of the spectrum, Alabama policy requires: "Payment of the current rate of tuition and fees per credit hour, textbooks and materials will be the responsibility of the student unless other resources are available."

In most states where students are responsible for a portion or all of tuition, course fees, or textbook charges, provisions are made for either waiving those fees for targeted population or providing need-based financial assistance. Connecticut, for example, provides an example of a typical waiver: "A fee waiver is available for all students who qualify for the Federal Subsidized Free/Reduced Lunch Program, contingent upon receipt of appropriate verification from the school district." Indiana also has this waiver and, in addition, authorizes the offering postsecondary institution to grant need-based aid under other conditions: "Upon demonstration of financial need, an eligible institution may grant financial assistance to a student accepted for admission to the eligible institution." In Tennessee, students (or their families) are responsible for costs (tuition and fees). However, students can receive $300 per dual enrollment course for up to four courses in their junior and senior years of high school; however, this assistance does not cover the full expense tied to tuition, books and any lab fees.

As with most aspects of dual credit policy, states vary widely with regard to whether colleges or high school are eligible for state enrollment funding for students in dual credit courses. This variation is exacerbated by the variety of state approaches to enrollment funding at the secondary and postsecondary levels. Following standards for previous studies on dual credit policy, we attempted to categorize state policy based on Average Daily Attendance (ADA) and Full-Time Equivalent (FTE), but many state funding formulas do not approach funding based on student enrollment or headcount or have very nuanced funding formulas whose investigation was beyond the scope of this study; those states are included in the 'None' category. Typical of states that provide high schools with average daily attendance funding, Missouri dual credit policy stipulates that, "the pupil's resident district shall continue to count the pupil in the average daily attendance of such resident district for any time the student is attending a postsecondary course. Any pupil enrolled in a community college under a postsecondary course option shall be considered a resident student for the purposes of calculating state aid to the community college." Similarly, in Colorado, "the qualified student shall be included in the funded pupil count of his or her school district or, in the case of a student enrolled in an institute charter school, of the school's accounting district." Iowa combines its enrollment funding with a prohibition on tuition charges to the student: "School districts that participate in district-to-Community College sharing

agreements or concurrent enrollment programs that meet the requirements of Iowa Code section 257.11(3) are eligible to receive supplementary weighted funding under that provision. Regardless of whether a district receives supplementary weighted funding, the district shall not charge tuition of any of its students who participate in a concurrent enrollment course."

Postsecondary enrollment funding provisions are slightly less common than high school funding provisions. In Iowa, concurrent enrollment also counts in the college funding formula but enrollment funding is not consistently included in postsecondary allocations. Colorado policy permits higher education institutions to include qualified dual credit students in determining the number of full-time equivalent students enrolled at the institution for funding formula purposes. Alternatively, Florida policy allows colleges to collect a proportion of funding, "Students in dual enrollment courses may also be calculated as the proportion shares of full-time equivalent enrollments they generate for a Florida College System institution or university conducting the dual enrollment instruction."

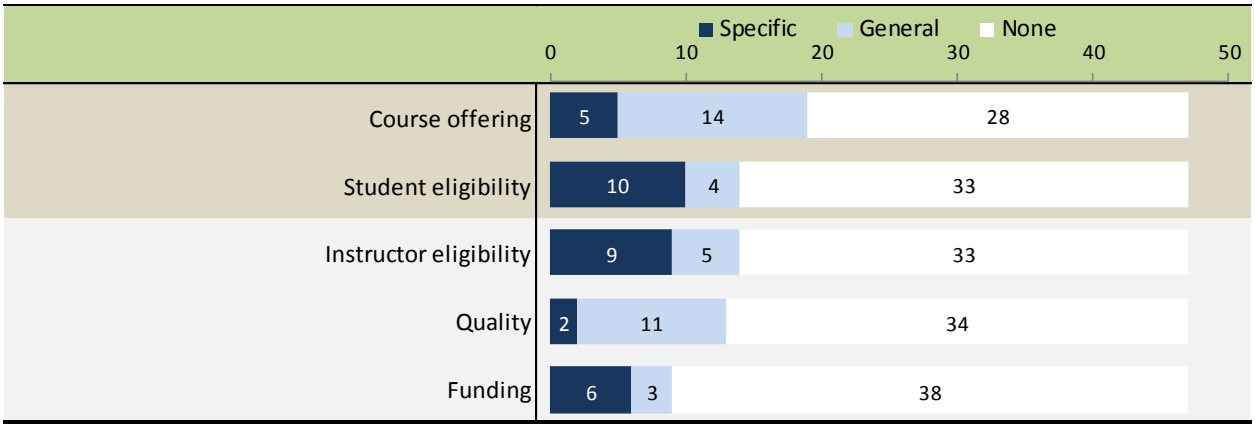
Instructor compensation regulations are rare in state policy, being specifically included in only three states (Alabama, North Dakota and Virginia). Alabama's related policy statement stipulates that, "the college shall be responsible for the compensation of faculty, in accordance with State Board of Education and college policy. Faculty may not receive dual compensation for instructional time." North Dakota's and Virginia's policies provide more flexibility, recommending an arrangement but allowing alternative processes to be developed collaboratively by the high school and postsecondary institution. The one "other" instance of funding support identified in the lowest bar of Display 7 relates to a New Hampshire program that provides a "three-credit course voucher," which covers the cost of tuition only, for each section of a college course taught through their *Running Start program*.

Enforcement Of State Policies

There is generally very limited language about enforcement provisions in state policy on dual credit courses (Display 8). In many instances, state contacts referred to general compliance provisions and related incentives for all state policy. This was especially true for enforcement related to course offering provisions and quality assurance. However, more specific enforcement provisions were cited by ten states regarding student eligibility and nine states regarding instructor eligibility. Related to the former, Arizona policy allows waivers for students to participate up to a certain proportion of the total students enrolled (25%), and state policy requires "all exceptions and the justification for the exceptions shall be reported annually to the joint legislative budget committee on or before October 1." Related to the latter, Indiana's state policy leaves enforcement to the postsecondary institution and suggests colleges and universities should have procedures that "address high school instructor non-compliance with college/university's expectations for courses offered through the dual credit program (for example, non-participation in training and/or activities)."

In some states, there are auditing or accountability processes related to sector-specific agencies. For example, the Commonwealth of Virginia does not regulate who can take dual credit courses. However, colleges within the Virginia Community College System are subject to the requirements and policies of the State Board for Community Colleges and are subject to their internal audit process. Other states also employ auditing as a mechanism for enforcement. For example, in Texas the dual credit program was subject an audit by the State Auditor's Office and passed through the process successfully in 2010.

Display 8. Enforcement of Policy Provisions



III Further Issues and Concerns

Three final questions asked respondents to offer comments on: other policy issues that were not addressed in the survey, recent or anticipated changes to dual credit policies in their state, and other issues or concerns that our line of questioning posed to them.

Cross-Cutting Themes

The issue raised most frequently in response to all of these final questions related to funding or, more precisely, the general lack of funding to support state policy implementation and enforcement. Respondents frequently mentioned that funding promised in state policy did not materialize, which served to restrict rather than to expand dual credit participation. The lack of reimbursement for dual credit enrollments created an additional burden on both secondary and postsecondary institutions, many of whom were facing cutbacks and, in some cases, rescissions. Funding issues were further exacerbated by state interest in, and in some cases prescriptive policies for, keeping student costs low.

Another cross-cutting theme of the closing comments related to the difficulties in ensuring adherence to college standards by virtue of fundamental differences in the high school and college learning environments and limited interaction between instructional staff and faculty. Even though state policy was being met regarding having such interactions, the amount of time that can be invested in those interactions, and the large number of sites at which these courses are offered, preclude a level of interaction that can mitigate the influence of the daily interactions of staff within the high school environment. In short, it is difficult for a high school instructor to create a college-like environment within a high school class given the overwhelming context in which this work is embedded. More practically, the limited amount of communications make it difficult for high school-based instructors to keep up with changes to the curriculum implemented in the college courses that they teach at the high school.

Other Policy Issues

Respondents noted that, since our survey focused primarily on high school-based dual credit activity, it did not address the issues they face regarding other accelerated options or other modes of delivery (e.g., campus-based, online, and home-based educational programs). Respondents also noted that, although state dual credit policies set the rules and regulations under which they operate, there are other state educational policies, as well as district and institutional policies that influence practice. In addition, many system and

district offices create guideline and have oversight committees and advisory groups that shape practice more directly.

Recent Changes In State Policy

When asked about recent changes in state policy, we received even more comments about funding issues and, more specifically budget cuts that have led to program reductions and cancellations as well as to increases in student financial obligations in some states.

Despite the budgetary constraints, many states are actively exploring ways to expand access to dual credit. For instance, states created more dual credit options for career and technical education, increased the number of dual credit courses available in high schools, provided pathways to the general education certificate and associates degree concurrent with high school graduation, and required or recommended all students to have the opportunity to earn postsecondary credits. Among the recent changes made to improve the quality of dual credit, respondents cited creating working groups to review practice, clarifying or modifying the definition or standards of qualified faculty, providing an incentive fund for dual credit, requiring or recommending NACEP accreditation or compliance to state standards, and limiting enrollment to only those registered for college credit.

Pressing Issues

When asked about the most pressing issues, respondents repeated the funding issue but also frequently mentioned access and quality. Funding remained the top issue with questions about how to determine cost, who should pay, how to address budget shortfalls and, more generally, how to deal with reduced state support for colleges. Concerns were once again raised regarding the increasing reliance on tuition which threatened another priority issue: access.

Several respondents noted that their state is trying to increase access to dual credit and assure transferability. Some concern was expressed for the inequity in access to college campus-based opportunities for dual credit, which is generally viewed as a more authentic experience that can enhance the benefits. The need for better marketing and communication with students and parents was cited as a critical component of expanding access. More generally, the combination of limited resources and high demand was cited as threatening the quality. As one respondent offered, dual credit classes are not very effective because "they are not part of a well-thought out and informed plan or process."

The quality of dual credit remains a pressing issue. Respondents indicated that their states were trying to figure out how to manage and ensure the quality of dual credit. Faculty credentials and capabilities were often cited as a critical quality issue. Respondents generally acknowledged the importance of qualifications and professional development for dual credit instructors. Respondents raised concerns about the variations in faculty qualifications, which often differ by programs and offering institutions. For example, some school districts allow high school teachers with less than required credentials to teach dual credit classes. This is in part because the states do not have a mechanism for preventing this practice, which is viewed as an issue for the accrediting body.

Student eligibility for dual credit was also frequently mentioned. States indicated that a number of students with credit earned through dual credit are unprepared for college-level work. They said that postsecondary institutions should engage more with their high school colleague in ensuring that dual credit courses offered on a high school campus are equivalent to regular college courses. Respondents also mentioned that the mixing in the same course of students who are and are not receiving college credit, that is, the mixing of students who do and do not meet requirements, needs to be reexamined.

Finally, several respondents expressed concerned about the inconsistency in dual credit

practices within a state. Those expressing this concern believe that consistency and alignment of policies and practices across dual credit programs and between secondary and postsecondary institutions is important to establishing and maintaining quality. One state has initiated work on alignment of policies and practices between grades 11-12 and postsecondary education to facilitate fully prepared high school students' movement into college coursework and to address remedial education prior to postsecondary education. Several respondents also cited the importance of using common language and definitions and to build a degree of central consistency for the benefit of the students who take dual credit courses.

III Composite Policy Configurations

To provide a sense of the extent of similarities and differences among states in the dual credit policy configurations, the remaining charts in this section (Displays 9-12) array the states within each segment of policy related to our primary research questions from high to low according to the overall extent of their policies (that is, the number of different components they address and degree of prescriptiveness). The columns of each chart represent the individual questions we posed regarding an aspect of policy in each segment and the color of the cell represents a state's response to that question in the same way in which the bars are color coded in Displays 1 through 7.

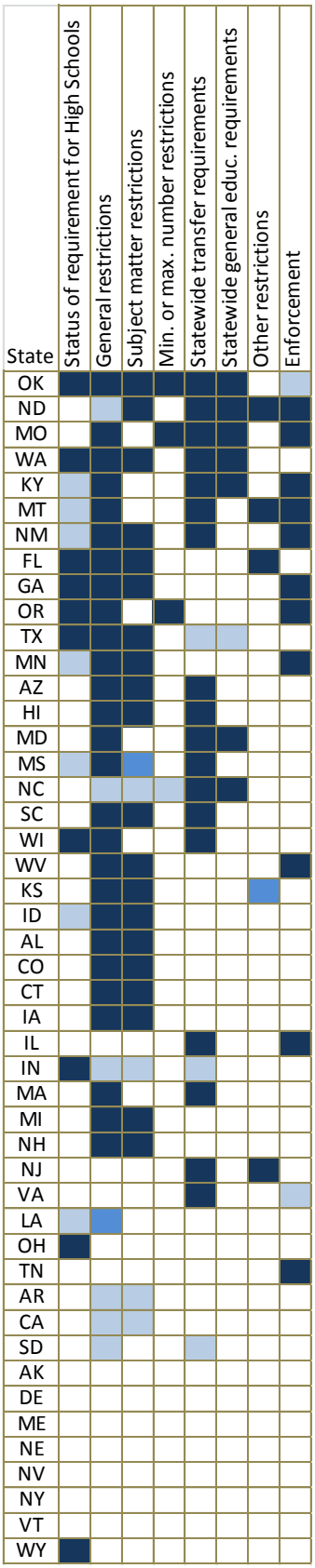
For example, Oklahoma is at the top of Display 9, the *Course Offering* chart, because it has dual credit policy provisions regarding seven of the eight component questions six of which involve statewide criteria (the darkest shade). Further down the chart, Mississippi (MS) has substantive policy that includes a statewide requirement in two areas (general restrictions and statewide transfer requirements), a local requirement with regard to one area (subject matter restrictions), and a recommendation/encouragement in one area (whether high school should offer dual credit courses). For the ranking, statewide requirement (darkest shade) was weighted as a 3, a local requirement (medium shade) a 2, and local or statewide recommendations or encouragement (lightest shade) a 1.

Display 10, the student eligibility chart, also includes some dark and light red shaded cells for the two items for which state policy could either allow or disallow the activity. The disallow condition is represented by red (either as dark red for a prohibition or light red for discouragement), and the allow condition by blue (dark blue only).

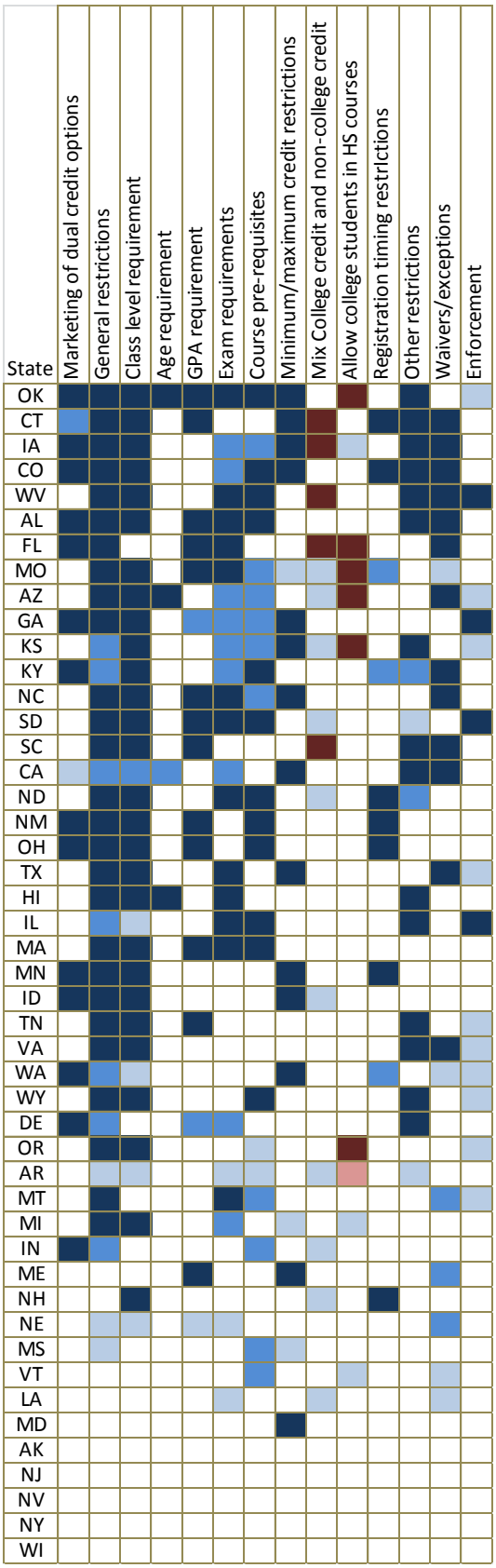
Table 2, which follows the composite charts, displays the rank of each state within each policy segment (where a lower number indicates a high rank), and provides a composite rank, that was derived from the average of the segment rankings. The state which ranks first in this table, Missouri, appears in the top 10 states on all composite measures. The next two states, Oklahoma and Connecticut, have high ranks in four segments but a middle rank (in the 20s) in the other segment.

These rankings do not reflect judgments on policies or practices. They reveal only the extent to which the states have policy statements regarding the various elements included in this study and the level of prescriptiveness of these policies. We provided many examples in the previous discussion of how two policies labeled as a "statewide requirement" may be very different in terms of content and comprehensiveness. These charts are intended to characterize the landscape of dual credit policy in a way that allows the reader to consider which state policies might be worth examining in greater detail. The appendices to this report provide some of that detail as well as links to other documents with additional detail.

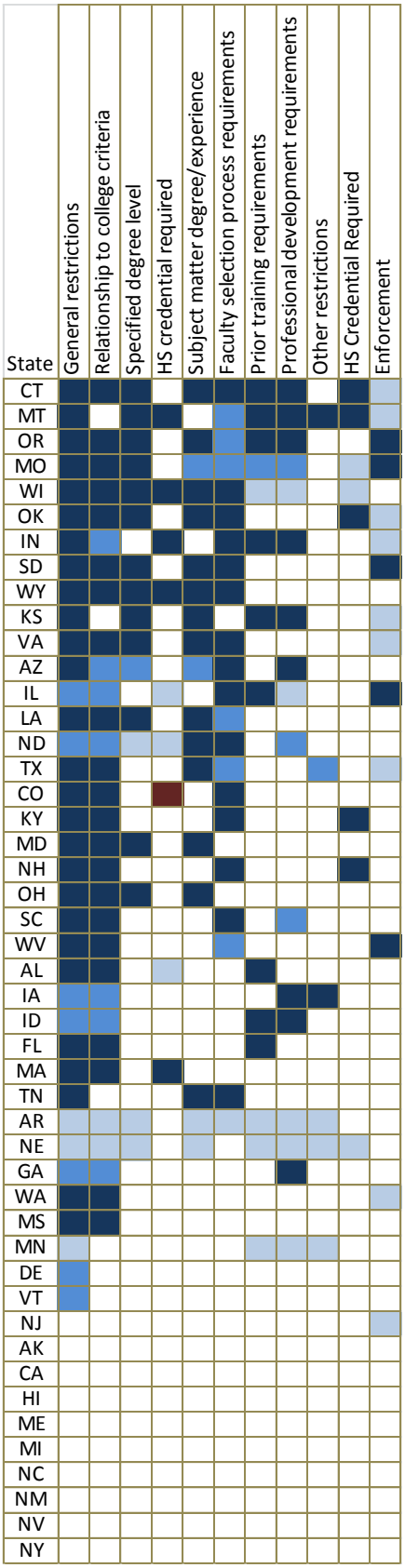
Display 9. Course Offering Configurations



Display 10. Student Eligibility Configurations



Display 11. Instructor Eligibility Configurations



Display 12. Quality Provision Configurations

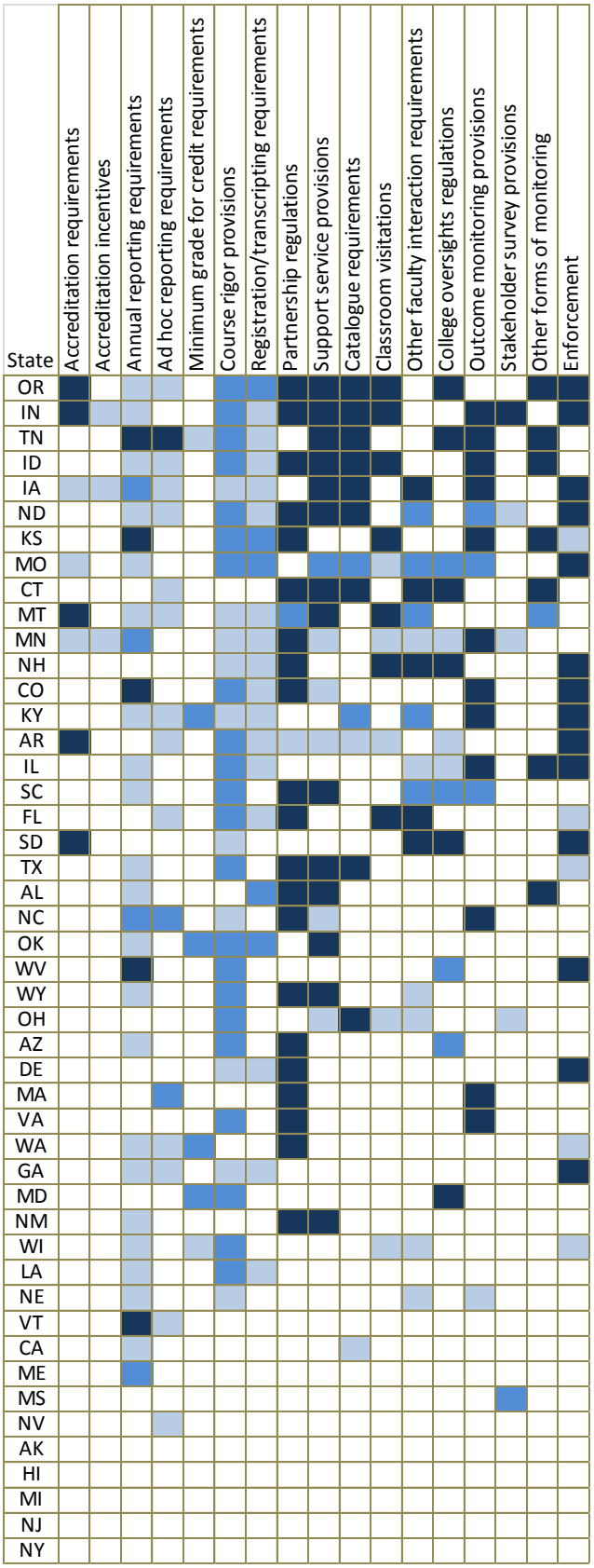


Table 2. Segment and Composite Rankings of State on Dual Credit Policy Provisions

State	Course Offerings	Student Eligibility	Instructor Eligibility & Selection	Other Quality Provisions	Composite Rank
Missouri	3	7	4	7	1
Oklahoma	1	1	6	23	2
Connecticut	23	2	1	9	3
North Dakota	2	16	14	5	4
Oregon	8	30	3	1	5
Kentucky	5	12	18	13	6
Montana	5	32	2	9	6
Kansas	21	10	10	7	6
Iowa	23	2	24	5	9
Colorado	23	4	17	13	10
Florida	8	7	27	18	11
Arizona	13	9	12	27	12
West Virginia	13	5	22	23	13
Texas	11	20	14	19	14
South Carolina	13	15	22	15	15
Indiana	23	35	7	2	16
Illinois	23	21	12	15	17
Alabama	23	6	24	21	18
Idaho	22	25	24	4	19
South Dakota	38	12	7	19	20
Minnesota	12	21	35	11	21
Georgia	8	10	32	32	22
North Carolina	13	12	39	21	23
Washington	3	25	32	27	24
Wyoming	34	25	7	23	25
New Hampshire	23	37	18	11	25
Tennessee	34	25	27	3	25
New Mexico	5	16	39	32	28
Wisconsin	13	43	4	32	28
Ohio	34	16	18	26	30
Virginia	33	25	10	27	31
Massachusetts	23	21	27	27	32
Maryland	13	41	18	32	33
Arkansas	38	32	30	15	34
Hawaii	13	21	39	43	35
Mississippi	13	39	34	39	36
Louisiana	34	41	14	36	36
California	38	16	39	39	38
Delaware	41	30	36	27	39
Michigan	23	34	39	43	40
Nebraska	41	38	30	36	41
New Jersey	23	43	38	43	42
Vermont	41	39	36	36	43
Maine	41	35	39	39	44
Nevada	41	43	39	42	45
Alaska	41	43	39	43	46
New York	41	43	39	43	46

These rankings do not reflect judgments on policies or practices. They reveal only the extent to which the states have policy statements regarding the various elements included in this study and the level of prescriptiveness of these policies.

Discussion and Implications

In this section we examine the results of this study through three sets of lenses. First, we review our findings in relation to the existing literature, focusing on what has changed, what remains the same, and what gaps still need to be filled. Second, we consider how state policy in its current form relates to the prospects for attaining the promises and avoiding the pitfalls of dual credit that we described earlier. Finally, we view these findings through the lens of regional postsecondary accreditation, examining the ways in which current accreditation standards and processes align with quality assurance for dual credit activity.

What Has Changed – What Remains The Same

The results of this study reinforce two continuing themes from past research on state policy and practice for dual credit: There is still no consensus or standardization regarding the terminology related to what we have consistently labeled as dual credit courses; and there remains great variation among states along many dimensions of state policy for dual credit activity.

Toward Standardized Terminology

State policy makers and educational oversight agencies will continually seek to brand their initiatives with distinguishing program names. This is not a particular problem. It appears that there are three common generic terms for describing the college-level courses that are intended for high school-level students: *dual credit*, *dual enrollment*, and *concurrent enrollment*. Although *dual enrollment* was the most frequent form we encountered, the other two terms are useful for distinguishing between the broader phenomenon of high school students who are simultaneously enrolled in college-level courses and a more specific subset of that phenomenon: courses through which a high school-level student can simultaneously earn both high school and college credit. We intentionally used the term, *dual credit* in this study to focus on this latter, more specific phenomenon. Indeed, we were more specifically focused on a subset of dual credit courses: those taught in high schools, which perhaps should be precisely termed, "high school-based dual credit courses." State agency contacts were not necessarily as focused on this particular type of concurrent enrollment, depending on the types most prevalent in their state, and findings reveal the continuing variation in forms of delivery throughout the states.

In recent years, there has been an increased emphasis across the educational spectrum for standard terminology as exemplified through such initiatives as the Common Core Standards and the Common Education Data Standards. The concurrent enrollment and dual credit arena would benefit from further efforts to develop consensus on terminology. This would be particularly useful for framing research and evaluation studies so that results can be more readily compared and interpreted which, in turn, contributes more substantially to the identification of effective practices.

Variation In State Policy

In many ways, the current findings are consistent with those of earlier policy reviews (e.g., Karp et al., 2004; WICHE, 2006) regarding the large

variation in state policy. We echo Karp et al.'s conclusion that state policy "ranges from non-existent to very detailed." We would add to that characterization that state policy is just as varied among the growing array of states that have detailed policies as it is between the detailed and the non-existent approaches. We also note a different aspect of variability that was illustrated by comparing results from prior studies to the current one: variability and change over time. One example of this change unfolded over the course of the study, wherein the very comprehensive policies developed under Pennsylvania Governor Rendell were completely dismantled under his successor Governor Corbett. However, we also see instances of states that were characterized in the earlier studies as having modest policies that now appear to have more comprehensive ones, such as Indiana, Iowa, and Kentucky. The response frequencies and examples reported in the results section illustrate this diversity, but a full appreciation can be gained only by examining the detailed state response summaries in Appendix 3 and the policy documents listed in Appendix 4.

Policy variation has its benefits. It represents a venue for creativity and innovation, experimentation and enriched learning, and for accommodating local history, culture and values. However, variation and change over time can have negative consequences. They contribute to the generally confused and non-standard terminology and, perhaps more importantly, make it difficult to examine systematically the effectiveness of various approaches and to determine what works best for which target populations. It is likely this confusion is experienced by state and federal policymakers as well as by students and parents.

Increasing The Focus On Quality Assurance

Earlier policy studies concluded that quality was underrepresented within state policy on dual credit activity. The current analysis demonstrates that this is no longer so. Our conclusion may be due in part to our intentional search for evidence

"Earlier policy studies concluded that quality was underrepresented within state policy on dual credit activity."

of quality assurance and the general objectives of this study. However, through our discussion with state contacts, we believe that many state agencies have intentionally worked to strengthen policies and practices in this area. The growing visibility and influence of NACEP further underscore this conclusion. Although relatively few institutions have completed the NACEP accreditation process (83 as of April 2012), membership in the organization has grown substantially (250 postsecondary institution members), attendance at NACEP meetings has flourished and a number of states have very explicitly embraced the NACEP model as a standard for quality assurance. Even in cases where NACEP is not specifically mentioned, several states have adopted or at least modeled a number of the NACEP criteria and processes within their quality formulations. However, a number of states and institutions have chosen not to embed accreditation standards in state policy or pursue NACEP accreditation, signifying alternative mechanisms for quality assurance from the perspectives of policymakers and practitioners.

Among the seven strategies for quality oversight described by Lowe (2010), we found that accountability reporting was still the most prevalent form included within state policy. Moreover, many of these accountability reports focus primarily on inputs, including participation

levels and characteristics, subject matter coverage, geographic distribution, etc. Several states have increased their focus on outcome monitoring, as exemplified by Colorado's investment in a joint data system for tracking dual credit participants into their college studies. The more process-oriented aspects of quality assurance, such as program and process review, approval and evaluation, are manifest largely through reliance on local institutional standards and practices that are reinforced through regional and specialized accreditation requirements.

Broadening Access And The Financial Conundrum

The formal survey questions and our general discussions with state contacts highlight the conflict between two of the more potent forces impinging on the development and implementation of dual credit activity: the desire to significantly expand access especially to traditionally underrepresented populations; and the financial press that all states currently face during the slow recovery from the "Great Recession." According to our contacts, well intentioned attempts to pursue aggressively an access agenda have been seriously undermined by deep state budget cuts. To survive, a number of programs have curtailed free access and others have raised tuition and fee charges to make up for lost revenues. The extent to which this has influenced or will influence dual credit access is not readily apparent. However, the intersections of dual credit financial policies and dual credit access are reoccurring themes in the literature and will likely persist as salient policy issues while state financial situations progress toward stabilization. Not all states have succumbed to these pressures as evident in Indiana, where tuition for dual credit courses was capped at $25 per credit hour for all public institutions, and the statewide community college retains free tuition for its dual credit courses. But several states have fared less well and, as previously noted, a very comprehensive program in Pennsylvania was completely defunded.

Demonstrating Program Impacts

For both accountability and improvement purposes, many states are hoping to obtain evidence regarding the impact of dual credit on student educational attainment. Unfortunately, accountability reporting does not provide a sufficient basis for doing so. The research on dual credit programs to date has been dominated by descriptive studies. Studies that apply more rigorous controls to remove selection effects and other daunting confounds are increasing in number and beginning to inform effective practice. Enough evidence has been gathered to suggest that dual credit has more positive than negative impacts, on average. However, the evidence also reveals that there is variation on impact and some impacts are negative. Further, there is insufficient evidence to support the critical promise for improving postsecondary access and success for underrepresented students relative to more privileged and high-achieving students. Additional rigorous research is needed to contribute to the development of effective policies and practices, especially practice that can be tailored to the diverse array of students across the educational spectrum.

III The Role Of State Policy In Maximizing Promises And Minimizing Pitfalls

As we have noted, state policy now plays a larger role in the context of dual credit quality. This role is likely to increase as our respondents noted that quality assurance is among the most pressing issues moving forward. In her book, *Policy Paradox: The Art of Political Decision Making*, Deborah Stone (2002) argues that policy making is "the struggle over ideas" and that there are multiple understandings of these ideas (p. 11). Our review of dual credit policies support Stone's

argument and the tensions of these ideas are manifest in the promises and pitfalls of dual credit that we described in the introduction. In this section, we examine how state policy relates to attaining some of most common promises and avoiding some common pitfalls.

Promises

Enhance and Diversify High School Curricula. Dual credit is claimed to play a unique role in diversifying high school curricula and improving course options for students, particularly in rural areas or small high schools. For most states, providing dual credit opportunities is optional for both high schools and postsecondary institutions. However, ten states require and seven encourage high schools to offer dual credit courses, and six require and eight encourage colleges to offer dual credit. Unfortunately, mandates and encouragement can be tenuous when funding is scarce or unavailable. Thus, state policy can and does play a unique role in expanding or enhancing high school curricula by mandating or strongly incentivizing high schools and colleges to provide dual credit, but sufficient funding and resources are required to make this an attainable promise.

Increase Access to Higher Education. Some literature suggests that dual credit participation can elevate students' college aspirations, especially students who are historically underrepresented in higher education such as low-income, first generation students, and students of color. Based on our analysis of state policy, we found that more than any other area, policies had the most to say about who accesses dual credit (80% of responding states had some requirements). In most cases, state policy defined access in terms of high school grade level; academic proficiency (GPA and standardized test scores); and course pre-requisites. In several of these cases, state policy restricted access to students who had to meet minimum academic criteria set at the state level or academic criteria of the postsecondary institutions. Beyond setting minimum academic criteria for students, ten states have policies that provide financial assistance or subsidies to low-income students to enhance access. There are a growing number of examples of programs and initiatives that focus on expanding access, most of which have a vocational focus or career orientation, like California's Concurrent Course Initiative (Hughes et al., 2012) or Early and Middle College High Schools that intentionally enroll underrepresented student populations. Although the predominant focus continues to be on the academically well-prepared or at least moderately-prepared, dual credit has been demonstrated to reach a broader population than do the AP or IB programs. Policy provisions for waivers and exceptions in about one-half of the states further support expanding the base of participation. Given the propensity of dual credit programs to serve moderate to well-prepared students, pursuing the access promise requires additional focus on dual credit programs that are specifically targeted to underrepresented populations.

Improve High School and College Relationships. There is a body of literature that also suggests dual credit is a mechanism that, in addition to benefiting students, provides a vital communications link between high schools and colleges. This relationship is critical for improving the alignment of secondary and postsecondary educational curricula. By definition the provision of dual credit requires some degree of collaboration, but in some states, this level of collaboration is reinforced through state policy. We observed this in the form of required articulation agreements, as exemplified by the comprehensive specifications in Arizona and Kansas. We also observed this in state policies that require high school and college faculty to interact on a regular basis, share syllabi, participate in evaluative activities, and engage in shared professional development experiences, among other things.

"Ultimately, taking fewer college courses to reduce the cost may be less important financially than shortening the time to degree."

Given time and resource constraints, as well as cultural differences, it is difficult to develop and sustain effective communications between secondary and postsecondary teachers and staff. Dual credit activity can play a critical role in overcoming these constraints and differences, especially if suitable attention is applied to developing and monitoring the required engagements.

Shorten Time to Degree and Lower the Cost of College. The relationship between dual credit participation and time to and cost for a college degree has not been convincingly established, although there is some evidence that, on average, students who take dual credit courses in high school accrue college credits more rapidly. The key to the relationship between dual credit and time to degree is the level to which dual credit courses prepare students to be successful in subsequent college work. Research related to this premise is mixed: dual credit can lead to better grade performance in college, but it doesn't always do so. We also know little about the psycho-social mechanisms that operate in dual credit that might help prepare students be successful in college level courses and persist in college. Moreover, with regard to cost, it is not clear whether college students take advantage of previously completed dual credit courses by taking fewer courses in college or whether they simply take different courses in college. Among well-prepared students and through the history of AP courses, the latter effect, taking different courses, is more frequently found. Ultimately, taking fewer college courses to reduce the cost may be less important financially than shortening the time to degree: student loan debt burden is more substantially impacted by taking longer to complete (and borrowing to cover living expenses) than by tuition costs.

Despite these lingering empirical questions, we found that many state policies require high school students to pay tuition for dual credit courses, leave this decision to local high schools and college partnerships, or simply state nothing about who pays for dual credit. These characteristics of state dual credit policies challenge the premise that college-level courses in high school can contribute to a meaningful or measurable reduction in the cost of college for students.

Pitfalls

Prepare Students for the Academic Rigor of College. Among the common concerns of dual credit is the inadequate maintenance of academic rigor and the concern that dual credit course content is not of collegiate quality and caliber. Among the policies we analyzed in this study, reference to dual credit 'rigor' or 'course quality' was a common feature. In many cases, policies include statements that required dual credit courses to have similar content, learning outcomes, and syllabi as corresponding courses taught on the college campus as illustrated in the examples we used in the results section. Thus it is encouraging that state policy is addressing this common concern.

Ensure Adequate Instructor Qualifications. Another common concern about dual credit that relates closely to the rigor issue is the qualifications of dual credit course instructors. Instructor qualifications are indeed a common feature of state dual credit policies. As with rigor, the issue of faculty credentials is closely related to

the standards to which postsecondary institutions are held through regional accreditation and most state policies rely on these standards. However, some states, such as Arkansas, Kansas and Oregon, specify a required degree level (typically a Master's degree) as well as subject matter expertise requirements.

Provide an Authentic College Experience. Another frequent concern, closely coupled to the previous two, is that dual credit courses on high school campuses do not provide an authentic college experience. Without a doubt, the rigor of the course content and instructor qualifications contribute to the college-like experience of dual credit courses. While this concern is arguably challenging to measure, one might argue that a college-like experience goes beyond the course content and faculty qualifications to include such things as faculty philosophical and pedagogical dispositions, access to experiences and services available to any other college student, interaction of students with college-level students and, perhaps most importantly, interaction of course instructors with other college instructors. A number of state policies require regular interaction and professional development among high school and college faculty. Some state policies are very explicit about this. For example, Idaho's policy states that, "Postsecondary courses administered through a dual credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution." This language is similar to the accreditation standards for NACEP and so would be a requirement for states that have adopted the NACEP accreditation framework. Despite these provisions, the level and extent of interaction, engagement, and development cannot fully overcome the intense levels of communication and enculturation that high school teachers experience in their educational settings. Similarly, students taking college level courses in a high school building cannot completely disengage from the high school context that surrounds this experience. These conditions impose significant limitations on obtaining an authentic college course experience in a high school setting. High school-based dual credit courses will always have this disadvantage. Because of this, state policy-makers need to consider carefully the extent to which college-based dual credit or concurrent enrollment can be supported and to ensure that expansion of high school-based opportunities does not diminish possibilities for the more authentic experience of taking a college course on a college campus.

Ensure Course Transferability. Also among the common concerns associated with dual credit is the extent to which dual credit courses are transferrable beyond the institution that offers the credit. We found that many state policies have adopted language that includes a provision for credit transferability. Among all dimensions and questions asked in our survey, the question about transferability was the question with the most non-specific references—meaning that policy mentioned it but there was not a requirement associated with it. An example of this is Florida in which the policy states that, "The Department of Education, in conjunction with the Board of Governors, shall develop, coordinate, and maintain a statewide course numbering system for postsecondary and dual enrollment education in school districts, public postsecondary educational institutions, and participating nonpublic postsecondary educational institutions that will improve program planning, increase communication among all delivery systems, and facilitate student acceleration and the transfer of students and credits between public school districts, public postsecondary educational institutions, and participating nonpublic educational institutions." On the other hand, some policies require that dual credit courses be part of a state transfer system, as is the case in Arkansas, Indiana and Kentucky. At

the other end of this spectrum are state policies which put the burden for transfer on students. For example, Alabama's policy states that, "Students are responsible for knowing policies relative to dual enrollment/dual credit of colleges/universities to which they plan to transfer credit." Course transferability is a broader issue than just as related to dual credit.

III Dual Credit And Regional Postsecondary Accreditation

In this final section, we consider the implications of our findings with regard to the regional accreditation.

In phone interviews and other discussions with senior staff from the six regional accrediting agencies, representing five of the six regions,[3] the level of concern expressed about the challenges often associated with dual credit was modest, although the specific nature of the concerns varied by region and level. For example, staff from the one agency that focuses exclusively on community and junior colleges (ACCJC) had a unique interest in the impact of dual credit programs on a specific component of the accreditation standards: mission integrity. Dual credit programs provide an opportunity for postsecondary institutions to expand their reach and their market. As such, concern was expressed that institutions approach these opportunities in clear alignment with their missions. Especially during a time of fiscal constraint (which has been particularly acute within the dominant state in the ACCJC domain, California), when programs and services for the core college student population are being significantly cut back, opportunities for additional revenues or state funding sources can divert attention from mission critical objectives.

Although the mission integrity dimension was not specifically mentioned by staff from the other agencies, dual credit was more generally recognized as one of several emerging modes of instructional delivery that is stretching the attention and resources of institutions more thinly. Dual credit was thus generally viewed within the same realm as online/distance learning (and there is some overlap between the two), as a mode of delivery that needs to be attended to through the accreditation review process. Recent reformulations of accreditation standards have more explicitly accommodated distance/online learning, but this level of explicitness has generally not yet been applied to the dual credit realm.

With regard to dual credit as a contractual arrangement, the interviewees were not particularly concerned that the dual credit realm will introduce particular problems, given that the partner is accredited through parallel processes and generally shares the same educational quality values. However, there was some concern regarding how well state policy requirements align with accreditation standards. Interviewees recognized that postsecondary institutions can be put into a difficult position if they must comply with poorly aligned standards from two authorities.

This same concern was raised in relation to faculty qualifications. Although specific criteria for faculty selection, professional development, and evaluation are not set through accreditation standards, the standards require that institutions have standards appropriate to their mission and that they apply these standards consistently. Peer-review teams judge the appropriateness of the standards and examine the practices for consistency of application. State policy requirements for dual credit often rely, explicitly or implicitly, on regional accreditation standards for faculty qualifications. However, a number of states have

[3] Phone interviews were conducted with staff from the agencies covering Northeastern (NEASC), Middle States (MSCHE), Southern, (SACS) and both the senior and junior college agencies of the Western (WASC/ACCJC) regions. Staff from the North Central region (HLC) provided input and feedback throughout the project.

in place more prescriptive requirements regarding instructor credentials as well as selection and professional development processes.

A final concern expressed by the interviewees was related to the growing accountability demands on both accrediting agencies and postsecondary institutions that stretch the boundaries of the traditional focus on core postsecondary academic program integrity issues. These demands may require expanding the scope and purview of accreditation review processes, including more substantial annual reporting requirements as well as more intensive site visit protocols. All of this may add to the cost and resource requirements of accreditation, which induces additional overhead on institutional operations.

III Final Notes

Dual credit policies and practices are evolving at a rapid pace. Even within the time frame of this study, several states enacted or were in the process of enacting new rules and regulations. The information provided in this report is a snapshot at a point in time and some of the policies will be outdated when the report is released.

The research team worked diligently to develop consistent coding practices and represent faithfully the information provided by state contacts. We asked state contacts to review our interpretations at several stages as we adjusted coding categories to better accommodate their responses. Despite their busy schedules, the contacts were responsive and, in many cases, very constructively engaged in providing us feedback. We are very grateful for their time, attention, and patience.

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Higher Learning Commission
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Appendix 1

Dual Credit in U.S. Higher Education

Questionnaire

Dual Credit State Policy & Quality Assurance Template

State Name:

Primary State Policy Links	
Policy Number or Name	Website Link

This study primarily focuses on **college-level courses**, offered under the aegis of a postsecondary institution that are **taught in high schools** by either high school teachers or college (full- or part-time) faculty, **where students receive college credit and credit toward their high school diploma** upon successfully completing the course. We are interested in state policies that pertain to these "high-school located, dual credit courses," even if they also pertain more broadly to college-level courses taken by high school students at other locations (at a college or online) or to courses that do not count toward the high school diploma.

We understand that terminology varies from state to state regarding what we are referring to as dual credit, but may also be referred to as dual enrollment, concurrent enrollment or otherwise. We will use the term dual credit throughout this questionnaire to refer to these "high-school located, dual credit courses" and will work with each state to better understand the local terminology and distinctions that are made for this and related phenomenon (e.g., college classes offered to high school students on college campuses or through distance learning).

State Policy: We follow the work of Karp et al. (2005) and define policy as written policy such as state legislation, state board or agency guidelines or procedures, or other state-mandated written policies. We do not consider unofficial procedures or institutional practice state policy. In an effort to describe and document state policy, we have collected state policies (statues, guidelines, procedures, etc.) that pertain to our focus, high-school located dual credit courses.

Regulatory Oversight

1. Does the state grant statutory or regulatory oversight to one or more specific state agencies?

☐ YES ☐ NO

If YES, which organizations?

Definitions

2. What term(s) are commonly used in your state to identify and distinguish among various forms of high school student enrollment in college-level courses (e.g., dual credit, dual enrollment, concurrent enrollment, etc.)? How are these terms officially defined?

Form	Definition

3. What term (if any) is used to describe the high school-located dual credit courses that are the primary focus of our study?

Who Can or Must Provide Dual Credit Courses?

4. Does state policy require colleges to offer dual credit courses?

☐ YES ☐ NO

If YES, what are the provisions or stipulations (e.g., mandatory, voluntary, local decision, etc.)?

Other Comments	

5. Does state policy dictate what types of colleges can or cannot offer or provide dual credit courses?

☐ YES ☐ NO

a. If YES, which of the following types of institutions **CAN** offer or provide dual credit (select all that apply)?

☐ PUBLIC ☐ PRIVATE ☐ TWO YEAR ☐ FOUR YEAR

b. If YES, do state policies on dual credit courses generally apply to all institutions, only public institutions, or does it vary by policy?

☐ PUBLIC ONLY ☐ BOTH PUBLIC AND PRIVATE ☐ VARIES BY POLICY

Other Comments	

6. Does state policy require high schools to have dual credit opportunities available for its students?

☐ YES ☐ NO

a. If YES, what are the provisions or stipulations (e.g., mandatory, voluntary, local decision, etc.)?

Other Comments	

7. Does state policy place restrictions on the types of courses that colleges can or cannot offer or provide?

☐ YES ☐ NO

a. If YES, are there any subject restrictions?

☐ YES ☐ NO

If YES, what are the restrictions?

Other Comments	

b. Is there a minimum or maximum number of courses that colleges can offer or provide?

☐ YES ☐ NO

If YES, specify the minimum or maximum numbers?

Other Comments	

c. Does state policy require dual credit courses to connect to statewide transfer articulation (if a state has such an agreement)?

☐ YES ☐ NO ☐ Not applicable (no statewide transfer articulation program)

If YES, specify the requirements or restrictions?

Other Comments	

d. Does state policy require dual credit courses to connect to a statewide general education program (If such a program exists)?

☐ YES ☐ NO ☐ Not applicable (no statewide gened program)

If YES, what are the requirements or restrictions?

Other Comments	

e. What other restrictions are included as provisions of state policy regarding what dual credit courses can or cannot be offered?

Other Comments	

8. How does the state enforce policies regarding **who can or must provide** dual credit courses?

Who Can Take Dual Credit Courses?

9. Does state policy regulate how students or parents learn about dual credit opportunities?

☐ YES ☐ NO

If YES, specify regulations (e.g., information sharing, counseling, notification of opportunities, recruitment processes, application processes, etc.)

10. Does state policy regulate which students can participate in dual credit?

☐ YES ☐ NO | **If NO, Skip to Next Section**

a. Does state policy mandate a minimum grade level?

☐ YES ☐ NO If YES, specify:

b. Does state policy mandate a minimum age requirement

☐ YES ☐ NO If YES, specify:

c. Does state policy mandate a minimum GPA requirement

☐ YES ☐ NO If YES, specify:

Other Comments on a. to c.	

d. Does state policy mandate certain standardized exam scores?

☐ YES ☐ NO

If YES, what exams and what are the requirements or restrictions?

Other Comments	

e. Does state policy mandate or require course pre-requisites?

☐ YES ☐ NO

If YES, what are they?

Other Comments	

f. Does state policy regulate the minimum or maximum number of courses or credits a student can take?

☐ YES ☐ NO

If YES, what are they?

Course minima or maxima:
Credit minima or maxima:

Other Comments	

g. Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

☐ YES ☐ NO

If YES, what is the requirement or restriction (e.g., is there a particular ratio or percent) ?

Other Comments	

h. Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

☐ YES ☐ NO

If YES, what is the requirement or restriction?

Other Comments	

i. Does state policy articulate when students must sign up to take the course for dual credit? YES. NO.

☐ YES ☐ NO

If YES, what is the requirement or restriction?

Other Comments	

j. Does state policy mandate any other eligibility requirements (or ineligibility requirements)?

☐ YES ☐ NO

If YES, what are they?

Other Comments	

k. Does state policy allow for exceptions or waivers for any of the eligibility requirements?

☐ YES ☐ NO

If YES, what are they?

Other Comments	

11. How does the state enforce policies regarding who can **take** dual credit courses?

Who Can Teach Dual Credit Courses?

12. Does state policy have requirements or restrictions on who can teach dual credit courses?

☐ YES ☐ NO | **If NO, Skip to Next Section**

Other Comments	

a. Does state policy specify that those teaching high-school located dual credit courses must have the same credentials those teaching at the offering college?

☐ YES ☐ NO

b. Does state policy specify a specific degree-level requirement for dual credit faculty?

☐ YES ☐ NO If YES, specify: ☐

c. Does state policy require dual credit faculty to have an appropriate high school teaching credential?

☐ YES ☐ NO If YES, specify: ☐

d. Does state policy require that dual credit faculty have a degree or minimum coursework in the subject area that they teach?

☐ YES ☐ NO If YES, specify: ☐

Other Comments on a. to d.	

e. Does state policy include procedures for faculty selection and approval?

☐ YES ☐ NO

If YES, what are they?

Other Comments	

f. Does state policy mandate or require training **prior** to faculty teaching dual credit courses?

☐ YES ☐ NO

If YES, what is mandated or required?

Other Comments	

g. Does state policy mandate training or professional development for **active** dual credit faculty?

☐ YES ☐ NO

If YES, what is mandated or required?

Other Comments	

h. Does state policy include other requirements necessary for dual credit faculty to maintain teaching eligibility?

☐ YES ☐ NO

If YES, what is required?

i. Does state policy allow for exceptions or waivers for any of the requirements or restrictions for dual credit faculty?

☐ YES ☐ NO

If YES, what are the conditions of the exceptions or waivers?

Other Comments	

13. How does the state enforce policies regarding who can **teach** dual credit courses?

Quality Assurance

14. Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

☐ YES ☐ NO

If YES, what are the requirements?

Other Comments	

15. Does state policy provide incentives for accreditation?

☐ YES ☐ NO

If YES, what are the incentives?

Other Comments	

16. Does state policy require annual (or other regular) reports on dual credit activities?

☐ YES ☐ NO

If YES, specify who reports, what is reported, how often, and to whom it is reported?

Other Comments	

17. Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

☐ YES ☐ NO

If YES, what is reported, by whom, how often, and to whom?

Other Comments	

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18. Does state policy require students to obtain a minimum grade to receive college credit for the course?

☐ YES ☐ NO

If YES, what is the grade requirement?

Other Comments	

19. Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

☐ YES ☐ NO

If YES, specify requirements (e.g., course designs, outcomes, or assessments?)

Other Comments	

20. Does state policy regulate the student registration processes?

☐ YES ☐ NO

If YES, specify requirements (e.g., course transcription, articulation, or student rights and responsibilities?)

Other Comments	

21. Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

☐ YES ☐ NO

If YES, specify regulations

Other Comments	

22. Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

☐ YES ☐ NO

If YES, specify requirements

Other Comments	

23. Does state policy mandate that dual credit courses appear in the offering institution's catalog?

☐ YES ☐ NO

If YES, specify requirements

Other Comments	

24. Does state policy include requirements for classroom visitation by college faculty?

☐ YES ☐ NO

If YES, specify requirements (what happens during visits, how often, etc?)

Other Comments	

25. Does state policy include other requirements for high school and college faculty to meet or interact?

☐ YES ☐ NO

If YES, specify requirements (what happens during visits, how often, etc?)

Other Comments	

26. Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

☐ YES ☐ NO

If YES, specify requirements

Other Comments	

27. Does state policy require the monitoring of outcomes or impacts at any level?

☐ YES ☐ NO

If YES, specify requirements (what outcomes or measures, at what levels, by whom?)

Other Comments	

28. Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

☐ YES ☐ NO

If YES, specify requirements (which stakeholders, how frequently, reported to whom?)

Other Comments	

29. Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

☐ YES ☐ NO

If YES, specify requirements

Other Comments	

30. How does the state enforce policies regarding **quality assurance** in dual credit courses?

Finance and Resources

31. Does state policy provide ANY direct funding to the high school or college for dual credit?

☐ YES ☐ NO

If YES, specify provisions and parameters

Other Comments	

32. Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

☐ YES ☐ NO

If YES, specify requirements. (student/parent pays, high school pays, college pays, state pays-as in a direct grant, college/high school decides who pays)

Other Comments	

33. Does state policy regulate who pays for books related to dual credit courses?

☐ YES ☐ NO

If YES, specify regulations or requirements.

Other Comments	

34. If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

☐ YES ☐ NO

If YES, what forms of support are provided?

Other Comments	

35. Does state policy allow (or disallow) high schools to collect the full amount or a portion of "Average Daily Attendance" (ADA) funding for dual credit students?

☐ FULL AMOUNT ☐ PORTION, Specify: ☐

☐ NONE ☐ Not Applicable (No ADA funding credit in state)

Specify requirements?

Other Comments	

36. Does state policy allow (or disallow) colleges to collect Full-Time Equivalent (FTE) funding credit for dual credit students?

☐ FULL AMOUNT ☐ PORTION, Specify: ☐

☐ NONE ☐ Not Applicable (No FTE funding credit in state)

Specify requirements?

Other Comments	

37. Does state policy regulate faculty salary or compensation for teaching dual credit classes?

☐ YES ☐ NO

If YES, what are the regulations?

Other Comments	

38. Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

☐ YES ☐ NO

If YES, what are the incentives?

Other Comments	

39. How does the state enforce policies **finances and resources** for dual credit courses?

Other/Final Questions

40. Are there other salient state policy dimensions that have not been covered? What are they?

41. What have been the most recent dual credit policy changes and why were they enacted?

42. What are currently the most pressing dual credit policy and practice issues?

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Appendix 2

Dual Credit in U.S. Higher Education

State Summaries

Direct Links to State Policy Summaries

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island (Non-Respondent)
South Carolina
South Dakota
Tennessee
Texas
Utah (Non-respondent)
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming

ALABAMA

Dual enrollment is the common term for college-level courses taught on the high school campus. The primary statewide policies for Alabama apply to the community college sector, although state contacts indicated that four-year colleges—both public and private—do offer dual credit but each college has their own policy. In addition to a general dual enrollment policy, Alabama has an Early College Enrollment Program that provides a policy framework for offering college credits toward a technical or health certificate and/or degree aligned with local workforce needs.

ALASKA

Alaska does not have a statewide policy for dual credit, despite that college-level courses are being provided in the high schools. However, each of the University of Alaska campuses have dual credit policies specific to their campuses.

ARIZONA

Dual enrollment is the common term for college-level courses taught on the high school campus. Community colleges are the dominant provider of dual credit in Arizona, and although there is not a statewide coordinating board, there is state legislation that governs the provision of dual credit in community colleges.

ARKANSAS

Concurrent enrollment is the common term used by high school students who take college courses for high school and college credit. The Arkansas Department of Higher Education and the Arkansas Department of Education are jointly responsive for concurrent enrollment in Arkansas. State legislation governs concurrent enrollment activity, and the Arkansas Department of Higher Education has additional board policies that govern concurrent enrollment.

CALIFORNIA

Concurrent enrollment is the common term used for the delivery of college level courses while in high school. A series of legislative actions have formed the policy framework for concurrent enrollment in California. These policies apply to the community college system, which is the predominant provider of concurrent enrollment in the state. However, the California State University system does offer college level courses in high schools, which are often delivered through extended studies or extensions.

COLORADO

Concurrent enrollment, as it is referred to in Colorado, is governed by statue, and both the Colorado Commission on Higher Education and Colorado Department of Education have oversight responsibilities. The community colleges provide most of the concurrent enrollment, but four-year institutions can also provide concurrent enrollment. In addition to concurrent

enrollment, state policy created the ASCENT program, a program for students who stay in high school beyond the 12th grade and simultaneously earn college credit.

CONNECTICUT

Recently reorganized as a state higher education system, the four public state systems, 12 public community colleges, and the public online system share a single Board of Regents in Connecticut. The only state-wide policy on dual credit is one carried over from the previous Board of Trustees of the Community and Technical Colleges that still applies to community colleges. In addition to this policy, the University of Connecticut has established policies for campuses operating the Early College Experience program that constitutes about half of the state's dual credit enrollments.

DELAWARE

Delaware has administrative code that provides the policy framework for dual credit and dual enrollment. Policy requires all institutions operating dual credit and dual enrollment to have articulation agreements that define agreement parameters, and policy requires institutional policies be filed with the Department of Education.

FLORIDA

Policies for dual enrollment in Florida are written into state statue and apply to all public institutions, although there is additional policies for the Florida College System (applies to Florida's community colleges). State statue gives authority to the Florida Department of Education and the Florida College System institutions' Board of Trustees.

GEORGIA

Dual credit, joint enrollment, and the Accell program are all forms of dual credit with different definitions in Georgia, and all of which may be offered on a high school or college campus. Authority and oversight for dual credit is shared among the Georgia Department of Education, the Board of Regents of the University of Georgia, and the Board of Technical and Adult Education. State policy for dual credit is in state code and all postsecondary institutional types are allowed to provide dual credit.

HAWAII

The Running Start program is the predominant dual credit model in Hawaii and almost all dual credit courses are offered on the college campus, although a few are on the high school campus. State statute established the Running Start program and provides the policy framework for the provision of dual credit in Hawaii. Policy allows both public two-year and four-year colleges to offer dual credit.

IDAHO

Dual credit in Idaho is embedded in state statues under the Postsecondary Enrollment Options, which also includes Tech Prep. The Department of Education, Idaho State Board of Education, and the Superintendent of Public Instruction all have authority for dual credit.

ILLINOIS

Dual credit and dual enrollment policies were established in state law via the Dual Credit Quality Act, but the Illinois Community College Board has established additional administrative rules. State policy allows all postsecondary institutional types to provide dual credit, but the community college system provides the preponderance of dual credit and dual enrollment in the state. State policy assigns oversight and authority of dual credit and dual enrollment to both the Illinois Community College Board and the Illinois Board of Higher Education.

INDIANA

Indiana's dual credit policy was established in state code under the Postsecondary Enrollment Options, and all high schools are required to offer dual credit. State policy allows all postsecondary institutional types to provide dual credit, but the Indiana Commission on Higher Education has recently developed a 'preferred provider' list. The Double Up program is a dual credit program only for Ivy Tech Community Colleges, but those courses are at the Ivy Tech campuses and not at the high school location. State policy assigns oversight authority to the Indiana Commission on Higher Education, the State Board of Education, and the Department of Education.

IOWA

Joint enrollment is an umbrella term for high school students enrolled in community colleges, and concurrent enrollment is the common term used for academic and career and technical dual credit courses. Concurrent enrollment is established in state policy by the Senior Year Plus program, and the Iowa Department of Education has oversight responsibility for the program.

KANSAS

Concurrent enrollment, as it is called in Kansas, is in state statue and policy assign authority for concurrent enrollment to the Kansas Board of Regents. Policy allows all public institutions to provide concurrent enrollment.

KENTUCKY

Policy for dual credit and dual enrollment in Kentucky is both in state statues and in guidelines set forth by the Kentucky Council on Postsecondary Education. Policy applies to public postsecondary institutions, and oversight and authority is provided by the Kentucky Council on Postsecondary Education, the Kentucky Board of Education, and Education Professional Standards Board.

LOUISIANA

The Louisiana State Board of Regents has a history of encouraging participation in Dual Enrollment through its Early Start program. Early Start empowered community colleges and universities to oversee all forms of dual enrollment. However, the program is currently unfunded by the Louisiana state legislature and consequently dual enrollment is limited.

MAINE

Dual Enrollment in Maine is primarily a product of the Maine Aspirations program, an early college program promoted by the Maine Department of Education, and the Early College For ME program of the Maine Community College System. Maine Aspirations allows high school juniors and seniors to participate in dual enrollment with oversight from Maine colleges and universities. Early College For ME provides coordination of dual enrollment within the Community College System. In addition, a number of public and private institutions of higher education have developed dual enrollment relationships with high schools in the State which vary in structure and in the number of credits a student can attain in high school.

MARYLAND

Dual Credit in Maryland has few state regulations and primarily operates under the auspices of the college or university system with which a secondary school chooses to associate. Students are limited to no more than 30 hours of dual credit.

MASSACHUSETTS

There is a long history of Dual Enrollment in Massachusetts operating under the direction of colleges and universities. Massachusetts' state-funded dual enrollment was first established in 1993 (MGL, Chapter 15A, Section 39) and was a successful program managed by the Department of Elementary and Secondary Education (DESE) through 2001, after which time it was eliminated. The program was restored by the Legislature in 2008 to the Department of Higher Education and subsequently renamed the Commonwealth Dual Enrollment Program (CDEP). Since this period of time the program has remained funded and is regarded as highly successful, although unable to meet student demand due a yearly allocation of only $750,000 across 28 public campuses. CDEP focuses on the enrollment of low income students, first generation college students and students interested in the STEM fields. In this way, the program encourages participation for students who have historically been underrepresented in dual enrollment and is aligned with the state's workforce development priorities.

MICHIGAN

While the Michigan legislature recently revised the Dual Enrollment code for the state, Dual Credit in Michigan is largely under the supervision of the colleges and universities.

MINNESOTA

Concurrent Enrollment in Minnesota is related to, but statutorily independent from, the state's Postsecondary Enrollment Options (PSEO) program. Concurrent enrollment is

implemented in accordance with the policies established by respective governing bodies of the public postsecondary systems. At issue in Minnesota are concerns with funding and costs, utilization of NACEP (or NACEP-like) standards, differential credentialing of concurrent enrollment instructors, and overall alignment of grades 11-12 and postsecondary education.

MISSISSIPPI

While Mississippi Code provides some general outline provisions for Dual Credit in the state, programs are designated by the Code to function primarily under the direction of agreements established by local school board, the Board of Trustees of State Institutions of Higher Learning and the State Board for Community and Junior Colleges.

MISSOURI

The Missouri Department of Higher Education has oversight for higher education institutions' implementation of dual credit programs in the high school. The Coordinating Board for Higher Education Dual Credit Policy requires higher education institutions offering dual credit programs to provide evidence of compliance with the policy and assigns accountability for the academic quality of the courses delivered to the chief academic officer of the college or university.

MONTANA

Dual Enrollment in Montana is primarily a high school based system regulated by policy from the Montana Board of Regents (BoR) and Montana Office of Public Instruction (OPI). Under that umbrella of state policy, Dual Enrollment in Montana is implemented by the community colleges as well as the Montana University System and programs are directed by state policy to follow guidelines of the National Alliance of Concurrent Enrollment Partnerships (NACEP). Dual Enrollment students are primarily at the junior/senior level. Unique to Montana in comparison to all other states is a BoR/OPI requirement that any Dual Enrollment instructor must be must have state certification to teach at the K-12 level.

NEBRASKA

Nebraska statutes suggest some guidelines for implementation of Dual Credit. High schools have taken on the charge to implement Dual Credit but efforts to maintain consistent program guidelines have proven difficult.

NEVADA

Little state policy regarding Dual Credit exists in Nevada and thus programs develop under the auspices of the college with which a high school associates itself.

NEW HAMPSHIRE

New Hampshire statutes grant authority regarding Dual Credit to the Community College System of New Hampshire. The vehicle for this legislative initiative is the Running Start program which enables select high school juniors and seniors to take courses in their high

school which may count toward college credit. Running Start emphasizes the connection between a designated college faculty partner and the high school based instructor of the course.

NEW JERSEY

New Jersey statutes encourage "the availability of college-level instruction for high school students through courses offered by institutions of higher education at their campuses and in high schools" but leave implementation of said programs largely up to the schools.

NEW MEXICO

New Mexico statutes maintain that school districts may establish agreements to offer Dual Credit courses with the community colleges in their "geographic area of responsibility" or any willing four-year institution. Because statutory guidelines for such agreements are limited, the program agreements can vary widely across the state. In addition, many students participate in Dual Credit through the Innovative Digital Education and Learning (IDEAL) online learning program sponsored by an agreement of New Mexico K-12 districts and high education institutions.

NEW YORK

While statutes are largely silent in regards to Concurrent Enrollment, programs have long existed under the umbrella of the State University of New York (SUNY) community college system. Many of the participating SUNY schools have joined together in the New York Concurrent Enrollment Partnership (NYCEP) to implement standards created by the National Alliance for Concurrent Enrollment Programs (NACEP).

NORTH CAROLINA

North Carolina has provided high school students with tuition free dual enrollment programs since 1983. In January of 2012 the legislature approved Career and College Promise and a new set of operating procedures to guide the state's dual enrollment programs. Career and College Promise consists of three pathways: Cooperative and Innovative High Schools (Early and Middle College), College Transfer Pathways, and Career and Technical Education Pathways.

Each of the programs provides eligible high school students a tuition free, clear path toward a technical degree or transfer credit depending on the student's interests and abilities.

NORTH DAKOTA

Shaped by North Dakota statute, North Dakota University System policy, and the Department of Public Instruction, Dual Credit in North Dakota is primarily a high school based system where the school district generally forms cooperative agreements with its associated community college or regional four-year institution. Details regarding tuition and other aspects vary by agreement.

OHIO

Ohio provides several dual enrollment options for high school students to earn both high school and college credit during high school, including Postsecondary Enrollment Options, Seniors to Sophomores, dual enrollment offerings on high school campuses, Early College High School, and College Tech Prep programs. Policies vary by program. While not being written into Ohio Administrative Code or Ohio Revised Code, the Ohio Department of Education and the Ohio Board of Regents have developed and shared recommendations for quality dual enrollment programs.

OKLAHOMA

Concurrent Enrollment is the term for high school enrollment in college-level courses. Oklahoma State Regents for Higher Education (OSRHE) establishes policies regarding concurrent enrollment admission and retention and requires public institutions to provide concurrent enrollment opportunities for qualified students. Oklahoma policy establishes a number of requirements for student eligibility and faculty credentials.

OREGON

Oregon requires school districts to ensure access to accelerated college credit programs including dual credit under the direction of the State Boards of Education and the State Board of Higher Education—Oregon Department of Education, Oregon Department of Community Colleges and Workforce Development, and Oregon University System. To provide dual credit programs, public high schools, community colleges, and state institutions of higher education in Oregon must implement statewide standards (e.g., student eligibility, faculty credential) developed by the State Boards of Education and the State Board of Higher Education.

PENNSYLVANIA

Pennsylvania had a fairly comprehensive set of policies under the "Opportunities for Educational Excellence" legislative program. Funding for the program was eliminated under the current governor rendering the program moot. The state is currently reformulating its policies in this area.

SOUTH CAROLINA

Two- and Four-year public institutions in South Carolina provide dual credit under the direction of the South Carolina Commission of Higher Education. The Commission of Higher Education sets statewide policy and guidelines for each dual enrollment course and requires institutions to develop an annual report demonstrating compliance with these policy and guidelines.

SOUTH DAKOTA

Although there is no official state policy in South Dakota, the South Dakota Board of Regents has established policies and guidelines governing the range of dual credit offerings that can be sponsored by the public universities under control and the transfer credit that can be

awarded by the public universities under their control to students completing dual credit offerings sponsored by all other colleges and universities.

TENNESSEE

Dual enrollment is the common term for college-level courses taught on the high school campus. Dual enrollment courses can be offered by public and private two- and four-year institutions with approval of the postsecondary institution's governing board. The LEA and the institution's governing board monitor student eligibility, faculty credential, and course quality. Tennessee requires high school students to obtain C or better to earn college credit.

TEXAS

Under the policy and guidelines of the Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency, public two- and four-year institutions provide dual credit. In order to take dual credit courses, students must be ready for college-level work, as evidenced by their performance on a THECB-approved assessment. The eligibility standards are higher for academic dual credit than for technical dual credit. While not being subject to Coordinating Board dual credit rules, many private institutions in Texas also provide dual credit.

VERMONT

In Vermont, dual enrollment is the common term for the enrollment by high school students in accredited college courses for both secondary and postsecondary credits. While some colleges have direct partnerships with local high schools, state-subsidized dual enrollment courses are provided at the college campus rather than high school campus for the full college experience. An exception to this is the fast forward program. Vermont only has one community college in the state (community college Vermont) and the state appropriation for dual enrollment supports a voucher for individual students to enroll in a college class on campus at participating public and private colleges. For the state-funded dual enrollment program, which is administered by the chancellor of the Vermont state colleges, there are neither secondary partners nor express statewide policies.

VIRGINIA

The Virginia Plan for Dual Enrollment gives a statewide framework for dual enrollment arrangements between public school divisions and community colleges. These arrangements are made at the local level—between the representatives or boards of the participating public school division and the participating community college authorized to contract such arrangements. The State Council of Higher Education for Virginia (SCHEV) is a coordinating body, but does not have statutory or regulatory oversight. State legislation, House Bill 1184, requires local school boards and community colleges to develop agreements allowing high school students to complete a one year certificate or an associate's degree concurrent with high school graduation. While House Bill 1184 only applies to two-year public institutions, four-year institutions may also offer dual enrollment courses.

WASHINGTON

The Office of the Superintendent of Public Instruction (OSPI) and The State Board for Community and Technical Colleges (SBCTC) provide general oversight of dual credit programs in Washington in collaboration with baccalaureate institutions and the Washington Student Achievement Council. Washington provides many ways to take dual credit including College in the High School, Tech Prep, Cambridge, International Baccalaureate, and Running Start. The Revised Code of Washington (RCW) provides general policies for dual credit with variations for each dual credit program. The Office of the Superintendent of Public Instruction, in collaboration with other institutions and agencies,, reports annually to the education and higher education committees of the legislature regarding participation in dual credit programs.

WEST VIRGINIA

Dual credit in West Virginia is referred to as Early Enrollment Courses. As mandated by code, the Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education have developed identical policies to guide the offering of early enrollment courses in West Virginia. All public institutions may offer early enrollment courses under the guidance of state policy. The statewide academic affairs office meets regularly with institutional academic officers to enforce policies regarding dual credit.

WISCONSIN

Wisconsin has three different governing entities: The Wisconsin Department of Public Instruction, the Wisconsin Technical College System-State Board, and the University Of Wisconsin System Board Of Regents. Several dual credit options are available for high school students in Wisconsin; among those, Transcripted Credit, Advanced Standing, and College Credit in High School programs, and other academic partnerships, are some of the college-level options offered to high school students at high school campus locations, by high school faculty. Program names and policies vary by program and governing entity.

WYOMING

Concurrent Enrollment is the term used in Wyoming for college courses taken by high school students that are taught by a qualified high school faculty member as part of that faculty member's teaching contact with the school district. Dual enrollment is the term used for college courses taken by high school students that are taught by a community college faculty member or a UW faculty member. Either must be transcriptted by the school district to meet high school graduation requirements and by either UW or a community college as a college course. Public school districts are required to provide access to dual or concurrent enrollment by law. Wyoming statute requires school districts that provide access to concurrent enrollment and/or dual enrollment to have a written postsecondary options memo of understanding with either a public community college or the public four-year institution (University of Wyoming). There is no specific agency that has statutory or regulatory oversight. The Wyoming Community College Commission is required to make an annual postsecondary options program report to the Wyoming Legislature.

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Appendix 3

Dual Credit in U.S. Higher Education

State Profiles

DIRECT LINKS TO STATE RESPONSES

Alabama
Alaska (No current Policies)
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania (No current policies)
Rhode Island (Non-Respondent)
South Carolina
South Dakota
Tennessee
Texas
Utah (Non-respondent)
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Alabama**

Primary Policy Links:

Title and Link
Public School Governance Section 11 Dual Enrollment - Postsecondary Institutions
Admission: Dual Enrollment/Dual Credit For High School Student
Admission: Dual Enrollment/Dual Credit For High School Student: Early College Enrollment Program
Admission: Dual Enrollment/Dual Credit For High School Student
Admission: Dual Enrollment/Dual Credit For High School Student

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
	X	

Comments: "An institution within the Alabama Community College System is authorized to establish dual enrollment/dual credit programs with local boards of education in the institution's service area."

Terms and Definitions

Term	Definition
Dual Enrollment	From 801.03: "Dual enrollment programs allow eligible high school students to enroll in college classes concurrently with high school classes. Students successfully completing dual enrollment classes receive both high school and college credit."
Early College Enrollment Program	From 801.04 Guidelines: "Provides an opportunity for high school students to earn college credits toward a technical or health certificate and/or degree that meets local, regional, or state high-skill, high-wage, and high-demand critical workforce training needs while completing high school."
Accelerated Credit	These are only for college credit - usually on the college campus but could be on a HS campus
Term for H.S. Located DC	Dual Enrollment

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X		X	

Comments: "An institution within the Alabama Community College System is authorized to establish dual enrollment/dual credit programs with local boards of education in the institution's service area."

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Courses offered by postsecondary institutions shall be drawn from the respective College's existing academic inventory of courses offered for credit.

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	Non-specific reference	No	No
Domain:	Statewide				
Prescriptiveness:	Required				

Comments:

Subject: "Courses numbered below 100 and physical education (PED) courses are not eligible for dual enrollment/dual credit."
Transfer: "Students are responsible for knowing policies relative to dual enrollment/dual credit of colleges/universities to which they plan to transfer credit. "

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: A. Guidelines 801.03: “Each party agrees to provide a mechanism for communicating the educational and economic benefits as well as the requirements for participation and enrollment procedures to parents and students. This must include the student’s release of educational records as defined by FERPA for and between the college and the local School Board. “

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	Yes	Yes	Yes	No	No	Yes	Yes
Domain:	Statewide		Statewide	Statewide	Statewide			Statewide	Statewide
Prescriptiveness:	Required		Required	Required	Required			Required	Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: "The student is in grade 10, 11, or 12."
GPA: "The student has a minimum cumulative 3.0 average in completed high school courses;"
Exam Scores: "All students will be Compass tested and must meet pre-requisites for all approved courses at the college." AND "The student meets the entrance requirements established by Alabama Community College System institutions;"
Pre-reqs: "All students will be Compass tested and must meet pre-requisites for all approved courses at the college."
College Stds.: Kandis – during school hours, no, but after school hours yes. But state board policy for K-12 it has; it’s not in any policies or guidelines; it’s unspoken rule.
Other: "The student must have a minimum cumulative B average in completed high school courses. Transcripts must be provided as documentation of the student’s cumulative grade average." AND "The student must have written approval of the appropriate principal and the local superintendent of education. Student access to Dual Credit/Dual Enrollment is dependent upon both academic readiness and social maturity. Approval from the principal and superintendent indicates that the student has demonstrated both."
Waivers: "An exception may be granted by the Chancellor for a students documented as gifted and talented.” AND “An exception may be granted by the Chancellor for a student documented as gifted and talented in accordance with Alabama Administrative Code § 290-8-9.12 This exception applied only to the requirement that students be in the 10th, 11th or 12th grade. The Chancellor may grant other exceptions as requested by the individual college and local school board.”

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	No	No	No	Yes	No	No	No
Domain:	Statewide				Statewide			
Prescriptiveness:	Required				Required			

High School Credential Required?
Non-Specific Credential Required

Other Comments

Col. Criteria: "Dual Credit/Dual Enrollment instructors shall be faculty of the College. A high school teacher employed to teach in dual credit/dual enrollment will be designated as an adjunct faculty member of the College and therefore must meet the credentialing requirements of the State Board of Education and other accrediting agencies. Faculty must be under the ultimate control and supervision of the college. The college must provide for faculty orientation, supervision, and evaluation. Documentation of appropriate instructor credentials which meet or exceed accrediting agencies must be on file at the college. College faculty credentials shall be provided to the local school board of education as needed to meet credential standards of accrediting agencies."
HS Credential: "College faculty credentials shall be provided to the local school board of education as needed to meet credential standards of accrediting agencies."
Prior Training: "The college must provide for faculty orientation, supervision, and evaluation. "

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: "A plan for an annual evaluation of dual enrollment/dual credit shall be prepared and shall adhere to guidelines of the Department of Postsecondary Education. The college and the local School Board shall assume the responsibility for reporting required information in a timely manner."

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: "Students are responsible for knowing policies relative to dual enrollment/dual credit of colleges/universities to which they plan to transfer credit. The College reserves the right to refuse readmission to any student who is found to be in violation of college policies (academic standards of progress, Student Code of Conduct, etc.)."

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Participating local boards of education and postsecondary institutions shall develop a Dual Enrollment Agreement that includes but is not limited to the following:

A. Approval of the particular courses to be offered and the high school equivalency for each course shall be determined through the mutual agreement of the participating postsecondary institution(s) and the participating local board of education. Courses must be of Postsecondary level.

B. Dual Credit/Dual Enrollment instructors shall be faculty of the College. A high school teacher employed to teach in dual credit/dual enrollment will be designated as an adjunct faculty member of the College and therefore must meet the credentialing requirements of the State Board of Education and other accrediting agencies. Faculty must be under the ultimate control and supervision of the college. The college must provide for faculty orientation, supervision, and evaluation. Documentation of appropriate instructor credentials which meet or exceed accrediting agencies must be on file at the college. College faculty credentials shall be provided to the local school board of education as needed to meet credential standards of accrediting agencies.

C. The college shall be responsible for the compensation of faculty, in accordance with State Board of Education and college policy. Faculty may not receive dual compensation for instructional time.

D. Six semester hours at the postsecondary level shall equal one credit at the high school level in the same or related subject. Partial credit agreements shall be developed between the College and the School Board. The State Board of Education Policy 705.01 defines a “credit hour” as not less than 50 minutes of instructor/student contact. A semester hour of credit is based upon the average number of hours of instruction taught weekly, the ratio of weekly contact hours to credit hour varies with the type of instruction being used. There are four general categories of instruction: theory, experimental laboratory, clinical practice/manipulative laboratory, and internship.

E. College courses approved for dual credit shall be posted on both high school and college transcripts. Courses completed for dual credit shall be transcripted with the appropriate statement at the postsecondary level indicating dual enrollment credit.
(August 2008)

F. Payment of the current rate of tuition and fees per credit hour, textbooks and materials will be the responsibility of the student unless other resources are available. Full payment of tuition must be completed by the first day of class. School Boards will be notified of any unpaid tuition and fees prior to the start of classes.

G. A plan for an annual evaluation of dual enrollment/dual credit shall be prepared and shall adhere to guidelines of the Department of Postsecondary Education. The college and the local School Board shall assume the responsibility for reporting required information in a timely manner.

H. Students are responsible for knowing policies relative to dual enrollment/dual credit of colleges/universities to which they plan to transfer credit. The College reserves the right to refuse readmission to any student who is found to be in violation of college policies (academic standards of progress, Student Code of Conduct, etc.).

I. Methods for addressing student related issues such as: admissions, procedures, advisement, monitoring and evaluation, privacy rights, ADA issues, and verification of student attendance must be addressed in the agreement.

J. Transportation for any student receiving instruction at any facility other than a school campus of the local School Board shall be the

responsibility of the parents/guardian of such students unless otherwise negotiated between the college and the local School Board.
K. Each party agrees to provide a mechanism for communicating the educational and economic benefits as well as the requirements for participation and enrollment procedures to parents and students. This must include the student's release of educational records as defined by FERPA for and between the college and the local School Board.
L. A copy of Policy 801.03 and its guidelines must be included in the Dual Enrollment/Dual Credit agreement (Appendix A)."

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: ""Methods for addressing student related issues such as: admissions, procedures, advisement, monitoring and evaluation, privacy rights, ADA issues, and verification of student attendance must be addressed in the agreement."

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "A plan for an annual evaluation of dual enrollment/dual credit shall be prepared and shall adhere to guidelines of the Department of Postsecondary Education. The college and the local School Board shall assume the responsibility for reporting required information in a timely manner."

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: "Students in dual enrollment/dual credit courses must pay normal tuition as required by the institution. Tuition may be provided by alternative resources, including funds provided by Workforce Development, Tuition Assistance for employee dependents as defined in Policy 612.02 and scholarship programs as outlined by the specific system institution."

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
			X

Comments: "Payment of the current rate of tuition and fees per credit hour, textbooks and materials will be the responsibility of the student unless other resources are available. Full payment of tuition must be completed by the first day of class. School Boards will be notified of any unpaid tuition and fees prior to the start of classes." "Students in dual enrollment/dual credit courses must pay normal tuition as required by the institution. Tuition may be provided by alternative resources, including funds provided by Workforce Development, Tuition Assistance for employee dependents as defined in Policy 612.02 and scholarship programs as outlined by the specific system institution."

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
			X

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College				X

Comments: No policy provided Community colleges have a funding formula based on enrollment that has been frozen since 1994, but in process of development a new funding formula.

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "The college shall be responsible for the compensation of faculty, in accordance with State Board of Education and college policy. Faculty may not receive dual compensation for instructional time."

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Arizona**

Primary Policy Links:

Title and Link
Az Rev Stat § 15-1821.01 Dual Enrollment Information

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: State statue provides authority to individual community college districts and to the Arizona Board of Regents

Terms and Definitions

Term	Definition
Concurrent Enrollment	High school students taking college course
Dual Enrollment	"Dual enrollment course" means a college level course that is conducted on the campus of a high school or on the campus of a joint technical education district, that is applicable to an established community college academic degree or certificate program and that is transferable to a university under the jurisdiction of the Arizona board of regents. A dual enrollment course that is applicable to a community college occupational degree or certificate program may be transferable to a university under the jurisdiction of the Arizona board of regents"
Term for H.S. Located DC	Dual Enrollment

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X		X	

Comments: "On a determination by a community college district governing board that it is in the best interest of the citizens of a district, the district governing board may authorize district community colleges to offer college courses that may be counted toward both high school and college graduation requirements at the high school during the school day subject to the following"

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "3. The courses shall be previously evaluated and approved through the curriculum approval process of the district, shall be at a higher level than taught by the high school and shall be transferable to a university under the jurisdiction of the Arizona board of regents or be applicable to an established community college occupational degree or certificate program. Physical education courses shall not be available for dual enrollment purposes."

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	Yes	No	No
Domain:	Statewide		Statewide		
Prescriptiveness:	Required		Required		

Comments:

Subject: "Physical education courses shall not be available for dual enrollment purposes."
Transfer: "3. The courses shall be previously evaluated and approved through the curriculum approval process of the district, shall be at a higher level than taught by the high school and shall be transferable to a university under the jurisdiction of the Arizona board of regents or be applicable to an established community college occupational degree or certificate program."

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	Yes	No	Yes	Yes	No	No	No	Yes
Domain:	Statewide	Statewide		Local	Local				Statewide
Prescriptiveness:	Required	Required		Required	Required				Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
	X		

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
			X

Other Comments

Grade Level: "All students enrolled for college credit shall be high school juniors or seniors."
Age: For any student under 18: "15-1821. Special admission of students under age eighteen; enrollment information; reports
A. Each community college district board shall adopt policies that require community colleges under its jurisdiction to admit students under age eighteen who have not yet attained a high school diploma or high school certificate of equivalency and who meet the established requirements of the courses for which they enroll. The Arizona board of regents shall adopt rules that require the universities under its jurisdiction to admit students under age eighteen who have not yet attained a high school diploma or high school certificate of equivalency and who meet the established requirements of the courses for which they enroll.
B. The policies and rules as provided in subsection A of this section shall include the following provisions:
1. A student under age eighteen shall not be denied admission because of age, lack of a high school diploma or high school certificate of equivalency, grade in school, lack of permission of school officials or lack of concurrent enrollment in a public or private school, if the student has achieved at least a specified score on a college entrance examination.
2. A community college or university that admits a student pursuant to paragraph 1 of this subsection may limit the number of semester credit hours in which the student may enroll to no less than six semester credit hours.
3. A student admitted to a community college or university pursuant to paragraph 1 of this subsection is not guaranteed admission to a specific degree program or to all courses offered by the community college or university.
C. Each community college district and the Arizona board of regents shall provide all high schools in this state with information that describes the policies and rules, as appropriate, the types of courses available and other information related to the enrollment of students under the age of eighteen. Each unified or high school district school shall make this information available to all students in at least grades nine through twelve.
D. On or before November 15 of each year, the Arizona board of regents shall submit a report to the president of the senate, the speaker of the house of representatives and the state board of education and shall provide a copy of this report to the secretary of state on students under eighteen years of age who had not yet attained a high school diploma or high school certificate of equivalency and who were enrolled in a university course or a program for university credit during the time period of September of the previous fiscal year through August of the current fiscal year. The annual report shall include at least the following:
1. The number of students who were enrolled.
2. A general narrative of the types of courses or programs in which the students were enrolled.
3. The rules adopted pursuant to subsection A of this section.

E. On or before September 30 of each year, each institution under the jurisdiction of the Arizona board of regents shall submit to the Arizona board of regents in the form specified by the Arizona board of regents the information that the Arizona board of regents needs to compile the report required in subsection D of this section."
Exam Scores: "All students in the course, including those not electing to enroll for college credit, shall satisfy the prerequisites for the course as published in the college catalog and shall comply with college policies regarding student placement in courses."
Pre-reqs: "All students in the course, including those not electing to enroll for college credit, shall satisfy the prerequisites for the course as published in the college catalog and shall comply with college policies regarding student placement in courses."
Mix NonDC: "All students in the course, including those not electing to enroll for college credit, shall satisfy the prerequisites for the course as published in the college catalog and shall comply with college policies regarding student placement in courses."
College Stds.: By DE definition, you have to be a high school student.
Registration Timing:
Waivers: "(b) A community college may waive the class status requirements specified in subdivision (a) of this paragraph for up to twenty-five per cent of the students enrolled by a college in courses, provided that the community college has an established written criteria for waiving the requirements for each course. These criteria shall include a demonstration, by an examination of the specific purposes and requirements of the course, that freshman and sophomore students who meet course prerequisites are prepared to benefit from the college level course. All exceptions and the justification for the exceptions shall be reported annually to the joint legislative budget committee on or before October 1."

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: "(b) A community college may waive the class status requirements specified in subdivision (a) of this paragraph for up to twenty-five per cent of the students enrolled by a college in courses, provided that the community college has an established written criteria for waiving the requirements for each course. These criteria shall include a demonstration, by an examination of the specific purposes and requirements of the course, that freshman and sophomore students who meet course prerequisites are prepared to benefit from the college level course. All exceptions and the justification for the exceptions shall be reported annually to the joint legislative budget committee on or before October 1."

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "5. Each faculty member shall meet the requirements established by the governing board pursuant to section 15-1444. "

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	No	Yes	No	No
Domain:	Local	Local	Local	Statewide		Statewide		
Prescriptiveness:	Required	Required	Required	Required		Required		

High School Credential Required?
Not Mentioned

Other Comments

Selection: "The chief executive officer of each community college district shall establish an advisory committee of full-time faculty who teach in the disciplines offered at the community college district to assist in the selection, orientation, ongoing professional development and evaluation of faculty teaching college courses in conjunction with the high schools. The advisory committee of full-time faculty shall meet at least two times each academic year."
Prof. Devel.: "The chief executive officer of each community college district shall establish an advisory committee of full-time faculty who teach in the disciplines offered at the community college district to assist in the selection, orientation, ongoing professional development and evaluation of faculty teaching college courses in conjunction with the high schools. The advisory committee of full-time faculty shall meet at least two times each academic year."

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: This is for 15-1821 - which is only specific to students under 18 - "D. On or before November 15 of each year, the Arizona board of regents shall submit a report to the president of the senate, the speaker of the house of representatives and the state board of education and shall provide a copy of this report to the secretary of state on students under eighteen years of age who had not yet attained a high school diploma or high school certificate of equivalency and who were enrolled in a university course or a program for university credit during the time period of September of the previous fiscal year through August of the current fiscal year. The annual report shall include at least the following:
1. The number of students who were enrolled.
2. A general narrative of the types of courses or programs in which the students were enrolled.
3. The rules adopted pursuant to subsection A of this section.
E. On or before September 30 of each year, each institution under the jurisdiction of the Arizona board of regents shall submit to the Arizona board of regents in the form specified by the Arizona board of regents the information that the Arizona board of regents needs to compile the report required in subsection D of this section."; AND from 1821.01 - for student eligibility waivers: "All exceptions and the justification for the exceptions shall be reported annually to the joint legislative budget committee on or before October 1."

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: "4. College approved textbooks, syllabuses, course outlines and grading standards that are applicable to the courses if taught at the community college shall apply to these courses and to all students in the courses offered pursuant to this section. The chief executive officer of each community college shall establish an advisory committee of full-time faculty who teach in the disciplines offered at the community college to assist in course selection and implementation in the high schools and to review and report at least annually to the chief executive officer whether the course goals and standards are understood, the course guidelines are followed and the same standards of expectation and assessment are applied to these courses as though they were being offered at the community college. The advisory committee of full-time faculty shall meet at least three times each academic year."

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "1. The community college district governing board and the governing board of the school district or organization of which the high school is a part shall enter into an agreement or contract. These intergovernmental agreements or contracts shall be based on a uniform format that has been cooperatively developed by the community college districts in this state. Each of these agreements or contracts shall clearly specify the following:
(a) The financial provisions of the agreement or contract and the format for the billing of all services under the agreement or contract, including the amount that the community college received in full-time student equivalent funding pursuant to section 15-1466.01, the portion of the funding that is distributed to the school district governing board or charter school and any amount that is subsequently returned to the community college district by the school district governing board or charter school.
(b) Student tuition and financial aid policies, including if scholarships or grants are awarded to students in dual enrollment courses from the community college.
(c) The accountability provisions for each party to the agreement or contract.
(d) The responsibilities and services required of each party to the agreement or contract.
(e) The type of instruction that will be provided under the agreement or contract, including the titles of the courses to be offered.
(f) The quality of the instruction that will be provided under the agreement or contract."

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: "The chief executive officer of each community college district shall establish an advisory committee of full-time faculty who teach in the disciplines offered at the community college district to assist in the selection, orientation, ongoing professional development and evaluation of faculty teaching college courses in conjunction with the high schools."

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: "Each of these agreements or contracts shall clearly specify the following:
(a) The financial provisions of the agreement or contract and the format for the billing of all services under the agreement or contract, including the amount that the community college received in full-time student equivalent funding pursuant to section 15-1466.01, the portion of the funding that is distributed to the school district governing board or charter school and any amount that is subsequently returned to the community college district by the school district governing board or charter school.
(b) Student tuition and financial aid policies, including if scholarships or grants are awarded to students in dual enrollment courses from the community college."

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
		X

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School	X			
College	X			

Comments: "Each of these agreements or contracts shall clearly specify the following:
(a) The financial provisions of the agreement or contract and the format for the billing of all services under the agreement or contract, including the amount that the community college received in full-time student equivalent funding pursuant to section 15-1466.01,

the portion of the funding that is distributed to the school district governing board or charter school and any amount that is subsequently returned to the community college district by the school district governing board or charter school." "Each of these agreements or contracts shall clearly specify the following:
(a) The financial provisions of the agreement or contract and the format for the billing of all services under the agreement or contract, including the amount that the community college received in full-time student equivalent funding pursuant to section 15-1466.01, the portion of the funding that is distributed to the school district governing board or charter school and any amount that is subsequently returned to the community college district by the school district governing board or charter school."

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: "Each of these agreements or contracts shall clearly specify the following:
(a) The financial provisions of the agreement or contract and the format for the billing of all services under the agreement or contract, including the amount that the community college received in full-time student equivalent funding pursuant to section 15-1466.01, the portion of the funding that is distributed to the school district governing board or charter school and any amount that is subsequently returned to the community college district by the school district governing board or charter school.
(b) Student tuition and financial aid policies, including if scholarships or grants are awarded to students in dual enrollment courses from the community college."

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Arkansas**

Primary Policy Links:

Title and Link
A.C.A. § 6-16-1201-05 Subchapter 12 -- Advanced Placement And Endorsed Concurrent Enrollment
Arkansas Higher Education Coordinating Board Policies Section 5.16.1A - Concurrent Course Delivery
An Act To Develop Guidelines For Endorsed Concurrent Enrollment Courses That May Be Taught Along With Advanced Placement Courses In High Schools; To Repeal The Concurrent Enrollment Course Approval Panel; And For Other Purposes

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: Arkansas Deaprtment of Higher Education and Arkansas Department of Education

Terms and Definitions

Term	Definition
Concurrent Enrollment	Means a college level course offered by an institution of higher education in this state that would qualify for academic credit in both the institution of higher education and a public high school
Dual Enrollment	The enrollment of a high school student in postsecondary education for college-level credit exclusively.
Term for H.S. Located DC	Concurrent Enrollment

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X	X	X	X

Comments: ADHE policy applies only to publics, and HB 1730 applies to publics and privates.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	Non-specific reference	No	No
Domain:	Statewide				
Prescriptiveness:	Encouraged				

Comments:

Subject: The courses must be in a "core area of math, English, science, or social studies." From Clarifying Memo: "Tech Prep courses are not considered a part of the concurrent enrollment program as defined in this policy."Remedial also not allowed - this is implicit in the concurrent enrollment defintion and because dev ed courses aren't in the AR Course Transfer System.
Transfer: From HB 1730: "The course must be listed in the Arkansas Course Transfer System of the Department of Higher Education."

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	No	Yes	Yes	No	No	Yes	No
Domain:	Statewide			Statewide	Statewide			Statewide	
Prescriptiveness:	Encouraged			Encouraged	Encouraged			Encouraged	

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
	X		

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
		X	

Other Comments

Grade Level: Code 6-18-223 and Code 6-60-202 – have to have completed 8th grade to participate in a college-level course
Exam Scores: From Clarifying Memo: "Students must have scored 19 or better on the ACT Reading sub-test or have a score on the EXPLORE or PLAN assessments (see Table 1) that are projected to produce a 19 or better on the ACT Reading sub-test, or equivalent score on the SAT, ASSET or COMPASS, to enroll in any general education concurrent enrollment course." From HB 1730: The minimum test score requirement does not apply to a "Concurrent CTE course"
Pre-reqs: From HB 1730: A student must " (B) Meet all of the prerequisites for the course in which he or she is enrolled;"
Mix NonDC: From 5.16: "The merging of concurrent enrollment and AP courses is allowed."
College Stds.: From HB 1730: "Concurrent courses are restricted to high school students only."
Other: "High school students who desire to enroll in a public college or university must first be recommended by their high school principal."

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Domain:	Statewide	Statewide	Statewide	Local	Local	Local	Statewide	
Prescriptiveness:	Encouraged	Encouraged	Encouraged	Encouraged	Encouraged	Encouraged	Encouraged	

High School Credential Required?
Not Mentioned

Other Comments

Col. Criteria: From HB 1730: Master's degree "that includes at least eighteen (18) hours of completed course work in the subject area of the endorsed concurrent enrollment course."Degree: From HB 1730: Master's degree "that includes at least eighteen (18) hours of completed course work in the subject area of the endorsed concurrent enrollment course."
Subject Exp.: From HB 1730: Master's degree "that includes at least eighteen (18) hours of completed course work in the subject area of the endorsed concurrent enrollment course."
Selection: "The instructor's credentials shall be approved by the academic unit or chief academic officer of the institution of higher education offering the endorsed concurrent enrollment course; and (2) The relevant credentials and experience necessary to teach from the syllabus approved by the institution of higher education granting the course credit."
Prior Training: "Provide the instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements before certifying the instructors to teach the college/university's courses. "
Prof. Devel.: From HB 1730: "(4) The institution of higher education offering the course must: (A) Provide to the course instructor staff development, supervision, evaluation;" "Concurrent credit instructors will receive continuing collegial interaction with college faculty through annual professional development, required seminars and site visits. These interactions will address issues such as course content, course delivery, student learning assessment, in-class evaluation and professional development in the field of study."

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
	X	

Comments: "If an institution of higher education offers a concurrent enrollment course(s) on a high school campus taught by a high school teacher, the institution must hold provisional membership in the National Alliance of Concurrent Enrollment Partnerships (NACEP) by January 31, 2008. Institutions that have offered concurrent enrollment courses on high school campuses taught by high school teachers for at least five years must become accredited members of NACEP by July 1, 2009. Those that have offered concurrent enrollment courses taught by high school instructors for less than five years must become accredited members as soon after July 1, 2009 as the five-year criteria is met. Provisional and accreditation reports must be forwarded to ADHE upon receipt. If NACEP broadens its scope of accreditation, institutions that fall within that scope will be required to hold provisional membership and gain accreditation."

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: http://www.adhe.edu/SiteCollectionDocuments/Comprehensive%20Report/24%20-%20Quick_Surveys-FINAL.pdf

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: HB 1730: "The course content and instruction must meet the same standards and adopt the same learning outcomes as those developed for a course taught on the campus of the institution of higher education, including without limitation: (A) The administration of any departmental exams applicable to the course; and (B) The use of substantially the same book and syllabus as is used at the college level;" "A course will be required to meet the same standards as college courses taught on the campus. The faculty will use the same syllabus, same textbook as approved by the college or university and adopt the same learning outcomes as those developed for the course on the campus."

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: "The institution of higher education offering the course must: ….(B)(i) Provide the students enrolled in the course with: (a) Academic guidance counseling;"

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: "A memorandum of understanding should exist to reflect the various expectations, obligations, and responsibilities of all parties. The college administration should execute the contract with the faculty member and/or the high school."

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: HB 1730: "The institution of higher education offering the course must: ….(B)(i) Provide the students enrolled in the course with: (b) The opportunity to utilize the on-campus library or other academic resources of the institution of higher education."

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: "Concurrent credit courses must be college or university courses that are approved through the normal process of an institution and included in the catalog."

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: "Concurrent credit instructors will receive continuing collegial interaction with college faculty through annual professional development, required seminars and site visits. These interactions will address issues such as course content, course delivery, student learning assessment, in-class evaluation and professional development in the field of study."

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: From HB 1730: "The instructor's credentials shall be approved by the academic unit or chief academic officer of the institution of higher education offering the endorsed concurrent enrollment course;"

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: Although NACEP requirements would eventually apply here.

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: Eventual NACEP requirments

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: "Institutions will establish tuition and fee rates for concurrent students. If tuition and fees are set a lower rate than the regular full tuition rate on campus, the difference between the regular rate and the charged rate will be considered an academic scholarship for all purposes and must be reported."

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School	X			
College			X	

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **California**

Primary Policy Links:

Title and Link
2011 California Code - Education Code Title 2. Elementary And Secondary Education - Article 1. Advanced Education - Section 48800-48802
SB-1316 School attendance: early and middle college high schools.

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
X		

Comments: Local community college governing boards

Terms and Definitions

Term	Definition
Dual Enrollment	These are high school-located courses
Term for H.S. Located DC	Dual Enrollment

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X		X	

Comments: "The governing board may authorize those pupils, upon recommendation of the principal of the pupil's school of attendance, and with parental consent, to attend a community college during any session or term as special part-time or full-time students and to undertake one or more courses of instruction offered at the community college level."

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: "(A) The course is a lower division, college-level course for credit that is designated as part of the Intersegmental General Education Transfer Curriculum or applies toward the general education breadth requirements of the California State University.
(B) The course is a college-level, occupational course for credit assigned a priority code of "A," "B," or "C," pursuant to the Student Accountability Model, as defined by the Chancellor of the California Community Colleges and reported in the management information system, and the course is part of a sequence of vocational or career
technical education courses leading to a degree or certificate in the subject area covered by the sequence.
(C) The course is necessary to assist a pupil who has not passed the California High School Exit Examination (CAHSEE), does not offer college credit in English language arts or mathematics, and the pupil meets both of the following requirements:
(i) The pupil is in his or her senior year of high school.
(ii) The pupil has completed all other graduation requirements prior to the end of his or her senior year, or will complete all remaining graduation requirements during a community college summer session, which he or she is recommended to enroll in, following his or her senior year of high school."

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	Non-specific reference	Non-specific reference	No
Domain:	Statewide				
Prescriptiveness:	Encouraged				

Comments:

Transfer: If summer course (which may be on HS campus): "(A) The course is a lower division, college-level course for credit that is designated as part of the Intersegmental General Education Transfer Curriculum or applies toward the general education breadth requirements of the California State University."

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: Tied to reimbursment for course: "(a) For the purposes of receiving state apportionments, a community college district may include high school pupils who attend a community college within the district pursuant to Sections 48800 and 76001 in the district's report of full-time equivalent students (FTES) only if those pupils are enrolled in community college classes that meet all of the following criteria:

(1) The class is open to the general public.

(2) (A) The class is advertised as open to the general public in one or more of the following:

(i) The college catalog.

(ii) The regular schedule of classes.

(iii) An addenda to the college catalog or regular schedule of classes.

(B) If a decision to offer a class on a high school campus is made after the publication of the regular schedule of classes, and the class is solely advertised to the general public through electronic media, the class shall be so advertised for a minimum of 30 continuous days prior to the first meeting of the class."

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	Yes	No	Yes	No	Yes	No	Yes	Yes
Domain:	Local	Local		Local		Statewide		Statewide	Statewide
Prescriptiveness:	Required	Required		Required		Required		Required	Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: "(b) The governing board of a community college district may restrict the admission or enrollment of a special part-time or full-time student during any session based on any of the following criteria:

(1) Age.

(2) Completion of a specified grade level.

(3) Demonstrated eligibility for instruction using assessment methods and procedures established pursuant to Chapter 2 (commencing with Section 78210) of Part 48 and regulations adopted by the Board of Governors of the California Community Colleges."

Credits: "d) For purposes of this section, a special part-time student may enroll in up to, and including, 11 units per semester, or the equivalent thereof, at the community college."

Other: "The governing board may authorize those pupils, upon recommendation of the principal of the pupil's school of attendance, and with parental consent, to attend a community college during any session or term as special part-time or full-time students and to undertake one or more courses of instruction offered at the community college level."

Waivers: "(a) A parent or guardian of a pupil, regardless of the pupil's age or class level, may petition the governing board of the school district in which the pupil is enrolled to authorize the attendance

of the pupil at a community college as a special full-time student on the ground that the pupil would benefit from advanced scholastic or vocational work that would thereby be available. If the governing board denies the petition, the pupil's parent or guardian may file an appeal with the county board of education, which shall render a final decision on the petition in writing within 30 days."

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments: Nothing specific to DE, just regular audit procedures.

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: State officials indicated faculty would be expected to meet general CC minimum qualifications to teach, but there is no policy specific to DC.

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	No	No	No	No	No	No	No	No
Domain:								
Prescriptiveness:								

High School Credential Required?
Not Mentioned

Other Comments

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: "(c) (1) The Chancellor of the California Community Colleges shall prepare and submit to the Department of Finance and the Legislature, on or before March 1, 2004, and March 1 of each year thereafter, a report on the amount of FTES claimed by each community college district for special part-time and special full-time students for the preceding academic year in each of the following class categories:
(A) Noncredit.
(B) Nondegree-applicable.

(C) Degree-applicable, excluding physical education.
(D) Degree-applicable physical education.
(2) The report prepared pursuant to paragraph (1) may include information required to be reported pursuant to paragraph (4) of subdivision (d) of Section 48800."

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments: No policy specific to DC; State officials indicated these would be covered by other general policies.

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments: No policy specific to DC; State officials indicated these would be covered by other general policies.

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: For reimbursement purposes, course has to be in catalog: "a) For the purposes of receiving state apportionments, a community college district may include high school pupils who attend a community college within the district pursuant to Sections 48800 and 76001 in the district's report of full-time equivalent students (FTES) only if those pupils are enrolled in community college classes that meet all of the following criteria:
(1) The class is open to the general public.
(2) (A) The class is advertised as open to the general public in one or more of the following:
(i) The college catalog.
(ii) The regular schedule of classes.
(iii) An addenda to the college catalog or regular schedule of classes."

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School		X		
College			X	

Comments: For dual enrollment, either the high school or the college gets the money: "Notwithstanding any other provisions of law, for purposes of computing the average daily attendance of a pupil described in subdivision (a) or (b), the 180-minute minimum schoolday permitted by this section shall be computed and reported as attendance for three-quarters of the full 240-minute minimum schoolday prescribed by Section 46141. Commencing with the 1995–96 fiscal year, if a pupil described in subdivision (a) or (b) is in attendance for more than 180 minutes, the average daily attendance of the pupil shall be computed and reported by determining the percentage of the full 240-minute minimum schoolday prescribed by Section 46141 that the pupil was in attendance at the school. No morethan one full day of attendance may be reported for any pupil for any schoolday pursuant to this subdivision."

Also see Senate Bill 1316. ""For the purposes of receiving state apportionments, a community college district may include high school pupils who attend a community college within the district pursuant to Sections 48800 and 76001 in the district's report of full-time equivalent students (FTES) only if those pupils are enrolled in community college classes that meet all of the following criteria"

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Colorado**

Primary Policy Links:

Title and Link
Colorado Revised Statutes Title 22 Article 35 Concurrent Enrollment Programs Act

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: Legislation lists the Colorado Commission on Higher Education and the Colorado Department of Education

Terms and Definitions

Term	Definition
Concurrent Enrollment	"Means the simultaneous enrollment of a qualified studen tin a local education provider and in an instituion of higher education pursuant to the provisions of this article."
Term for H.S. Located DC	Concurrent Enrollment

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X		X	X

Comments:

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "basic skills courses can only be offered to 12th grade students."

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	No	No	No
Domain:	Statewide				
Prescriptiveness:	Required				

Comments:

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Each local education provider shall annually notify all students and parents or legal guardians of students enrolled in the local education provider of the opportunity for concurrent enrollment by qualified students in college courses."

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Domain:	Statewide			Local	Statewide	Statewide	Statewide	Statewide	Statewide
Prescriptiveness:	Required			Required	Required	Required	Required	Required	Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: "(I) THE QUALIFIED STUDENT IS ENROLLED IN THE TWELFTH GRADE IN A LOCAL EDUCATION PROVIDER; "
Age: (15) "QUALIFIED STUDENT" MEANS A PERSON WHO IS LESS THAN TWENTY-ONE YEARS OF AGE AND IS ENROLLED IN THE NINTH GRADE OR A HIGHER GRADE LEVEL IN A LOCAL EDUCATION PROVIDER.
Exam Scores: "(14) "POSTSECONDARY EDUCATION" MEANS ALL FORMAL PUBLIC EDUCATION THAT REQUIRES AS A PREREQUISITE THE ACQUISITION OF A HIGH SCHOOL DIPLOMA, ITS EQUIVALENT, OR THE ACHIEVEMENT OF A MINIMUM SCORE ON A PLACEMENT ASSESSMENT THAT IS ADMINISTERED BY AN INSTITUTION OF HIGHER EDUCATION, WHICH MINIMUM SCORE IS DETERMINED BY THE INSTITUTION. "
Pre-reqs: "A qualified student who intends to concurrently enroll in a college course at an institution of higher education shall satisfy the minimum prerequisites for the course prior to his or her enrollment in the course."
Credits: "If a student is retained in HS beyond 12th grade, they cannot register for more than 6 credit hours if registered as full-time or 3 credit hours if registered as part-time." ; "If a student is retained in HS beyond 12th grade, they can take no more than 9 credit hours"
Registration Timing: "Qualified students must apply to school superintendent or charter school administrator "no later than sixty days before the end of the academic term that immediately precedes the intended term of concurrent enrollment"
Other: "A REQUIREMENT THAT THE LOCAL EDUCATION PROVIDER AND THE INSTITUTION OF HIGHER EDUCATION ESTABLISH AN ACADEMIC PROGRAM OF STUDY FOR EACH QUALIFIED STUDENT WHO CONCURRENTLY ENROLLS IN THE INSTITUTION, WHICH ACADEMIC PROGRAM OF STUDY SHALL INCLUDE THE ACADEMIC PLAN OF STUDY ESTABLISHED PURSUANT TO SUBSECTION (3) OF THIS SECTION AND A PLAN BY WHICH THE LOCAL EDUCATION PROVIDER SHALL MAKE AVAILABLE TO THE STUDENT ONGOING COUNSELING AND CAREER PLANNING"
Waivers: "104School superintendent or charter school administrator can waive the application time limitation at their discretion"

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "d. In certain instances, faculty necessary to facilitate teaching of courses at the Local Education Provider's facilities shall be provided by and paid by the Local Education Provider. The College shall have the right to approve and reject faculty provided by the Local Education Provider. The Local Education Provider shall be responsible to ensure all faculty provided have adequate credentials to meet State standards and College academic standards. "

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	No	No	Yes	No	No	No	No
Domain:	Statewide			Statewide				
Prescriptiveness:	Required			Required				

High School Credential Required?
Specifically Not Required

Other Comments

Col. critiera: From Advisory board guidelines: "e. Faculty teaching a CTE college course must maintain a current Colorado postsecondary CTE credential."371
HS Credential: "Postsecondary instructor doesn't have to hold a teacher's license or authorization "
Selection: "d. In certain instances, faculty necessary to facilitate teaching of courses at the Local Education Provider's facilities shall be provided by and paid by the Local Education Provider. The College shall have the right to approve and reject faculty provided by the Local Education Provider. The Local Education Provider shall be responsible to ensure all faculty provided have adequate credentials to meet State standards and College academic standards. "
Other: State contact suggested this would be covered by other general policies
Waivers: State contact suggested this would be covered by other general policies

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
			X

Comments: "(2) ONORBEFOREFEBRUARY1,2011,ANDONORBEFOREFEBRUARY 1 EACH YEAR THEREAFTER, THE DEPARTMENT AND THE DEPARTMENT OF HIGHER EDUCATION SHALL COLLABORATE TO PREPARE AND SUBMIT TO THE EDUCATION COMMITTEES OF THE SENATE AND HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, A REPORT CONCERNING THE CONCURRENT ENROLLMENT OF QUALIFIED STUDENTS IN COLLEGE EDUCATION COURSES. THE REPORT SHALL INCLUDE, BUT NEED NOT BE LIMITED TO:
(a) THE NUMBER AND NAMES OF SCHOOL DISTRICTS AND INSTITUTIONS OF HIGHER EDUCATION THAT HAVE ENTERED INTO COOPERATIVE AGREEMENTS;
(b) THE NUMBER OF QUALIFIED STUDENTS WHO PARTICIPATED IN A CONCURRENT ENROLLMENT PROGRAM IN THE PREVIOUS SCHOOL YEAR, INCLUDING SUBTOTALS FOR EACH SCHOOL DISTRICT AND EACH INSTITUTION OF HIGHER EDUCATION;
(c) DEMOGRAPHIC INFORMATION ABOUT QUALIFIED STUDENTS WHO PARTICIPATED IN A CONCURRENT ENROLLMENT PROGRAM IN THE PREVIOUS SCHOOL YEAR;
(d) THE TOTAL NUMBER OF CREDIT HOURS COMPLETED AT EACH INSTITUTION OF HIGHER EDUCATION BY QUALIFIED STUDENTS WHO PARTICIPATED IN A CONCURRENT ENROLLMENT PROGRAM IN THE PREVIOUS SCHOOL YEAR;
(e) THE TOTAL NUMBER OF BASIC SKILLS COURSES COMPLETED AT EACH INSTITUTION OF HIGHER

EDUCATION IN THE PREVIOUS SCHOOL YEAR BY QUALIFIED STUDENTS PARTICIPATING IN A CONCURRENT ENROLLMENT PROGRAM;
(f) THETOTALTUITIONCOSTSPAIDBYLOCALEDUCATIONPROVIDERS TO INSTITUTIONS OF HIGHER EDUCATION IN THE PREVIOUS SCHOOL YEAR ON BEHALF OF QUALIFIED STUDENTS WHO PARTICIPATED IN CONCURRENT ENROLLMENT PROGRAMS IN THE PREVIOUS SCHOOL YEAR, INCLUDING SUBTOTALS FOR EACH LOCAL EDUCATION PROVIDER AND EACH INSTITUTION OF HIGHER EDUCATION;
(g) THETOTALNUMBEROFQUALIFIEDSTUDENTSDESIGNATEDBYTHE DEPARTMENT AS ASCENT PROGRAM PARTICIPANTS IN THE PREVIOUS SCHOOL YEAR;
(h) THE POSTSECONDARY DEGREE PROGRAMS IN WHICH ASCENT PROGRAM PARTICIPANTS WERE CONCURRENTLY ENROLLED IN THE PREVIOUS SCHOOL YEAR, INCLUDING SUBTOTALS INDICATING HOW MANY ASCENT PROGRAM PARTICIPANTS CONCURRENTLY ENROLLED IN EACH POSTSECONDARY DEGREE PROGRAM;
(i) DATA INDICATING THE TOTAL NUMBER AND PERCENTAGES OF QUALIFIED STUDENTS WHO FAILED TO COMPLETE AT LEAST ONE COLLEGE COURSE IN WHICH THEY CONCURRENTLY ENROLLED;
(j) TO THE EXTENT POSSIBLE, DATA INDICATING THE TOTAL NUMBER AND PERCENTAGE OF QUALIFIED STUDENTS WHO CONCURRENTLY ENROLLED IN COLLEGE COURSES WHO HAVE COMPLETED A POSTSECONDARY DEGREE; AND
(k)(I) THERESULTSOFTHEDEPARTMENT'SEXPLORATION,PURSUANT TO SECTION 22-35-104 (10), OF STRATEGIES BY WHICH THE STATE MAY PROVIDE OPPORTUNITIES FOR CHILDREN WHO ARE PARTICIPATING IN A HOME-BASED EDUCATIONAL PROGRAM AS DESCRIBED IN SECTION 22-33-104.5 TO PARTICIPATE IN A CONCURRENT ENROLLMENT PROGRAM."

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments: "(b) IF A QUALIFIED STUDENT CONCURRENTLY ENROLLED IN A LOCAL EDUCATION PROVIDER PAYS TUITION DOES NOT COMPLETE THE POSTSECONDARY COURSE FOR ANY REASON WITHOUT THE CONSENT OF THE PRINCIPAL OF THE HIGH SCHOOL IN WHICH THE QUALIFIED STUDENT IS ENROLLED, THE QUALIFIED STUDENT OR THE QUALIFIED STUDENT'S PARENT OR LEGAL GUARDIAN SHALL REIMBURSE THE LOCAL EDUCATION PROVIDER, AS PROVIDED IN THE DOCUMENT SIGNED PURSUANT TO PARAGRAPH (a) OF THIS SUBSECTION (4), FOR THE AMOUNT OF TUITION PAID BY THE LOCAL EDUCATION PROVIDER FOR THE COURSE."

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: "(2) IF A QUALIFIED STUDENT CONCURRENTLY ENROLLS IN A COURSE OFFERED BY AN INSTITUTION OF HIGHER EDUCATION, THE INSTITUTION SHALL BE RESPONSIBLE FOR COURSE CONTENT, PLACEMENT OF THE STUDENT IN THE COURSE, AND THE QUALITY OF INSTRUCTION."; "g. The College is responsible for the course content, course prerequisites and quality of instruction."

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: "(3) A QUALIFIED STUDENT WHO SEEKS TO CONCURRENTLY ENROLL IN AN INSTITUTION OF HIGHER EDUCATION SHALL ESTABLISH, IN CONSULTATION WITH THE ADMINISTRATION OF HIS OR HER LOCAL EDUCATION PROVIDER, AN ACADEMIC PLAN OF STUDY THAT DESCRIBES ALL OF THE COURSES THAT THE STUDENT INTENDS TO COMPLETE TO SATISFY HIS OR HER REMAINING REQUIREMENTS FOR GRADUATION FROM THE LOCAL EDUCATION PROVIDER. PRIOR TO THE QUALIFIED STUDENT'S CONCURRENT ENROLLMENT IN THE INSTITUTION OF HIGHER EDUCATION, THE PRINCIPAL, A COUNSELOR, OR A TEACHER ADVISOR OF THE QUALIFIED STUDENT'S LOCAL EDUCATION PROVIDER SHALL APPROVE THE ACADEMIC PLAN OF STUDY. IN APPROVING AN ACADEMIC PLAN OF STUDY, A PRINCIPAL, COUNSELOR, OR TEACHER ADVISOR SHALL APPLY THE GUIDELINES ESTABLISHED BY RULES PROMULGATED BY THE STATE BOARD PURSUANT TO SECTION 22-35-111 (1) (b)."

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "(6) (a) A LOCAL EDUCATION PROVIDER THAT SEEKS TO ALLOW STUDENTS TO CONCURRENTLY ENROLL IN COLLEGE COURSES AT AN INSTITUTION OF HIGHER EDUCATION SHALL ENTER INTO A COOPERATIVE AGREEMENT WITH THE INSTITUTION OF HIGHER EDUCATION.
(b) ACOOPERATIVEAGREEMENTSHALLINCLUDE,BUTNEEDNOTBE LIMITED TO:
(I) THE AMOUNT OF ACADEMIC CREDIT TO BE GRANTED FOR COURSE WORK SUCCESSFULLY COMPLETED BY A QUALIFIED STUDENT CONCURRENTLY ENROLLED IN THE INSTITUTION OF HIGHER EDUCATION;
(II) A REQUIREMENT THAT COURSE WORK COMPLETED BY A QUALIFIED STUDENT THROUGH CONCURRENT ENROLLMENT AT THE INSTITUTION OF HIGHER EDUCATION QUALIFY AS BASIC SKILLS CREDIT OR ACADEMIC CREDIT APPLICABLE TOWARD EARNING A DEGREE AT THE INSTITUTION;
(III) A REQUIREMENT THAT THE LOCAL EDUCATION PROVIDER PAY THE TUITION FOR EACH COURSE COMPLETED BY A QUALIFIED STUDENT THROUGH CONCURRENT ENROLLMENT AT THE INSTITUTION OF HIGHER EDUCATION IN AN AMOUNT THAT SHALL BE NEGOTIATED BY THE LOCAL EDUCATION PROVIDER AND THE INSTITUTION PURSUANT TO THE PROVISIONS OF SECTION 22-35-105 (3);
(IV) A REQUIREMENT THAT THE LOCAL EDUCATION PROVIDER AND THE INSTITUTION OF HIGHER EDUCATION ESTABLISH AN ACADEMIC PROGRAM OF STUDY FOR EACH QUALIFIED STUDENT WHO CONCURRENTLY ENROLLS IN THE INSTITUTION, WHICH ACADEMIC PROGRAM OF STUDY SHALL INCLUDE THE ACADEMIC PLAN OF STUDY ESTABLISHED PURSUANT TO SUBSECTION (3) OF THIS SECTION AND A PLAN BY WHICH THE LOCAL EDUCATION PROVIDER SHALL MAKE AVAILABLE TO THE STUDENT ONGOING COUNSELING AND CAREER PLANNING;
(V) A CONFIRMATION BY THE SCHOOL DISTRICT OF THE QUALIFIED STUDENT'S UNIQUELY IDENTIFYING STUDENT NUMBER, WHICH SHALL BE RETAINED BY THE INSTITUTION OF HIGHER EDUCATION FOR THE PURPOSES DESCRIBED IN SECTION 23-18-202 (5) (c) (I) (B), C.R.S.;
(VI) LANGUAGEAUTHORIZINGTHEPAYMENTOFSTIPENDSFROMTHE COLLEGE OPPORTUNITY FUND PROGRAM, PART 2 OF ARTICLE 18 OF TITLE 23, C.R.S., ON BEHALF OF THE QUALIFIED STUDENT; EXCEPT THAT A COOPERATIVE AGREEMENT NEED NOT INCLUDE THIS LANGUAGE IF THE INSTITUTION OF HIGHER EDUCATION THAT IS A PARTY TO THE COOPERATIVE AGREEMENT DOES NOT RECEIVE STIPENDS FROM THE COLLEGE OPPORTUNITY FUND PROGRAM;
(VII) CONSIDERATION AND IDENTIFICATION OF WAYS IN WHICH QUALIFIED STUDENTS WHO CONCURRENTLY ENROLL IN COLLEGE COURSES CAN REMAIN ELIGIBLE FOR INTERSCHOLASTIC HIGH SCHOOL ACTIVITIES; AND
(VIII) OTHER FINANCIAL PROVISIONS THAT THE LOCAL EDUCATION PROVIDER AND THE INSTITUTION OF HIGHER EDUCATION MAY ELECT TO INCLUDE IN THE AGREEMENT PURSUANT TO THE PROVISIONS OF SECTION 22-35-105 (5)."

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: "f. Students in need of accommodations are encouraged to contact the College's office assisting with special services."

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "(2) ONORBEFOREFEBRUARY1,2011,ANDONORBEFOREFEBRUARY 1 EACH YEAR THEREAFTER, THE DEPARTMENT AND THE DEPARTMENT OF HIGHER EDUCATION SHALL COLLABORATE TO PREPARE AND SUBMIT TO THE EDUCATION COMMITTEES OF THE SENATE AND HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, A REPORT CONCERNING THE CONCURRENT ENROLLMENT OF QUALIFIED STUDENTS IN COLLEGE EDUCATION COURSES. THE REPORT SHALL INCLUDE, BUT NEED NOT BE LIMITED TO:
(a) THE NUMBER AND NAMES OF SCHOOL DISTRICTS AND INSTITUTIONS OF HIGHER EDUCATION THAT HAVE ENTERED INTO COOPERATIVE AGREEMENTS;
(b) THE NUMBER OF QUALIFIED STUDENTS WHO PARTICIPATED IN A CONCURRENT ENROLLMENT PROGRAM IN THE PREVIOUS SCHOOL YEAR, INCLUDING SUBTOTALS FOR EACH SCHOOL DISTRICT AND EACH INSTITUTION OF HIGHER EDUCATION;
(c) DEMOGRAPHIC INFORMATION ABOUT QUALIFIED STUDENTS WHO PARTICIPATED IN A CONCURRENT ENROLLMENT PROGRAM IN THE PREVIOUS SCHOOL YEAR;
(d) THE TOTAL NUMBER OF CREDIT HOURS COMPLETED AT EACH INSTITUTION OF HIGHER EDUCATION BY QUALIFIED STUDENTS WHO PARTICIPATED IN A CONCURRENT ENROLLMENT PROGRAM IN THE PREVIOUS SCHOOL YEAR;
(e) THE TOTAL NUMBER OF BASIC SKILLS COURSES COMPLETED AT EACH INSTITUTION OF HIGHER EDUCATION IN THE PREVIOUS SCHOOL YEAR BY QUALIFIED STUDENTS PARTICIPATING IN A CONCURRENT ENROLLMENT PROGRAM;
(f) THETOTALTUITIONCOSTSPAIDBYLOCALEDUCATIONPROVIDERS TO INSTITUTIONS OF HIGHER EDUCATION IN THE PREVIOUS SCHOOL YEAR ON BEHALF OF QUALIFIED STUDENTS WHO PARTICIPATED IN CONCURRENT ENROLLMENT PROGRAMS IN THE PREVIOUS SCHOOL YEAR, INCLUDING SUBTOTALS FOR EACH LOCAL EDUCATION PROVIDER AND EACH INSTITUTION OF HIGHER EDUCATION;
(g) THETOTALNUMBEROFQUALIFIEDSTUDENTSDESIGNATEDBYTHE DEPARTMENT AS ASCENT PROGRAM PARTICIPANTS IN THE PREVIOUS SCHOOL YEAR;
(h) THE POSTSECONDARY DEGREE PROGRAMS IN WHICH ASCENT PROGRAM PARTICIPANTS WERE CONCURRENTLY ENROLLED IN THE PREVIOUS SCHOOL YEAR, INCLUDING SUBTOTALS INDICATING HOW MANY ASCENT PROGRAM PARTICIPANTS CONCURRENTLY ENROLLED IN EACH POSTSECONDARY DEGREE PROGRAM;
(i) DATA INDICATING THE TOTAL NUMBER AND PERCENTAGES OF QUALIFIED STUDENTS WHO FAILED TO COMPLETE AT LEAST ONE COLLEGE COURSE IN WHICH THEY CONCURRENTLY ENROLLED;
(j) TO THE EXTENT POSSIBLE, DATA INDICATING THE TOTAL NUMBER AND PERCENTAGE OF QUALIFIED STUDENTS WHO CONCURRENTLY ENROLLED IN COLLEGE COURSES WHO HAVE COMPLETED A POSTSECONDARY DEGREE; AND
(k)(I) THERESULTSOFTHEDEPARTMENT'SEXPLORATION,PURSUANT TO SECTION 22-35-104 (10), OF STRATEGIES BY WHICH THE STATE MAY PROVIDE OPPORTUNITIES FOR CHILDREN WHO ARE PARTICIPATING IN A HOME-BASED EDUCATIONAL PROGRAM AS DESCRIBED IN SECTION 22-33-104.5 TO PARTICIPATE IN A CONCURRENT ENROLLMENT PROGRAM."

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: "(c) AN INSTITUTION OF HIGHER EDUCATION THAT ENTERS INTO A COOPERATIVE AGREEMENT WITH A LOCAL EDUCATION PROVIDER SHALL PROVIDE A COPY OF THE COOPERATIVE AGREEMENT TO THE DEPARTMENT OF HIGHER EDUCATION, WHICH SHALL RETAIN THE COPY."

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
		X	

Comments: A special pot of money for ASCENT program - "(a) FOR THE 2009-10 BUDGET YEAR AND BUDGET YEARS THEREAFTER, A DISTRICT'S ASCENT PROGRAM FUNDING SHALL BE DETERMINED IN ACCORDANCE WITH THE FOLLOWING FORMULA:
(DISTRICT ASCENT PROGRAM PUPIL ENROLLMENT X $6,135, OR AN AMOUNT DETERMINED PURSUANT TO PARAGRAPH (b) OF THIS SUBSECTION (4.7))
(b) FOR THE 2010-11 BUDGET YEAR AND BUDGET YEARS THEREAFTER, THE DOLLAR AMOUNT SET FORTH IN PARAGRAPH (a) OF THIS SUBSECTION (4.7) SHALL BE INCREASED BY THE PERCENTAGE BY WHICH THE STATEWIDE BASE PER PUPIL FUNDING FOR THAT BUDGET YEAR, AS SPECIFIED IN PARAGRAPH (a) OF SUBSECTION (5) OF THIS SECTION, IS INCREASED OVER THE STATEWIDE BASE PER PUPIL FUNDING FOR THE 2007-08 BUDGET YEAR, AS SPECIFIED IN SUBPARAGRAPH (XIV) OF PARAGRAPH (a) OF SUBSECTION (5) OF THIS SECTION. THE AMOUNT SHALL BE ROUNDED TO THE NEAREST DOLLAR."

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: ""The cooperative agreement shall establish the tuition rate at which the local education provider shall pay the institution of higher education for any courses in which a qualified student of the local education provider concurrently enrolls at the institution"; – For CC - The tuition rate shouldn't exceed tuition rate of a local community college or the nearest public IHE if HS is outside boundaries of every CC area; for any other IHE – the tuition rate shouldn't exceed "the student share of the tuition rate established for Colorado residents enrolled in a general studies course at a community college"; "Nothing in this subsection (3) shall be interpreted to prohibit an institution of higher education from charging tuition or associated fees to a qualified student or his or her parent or legal guardian in addition to the tuition paid by the student's local education provider to the institution pursuant to paragraph (a) of this subsection (3)."
"c. The college and school district must create an amendment to this agreement, mutually agreed upon, and must include financial provisions for:
a. Tuition
i. In this amendment, the Tuition rate shall not exceed the rate established by the State Board of Community Colleges, less exceptions noted in C.R.S 22-35-105 (3)(a)(I) and (II).
b. Fees
c. Facility Usage, if applicable
d. Compensation for Local Education Provider's Faculty, if applicable
e. Invoicing Procedures
f. Books/Course Materials"

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect funding credit dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College			X	

Comments: "(a) THE QUALIFIED STUDENT SHALL BE INCLUDED IN THE FUNDED PUPIL COUNT OF HIS OR HER SCHOOL DISTRICT OR, IN THE CASE OF A STUDENT ENROLLED IN AN INSTITUTE CHARTER SCHOOL, OF THE SCHOOL'S ACCOUNTING DISTRICT, PROVISIONS OF SECTION 22-54-103 (7); "(b) THE INSTITUTION OF HIGHER EDUCATION SHALL INCLUDE THE QUALIFIED STUDENT IN DETERMINING THE NUMBER OF FULL-TIME EQUIVALENT STUDENTS ENROLLED IN THE INSTITUTION PURSUANT TO THE PROVISIONS OF TITLE 23, C.R.S."

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments: Respondent mentioned financial audits by the DOE and Commission on Higher Ed, but this isn't part of DC policy

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Connecticut**

** INDICATES THE POLICY APPLIES TO THE COMMUNITY AND TECHNICAL COLLEGES ONLY; ALL OTHER POLICY APPLIES TO ECE PROGRAM AT UCONN

Primary Policy Links:

Title and Link
Chapter 170 Boards Of Education Sec. 10-221A. High School Graduation Requirements. Student Support And Remedial Services. Diplomas For Veterans Of World War Ii. Collection Of Certain Student
University Of Connecticut Early College Experience Policy & Procedures Guide
Connecticut Community Colleges Policy Manual

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
	X	

Comments: Board of Trustees of Community and Technical Colleges - now under the Board of Regents; "The Board of Trustees approves the establishment of Community College high school partnerships programs as outlined below and authorizes the chancellor to implement administrative policies and procedures necessary for the operation of the program."

Terms and Definitions

Term	Definition
High school partnership proram	No term - policy refers to "High school partnership programs"
College Career Pathway	This is a program for vocational courses with community colleges; these are all offered on the high school campus
Term for H.S. Located DC	No Term

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X		X	X

Comments: All Uconn Campuses

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: **"High school partnerships program tuition will be paid for general fund credit courses only; extension and noncredit course costs will not be supported through the program."

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	No	No	No
Domain:	Statewide				
Prescriptiveness:	Required				

Comments:

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: UConn ECE partner high schools are responsible for providing program information and guidance to students who have the ability and desire to succeed in college.

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes
Domain:	Statewide		Statewide			Statewide	Statewide	Statewide	Statewide
Prescriptiveness:	Required		Required			Required	Required	Required	Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
			X

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: **"Juniors and seniors with a minimum of eighty percent scholastic average will be eligible for admission."
GPA: **"Juniors and seniors with a minimum of eighty percent scholastic average will be eligible for admission."; "With the recommendation of the school principal, a flexible interpretation of the minimum scholastic average will be permissible."
Credits: **"High school students admitted to the program will be eligible to enroll in a maximum of two Community College credit courses each semester on a space-available basis following the initial registration period for that semester. In the case of high school seniors in their last term, the two-course limit may be exceeded on the recommendation of the school principal."
Mix NonDC: "High schools may offer Advanced Placement (AP) courses and UConn ECE courses concurrently, provided that courses adhere to the UConn curriculum. Course content that is part of the UConn curriculum must be covered regardless of whether it is a topic covered on the AP exam.
Final Examinations: Most UConn courses require a final examination or writing project. The AP exam is not to be used as a UConn final examination under any circumstances. Students registered for UConn ECE are required to sit for their UConn final exams, regardless of their current course grade or high school policy. Students who choose not to take their UConn final exams will receive zero exam grades which will have a severe impact on overall course grades.
Retroactive Credit: Many high schools teaching AP and UConn ECE concurrently allow students to choose whether or not to register for UConn ECE. Students who do not register through UConn ECE by the student registration deadline are unable to receive retroactive credit for the course and may only gain college credit with an appropriate AP examination score. This policy applies to students who attend or transfer to UConn."
Registration Timing: **"The college should utilize the preregistration process to assist participating high school students to make their preliminary selection of college courses when they are preparing their high school schedules for the forthcoming term."

"Registration information is available for students at their high schools each spring. It is important to complete the registration process prior to the end of the school year and to follow specific guidelines established by UConn Early College Experience. Students and parents are largely dependent upon the high school to pass on essential information about UConn ECE, particularly pertaining to registration and billing. Information is made available to the high schools at the annual Site Representative Conference, during site visits and on the UConn ECE website.
Student Add/ Drop Period
UConn ECE students may add or drop a course from September 1 – 15th. If a student is interested in adding or dropping a course, an Add/Drop Form must be submitted to the high school by September 15th. High schools should mail all student Add/Drop Forms together by September 16th. The Add/Drop From can be found on the UConn ECE website at www.ece.uconn.edu or in the high school guidance department. A $25 non-refundable processing fee will be added to the student's invoice. This fee is in addition to any original program fees.
Courses dropped after September 15th are non-refundable. Students who did not complete an Add/ Drop Form by September 15th are responsible for all program fees associated with their registered

courses."
Other: **"Final selection will be based on the recommendation of the high school program coordinator and the principal. With the recommendation of the school principal, a flexible interpretation of the minimum scholastic average will be permissible."; "Rather, it is intended that the high school partnerships programs be more expansive in providing an early college experience to a more diverse group of high school students, consistent with the missions of the Community Colleges."

"Motivation to attend college is a key characteristic of potential UConn ECE students. Many students are ready as high school juniors or seniors to do college work in specific areas of study. UConn ECE recognizes that a high school's staff can best evaluate which students can benefit from the opportunity to become UConn ECE students."
Waivers: "With the recommendation of the school principal, a flexible interpretation of the minimum scholastic average will be permissible."

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "UConn ECE Instructor Certification Process The importance of instructor certification cannot be overemphasized. It is the basis of the credibility of UConn ECE, and represents a high level of professional trust and respect. UConn faculty coordinators in each discipline are given the authority to certify high school instructors, who in turn are responsible for awarding UConn credits to students. Although UConn faculty coordinators are required to provide oversight for the courses in their discipline, it is the professional integrity and expertise of UConn ECE instructors that truly guarantee the quality of the academic experience that students receive.
The ability to offer a UConn ECE course is contingent upon having a certified instructor and meeting the discipline-specific requirements. A high school teacher who is interested in becoming a certified UConn Early College Experience instructor must apply for certification. A certification application consists of:
• An application form (found on the UConn ECE website)
• A detailed cover letter indicating relevant qualifications and background
• Résumé
• Two letters of recommendation (preferably from the applicant's Department Head & school Principal)
• Proposed course syllabus
• Official undergraduate & graduate transcripts
• Interview (required in some disciplines)
Certification Requirements
Many disciplines require a Master's Degree in the content area in order to qualify for certification. Other disciplines may accept a Master's Degree in Education, with a Bachelor's Degree in the subject area and two content-based graduate courses in the appropriate discipline. It is rare that a first-year teacher can obtain certification. Specific academic requirements can be found at www.ece.uconn.edu.
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• • • • •
Discipline-specific requirements of courses may include:
Examination of laboratory facilities in the sciences Class size policy
Submission of specific curriculum materials requested Purchase of an approved textbook
Appropriate class time scheduled to insure reasonable comparability to the scheduling of the course on campus
Instructors may be granted a one-or two-year provisional certification if they have clearly demonstrated their ability to be certified and are missing only a small component of the credentials required for certification. Provisional instructors are granted the opportunity to offer the course while they work toward full certification. Instructors are informed of their provisional status and are given specific items to complete in order to be granted full certification.
Two graduate course scholarships are awarded each semester by UConn ECE to instructors who need to fulfill an academic requirement to

become certified. Contact the UConn ECE program office directly for further information on the graduate scholarship program requirements.
UConn Early College Experience recommends that interested instructors begin the certification process one year prior to the expected course offering date. This allows instructors ample time to gather their certification application materials. High schools are then able to include the UConn course description in the school's course catalog and promote the course accordingly.
The certification application deadline is March 31."

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Domain:	Statewide	Statewide	Statewide	Statewide	Statewide	Statewide		Statewide
Prescriptiveness:	Required	Required	Required	Required	Required	Required		Required

High School Credential Required?
Not Mentioned

Other Comments

Col. criteria: "The ability to offer a UConn ECE course is contingent upon having a certified instructor and meeting the discipline-specific requirements. A high school teacher who is interested in becoming a certified UConn Early College Experience instructor must apply for certification. A certification application consists of:
• An application form (found on the UConn ECE website)
• A detailed cover letter indicating relevant qualifications and
background
• Résumé
• Two letters of recommendation (preferably from the applicant's
Department Head & school Principal)
• Proposed course syllabus
• Official undergraduate & graduate transcripts
• Interview (required in some disciplines)"Degree: "Certification Requirements
Many disciplines require a Master's Degree in the content area in order to qualify for certification. Other disciplines may accept a Master's Degree in Education, with a Bachelor's Degree in the subject area and two content-based graduate courses in the appropriate discipline. It is rare that a first-year teacher can obtain certification. Specific academic requirements can be found at www.ece.uconn.edu."
Subject Exp.: "Certification Requirements
Many disciplines require a Master's Degree in the content area in order to qualify for certification. Other disciplines may accept a Master's Degree in Education, with a Bachelor's Degree in the subject area and two content-based graduate courses in the appropriate discipline. It is rare that a first-year teacher can obtain certification. Specific academic requirements can be found at www.ece.uconn.edu."
Selection: "UConn faculty coordinators in each discipline are given the authority to certify high school instructors, who in turn are responsible for awarding UConn credits to students. Although UConn faculty coordinators are required to provide oversight for the courses in their discipline, it is the professional integrity and expertise of UConn ECE instructors that truly guarantee the quality of the academic experience that students receive."
Prior Training: "Discipline-specific requirements of courses may include:
Examination of laboratory facilities in the sciences Class size policy
Submission of specific curriculum materials requested Purchase of an approved textbook
Appropriate class time scheduled to insure reasonable comparability to the scheduling of the course on campus
Instructors may be granted a one-or two-year provisional certification if they have clearly demonstrated their ability to be certified and are missing only a small component of the credentials required for certification. Provisional instructors are granted the opportunity to offer the course while they work toward full certification. Instructors are informed of their provisional status and are given specific items to complete in order to be granted full certification.
Two graduate course scholarships are awarded each semester by UConn ECE to instructors who need to fulfill an academic requirement to become certified. Contact the UConn ECE program office directly for further information on the graduate scholarship program requirements.
UConn Early College Experience recommends that interested instructors begin the certification process one year prior to the expected course offering date. This allows instructors ample time to gather their certification application materials. High schools are then able to include the UConn course description in the school's course catalog and promote the course accordingly.
The certification application deadline is March 31.
New Instructor Orientation
Newly certified instructors are required to attend a new instructor orientation on the UConn Storrs campus at the end of the spring semester. Orientation serves as a way to become more familiar with

the program and course details. This is a full day event that provides the opportunity to learn about the program in detail, instructor benefits and course responsibilities. The afternoon session provides the opportunity for new instructors to meet with their faculty coordinator for a discipline-specific orientation, unless a coordinator has planned a supplementary orientation event."
Prof. Devel.: "Maintaining Certification
Once an instructor becomes certified to teach a UConn ECE course, maintaining certification is simple. UConn ECE instructors must attend a discipline-specific professional development event sponsored by UConn ECE once every two years in order to maintain their certification. UConn ECE instructors do not need to reapply for certification each year.
Professional Development & Attendance Policy: UConn ECE offers a variety of discipline-specific workshops and educational conferences annually. Workshop attendance is essential in building a strong relationship between the University department and the UConn ECE instructor. In addition to instructors learning more about college teaching and new developments in their fields, colleagues from both environments find that the workshops provide a forum for professional sharing. Guest presenters may include UConn ECE instructors and University colleagues.
Many instructors find the workshops professionally rewarding and attend annually. Instructors are expected to monitor their own attendance. As a courtesy, the UConn ECE program office will send a reminder memo in advance to those who need to attend a workshop in order to maintain certification."
Waivers: "Instructors may be granted a one-or two-year provisional certification if they have clearly demonstrated their ability to be certified and are missing only a small component of the credentials required for certification. Provisional instructors are granted the opportunity to offer the course while they work toward full certification. Instructors are informed of their provisional status and are given specific items to complete in order to be granted full certification."

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: "Certification Expiration
Certification can expire if a UConn ECE instructor chooses not to attend a discipline-specific professional development event sponsored by UConn ECE once every two years. The UConn ECE program office will send out a letter notifying the instructor that his/her certification has expired. A copy of the letter is also sent to the high school principal and site representative.;;
Certification Expiration
Certification can expire if a UConn ECE instructor chooses not to attend a discipline-specific professional development event sponsored by UConn ECE once every two years. The UConn ECE program office will send out a letter notifying the instructor that his/her certification has expired. A copy of the letter is also sent to the high school principal and site representative.
Reinstating certification: Instructors who have let their certification expire may have their certification reinstated. Instructors wishing to have their certification reinstated will be asked to:
• Update their certification application materials
• Attend a discipline-specific workshop sponsored by UConn ECE
• Attend the New Instructor Orientation
• •
While most instructors wishing to have their certification reinstated are granted their request, UConn ECE cannot guarantee that an instructor will become automatically re- certified. Should a discipline's qualifications for certification change, and the instructor no longer meets the certification requirements, UConn ECE cannot "grandfather" certified instructors who have let their certification lapse.
Revoked Certification
Although rare, UConn ECE instructors can have their certification revoked for the following reasons:
A decision on the part of a provisionally certified instructor not to comply with the conditions of the provisional certification.
Repeated and intentional lack of cooperation with the UConn department's guidelines for ECE courses.
Reasons to revoke a certification are managed by the UConn ECE program office, with the full knowledge of the instructor, high school principal, and UConn faculty coordinator. Extenuating circumstances are taken into consideration. Reason (2) requires that a specific communication process be followed:
A faculty coordinator concerned about an instructor is required to communicate in writing with the instructor prior to the concerns rising to the level of considering revoking certification. If the faculty coordinator and instructor are mutually unable to resolve the targeted concerns, the UConn ECE Director is notified and manages the process as it develops.
• The high school principal is notified and a meeting of appropriate parties is planned.
• If possible, a remedial plan is developed, including benchmarks that, if met, will forestall revoking certification.
The process seeks to balance the welfare of the students, the needs of the high school, the professional integrity of all personnel involved, and the academic integrity of the University department."

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: Have produced some ad hoc reports.

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria

Comments: **"The college should utilize the preregistration process to assist participating high school students to make their preliminary selection of college courses when they are preparing their high school schedules for the forthcoming term."

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: **"Each Community College, acting through the president, may enter into written agreements with (a) the superintendents of schools of area school districts, (b) the directors of state regional vocational-technical high schools, and (c) the administrative heads of parochial high schools for the admission of high school students to Community College classes."

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: **"The college must make provision for academic advisement and other appropriate supportive services for the participants in the program."

"UConn ECE instructors, site representatives, library media specialists and students have access to many of the University's academic resources.

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "UConn ECE courses are described in the course catalog as a unique program within the high school and are distinguished from Advanced Placement. Course descriptions are available through the UConn ECE program office and in the UConn course catalog found at www.uconn.edu."

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "The Role of the UConn ECE Instructor
The most important responsibility a UConn ECE instructor has is to teach the UConn course while adhering to the standards set by NACEP and by the specific department at the University of Connecticut. UConn ECE instructors are considered to be adjunct faculty and have been accorded a high degree of professional respect and autonomy. It is expected that each UConn ECE instructor will:
• Support two-way communication with the UConn ECE program office and the faculty coordinator by reading all information and responding to inquiries in a timely manner.
• Observe program deadlines and policies including the administering of examinations and the online grading process through the University's Student Administration System. Policies may vary across disciplines.
• Seek to create a college environment in the UConn ECE classroom.
• Maintain certification by attending a minimum of one discipline-specific UConn ECE workshop every two years."

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "UConn faculty coordinators in each discipline are given the authority to certify high school instructors, who in turn are responsible for awarding UConn credits to students. Although UConn faculty coordinators are required to provide oversight for the courses in their discipline, it is the professional integrity and expertise of UConn ECE instructors that truly guarantee the quality of the academic experience that students receive.;
The Role of the UConn Faculty Coordinator
Faculty coordinators are UConn professors who manage the UConn Early College Experience course specifications within their appropriate disciplines. Faculty coordinators review instructor certification applications with the assistance of their department, lead professional development opportunities for UConn ECE instructors, visit partner high schools, and serve as the primary contact for all course-related concerns."

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Students will be asked to complete course evaluations that will be distributed to the high schools by the University's Office of Institutional Research (OIR). These evaluations will be preceded by a direct mailing from OIR explaining procedures to be followed. Additional information will be made available at the annual Site Representative Conference.

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
		X	

Comments: **"The chancellor is authorized to allocate an amount determined annually by the board from the resources of the tuition fund to support the cost of tuition for high school students in the programs."; State contact said that money comes from State DOE to the Board and that money is dispersed to colleges; it's about $200,000 distributed to 10 colleges.

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
		X	

Comments: **"The college will pay the costs of tuition for the high school students participating in the program and will waive all fees."

"UConn ECE program fees primarily support the administrative functions of the program. Professional development for UConn ECE instructors, student events on campus, maintenance of technology benefits, and program communication materials are funded through the fee structure. UConn ECE program fees are not part of the University tuition structure."

** "The school district and/or the participating students will be responsible for the cost of books and transportation. The school district will be encouraged to purchase books to loan or give to participating students."

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
		X	

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
	X	

Comments: "A fee waiver is available for all students who qualify for the Federal Subsidized Free/Reduced Lunch Program, contingent upon receipt of appropriate verification from the school district."

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School	X			
College				X

Comments: Connecticut funds state public higher education institutions through block grants without reference to FTE. The question does not apply.

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Delaware**

Primary Policy Links:

Title and Link
Delaware Administrative Code Title 14 Education 500 Curriculum And Instruction 506 Policies For Dual Enrollment And Awarding Dual Credit

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
	X	

Comments: "6.1 Each public school district shall have an electronic copy of its current policy for dual enrollment and awarding dual credit on file with the Department of Education."

Terms and Definitions

Term	Definition
Dual Credit	"means the credit awarded at both the high school and postsecondary levels."
Dual Enrollment	"means simultaneous enrollment in both high school and an Accredited Postsecondary Institution"
Term for H.S. Located DC	"3.1.6 Students shall have multiple points of access for dual credit and dual enrollment course(s) including, but not limited to, course(s) offered on the high school campus, course(s) offered on the postsecondary institution campus, course(s) offered online, or a combination of any of the above;"

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X	X	X	X

Comments: "Accredited Postsecondary Institution" means a regionally accredited higher education institution.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Domain:					
Prescriptiveness:					

Comments:

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "3.1.3 All students shall be provided information regarding dual enrollment and the awarding of dual credit opportunities;"

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	No	No	Yes	Yes	No	No	No	Yes	No
Domain:			Local	Local				Statewide	
Prescriptiveness:			Required	Required				Required	

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

GPA: "Articulation Agreement" means the agreement between the Accredited Postsecondary Institution and school district, school or charter school that specifies, at a minimum, student eligibility and participation requirements, the course syllabus, the expected course competencies, grading policy, attendance policy, and conditions for awarding Dual Credit. Further provided, student eligibility and participation requirements shall be based on multiple indicators of readiness such as, but not limited, to a combination of tests, course grades, teacher recommendations or portfolios.
Exam Scores: "Articulation Agreement" means the agreement between the Accredited Postsecondary Institution and school district, school or charter school that specifies, at a minimum, student eligibility and participation requirements, the course syllabus, the expected course competencies, grading policy, attendance policy, and conditions for awarding Dual Credit. Further provided, student eligibility and participation requirements shall be based on multiple indicators of readiness such as, but not limited, to a combination of tests, course grades, teacher recommendations or portfolios.
Other: From 14, 506: "3.1.9 Dual enrollment and dual credit shall be included in the Student Success Plan (SSP), as required in 14 DE Admin. Code 505, for students electing to participate."

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: "3.1.7 All courses for which Dual Credit is awarded through an Accredited Postsecondary Institution shall be taught by an approved Dual Credit Instructor;"

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	No	No	No	No	No	No	No	No
Domain:								
Prescriptiveness:								

High School Credential Required?
Not Mentioned

Other Comments

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: Section 14, 506: "3.1.1 All courses for which dual credit is awarded shall incorporate any applicable state content standards;" Section 14, 506: "4.2 For Tech Prep courses, the Accredited Postsecondary Institution shall ensure the student's attainment of competencies as outlined in the Articulation Agreement between the high school and Accredited Postsecondary Institution." Section 14, 506: "4.3 All courses for which Dual Credit is granted shall meet the requirements of the sponsoring Accredited Postsecondary Institution as outlined in the Articulation Agreement."

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: "5.1 The school shall indicate on a student's high school transcript any Dual Enrollment Courses taken and any courses for which Dual Credit has been granted."

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "3.1.2 All courses for which dual credit is awarded shall be taken at or through an Articulation Agreement with an Accredited Postsecondary Institution except for AP or IB courses;"

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: From 14, 506: "6.1 Each public school district shall have an electronic copy of its current policy for dual enrollment and awarding dual credit on file with the Department of Education."
From 14, 506: "6.2 Each public school district shall provide an electronic copy of any dual enrollment and dual credit policy within ninety (90) days of such revision(s) including revisions made as a result of changes to Federal, state or local law,

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
	X	

Comments: From 14, 506: "3.1.5 Funding sources such as Tech Prep, College Board waivers or other grants shall be identified as well as the procedures for applying and the procedures for the awarding of such funds or waivers. No student shall be denied access to dual credit or dual enrollment courses because of the student's or family's inability to pay;"

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School	X			
College	X			

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Florida**

** INDICATES THE POLICY APPLIES TO THE FLORIDA COLLEGE SYSTEM ONLY (FL COMMUNITY COLLEGSE); ALL OTHER POLICY APPLIES TO ALL PUBLIC COLLEGES AND UNIVERSITIES

Primary Policy Links:

Title and Link
The 2012 Florida Statutes: Title Xlviii K-20 Education Code, Chapter 1007 Articulation And Access, 1007.27 Articulated Accelrations Mechanisms.
The 2012 Florida Statutes: Title Xlviii K-20 Education Code, Chapter 1007 Articulation And Access, 1007.271 Dual Enrollment Programs.
The 2012 Florida Statutes: Title Xlviii K-20 Education Code, Chapter 1011 Planning And Budgeting, 1011.62 Funds For Operation Of Schools.
Statement Of Standards: Dual Enrollment/Early College Programs In The Florida Community College System
Dual Enrollment: Frequently Asked Questions

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: The 'Department of Education' and 'Florida College System institution boards of trustees' are specifically mentioned in statue.

Terms and Definitions

Term	Definition
Dual Enrollment	"The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student."
Early Admission	"Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree."
Career Early Admission	"Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in courses that are creditable toward the high school diploma and the certificate or associate degree. "
Term for H.S. Located DC	No Term

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X	X	X	X

Comments: "Each district school superintendent and Florida College System institution president shall develop a comprehensive dual enrollment articulation agreement for the respective school district and Florida College System institution. The superintendent and president shall establish an articulation committee for the purpose of developing the agreement. Each state university president may designate a university representative to participate in the development of a dual enrollment articulation agreement. A dual enrollment articulation agreement shall be completed and submitted annually by the Florida College System institution to the Department of Education on or before August 1."\ Privates have to be non-profit: "An independent college or university which is located and chartered in Florida, is not for profit, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or the Accrediting Council for Independent Colleges and Schools, and confers degrees as defined in s. 1005.02 shall be eligible for inclusion in the dual enrollment or early admission program."

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Required

Comments: "Beginning with the 2011-2012 school year, each high school shall offer an International Baccalaureate Program, an Advanced International Certificate of Education Program, or a combination of at least four courses in dual enrollment or Advanced Placement, including one course each in English, mathematics, science, and social studies." Further: "District school boards may not refuse to enter into a dual enrollment articulation agreement with a local Florida College System institution if that Florida College System institution has the capacity to offer dual enrollment courses."

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Vocational-preparatory instruction, college-preparatory instruction, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program."

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	Non-specific reference	No	Yes
Domain:	Statewide				Statewide
Prescriptiveness:	Required				Required

Comments:

Other: See quesiton 7 - developmental ed is not allowed

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: 1003.4295(1) Each high school shall advise each student of programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and early admission courses, career academy courses, and courses that lead to national industry certification, as well as the availability of course offerings through virtual instruction. Students shall also be advised of the early and accelerated graduation options under ss. 1003.4281 and 1003.429.
S. 1007.271(15) The Department of Education shall develop a statement on transfer guarantees to inform students and their parents, prior to enrollment in a dual enrollment course, of the potential for the dual enrollment course to articulate as an elective or a general education course into a postsecondary education certificate or degree program. The statement shall be provided to each district school superintendent, who shall include the statement in the information provided to all secondary students and their parents as required pursuant to this subsection. The statement may also include additional information, including, but not limited to, dual enrollment options, guarantees, privileges, and responsibilities.
S. 1007.271(21)(b) A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program.

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	No	No	Yes	Yes	No	No	No	on-specific referen	Yes
Domain:			Statewide	Statewide					Statewide
Prescriptiveness:			Required	Required					Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
			X

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
			X

Other Comments

GPA: "Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school grade point average and the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework." AND "Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school grade point average."
Exam Scores: "S. 1007.271(3) Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school grade point average and the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework.
S. 1008.30(5)….A student may not be enrolled in a college credit mathematics or English course on a dual enrollment basis unless the student has demonstrated adequate precollegiate preparation on the section of the basic computation and communication skills assessment required pursuant to subsection (1) that is appropriate for successful student participation in the course."

Mix NonDC: "Dual enrollment courses taught on a high school campus may not be combined with any noncollege credit high school course."
College Stds.: "For the purpose of this section, an eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school which is in compliance with s. 1002.42(2) and provides a secondary curriculum pursuant to s. 1003.428, s. 1003.429, or s. 1003.43."
Other: Florida College System institution boards of trustees may establish additional initial student eligibility requirements, which shall be included in the dual enrollment articulation agreement, to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement may not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses.
Waivers: "Exceptions to the required grade point averages may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement established pursuant to subsection (21)."

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Each faculty member providing instruction in college credit dual enrollment courses must:
1. Meet the qualifications required by the entity accrediting the postsecondary institution offering the course. 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."

**"All full-time or adjunct faculty teaching Early College/Dual Enrollment must meet SACS requirements/guidelines for postsecondary instructors in the course/discipline. Criteria are the same for all faculty teaching postsecondary courses regardless of the location of the class (i.e., college campus, high school campus, or satellite site). The college is responsible for ensuring that all Dual Enrollment/Early College courses are taught by qualified faculty."

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	No	No	No	Yes	No	No	No
Domain:	Statewide				Statewide			
Prescriptiveness:	Required				Required			

High School Credential Required?
Not Mentioned

Other Comments

Prior Training: "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."

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: http://www.fldoe.org/cc/OSAS/Evaluations/pdf/FYI2011-09DualEnrollment.pdf
http://www.fldoe.org/cc/OSAS/Evaluations/pdf/Zoom2009-03.pdf
http://www.fldoe.org/cc/OSAS/FastFacts/FFSSS2007_06.pdf
http://www.fldoe.org/cc/OSAS/FastFacts/FF83.pdf

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: "The following curriculum standards apply to college credit dual enrollment:
(a) Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the postsecondary institution campus. To ensure equivalent rigor with courses taught on the postsecondary institution campus, the postsecondary institution offering the course is responsible for providing in a timely manner a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the faculty member teaching the course. Completed, scored assessments must be returned to the postsecondary institution and held for 1 year.
(b) Instructional materials used in dual enrollment courses 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.
(c) Course requirements, such as tests, papers, or other assignments, for dual enrollment students must be at the same level of rigor or depth as those for all nondual 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."

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: (21) Each district school superintendent and Florida College System institution president shall develop a comprehensive dual enrollment articulation agreement for the respective school district and Florida College System institution. The superintendent and president shall establish an articulation committee for the purpose of developing the agreement. Each state university president may designate a university representative to participate in the development of a dual enrollment articulation agreement. A dual enrollment articulation agreement shall be completed and submitted annually by the Florida College System institution to the Department of Education on or before August 1. The agreement must include, but is not limited to:
(i) The registration policies for dual enrollment courses as determined by the postsecondary institution.

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "(21) Each district school superintendent and Florida College System institution president shall develop a comprehensive dual enrollment articulation agreement for the respective school district and Florida College System institution. The superintendent and president shall establish an articulation committee for the purpose of developing the agreement. Each state university president may designate a university representative to participate in the development of a dual enrollment articulation agreement. A dual enrollment articulation agreement shall be completed and submitted annually by the Florida College System institution to the Department of Education on or before August 1. The agreement must include, but is not limited to:
(a) A ratification or modification of all existing articulation agreements.
(b) A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program.
(c) A delineation of courses and programs available to students eligible to participate in dual enrollment.
(d) A description of the process by which students and their parents exercise options to participate in the dual enrollment program.
(e) A list of any additional initial student eligibility requirements for participation in the dual enrollment program.
(f) A delineation of the high school credit earned for the passage of each dual enrollment course.
(g) A description of the process for informing students and their parents of college-level course expectations.
(h) The policies and procedures, if any, for determining exceptions to the required grade point averages on an individual student basis.
(i) The registration policies for dual enrollment courses as determined by the postsecondary institution.
(j) Exceptions, if any, to the professional rules, guidelines, and expectations stated in the faculty or adjunct faculty handbook for the postsecondary institution.
(k) Exceptions, if any, to the rules, guidelines, and expectations stated in the student handbook of the postsecondary institution which apply to faculty members.
(l) The responsibilities of the school district regarding the determination of student eligibility before participating in the dual enrollment program and the monitoring of student performance while participating in the dual enrollment program.
(m) The responsibilities of the Florida College System institution regarding the transmission of student grades in dual enrollment courses to the school district.
(n) A funding provision that delineates costs incurred by each entity. School districts should share funding to cover instructional and support costs incurred by the postsecondary institution.
(o) Any institutional responsibilities for student transportation, if provided."

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Designate an individual or individuals to observe all faculty members teaching a dual enrollment course, regardless of the location of instruction."

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: **"All adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with a full-time faculty contact or liaison in the same discipline."

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	on-specific referen
Domain:	
Prescriptiveness:	

Comments: "District school boards shall annually assess the demand for dual enrollment and provide that information to each partnering postsecondary institution."

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: "1007.271: "(22) The Department of Education shall develop an electronic submission system for dual enrollment articulation agreements and shall review, for compliance, each dual enrollment articulation agreement submitted pursuant to subsection (21). The Commissioner of Education shall notify the district school superintendent and the Florida College System institution president if the dual enrollment articulation agreement does not comply with statutory requirements and shall submit any dual enrollment articulation agreement with unresolved issues of noncompliance to the State Board of Education."

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
			X

Comments: "Any student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, and laboratory fees."

**"...However, those provisions of law which exempt dual enrolled and early admission students from payment of instructional materials and tuition and fees, including laboratory fees, shall not apply to students who select the option of enrolling in an eligible independent institution."
"Instructional materials assigned for use within dual enrollment courses shall be made available to dual enrollment students from Florida public high schools free of charge. This subsection does not prohibit a Florida College System institution from providing instructional materials at no cost to a home education student or student from a private school. Instructional materials purchased by a district school board or Florida College System institution board of trustees on behalf of dual enrollment students shall be the property of the board against which the purchase is charged."

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
		X

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College			X	

Comments: ")...Students enrolled in dual enrollment instruction pursuant to s. 1007.271 may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. Instructional time for dual enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 full-time equivalent student membership, as provided in s. 1011.61(4). dual enrollment full-time equivalent student membership shall be calculated in an amount equal to the hours of instruction that would be necessary to earn the full-time equivalent student membership for an equivalent course if it were taught in the school district. "
"Students in dual enrollment courses may also be calculated as the proportional shares of full-time equivalent enrollments they generate for a Florida College System institution or university conducting the dual enrollment instruction."

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Georgia**

Primary Policy Links:

Title and Link
Bill To Amend Chapter 2 Of Title 20 Of The Official Code Of Georgia
Fy 13 Guidance For Dual Enrollment Credit Funded Programs
College Credit Now: Opportunities For High School Students
High School Dual Credit

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: The Georgia Department of Education, Board of Regents of the University System of Georgia, and the Board of Technical and Adult Education; "To amend Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to elementary and secondary education, so as to provide and expand career pathway options for high school students to ensure their career and college readiness; to provide for legislative findings; to provide for coordination between the State Board of Education, the Board of Regents of the University System of Georgia, and the Board of Technical and Adult Education;"

Terms and Definitions

Term	Definition
Dual Credit or dual enrollment	"'Dual credit course' means any arrangement whereby an eligible student takes one or more courses, including virtual courses, at or through an eligible institution while still enrolled as a public high school student and receives credit both at the high school and at the eligible institution."
Joint Enrollment	"Joint enrollment is an arrangement whereby a high school student is enrolled in postsecondary coursework with an eligible postsecondary institution while continuing to pursue his or her high school diploma. Joint enrollment coursework earns post-secondary credit only. No high school credit can be given for joint classes." - Note this could be on high school or college campus.
Accel Program	"Accel is a program offered during the fall and spring terms of the school year for students that wish to take college-level (academic-only, degree-level) coursework for credit towards both high school and college graduation requirements. Eligible students must meet certain Accel criteria included in the Eligibility section of this document. The Accel Program has become state funded instead of lottery funded beginning fall 2011, but is still administered by the Georgia Student Finance Commission (GSFC)."
Term for H.S. Located DC	No specific term, but most courses are on college campuses

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X	X	X	X

Comments: "Eligible Institution. An eligible institution is a unit of the University System of Georgia (USG), of the Technical College System of Georgia (TCSG), a private independent nonprofit postsecondary institution that meets the requirements for tuition equalization grants, or a private proprietary postsecondary institution that meets the requirements for tuition equalization grants. Out of state colleges and universities are not eligible for attendance to earn dual enrollment credit."

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Required

Comments: "(7) Every state education agency, postsecondary institution, and local school system should provide all high school students with opportunities for accelerated learning through dual credit coursework leading to at least six postsecondary credits and have as a collective goal to graduate every student with postsecondary credit;"

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Approved courses must count toward state and/or local high school graduation requirements." (Accel Requirements; "All dual enrollment credit students must select approved courses with state course numbers from the dual enrollment credit course lists that are appropriate for the dual enrollment credit program they are enrolled. GaDOE will regularly update these lists, with input from University System of Georgia, Technical College System of Georgia and Georgia Student Finance Commission. Dual enrollment credit students must select courses from these approved lists to receive high school credit and funding. Use of the correct course number is important for data collection, verification of enrollment and accuracy of dual enrollment credit payments.");"Remedial and developmental courses are not available for dual enrollment credit students."

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	Non-specific reference	No	No
Domain:	Statewide				
Prescriptiveness:	Required				

Comments:

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: "(b) The department, the Board of Regents of the University System of Georgia, and the Board of Technical and Adult Education shall jointly:……(E) Determining how dual enrollment will be monitored to assure programs meet state standards for college-level work."

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "(2) Develop appropriate forms and counseling guidelines for dual credit courses and shall make such forms and guidelines available to local school systems and eligible institutions. No later than the first day of April each year, each local school system shall provide general information about dual credit courses, including such forms, to all its eighth through eleventh grade students. A local school system shall also provide counseling services in accordance with the counseling guidelines provided by the department to such students and their parents or guardians before the students enroll in a dual credit course. Prior to participating in a dual credit course, the student and the student's parent or guardian shall sign the form provided by the school system or by an eligible institution stating that they have received the counseling specified in this Code section and that they understand the responsibilities that shall be assumed in participating in the dual credit program;""Advisement and counseling opportunities are critical to the success of dual enrollment credit students. Students must be advised prior to participation in dual enrollment credit, and carefully monitored as they are completing their coursework.
1. By April 1 of each school year and prior to enrolling students in an eligible institution, school systems shall provide general information about all dual enrollment credit programs to all eighth through eleventh grade students as part of the development of their program of study.
2. Advisement information shall be provided to any interested student and his/her parent(s) or guardian(s).
3. Prior to enrolling, the interested student and his/her parent(s)/guardian(s) are required to sign a form stating that they have received the advisement services specified and they understand the responsibilities and possible consequences of participation.
4. Advisement information shall also include:
a. The names of eligible institutions, approved courses, information about approved academic transferable credit, and local and state high school graduation requirements.
b. The name of a contact person at each eligible institution for information concerning the program.
c. Procedures for scheduling approved courses between the high school and the eligible institutions.
d. Financial information for tuition, books and materials.
e. The potential effect of the program on a student completing a course and completing required high school graduation requirements.
f. Consequences of course incompletion, course failure and the possible delay of high school graduation.
g. Eligibility information for participating in extracurricular activities.

h. The academic and social responsibilities of the student and parent(s) or guardian(s), including continuing responsibilities to obey the rules of both the eligible institution and the high school.
5. Advisement and counseling should be ongoing for all dual enrollment credit students. Counselors should monitor dual enrolled students to ensure they maintain satisfactory academic progress toward the completion of all high school graduation requirements. Students and their parents should maintain contact with the high school counselor throughout the year. High school and college counselors should be contacted immediately if any changes occur with the student and his/her academic status."

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	Yes	Yes	Yes	Yes	No	No	No
Domain:	Statewide		Local	Local	Local	Statewide			
Prescriptiveness:	Required		Required	Required	Required	Required			

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: ""Any eligible 11th or 12th grade (in some cases 9th-10th) high school student may enroll full- time or part-time in approved credit-bearing college-level courses approved by the State Board of Education. Courses may be taken before, during or after regular school hours, on the college campus, on-line or at the high school during their regular school calendar year."; "(3) 'Eligible student' means a student entering ninth through twelfth grades who attends a public high school in this state and takes at least two courses per day on campus."
GPA: "They must meet the eligibility requirements of the individual Dual Enrollment Credit program and the postsecondary institution to participate. Many career academies, specialized schools, or programs like the Early College and Residential Programs, include dual enrollment credit options.";"Students must also be accepted as a dual enrollment credit student by a state public or private postsecondary institution and meet any requirements they have established for participation. A student who meets specific criteria listed below may be eligible for funding to cover dual enrollment credit coursework.
Exam Scores: "They must meet the eligibility requirements of the individual Dual Enrollment Credit program and the postsecondary institution to participate. Many career academies, specialized schools, or programs like the Early College and Residential Programs, include dual enrollment credit options.";"Students must also be accepted as a dual enrollment credit student by a state public or private postsecondary institution and meet any requirements they have established for participation. A student who meets specific criteria listed below may be eligible for funding to cover dual enrollment credit coursework.
Pre-reqs: "They must meet the eligibility requirements of the individual Dual Enrollment Credit program and the postsecondary institution to participate. Many career academies, specialized schools, or programs like the Early College and Residential Programs, include dual enrollment credit options.";"Students must also be accepted as a dual enrollment credit student by a state public or private postsecondary institution and meet any requirements they have established for participation. A student who meets specific criteria listed below may be eligible for funding to cover dual enrollment credit coursework.
Credits: These are HS credits - "Students are limited to 4 units of dual credit per semester and 8 units per year regardless of the combination of dual or regular classes scheduled. One hour labs that are part of a class are not counted for dual credit at the high school level, just the college."

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: "(b) The department, the Board of Regents of the University System of Georgia, and the Board of Technical and Adult Education shall jointly:.....(E) Determining how dual enrollment will be monitored to assure programs meet state standards for college-level work."

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: "(C) Establishing the same content standards, requirements for faculty, course syllabi, and end-of-course exams for dual credit academic and career, technical, and agricultural education courses, whether taught to high school or college students;"
State contact also provided policy for all USG personnel, but there is not a policy specific to DC: ""USG Personnel Policy

8.3.1 Faculty Employment
8.3.1.1 Recruitment and Appointment

Each institution shall publish comprehensive, clearly stated written policies and procedures for the recruitment and appointment of faculty members. These policies and procedures shall conform to guidelines promulgated by the USG chief academic officer.
8.3.1.2 Minimum Qualifications for Employment

Minimum employment qualifications for all institutions and all academic ranks within these institutions shall be:

Consistent with the Southern Association of Colleges and Schools' requirements for institutional accreditation;
Evidence of ability as a teacher;
Evidence of ability and activity as a scholar in all other aspects of duties assigned;
Successful experience (this must necessarily be waived in the case of those just entering the academic profession who meet all other requirements); and,
Desirable personal qualities judged on the basis of personal interview, complete biographical data, and recommendations."

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	No	No	No	No	Yes	No	No
Domain:	Local					Statewide		
Prescriptiveness:	Required					Required		

High School Credential Required?
Not Mentioned

Other Comments

Col. criteria: "(C) Establishing the same content standards, requirements for faculty, course syllabi, and end-of-course exams for dual credit academic and career, technical, and agricultural education courses, whether taught to high school or college students;"
Prof. Devel.: "(5) Teachers should be provided with professional development opportunities that enforce the academically rigorous standards in relevant, project based coursework;"

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: "Each LEA is required to report dual enrollment credit in accordance with FTE guidelines as described in FTE Data Collection Program Codes and Weights, located on the GaDOE web site."

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: State contact noted that Dual Enrollment was audited by the Governor's Office of Planning and Budget at the request of the legislature in 2011.

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: "(b) The department, the Board of Regents of the University System of Georgia, and the Board of Technical and Adult Education shall jointly: (3) Establish policies to ensure that dual credit courses reflect college-level work in order for such courses to yield dual credit, which shall include:(C) Establishing the same content standards, requirements for faculty, course syllabi, and end-of-course exams for dual credit academic and career, technical, and agricultural education courses, whether taught to high school or college students;"

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: "(2) Secondary school credits granted for dual credit courses under paragraph (1) of this subsection shall be counted toward State Board of Education graduation requirements and subject area requirements of the local school system. Evidence of successful completion of each course and secondary credits granted shall be included in the eligible student's secondary school records."; "(3) Following the grant of postsecondary credit for successful completion of any dual enrollment course, when a student enrolls in an eligible institution after leaving secondary school, that eligible institution shall award postsecondary credit for any dual credit course successfully completed on the same basis on which such credits are customarily awarded. An eligible institution shall not charge a student for the award of such postsecondary credit."; "For students who participate in approved dual enrollment credit programs, the grades and amount of credit for each approved course shall be placed on high school transcripts and shall be used in computing grade point averages. This could affect a student's class ranking status at the high school.
For each successfully completed, approved dual enrollment credit course, secondary credit shall be awarded toward state and local high school graduation requirements based on the credit conversion below, regardless of the course location or school day class schedule followed."

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No	Comments:
Domain:		
Prescriptiveness:		

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No	Comments:
Domain:		
Prescriptiveness:		

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No	Comments:
Domain:		
Prescriptiveness:		

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No	Comments:
Domain:		
Prescriptiveness:		

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No	Comments:
Domain:		
Prescriptiveness:		

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No	Comments:
Domain:		
Prescriptiveness:		

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No	Comments:
Domain:		
Prescriptiveness:		

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: "(b) The department, the Board of Regents of the University System of Georgia, and the Board of Technical and Adult Education shall jointly:……(E) Determining how dual enrollment will be monitored to assure programs meet state standards for college-level work."

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
			X

Comments: "College tuition for dual credit courses is paid from a variety of funding sources and will be based upon the different program guidelines. Depending on those guidelines, the college and the course(s), payment may be made by an individual or through scholarships, grants, or FTE. It is up to the local system to identify whether Move On When Ready, Accel, or Dual Hope Grant is the appropriate funding source for a student's dual enrollment credit coursework. That decision should be determined by the student, the student's parent/guardian, and the local school. Each LEA shall adhere to the funding guidelines for dual enrollment credit, as described by the funding program and/or this document.

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College			X	

Comments: "Administrative Grant for Schools. In dual enrollment credit, the college provides the direct instruction for the student and receives pro-rated payment through the lottery-funded grant, individual payment, or FTE.

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Hawaii**

Primary Policy Links:

Title and Link
State Statute §302A-401 - Running Start Program.
House Bill 767 Related To The Running Start Program For College Preparation

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: Department of Education; University of Hawaii System

Terms and Definitions

Term	Definition
Running Start	" Running start program. (a) There is created in the department the running start program to permit eligible students to enroll in any qualified course offered by the University of Hawaii system."
Term for H.S. Located DC	Running Start - see comment above

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X		X	X

Comments: "These students should be allowed and, in fact ,encouraged to take university courses at the one-hundred level and above and have those classes qualify as credit toward high school graduation."

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "These students should be allowed and, in fact, encouraged to take university courses at the one-hundred level and above and have those classes qualify as credit toward high school graduation."

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	Yes	No	No
Domain:	Statewide		Statewide		
Prescriptiveness:	Required		Required		

Comments:

Subject: "'Qualified course' means any vocational or academic course offered by the University of Hawaii system that also applies to the department's graduation requirements or is otherwise permitted by department rule or policy."

Transfer: ""c) All course credits successfully completed pursuant to this section that would otherwise be transferable but for a student's grade level, shall be transferable to any University of Hawaii system degree granting institution; provided that the student is admitted to the campus where the credit is transferred."

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	Yes	No	Yes	No	No	No	Yes	No
Domain:	Statewide	Statewide		Statewide				Statewide	
Prescriptiveness:	Required	Required		Required				Required	

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: ""Eligible student" means a high school student in the eleventh or twelfth grade who:"
Age: " (2) Is under the age of twenty-one as of September 1 of the school year in which the college course is taken; and"
Exam Scores: "Has passed a standardized test administered by the college that demonstrates the student's ability to succeed at the college level;"
Other: "Has other qualifications deemed appropriate by the department of education or the University of Hawaii; provided that subsequent qualifications do not restrict any student from taking the standardized test."

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	No	No	No	No	No	No	No	No
Domain:								
Prescriptiveness:								

High School Credential Required?
Not Mentioned

Other Comments

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: HRS 304A-803(e) "This section shall not preclude the department of education and the university from establishing programs by mutual agreement that permit high school students to enroll in college courses."

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No	Comments:
Domain:		
Prescriptiveness:		

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No	Comments:
Domain:		
Prescriptiveness:		

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No	Comments:
Domain:		
Prescriptiveness:		

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No	Comments:
Domain:		
Prescriptiveness:		

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No	Comments:
Domain:		
Prescriptiveness:		

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No	Comments:
Domain:		
Prescriptiveness:		

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No	Comments:
Domain:		
Prescriptiveness:		

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism	Comments:
X			

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs	Comments:
X				

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: " (f) Every student enrolled in a college course pursuant to this section shall remit appropriate tuition and fees to the college for every college course."

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments: State contact noted that GEAR UP Title I students have access to this.

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School	X			
College				X

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Idaho**

Primary Policy Links:

Title and Link
Idaho Statutes Title 33 Education - Chapter 51 Postsecondary Enrollment Options
Idaho State Board Of Education Governing Policies And Procedures Iii. Postsecondary Affairs Y. Advanced Opportunities
Rules Governing Thoroughness - Section 106 Advanced Opportunities

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: Department of Education, Idaho State Board of Education, and Superintendent of Public Instruction

Terms and Definitions

Term	Definition
Dual Credit	"Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus."
Term for H.S. Located DC	Dual Credit

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X	X	X	X

Comments: "33-5101. PURPOSE. The purpose of this chapter is to promote rigorous academic pursuits and to provide a wider variety of options to high school pupils by encouraging and enabling secondary pupils to enroll full-time or part-time in nonsectarian courses or programs in eligible postsecondary institutions as defined in section 33-5102, Idaho Code.";
"33-5102. DEFINITIONS. As used in this chapter:
(1) "Course" means a course of instruction or a program of instruction.
(2) "Eligible institution" means an Idaho public postsecondary institution; a private two-year trade and technical school accredited by a reputable accrediting association; or a private, residential, two-year or four-year liberal arts, degree-granting college or university located in Idaho."

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Encouraged

Comments: 08.02.106 – "All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Subsection 007.01, or provide opportunities for students to take courses at the postsecondary campus."

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "33-5101. PURPOSE. The purpose of this chapter is to promote rigorous academic pursuits and to provide a wider variety of options to high school pupils by encouraging and enabling secondary pupils to enroll full-time or part-time in nonsectarian courses or programs in eligible postsecondary institutions as defined in section 33-5102, Idaho Code."

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	Non-specific reference	No	No
Domain:	Statewide				
Prescriptiveness:	Required				

Comments:

Subject: "33-5101. PURPOSE. The purpose of this chapter is to promote rigorous academic pursuits and to provide a wider variety of options to high school pupils by encouraging and enabling secondary pupils to enroll full-time or part-time in nonsectarian courses or programs in eligible postsecondary institutions as defined in section 33-5102, Idaho Code."
Transfer: "High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit."

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: 33-5104: "1) To the extent possible, the school district shall provide counseling services to pupils and their parents or guardians before the pupil enrolls in courses under the provisions of this chapter to ensure that the pupil and parents or guardian are fully aware of the risks and possible consequences of enrolling in postsecondary courses. The district shall provide information on the program including who may enroll, what institutions and sources are available under this program, the decision-making process for granting academic credits, financial arrangements for tuition, books and materials, eligibility criteria for transportation aid, available support services, the need to arrange an appropriate schedule, consequences of failing or not completing a course in which the pupil enrolls, the effect of enrolling in this program on the pupil's ability to complete the required high school graduation requirements, and the academic and social responsibilities that must be assumed by the pupil and the parents or guardian."
This statue also requires that parent or guardian sigh form saying they received counseling information.

33-5105: "By March 1 of each year, a school district shall provide general information about the program to all pupils in grades ten (10) and eleven (11)."
ISBE III.Y: "High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit. "
"Students and their parents receive information about dual credit programs. Information is posted on the high school's website regarding enrollment, costs, contact information at the high school and the postsecondary institution, grading, expectations of student conduct, and other pertinent information to help the parents and students understand the nature of a dual credit course."

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	No	No	No	Yes	No	No	No
Domain:	Statewide					Statewide			
Prescriptiveness:	Required					Required			

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
	X		

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: 33-5106: "(1) A pupil who first enrolls in grade eleven (11) may not enroll in postsecondary courses under the provisions of this chapter for secondary credit for more than the equivalent of two (2) academic years.
(2) A pupil who first enrolls in grade twelve (12) may not enroll in postsecondary courses under the provisions of this chapter for secondary credit for more than the equivalent of one (1) academic year."
ISBE III.Y: "Admission requirements have been established for dual credit courses and criteria have been established to define "student ability to benefit" from a dual credit program such as having junior standing or other criteria that are established by the school district, the institution, and State Board Policy."

Credits: 33-5106: "(1) A pupil who first enrolls in grade eleven (11) may not enroll in postsecondary courses under the provisions of this chapter for secondary credit for more than the equivalent of two (2) academic years.
(2) A pupil who first enrolls in grade twelve (12) may not enroll in postsecondary courses under the provisions of this chapter for secondary credit for more than the equivalent of one (1) academic year."
Mix NonDC: "CREDITS. (1) A pupil may enroll in a course under the provisions of this chapter for secondary credit, for postsecondary credit or for dual credit. At the time a pupil enrolls in a course, the pupil shall designate the type of credit desired. A pupil taking several courses may designate some for secondary credit, some for postsecondary credit and some for dual credit."

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: SBE III.Y: "Instructors teaching college or university courses through dual credit 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.";

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	No	No	No	Yes	Yes	No	No
Domain:	Local				Statewide	Statewide		
Prescriptiveness:	Required				Required	Required		

High School Credential Required?
Not Mentioned

Other Comments

Col. criteria: "Instructors teaching college or university courses through dual credit 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."
HS Credential: "(5) Postsecondary faculty instructing a course for postsecondary, secondary or dual credit shall not be required to obtain a certificate pursuant to chapter 12, title 33, Idaho Code, nor shall the postsecondary faculty be deemed an employee of a school district for any purpose under law."
Prior Training: "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."
Prof. Devel.: "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."

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments: State contact said this is something they're considering, but the NACEP standards from about 10 years ago are currently policy

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: "A data collection system has been established based on criteria established by the high school, institution and State Board to track dual credit students to provide data regarding the impact of dual credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university."

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature? Dual credit fact book:

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: http://www.boardofed.idaho.gov/communications_center/documents/publications/2012_higher_ed_factbook.pdf

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: "Postsecondary courses administered through a dual credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution"
"Dual credit students are held to the same course content standards and standards of achievement as those expected of students in postsecondary courses."
"Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts."

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: 33-5109:" Upon the request of a pupil, the pupil's secondary school record shall also include evidence of successful completion and credits granted for a course taken for postsecondary credit. In either case, the record shall indicate that the credits were earned at a postsecondary institution."

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Agreements have been established between the high school and the postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, student's costs are established, compensation for the teacher is identified, etc."

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located."

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description and course content as the postsecondary course"

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "High school faculty is evaluated by using the same classroom performance standards and processes used to evaluate college faculty."

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "A data collection system has been established based on criteria established by the high school, institution and State Board to track dual credit students to provide data regarding the impact of dual credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university."

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "The dual credit program practices are assessed and evaluated based on criteria established by the school, institution and State Board to include at least the following: course evaluations by dual credit students, follow- up of the dual credit graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality."; "Every course offered through a dual credit program is annually reviewed by faculty from that discipline and dual credit staff to assure that grading standards meet those in postsecondary sections."

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: No policy language provided

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: "Agreements have been established between the high school and the postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, aculty assessment is discussed, student's costs are established, compensation for the teacher is identified, etc."

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
	X	

Comments: No policy language provided

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College			X	

Comments: 33-5106: "3) A pupil may also be enrolled in courses for secondary credits approved by the local school district. If a pupil's enrollment pursuant to this chapter decreases the pupil's instructional time in the local school district to less than four (4) hours a day, the pupil shall nevertheless be counted as in local school district instructional time for four (4) hours a day for purposes of chapter 10, title 33, Idaho Code."

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Illinois**

** INDICATES THE POLICY IS FROM ICCB ADMINISTRATIVE RULES AND APPLIES ONLY TO COMMUNITY COLLEGES; ALL OTHER POLICY IS FROM DC QUALITY ACT AND APPLIES TO ALL INSTITUTIONAL TYPES

Primary Policy Links:

Title and Link
Dual Credit Quality Act
Administrative Rules Of The Illinois Community College Board

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: Illinois Community College Board and Illinois Board of Higher Education

Terms and Definitions

Term	Definition
Dual Credit	"Dual credit course" means a college course taken by a high school student for credit at both the college and high school level."
Dual Enrollment	"Dual Enrollment – An academically qualified student who is still enrolled in high school also enrolls in a college level course at the community college. Upon successful course completion the student exclusively earns college credit. No high school credits are earned. "
Term for H.S. Located DC	Either DC or DE could include high school-located courses.

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X	X	X	X

Comments: "Institution" means an "institution of higher learning" as defined in the Higher Education Student Assistance Act. "; this includes publics and privates that meet certain conditions:http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1161&ChapterID=18

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Domain:					
Prescriptiveness:					

Comments:

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: "a) The Illinois Community College Board shall be responsible for oversight and review of dual credit programs offered jointly by public community colleges and high schools.
(b) The Board of Higher Education shall be responsible for oversight and review of dual credit programs offered jointly by high schools and institutions, except for public community colleges as provided in subsection (a) of this Section."

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	No	Yes	Yes	No	No	Yes	No
Domain:	Statewide			Statewide	Statewide			Statewide	
Prescriptiveness:	Encouraged			Required	Required			Required	

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: **"The students' course selections shall be made in consultation with high school counselors and/or principals and ordinarily are restricted to students in the junior and senior years of high school"
Exam Scores: "(a) The Illinois Community College Board and the Board of Higher Education shall develop policies to permit multiple appropriate measures using differentiated assessment for granting eligibility for dual credit to students. The measures developed shall ensure that a student is prepared for any coursework in which the student enrolls."; "(3) Students must meet the same academic criteria as those enrolled in credit-bearing college courses, including taking appropriate placement testing."

**"Students must meet the same academic criteria as those enrolled in credit-bearing college courses, including taking appropriate placement testing."; "Placement Testing and Prerequisites. Students enrolling in college-level courses must satisfy course placement tests or course prerequisites when applicable to assure that they have the same qualifications and preparation as other college students"
Pre-reqs: **"Students must meet the same academic criteria as those enrolled in credit-bearing college courses, including taking appropriate placement testing."; "Placement Testing and Prerequisites. Students enrolling in college-level courses must satisfy course placement tests or course prerequisites when applicable to assure that they have the same qualifications and preparation as other college students"
Other: "C. Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and ordinarily are restricted to students in the junior and senior years of high school. The students shall meet all college criteria and follow all college procedures for enrolling in courses."

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: "a) The Illinois Community College Board shall be responsible for oversight and review of dual credit programs offered jointly by public community colleges and high schools.
(b) The Board of Higher Education shall be responsible for oversight and review of dual credit programs offered jointly by high schools and institutions, except for public community colleges as provided in subsection (a) of this Section."

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: "(1) Instructors teaching credit-bearing college-level courses for dual credit must meet the same academic credential requirements as faculty teaching on campus and need not meet certification requirements set out in Article 21 of the School Code."; "(2) Instructors in career and technical education courses must possess the credentials and demonstrated teaching competencies appropriate to the field of instruction."

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	No	No	Yes	Yes	Yes	No	No
Domain:	Local			Statewide	Statewide	Local		
Prescriptiveness:	Required			Required	Required	Encouraged		

High School Credential Required?
Non-Specific Credential Required

Other Comments

HS Credential: "(1) Instructors teaching credit-bearing college-level courses for dual credit must meet the same academic credential requirements as faculty teaching on campus and need not meet certification requirements set out in Article 21 of the School Code."
Selection: **"Instructors. The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from full-time faculty and/or from adjunct faculty with appropriate credentials and demonstrated teaching competencies at the college level."
Prior Training: "(6) Institutions shall 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."
Prof. Devel.: "(7) 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."

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: "a) The Illinois Community College Board shall be responsible for oversight and review of dual credit programs offered jointly by public community colleges and high schools. The Illinois Community College Board shall implement a review process and criteria for evaluating dual credit program quality based upon the standards enumerated in Section 20 of this Act.
(b) The Board of Higher Education shall be responsible for oversight and review of dual credit programs offered jointly by high schools and institutions, except for public community colleges as provided in subsection (a) of this Section. The Board of Higher Education shall develop and implement a review process based on the standards enumerated in Section 20 of this Act."

**State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: "(c) Each institution shall report annually to the appropriate agency, the Illinois Community College Board or the Board of Higher Education. The reports shall include, but not be limited to, the following data:
(1) Number and description of dual credit courses.
(2) Faculty teaching dual credit courses and their academic credentials.
(3) Enrollments in dual credit courses. (4) Sites of dual credit offerings."; (a) The State Board of Education, the Illinois Community College Board, and the Board of Higher Education shall include information regarding student participation and performance in dual credit programs and their success in postsecondary education in a statewide longitudinal data system.
(b) The data system shall track dual credit students and courses on student records.
(c) Analysis of data relating to student success in dual credit courses as well as performance in postsecondary education must be incorporated into the evaluation of dual credit programs in both high school and college."
THIS IS ISBE CODE - "5/10-21.4
In addition, each year at a time designated by the State Superintendent of Education, each superintendent shall report to the State Board of Education the number of high school students in the district who are enrolled in accredited courses (for which high school credit will be awarded upon successful completion of the courses) at any community college, together with the name and number of the course or courses which each such student is taking."

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: "(4) Course content must be the same as that required for credit-bearing college courses."; "(5) Learning outcomes must be the same as for credit-bearing college courses and be appropriately measured."; "(9) Dual credit students must be assessed using methods consistent with students in traditional credit-bearing college courses."

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: **"the students' course selections shall be made in consultation with high school counselors and/or principals…"

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Encouraged

Comments: "(7) 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."

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Encouraged

Comments: "(7) 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."

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "(a) The State Boar"(a) The State Board of Education, the Illinois Community College Board, and the Board of Higher Education shall include information regarding student participation and performance in dual credit programs and their success in postsecondary education in a statewide longitudinal data system.
(b) The data system shall track dual credit students and courses on student records.
(c) Analysis of data relating to student success in dual credit courses as well as performance in postsecondary education must be incorporated into the evaluation of dual credit programs in both high school and college."

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "(8) Every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with campus courses."

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: "a) The Illinois Community College Board shall be responsible for oversight and review of dual credit programs offered jointly by public community colleges and high schools. The Illinois Community College Board shall implement a review process and criteria for evaluating dual credit program quality based upon the standards enumerated in Section 20 of this Act.
(b) The Board of Higher Education shall be responsible for oversight and review of dual credit programs offered jointly by high schools and institutions, except for public community colleges as provided in subsection (a) of this Section. The Board of Higher Education shall develop and implement a review process based on the standards enumerated in Section 20 of this Act."

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College			X	

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Indiana**

Primary Policy Links:

Title and Link
Indiana Code 21-3-4 Chapter 4. Postsecondary Enrollment Option
Policy On Dual Credit Opportunities In Indiana
Dual Credit In Indiana Q&A (Version 7.7)
Dual Credit In Indiana

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: Indiana Commission for Higher Education, State Board of Education, Department of Education

Terms and Definitions

Term	Definition
Postsecondary Enrollment Program	No definition
Dual Credit	"Dual credit is the term given to courses in which high school students have the opportunity to earn both high school and college credits. Dual credit courses are taught by high school faculty or by adjunct college faculty or college faculty either at the high school, at the college or university, or sometimes through online courses or distance education. Dual credit is offered by both state and independent (private, regionally accredited) colleges and universities."
Term for H.S. Located DC	These are referred to as dual credit - but could also be on college campus.

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X	X	X	X

Comments: "Applicability
Sec. 1. This chapter applies to a program at:
(1) a state educational institution; or
(2) any other eligible institution.
As added by P.L.2-2007, SEC.284."; There's also a list of preferred providers: http://www.transferin.net/High-School-Students/Dual-Credit.aspx

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Required

Comments: "Sec. 4. Each high school must provide at least two (2) of each of the following course offerings to high school students who qualify to enroll in the courses:
(1) Dual credit(2) Advanced placement."

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: State policy leaves it open: "(b) The guidelines established under this section must encourage participation by students:
(1) at all achievement levels; and
(2) in a variety of academic and vocational subjects."There is a list of 'priority courses' at this website: http://www.transferin.net/High-School-Students/Dual-Credit.aspx

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	Yes	No	No
Domain:	Statewide		Statewide		
Prescriptiveness:	Encouraged		Encouraged		

Comments:

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: IC 21-43-4-6: "Before February 1 each year, each school shall provide each student in grades 8, 9, 10, and 11 with information concerning the program."
IC 21-43-4-8: "A representative of the school corporation shall meet with each student who intends to participate in the program and discuss the following:
(1) The courses in which the student may enroll.
(2) The postsecondary credit the student earns upon successful completion of a course.
(3) The consequences of the student's failure to successfully complete a course.
(4) The student's schedule.
(5) The financial obligations of the student and the school under the program.
(6) The responsibilities of the student, the student's parent, and the school under the program.
(7) Other matters concerning the program."

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	No	No	No	No	Yes	No	No	No	No
Domain:					Local				
Prescriptiveness:					Required				

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
	X		

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Pre-reqs: ICHE Policy - a) All secondary students taking dual credit courses shall meet the same academic prerequisites for taking those courses as apply to students taking the same courses on the postsecondary campus; beyond that, the secondary school and the postsecondary campus may jointly establish additional criteria for determining how students are selected into dual credit courses; Mix NonDC: Q&A 12 – "If the college or university that partners with a secondary school approves, it is permissible to allow both AP and Dual Credit to be taught by the same teacher in the same course section. However a student is not likely to earn both AP and Dual Credit for the same coursework. The student should earn either the AP course credit or the Dual Credit course credit."

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: IC 21-43-5-4 (b)(2): "(b) The state educational institution may:
(2) set the criteria for a faculty member, an instructor, or other individual responsible for teaching a course with the:
(A) state educational institution responsible for hiring the personnel to instruct dual credit courses taught by the state educational institution; and
(B) school corporation responsible for hiring personnel to instruct dual credit courses taught by the high school;"

ICHE Policy: "e) The secondary school and academic unit on the postsecondary campus shall work together to identify instructors of dual credit courses based on criteria established by the postsecondary institution. The postsecondary campus shall approve the individuals who will teach the dual credit courses in the secondary school, but the school corporation shall be responsible for hiring and compensating this personnel;"

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	No	No	Yes	Yes	Yes	No	No
Domain:	Local			Statewide	Statewide	Statewide		
Prescriptiveness:	Required			Required	Required	Required		

High School Credential Required?
Specific Credential Required

Other Comments

Col. criteria: "f) Approved instructors of dual credit courses shall have credentials consistent with the credentials required for on-campus faculty or a development plan approved by the postsecondary institution to satisfy this requirement;" ;"High school instructors providing dual credit courses are approved by the respective college/university departments and meet academic department requirements for teaching the college/university course."
HS Credential: No policy language provided
Selection: : "e) The secondary school and academic unit on the postsecondary campus shall work together to identify instructors of dual credit courses based on criteria established by the postsecondary institution. The postsecondary campus shall approve the individuals who will teach the dual credit courses in the secondary school, but the school corporation shall be responsible for hiring and compensating this personnel;" ; "High school instructors providing dual credit courses are approved by the respective college/university departments and meet academic department requirements for teaching the college/university course."
Prior Training: "The college/university provides new high school dual credit instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course."
Prof. Devel.: : "g) The academic unit on the postsecondary campus shall be responsible for ensuring that professional development opportunities are available and communicated to secondary faculty, who are teaching dual credit courses;"; "The college/university provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research in the development in the field. The high school ensures high school dual credit instructor participation."

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: "College/university procedures address high school instructor non- compliance with the college/university's expectations for courses offered through the dual credit program (for example, non-participation in training and/or activities)."

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
		X

Comments: "After June 30, 2010, a state educational institution or campus of a state educational institution that offers dual credit courses in liberal arts, professional, or career and technical disciplines must be either:
(1) accredited by the National Alliance of Concurrent Enrollment Partnerships; or
(2) approved by the commission for higher education."
ICHE Policy: "b) Demonstrate adherence to the standards advocated by the National Alliance of Concurrent Enrollment Partnerships to the satisfaction of CHE; c) Demonstrate ongoing adherence to this policy and NACEP standards by submitting to CHE the results from regular self-audits;"

Does state policy provide incentives for accreditation?

No	Yes
	X

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: IC 21-43-4-16: "At the end of each school year, each school corporation shall submit to the department of education the following:

(1) A list of the students in the school corporation who are enrolled in the program.

(2) A list of the courses successfully completed by each student who is enrolled in the program."

IC 21-43-4-17: "(a) A school corporation shall make and maintain, for each student enrolled in the program, records of the following:

(1) The courses and credit hours in which the student enrolls.

(2) The courses that the student successfully completes and fails to complete.

(3) The secondary credit granted to the student.

(4) Other information requested by the department of education.

(b) The department of education is entitled to have access to the records made and maintained under subsection (a)."

IC 21-43-4-18: "(a) An eligible institution shall make and maintain, for each student enrolled in the program, records of the following:

(1) The courses in which the student enrolls and the credit hours awarded for those courses.

(2) The courses that the student successfully completes and the courses that the student fails to complete.

(3) The postsecondary credit granted to the student.

(4) Other information requested by the commission for higher education.

(b) The commission for higher education is entitled to have access to the records made and maintained under subsection (a)."

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments: State contacts noted this would be determined by individual postsecondary institutions.

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: IC 21-43-5-4: Sec. 4.(b) " (b) The state educational institution may:

(1) ensure that the content and rigor of a course offered is adequate to warrant providing credit to a student as if the student took the course as a student at the state educational institution;"

ICHE Policy – "b) Course syllabi used for dual credit courses in liberal arts1, professional, and career/ technical disciplines shall be identical to course syllabi used in the same courses taught on the postsecondary campus, including class assignments, laboratory experiments, examinations; and textbooks shall be comparable;"

ICHE Policy: "c) Student learning outcomes expected for dual credit courses in liberal arts, professional, and career/technical disciplines shall be the same as student learning outcomes expected for the same courses taught on the postsecondary campus;"; : "Dual credit high school students are held to the same standards of achievement as those expected of college students in "traditional college classes".

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: FAQ #11: "Yes. According to the Indiana Commission for Higher Education's Policy on Dual Credit Courses Taught in High Schools by High School Faculty, all postsecondary institutions shall generate transcripts for all students who complete dual credit courses."; "The college/university provides dual credit students and high schools with a comprehensive publication that outlines rights and responsibilities of registered dual credit students."

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: IC 21-43-4-13: "If a student enrolls in a course offered by an eligible institution under the program, the eligible institution and the student's school corporation shall enter into a contract for dual credit. The contract must establish the terms and conditions under which:
(1) the eligible institution will award credit for specified classes successfully completed by students in the school corporation; and
(2) the school corporation will award credit for specified classes successfully completed by students at the eligible institution."
Q&A #5: "Dual credit programs are established through a formal agreement between a school corporation and a postsecondary institution. For additional information visit http://www.in.gov/legislative/ic/code/title21/ar43/index.html.
Every college or university has an individual responsible for dual credit arrangements. These "dual credit agreements" (often called MOU – Memorandum of Understanding) explain all aspects of the arrangement, including instructor requirements, how credits will be awarded, course specifications, and other aspects."

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "College/university publication addressing topics including, but not limited to, college student conduct policies such as academic integrity, consequences of plagiarism and academic dishonesty; advising issues such as prerequisites, pre-testing, grading standards; processes such as course cancellation, registration and credit transfer; and information regarding access to college/university resources such as the library, technological resources and tutoring. Please explain how dual credit students, parents, and high school staff can easily find this information."

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Courses administered through a college/university are catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits."

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: ICHE Policy: "d) An academic unit on the postsecondary campus shall be responsible for monitoring, throughout the school year, the delivery and quality of dual credit instruction; such monitoring shall include visits to the secondary class;"
Faculty Fc: "The college/university provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research in the development in the field. The high school ensures high school dual credit instructor participation."

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "The dual credit high school conducts a survey of dual credit alumni who are four years out of high school. Survey includes IDCRS questionnaire (additional questions may be added). Methodology includes one follow-up contact with non-respondents."
a. FAQ #32: "Demonstrate ongoing adherence to this policy and NACEP standards by submitting to CHE results from regular self-audits".

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: : "The dual credit high school conducts an annual survey of dual credit alumni who are one year out of high school. Survey includes IDCRS questionnaire (additional questions may be added). Methodology includes one follow-up contact with non-respondents."
Evaluation Ed: "The college/university conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes IDCRS questionnaire (additional questions may be added). Methodology includes one follow-up contact with non- respondents."

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: "Demonstrate ongoing adherence to this policy and NACEP standards by submitting to CHE results from regular self-audits.
c. Be subject to state reviews conducted on a periodic (and as needed) basis by a standing subcommittee of CHE's Statewide Transfer and Articulation Committee (STAC)."

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: Indiana Commission for Higher Education's Policy on Dual Credit: "State funding for dual credit shall be limited to a set of priority liberal arts courses identified by the Indiana Commission for Higher Education along with all Career and Technical Educational (CTE) courses receiving postsecondary credit identified in the Indiana Department of Education's approved career pathways. State support for dual credit funding to public higher education institutions shall be identified separately under a formula prescribed by the Commission."

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: "Indiana Code 21-43-1.5-1 gives the Commission for Higher Education the authority to set priority dual credit courses including Liberal Arts and CTE (career and technical education) courses, and set the cost charged to students by public colleges and universities. This cost has been set at $25/credit hour maximum for 2011-2013." ;"IC 21-43-1.5-1
Identification of courses
Sec. 1. The commission may identify a set of courses that:
(1) are offered in the high school setting for postsecondary credit; and
(2) receive state funding;
as priority dual credit courses.
As added by P.L.229-2011, SEC.245.
IC 21-43-1.5-2
Limitation on fees
Sec. 2. The rate charged to a student for a priority dual credit course shall be set by the commission."

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
	X	

Comments: IC 21-43-4-12: " Upon demonstration of financial need, an eligible institution may grant financial assistance to a student accepted for admission to the eligible institution."

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College				X

Comments: No policy language provided "Indiana Commission for Higher Education funding is part of the biennium budget recommendatio. The funding is incentive and outcome based for successful completion of credit hour.

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Iowa**

Primary Policy Links:

Title and Link
Senior Year Plus: Guide For Educators And Educational Administrators
Senior Year Plus

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
	X	

Comments: Iowa Department of Education

Terms and Definitions

Term	Definition
Joint Enrollment	Refers to all high school students enrolled in community college credit coursework. Jointly enrolled students may be enrolled in PSEO courses, through contractual agreements between schools and colleges (e.g., concurrent enrollment), and/or courses taken independently by paying tuition.
Concurrent Enrollment	"The concurrent enrollment program, also known as district-to-community college sharing, promotes rigorous academic or career and technical pursuits by providing opportunities to high school students to enroll part-time in eligible nonsectarian courses at or through community colleges established under Iowa Code chapter 260C."
Dual Enrollment	While nationally this term refers to 'dual credit' activities, in Iowa statute defines it as students who are simultaneously enrolled in a public school district and in competent private instruction (homeschool).
Term for H.S. Located DC	Concurrent Enrollment

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X	X	X	X

Comments: No policy language provided "Eligible postsecondary institution" means an institution of higher learning under the control of the state board of regents, a community college established under Iowa Code chapter 260C, or an accredited private institution as defined in Iowa Code section 261.9.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments: "The program shall be made available to all eligible resident students in grades 9 through 12." "The senior year plus programming provided by a school district pursuant to this division may be but is not required to be available to students on a year-round basis."

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "The concurrent enrollment program, also known as district-to-community college sharing, promotes rigorous academic or career and technical pursuits by providing opportunities to high school students to enroll part-time in eligible nonsectarian courses at or through community colleges established under Iowa Code chapter 260C."; "Eligible postsecondary courses.These rules are intended to implement the policy of the state to promote rigorous academic pursuits. Therefore, postsecondary courses eligible for students to enroll in under this division shall be limited to: nonsectarian courses; courses that are not comparable to courses offered by the school district where the student attends which are defined in rules adopted by the board of directors of the public school district; credit-bearing courses that lead to an educational degree; courses in the discipline areas of mathematics, science, social sciences, humanities, and vocational-technical education; and also the courses in career option programs offered by area schools established under the authorization provided in Iowa Code chapter 260C. A school district or accredited nonpublic school district shall grant academic or vocational-technical credit to an eligible student enrolled in an eligible postsecondary course."

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	No	No	No
Domain:	Statewide				
Prescriptiveness:	Required				

Comments:

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: a. Notice of the availability of the program shall be included in a school district's student registration handbook, and the handbook shall identify which courses, if successfully completed, generate college credit under the program.
b. A student and the student's parent or guardian shall also be made aware of this program as a part of the development of the student's core curriculum plan in accordance with Iowa Code section 279.61."; "Notification.The availability and requirements of this program shall be included in each school district's student registration handbook. Information about the program shall be provided to the student and the student's parent or guardian prior to the development of the student's core curriculum plan under Iowa Code section 279.61. The school district shall establish a process by which students may indicate interest in and apply for enrollment in the program."

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes
Domain:	Statewide			Local	Local	Statewide		Statewide	Statewide
Prescriptiveness:	Required			Required	Required	Required		Required	Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
			X

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
	X		

Other Comments

Exam Scores: "b. The student shall meet or exceed the minimum performance measures on any academic assessments that may be required by the eligible postsecondary institution."
Pre-reqs: "c. The student shall have taken the appropriate course prerequisites, if any, prior to enrollment in the eligible postsecondary course, as determined by the eligible postsecondary institution delivering the course."
Credits: "Full-time is defined (281—IAC 22.6) as enrollment in 24 or more postsecondary credit hours in any one postsecondary institution in one academic year (or the equivalent) excluding any summer term. Only courses for postsecondary credit delivered through Senior Year Plus programs count toward the limit. Contracted college credit courses for which the district does not receive supplementary weighted funding do not count toward the limit. "
Mix NonDC: "Students shall not "audit" postsecondary courses. The student must take the course for credit and must meet all of the requirements of the course which are required of postsecondary students."
College Stds.: "Open to all registered community college students, not just high school students. The class may be offered at a high school attendance center. (Iowa Code 257.11(3)(b)) (281—IAC97.2(5)) While the course must be offered to all students (not just concurrently enrolled students), sections of the course delivered at school district sites may be closed to regular college students, provided other sections are available for regular student enrollment. Colleges and districts are encouraged to develop consis- tent policies for determining regular student enrollment in concurrent enrollment sections offered at high school facilities. These policies may be included in the contrac- tual agreement between the institutions."
Other: "a.The student shall have attained the approval of the school board or its designee and the eligible postsecondary institution to register for the postsecondary course.
b.The student shall have demonstrated proficiency in all of the content areas of reading, mathematics, and science as evidenced by achievement scores on the most recent administration of the Iowa tests of basic skills (ITBS) or the Iowa tests of educational development (ITED) for which scores are available for the student. If the student was absent for the most recent administration of either the ITBS or ITED, and such absence was not excused by the student's school of enrollment, the student is deemed not to be proficient in any of the content areas. The school district may determine whether such student is eligible for qualification under an equivalent qualifying performance measure."

Waivers: "(1)If a student is not proficient in one or more of the content areas of reading, mathematics, and science, the school board may establish alternative but equivalent qualifying performance measures. The school board is not required to establish equivalent performance measures, but if it does so, such measures may include but are not limited to additional administrations of the state assessment, portfolios of student work, student performance rubric, or end-of-course assessments. A school board that establishes equivalent performance measures shall also establish criteria by which its district personnel shall determine comparable student proficiency."

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: "The teacher shall meet the standards and requirements set forth which other full-time instructors teaching within the academic department are required to meet and which are approved by the appropriate postsecondary administration."

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	No	No	No	No	Yes	Yes	No
Domain:	Local					Statewide	Statewide	
Prescriptiveness:	Required					Required	Required	

High School Credential Required?
Not Mentioned

Other Comments

Degree: State contact linked to state minimum faculty standards, but this is not in DC policy - http://educateiowa.gov/index.php?option=com_content&view=article&id=1402&Itemid=2877
HS Credential: "An individual under suspension or revocation of an educational license or statement of professional recognition issued by the board of educational examiners shall not be allowed to provide instruction for any program authorized by this chapter."
Subject Exp.: State contact linked to state minimum faculty standards, but this is not in DC policy - http://educateiowa.gov/index.php?option=com_content&view=article&id=1402&Itemid=2877
Prof. Devel.: "22.3(2) Responsibilities. A teacher employed to provide instruction under this chapter shall do all of the following: a. Collaborate, as appropriate, with other secondary or postsecondary faculty of the institution that employs the teacher regarding the subject area;"; "i.The institutions shall provide the teacher or instructor appropriate orientation and training in secondary and postsecondary professional development related to curriculum, pedagogy, assessment, policy implementation, technology, and discipline issues."
Other: b. As assisted by the school district, provide ongoing communication about course expectations, teaching strategies, performance measures, resource materials used in the course, and academic progress to the student and, in the case of students of minor age, to the parent or guardian of the student;
c. Provide curriculum and instruction that are accepted as college-level work as determined by the institution;
d.Use valid and reliable student assessment measures, to the extent available."

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments: State contact mentioned there is a state accreditation to ensure compliance--no policy link though.

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
	X	

Comments:

Does state policy provide incentives for accreditation?

No	Yes
	X

Comments: State contact noted colleges can demonstrate compliance with PSCAC standards through NACEP

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
		X	

Comments: "22.11(7)Community colleges shall comply with the data collection requirements of Iowa Code section 260C.14(22). The data elements shall include but not be limited to the following:
a. An unduplicated enrollment count of eligible students participating in the program.
b. The actual costs and revenues generated for concurrent enrollment. An aligned unique student identifier system shall be established by the department for students in kindergarten through grade 12 and community college.
c. Degree, certifications, and other qualifications to meet the minimum hiring standards.
d. Salary information including regular contracted salary and total salary.
e. Credit hours and laboratory contact hours and other data on instructional time.
f. Other information comparable to the data regarding teachers collected in the basic education data

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: http://educateiowa.gov/index.php?option=com_content&view=article&id=1790&catid=183&Itemid=4621#HighSchool

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: "e. The institutions shall ensure that the courses provided achieve the same learning outcomes as similar courses offered in the subject area and are accepted as college-level work."

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: "The institutions shall ensure that students, or in the case of minor students, parents or guardians, receive appropri- ate course orientation and information, including but not limited to a summary of applicable policies and procedures, the establishment of a permanent transcript, policies on dropping courses, a student handbook, information describing student responsibilities, and institutional procedures on academic credit transfer."

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "b. The institutions shall ensure that students have access to student support services, including but not limited to tutoring, counseling, advising, library, writing and math labs, and computer labs, and student activities, excluding postsecondary intercollegiate athletics. If a fee is charged to other students of the eligible postsecondary institution for any of the above services, that fee may also be charged to participating secondary students on the same basis as it is charged to postsecondary students."

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Included in the community college catalog or an amend- ment or addendum to the catalog. (Iowa Code 257.11(3) (b)) (281—IAC 97.2(5)) While the course must be listed in the catalog, it is not required that sections of the course delivered at high school locations be listed in reg- istration information."

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "a. Collaborate, as appropriate, with other secondary or postsecondary faculty of the institution that employs the teacher regarding the subject area;"

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "f. The institutions shall review the course on a regular basis for continuous improvement, shall follow up with students in order to use information gained from the students to improve course delivery and content, and shall share data on course progress and outcomes with the collaborative partners involved with the delivery of the programming and with the department, as needed."

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	on-specific referen
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: "Postsecondary Course Audit Process"
As mandated by Iowa Code Section 261E, the Postsecondary Course Audit Committee is charged with annually auditing postsecondary courses offered to high school students in accordance with Senior Year Plus. The audit committee cur- rently consists of representatives of the three Regent universi- ties, the K-12 sector, and community colleges. The initial audit plan entails a thorough review of the quality of concurrent enrollment offerings while limiting duplication with existing accountability mechanisms. The plan for the 2009- 2010 academic year aligns the audit process with the NACEP accreditation process. For the first year, the scope of the audit is limited to concur- rent enrollment courses though the scope may be broadened in future years to include other SYP offerings including PSEO and AP® courses. Audits are currently coupled with the community college state accreditation process."

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: An eligible postsecondary institution that enrolls an eligible student under PSEO shall not charge the student for tuition, textbooks, materials, or fees directly related to the course in which the student is enrolled except that the student may be required to purchase equipment that becomes the property of the student. For the purposes of this requirement, equipment shall not include text- books.
The school district pays the eligible postsecondary institution for the cost of the course or $250, whichever is lower. If the student successfully completes the course, the course and textbooks are provided free (except possible equipment pur- chases). If a student fails to complete the course and is not eligible for a waiver, the student or his or her parent or guardian may be required to pay the district's cost. For public two and four-year postsecondary institutions in Iowa, the district's payment is always $250 unless the course is fewer than three credit hours because tuition rates exceed $83 per credit hour.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
		X

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College			X	

Comments: "22.11(6) School districts that participate in district-to-community college sharing agreements or concurrent enrollment programs that meet the requirements of Iowa Code section 257.11(3) are eligible to receive supplementary weighted funding under that provision. Regardless of whether a district receives supplementary weighted funding, the district shall not charge tuition of any of its students who participate in a concurrent enrollment course." Funding is base-driven plus an inflation adjustment--enrollment is a minor factor. Yes CE students are counted but only matters if enrollment factors into funding .

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: Auditing of supplementary funding. No policy language provided.

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Kansas**

Primary Policy Links:

Title and Link
Kansas Statutes Chapter 72: Schools Article 11A: Kansas Challenge To Secondary School Pupils
Kansas Board Of Regents Policies And Procedures Manual

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
	X	

Comments: Kansas Board of Regents

Terms and Definitions

Term	Definition
Concurrent Enrollment	" (a) "Concurrent enrollment pupil" means a person who is enrolled in grades 10, 11 or 12 maintained by a school district or a gifted child who is enrolled in any of the grades 9 through 12 maintained by a school district, has demonstrated the ability to benefit from participation in the regular curricula of eligible postsecondary education institutions, has been authorized by the principal of the school attended to apply for enrollment at an eligible postsecondary education institution, and is acceptable or has been accepted for enrollment at an eligible postsecondary education institution."
Term for H.S. Located DC	Concurrent Enrollment

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X	X	X	X

Comments: "(b) "Eligible postsecondary education institution" means any state educational institution, community college, municipal university, technical college or accredited independent institution." "'Eligible postsecondary education institution' means any state educational institution, community college, municipal university or technical college." Statue applies to independent institutions, but Kansas Board of Regents policy does not apply to independent institutions.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Remedial/developmental course work or course work that does not apply to a Regents' approved degree program at the postsecondary partner institution in a CEP agreement is not considered appropriate for college-level credit or eligible for financial reimbursement."

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	No	No	Yes
Domain:	Statewide				Local
Prescriptiveness:	Required				Required

Comments:

Subject: "Remedial/developmental course work or course work that does not apply to a Regents' approved degree program at the postsecondary partner institution in a CEP agreement is not considered appropriate for college-level credit or eligible for financial reimbursement."

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	No	Yes	Yes	Yes	No	Yes	No
Domain:	Statewide			Local	Local	Statewide		Statewide	
Prescriptiveness:	Required			Required	Required	Required		Required	

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
	X		

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
			X

Other Comments

Grade Level: "Concurrent enrollment partnership pupil means a person who is enrolled in classes at a high school at which approved high school teachers teach college credit classes during the normal school day, who is in grades 10, 11, or 12, or who is gifted and is in grade 9 (see section b.(5) iii), and is acceptable or has been accepted for enrollment at an eligible postsecondary education institution."
Exam Scores: : “Concurrently enrolled students must meet institutional enrollment requirements, follow institutional procedures regarding assessment/placement, and satisfy course prerequisites. High school students enrolled in courses administered through a CEP may be enrolled as non-degree or non-matriculated students of the sponsoring postsecondary institution. To meet the “academic challenge” purpose of this policy, CEP students must have an acceptable score or subscore on a standardized placement test in order to enroll in a CEP course. Institutions may establish higher standards.”
Credits: “CEP classes are not intended to replace a substantial portion of the academic experience on a college/university campus. Up to 24 semester credit hours may be earned in concurrent enrollment partnership classes.”
Mix NonDC: “A course may include students enrolled for postsecondary and/or secondary credit. The postsecondary institution is responsible for ensuring that academic standards (course requirements and grading criteria) are not compromised.”
College Stds.: Student has to be enrolled in high school: "Concurrent enrollment partnership pupil means a person who is enrolled in classes at a high school at which approved high school teachers teach college credit classes during the normal school day, who is in grades 10, 11, or 12, or who is gifted and is in grade 9 (see section b.(5) iii), and is acceptable or has been accepted for enrollment at an eligible postsecondary education institution."
Other: “The student must be authorized by the school principal to apply for enrollment.” : “Students who are enrolled in grade 9 and are classified by a school district as “gifted” according to the State Department of Education’s definition, K.A.R.91-40-1(cc), as amended, may be admitted as concurrently enrolled students provided all other applicable requirements as outlined above are satisfied.”

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: "Reporting of Concurrent Courses
(1) Institutions will report the following as a part of the Kansas Postsecondary Database: Directory information for each high school student enrolled
Credit hours generated by each high school student
Credentials of faculty teaching CEP courses

CEP credit hours generated by each high school student
(2) involved in formal CEP agreements. For each institution, KBOR will select no more than two high schools for reporting. For each high school selected, each institution will submit the following to KBOR:
By January 31 of odd-numbered years, each public postsecondary institution will provide a list of high schools
o Copy of the CEP agreement including (but not limited to)
o Implementation plan for professional development of instructors of CEP students (as described in b(1)vii and b(4)iii)
o Student Guide for CEP students (as described in b(5)ii)
o Report resulting from the review of CEP courses by postsecondary faculty and dates of most recent review of all CEP courses, aggregated by discipline (as described in section b(7)i).
(3) Each institution will forward to KBOR a copy of the report resulting from the institutional review of CEPs (as described in b(7)ii).
(4) All reports will be reviewed for compliance and the results will be reported by 2010." (reports to the Board annually)

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Faculty teaching college-level concurrent enrollment partnership (CEP) courses must attain instructional eligibility by meeting one of the following standards: (1) demonstrate possession of a masters degree with 18 credit hours in the assigned course content; or (2) demonstrate possession of a bachelors degree, with at least 24 credit hours in the assigned course content and utilize the same final examination as given in a representative section of the course taught at the institution awarding the course credit and apply the same scoring rubric for the assigned course as that used in the on-campus class. Institutions may set higher standards."

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	No	Yes	Yes	No	Yes	Yes	No	No
Domain:		Statewide	Statewide		Statewide	Statewide		
Prescriptiveness:		Required	Required		Required	Required		

High School Credential Required?
Not Mentioned

Other Comments

Prior Training: "Before approving the instructors to teach college-level CEP courses, the postsecondary institution must provide high school instructors with orientation and training in course curriculum, assessment criteria, course philosophy, and CEP administrative requirements."
Prof. Devel.: "Teaching evaluations must be conducted. The postsecondary institution will provide instructors with orientation and ongoing professional development." And
iii: "Each CEP must include an implementation plan for ensuring that instructors teaching concurrently enrolled partnership students are part of a continuing collegial interaction through professional development, seminars, site visits, and ongoing communication with the postsecondary institution's faculty and administration of the partnership."

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: "Reporting of Concurrent Courses
(1) Institutions will report the following as a part of the Kansas Postsecondary Database: Directory information for each high school student enrolled
Credit hours generated by each high school student
Credentials of faculty teaching CEP courses
CEP credit hours generated by each high school student
(2) involved in formal CEP agreements. For each institution, KBOR will select no more than two high schools for reporting. For each high school selected, each institution will submit the following to KBOR:
By January 31 of odd-numbered years, each public postsecondary institution will provide a list of high schools
o Copy of the CEP agreement including (but not limited to)
o Implementation plan for professional development of instructors of CEP students (as described in b(1)vii and

b(4)iii)
o Student Guide for CEP students (as described in b(5)ii)
o Report resulting from the review of CEP courses by postsecondary faculty and dates of most recent review of all CEP courses, aggregated by discipline (as described in section b(7)i).
(3) Each institution will forward to KBOR a copy of the report resulting from the institutional review of CEPs (as described in b(7)ii).
(4) All reports will be reviewed for compliance and the results will be reported by 2010." (reports to the Board annually)

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
			X

Comments: "Reporting of Concurrent Courses
(1) Institutions will report the following as a part of the Kansas Postsecondary Database: Directory information for each high school student enrolled
Credit hours generated by each high school student
Credentials of faculty teaching CEP courses
CEP credit hours generated by each high school student
(2) involved in formal CEP agreements. For each institution, KBOR will select no more than two high schools for reporting. For each high school selected, each institution will submit the following to KBOR:
By January 31 of odd-numbered years, each public postsecondary institution will provide a list of high schools
o Copy of the CEP agreement including (but not limited to)
o Implementation plan for professional development of instructors of CEP students (as described in b(1)vii and
b(4)iii)
o Student Guide for CEP students (as described in b(5)ii)
o Report resulting from the review of CEP courses by postsecondary faculty and dates of most recent review of all CEP courses, aggregated by discipline (as described in section b(7)i).
(3) Each institution will forward to KBOR a copy of the report resulting from the institutional review of CEPs (as described in b(7)ii).
(4) All reports will be reviewed for compliance and the results will be reported by 2010." (reports to the Board annually)

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: "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."
BOR Policy 8(b)(3)iv: "If a course has been approved by the KBOR staff as competency-based, the competencies for the courses must be the same as those for courses not taught to concurrently enrolled students."

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: "Students must be provided with a student guide created as part of the CEP that outlines their responsibilities in the learning experience as well as a description of how courses may be transferred in the Regents system. Advising of students who desire to enroll in CEP classes must be carried out by both the high school and postsecondary institution. "

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: 72-11a04: "Cooperative agreements between school districts and postsecondary education institutions; terms. (a) The board of education of any school district and any eligible postsecondary education institution may enter into a cooperative agreement regarding the enrollment of concurrent enrollment pupils in courses of instruction for college credit at the eligible postsecondary education institution. The agreement shall include, but need not be limited to, the following:

(1) The academic credit to be granted for course work successfully completed by the pupil at the institution, which credit shall qualify as college credit and may qualify as both high school and college credit;

(2) the requirement that such course work qualify as credit applicable toward the award of a degree or certificate at the institution;

(3) the requirement that the pupil shall pay to the institution the negotiated amount of tuition charged by the institution for enrollment of the pupil.

(b) The provisions of this section shall take effect and be in force from and after July 1, 1993.

BOR 8(b)vii.:
"The CEP agreement must contain, at a minimum, the names and contact information of the liaisons for both parties, term and termination of the agreement, an overview of the partnership's purpose and benefits, the individual and joint responsibilities of both parties, information, guidelines and necessary directions for curriculum, faculty, students, assessment, professional development activities and a listing of principles for assuring quality in programming. CEPs must include attachments that address issues of compensation, awarding of credit and course listings for each party.
CEP arrangements will include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, qualified admissions considerations (if applicable), and student success assessment strategies.

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Each CEP must include an implementation plan for ensuring that instructors teaching concurrently enrolled partnership students are part of a continuing collegial interaction through professional development, seminars, site visits, and ongoing communication with the postsecondary institution's faculty and administration of the partnership."

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "The Regents System will track students who have participated in concurrent enrollment partnerships and other forms of concurrent enrollment."

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Courses offered through a concurrent enrollment partnership must be reviewed annually by faculty in the discipline at the postsecondary partner to assure that grading standards (i.e., papers, portfolios, quizzes, labs), course management, instructional delivery and content meet or exceed those in regular on-campus sections."

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: "Reporting of Concurrent Courses
(1) Institutions will report the following as a part of the Kansas Postsecondary Database: Directory information for each high school student enrolled
Credit hours generated by each high school student
Credentials of faculty teaching CEP courses
CEP credit hours generated by each high school student
(2) involved in formal CEP agreements. For each institution, KBOR will select no more than two high schools for reporting. For each high school selected, each institution will submit the following to KBOR:
By January 31 of odd-numbered years, each public postsecondary institution will provide a list of high schools
o Copy of the CEP agreement including (but not limited to)
o Implementation plan for professional development of instructors of CEP students (as described in b(1)vii and b(4)iii)
o Student Guide for CEP students (as described in b(5)ii)
o Report resulting from the review of CEP courses by postsecondary faculty and dates of most recent review of all CEP courses, aggregated by discipline (as described in section b(7)i).
(3) Each institution will forward to KBOR a copy of the report resulting from the institutional review of CEPs (as described in b(7)ii).
(4) All reports will be reviewed for compliance and the results will be reported by 2010."

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: " (a) No school district shall be responsible for the payment of tuition charged to concurrent enrollment pupils by eligible education institutions or for the provision of transportation for such pupils to or from any eligible postsecondary education institution."; "(b) Each concurrent enrollment pupil shall be responsible for payment of tuition for enrollment at an eligible postsecondary education institution and for payment of the costs of books and equipment and any other costs of enrollment."
"(b) Each concurrent enrollment pupil shall be responsible for payment of tuition for enrollment at an eligible postsecondary education institution and for payment of the costs of books and equipment and any other costs of enrollment."

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School		X		
College				X

Comments: 72-6407(a)(2): "A pupil enrolled in and attending an institution of postsecondary education which is authorized under the laws of this state to award academic degrees shall be counted as one pupil if the pupil's postsecondary education enrollment and attendance together with the pupil's attendance in either of the grades 11 or 12 is at least 5/6 time, otherwise the pupil shall be counted as that proportion of one pupil (to the nearest 1/10) that the total time of the pupil's postsecondary education attendance and attendance in grade 11 or 12, as applicable, bears to full-time attendance." Universites are funded based on block grants

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Kentucky**

Note: The Council Policy is new and begins in fall 2013

Primary Policy Links:

Title and Link
Kentucky Revised Statutes Chapter 158 Conduct Of Schools - Special Programs 158.007 Definitions For Chapter
Kentucky Revised Statutes Chapter 160 School Districts 160.348 Advanced Placement, International Baccalaureate, Dual Enrollment, And Dual Credit Courses.
Dual Credit Policy Kentucky Public Postsecondary Institutions
Kentucky Council On Postsecondary Education Dual Credit Policy For Kentucky Public Postsecondary Institutions

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: Council on Postsecondary Education, Kentucky Board of Education, and the Education Professional Standards Board; "164.098: "The Council on Postsecondary Education, in conjunction with the Kentucky Board of Education and the Education Professional Standards Board, shall develop guidelines for content knowledge and teacher training in dual enrollment and dual credit programs offered in Kentucky."

Terms and Definitions

Term	Definition
Dual Credit	158.007: "Dual credit' means a college-level course of study developed in accordance with KRS 164.098 in which a high school student receives credit from both the high school and postsecondary institution in which the student is enrolled upon completion of a single class or designated program of study."
Dual Enrollment	164.002: "'Dual enrollment' means a college-level course of study developed in accordance with KRS 164.098 in which a student is enrolled in a high school and postsecondary institution simultaneously, including participating in the Gatton Academy of Mathematics and Science in Kentucky."
Term for H.S. Located DC	Could be either dual credit or dual enrollment

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X		X	X

Comments: 164.580: "The Kentucky Community and Technical College System shall be responsive to the needs of students and employers in all regions of the Commonwealth with accessible education and training to support the lifelong learning needs of Kentucky citizens in order to:…
(d) Enhance the relationship of credentials between secondary and postsecondary programs which permit secondary students to enter programs through early admission, advanced placement, or dual enrollment;"
This policy outlines the terms and conditions under which courses for dual credit will be offered to secondary school students by public postsecondary institutions.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Encouraged

Comments: 160.348: "Each secondary school-based decision making council shall offer a core curriculum of AP, IB, dual enrollment, or dual credit courses, using either or both on-site instruction or electronic instruction through the Kentucky Virtual High School or other on-line alternatives. In addition, each school-based decision making council shall comply with any additional requirements for AP, IB, dual enrollment, and dual credit courses that may be established cooperatively by the Kentucky Department of Education, the Education Professional Standards Board, and the Council on Postsecondary Education in accordance with the definitions in KRS 158.007."

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Dual credit will only be awarded for college-level, credit-bearing coursework counting for program or degree requirements."

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	No	No	Yes	Yes	No
Domain:			Statewide	Statewide	
Prescriptiveness:			Required	Required	

Comments:

Transfer: "All public postsecondary institutions will recognize credit awarded under this policy pursuant to the Kentucky Council on Postsecondary Education's General Education Transfer Policy and General Education Transfer Policy Implementation Guidelines and in accordance with accreditation requirements."
Gened: "All public postsecondary institutions will recognize credit awarded under this policy pursuant to the Kentucky Council on Postsecondary Education's General Education Transfer Policy and General Education Transfer Policy Implementation Guidelines and in accordance with accreditation requirements."

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: "The Kentucky Council on Postsecondary Education will be responsible for creating an accountability index for students and institutions participating in dual credit experiences. The index will include both the matriculation of students to postsecondary institutions after dual credit experiences and the success of these students measured by retention and completion of postsecondary credentials."

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Providing detailed information to students in writing (i.e., a syllabus) consistent with the public postsecondary institution policy. This information shall include the nature of the course and the expectations and requirements that correspond to its official catalog description. Course requirement information must include course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, information on adding and dropping courses, and other related course information.
C. Advertising and promoting dual credit opportunities among qualified high school students, parents, and high school faculty."; "Tuition, fees, and charges and available scholarship, grant, and information will be outlined in writing and provided to each student and school district by the postsecondary institution offering dual credit opportunities prior to enrollment in such courses.
Tuition rates, including discounted tuition rates for dual credit courses, will be published on the postsecondary institution's website." "College and Career Awareness for Secondary Students and Parents: The public postsecondary institution and the partner secondary school are each responsible for providing information to students and parents regarding dual credit courses and the implications for the students' future collegiate enrollment and financial aid. This information should promote matriculation to a public postsecondary institution and include college and career program materials.
C. Identification of Students Needing Financial Assistance: The public postsecondary institution shall collaborate with the high school in the development of a process to determine student eligibility for financial assistance."

"Promoting dual credit opportunities among qualified high school students, parents, and high school teachers and school administrators.
D. Providing college applications and personnel to assist in the enrollment process and administering any needed assessments.
E. Ensuring that each student knows that he or she is enrolling for credit in a postsecondary course."

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes
Domain:	Statewide			Local	Statewide		Local	Local	Statewide
Prescriptiveness:	Required			Required	Required		Required	Required	Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: "Be a high school junior or senior. Exceptions may be considered for other students if recommended by the school faculty and approved by the Chief Academic Officer at the public postsecondary institution."
Exam Scores: Council Policy VI: "B. Meet the postsecondary institutional requirements for admission and placement into credit-bearing courses.
Pre-reqs: IX: "Course requirement information must include course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, information on adding and dropping courses, and other related course information."

Registration Timing: "Ensuring that all institutional policies apply to dual credit courses (e.g., drop/add dates, student confidentiality, faculty/student relations, student identification for distance learning)."
Other: C. Complete the postsecondary institution's application for admission and a dual credit form.
D. Be admitted to the public postsecondary institution as a dual credit student.

Waivers: "Exceptions may be considered for other students if recommended by the school faculty and approved by the Chief Academic Officer at the public postsecondary institution."

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: III: "The Southern Association of Colleges and Schools - Commission on Colleges accredits each of the 16 KCTCS colleges and the eight public universities. Dual credit courses offered pursuant to this policy and the instructors of those courses will comply with all appropriate SACS-COC criteria, Kentucky Revised Statutes, requisite institutional policies and procedures, and other regulations governing the provision of college credit opportunities to secondary students. The dual credit courses must be taught by postsecondary faculty or secondary school teachers who are approved by the postsecondary institution as having appropriate credentials established by the SACS-COC Guidelines for Faculty Credentials and university policy (SACS 3.7.1).
Secondary school faculty will demonstrate, through appropriate documentation, compliance with teaching credentials and qualifications.
A. Official college transcripts.
B. A current vita, resume, or application showing teaching and work experience.
C. Official documentation of relevant work experience.
D. Additional documentation sufficient for SACS-COC compliance.
SACS-COC standards require that postsecondary institutions regularly evaluate the effectiveness of each faculty member regardless of contractual or tenured status. Dual credit teachers and faculty will be evaluated in a manner consistent with this evaluation process."

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	No	No	Yes	No	No	No	Yes
Domain:	Statewide			Statewide				Statewide
Prescriptiveness:	Required			Required				Required

High School Credential Required?
Not Mentioned

Other Comments

Selection: III: "The dual credit courses must be taught by postsecondary faculty or secondary school teachers who are approved by the postsecondary institution as having appropriate credentials established by the SACS-COC Guidelines for Faculty Credentials and university policy (SACS 3.7.1)."

Prof. Devel.: State contact referred to SACS requirement, however.
Waivers: III D.: "D. Additional documentation sufficient for SACS-COC compliance."

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments: A new statewide MOU is modeled after NACEP accreditation standards but NACEP accreditation is not directly required or incentivized.

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: XI: "The Kentucky Council on Postsecondary Education will be responsible for creating an accountability index for students and institutions participating in dual credit experiences. The index will include both the matriculation of students to postsecondary institutions after dual credit experiences and the success of these students measured by retention and completion of postsecondary credentials."

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: Dual credit data are in Accountability Report: http://dataportal.cpe.ky.gov/sadashboard/AccountabilityReport/accountabilityreport.pdf

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: V. : The postsecondary institution grading policy will apply to college courses offered for dual credit."

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: II: "Dual credit will only be awarded for college-level, credit-bearing coursework counting for program or degree requirements. Each postsecondary institution must ensure the equivalency of student learning outcomes, consistency, and rigor of courses accepted for dual credit. Coursework must be relevant to a credential offered at the public postsecondary institution. The course requirements for secondary students enrolled in dual credit courses will be equal to those of college students enrolled at the public postsecondary institution. Coursework must include the same course competencies and result in the same learning outcomes as the course taught at the postsecondary institution."

VIII: "Ensuring that all dual credit courses are of the same academic quality and meet the same student learning outcomes as courses offered on campus by the college or university."

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: V D: "D. All grades earned for college credit by the student in a dual credit course will be recorded on a postsecondary institution's transcript."
VIII D-F: "D. Providing college applications and personnel to assist in the enrollment process and administering any needed assessments.

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: IX B: "This information shall include the nature of the course and the expectations and requirements that correspond to its official catalog description."

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: SACS-COC standards require that postsecondary institutions regularly evaluate the effectiveness of each faculty member regardless of contractual or tenured status. Dual credit teachers and faculty will be evaluated in a manner consistent with this evaluation process."; VIII H: "Conducting faculty evaluations for dual credit teachers in a manner consistent with the public postsecondary institution's guidelines for evaluation of adjunct faculty and student evaluation of faculty."

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: XI: "The Kentucky Council on Postsecondary Education will be responsible for creating an accountability index for students and institutions participating in dual credit experiences. The index will include both the matriculation of students to postsecondary institutions after dual credit experiences and the success of these students measured by retention and completion of postsecondary credentials."

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments: VII: "Tuition and other fees and charges for dual credit courses will be consistent with the published tuition rates for public postsecondary institutions as approved by the Kentucky Council on Postsecondary Education. Tuition, fees, and charges and available scholarship, grant, and information will be outlined in writing and provided to each student and school district by the postsecondary institution offering dual credit opportunities prior to enrollment in such courses. Tuition rates, including discounted tuition rates for dual credit courses, will be published on the postsecondary institution's website."

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
	X	

Comments: X: "Identification of Students Needing Financial Assistance: The public postsecondary institution shall collaborate with the high school in the development of a process to determine student eligibility for financial assistance."

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College	X			

Comments: No policy laungage provided.

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No	Comments:	
Domain:			
Prescriptiveness:			

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No	Comments:	
Domain:			
Prescriptiveness:			

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism	Comments:
X			

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Louisiana**

Primary Policy Links:

Title and Link
Louisiana Early Start Program Framework
Institutional Responsibilities For The Enrollment Of Students Across Multiple Institutions

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
X		

Comments:

Terms and Definitions

Term	Definition
Dual Enrollment	The simultaneous enrollment of a student at both a secondary and a postsecondary institution , with the student's enrollment in a college course for which dual credit (both college and high school credit) is attempted and recorded on both the student's secondary and postsecondary academic record.
Early Start	The Early Start program was initiated by the Board of Regents and later addressed by the Louisina legislature in law. The
Term for H.S. Located DC	Dual Enrollment

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year

Comments: All colleges/universities are encouraged to offer dual enrollment opportunities, on the campus or at the HS, to give HS students a head start toward college or career -- and a taste of college, to encourage them to continue after HS graduation. LA Dept of Education's School Accountability system gives extra points for student/graduates who have earned college credit while in HS.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Encouraged

Comments: See previous comment

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: Course Content. Both the secondary and postsecondary institutions shall jointly determine the appropriate level of course content. For postsecondary institutions, course content may not be any less than that which is required of a similar course open to postsecondary students only.

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	No	No	No	No	No
Domain:					
Prescriptiveness:					

Comments:

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	No	No	No	Yes	No	No	No	No	Yes
Domain:				Statewide					Local
Prescriptiveness:				Encouraged					Encouraged

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
	X		

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Exam Scores: For state funding of dual enrollment (e.g., the BoR's previous Early Start DE funding program), student needed must have a PLAN or ACT composite of 18 (or SAT equivalent) and English sub-score of 18 (Math 19) to enroll in an college level English (or Math); Plan 14 or ACT 15 for developmental course; or Plan 14/ACT 15/WorkKeys Bronze for a Work Skills course. The Early Start program is currently unfunded but postsecondary campuses continue to work with local schools to offer dual enrollment opportunities.
Mix NonDC: Student Mix. Courses offered via dual enrollment may be comprised of all secondary students or a mix of both secondary and postsecondary students. Both the secondary and postsecondary institutions shall jointly agree upon the appropriate student mix. (AcAf Policy 2.19, 1a)
Waivers: For state funding of dual enrollment (e.g., the BoR's previous Early Start DE funding program), limited, documented exceptions for continued funding after a student withdraws from (fails to complete) a dual enrollment course could be granted by the college/university. Program is currently unfunded.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Dual enrollment courses earn college/university credit. To maintain accreditation, those colleges/universities must ensure that accredited teachers/faculty teach the course (e.g., with ≥18 hours graduate work in the content area), wherever it's taught. Postsecondary institutions shall ensure that secondary faculty possess necessary qualifications and meet appropriate regional and program accreditation requirements for instruction. It is assumed that secondary institutions shall also ensure that postsecondary faculty possess necessary qualifications and meet appropriate accreditation requirements for instruction. (BOR Policy 2.19, 1a)

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	No	No	No	No
Domain:	Statewide	Statewide	Statewide	Local				
Prescriptiveness:	Required	Required	Required	Required				

High School Credential Required?
Not Mentioned

Other Comments

Teacher Elig.: Dual enrollment courses earn college/university credit. To maintain accreditation, those colleges/universities must ensure that accredited teachers/faculty teach the course (e.g., with ≥18 hours graduate work in the content area), wherever it's taught. Postsecondary institutions shall ensure that secondary faculty possess necessary qualifications and meet appropriate regional and program accreditation requirements for instruction. It is assumed that secondary institutions shall also ensure that postsecondary faculty possess necessary qualifications and meet appropriate accreditation requirements for instruction. (BOR Policy 2.19, 1a)

Selection: The faculty assigned to teach the dual enrollment course may be an employee either of the secondary or postsecondary institution. Both the secondary and postsecondary institutions shall jointly agree upon faculty appointment. (Policy 2.19, 1a)

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments: Louisiana comment: The state does not. The college/university must maintain SACS accreditation; therefore, they have a vested interest in enforcing SACS requirements for faculty credentials in any class for which the college/university grants credit.

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: State Oversight. Postsecondary institutions shall annually report to the Board of Regents dual enrollment courses offered, where offered, the numbers of students enrolled in each, and the course credit awarded in each. It is assumed that similar requirements shall be set by the Board of Elementary and Secondary Education for secondary institutions. (Policy 2.19, 1a)

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: Course Content. Both the secondary and postsecondary institutions shall jointly determine the appropriate level of course content. For postsecondary institutions, course content may not be any less than that which is required of a similar course open to postsecondary students only. (Policy 2.19, 1a)

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: By definition, a "dual enrollment" student is enrolled in a college course for which dual credit (both college and high school credit) is attempted and recorded on both the student's secondary and postsecondary academic record.

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments: n/a – the college/university assures quality/value of credits they grant.

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments: In 2013-14, there should be direct funding to the postsecondary institution for (public) HS enrollment in courses for dual credit. Details are being worked out now.

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments: For state funding of dual enrollment (e.g., the BoR's previous Early Start DE funding program), participating colleges and universities enrolling eligible students in eligible dual credit courses through the Early Start Program were paid at a rate of $100 per college credit hour, not to exceed $300 per course.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula

	None	Partial	Full	Not Applicable
High School			X	
College			X	

Comments: MFP funding is allotted for each K-12 student, regardless of number of courses attempted: colleges receive formula funding for each college enrollment (SCH). Students are coded as 'Preparatory' (high school) students, but taught, counted and funded as a

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Maine**

Primary Policy Links:

Title and Link
Expanding Access, Increasing Participation: Post-Secondary Education Opportunities During High School
Early College Opportunities For Maine Students
Early College Programs In Maine

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
	X	

Comments: The Maine Department of Education has policy oversight over all public schools so to some extent, dual enrollment practices are governed in part by that department's policies, but the DOE does not oversee any specific agency related to early college/dual enrollment courses as described in this survey. Maine currently has a task force in place that is looking at all aspects of dual enrollment in Maine, but this task force is not regulatory in nature. In addition the Maine DOE has an early college program/fund – titled Maine Aspirations – that allows all Maine high school juniors and seniors the opportunity to take early college courses at a university (up to 6 credits per year) for free (although fees and the cost of books are usually the responsibility of the student). The program pays half of the tuition; the university waives the other half. Students in the program must take the class on a campus or they may take the class online if distance to a campus is an issue. Students must have at least a 2.0 high school GPA or the recommendation of a guidance counselor to enroll.

Terms and Definitions

Term	Definition
Early College	This term is used in reference to a wide variety of dual enrollment class options available to high school students. Options including live courses taught on a university/college campus, courses taught online, and courses taught in a high school.
Maine Aspirations	allows all Maine high school juniors and seniors the opportunity to take early college courses at a university (up to 6 credits per year) for free (although fees and the cost of books are usually the responsibility of the student). The program pays half of the tuition; the university waives the other half. Students in the program must take the class on a campus or they may take the class online if distance to a campus is an issue. Students must have at least a 2.0 high school GPA or the recommendation of a guidance counselor to enroll.
Dual Enrollment	For the most part, early college and dual enrollment tend to be used synonymously.
Term for H.S. Located DC	Early College

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year

Comments: Most of Maine's public and private universities and community colleges do offer some form of dual enrollment course options.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Domain:					
Prescriptiveness:					

Comments:

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments: The State does not require any institution to or prohibit any institution from providing dual credit courses. Dual credit policies are either system policies (as in the case of the Maine Community College System) or campus policies (as in the case of the University of Maine System campuses and many private institutions).

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	Yes	Yes	No	No	Yes	No	No	Yes
Domain:	Local	Local	Statewide			Statewide			Local
Prescriptiveness:	Required	Required	Required			Required			Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

GPA: The only State regulation regarding student participation is embedded in the Maine Aspirations Program which (as mentioned previously) requires students to have at least a 2.0 high school GPA or the recommendation of a guidance counselor to enroll.
Credits: The only exception is again in regard to the Maine Aspirations program where students are limited to 6 credits per academic year.
College Stds.: This is a local/regional school board or school administration decision. Most high schools allow for some dual credit options.
Waivers: permission /recommendation of a guidance counselor to participate in the Maine Aspirations program.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Domain:	Local	Local	Local	Local	Local	Local	Local	Local
Prescriptiveness:	Required	Required	Required	Required	Required	Required	Required	Required

High School Credential Required?
Not Mentioned

Other Comments

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
		X	

Comments: The coordinator of the Maine Aspirations Program reports annual data to the commissioner of Education.

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
		X	

Comments: Generally no, but in the case of the Maine Aspirations program, the State provides half of the tuition for each class taken at eligible public institutions of higher education.

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
		X	

Comments: See above.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School				X
College				X

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Maryland**

Primary Policy Links:

Title and Link
Maryland Legislative Code - Education Division Iii Higher Education Title 18. Student Financial Assistance Subtitle 14A Dual Enrollment Grant Program (Sections 01-04)

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
	X	

Comments: Maryland Higher Education Commission (MHEC)

Terms and Definitions

Term	Definition
"Dually Enrolled Student"	Md Education Article 18-14A-01(a) and COMAR 13B.07.1.02B(10)
Term for H.S. Located DC	

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X	X	X	X

Comments: MHEC policy refers to "Degree-granting Institutions"

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	No	No	Yes	Yes	No
Domain:			Statewide	Statewide	
Prescriptiveness:			Required	Required	

Comments:

Transfer: The "Policy for Articulation and Transfer of Credits between Degree-granting Institutions and Maryland Secondary Schools and Non-Degree-granting Institutions" (1997) issued by MHEC establishes "standard procedures by which secondary schools and non-degree granting institutions approved by the MHEC may develop transfer and/or articulation agreements with degree-granting institutions with regard to courses or programs designated for the transfer of credits" (Appendix, p. 1)
Additionally, "…acceptance of the courses are in accordance with COMAR 13B.06.01.05: Transfer of Nongeneral Education Program Credit" (See link below)

Gened: In order to participate, "secondary schools must be approved by the Maryland State Department of Education and/or accredited my the Middle States Association of Colleges and Schools" (Appendix, p. 1)

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	Yes	Yes	No	No	Yes	No	No	No
Domain:	Local	Local	Local			Statewide			
Prescriptiveness:	Required	Required	Required			Required			

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Credits: Credit minima or maxima: “such credit is limited to 30 hours of credit toward a degree” (Appendix, p. 3).

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: “The faculty teaching courses to be articulated and/or accepted for transfer of credit shall meet the same requirements for appointment as regular faculty at the collegiate institution granting the credit” (Appendix, p. 2)

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	No	No	No	No	No
Domain:	Statewide	Statewide	Statewide					
Prescriptiveness:	Required	Required	Required					

High School Credential Required?
Not Mentioned

Other Comments

Teacher Elig.: "The faculty teaching courses to be articulated and/or accepted for transfer of credit shall meet the same requirements for appointment as regular faculty at the collegiate institution granting the credit" (Appendix, p. 2)Degree: Same as regular faculty at collegiate institution.
Subject Exp.: Same as regular faculty at collegiate institution.

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: "Credit for an articulated course, or courses, shall be granted by the receiving institution only if the student has earned a grade of "C" (or higher as specified by the agreement)" (Appendix, p. 3)

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: "The appropriate faculty of the receiving institution shall formally review and evaluate each course or learning unit to determine the level (i.e., freshman/sophomore/lower-division/upper-division) and the credit, if any, that should be granted for that course unit. The evaluation of courses must be consistent with the Maryland Higher Education Commission's Minimum Requirement for Degree-Granting Institution and, as appropriate, with program accreditation requirements (e.g., American Association of Colleges and Schools of Business) (Appendix, p. 2). Policy requires "the course(s)/programs(s) are college/university parallel" (Appendix, p.3).

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "The appropriate faculty of the receiving institution shall formally review and evaluate each course or learning unit to determine the level (i.e., freshman/sophomore/lower-division/upper-division) and the credit, if any, that should be granted for that course unit. The evaluation of courses must be consistent with the Maryland Higher Education Commission's Minimum Requirement for Degree-Granting Institution and, as appropriate, with program accreditation requirements (e.g., American Association of Colleges and Schools of Business) (Appendix, p. 2).

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College			X	

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

State: **Massachusetts**

Primary Policy Links:

Title and Link
Commonwealth Dual Enrollment Program

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
	X	

Comments: Statutes are limited to the CDEP program

Terms and Definitions

Term	Definition
Commonwealth Dual Enrollment Program (CDEP)	provides opportunities for Massachusetts high school students to take college-level courses free of charge* and earn credit simultaneously toward high school completion and their future college degrees.
Term for H.S. Located DC	

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X		X	X

Comments: Regarding CDEP

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: No remedial courses can be offered as part of CDEP; CDEP must also fall under the MassTransfer Block.

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	No	No	Yes	No	No
Domain:			Statewide		
Prescriptiveness:			Required		

Comments:

Transfer: CDEP courses are limited to those that would qualify under the MassTransfer Block. These are generally first- and second-year college courses that institutions regard as highly transferable. This provision, however, does not guarantee transfer of credits. Students should be advised to inquire about the transfer policy of the institution in which they plan to enroll after high school graduation.
Other: CDEP requires that instructors be considered college faculty

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments: Tinkham: . Institutions which accept CDEP funds must report data and submit reports. Dual enrollment courses funded through other mean would not be subjected to this requirements.

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	Yes	Yes	Yes	No	No	No	No
Domain:	Statewide		Statewide	Statewide	Statewide				
Prescriptiveness:	Required		Required	Required	Required				

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: Grade 9, 10, 11, 12: These apply to CDEP only but are often followed as a model by other programs.
GPA: Minimum high school gpa of 3.0: These apply to CDEP only but are often followed as a model by other programs.
Exam Scores: Students must take Accuplacer: These apply to CDEP only but are often followed as a model by other programs.
Pre-reqs: • Meet all course prerequisites as required by the participating college or university campus. (Prerequisites are courses that a student must complete before taking a more advanced course in the subject area. For example, before you can take Calculus, you may have to take Algebra I, Algebra II, Geometry, and Trigonometry. A course prerequisite could also include taking a college-level placement exam.) These apply to CDEP only but are often followed as a model by other programs.
Credits: Tinkham-Most students just take a few courses. Students may enroll in one or more courses per the discretion of the participating institution of higher education. Because colleges and universities are required to expand dual enrollment opportunities to as many students as possible per the available amount of state funding, students may be limited to the number of courses they can take.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: CDEP requires all courses supported by CDEP to be taught by college faculty.

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	No	on-specific referen	No	No	No	No	No
Domain:	Statewide							
Prescriptiveness:	Required							

High School Credential Required?
Specific Credential Required

Other Comments

Teacher Elig.: CDEP requires all courses supported by CDEP to be taught by college faculty.
Waivers: CDEP requires all courses supported by CDEP to be taught by college faculty.

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
		X	

Comments: Reports about CDEP are made every two years.

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: College courses supported by CDEP must be given high school credit.

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: All CDEP funded courses must be listed in the course catalog.

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: In order to the institution to receive CDEP funding, it must report data through the states centralized data system. Data is collected on the student and course level. Any instituion accepting CDEP funds, must report general data on all dual enrollment, even outside of CDEP-funded dual enrollment.

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
		X	

Comments: Students do not pay tuition and fees for courses taken through CDEP. However, some institutions may charge a nominal admission fee (for example, $25), which may be waived. Students who demonstrate financial need may also receive additional assistance for books, supplies, and transportation. For more information, contact the CDEP coordinator at the participating institution of higher education.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
		X	

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
		X

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School				X
College				X

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments: Tinkham: There is no enforcement but monitoring does take place.

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Michigan**

Primary Policy Links:

Title and Link
An Act To Establish A Postsecondary Enrollment Options Program For Certain Students Enrolled In Michigan Schools

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
X		

Comments:

Terms and Definitions

Term	Definition
postsecondary enrollment options	Term used in legislation
Term for H.S. Located DC	postsecondary enrollment options

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X	X	X	X

Comments: (e) "Eligible postsecondary institution" means a state university, community college, or independent nonprofit degree-granting college or university that is located in this state and that chooses to comply with this act.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: (d) "Eligible course" means a course offered by an eligible postsecondary institution that is offered for postsecondary credit; that is not offered by the school district or state approved nonpublic school in which the eligible student is enrolled, or that is offered by the school district or state approved nonpublic school but is determined by its governing board to not be available to the eligible student because of a scheduling conflict beyond the eligible student's control; that is an academic course not ordinarily taken as an activity course; that is a course that the postsecondary institution normally applies toward satisfaction of degree requirements; that is not a hobby craft or recreational course; and that is in a subject area other than physical education, theology, divinity, or religious education. (ENROLLED SB No. 622)

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	No	No	No
Domain:	Statewide				
Prescriptiveness:	Required				

Comments:

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	No	Yes	No	Yes	No	No	No
Domain:	Statewide			Local		Statewide			
Prescriptiveness:	Required			Required		Encouraged			

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
	X		

Other Comments

Grade Level: The student shall not have been enrolled in high school for more than 4 school years including the school year in which the student seeks to enroll in an eligible course under this act.

Exam Scores: To be an eligible student, a student who has not taken the Michigan merit examination must have achieved a qualifying score in all subject areas on a readiness assessment and a student who has taken the Michigan merit examination must have achieved a qualifying score in all subject areas on the Michigan merit examination, and, subject to subsection ... However, if the student has not achieved a qualifying score in all subject areas on a readiness assessment or the Michigan merit examination, as applicable for the student, the student is an eligible student if the student achieves a qualifying score in mathematics and a qualifying score on a nationally or industry recognized job skills assessment test as determined by the superintendent of public instruction.

Credits: Course minima or maxima: (i) Not more than 10 courses overall. This limit and the limits under subparagraphs (ii) to (iv) do not apply to a course if the eligible student does not receive tuition and fee support under this act for that course. (ii) If the eligible student first enrolls in a course under this act when the eligible student is in grade 9, not more than 2 courses during each academic year in the eligible student's first, second, or third academic year of enrollment under this act in an eligible postsecondary institution and not more than 4 courses during the academic year in the eligible student's fourth academic year of enrollment under this act in an eligible postsecondary institution. (iii) If the eligible student first enrolls in a course under this act when the eligible student is in grade 10, not more than 2 courses during the academic year in the eligible student's first academic year of enrollment under this act in an eligible postsecondary institution, not more than 4 courses during the academic year in the eligible student's second academic year of enrollment under this act in an eligible postsecondary institution, and not more than 4 courses during the academic year in the eligible student's third academic year of enrollment under this act in an eligible postsecondary institution. (iv) Subject to the overall course limit under subparagraph (i), if the eligible student first enrolls in a course under this act when the eligible student is in grade 11 or 12, not more than 6 courses during either of those academic years of enrollment in an eligible postsecondary institution.
College Stds.: (2) The department, in consultation with the superintendent of public instruction, shall promulgate rules establishing criteria and procedures under which a student who has been enrolled in high school for more than 4 years but not more than 5 years may be considered to be an eligible student. The rules shall address special circumstances under which a student may qualify to be considered an eligible student under this subsection and may limit the number of courses in which a student who qualifies under this subsection may enroll. For the purposes of determining the number of years a pupil has been enrolled in high school, a pupil who is enrolled in high school for less than 90 days of a school year due to illness or other circumstances beyond the control of the pupil or the pupil's parent or guardian is not considered to be enrolled for that school year.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Domain:	Local	Local	Local	Local	Local	Local	Local	Local
Prescriptiveness:	Required	Required	Required	Required	Required	Required	Required	Required

High School Credential Required?
Not Mentioned

Other Comments

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School				X
College				X

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Minnesota**

Primary Policy Links:

Title and Link
Minnesota Statutes 124D.09 Postsecondary Enrollment Options Act
Concurrent Enrollment
Post-Secondary Enrollment Options
High School Programs

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: Minnesota statute 124D.09 Subd 10 states that courses may be provided according to an agreement between a public school board and the governing body of an eligible public postsecondary system or eligible private postsecondary institution.

Terms and Definitions

Term	Definition
Post-Secondary Enrollment Options (PSEO)	The Post-Secondary Enrollment Options Program is the program established by Minnesota State Statutes 124D.09 to "promote rigorous educational pursuits and provide a wider variety of options for students." Through PSEO, high school students may earn both secondary and postsecondary credit for college or university courses completed on a college or university campus, at a high school, or at another location. (Source: MNSCU Board Policy 3.5 http://www.mnscu.edu/board/policy/305.html)
Concurrent Enrollment	A PSEO concurrent enrollment course is a college or university course made available through the PSEO program, offered through a secondary school, and taught by a secondary teacher (Source: MNSCU Board Policy 3.5 http://www.mnscu.edu/board/policy/305.html) the term College in the Schools is often and widely used by many people as a generic term for concurrent enrollment, although College in the Schools is actually the name of the concurrent enrollment programs at the University of Minnesota-Twin Cities and the University of Minnesota - Duluth.
High School Programs	Not an official term; used to describe dual enrollment courses offered by institutions not participating in the state's PSEO program. One example is Globe University's High School Advantage Program where juniors can take up to 3 college courses tuition-free and seniors can take up to 4 college courses tuition-free.
Term for H.S. Located DC	Concurrent Enrollment

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X	X	X	X

Comments: Minnesota Statute 124D.091 stipulates that high schools may be reimbursed, up to $150 per student if the high schools are partnering with a qualified concurrent enrollment program (See statute for qualifications.) However, the legislature has never allocated sufficient funds to reimburse high schools at the level allowed by statute; instead, reimbursements have been significantly prorated and thus significantly lower. 124D.09: Subd. 3 (a) "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Encouraged

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: No sectarian courses MS 124D.09 Subd. 10, no development education courses MS 135A.101 Subd. 2

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	No	No	No
Domain:	Statewide				
Prescriptiveness:	Required				

Comments:

Subject: See above.

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: 124D.09: Subd. 3 (a) "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: For DUAL ENROLLMENT: High schools must notify students of the opportunities for postsecondary enrollment and cannot prevent the student from applying for postsecondary enrollment. MS 124D.09 Subd. 7 FOR DUAL ENROLLMENT PURPOSES:
124D.09: Subd. 6.Counseling.
To the extent possible, the school or school district must provide counseling services to pupils and their parents or guardian before the pupils enroll in courses under this section to ensure that the pupils and their parents or guardian are fully aware of the risks and possible consequences of enrolling in postsecondary courses. The school or school district must provide information on the program including who may enroll, what institutions and courses are eligible for participation, the decision-making process for granting academic credits, financial arrangements for tuition, books and materials, eligibility criteria for transportation aid, available support services, the need to arrange an appropriate schedule, consequences of failing or not completing a course in which the pupil enrolls, the effect of enrolling in this program on the pupil's ability to complete the required high school graduation requirements, and the academic and social responsibilities that must be assumed by the pupils and their parents or guardian. The person providing counseling shall encourage pupils and their parents or guardian to also use available counseling services at the postsecondary institutions before the quarter or semester of enrollment to ensure that anticipated plans are appropriate.
Prior to enrolling in a course, the pupil and the pupil's parents or guardian must sign a form that must be provided by the school or school district and may be obtained from a postsecondary institution stating that they have received the information specified in this subdivision and that they understand the responsibilities that must be assumed in enrolling in this program. The department must, upon request, provide technical assistance to a school or school district in developing appropriate forms and counseling guidelines.

124D.09: Subd. 7.Dissemination of information; notification of intent to enroll.
By March 1 of each year, a district must provide general information about the program to all pupils in grades 8, 9, 10, and 11.

135A.101 Subd. 1 Requirements for participation.
To participate in the postsecondary enrollment options program, a college or university must abide by the provisions in this section. The institution may provide information about its programs to a secondary school or to a pupil or parent.

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	No	No	No	Yes	Yes	No	No
Domain:	Statewide					Statewide	Statewide		
Prescriptiveness:	Required					Required	Required		

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Exam Scores: MnSCU institutions require standardized exam scores for at least some courses. (See MnSCU System policies http://www.mnscu.edu/board/procedure/305p1.html .)

The U of M concurrent enrollment programs (all campuses) do not require standardized exam scores of any kind as part of the student eligibility requirements for concurrent enrollment.

Credits: Other Comments State policy does not limit the number of credits a student can earn through concurrent enrollment; it does, however, limit the number of years students can take concurrent enrollment courses. (see next page)

124D.09: Subd. 8. Limit on participation.
A pupil who first enrolls in grade 9 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of four academic years. A pupil who first enrolls in grade 10 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of three academic years. A pupil who first enrolls in grade 11 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of two academic years. A pupil who first enrolls in grade 12 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of one academic year. If a pupil in grade 9, 10, 11, or 12 first enrolls in a postsecondary course for secondary credit during the school year, the time of participation shall be reduced proportionately. If a pupil is in a learning year or other year-round program and begins each grade in the summer session, summer sessions shall not be counted against the time of participation. A pupil who has graduated from high school cannot participate in a program under this section. A pupil who has completed course requirements for graduation but who has not received a diploma may participate in the program under this section.

MnSCU policy limits student enrollment to 18 credits maximum per term.

Registration Timing: At time of enrollment per MS 124D.09 Subd. 12.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: The state does not have requirements or restrictions on who can teach a dual credit course. Institutional/system policies and union contracts regulate teaching of dual credits courses, particularly at MnSCU institutions.

NACEP Standard F1 requires college/university departments to approve concurrent enrollment instructors. The standard also stipulates that instructors must meet the requirements for teaching the college/university course set by the college/university academic department.

Because the State of Minnesota has stipulated that high schools, to be eligible for state reimbursement for costs incurred while offering concurrent enrollment courses, must partner with concurrent enrollment programs that are NACEP-accredited or can provide clear evidence that they meet NACEP-based standards, one can say the state encourages programs to provide qualified teachers to teach dual credit courses. (See MS 124D.091.)

(Statute 124D.091 reads as follows: "A district that offers a concurrent enrollment course according to an agreement under section 124D.09, subdivision 10, is eligible to receive aid for the costs of providing postsecondary courses at the high school. Beginning in fiscal year 2011, districts only are eligible for aid if the college or university concurrent enrollment courses offered by the district are accredited by the National Alliance of Concurrent Enrollment Partnership, in the process of being accredited, or are shown by clear evidence to be of comparable standard to accredited courses, or are technical courses within a recognized career and technical education program of study approved by the commissioner of education and the chancellor of the Minnesota State Colleges and Universities."

Minnesota monitors compliance with the statute by requiring non-NACEP accredited programs to sign a letter of assurance.

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	No	No	No	No	Yes	Yes	Yes	No
Domain:					Statewide	Statewide	Statewide	
Prescriptiveness:					Encouraged	Encouraged	Encouraged	

High School Credential Required?
Not Mentioned

Other Comments

Teacher Elig.: The state does not have requirements or restrictions on who can teach a dual credit course. Institutional/system policies and union contracts regulate teaching of dual credits courses, particularly at MnSCU institutions.

NACEP Standard F1 requires college/university departments to approve concurrent enrollment instructors. The standard also stipulates that instructors must meet the requirements for teaching the college/university course set by the college/university academic department.

Because the State of Minnesota has stipulated that high schools, to be eligible for state reimbursement for costs incurred while offering concurrent enrollment courses, must partner with concurrent enrollment programs that are NACEP-accredited or can provide clear evidence that they meet NACEP-based standards, one can say the state encourages programs to provide qualified teachers to teach dual credit courses. (See MS 124D.091.)

(Statute 124D.091 reads as follows: "A district that offers a concurrent enrollment course according to an agreement under section 124D.09, subdivision 10, is eligible to receive aid for the costs of providing postsecondary courses at the high school. Beginning in fiscal year 2011, districts only are eligible for aid if the college or university concurrent enrollment courses offered by the district are accredited by the National Alliance of Concurrent Enrollment Partnership, in the process of being accredited, or are shown by clear evidence to be of comparable standard to accredited courses, or are technical courses within a recognized career and technical education program of study approved by the commissioner of education and the chancellor of the Minnesota State Colleges and Universities."

Minnesota monitors compliance with the statute by requiring non-NACEP accredited programs to sign a letter of assurance.

Prior Training: The state does not require programs to provide new teachers with training prior to starting to teach a dual credit course.

NACEP Standard F2 requires colleges and universities to provide teachers new to concurrent enrollment with discipline-specific training and orientation before they teach postsecondary courses.

Because the State of Minnesota has stipulated that high schools, to be eligible for state reimbursement for costs incurred while offering concurrent enrollment courses, must partner with concurrent enrollment programs that are NACEP-accredited or can provide clear evidence that they meet NACEP-based standards, one can say the state encourages programs to provide training to new teachers

prior to teaching dual credit courses. (See MS 124D.091.)

(Statute 124D.091 reads as follows: "A district that offers a concurrent enrollment course according to an agreement under section 124D.09, subdivision 10, is eligible to receive aid for the costs of providing postsecondary courses at the high school. Beginning in fiscal year 2011, districts only are eligible for aid if the college or university concurrent enrollment courses offered by the district are accredited by the National Alliance of Concurrent Enrollment Partnership, in the process of being accredited, or are shown by clear evidence to be of comparable standard to accredited courses, or are technical courses within a recognized career and technical education program of study approved by the commissioner of education and the chancellor of the Minnesota State Colleges and Universities."

Minnesota monitors compliance with the statute by requiring non-NACEP accredited programs to sign a letter of assurance.

Prof. Devel.: The state does not require programs to provide active concurrent enrollment teachers with professional development.

NACEP Standard F3 requires concurrent enrollment programs to provide teachers with "annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The CEP ensures CEP instructor participation."

Because the State of Minnesota has stipulated that high schools, to be eligible for state reimbursement for costs incurred while offering concurrent enrollment courses, must partner with concurrent enrollment programs that are NACEP-accredited or can provide clear evidence that they meet NACEP-based standards, one can say the state encourages programs to provide concurrent enrollment teachers with professional development. (See MS 124D.091.)

See the relevant section of Statute 124D.091 in our response to question 12.f. above.

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
	X	

Comments: The state does NOT require NACEP accreditation.

Minnesota encourages concurrent enrollment programs to become NACEP accredited, to offer clear evidence that they meet quality standards comparable to NACEP standards, or are technical courses within a recognized career and technical education program of study. Minnesota accomplishes this by requiring high schools to partner with NACEP-accredited programs or programs that meet conditions specified in MS 124D.091 ONLY if they wish to receive state reimbursement for costs incurred in offering concurrent enrollment courses.

Does state policy provide incentives for accreditation?

No	Yes
	X

Comments: Indirectly, Minnesota accomplishes this by requiring high schools to partner with NACEP-accredited programs, or programs that meet conditions specified in MS 124D.091 if they wish to receive state reimbursement for costs incurred in offering concurrent enrollment courses.

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
		X	

Comments: The Minnesota Department of Education is required to report annually on postsecondary enrollment options activity beginning in spring 2013 to the Minnesota. Minnesota Laws 2012
Minnesota Statutes 2010, section 120B.13, subdivision 4, is amended to read:
Subd. 4. Rigorous course taking information; AP, IB, and PSEO. The commissioner shall submit the following information on rigorous course taking to the education committees of the legislature each year by February 1: (1) the number of pupils enrolled in postsecondary enrollment options under section 124D.09, including concurrent enrollment, advanced placement, and international baccalaureate courses in

each school district; (2) the number of teachers in each district attending training programs offered by the college board or, International Baccalaureate North America, Inc., or Minnesota concurrent enrollment programs; (3) the number of teachers in each district participating in support programs; (4) recent trends in the field of postsecondary enrollment options under section 124D.09, including concurrent enrollment, advanced placement, and international baccalaureate programs; (5) expenditures for each category in this section and under sections 124D.09 and 124D.091; and (6) other recommendations for the state program or the postsecondary enrollment options under section 124D.09, including concurrent enrollment.
EFFECTIVE DATE. This section is effective for the 2012-2013 school year and
later.

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments: Annual statistics were produced by MNCEP until 2006-2007. http://www.mncep.org/impact.html MnCEP has stopped conducting annual surveys since MDE must now track enrollments in order to make reimbursement payments to high schools.
PSEO study conducted by Dr. Joe Nathan at the Center for School Change in 2011.
http://centerforschoolchange.org/2012/01/dual-credit-report/
Summary data on high school students enrolled in postsecondary education is produced annually by the Minnesota Office of Higher Education. http://www.ohe.state.mn.us/mPg.cfm?pageID=741

MnSCU Office of Internal Auditing "Post-Secondary Enrollment Options Program". The report is a review of MnSCU participation in the Post-Secondary Enrollment Options program.
http://www.internalauditing.mnscu.edu/reports/2001-pseo.pdf
The 2011 Post-Secondary Planning Report is produced jointly by the Minnesota State Colleges and Universities and the University of Minnesota. The report reflects the long-term, ongoing, and effective working relationship between the two systems to develop and coordinate joint post-secondary programs in the Twin Cities and throughout Minnesota.
http://www.mnscu.edu/media/publications/pdf/2011postsecondaryjointplan.pdf

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: The state does not specify course designs, outcomes, or assessments.

NACEP Standards A1, A2, and A3 requires concurrent enrollment programs to provide evidence that concurrent enrollment students are held to the same standards of achievement, held to the same grading standards, and are assessed using the same methods as students in on-campus sections of the same course.

Because the State of Minnesota has stipulated that high schools, to be eligible for state reimbursement for costs incurred while offering concurrent enrollment courses, must partner with concurrent enrollment programs that are NACEP-accredited or can provide clear evidence that they meet NACEP-based standards, one can say the state encourages programs to offer courses that are of the same rigor as the courses offered on-campus of the sponsoring postsecondary institution. (See MS 124D.091.)

See the relevant section of Statute 124D.091 in our response to question 12.f. above.

Minnesota monitors compliance with the statute by requiring non-NACEP accredited programs to sign a letter of assurance.

Does state policy regulate the student registration or transcripting processes?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: FOR DUAL ENROLLMENT: Students must notify the school district by March 30 of intent to enroll per M.S. 124D.09 Subd. 7. While this deadline applies to dual credit students as well as all dual enrollment students, students register through the school district for dual credit classes thus notifying the school district by registering. In addition, system or postsecondary institutional policies may require notification of enrollment (or enrollment count) by the district based on a specified date thus further regulating when a student must register for courses.
M.S. 124D.09 Subd. 7.Dissemination of information; notification of intent to enroll.
By March 1 of each year, a district must provide general information about the program to all pupils in grades 8, 9, 10, and 11. To assist the district in planning, a pupil shall inform the district by March 30 of each year of the pupil's intent to enroll in postsecondary courses during the following school year. A pupil is not bound by notifying or not notifying the district by March 30.

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: State policy regulates that an agreement exist and but only encourages (not regulates) specific activities. Postsecondary system or institutional policies may require specific activities.

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: Minnesota state policy does not require classroom visitations by college faculty.

However, NACEP standard C3 requires that "Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus."

Although Minnesota 124D.091 encourages, via funding policies, concurrent enrollment programs to be NACEP-accredited or to meet NACEP-based standards, the requirement of faculty site visits is omitted in Minnesota's Concurrent Enrollment Aid Application form that is signed by administrators of programs not yet accredited by NACEP. Minnesota policy does not address this NACEP standard.

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: Postsecondary system or institutional policies may do so.
Faculty-teacher interaction varies from program to program. MnSCU requires faculty mentoring of concurrent enrollment teachers but does not specify meeting content or timeframe. U of M concurrent enrollment program practices vary as well, but include interaction facilitated by face-to-face workshops, list servs, Moodles sites, and classroom observations.
NACEP standards F2 and F3 requires that the sponsoring college/university provide instructors with annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research in the development in the field and that the concurrent enrollment program ensures that teachers participate.
Minnesota 124D.091 encourages, via funding policies, concurrent enrollment programs to be NACEP-accredited or to meet NACEP-based standards.

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: Minnesota state policy does not stipulate who will provide oversight for faculty credentials and eligibility requirements.

However, NACEP standards requires oversight of concurrent enrollment teacher credentials and eligibility by the college/university department (through the teacher approval process). Concurrent enrollment program administrators must document criteria and processes for appointing, approving, or denying instructors to earn NACEP accreditation.

Minnesota 124D.091 encourages, via funding policies, concurrent enrollment programs to be NACEP-accredited or to meet NACEP-based standards.

Additionally, MnSCU system/institutional policies also address this (see Board procedure 3.5.1).

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: State law requires only numbers of participants and expenditures for concurrent enrollment to be reported.

Minnesota Statute 120B.13 now requires the Minnesota Department of Education to report annually to the legislature a minimal level of information about student, teacher, and school participation in Advanced Placement, International Baccalaureate and in both forms of PSEO (one form being concurrent enrollment).

1. the number of pupils enrolled in postsecondary enrollment options under section 124D.09, including concurrent enrollment, advanced placement, and international baccalaureate courses in each school district;
2. the number of teachers in each district attending training programs offered by the college board, International Baccalaureate North America, Inc., or Minnesota concurrent enrollment programs;
3. the number of teachers in each district participating in support programs;
4. recent trends in the field of postsecondary enrollment options under section 124D.09, including concurrent enrollment, advanced placement, and international baccalaureate programs;
5. expenditures for each category in this section and under sections 124D.09 and 124D.091; and
6. other recommendations for the state program or the postsecondary enrollment options under section 124D.09, including concurrent enrollment.

Four NACEP evaluation standards pertaining to monitoring outcomes and impacts require that programs:
1. conduct end-of-term student university/college course evaluations for each course section offered through the CEP (concurrent enrollment program);
2. conduct an annual survey of CEP alumni who are one year out of high school:
3. conduct a survey of CEP alumni who are four years out of high school at least once every three years; and
4. conduct surveys of participating high school instructors, principals, and guidance counselors at least once every three years.

Although Minnesota 124D.091 encourages concurrent enrollment programs to be NACEP-accredited or to meet NACEP-based standards, the requirement of monitoring outcomes or impacts is omitted in Minnesota's Concurrent Enrollment Aid Application form that is signed by administrators of programs not yet accredited by NACEP. So, Minnesota not only does not require monitoring of outcomes and impacts, but it ignores this aspect of NACEP standards

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: NACEP standard E4 requires concurrent enrollment programs to survey teachers, principals, and counselors once every 3 years.

Although Minnesota 124D.091 encourages concurrent enrollment programs to be NACEP-accredited or to meet NACEP-based standards, the requirement of surveying teachers, principals, and counselors is omitted in Minnesota's Concurrent Enrollment Aid Application form that is signed by administrators of programs not yet accredited by NACEP. So, Minnesota not only does not require surveying dual credit stakeholders, but it ignores this aspect of NACEP standards.

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: Minnesota Statute 124D.091 stipulates that high schools may be reimbursed, up to $150 per student if the high schools are partnering with a qualified concurrent enrollment program (See statute for qualifications.) However, the legislature has never allocated sufficient funds to reimburse high schools at the level allowed by statute; instead, reimbursements have been significantly prorated and thus significantly lower.

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: Minnesota Statute 124D.09 assumes that the students/parents will not pay. It stipulates that an agreement between the school board and postsecondary institution must include payment amounts and arrangements; the statute also stipulates that the postsecondary institution can charge an amount no more than what it costs to provide the course.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

The statute reads as follows:
Minnesota Statute 124D.09 Subd. 16.Financial arrangements for courses provided according to agreements.
(a) The agreement between a board and the governing body of a public postsecondary system or private postsecondary institution shall set forth the payment amounts and arrangements, if any, from the board to the postsecondary institution. No payments shall be made by the department according to subdivision 13 or 15. For the purpose of computing state aids for a district, a pupil enrolled according to subdivision 10 shall be counted in the average daily membership of the district as though the pupil were enrolled in a secondary course that is not offered in connection with an agreement. Nothing in this subdivision shall be construed to prohibit a public postsecondary system or private postsecondary institution from receiving additional state funding that may be available under any other law.
(b) If a course is provided under subdivision 10, offered at a secondary school, and taught by a secondary teacher, the postsecondary system or institution must not require a payment from the school board that exceeds the cost to the postsecondary institution that is directly attributable to providing that course.

Furthermore, Minnesota statute prohibits charging fees.
Minnesota Statute 123.B.37 PROHIBITED FEES.
Subdivision 1.Boards shall not charge certain fees.
(a) A board is not authorized to charge fees in the following areas:
(1) textbooks, workbooks, art materials, laboratory supplies, towels;
(2) supplies necessary for participation in any instructional course except as authorized in sections 123B.36 and 123B.38;
(3) field trips that are required as a part of a basic education program or course;
(4) graduation caps, gowns, any specific form of dress necessary for any educational program, and diplomas;

(5) instructional costs for necessary school personnel employed in any course or educational program required for graduation;
(6) library books required to be utilized for any educational course or program;
(7) admission fees, dues, or fees for any activity the pupil is required to attend;
(8) any admission or examination cost for any required educational course or program;
(9) locker rentals;
(10) transportation to and from school of pupils living two miles or more from school.
(b) Notwithstanding paragraph (a), clauses (1) and (6), a board may charge fees for textbooks, workbooks, and library books, lost or destroyed by students. The board must annually notify parents or guardians and students about its policy to charge a fee under this paragraph.
Subd. 2.Boards shall not withhold grades or diplomas for nonpayment of student fees. No pupil's rights or privileges, including the receipt of grades or diplomas may be denied or abridged for nonpayment of fees; but this provision does not prohibit a district from maintaining any action provided by law for the collection of fees authorized by sections 123B.36 and 123B.38.

Furthermore, Minnesota statute prohibits charging for textbooks. See Minnesota Statute 123.B.37 PROHIBITED FEES. Subdivision 1(a)(1). Reference in question 32.

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
	X	

Comments: Subd. 16.Financial arrangements for courses provided according to agreements.
(a) The agreement between a board and the governing body of a public postsecondary system or private postsecondary institution shall set forth the payment amounts and arrangements, if any, from the board to the postsecondary institution. No payments shall be made by the department according to subdivision 13 or 15. For the purpose of computing state aids for a district, a pupil enrolled according to subdivision 10 shall be counted in the average daily membership of the district as though the pupil were enrolled in a secondary course that is not offered in connection with an agreement. Nothing in this subdivision shall be construed to prohibit a public postsecondary system or private postsecondary institution from receiving additional state funding that may be available under any other law.
(b) If a course is provided under subdivision 10, offered at a secondary school, and taught by a secondary teacher, the postsecondary system or institution must not require a payment from the school board that exceeds the cost to the postsecondary institution that is directly attributable to providing that course.

Does state policy allow (or disallow) high schools or colleges to collect funding credit dual credit students (e.g., per ADA- or FTE-based formula]

	None	Partial	Full	Not Applicable
High School			X	
College				X

Comments: High schools receive the full “Average Daily Membership” (ADM) for concurrent enrollment students. High schools pay a fee to the college/university administering the concurrent enrollment program. High schools are eligible to receive a state reimbursement of the fee paid to the college/university of up to $150/registration in a concurrent enrollment course, but the reimbursement is available only if the concurrent enrollment course is offered by a college/university concurrent enrollment program that meets NACEP or comparable standards. The appropriation is capped and pro-rated based on total concurrent enrollment course enrollments across the state. State appropriations to the public postsecondary systems are not calculated using a Full-Time Equivalent basis. However, allocations of state appropriations to individual MnSCU institutions by the MnSCU system office are done on an FTE basis. Dual credit students are included in FTE calculations for funding purposes. Appropriations allocations at other institutions or systems may or may not use a FTE basis.

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Mississippi**

Primary Policy Links:

Title and Link
Mississippi Code Annotated Section 37-15-28 Dual Enrollment Programs For Dual High School And Postsecondary Credit; Mississippi Works Dual Enrollment-Dual Credit Option Program
Dual Enrollment

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
X		

Comments:

Terms and Definitions

Term	Definition
Dual Enrolled	A dual enrolled student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school. Miss. Code Ann. § 37-15-38 (2011), 1.a.
Dual Credit	A dual credit student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school and who is receiving high school and college credit for postsecondary coursework. Miss. Code Ann. § 37-15-38 (2011), 1.b.
Term for H.S. Located DC	Dual Credit

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year

Comments: Miss. Code Ann. § 37-15-38. (2) A local school board, the Board of Trustees of State Institutions of Higher Learning and the State Board for Community and Junior Colleges shall establish a dual enrollment system under which students in the school district who meet the prescribed criteria of this section may be enrolled in a postsecondary institution in Mississippi while they are still in school.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Encouraged

Comments: Miss. Code Ann. § 37-15-38 (4) Admission criteria for dual enrollment in community and junior college or university programs. The boards of trustees of the community and junior college districts and the Board of Trustees of State Institutions of Higher Learning may recommend to the State Board of Education admission criteria for dual enrollment programs under which high school students may enroll at a community or junior college or university while they are still attending high school and enrolled in high school courses. Students may be admitted to enroll in community or junior college courses under the dual enrollment programs if they meet that individual institution's stated dual enrollment admission requirements.

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Miss. Code Ann. § 37-15-38 (10) Process for determining articulation of curriculum between high school, university, and community and junior college courses. Postsecondary curricula for eligible courses currently offered through Mississippi Curriculum Frameworks must meet the prescribed competencies requirements. Eligible courses not offered in Mississippi Curriculum Frameworks must meet the standards established at the postsecondary level. Postsecondary level developmental courses may not be considered as meeting the requirements of the dual credit program. Dual credit memorandum of understandings must be established between each postsecondary institution and the school district implementing a dual credit program.

Miss. Code Ann. § 37-15-38 (11) Ineligible courses for dual credit programs. Any course that is required for subject area testing as a requirement for graduation from a public school in Mississippi is not eligible for dual credit.

Miss. Code Ann. § 37-15-38 (12) Eligible courses for dual credit programs. Courses eligible for dual credit include, but are not necessarily limited to, foreign languages, advanced math courses, advanced science courses, performing arts, advanced business and technology, and career and technical courses. All courses being considered for dual credit must receive unconditional approval from the superintendent of the local school district and the chief instructional officer at the participating community or junior college or university in order for college credit to be awarded. A university or community or junior college shall make the final decision on what courses are eligible for semester hour credits. The local school superintendent shall make the final decision on the transfer of college or university courses credited to the student's high school transcript.

Miss. Code Ann. § 37-15-38 (13) High school Carnegie unit equivalency. One (1) three-hour university or community or junior college course is equal to one-half (1//2) high school Carnegie unit. A full Carnegie unit may be awarded for a three-hour university or college course upon approval of the local superintendent. Partial credit agreements for postsecondary courses that are less than three (3) hours may be developed between a local school district and the participating postsecondary institution.

Miss. Code Ann. § 37-15-38 (14) Course alignment. Once alignment is achieved between university courses, community and junior college courses and the State Board of Education approved high school courses, the universities, community and junior colleges and high schools shall periodically review their respective policies and assess the place of dual credit courses within the context of their traditional offerings.

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	Yes	No	No
Domain:	Local		Statewide		
Prescriptiveness:	Required		Required		

Comments:

Subject: Eligible courses not offered in Mississippi Curriculum Frameworks must meet the standards established at the postsecondary level. Postsecondary level developmental courses may not be considered as meeting the requirements of the dual credit program. Dual credit memorandum of understandings must be established between each postsecondary institution and the school district implementing a dual credit program.
Transfer: Miss. Code Ann. § 37-15-38 (8) High school student transcript transfer requirements. Grades and college credits earned by a student admitted to a dual credit program must be recorded on the high school student record and on the college transcript at the university or community or junior college and high school where the student attends classes. The transcript of the university or community or junior college coursework may be released to another institution or applied toward college graduation requirements.

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	No	No	No	No	Yes	Yes	No	No	No
Domain:					Local	Statewide			
Prescriptiveness:					Required	Encouraged			

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Pre-reqs: 37-15-38 (9) Determining factor of prerequisites for dual enrollment courses. Each university and community or junior college participating in a dual enrollment program shall determine course prerequisites. Course prerequisites shall be the same for dual enrolled students as for regularly enrolled students at that university or community or junior college.
Credits: Miss. Code Ann. § 37-15-38 (15) Maximum dual credits allowed. It is the intent of the dual enrollment program to make it possible for every eligible student who desires to earn a semester's worth of college credit in high school to do so. A qualified dually enrolled high school student must be allowed to earn an unlimited number of college or university credits for dual credit.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Miss. Code Ann. § 37-15-38 (17) Qualifications of dual credit instructors. 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.

A dual credit career and technical education instructor 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.

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	No	No	No	No	No	No	No
Domain:	Statewide							
Prescriptiveness:	Required							

High School Credential Required?
Not Mentioned

Other Comments

Teacher Elig.: Miss. Code Ann. § 37-15-38 (17) Qualifications of dual credit instructors. 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.

A dual credit career and technical education instructor 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.

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the student registration or transcripting processes?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments: 37-15-38 (8) High school student transcript transfer requirements. Grades and college credits earned by a student admitted to a dual credit program must be recorded on the high school student record and on the college transcript at the university or community or junior college and high school where the student attends classes. The transcript of the university or community or junior college coursework may be released to another institution or applied toward college graduation

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: 37-15-38 (18) Guidance on local agreements. The Chief Academic Officer of the State Board of Trustees of State Institutions of Higher Learning and the Chief Instructional Officers of the State Board for Community and Junior Colleges and the State Department of Education, working collaboratively, shall develop a template to be used by the individual community and junior colleges and institutions of higher learning for consistent implementation of the dual enrollment program throughout the State of Mississippi.

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: 37-15-38 (7) School district average daily attendance credit. When dually enrolled, the student may be counted, for adequate education program funding purposes, in the average daily attendance of the public school district in which the student attends high school.

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: Miss. Code Ann. § 37-15-38 (5) Tuition and cost responsibility. Tuition and costs for university-level courses and community and junior college courses offered under a dual enrollment program may be paid for by the postsecondary institution, the local school district, the parents or legal guardians of the student, or by grants, foundations or other private or public sources. Payment for tuition and any other costs must be made directly to the credit-granting institution.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College	X			

Comments: Miss. Code Ann. § 37-15-38 (7) School district average daily attendance credit. When dually enrolled, the student may be counted, for adequate education program funding purposes, in the average daily attendance of the public school district in which the student attends high school.

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Missouri**

Primary Policy Links:

Title and Link
Missouri Revised Statutes Chapter 167 Pupils And Special Services
Dual Credit Policy

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: Missouri Department of Higher Education (MDHE) and Coordinating Board for Higher Education (CBHE)

Terms and Definitions

Term	Definition
Dual Credit	Dual credit courses enable high school students to receive, simultaneously, both high school and college-level course credit
Term for H.S. Located DC	Dual Credit

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X	X	X	X

Comments: 167.223. 1. Public high schools may, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, offer postsecondary course options to high school students.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Permit

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Dual credit courses offered in high schools must duplicate the identical course offerings delivered on campus to matriculated students. Courses must be approved for dual credit status, and the credit awarded must be deemed acceptable in transfer by the faculty of the appropriate academic department (unit) of the college. (MDHE Policy)

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	No	Yes	Yes	Yes	No
Domain:		Statewide	Statewide	Statewide	
Prescriptiveness:		Required	Required	Required	

Comments:

Number: Dual Credit Policy (Transferability of Credit section):
"Dual credit programs are not designed to replace a substantial segment of the academic experience on a college campus, but rather the programs are created to provide high-achieving high school students with opportunities for acceleration…The number of credit hours successfully completed by a high school student in dual credit programs will be related to her or his ability level. Since dual credit programs are predicated on the portability of transcripted college credit, the following guideline should anchor the decisions made by the high school student and the receiving institution: students receiving dual credit from institutions in compliance with these policy guidelines can expect to transfer credit up to the equivalent of five courses. [Clarifying comment: Five courses shall be assured in transfer to all public institutions and independent/proprietary signatory institutions. 'Equivalence of five courses' means five individual courses, regardless of the credit-hour value of those

courses.]""Students who wish to transfer more than five dual credit courses should consult the institution of higher education to which they intend to transfer in order to determine if the institution has a policy regarding the acceptance of dual credit courses used for the completion of a college degree."

Transfer: Students with dual credit transcripted courses who complete Associate of Arts (AA) degrees will be received in transfer the same as all AA degree transfer students.] The receiving institution should not, however, impose any limits that preclude high school juniors and seniors from earning additional credit through regular summer and/or evening enrollment in college courses taught by college faculty as allowed by dual enrollment, early admissions, or other college programs such as articulation agreements, advanced placement, or other accepted means of testing or granting credit. Credit earned by students in dual credit courses that meet the above guidelines shall fall under the same CBHE guidelines as that for credit in college courses subject to transfer between public and independent institutions in the state of Missouri. College credit earned through dual credit courses offered in high schools shall be applicable toward associate and/or baccalaureate degree requirements and shall be eligible for transfer. All student rights and responsibilities as outlined in the CBHE's Credit Transfer Guidelines shall apply. Institutions must publicize their policies related to the acceptance of dual credit beyond the equivalent of five courses. (MDHE Policy)
Gened: Missouri's policy entitled, Credit Transfer Guidelines for Student Transfer and Articulation Among MO Colleges and Universities (Section II.E), indicates that
"The statewide general education policy requires institutions to design and offer a general education program that includes a minimum of 42 semester-hours of credit distributed across the academic skills and knowledge areas of the previous sections [of the policy]. These credit hours should be distributed in such a way that students who complete the 42 semester-hour block of general education credit from any institution of higher education in the state will have had the opportunity to achieve the high expectations embodied in the state-level goals and suggested competencies set forth in the previous section."
As Missouri defines dual credit as specifically relating to general education courses offered in the high school, these courses also fall under general education policy guidelines
Section III.D.7 Credit by Examination, Dual Credit, Experiential Learning, and Pass/Fail Credit
"…Advanced placement, credit by examination, dual credit, and credit for experiential learning will be transcripted and clearly defined. ..The receiving institution shall transfer and treat credit earned through…dual credit…in the same manner as it would for native students, except that the integrity of the associate degree or the 42-hour general education block will not be invalidated."

Other: There is no restriction on what can or cannot be offered. The only restriction is in how the state defines dual credit and the types of courses that Missouri considers as following under policy guidance.

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: The Missouri Department of Elementary and Secondary Education provides approval for Missouri high schools to offer dual credit courses. Oversight for these courses occurs in conjunction with the Missouri Department of Higher Education.

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes
Domain:	Statewide		Statewide	Statewide	Local	Local	Local		Local
Prescriptiveness:	Required		Required	Required	Required	Encouraged	Required		Encouraged

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
	X		

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
			X

Other Comments

Grade Level: According to Section 167.223, RSMo (1990), public high schools, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, may offer postsecondary course options to high school juniors and seniors. Section 167.223, RSMo, was amended in 1998 to expand eligibility for dual credit enrollment to high school freshmen and sophomores.
MDHE Policy

GPA: For all institutions, however, students must have a minimum overall grade point average of 3.0 (on a 4.0 scale) or the equivalent. (MDHE Policy)
Exam Scores: High school juniors and seniors who meet the above requirements will be eligible for dual credit courses. Under special circumstances, freshmen and sophomores with superior academic talents may take dual credit courses. Freshmen and sophomores must demonstrate their competency by scoring at the 90th percentile or above on the ACT or SAT. Moreover, the recommending high school counselor and the college academic department official must concur that a younger student can benefit from dual credit in the specific course and learn at the collegiate level. (MDHE Policy)
High school students must also meet the same requirements for admission to individual courses (e.g., English or mathematics) as those required of on-campus students (e.g., ACT, ASSET, or other placement test scores). (MDHE Policy)
Pre-reqs: Specific placement tests may not be required for admission to some college courses; however, if the high school administers a competency assessment in an area related to the dual credit course, high school juniors and seniors must score at proficient or above on the MAP or achieve an equivalent score on a comparable assessment. Performance on the MAP or a related assessment test should be verified in the high school principal's or official designee's recommendation that the student participate in a dual credit course. (MDHE Policy)

Credits: The number of credit hours successfully completed by a high school student in dual credit programs will be related to her or his ability level. Since dual credit programs are predicated on the portability of transcripted college credit, the following guideline should anchor the decisions made by the high school student and the receiving institution: students receiving dual credit from institutions in compliance with these policy guidelines can expect to transfer credit up to the equivalent of five courses.
[Clarifying comment: Five courses shall be assured in transfer to all public institutions and independent/proprietary signatory institutions. "Equivalence of five courses" means five individual courses, regardless of the credit-hour value of those courses.] (MDHE Policy)

Mix NonDC: Because discrete classes that totally separate dual credit from non-dual credit students may be prohibitive to operate in some cases, those classes with a mixed population must show evidence of collegiate level expectations for all students in the course. All high school students enrolled in a dual credit course must meet the same requirements for completion of the course, whether or not the student is simultaneously registered for college credit. (MDHE Policy)
College Stds.: State policy does not dictate whether college students can enroll in dual credit classes in the high school, however, policy defines dual credit as being offered in the high school to high school students (further defined as high school juniors and seniors and qualified freshmen and sophomore students). College students enrolling in dual credit courses in this case would fall outside the purview of Missouri policy.
Registration Timing: Students enrolled in dual credit classes must adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal, or refund.
[Clarifying comment: The intent of the policy is to prevent retroactive registration, a practice that permits students to choose whether to register for courses for college credit late in the semester. The policy is not intended to create logistical problems. On-campus and dual credit academic calendars should be comparable; program directors may exercise reasonable discretion with respect to registrations, payments, drops, withdrawals, and refunds.]

Waivers: Students enrolled in dual credit classes must adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal, or refund.
[Clarifying comment: The intent of the policy is to prevent retroactive registration, a practice that permits students to choose whether to register for courses for college credit late in the semester. The policy is not intended to create logistical problems. On-campus and dual credit academic calendars should be comparable; program directors may exercise reasonable discretion with respect to registrations, payments, drops, withdrawals, and refunds.]

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments: The MDHE looks to the higher education institutions to ensure that student qualifications are met.

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. High school instructors teaching general education courses shall have a master's degree that includes substantial study (a minimum of 18 semester hours) appropriate to the academic field in which they are teaching.(MHDE Policy)

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Domain:	Statewide	Statewide	Local	Local	Local	Local		Local
Prescriptiveness:	Required	Required	Required	Required	Required	Required		Encouraged

High School Credential Required?
Not Mentioned

Other Comments

Teacher Elig.: As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. High school instructors teaching general education courses shall have a master's degree that includes substantial study (a minimum of 18 semester hours) appropriate to the academic field in which they are teaching.(MHDE Policy)
HS Credential: State policy does not require that dual credit faculty have appropriate high school teaching credentials, however, by definition, dual credit in Missouri is offered in the high school and delivered by high school faculty to high school students.
Selection: Dual credit instructors must be evaluated according to the college's evaluation policies for other part-time/adjunct faculty, with the recommendation for continuation being the responsibility of the campus academic department. Thus, the institution of higher education must provide on-site supervision and evaluation of the dual credit faculty. This process is best served when the instructional site is within a reasonable commuting distance from the institution of higher education. (MDHE Policy)
Prior Training: New dual credit instructors will participate in orientation activities provided by the college and/or academic department (MDHE Policy)
Prof. Devel.: Continuing dual credit instructors must participate in both the professional development and evaluation activities as those expected of adjunct faculty on the college campus (MDHE Policy)
Waivers: However, institutions are permitted to use professional judgment in allowing faculty that do not meet all requirements for higher education instruction to teach dual credit courses provided that ninety percent of any institution's dual credit faculty meet the standard faculty eligibility requirements set forth above.

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: Higher education institutions are surveyed regarding their dual credit programs and asked regarding their compliance with dual credit policy.

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: Each institution will provide evidence demonstrating that the policy guidelines for the delivery of dual credit programs offered in high schools have been implemented. The chief academic officer of each institution offering dual credit courses must provide evidence concerning the implementation of the dual

credit policy guidelines stated above in the sections on Student Eligibility, Program Structure and Administration, Faculty Qualifications and Support, Assessment of Student Performance, and Transferability of Credit. The institution may provide additional information in support of the quality and comparability of the dual credit courses to the same course offerings on the college campus, especially as those data support institutional exceptions to any of the policy guidelines. The CBHE will provide an updated list of dual credit programs that are in compliance with the above policy that will be shared annually with the Department of Elementary and Secondary Education and other interested constituents. In addition, all institutions offering dual credit courses are required to report annually to the CBHE such things as the number of sections offered; the number of students enrolled (duplicated headcount) per high school; the total by class (year in high school); the number of high schools served by dual credit and the number of sections in each; the student credit-hour production (total for all dual credit and total per high school); the number of sections offered in mathematics, science, social sciences, and humanities; and summary data on the performance of dual credit students. A format for the annual reports will be developed. Dual credit data will be submitted to the CBHE when the institution submits its annual Performance Indicators Report. These policy guidelines shall be reviewed by COTA after three years based on annual reports submitted by institutions and reports on the academic progress of students who transfer dual credit. (MDHE Policy)

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: Dual credit courses offered in high schools must duplicate the identical course offerings delivered on campus to matriculated students. Courses must be approved for dual credit status, and the credit awarded must be deemed acceptable in transfer by the faculty of the appropriate academic department (unit) of the college. 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. Course content and course requirements must be comparable to those utilized in the equivalent on-campus courses with the same titles. (MDHE Policy) Locally developed assessments must be administered to both on-campus and dual credit students in order to provide the on-campus college faculty in the appropriate academic discipline with data appropriate to demonstrate comparability. Nonetheless, any specialized assessment of dual credit courses must emulate the on-campus institutional assessment plan required by the Higher Learning Commission, including the identification of the general education learning objectives and outcomes. Since the dual credit courses duplicate course offerings delivered on the college campus to matriculated students, both formative and summative assessment strategies and tools must be approved by the on-campus college faculty in the appropriate academic discipline. Annual reports of student performance must be submitted to the chief academic officer for both review and consideration with respect to the continuation of the dual credit instructor. (MDHE Policy)

Does state policy regulate the student registration or transcripting processes?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: Students enrolled in dual credit classes must adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal, or refund. Students in dual credit courses must have geographic access to student and academic support similar to that accorded students on the college campus, including access to library resources of similar scope and magnitude as those available to students enrolled in courses with the same titles on the college campus. Library materials must be available either on site at the high school or through electronic means. Dual credit students must have reasonable access to the course instructor outside regular classroom hours either in person, via phone, and/or through other electronic means. Credit earned by students in dual credit courses that meet the above guidelines shall fall under the same CBHE guidelines as that for credit in college courses subject to transfer between public and independent institutions in the state of Missouri. College credit earned through dual credit courses offered in high schools shall be applicable toward associate and/or baccalaureate degree requirements and shall be eligible for transfer. All student rights and responsibilities as outlined in the CBHE's Credit Transfer Guidelines shall apply. Institutions must publicize their policies related to the acceptance of dual credit beyond the equivalent of five courses.

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: Students in dual credit courses must have geographic access to student and academic support similar to that accorded students on the college campus, including access to library resources of similar scope and magnitude as those available to students enrolled in courses with the same titles on the college campus. Library materials must be available either on site at the high school or through electronic means. Dual credit students must have reasonable access to the course instructor outside regular classroom hours either in person, via phone, and/or through other electronic means.(MDHE Policy)

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: While policy does not mandate that dual credit courses appear in the offering institution's catalog, dual credit courses offered in high schools must duplicate the identical course offerings delivered on campus to matriculated students. Courses must be approved for dual credit status, and the credit awarded must be deemed acceptable in transfer by the faculty of the appropriate academic department (unit) of the college.

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Encouraged

Comments: the large majority of dual credit courses are taught by high school faculty with supervision by on-campus college faculty (MDHE Policy) Thus, the institution of higher education must provide on-site supervision and evaluation of the dual credit faculty. This process is best served when the instructional site is within a reasonable commuting distance from the institution of higher education. (MDHE Policy)

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: The chief academic officer of the postsecondary institution will also be responsible for involving full time faculty in the discipline in the selection and evaluation of all dual credit faculty. (MDHE Policy) The on-campus college faculty must also ensure comparable standards of evaluation. (MDHE Policy)

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: MDHE policy has several references to requirements of the Chief Academic Officer of the college.

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: 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. (MDHE policy)

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: Each institution will provide evidence demonstrating that the policy guidelines for the delivery of dual credit programs offered in high schools have been implemented. The chief academic officer of each institution offering dual credit courses must provide evidence concerning the implementation of the dual credit policy guidelines stated above in the sections on Student Eligibility, Program Structure and Administration, Faculty Qualifications and Support, Assessment of Student Performance, and Transferability of Credit. The institution may provide additional information in support of the quality and comparability of the dual credit courses to the same course offerings on the college campus, especially as those data support institutional exceptions to any of the policy guidelines. The CBHE will provide an updated list of dual credit programs that are in compliance with the above policy that will be shared annually with the Department of Elementary and Secondary Education and other interested constituents.

In addition, all institutions offering dual credit courses are required to report annually to the CBHE such things as the number of sections offered; the number of students enrolled (duplicated headcount) per high school; the total by class (year in high school); the number of high schools served by dual credit and the number of sections in each; the student credit-hour production (total for all dual credit and total per high school); the number of sections offered in mathematics, science, social sciences, and humanities; and summary data on the performance of dual credit students. A format for the annual reports will be developed. Dual credit data will be submitted to the CBHE when the institution submits its annual Performance Indicators Report. These policy guidelines shall be reviewed by COTA after three years based on annual reports submitted by institutions and reports on the academic progress of students who transfer dual credit. (MDHE Policy).

The chief academic officer of the college or university, being responsible for the academic quality of courses delivered on the college campus, is also accountable for the implementation of this policy and for assuring the integrity and quality of all dual credit courses.

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: 167.223, #4. Community colleges and four-year colleges and universities may charge reasonable fees for pupils enrolled in courses under a postsecondary course option. Such fees may be paid by the district of residence or by the pupil, as determined by the agreement between the district of residence and the college or university.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect funding credit dual credit students (e.g., per ADA- or FTE-based formula]

	None	Partial	Full	Not Applicable
High School			X	
College			X	

Comments: 167.223, #2. For purposes of state aid, the pupil's resident district shall continue to count the pupil in the average daily attendance of such resident district for any time the student is attending a postsecondary course./To be counted for membership and average daily attendance for state-aid purposes, students must be under the guidance and

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: Per state policy, the chief academic officer of the college or university, being responsible for the academic quality of courses delivered on the college campus, is also accountable for the implementation of this policy and for assuring the integrity and quality of all dual credit courses.

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Montana**

Primary Policy Links:

Title and Link
Authorization For Common Tuition For Dual Enrollment
Operational Guidelines For Dual Enrollment And \Other Secondary-Postsecondary Credit Opportunities
Dual Enrol Lment Guidelines

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
	X	

Comments: Montana Board of Regents – Synonymously used throughout this document as "State Policy"

Terms and Definitions

Term	Definition
Dual Enrollment	"broad term for various types of opportunities for high school students to take college coursework while they are enrolled in high school"
Dual-credit course	"awards both high school credit and college credit for a college course taken by the high school student"
College-credit only course	"awards college credit, but not high school credit, for a college course taken by the high school student"
Concurrent enrollment	The college course is taught, usually at the high school, to a class of high school students by an appropriately qualified college faculty member, or, more commonly, by an appropriately qualified high school teacher serving as an adjunct faculty member for the college offering the course" (p. 1).
Term for H.S. Located DC	Concurrent enrollment

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X		X	X

Comments: "Montana's two-year mission campuses-the community colleges, the colleges of technology, Montana State University-Northern and the University of Montana-Western-will be the campuses authorized by the Board of Regents of Higher Education to provide dual enrollment opportunities in Montana" (p. 2).

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Encouraged

Comments: The growth of dual credit availability is one of the BoR Strategic Plan goals.

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Courses eligible for dual enrollment will be 100- or 200- level college courses included in the college's catalog…" (Guidelines p. 2).

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	No	No	Yes	No	Yes
Domain:			Statewide		Statewide
Prescriptiveness:			Required		Required

Comments:

Transfer: Dual credit courses that are part of the MUS Transferability Initiative for common numbering will transfer as such to any of the MUS or CC campuses.
Gened: See BoR Policy 310.10 and http://mus.edu/transfer/MUScore.asp for more.
Other: "…having the same course prefix, number, title, credits, and outcomes as those established system-wide by the Montana University System Faculty Learning Outcomes Councils (FLOC)" (Guidelines p. 2). (Also see #7-c)

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: Through BoR Policy, and a congenial relationship with OPI (Office of Public Instruction) which strictly regulates the credit to high school students.

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: Widely advertised through the delivering campuses and by many of the high schools, but not driven by policy.

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	No	No	No	Yes	Yes	No	No	No	Yes
Domain:				Statewide	Local				Local
Prescriptiveness:				Required	Required				Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: But generally only to Jr & Sr level students
GPA: NOTE: "Students must have completed the required high school classes at that grade level and be on track for high school graduation within a four-year construct" (p. 5). The enrolling high school must authorize the enrollment for dual credit in order to ensure that the student is prepared and capable of a successful completion.
Exam Scores: The Policy does require the use of standardized exam scores for placement for students enrolled in mathematics and composition courses. (Also see #10-e), but does not standardize dual credit exam scores.
Pre-reqs: "Without exception, all dual enrollment students must meet the same prerequisites as on-campus student for courses that require specific placement tests, scores, or prerequisite courses. Students seeking places in mathematics and composition courses, including those students seeking college credit in excepted "honors" and "differentiated courses" classes must meet the requirements of Board of Regents Policies 3.01" (Guidelines p. 5).
Registration Timing: Students are subject to the enrollment and other academic deadlines of the teaching campus, as set forth in the bulletin or catalog.
Waivers: "…the high school's designated official may request an exception…" (Guidelines p. 5), offered to allow flexibility in student age.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: The enrolling school district must approve the student for dual credit, and the enrolling campus will not complete the student enrollment without such authorization.

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	No	Yes	No	Yes	Yes	Yes	Yes	Yes
Domain:		Statewide		Local	Statewide	Statewide	Statewide	Statewide
Prescriptiveness:		Required		Required	Required	Required	Required	Required

High School Credential Required?
Specific Credential Required

Other Comments

Degree: Master's in subject area as required by Board of Regents Policy 730 (Guidelines p. 4) *
HS Credential: K-12 Licensure "…or the course will not be eligible for high school credit" (Guidelines p. 4)
Subject Exp.: Campus academic policy may also apply, but see BoR Policy 730.
Selection: "…must be approved by the college…(as recommended by the faculty in the academic program being delivered)" (Guidelines p. 4)
Prior Training: "…college will provide discipline-specific training and orientation…" (Guidelines p. 4). Additionally, online faculty agree to abide by the MUS Online Quality Principles and associated campus professional training and development, located at http://mus.edu/online under Quality Principles.
Prof. Devel.: "…the college will provide annual discipline-specific professional development activities and ongoing collegial interaction…" (Guidelines p. 4). Additionally, if online, the course must have been delivered at least once by the faculty.
Other: Campus and faculty adherence to the Quality Principles adopted for online delivery by the MUS eLearning Advisory Committee.
Waivers: "These processes may be modified for concurrent enrollment faculty in collaboration with the school district, but the processes will meet or exceed the faculty standards for accreditation with NACEP" (Guidelines p. 4).

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: "The college will establish and reinforce expectations for supervision, professional development, and evaluation of concurrent enrollment faculty" (Guidelines p. 4).

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
		X

Comments: "To ensure college-level outcomes, all concurrent enrollment courses will meet the standards for accreditation by the National Alliance of Concurrent Enrollment Partnerships" (Guidelines p. 1).

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments: The indirect incentive is the continuing State funding support….

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: "…an annual OPI/OCHE report to the Board of Education on the dual enrollment offerings in the state, information on courses offered and students served under the exceptions for honors courses and differentiated instruction courses, the numbers of exceptions to student eligibility requirements requested and approved, the numbers of students successfully completing dual enrollment courses, comparisons of common assessment of learning outcomes, and successful transfer/expedited progress toward degree in Montana colleges and universities…" (Guidelines p. 7).

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: Periodic reports are prepared and delivered by the Director of eLearning, the Deputy Commissioner for Two-Year Programs, and the Associate Commissioner responsible for the Data Warehouse.

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments: Typically a "C-"or better is required by the campuses in order to post college credit, but it does vary campus by campus.

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: "…program evaluation at the institutional level meeting or exceeding the evaluation standards for accreditation by NACEP (Appendix A or http://nacep.org/standards), with institutional evaluations subsequently compiled at the state level (Appendix 1 or http://nacep.org/standards), with institutional evaluations subsequently compiled at the state level" (Guidelines p. 6-7) Additionally, all college courses will have Learning Outcomes associated, for accreditation review, and assessments are being developed to measure those outcomes.

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: "Counseling and advising of prospective students by appropriate college officials, high school counselors, teachers, and parents will be an integral part of all dual enrollment programs. Advising materials must state that as a college course, the dual enrollment course becomes part of the permanent college transcript that must be provided by the student to any college he or she eventually attends" (Guidelines p. 5)

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: The school districts and the enrolling campuses engage in various levels of formal "Memorandums of Agreement" to help govern all dual-credit associated activity.

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Student services in both the high school and the college settings will ensure that dual enrollment students have access to academic resources (e.g., library materials) and student services (e.g., orientation, advising, procedural information) that are important to the class and available to adult students taking the same course" (Guidelines p. 5) Additionally, campuses have accepted the Online Principles of Quality that mandate equitable levels of student support services, whether delivered face to face or online. (See www.mus.edu/online/coreprinciples.)

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: All college courses appear in the college course listing, including those offered for dual credit. (Faculty who teach the dual credit courses are actually teaching a college level course that may or may not have high school students enrolled.)

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "College faculty in the discipline and/or the appropriate academic administrator will verify through site visits and other measures that the curriculum of concurrent enrollment courses reflects the pedagogical, theoretical and philosophical orientation of the sponsoring college" (Guidelines p. 3).

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: "The college will provide annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research from the field" (Guidelines p. 4).

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: Campus policy identifies the Chief Academic Officer and the associated duties and responsibilities. The CAO often delegates the responsibilities to align with the organizational and reporting structures for faculty.

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: Faculty evaluate assessment via their established exam and grading processes.

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: Each campus is mandated to maintain a schedule of faculty review by students, under BoR Policy 705.3

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments: Reliance upon campus practices of mentoring, review, student evaluations, and other formal feedback on the faculty and the courses, as governed by the campus academic administration and faculty.

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: Per OPI, dual credit is the same as any other high school credit in the student transcript. Thus, the student credit hours for dual credit are also part of the high school student credit hours. The school funding is based in part upon the total student credit hours delivered.

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: As noted on the dual credit application form, the tuition must generally be paid in full prior to the initiation of the course, though the responsible party is identified only if the student is age 18 or older and accepts that responsibility by virtue of applying.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College			X	

Comments: Per OPI, dual credit is the same as any other high school credit in the student transcript. Thus, the student credit hours for dual credit are also part of the high school student credit hours. The school funding is based in part upon the total student credit hours delivered.

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: Campus policy on teaching loads would generally govern faculty salary payments, based upon in-load and extra-load considerations, rather than upon a course being dual credit.

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: Individual campus audits by the Legislative Audit Division, as well as periodic reviews by the campuses and occasionally by OCHE.

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Nebraska**

Primary Policy Links:

Title and Link
Dual Enrollment/Career Academy Study
Dual Enrollment: Nebraska'S Practices And Standards

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
	X	

Comments: Nebraska's Coordinating Commission for Postsecondary Education oversees dual credit in the state but has little or no ability to enforce regulations.

Terms and Definitions

Term	Definition
Dual Credit students	High school students who take a course for both college and high school credit. High schools count these in their average daily attendance.
Concurrent enrolled students	High school students who take college courses for college credit only (no high school credit), while remaining enrolled in high
Dual Enrollment	
Term for H.S. Located DC	Dual Enrollment

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year

Comments:

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Domain:					
Prescriptiveness:					

Comments:

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	Yes	Yes	No	No	No	No	Yes
Domain:	Local		Statewide	Statewide					Local
Prescriptiveness:	Encouraged		Encouraged	Encouraged					Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: Juniors or Seniors recommended
GPA: 3
Exam Scores: ACT composite score of at least 20 or an equivalent score on another valid assessment: Test scores are recommended, not mandated
Waivers: "or be formally identified as high ability or gifted students by the school participating in the dual enrollment program", "rank in the upper half of their high school class" or "demonstrate through some alternative means the capacity for academic success in the desired course or courses." Or be "waived in special circumstances by the appropriate secondary and postsecondary officials."

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Domain:	Statewide	Statewide	Statewide		Statewide	Statewide	Local	Local
Prescriptiveness:	Encouraged	Encouraged	Encouraged		Encouraged	Encouraged	Encouraged	Encouraged

High School Credential Required?
Not Mentioned

Other Comments

Degree: Master's recommended
Subject Exp.: Instructors meet approved requirements for teaching at the department/college level. "Instructors meet district teaching requirements for program participation. All faculty have the mutual support of the district and college/university participating in the dual enrollment program"
Prior Training: High school and postsecondary faulty receive appropriate orientation and training for participation in the program.
Prof. Devel.: It is recommended that high school and postsecondary faulty receive appropriate orientation and training for participation in the program.
Other: Collaboration between high school and postsecondary faculty is encouraged to be maintained throughout the program.
Waivers: The preceding faculty guidelines may be waived in special circumstances by the appropriate secondary and postsecondary officials.

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments: No enforcement mechanism in place

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: The district(s) and college/university review the program on an annual basis. No mention of who receives the report.

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: "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."
"To assure the academic rigor of courses for which college credit will be awarded, universities or colleges participating in dual enrollment programs will include valid student and faculty assessment measures that are consistent with the typical assessment measures of such university or college."

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Encouraged

Comments: Encouraged but not required.

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Encouraged

Comments: "To assure the academic rigor of courses for which college credit will be awarded, universities or colleges participating in dual enrollment programs will include valid student and faculty assessment measures that are consistent with the typical assessment measures of such university or college." No enforcement mechanism in place.

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
			X

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College	X			

Comments: High schools count these students in their average daily attendance. Assumption being that state aid goes only to high schools, not the college/university.

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **New Hampshire**

Primary Policy Links:

Title and Link
Running Start

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
	X	

Comments: Statutory authority is given to the Community College System of New Hampshire to grant college credit for CCSNH college courses.

Terms and Definitions

Term	Definition
Running Start Program	The Running Start program is a concurrent enrollment program that provides high school students with the opportunity to earn college credit while also completing the requirements for high school graduation. The Running Start program is a partnership between the community colleges of New Hampshire and high schools that enables high school students to take college courses and earn college credits at their high school, during the regular school day.
Term for H.S. Located DC	Running Start

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year

Comments:

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	No	No	No
Domain:	Statewide				
Prescriptiveness:	Required				

Comments:

Subject: Courses taught via the Running Start program are credit-bearing courses. Remedial or other non-credit bearing courses are not permissible in the Running Start program.
Transfer: While no college/university can guarantee the transfer of credit, a survey conducted of alumni students shows that a majority of postsecondary institutions in the U.S. grant either elective or required credit for courses. It is important for students to contact the universities/colleges that they would like to attend, to verify how each school handles transfer credits. Policies vary by institution and state. Policies may also vary by academic department within a postsecondary institution.

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	No	No	No	No	Yes	No	No
Domain:	Statewide						Statewide		
Prescriptiveness:	Required						Required		

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
	X		

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: Course offerings are restricted to juniors and seniors. Exceptions to this policy require prior approval from the appropriate college faculty department head. Further restrictions may apply as determined by the college. For information regarding eligibility requirements of a specific course, contact the high school guidance counselor.
Mix NonDC: There will be a minimum of four (4) students registered in a class for it to run for college credit. Exceptions can be made at the discretion of the college in conjunction with the high school. In a case where there are mixed students in a class, the course will run as a college course.

Registration Timing: To register for college credit, students must complete a registration form, have it signed by a parent or guardian, and submit it with payment by the specified deadline. Students cannot retroactively enroll in a college course.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: High school faculty teach the courses. These teachers meet or exceed the hiring qualifications for CCSNH faculty, and are partnered with a CCSNH faculty member.
Exceptions may be made by the college if an individual can show equivalent academic and/or work or teaching experience. Additionally, exceptions may be made by the college for a temporary appointment based on unusual circumstances as defined by the college.

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	No	No	Yes	No	No	No	Yes
Domain:	Statewide			Statewide				Statewide
Prescriptiveness:	Required			Required				Required

High School Credential Required?
Not Mentioned

Other Comments

Teacher Elig.: High school faculty teach the courses. These teachers meet or exceed the hiring qualifications for CCSNH faculty, and are partnered with a CCSNH faculty member.
Exceptions may be made by the college if an individual can show equivalent academic and/or work or teaching experience. Additionally, exceptions may be made by the college for a temporary appointment based on unusual circumstances as defined by the college.

Selection: High school faculty credentials must be reviewed and approved by the CCSNH college.
Waivers: If a CCSNH college reviews the credentials of a high school faculty member who has applied to be a Running Start teacher, and concludes that the faculty member does not meet CCSNH credentialing standards, the Principal of the high school or the Director of the Career & Technical Education Center (CTE) may make a formal, written appeal to the CCSNH college's VPAA for reconsideration. The VPAA will, in turn, bring the matter to the System VPAA Council which will review the credentials of the high school teacher and any other documentation provided by the high school/CTE center in its appeal. However, final decision-making authority will remain with the VPAA who brought the matter forward

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: The CCSNH faculty partner is responsible for an orientation of the high school teacher to the course, a review of instructional materials, course outline and examinations, assessment instruments, and a classroom visitation.

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: To register for college credit, students must complete a registration form, have it signed by a parent or guardian, and submit it with payment by the specified deadline. Students cannot retroactively enroll in a college course.

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Yearly, high schools participating in the Running Start program, enter into an agreement with the CCSNH college(s). This agreement (aka, Memo of Understanding) sets forth all the rights and duties of the parties with respect to the Running Start program. The agreement shall become effective the date it is signed, and usually will continue for a period of one year.

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: The college faculty partner will conduct a course review, including a classroom visitation, and an evaluation of the course.

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: The CCSNH faculty partner will make initial contact with the high school faculty partner prior to the start of class. The partners will exchange syllabi, supplementary materials, instructor texts, sample work, exams, etc., and discuss any modifications, if needed, to fit a high school audience.

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: The Vice President of Academic Affairs at each college will assess high school teacher credentials for meeting the respective departmental credentialing standards, as well as faculty standards established by the college's accrediting body, the Commission for Institutions of Higher Education (CIHE).

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: Course evaluations are conducted by the students, high school faculty partner and college faculty partner.

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: College faculty work directly with high school faculty to ensure that the CCSNH courses taught in participating schools maintain standards identical to those of sections taught on the college campus. CCSNH reserves the right to determine and periodically revise the conditions under which its programs may be offered for college credit and assumes responsibility for their supervision.
College faculty conduct a course review and classroom visit.

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
		X	

Comments: The cost for a CCSNH course offered through Running Start is $150, excluding the cost of textbooks and other instructional materials, where appropriate.
Students/Parents are responsible for payment unless the school district pays for the tuition.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
	X	

Comments: Various scholarships are available to qualified students, usually based on financial need. Scholarships cover the cost of tuition only.

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School				X
College				X

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: There is no adjunct salary compensation for high school faculty teaching college courses.

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: CCSNH will issue one three-credit course voucher for each section of a college course taught through Running Start. These vouchers cover the cost of tuition only.

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Nevada**

Primary Policy Links:

Title and Link
Nrs 389.160 Credit Toward Graduation From High School For Courses Taken At Community College Or University

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
X		

Comments:

Terms and Definitions

Term	Definition
None	
Term for H.S. Located DC	DUAL ENROLLMENT

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year

Comments:

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Domain:					
Prescriptiveness:					

Comments:

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Domain:	Local	Local	Local	Local	Local	Local	Local	Local	Local
Prescriptiveness:	Required	Required	Required	Required	Required	Required	Required	Required	Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited

Other Comments

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Domain:	Local	Local	Local	Local	Local	Local	Local	Local
Prescriptiveness:	Required	Required	Required	Required	Required	Required	Required	Required

High School Credential Required?
Not Mentioned

Other Comments

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: AD HOC ONLY TO PUBLIC POSTSECONDARY GOVERNING BOARD

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School				X
College			X	

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **New Jersey**

Primary Policy Links:

Title and Link
Section 18A:61C-1 Through 9 College Level Instruction For High School Students

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: 18A:61C-3. Rules, regulations
3. The Department of Education and the Commission on Higher Education each shall adopt, pursuant to the "Administrative Procedure Act," P.L.1968, c.410 (C.52:14B-1 et seq.), rules and regulations necessary to implement the provisions of this act.

Terms and Definitions

Term	Definition
18A:61C-1. College-level instruction for high school students	1. The Commissioner of Education, the Commission on Higher Education, in consultation with the Presidents' Council, shall establish a program to promote increased cooperation between the State's high schools and institutions of higher education. The objective of this program shall be to increase the access of our State's able high school students to the educational resources available in our institutions of higher education. This program shall supplement the efforts of local school districts to provide appropriate education to their students and shall not relieve a district of any obligation established by statute or regulation. The program shall increase the availability of college-level instruction for high school students through courses offered by institutions of higher education at their campuses and in high schools. The program shall seek the involvement of all institutions of higher education, two-year and four-year, public and nonpublic, and all school districts, including those which are not located in close proximity to an appropriate institution of higher education. L.1986,c.194,s.1; amended 1994,c.48,s.75.
12th Grade Initiative	This term applies to courses offered at both the high school and community colleges.
Term for H.S. Located DC	

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year

Comments: 18A:61C-5. Enrollment
Any institution of higher education and any local school district may enroll in the program. L. 1986, c. 193, s. 2, eff. Dec. 17, 1986.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Domain:					
Prescriptiveness:					

Comments:

Transfer: 18A:61C-8. Course credit acceptance
5. A public institution of higher education shall accept the course credit of a student who successfully participates in the program.

L.1986,c.193,s.5; amended 1994,c.48,s.79

Other: High school seniors have to pass the state's High School Proficiency Assessment and complete all high school requirements with the exception of English and physical education in order to participate.

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Domain:	Local	Local	Local	Local	Local	Local	Local		
Prescriptiveness:	Required	Required	Required	Required	Required	Required	Required		

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Domain:	Local	Local	Local	Local	Local	Local	Local	Local
Prescriptiveness:	Required	Required	Required	Required	Required	Required	Required	Required

High School Credential Required?
Not Mentioned

Other Comments

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: I don't think there is an enforcement policy. In New Jersey, the community colleges pay qualified high school teachers as adjuncts to teach the dual enrollment courses. So the oversight is left with the local community colleges.

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments: In NJ, dual enrollment courses are listed on transcripts as college-level courses. In other words, a student's college transcript does not indicate if the course was dual enrollment or a traditional college course.

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula

	None	Partial	Full	Not Applicable
High School			X	
College			X	

Comments: Yes. It is possible that the college and the high school both get funding for the same student. However, most community colleges have arrangements with the high schools in their counties regarding this issue, and those arrangements dictate which provider (college or high school) can claim the student as attending (high school) or as part of the FTE (college). Yes. It is possible that the college and the high school both get funding for the same student. However, most community colleges have arrangements with the high schools in their counties regarding this issue, and those arrangements dictate which

provider (college or high school) can claim the student as attending (high school) or as part of the FTE (college).

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **New Mexico**

Primary Policy Links:

Title and Link
Title 6 Chapter 30 Part 7 Dual Credit
Dual Credit Student Faq
Higher Education Department And Public Education Department Alignment Task Force "Aligning New Mexico'S High School Competencies With College Placement Requirements"

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: New Mexico Public Education Department and the Dual credit council. (NMAC 6.30.7)

Terms and Definitions

Term	Definition
Dual Credit	"Dual Credit courses are college courses taken for both high school and college credit while you are in high school. The courses need to be approved by both your high school and the college where you want to take courses, so check with your high school counselor first. Courses must be able to apply toward a postsecondary degree or certificate program. Remedial and developmental courses at the college may not be taken for Dual Credit, since they do not count toward a degree or certificate program" (NMPED)
Concurrent Enrollment	"How is Dual Credit different from concurrent enrollment? There are a few differences. Public* and BIE-funded school students do not pay tuition or for textbooks for Dual Credit courses. Dual Credit courses guarantee you both high school and college credit for successful completion. Concurrent enrollment may result in a student earning college credit while in high school, but not necessarily result in a student earning high school credits. In some cases, your high school may give you high school credit for concurrent enrollment college classes that you pay for on your own. Check with your high school counselor" (NMPED)
IDEAL-NM	IDEAL-NM stands for Innovative Digital Education and Learning in New Mexico. IDEAL-NM provides eLearning services to New Mexico P-12 schools, colleges and universities and government agencies
Term for H.S. Located DC	Dual Credit

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X	X	X	X

Comments: To what extent can districts sign Dual Credit agreements with multiple postsecondary institutions?
Districts may sign agreements with the community college assigned to their Geographic Area of Responsibility (GAR) and any four-year institution for face-to-face classes. Community colleges offering Dual Credit to districts within the service area have the first right of refusal for Dual Credit courses. If the district wishes to provide Dual Credit courses through distance learning the district may sign agreements with any institution of higher education eligible to participate in the Dual Credit program, regardless of the location of that institution. See the Geographic Areas of Responsibility administrative rule, 5.2.4 NMAC.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Encouraged

Comments: By 2008-2009, each district shall offer a program of courses for dual credit, in cooperation with an institution of higher education, and a program of distance learning courses. “District” means public school districts, charter schools and state-supported institutions. By 2009-2010, students entering grade 9 must earn at least one credit as an: honors, advanced placement, dual credit, or distance learning course during their high school years in order to graduate. See SB561: High School Redesign (2007) (Dual Credit Committee FAQ) Are all high school students eligible for Dual Credit?
As noted in 6.30.7.8 New Mexico Administrative Code (NMAC), "...the state will provide equal opportunities to all public high school students who wish to participate in the Dual Credit program". It is up to the district and college/university administrators to determine the academic standing of eligible Dual Credit students based on their IEP or Next Step Plan, readiness and academic/career goals. Some courses may require attainment of a minimum score on the college's placement test. Of course, eligibility is also subject to fiscal limitations, as well as any limitations or restrictions set out in the Dual Credit rule (6.30.7 NMAC) and statute (21-1-1.2 NMSA 1978).

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: NMAC 6.30.7.11 ELIGIBLE COURSES.
A. Types of courses.
(1) College courses that are academic or career technical and that simultaneously earn credit toward high school graduation and a postsecondary degree or certificate shall be eligible for dual credit. Remedial, developmental and physical education activity courses are not eligible for dual credit.
(2) Courses taken for audit are not eligible for dual credit.
(3) Dual credit courses may be taken as elective or core course (except physical education activity course) high school credits.

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	Yes	No	No
Domain:	Statewide		Statewide		
Prescriptiveness:	Required		Required		

Comments:

Transfer: NMAC 6.30.7.11 A (8) Dual credit courses that are part of the general education common core for postsecondary institutions are eligible for transfer among New Mexico postsecondary institutions pursuant to Subsection D of 21-1B-3 NMSA 1978.

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: N/A The Public Education Department holds the DC rule.

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: NMAC 6.30.7.8 H Duties and responsibilities of the LEA. (Local Educational Agency) The LEA shall: (5) provide information and orientation to students about opportunities to participate in dual credit programs during student advisement, academic support, and formulation of annual next step plans; (6) provide the form to eligible students and appropriate LEA staff online and in hard copy; (7) approve the form for each student on a course-by-course basis each semester based on each student’s prior coursework, career pathway, or academic readiness (8) provide information and orientation, in collaboration with the postsecondary institution, to the student and student’s family regarding the responsibilities of dual credit enrollment including academic rigor, time commitments, and behavioral expectations associated with taking college courses and the importance of satisfactorily completing the college credits attempted in order for dual credit to be awarded; (9) inform students of course requirement information which includes course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information;

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	Yes	No	Yes	No	Yes	No	No
Domain:	Statewide		Statewide		Statewide		Statewide		
Prescriptiveness:	Required		Required		Required		Required		

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: 9th grade and above
GPA: "C" or above
Pre-reqs: NMAC 6.30.7.11.A (7) Course requirements for high school students enrolled in dual credit courses shall be equal to those of regular college students.
Registration Timing: NMAC 6.30.7.8. I (7) register for courses during the postsecondary institution's standard registration periods (note: enrollments shall not be permitted after the close of posted late registration);

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Domain:	Local	Local	Local	Local	Local	Local	Local	Local
Prescriptiveness:	Required	Required	Required	Required	Required	Required	Required	Required

High School Credential Required?
Not Mentioned

Other Comments

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: 6.30.7.12 DATA COLLECTION AND REPORTING.

A. Data collection.

(1) Each semester, a form shall be used to document each student request for enrollment in courses for dual credit and the review and approval process within the LEA and postsecondary institution. The postsecondary institution may require additional forms and information from the student.

(2) A completed form shall contain the high school student first name, middle initial, and last name, unique state student identification number, student grade level or expected date of high school graduation, student address (street address, city, state, and zip code), student county of residence, student telephone number, student gender, ACT high school code, secondary school name, postsecondary institution name, postsecondary institution course information (schedule number, course number, course section, course title, day, time, location, higher education credits, high school credits semester and year), a signed FERPA release form, required signatures, check boxes that indicate: whether form was completed and signed by all parties, whether student meets course prerequisites, and, if applicable, whether student high school record was received; applicable placement exam scores, high school grade point average, expected graduation date, and, if applicable, date of birth.

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the student registration or transcripting processes?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: 6.30.7.8 Uniform master agreements must be in place between IHEs and LEAs

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: 6.30.7.8. I. Duties and responsibilities of the student. The student shall:
(10) have rights and privileges that include:
(a) the rights and privileges equal to those extended to LEA and postsecondary institution students, unless otherwise excluded by any section of this agreement;
(b) use of the postsecondary institution library, course-related labs and other instructional facilities, use of the postsecondary institution programs and services such as counseling, tutoring, advising, and special services for the students with disabilities, and access to postsecondary institution personnel and resources as required;

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments: 6.30.7.8.F (1) – the agreement specifies eligible courses, academic quality of dual credit courses ….

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
			X

Comments: NMAC 6.30.7.8. G(13) waive all general fees for dual credit courses (14) waive tuition for high school students taking dual credit courses;
6.30.7.8 H (15) – LEAs pay the cost of required books and other course supplies …. The LEAs, in turn, receive reimbursement for these costs through legislative allocation.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
			X

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College			X	

Comments: The state statute on dual credit specifies that IHEs not charge tuition for dual credit student. However, IHEs are eventually compensated for dual credit student course attendance through the funding formula.

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **New York**

Primary Policy Links:

Title and Link

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
X		

Comments:

Terms and Definitions

Term	Definition
None	
Term for H.S. Located DC	

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year

Comments:

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Domain:					
Prescriptiveness:					

Comments:

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	No	No	No	No	No	No	No	No	No
Domain:									
Prescriptiveness:									

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	No	No	No	No	No	No	No	No
Domain:								
Prescriptiveness:								

High School Credential Required?
Not Mentioned

Other Comments

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the student registration or transcripting processes?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School	X			
College	X			

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **North Carolina**

Primary Policy Links:

Title and Link
Career And College Promise Operating Procedures
North Carolina Career & College Promise

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: SECTION 7.1A.(a) The State Board of Education and the North Carolina Community College System shall establish the Career and College Promise program.

Terms and Definitions

Term	Definition
College Transfer	"Earn tuition-free course credits toward a four-year degree through North Carolina's community colleges. Students who complete a 44-hour credit program will be able to transfer all of their credit to all UNC institutions and many of NC's independent colleges and universities"
Technical Career	"Earn tuition-free course credits at an NC Community College toward an entry-level job credential, certificate or diploma in a technical career"
Cooperative Innovative High Schools	"Begin earning tuition-free college credits as a high-school freshman by attending a Cooperative Innovative High School. Cooperative Innovative High School Programs are located on college campuses, enroll 100 or fewer students per grade level, and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years are defined as Cooperative Innovative High School Programs."
Dual Enrollment	(Session Law 2011-145, SECTION 7.1A.(d) (1) (pp. 37-68)
Term for H.S. Located DC	

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year

Comments:

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Permit

Comments: Statute language says "may" (Session Law 2011-145, SECTION 7.1A.(d) (1) (p. 39)

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	Yes	Yes	Yes	No
Domain:	Statewide	Statewide	Statewide	Statewide	
Prescriptiveness:	Encouraged	Encouraged	Required	Required	

Comments:

Subject: “Academic transition pathways for qualified junior and senior high school students that lead to a career technical education certificate or diploma” (p. 39)
Number: A Core 44 College Transfer Pathway leading to a minimum of 30 hours of college transfer
Transfer: SECTION 7.1A.(i) The North Carolina Community College System, University of North Carolina General Administration, and the North Carolina Independent Colleges and Universities shall develop a plan for articulation of a college transfer certificate to all UNC institutions and participating independent colleges and universities. North Carolina Independent Colleges and Universities, Inc., shall also be included in the development of the plan if it chooses to participate. College transfer certificates shall require the successful completion of thirty credit hours of college transfer courses, including English and mathematics, for qualified junior and senior high school students
Gened: See above comment

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes
Domain:	Statewide		Statewide	Statewide	Local	Statewide			Statewide
Prescriptiveness:	Required		Required	Required	Required	Required			Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: Section 7.1.A.(h) (4) a.2. Academic transition pathways for qualified junior and senior high school students that lead to a career technical education certificate or diploma.
GPA: Core 44 College Transfer Pathway: weighted GPA of 3.0, The Career and College Promise Career Technical Education Pathway: weighted GPA of 3.0, Cooperative Innovative High School Programs, no GPA mentioned.
Exam Scores: Core 44 College Transfer Pathway: Demonstrate college readiness on an assessment or placement test (PLAN, PSAT, Asset, Compass, Accuplacer). A student must demonstrate college readiness in English, reading and mathematics to be eligible for enrollment.
Pre-reqs: Local issue.
Credits: SECTION 7.1A.(b) (2) A College Transfer Pathway, leading to a college transfer certificate requiring the successful completion of thirty semester hours of transfer courses, including English and mathematics, for qualified junior and senior high school students. (Note that the other pathways do not have such a limit)
Waivers: “During the summer quarter, persons less than 16 years old may be permitted to take noncredit courses on a self-supporting basis, subject to rules of the State Board of Community Colleges” (p. 39) A high school junior or senior who does not demonstrate college-readiness on an approved assessment or placement test may be provisionally enrolled in a College Transfer Pathway. To qualify for Provisional Status, a student must meet specific criteria. Cooperative Innovative High School Programs: The State Board of Education and the State Board of Community Colleges may waive the requirement that a Cooperative Innovative High School Program is located on the community college campus. (p. 3)

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Domain:	Local	Local	Local	Local	Local	Local	Local	Local
Prescriptiveness:	Required	Required	Required	Required	Required	Required	Required	Required

High School Credential Required?
Not Mentioned

Other Comments

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
		X	

Comments: SECTION 7.1A.(d) The North Carolina Community College System and the Department of Public Instruction shall jointly develop and implement a program accountability plan to evaluate short-term and long-term outcomes for Career and College Promise. Outcomes to be measured shall include the following items:
(1) The impact of dual enrollment on high school completion.
(2) The academic achievement and performance of dually enrolled high school students.
(3) The number of students who successfully complete college certificates while dually enrolled.
(4) The impact of dual enrollment and certificate completion on enrollment in college.
(5) The persistence and completion rates of students who continue into college programs after high school graduation.

(6) The academic achievement and performance of students who continue into colleges programs after high school graduation.

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
		X	

Comments: See above comment

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: No support listed on survey

Does state policy regulate the student registration or transcripting processes?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: SECTION 7.1A.(i) The North Carolina Community College System, University of North Carolina General Administration, and the North Carolina Independent Colleges and Universities shall develop a plan for articulation of a college transfer certificate to all UNC institutions and participating independent colleges and universities. North Carolina Independent Colleges and Universities, Inc., shall also be included in the development of the plan if it chooses to participate. College transfer certificates shall require the successful completion of thirty credit hours of college transfer courses, including English and mathematics, for qualified junior and senior high school students.

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Encouraged

Comments: SECTION 7.1A.(j) (b) All the cooperative innovative high school programs established under this Part shall (6) Emphasize parental involvement and provide consistent counseling, advising, and parent conferencing so that parents and students can make responsible decisions regarding course taking and can track the students' academic progress and success

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: SECTION 7.1A.(i) The North Carolina Community College System, University of North Carolina General Administration, and the North Carolina Independent Colleges and Universities shall develop a plan for articulation of a college transfer certificate to all UNC institutions and participating independent colleges and universities. North Carolina Independent Colleges and Universities, Inc., shall also be included in the development of the plan if it chooses to participate. College transfer certificates shall require the successful completion of thirty credit hours of college transfer courses, including English and mathematics, for qualified junior and senior high school students.

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
			X

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
		X	

Comments: State pays tuition, fees negotiated. Policy?
Negotiated. Policy?

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
		X

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College			X	

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: In most cases, the instructors are already college faculty

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: Internal audit of the CC system. (Is this specific to dual credit?)

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **North Dakota**

Primary Policy Links:

Title and Link
North Dakota Century Code Chapter 15.1-25 Elementary And Secondary Enrollment - Postsecondary Enrollment
Act/Workkeys/Scholarship Frequently Asked Questions
403.5 Secondary-Postsecondary Articulation Agreements, Dual Credit Postsecondary Enrollment Options
402.1.2 Admission Policies - Student Placement Into College Courses
Joint Standards For Dual Credit Courses
402.3.2 Delivery Of Dual-Credit College Courses
Dual Credit
Dual Credit Assistance

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: North Dakota State Board of Higher Education/North Dakota University System & North Dakota Department of Public Instruction

Terms and Definitions

Term	Definition
Dual Credit	College level courses offered to high school students for which students earn credit on both the high school transcript and the college or university transcript. All such courses are referred to as dual credit courses regardless of the location at which a course is taught.
Early Entry	High school students enrolled in college or university courses for which students only earn college or university credit for the course.
Term for H.S. Located DC	Dual Credit

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X	X	X	X

Comments: Generally, dual-credit courses will be offered at participating high schools within the host institution's primary geographic service region. NDUS policy 402.3.2 Delivery of Dual-Credit College Courses

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: Postsecondary institutions must be accredited by a regional accrediting organization or a career and technical education course offered by a postsecondary institution in a program accredited by a national or regional accrediting organization recognized by the United States department of education.
ND Century Code Chapter 15.1-25

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	Non-specific reference	Yes	Yes	Yes
Domain:	Statewide		Statewide	Statewide	Statewide
Prescriptiveness:	Required		Required	Required	Required

Comments:

Number: a. There is no statutory limit to the number of courses or credits received by students through the dual-credit delivery mode.
b. Individual campuses may place restrictions on the number of courses and credits which a student may receive via dual-credit during any given academic term or time period.
NDUS policy 402.3.2 Delivery of Dual-Credit College Courses

Transfer: All dual-credit courses will have equal transferability status within the NDUS in accordance with the General Education Requirement Transfer Agreement (GERTA) and other transfer agreements.
NDUS policy 402.3.2 Delivery of Dual-Credit College Courses

Gened: All dual-credit courses will have equal transferability status within the NDUS in accordance with the General Education Requirement Transfer Agreement (GERTA) and other transfer agreements.
NDUS policy 402.3.2 Delivery of Dual-Credit College Courses

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: 1. In order to be approved by the superintendent of public instruction, each public and nonpublic high school shall make available to each student: i. One unit of an advanced placement course or one unit of a dual-credit course;
ND Century Code: 15.1-21-02. High schools - Required units.

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	No	Yes	Yes	No	Yes	Yes	No
Domain:	Statewide			Statewide	Statewide		Statewide	Local	
Prescriptiveness:	Required			Required	Required		Required	Required	

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
	X		

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: According to the North Dakota Century Code regarding dual-credit courses, high school sophomores, juniors and seniors are eligible to receive high school and post secondary credit for the successful completion of an academic course offered by any postsecondary institution in a program accredited by a national or regional accrediting organization recognized by the United States department of education. NDUS policy 402.3.2 Delivery of Dual-Credit College Courses
Exam Scores: Dual credit students must provide proof of passing scores on national standardized examinations (ACT, SAT, Plan, Compass, or Accuplacer) for placement into College Algebra and College Composition I. Several standardized examinations and minimum scores fulfill this requirement. See attached NDUS Procedure 402.1.2 Admission Policies- Student Placement into College Courses.
Pre-reqs: See use of national standardize scores, as pre-requisites, for placement into College Algebra and College Composition detailed above.
Mix NonDC: This topic may need to be further addressed in the state of ND. ND often uses the term “blended” courses to describe a classroom where some students are enrolled for college credit and others are only enrolled for high school credit. Small rural schools indicate that without blending, they would not have sufficient enrollment to offer dual credit courses./And from response to #19: All students enrolled in a course that is available as a dual-credit college course taught within a high school will be expected to meet the academic requirements of the course irrespective of whether the

student enrolls for college credit or not.
NDUS policy 402.3.2 Delivery of Dual-Credit College Courses
Registration Timing: Submission of the dual credit application for approval to the Department of Public Instruction must occur prior to the start of each semester. Late applications will be accepted to reflect enrollment changes at the start of a high school semester in a dual credit class taught in the high school.

Enrollment applications for dual credit must be submitted to the NDUS college/university offering the course within the first ten days of the beginning of the semester in which the dual credit course is offered. The NDUS Common Calendar should be used to reference semester starting dates. NDUS policy 402.3.2 Delivery of Dual-Credit College Courses

Other: Before enrolling in a course for credit, the student must obtain written permission from the student's school district superintendent and the university for which college credit will be granted.
ND Century Code 15.1-25-02
Parental permission is also required for students under the age of 18.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments: ND State Board of Higher Education , ND University System, and ND Department of Public Instruction policies and procedures are developed in compliance with ND century code.

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: As is the case with all adjunct instructors, the instructor offering the course must be approved by the academic administrators using the same criteria and procedure that they would employ on campus. Approved high school instructors teaching dual-credit courses within the high school are considered to be adjunct instructors of the sponsoring NDUS college or university.
NDUS policy 402.3.2 Delivery of Dual-Credit College Courses

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	No	Yes	No	No
Domain:	Local	Statewide	Statewide	Statewide		Local		
Prescriptiveness:	Required	Encouraged	Required	Required		Required		

High School Credential Required?
Non-Specific Credential Required

Other Comments

Teacher Elig.: As is the case with all adjunct instructors, the instructor offering the course must be approved by the academic administrators using the same criteria and procedure that they would employ on campus. Approved high school instructors teaching dual-credit courses within the high school are considered to be adjunct instructors of the sponsoring NDUS college or university.
NDUS policy 402.3.2 Delivery of Dual-Credit College Courses
Degree: Preference for teachers holding an MA degree in the content area will be only one criterion considered in the employment of adjunct instructors to teach dual-credit college courses.
NDUS policy 402.3.2 Delivery of Dual-Credit College Courses

HS Credential: In accordance with the provisions of the North Dakota Century Code, dual-credit courses are considered as post-secondary courses and are exempt from any statutory or regulatory provisions otherwise applicable to high school courses and to the persons by whom high school courses are taught. Therefore, college faculty may teach college courses in a high school for which high school credit is granted (per the district superintendent's approval) without having state secondary certification.
NDUS policy 402.3.2 Delivery of Dual-Credit College Courses

Subject Exp.: The instructor offering the course must be approved by the academic administrators using the same criteria and procedure that they would employ on campus. Approved high school instructors teaching dual credit courses within the high school are considered to be adjunct instructors of the sponsoring NDUS college or university.
NDUS Procedure 402.3.2 Delivery of Dual Credit College Courses

Selection: Instructors who teach dual credit courses for a NDUS sponsoring institution must follow the standard procedure regarding the employment of adjunct instructors by that institution including

filing required documents, e.g., official transcripts, employment forms, etc. NDUS Procedure 402.3.2 does indicate that "the instructor offering the course must be approved by the academic administrators using the same criteria and procedure that they would employ on campus. (Last sentence from question #26 comment box)
Prof. Devel.: Institutions shall provide high school instructors with an orientation in course curriculum, assessment methods, and administrative requirement before high school instructores are permitted teach dual credit courses AND Dual credit instructors must be given the opportunity to participate in all activities avaliable to other adjunct faculty... August 2012 memo from ND Department of Public Instruction

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: Both the North Dakota University System and the North Department of Public Instruction maintains a log of dual credit applications and reports the number of high school students enrolled in college coursework fall semester.
See page 17 of the Fall 2011 NDUS Enrollment Report: http://www.ndus.edu/uploads/reports/95/fall-2011-enrollment-report--5-12.pdf

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: The North Dakota Department of Public Instruction also tracks dual credit enrollment, participating high schools, and subject areas for which high school students enroll each semester.

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: To ensure that college course standards are adhered to, the NDUS college/ university course syllabus will be provided to the 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 dual-credit course must meet the minimum number of clock-hours required for granting college credit in accordance with Carnegie standards. In most cases, high school periods meeting for 50 minutes, five days per week during a 16 week semester will exceed these requirements.

All students enrolled in a course that is available as a dual-credit college course taught within a high school will be expected to meet the academic requirements of the course irrespective of whether the student enrolls for college credit or not.

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: Registration and approval for the dual credit class must occur at the start of each semester.

Enrollment applications for dual credit must be submitted to the NDUS college/university offering the course within the first ten days of the beginning of the semester in which the dual credit course is offered. The NDUS Common Calendar should be used to reference semester starting dates.
NDUS policy 402.3.2 Delivery of Dual-Credit College Courses

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: North Dakota University System 402.3.2 Delivery of Dual-Credit College Courses

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: High school students enrolled in dual-credit college courses and seeking NDUS college credit regardless of class location will be permitted to use the resources of the sponsoring college/university, i.e., computer labs, library, etc., as any part-time student would.
NDUS policy 402.3.2 Delivery of Dual-Credit College Courses

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Dual credit courses taught in high schools carry the same college credit as the similar course taught on the campus of the NDUS sponsoring institution and will not have a special designation on the transcript as a dual credit course.

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: Every dual credit course must be reviewed annually by college/university faculty through the appropriate department to ensure consistency with campus courses.

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: While a specific office is not mentioned in ND procedures, NDUS Procedure 402.3.2 does indicate that "the instructor offering the course must be approved by the academic administrators using the same criteria and procedure that they would employ on campus.

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: Students must mee the same academic criteria as those enrolled in credit-bearing college courses, including taking appropriate testing. Course content and pacing must be the same as that required for credit-bearing college courses. Hence, a semester length credit-bearing course shall be taught for asemester at the high school. Learning outcomes must be the same for credit bearing-college courses and will be assessed using the same assessment tools as used in the same course taught at the college. August 2012 memo from ND Department of Public Instruction

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: While not "required", the state does have a Dual Credit Task Force comprised of K-12 administrators, university system dual credit administrators, dual credit faculty, and others to review issues related to dual credit.

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: The college course section taught in the high school must meet the content and academic standards of the NDUS course sections taught on campus. The dual credit course taught in the high school is a college course which offers high school credit and not a high school course which receives college credit.
NDUS Procedure 402.3.2 Delivery of Dual Credit College Courses

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
		X	

Comments: Tuition/Fee Payment:

1. Dual-credit students shall pay the university/college application fee the first time they apply to take a dual enrollment course at each campus.
2. Unless an institution waives all or part of the tuition for dual credit courses, dual-credit students shall pay the current tuition rate per credit hour along with applicable fees similar to those charged by the host institution to other students.
a. Future tuition/fee amounts may change for each specific NDUS institution per legislative and State Board of Higher Education actions. Counselors at participating high schools will be informed annually of the current/tuition fee amounts charged by their service-area NDUS schools.3. Tuition/fee payment must be made at the time of application with a check payable to the NDUS institution and should be attached to the application/enrollment form returned to the institution.
4. Refund of tuition because of withdrawal from the course will be pro-rated according to the system policy of the NDUS institution offering the dual-credit course.
5. Dual-credit students are not eligible for federal financial aid.
NDUS policy 402.3.2 Delivery of Dual-Credit College Courses

The student and the student's parent or legal guardian are responsible for all costs of attendance and postsecondary institution under this chapter. For purposes of this section, "costs" includes tuition, fees, textbooks, materials, equipment, and other necessary charges related to the course in which the student has enrolled.
North Dakota Century Code Chapter 15.1-25-03 Costs of Attendance – Responsibility of student.

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
	X	

Comments: The Bank of North Dakota reimburses tuition to high school students for up to two dual classes each year if the student qualifies for free-or-reduced lunch at the high school. http://nd-can.nd.gov/college_planning/pdfs/dualcreditassistanceapplication.pdf. North Dakota Academic Scholarship and the North Dakota Career and Technical Education Scholarship
Both scholarships are renewable, based on published criteria, and available to all ND high school students who meet scholarship requirements.Two scholarships are available to North Dakota students—one of the two is primarily intended for students pursuing technical studies:http://www.dpi.state.nd.us/resource/act/faq.pdf

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College				X

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: Unless otherwise arranged, the sponsoring NDUS institution will directly pay the instructor to teach a dual credit course in the high school for instructional services rendered to that institution in accordance with the host institution procedures and rate of payment. Payment for teaching a dual credit course may be made through the school district or high school (upon the request of both the instructor and the school district). NDUS Procedure 402.3.2 Delivery of Dual Credit College Courses

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: The two scholarships listed above are detailed in North Dakota Century Code and compliance is reviewed by state auditors. http://www.legis.nd.gov/cencode/t15-1c21.pdf

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Ohio**

Primary Policy Links:

Title with Link
Dual Enrollment Financing Recommendations
Chapter 3301-44 Post-Secondary Enrollment Options
3313.6013 [Effective Until 9/24/2012] Dual Enrollment Program For College Credit
Chapter 3365: Post-Secondary Enrollment Options Program

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: Ohio Board of Regents (OBR) and Ohio Department of Education (ODE)

Terms and Definitions

Term	Definition
Dual Enrollment Program	Dual enrollment options enable a student to earn both high school and college credit during high school as a result of participating in a college course offered at the high school, at a college or university, or via distance learning. Examples of dual enrollment options are: PostSecondary Enrollment Options (PSEO), Seniors to Sophomores, Dual enrollment offerings on high school campuses, Early College High School, and some College Tech Prep programs.
Term for H.S. Located DC	PSEO, Seniors to Sophomores, Dual enrollment offerings on high school campuses, Early College High School, and some College Tech Prep programs.

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year

Comments:

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Required

Comments:

Code3313.6013
(B) Each city, local, exempted village, and joint vocational school district and each chartered nonpublic high school shall provide students enrolled in grades nine through twelve with the opportunity to participate in a dual enrollment program. For this purpose, each school district and chartered nonpublic high school shall offer at least one dual enrollment program in accordance with division (B)(1) or (2) of this section, as applicable.

(1) A city, local, or exempted village school district meets the requirements of this division through its mandatory participation in the post-secondary enrollment options program established under Chapter 3365. of the Revised Code. However, a city, local, or exempted village school district may offer any other dual enrollment program, in addition to the post-secondary enrollment options program, and each joint vocational school district shall offer at least one other duel enrollment program, to students in good standing, as defined by the partnership for continued learning under section 3301.42 of the Revised Code as it existed prior to the effective date of this amendment or as subsequently defined by the department of education.

(2) A chartered nonpublic high school that elects to participate in the post-secondary enrollment options program established under Chapter 3365. of the Revised Code meets the requirements of this division. Each chartered nonpublic high school that elects not to participate in the post-secondary enrollment options program instead shall offer at least one other dual enrollment program to students in good standing, as defined by the partnership for continued learning under section 3301.42 of the Revised Code as it existed prior to the effective date of this amendment or as subsequently defined by the department of education.

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Domain:					
Prescriptiveness:					

Comments:

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: http://codes.ohio.gov/orc/3313.6013
(C) Each school district and each chartered nonpublic high school shall provide information about the dual enrollment programs offered by the district or school to all students enrolled in grades eight through eleven.

http://codes.ohio.gov/orc/3365.02
There is hereby established the post-secondary enrollment options program under which a secondary grade student who is a resident of this state may enroll at a college, on a full- or part-time basis, and complete nonsectarian courses for high school and college credit. Secondary grade students in a nonpublic school may participate in the post-secondary enrollment options program if the chief administrator of such school notifies the department of education by the first day of April prior to the school year in which the school's students will participate. The state board of education, after consulting with the board of regents, shall adopt rules governing the program. The rules shall include: (A) Requirements for school districts, community schools, or participating nonpublic schools to provide information about the program prior to the first day of March of each year to all students enrolled in grades eight through eleven.

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	Yes	No	Yes	No	Yes	No	No
Domain:	Statewide		Statewide		Statewide		Statewide		
Prescriptiveness:	Required		Required		Required		Required		

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: Freshmen
GPA: GPA 3.0
Pre-reqs: Students should complete Algebra II and three years of high school English with a grade of "C" or better
Registration Timing: http://codes.ohio.gov/orc/3365.02
(B) A requirement that a student or the student's parent inform the district board of education, the governing authority of a community school, the STEM school chief administrative officer, or the nonpublic school administrator by the thirtieth day of March of the student's intent to participate in the program during the following school year. The rule shall provide that any student who fails to provide the notification by the required date may not participate in the program during the following school year without the written consent of the district superintendent, the governing authority of a community school, the STEM school chief administrative officer, or the nonpublic school administrator.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Courses that are offered by colleges for college credit fall under the Board of Regents faculty credentialing requirement.

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	No	No	No	No	No
Domain:	Statewide	Statewide	Statewide					
Prescriptiveness:	Required	Required	Required					

High School Credential Required?
Not Mentioned

Other Comments

Degree: Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.
At least a bachelor's degree if teaching in an associate degree program; at least a master's degree if teaching in a bachelor's degree program; a terminal degree if teaching in a graduate program.
A recognized standard of licensure and significant experience for any other credential program.
Faculty members teaching general education courses hold a master's degree or higher in the discipline.

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: Joint recommendation from OBR and ODE: Textbooks, syllabi, course assignments, assessments must be equivalent to other college courses; Credit should be awarded after successful course completion.

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: Joint recommendation from ODE and OBR: All students enrolled in dual enrollment programs should have access to student support services such as: College libraries and research resources, Academic advising sessions each semester, Tutoring services and other academic support services, An orientation seminar for students (and families) offered before a student enrolls in more than 12 credit hours, and An environment that supports a college-going culture.

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: Joint recommendation from ODE and OBR: A college faculty member from the academic department should monitor the quality of the course(s) and visit the site at least once per term.

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: Joint recommendation from ODE and OBR: Regular Interaction

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments: Joint recommendation from ODE and OBR: Post-program surveys

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: Colleges and universities would be granted their state share of instruction (SSI) as allowed in the state funding formula.

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
		X	

Comments: For PSEO, there is a policy; otherwise,there is a lack of consistency in financial arrangements depending upon the school system and the educational institution involved in the dual enrollment agreement (public, PNP, for-profit, online). Many different financial arrangements can be found across the state.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School	X			
College			X	

Comments: Different arrangements appear to be in place across the state.

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Oklahoma**

Primary Policy Links:

URL	Title

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
	X	

Comments: Oklahoma state regents for higher education (OSRHE)

Terms and Definitions

Term	Definition
Concurrent Enrollment	"Concurrent enrollment" is the term used to describe high school student enrollment in college-level courses. Concurrent enrollment allows eligible high school students the opportunity to enroll in college-level courses concurrently with their high school curriculum and allows the student to achieve college credit through a collegiate experience.
Term for H.S. Located DC	There is no statewide differentiation

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X		X	X

Comments: OSRHE policy establishes the admission and retention standards for concurrent enrollment. Oklahoma §70-628.13 states that no institution of the Oklahoma State System of Higher Education shall deny enrollment in any course to any otherwise qualified high school student, or student of at least thirteen (13) years of age who is receiving high school level instruction at home, who meets the requirements of concurrent enrollment, nor shall any independent school district prohibit any student who meets the requirements of concurrent enrollment from participating. The OSRHE are the coordinating board for all state system public institutions.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Required

Comments: Oklahoma §70-628.13 states that no institution of the Oklahoma State System of Higher Education shall deny enrollment in any course to any otherwise qualified high school student, or student of at least thirteen (13) years of age who is receiving high school level instruction at home, who meets the requirements of concurrent enrollment, nor shall any independent school district prohibit any student who meets the requirements of concurrent enrollment from participating.
Oklahoma §70-628.13 states State Board of Education shall take all necessary actions to ensure the availability of concurrent enrollment opportunities for students.

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	Yes	Yes	Yes	No
Domain:	Statewide	Statewide	Statewide	Statewide	
Prescriptiveness:	Required	Required	Required	Required	

Comments:

Subject: High school students participating in concurrent enrollment may not enroll in remedial/developmental courses and must have at least an ACT subject score of 19 to enroll in corresponding coursework [e.g., to enroll in college-level mathematics a student must have at least a mathematics ACT score of 19].
Number: min=1
Transfer: The OSRHE has a Course Equivalency Project (CEP) which is a postsecondary education resource service that provides course equivalency information to facilitate student transfer within the Oklahoma System of Higher Education. Its database contains faculty-generated course equivalency information for hundreds of courses offered at public institutions in Oklahoma and the courses are organized by discipline.

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: Oklahoma §70-628.13 states that no institution of the Oklahoma State System of Higher Education shall deny enrollment in any course to any otherwise qualified high school student, or student of at least thirteen (13) years of age who is receiving high school level instruction at home, who meets the requirements of concurrent enrollment, nor shall any independent school district prohibit any student who meets the requirements of concurrent enrollment from participating.

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Oklahoma §70-628.13 states the State Board of Education in cooperation with the OSRHE shall prepare promotional materials explaining the requirements, features, and opportunities of concurrent enrollment and shall ensure that the independent school districts distribute the materials to each student prior to enrollment for each year of high school.

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
Domain:	Statewide	Statewide	Statewide	Statewide	Statewide	Statewide		Statewide	
Prescriptiveness:	Required	Required	Required	Required	Required	Required		Required	

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
			X

Other Comments

Grade Level: The student must be at least a high school junior.
Age: Student must be at least 16 years of age or older if receiving high-school-level instruction at home or from an unaccredited high school.
GPA: Students in their senior year of high school must have at least a 3.0 GPA and students in their junior year of high school must have at least a 3.50 GPA.
Exam Scores: OSRHE policy does require that students have at minimum a 19 ACT subject score to enroll in the corresponding college-level course [e.g., 19 ACT mathematics score to enroll in college level mathematics, 19 ACT English score to enroll in English composition courses]. Required minimum scores by the state vary depending on postsecondary institutions.
Pre-reqs: OSRHE policy does not mandate or require course pre-requisites, but institutions may have course pre-requisite requirements.
Credits: Credit minima or maxima:
A high school student may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a maximum of nine semester credit-hours during a summer session or term at a college or university of the state system without the necessity of being concurrently enrolled in high school classes during the summer term.
For purposes of calculating workload, one-half high school unit is equivalent to three semester-credit-hours of college work.

College Stds.: The collegiate experience associated with concurrent enrollment is present in four environments [policy section 3.9.6.I.5]:
a. High school students enrolled on a college or university campus in a course with collegiate students enrolled.
b. High school students enrolled at an off-campus site in a course that originates on campus with collegiate students enrolled.

c. High school students enrolled in a course with collegiate students enrolled at an established off campus site with a regular program of study (defined as at least one certificate, associate in arts, associate in science, associate in applied science or baccalaureate degree).
High school students enrolled at other off campus sites (including in the home and including the use of synchronous or asynchronous instruction) and taught by regular faculty whose primary educational employment is as a faculty member at the institution delivering the course.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: Students must meet admission and retention standards to participate in concurrent enrollment.

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	No	No	No	Yes
Domain:	Statewide	Statewide	Statewide	Statewide				Statewide
Prescriptiveness:	Required	Required	Required	Required				Required

High School Credential Required?
Not Mentioned

Other Comments

Degree: The degree-level requirement for dual credit faculty is the same requirement for all faculty.
Subject Exp.: High school teachers teaching college-level courses on the high school campus must be eligible to be regular faculty. 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.
A majority of the faculty in undergraduate degree programs should hold degrees at least one level above that of the programs in which they teach. It is also expected that an institution will employ faculty members whose highest degrees are from regionally accredited institutions. In exceptions to this standard, institutions must show evidence that their faculty members have appropriate academic preparation.

Selection: High school teachers teaching college-level courses on the high school campus must be eligible to be regular faculty. 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.
A majority of the faculty in undergraduate degree programs should hold degrees at least one level above that of the programs in which they teach. It is also expected that an institution will employ faculty members whose highest degrees are from regionally accredited institutions. In exceptions to this standard, institutions must show evidence that their faculty members have appropriate academic preparation.

Waivers: Requests for policy exceptions must be made to the chancellor.

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: High school teachers teaching college-level courses on the high school campus must be eligible to be regular faculty. 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.

A majority of the faculty in undergraduate degree programs should hold degrees at least one level above that of the programs in which they teach. It is also expected that an institution will employ faculty members whose highest degrees are from regionally accredited institutions. In exceptions to this standard, institutions must show evidence that their faculty members have appropriate academic preparation.

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: A student must successfully pass the college-level course to receive credit. State Regents' Grading policy identifies "A," "B," "C," "D," and "F" as the grading entries that are used for institutional transcript notations.

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: No State Regents' policy explicitly references course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to dual credit courses. However, curriculum should be structured to meet the stated objectives of any given academic program and the curriculum must achieve the objectives of a program by describing the relationship between the overall curriculum or the major curricular components and a programs objectives.

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: Students must meet established admission standards for concurrent enrollment [see responses to question 10].
The college courses are placed on students' college transcripts and each independent high school district decides how the college course completed through concurrent enrollment will apply to high school graduation requirements.

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: The collegiate experience associated with concurrent enrollment is present in four environments [policy section 3.9.6.I.5]:
a. High school students enrolled on a college or university campus in a course with collegiate students enrolled.
b. High school students enrolled at an off-campus site in a course that originates on campus with collegiate students enrolled.
c. High school students enrolled in a course with collegiate students enrolled at an established off campus site with a regular program of study (defined as at least one certificate, associate in arts, associate in science, associate in applied science or baccalaureate degree).
d. High school students enrolled at other off campus sites (including in the home and including the use of synchronous or asynchronous instruction) and taught by regular faculty whose primary educational employment is as a faculty member at the institution delivering the course.

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: Concurrent enrollment courses are taught be regular faculty whose primary educational employment is as a faculty member at the institution delivering the college-level course. 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 for approval through the established procedures for academic appointments.

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments: Colleges and universities award tuition waivers for high school seniors and eligible home-schooled students and institutions are reimbursed by the Oklahoma State Regents for Higher Education through a defined process.

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments: Students are responsible for tuition, fees, and related costs (i.e., books and other course materials) associated with concurrent enrollment.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
	X	

Comments: High school seniors and eligible home-schooled students receive a tuition waiver for up to 6 credit hours per semester including the summer prior to the senior year, but after the junior year.
The college or university grants the tuition waiver and the State Regents' reimburse the college or university through a specific fiscal process.

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School				X
College			X	

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Oregon**

Primary Policy Links:

Title and Link
341.450 Accelerated College Credit Programs
Dual Credit
Two Plus Two And Dual Credit Programs

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: Oregon Department of Education, Oregon Department of Community Colleges and Workforce Development, and Oregon University System under the direction of the Joint Boards of Educatioy

Terms and Definitions

Term	Definition
Dual Credit	Dual Credit is defined as awarding secondary and postsecondary credit for a course offered in a high school during regular school hours, as determined by local school board and community college board policy
Term for H.S. Located DC	Dual Credit

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X		X	X

Comments: Directs Joint Boards of Education requires public high schools, community colleges and state institutions of higher education to implement statewide standards; Requires school districts to provide or ensure access to accelerated college credit programs (Including Dual Credit).
Also specific to community colleges:
Oregon Revised Statute 341.450 Two-plus-two programs and other related programs. Every community college district shall encourage high school students to start early on a college education by implementing two-plus-two programs and other related programs. Each community college district shall make at least one such program available to each interested school district that is within the boundaries of the community college district. [1997 c.521 §2]

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Required

Comments: Legislation went into effect in Oregon that requires school districts to provide some type of accelerated college credit starting July 1, 2014. It can be found as Oregon Revised Statute 340.300 : http://www.leg.state.or.us/ors/340.html

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	No	Yes	No	No	No
Domain:		Statewide			
Prescriptiveness:		Required			

Comments:

Number: minimum=1

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: The policies are enforced through the dual credit program approval process and through annual reporting to the state.

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	No	No	Yes	No	No	No	No
Domain:	Statewide				Local				
Prescriptiveness:	Required				Encouraged				

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
			X

Other Comments

Grade Level: Freshmen is mininum; typically juniors and seniors
Pre-reqs: "Post-secondary institutions outline specific course requirements and prerequisites" (Dual Credit Program Standard: Students)
College Stds.: "'Dual Credit' is defined as awarding secondary and postsecondary credit for a course offered in a high school during regular school hours, as determined by local school board and community college board policy." (OAR 589-007-0200)
Registration Timing: High school students enrolled in courses administered through dual credit programs are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: The state program approval standards require institutions to clearly determine student qualifications and responsibilities. A foundational document for all approved programs is a student handbook.

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in post-secondary institutions as stipulated by the respective academic departments." (Dual Credit Standard Faculty 1)

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Domain:	Statewide	Statewide	Statewide	Local	Statewide	Statewide		
Prescriptiveness:	Required	Required	Required	Required	Required	Required		

High School Credential Required?
Not Mentioned

Other Comments

Degree: Masters degree for instructors of Lower Division Collegiate courses; and Appropriate education and experience for instructors of professional technical courses.

Selection: Faculty qualification must be in line with the State of Oregon and regional accreditation requirements. For community colleges the following is state rule:
Oregon Administrative Rule 589-008-0100
(1) Each community college Board of Education shall establish a personnel policy statement, including a policy on instructor selection and development that must include, but need not be limited to, the following:
(b) Institutional standards for instructor qualifications (standards for teachers of lower division collegiate courses must include a masters 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 at the discretion of the college president);

Prior Training: "The post secondary 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." (Dual Credit Program Standard Faculty 2)
Prof. Devel.: "Instructors teaching dual credit sections are part of a continuing collegial interaction, through professional development, seminars, site visits, and ongoing communication with the post-secondary 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." (Dual Credit Program Standard Faculty 3)

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: Through program approval process

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
	X	

Comments: The state policy directs the Joint Boards of Education to develop statewide standards for dual credit programs. Each public high school, community college and state institution of higher education within the Oregon University System that provides a dual credit program must implement the statewide standards developed under the Joint Boards of Education.
Link: http://www.ode.state.or.us/teachlearn/subjects/postsecondary/techprep/pdfs/dual-credit-standards-5.pdf
The committee also considered providing an incentive to state programs to pursue national accreditation with the National Alliance for Concurrent Enrollment Partnerships (NACEP). As long as Oregon state standards align with the national standards then a program would receive state approval if it receives national accreditation.

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments: The Dual Credit Oversight Committee also considered providing an incentive to state programs to pursue national accreditation with the National Alliance for Concurrent Enrollment Partnerships (NACEP).

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: Currently a report is due every other year regarding dual credit student performance.
Beginning with the 2014-15 school year each school district, community college and state institution of higher education within the Oregon University System that provides a dual credit program shall submit an

annual report to the Joint Boards of Education on the academic performance of students enrolled in a dual credit program. The Joint Boards of Education shall establish the required contents of the report, which must provide sufficient information to allow the Joint Boards of Education to determine the quality of the dual credit program. The 2010 Dual Credit Follow-up study can be accessed at: http://www.ous.edu/sites/default/files/dept/ir/reports/dualcredit/DualCredit2010FINAL.pdf

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: The state does receive annual updates on instructor qualifications, cost of programs, etc. See:
• Dual Credit/College Now Tuition and Fee Policies 2011-2012 (http://www.ode.state.or.us/teachlearn/subjects/postsecondary/techprep/pdfs/dc-tpfeepolicies0910.pdf)
• Dual Credit/College Now Faculty Qualifications and Grading Policies 2011-2012 (http://www.ode.state.or.us/teachlearn/subjects/postsecondary/techprep/pdfs/dc-tpfacultyqual0910.pdf)

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: "Dual credit students are held to the same standards of achievement as those expected of students in on-campus sections; Every section of a course offered through dual credit is regularly reviewed by faculty from that discipline and dual credit staff to assure that grading standards meet or exceed those in on-campus sections; Dual credit students are assessed using similar methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts." (Dual Credit Program Standard Assessment 1-3)

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: "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." (Dual Credit Program Standard Curriculum 2)

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "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." (Dual Credit Program Standard Curriculum 2)

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Although practice is not mandated, the provision of access to the resources is required through the program approval standards.

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: 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." (Dual Credit Program Standard Curriculum 1)

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: "Instructors teaching dual credit sections are part of a continuing collegial interaction, through professional development, seminars, site visits, and ongoing communication with the post-secondary 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." (Dual Credit Program Standard Faculty 3)

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Although it is not a specific policy, the program approval standards do reference academic departments and the statement of assurance must be from a chief academic officer.

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: Beginning with the 2014-15 school year the following will be required by law:
Each school district, community college and state institution of higher education within the Oregon University System that provides a dual credit program shall submit an annual report to the Joint Boards of Education on the academic performance of students enrolled in a dual credit program. The Joint Boards of Education shall establish the required contents of the report, which must provide sufficient information to allow the Joint Boards of Education to determine the quality of the dual credit program.

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: The combination of Documentation/Evidence and Program Highlights provide information to create an overview of the proposed program. Items highlighted as "Essential" are considered necessary by the Education Specialists and the Dual Credit Oversight Committee who affirm that the Dual Credit program standards have been met.
1. Dual credit program manual, guidebook, handbook, etc. — Essential
2. Dual credit program student handbook, guidebook, etc. — Essential
3. Three examples of course outlines and course descriptions (both secondary and postsecondary as a point of comparison) — Essential
4. Three examples of course syllabi — Essential
5. Example of orientation, faculty-to-faculty meetings/trainings agenda, and documentation of approval to teach
6. Additional documents that may be of use as determined by the college program"

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: In Oregon the specific monitoring of course quality is determined by the faculty at each institution through collegial interaction, professional development, and technical assistance. This component is required in the program approval process.

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: Institutions are eligible for state reimbursement for students enrolled in courses.

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: Depending on the pricing policies of the postsecondary partner, students may be assessed an application fee and they pay either nothing or deeply discounted tuition per credit hour.The Oregon Department of Education administers a grant program assisting students in paying for books, materials and other costs, other than test fees, related to accelerated college credit programs.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College			X	

Comments: Based on ADM

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: Based on state formula for all student enrollments.

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **South Carolina**

Primary Policy Links:

Title and Link
Statewide Higher Education Policy For Delivery And Transferability Of "Dual Enrollment" Coursework Offered In High Schools

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency	Comments:
	X		SC Commission of Higher Education

Terms and Definitions

Term	Definition
Dual Enrollment	The term "Dual Enrollment" as used in this document refers exclusively to sections of courses offered through an institution of higher education in a cooperative arrangement with a local school district (i.e., Local Education Agency or LEA).
Term for H.S. Located DC	Dual Enrollment

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year	Comments:
X		X	X	

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified	Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

		Comments:
Mentioned:	Yes	
Domain:	Statewide	
Prescriptiveness:	Required	

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	Yes	No	No
Domain:	Statewide		Statewide		
Prescriptiveness:	Required		Required		

Comments:

Subject: General education courses offered through South Carolina's two- and four-year public institutions of higher education and technical education courses offered by the technical colleges and, in a very few instances, by four-year public institutions.
Transfer: Dual-credit courses in the General Education curriculum must be transferable.

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism	Comments:
X			

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	Yes	No	No	No	No	Yes	Yes
Domain:	Statewide		Statewide					Statewide	Statewide
Prescriptiveness:	Required		Required					Required	Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
			X

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: Junior and senior
GPA: 3.0
Other: The recommendation of the high school principal or his/her designee
Waivers: Documented exceptions may be made for freshman or sophomore students at the request of the high school principal or his or her designee.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	No	No	Yes	No	Yes	No	No
Domain:	Statewide			Statewide		Local		
Prescriptiveness:	Required			Required		Required		

High School Credential Required?
Not Mentioned

Other Comments

Selection: C. The chief academic officer of the providing college/university, or his/her designee, will be responsible for selecting and evaluating all dual-enrollment faculty, using Southern Association of Colleges and Schools college-level criteria as minimal requirements for teaching these sections.
Prof. Devel.: Dual enrollment faculty as a college faculty member must participate in professional development for regular college faculty

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: Each institution shall develop an annual report on dual enrollment offerings that demonstrates compliance with these policy and procedure guidelines for each dual enrollment course offered to high school students.
This annual report shall be submitted to the Division of Academic Affairs and Licensing of the Commission on Higher Education by September of each year for the prior academic year. Each technical college shall send its annual report to the State Technical College System office, which shall assemble a summary report for the technical college system and transmit it and the 16 institutional reports to the CHE.
The Commission on Higher Education, in consultation with its Advisory Committee on Academic Programs, shall annually provide the standardized format for the institutional reports.
The Commission shall issue annually a report on dual enrollment offerings of the prior year by public institutions of higher education in South Carolina.

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: A. The same methods of assessment should characterize dual enrollment courses in relationship to on-campus and other offerings of the same level and subject matter to assure quality and comparability.
B. The college faculty in the relevant department must approve both formative and summative assessment strategies and tools.

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: a cooperative arrangement with a local school district (i.e., Local Education Agency or LEA) (p.1)

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Students enrolled in dual enrollment courses must be guaranteed convenient geographic and electronic access to student and academic support comparable to what is accorded on-campus students, including access to library resources. Students in dual enrollment courses also must have reasonable access to the course instructor outside regular classroom hours either in person, via phone, or electronically.

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: The providing higher education institution must provide evaluation and supervision of dual enrollment faculty members in the high schools. Traditionally delivered dual enrollment coursework should only be offered within reasonable commuting distance of the offering institution to facilitate on-site evaluation and supervision.

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: The chief academic officer of the institution of higher education offering the course is responsible for the review of student performance prior to the continuation of the course and the instructor in subsequent semesters

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: V. Assessing Student Learning
A. The same methods of assessment should characterize dual enrollment courses in relationship to on-campus and other offerings of the same level and subject matter to assure quality and comparability.
B. The college faculty in the relevant department must approve both formative and summative assessment strategies and tools.
The chief academic officer of the institution of higher education offering the course is responsible for the review of student performance prior to the continuation of the course and the instructor in subsequent semesters

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College			X	

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **South Dakota**

Primary Policy Links:

Title and Link
Increasing Dual Credit/Postsecondary Enrollment Options In South Dakota
13-28-37. Postsecondary Enrollment--Responsibility For Costs--Failing Grade Eliminates Eligibility.
Dual Credit Agreements For High School Based Dual Credit Courses

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
X		

Comments: The South Dakota Board of Regents has established policies and guidelines governing the range of dual credit offerings that can be sponsored by the public universities under control and the transfer credit that can be awarded by the public universities under their control to students completing dual credit offerings sponsored by all other colleges and universities.

Terms and Definitions

Term	Definition
Dual credit	College-level coursework taught in a high school, college, or online by a high school teache
Term for H.S. Located DC	Dual Credit

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year

Comments: Although not specifically mentioned, the board of regents only applies for public 4-year institutions.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Encouraged

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	No	No	Yes	No	No
Domain:			Statewide		
Prescriptiveness:			Encouraged		

Comments:

Transfer: Since the Regental system operates under a single catalog of courses/single transcript, offerings by one of the public universities do meet common requirements at all.
Gened: Since the Regental system operates under a single set of general education requirements established in policy, courses meeting general education requirements offered by one of the public universities do meet common requirements at all.

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	Yes	Yes	Yes	No	No	Yes	No
Domain:	Statewide		Statewide	Statewide	Statewide			Statewide	
Prescriptiveness:	Required		Required	Required	Required			Encouraged	

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
	X		

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: "According to SD Codified Laws 13-28-37, "Any student in grades ten, eleven, or twelve may apply to an institution of higher education or a postsecondary vocational education institution as a special student in a course or courses offered at the institution of higher education or postsecondary vocational education institution." However, the board of regents' internal policies require students to be juniors or seniors to take dual credit courses.
GPA: While there is no statewide policy, the board of regents' internal policies require GPA of 2.0 or satisfactory academic standing.
Exam Scores: While there is no statewide policy, the board of regents' internal policies require the followings: "(1) meet undergraduate admissions requirements (ACT or coursework); (2) if a high school senior, rank in the upper one-half of their class or score at or above the 50th percentile on a nationally standardized, norm-referenced test, such as the ACT or SAT; or (3) if a high school junior, rank in the upper one-third of their class or score at or above the 70th percentile on a nationally standardized, norm-referenced test, such as the ACT or SAT."
Pre-reqs: While there is no statewide policy, the board of regents' internal policies require course prerequisites: "Students enrolled in dual credit courses must meet all pre-requisites. For example, students wishing to enroll in entry level math or English courses are held to the same placement requirements as all other students."
Mix NonDC: All students in a dual 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.
Other: The student shall obtain the school district's approval of the postsecondary course or courses prior to enrolling and the students must be admitted to the institution.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: There are no enforcement activities at the state level. Within the Regental system of public universities, occasional reports are made available to the Board and Board staff routinely audit institutional performance.

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	No	No	No	No
Domain:	Statewide	Statewide	Statewide	Statewide				
Prescriptiveness:	Required	Required	Required	Required				

High School Credential Required?
Not Mentioned

Other Comments

Col. criteria: The high school-based dual enrollment course is taught by a high school teacher who has been approved by the university and who meets the standards used by the institution to hire adjuncts in the discipline.Degree: 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. Selection: The high school-based dual enrollment course is taught by a high school teacher who has been approved by the university and who meets the standards used by the institution to hire adjuncts in the discipline.

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: There are no enforcement activities at the state level. Within the Regental system of public universities, occasional reports are made available to the Board and Board staff routinely audit institutional performance.

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
		X

Comments: A course offered by one of the Regental universities is accepted by any of the other public universities. If the course is offered by any other postsecondary institution, the credit is accepted if the institution has a dual credit agreement with the Board of Regents or if the credit is granted by an institution accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).
By policy, "dual credit course work will be accepted in transfer only if the college credit is granted by a university with which the South Dakota Board of Regents has a dual credit agreement, or the college credit is granted by an institution accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP)."

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: The faculty of the institution granting credit developed the course syllabus. College courses require a minimum of 15 class hours (one hour equals 50 minutes) of class time for each semester credit hour. Additional class hours for science laboratories will be specified. 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 alternative is a student evaluation and assessment where there is joint responsibility of the discipline faculty of the institution granting credit 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 course on campus.

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: While this is not explicitly required, this is expected as part of the requirement that 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.

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: 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.

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Guidelines specify that "teachers hired must be approved by the university and must meet the standards used by the institution to hire adjuncts in the discipline." This establishes the decision starts with a recommendation from the department chair/faculty.

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: Within the Regental system Board staff routinely audit institutional performance. This has included a review of section GPA's (dual credit sections of a course compared to sections of the course taught on campus) as well as a review of performance in subsequent courses (success in Calculus II on campus after completing Calculus I as a dual credit offering).

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: Within the Regental system Board staff routinely audit institutional performance. This has included a review of section GPA's (dual credit sections of a course compared to sections of the course taught on campus) as well as a review of performance in subsequent courses (success in Calculus II on campus after completing Calculus I as a dual credit offering).

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: The resident school district may pay all or part of the tuition and fees for a course approved for credit toward high school graduation in accordance with this section. The student is responsible for any tuition and fees not paid by the resident school district and for any other costs involved with attending a postsecondary institution.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School	X			
College	X			

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Tennessee**

Primary Policy Links:

Title and Link
Chapter 15 Cooperative Innovative High School Programs, Sections 49-15-101 Through 111.
Dual Credit And Dual Enrollment

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: The state board of education and the governing board of the postsecondary institution

Terms and Definitions

Term	Definition
Dual Enrollment	A postsecondary course, taught either at the postsecondary institution or at the high school, by the postsecondary faculty (may be credentialed adjunct faculty), which upon successful completion of the course allows students to earn postsecondary and secondary credit concurrently. The student must meet dual enrollment eligibility under Tennessee Board of Regents (TBR) and University of Tennessee (UT) policies.
Dual credit	A postsecondary course or a high school course aligned to a postsecondary course that is taught at the high school by high school faculty for high school credit. Students are able to receive postsecondary credit by successfully completing the course, plus passing the assessment developed and/or recognized by the granting postsecondary institution. The credit earned is held in escrow; the postsecondary institution grants the credit upon enrollment by the student.
Term for H.S. Located DC	Dual Enrollment

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X	X	X	X

Comments:

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Domain:					
Prescriptiveness:					

Comments:

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: Dual Enrollment offerings must be approved by the postsecondary institution's governing board.

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	Yes	No	No	No	No	Yes	No
Domain:	Statewide		Statewide					Statewide	
Prescriptiveness:	Required		Required					Required	

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: 9th grade
GPA: at least 3.2 on a 4.0 scale
Other: The aforementioned TBR policy states that, “Academically talented/gifted students enrolled in grades 9, 10, 11, or 12 in public or private high schools in Tennessee may with the recommendation and approval of the high school principal and appropriate higher education institution personnel enroll in and receive regular college degree credit from a Tennessee postsecondary institution if such a student has a grade point average equivalent to 3.2 on a 4.0 maximum basis and if such placement is a part of the student's planned Individual Education Program (IEP) as established by the multi-disciplinary team process."

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: this is monitored by the LEA and the institution's governing board

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	No	No	Yes	Yes	No	No	No	No
Domain:			Statewide	Statewide				
Prescriptiveness:			Required	Required				

High School Credential Required?
Not Mentioned

Other Comments

Subject Exp.: Minimum 18 hours in the discipline taught (per SACS)
Selection: this is expressed in the agreement between the LEA and the partnering postsecondary institution

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments: this is the purview of each institution's governing board

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
		X

Comments: regional accreditation

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
			X

Comments: The Tennessee Student Assistance Corporation produces an annual report on students served and dollars expended by the state lottery scholarship's dual enrollment grant. See pp. 21 and 35-37 of the TSAC Board meeting agenda materials at www.tn.gov/tsac/About_Us/board_meetings_new/sept11/combined/sep2011combinedpdf.pdf

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
			X

Comments: The Tennessee Higher Education Commission has produced one study of dual enrollment grant course enrollments funded by the state lottery scholarship. See section 1 (pp 10-24) of the Lottery Scholarship Program Special Report (January 2012) at www.tn.gov/thec/Legislative/Reports.html

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: C or better for degree credit

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: The statement on learning outcomes simply says, "The LEA and the participating postsecondary institution shall determine for each course the length of time of instruction. Depending on the course and the institution that offers it, the length of time of instruction shall be that required for public schools or that required for the attainment of postsecondary learning outcomes."

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: Statute says that neither the state board of education nor the governing board of the applicant public postsecondary institution shall waive regulatory or statutory requirements related to:
(1) Federal and state civil rights;
(2) Federal, state and local health and safety;
(3) Federal and state public records;
(4) Immunizations;
(5) Possession of weapons on school grounds;
(6) Background checks and fingerprinting of personnel;
(7) Federal and state special education services;
(8) Student due process;
(9) Parental rights;
(10) Federal and state student assessment and accountability; and
(11) Open meetings.

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: See comment under registration regulations

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Both public systems' governing boards have policies requiring that the catalog and other published materials concerning all institutional offerings on and off campus accurately and honestly reflect the academic resources of the institution.

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: 49-15-108 states that "(a) Success of a program shall be measured by high school retention rates, high school completion rates, high school dropout rates, certification and associate and baccalaureate degree completion, admission to four-year institutions, post-graduation employment in career or study-related fields, employer satisfaction of employees who participated in and graduated from the programs and other measures

as the consortium finds appropriate. The consortium shall evaluate programs for success, shall establish best practices and lessons learned from successful programs and shall provide assistance to LEAs and postsecondary institutions seeking to implement a program by replicating or adapting a successful program designed elsewhere or through creation of a new program.
(b) The consortium and its constituent members shall report to the education committees of the senate and the house of representatives annually by February 15. The report shall include a description of each program and an evaluation of its success, if the evaluation can be made at the time of the report. Included in the report shall be a report by the board of regents and the trustees of the University of Tennessee of the number of students who, under the process created in this chapter, enroll in public postsecondary institutions and receive early postsecondary credit and who are retained and graduate. Also included in the report shall be a report by the office of postsecondary coordination and alignment of the effectiveness of the secondary institutions in meeting the purposes of § 49-15-101, including participation numbers, graduation rates of the participants, and the number of students continuing into postsecondary education within one year of graduation."

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: TN's outcomes-based funding formula includes dual enrollment/dual credit activity as an outcome for community colleges (see tn.gov/thec; "Presentation on Outcomes Model" and "2012-13 Outcomes Formula Model" Excel file). Also, students who trigger the funding formula's student progression outcomes (e.g. 12, 24 and 36 credit hours at a community college) would be included in the institutional outcomes total.

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: Student tuition and fee charges for a dual credit course would be the same as any other course, with charges varying by institution. Students (and/or their families) are responsible for these costs.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
	X	

Comments: Eligible students can receive $300 per dual enrollment course, up to a cumulative four courses in junior and senior years of high school; however, this assistance does not cover the full expense tied to tuition and/or book/lab fees.

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College				X

Comments: Student FTE does not impact state appropriations to higher education institutions in Tennessee. See tn.gov/thec; "Presentation on Outcomes Model" and "2012-13 Outcomes Formula Model" Excel file.

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: Because the current structure is very specific in nature between a LEA and a postsecondary institution, the state only directly enforces policies relating to dual enrollment.

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Texas**

Primary Policy Links:

Title and Link
Title 19 Part 1 Chapter 4 - Subchapter D Dual Credit Partnerships Between Secondary Schools And Texas Public Colleges
Title 19 Part 1 Chapter 4 - Subchapter G Early College High Schools And Middle Colleges

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: Texas Higher Education Coordinating Board and Texas Education Agency

Terms and Definitions

Term	Definition
Dual Credit	A process by which a high school student enrolls in a college course and receives simultaneous academic credit for the course from both the college and the high school
Term for H.S. Located DC	Dual Credit

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X		X	X

Comments: Private institutions in Texas can and do provide dual credit, but they are not subject to Coordinating Board dual credit rules.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Required

Comments: See TEC 28.009 requires high schools to offer courses for which college credit can be earned (AP, IB, Dual Credit). Dual credit opportunities are not required IF the ISD offers AP and/or IB opportunities

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	Yes	Yes	No
Domain:	Statewide		Statewide	Statewide	
Prescriptiveness:	Required		Encouraged	Encouraged	

Comments:

Subject: Courses offered for dual credit by public two-year associate degree granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Board or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the Board.
Public colleges may not offer remedial and developmental courses for dual credit. State funding is not available for physical education courses offered for dual credit.
See all the rules in Chapter 4, Subchapter D, Section 4.85

Transfer: Texas does not have a specific policy about dual credit courses connecting to statewide transfer articulation, but it does have a state policy related to transfer of "core" academic courses to public four-year institutions. Since the majority academic dual credit courses are "core courses," the policy clearly impacts dual credit course articulation. See CB Rules Chapter 4, Subchapter B.
Gened: See CB Rules Chapter 4, Subchapter B sections related to core courses (these rules do not specify dual credit courses; however, many dual credit courses taken at Texas public colleges are core courses so the rules apply)

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	No	Yes	No	Yes	No	No	Yes
Domain:	Statewide			Statewide		Statewide			Statewide
Prescriptiveness:	Required			Required		Required			Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: Junior
Exam Scores: In order to take dual credit courses, students must be ready for college-level work, as evidenced by their performance on a THECB-approved assessment, such as the Texas Assessment of Knowledge and Skills (TAKS), the SAT, the ACT, or one of several tests allowed under the Texas Success Initiative (TSI) such as the Texas Higher Education Assessment (THEA) test (TAC, Title 19, Part I, Chapter 4, Rule 4.85(b)). Dual credit eligibility standards are higher for academic dual credit than for technical dual credit.
More specifically, the state specifies that students must meet testing standards on SAT/ACT/PSAT/PLAN/TAKS/ACCUPLACER/ COMPASS/ ASSET/ or THEA (The Texas Higher Education Assessment). This list will change beginning in fall 2013.

Credits: Credit minima or maxima: 2 courses a semester except as described below or for students in early college high schools.
Students can take more than 2 courses when they demonstrate the "outstanding academic performance and capability" that would enable them to handle a heavy college course load without detriment. (see THECB Rule 4.85)
Waivers: Younger students may enroll only if allowed by the terms of the MOU, and in such cases, they must demonstrate "outstanding academic performance and capability" and must be approved for enrollment by the chief academic officer of the college and the principal of the high school (TAC) 4.85(b)(6)). Policy for Early College High Schools students is outlined in Rule 4.161 B, which states "(b) An MC or an ECHS that has notified the Commissioner in accordance with §4.154 of this title (relating to Notification of Institutional Intent to Develop an Early College High School/Middle College Entity) may allow its eligible students to enroll in more than two dual credit courses per semester. An ECHS may allow its eligible students to enroll in dual credit coursework with freshman, sophomore, junior, or senior high school standing"

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: The state auditor's office has audited dual credit programs at several schools (see 2010 report from state auditor's office) and has found that colleges are adhering to the state requirements. The report can be found at: http://www.sao.state.tx.us/Reports/report.cfm/report/11-006.

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Instructors must meet SACS accreditation requirements

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	No	Yes	Yes	No	No	Yes	No
Domain:	Statewide		Statewide	Local			Local	
Prescriptiveness:	Required		Required	Required			Required	

High School Credential Required?
Not Mentioned

Other Comments

Subject Exp.: it varies by subject areas
Selection: The college shall select instructors of dual credit courses.
Instructors for dual credit courses must be qualified to teach at the college level. They must either be regular college faculty, or "must 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" (TAC, Title 19, Part I, Chapter 4, Rule 4.85(e)).

Other: The college shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college.

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: According to the Texas Administrative Code, dual credit instructors must be supervised and evaluated using standards equivalent to those used for regular faculty at the main campus of the higher education institution which is offering the courses.

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: The THECB collects data on who is participating in dual credit programs, including the number of credits earned, grades in classes, location of classes (some of this data collection began in fall 1999 and THECB began collecting more detailed dual credit data such as grades and class location in fall 2011). The data is collected every semester. Information about tuition waivers for dual credit students is also collected. These are data reports; no written reports are required.

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: The college shall 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.

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Dual credit programs are created locally through the process of a college or university partnering with one or more independent school districts (ISDs) through a written agreement, usually referred to as a "Memorandum of Understanding" (MOU) or "Dual Credit Partnership Agreement." Need for Institutional Agreements. For any dual credit partnership between a secondary school and a public college, an agreement must be approved by the governing boards or designated authorities (e.g., principal and chief academic officer) of both the public school district or private secondary school and the public college prior to the offering of such courses.

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded college students on the main campus. The college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university (This only means that an institution can only offer, for dual credit, all courses that are listed in their course inventory.)

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: The THECB posts data about dual credit student outcomes for all institutions that offer dual credit courses.

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: Learning outcomes have been developed at the state level for many lower-level college courses. This includes the courses that are most often taken for dual credit.

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: The college may claim formula funding for all students getting college credit in dual credit courses.
All public colleges, universities, and health-related institutions may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College				X

Comments: Institutions receive furmula funding

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: Dual credit course information, including student enrollment, is collected every semester by THECB. Formula funding for all college students is distributed based on data received by the Coordinating Board. See the Dual Credit Report (Rider 33 report) referenced earlier for more information.

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Vermont**

Primary Policy Links:

Title and Link
Start College For Free
Dual Enrollment Program For Vermont Students

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
X		

Comments:

Terms and Definitions

Term	Definition
Dual Enrollment	Enrollment by high school students in accredited college courses whose credit applies to both secondary and postsecondary graduation. It is the practice of participating colleges to have students take classes on campus at the college, so they get the full college experience. The only exception is the Fast Forward Program which allows some students enrolled in Technical Centers to receive college credit for their course work.
Term for H.S. Located DC	

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year

Comments: The state appropriates $400,000 annually for dual enrollment. In order to participate, colleges agree to accept the Community College of Vermont's tuition rate for enrolled high school students. The state appropriation covers that cost.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Domain:					
Prescriptiveness:					

Comments:

Number: The maximum that the state will pay for is dictated by the budget appropriation for tuition. Students who self fund can enroll in any college course through college continuing education programs.

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	No	No	No	No	Yes	No	No	No	Yes
Domain:					Local				Local
Prescriptiveness:					Required				Encouraged

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
	X		

Other Comments

Pre-reqs: The Community College of Vermont requires high school students to complete an Intro to College Studies course before allowing a high school student to enroll in a credited course. It has had a dramatic impact on readiness and minimized the risk of students withdrawing or failing.
College Stds.: Indirectly, yes it is limited for college students to take courses in high school, because there are only limited circumstances where a high school program could offer college credit. It is the practice of participating colleges to have students take classes on campus at the college, so they get the full college experience. The only exception that we are aware of is the Fast Forward Program which allows some students enrolled in Technical Centers to receive college credit for their course work.
Waivers: There are no eligibility requirements in state policy. Eligibility requirements are set by participating colleges.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: Because the majority of dual enrollment occurs in college courses and taught by college faculty and instructors, the requirements are consistent with the requirements of those roles, although those expectations might vary from college to college.

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	No	No	No	No	No	No	No	No
Domain:								
Prescriptiveness:								

High School Credential Required?
Not Mentioned

Other Comments

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
			X

Comments: The Vermont State Colleges reports annually to the Department of Labor and the Legislature regarding the Next Generation fund and the Accelerated Program for Dual Enrollment.

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: The VSC report to the Legislature on behalf of all dual enrollment partners.

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No	Comments:	
Domain:			
Prescriptiveness:			

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No	Comments:	
Domain:			
Prescriptiveness:			

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No	Comments:	
Domain:			
Prescriptiveness:			

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No	Comments:	
Domain:			
Prescriptiveness:			

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No	Comments:	
Domain:			
Prescriptiveness:			

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No	Comments:	
Domain:			
Prescriptiveness:			

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No	Comments:	
Domain:			
Prescriptiveness:			

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No	Comments:	
Domain:			
Prescriptiveness:			

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No	Comments:	
Domain:			
Prescriptiveness:			

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism	Comments:	
X				

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
			X

Comments: The state appropriates revenue to the Vermont State Colleges. The five colleges in the system and seven other partners agree to accept the per credit cost of a CCV course for high school enrollees. That is a policy set by the VSC.
In the VAST program, the state education fund pays 80% of the state per-student disbursement to local districts to the Vermont Technical College for high school students who enroll full time at Vermont Tech.

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments: In the Fast Forward program, tech center students are charged a $100 fee.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments: In the Fast Forward program, fee waivers are readily available.

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College				X

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Virginia**

Primary Policy Links:

Title and Link
§ 22.1-253.13:1. Standard 1. Instructional Programs Supporting The Standards Of Learning And Other Educational Objectives.
§ 23-9.2:3.02. Articulation, Transfer, And Dual Enrollment And Admissions Agreements; Admission Of Certain Community College Graduates.
Student Developmental Services 6.0.1.1 Dual Enrollment Student Admissions
Virginia Plan For Dual Enrollment Between Virginia Public Schools And Community Colleges

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
X		

Comments: The State Council of Higher Education for Virginia (SCHEV) is a coordinating body, but does not have statutory or regulatory oversight.

Terms and Definitions

Term	Definition
Dual Enrollment	From the VCCS/VDOE Plan for Dual Enrollment: Broadly speaking, dual enrollment allows high school students to meet the requirements for high school graduation while simultaneously earning college credit. The Virginia Plan for Dual Enrollment gives a statewide framework for dual enrollment arrangements between public schools and community colleges. These arrangements may be made at the local level, i.e., between the representatives or boards of the participating public school and the participating community college authorized to contract such arrangements. These arrangements may be formed in three distinct ways. First, high school students may be enrolled in the regularly scheduled college credit courses with other college students taught at the community college. Second, high school students may be enrolled in specially scheduled college credit courses exclusively for high school students taught at the high school. Third, high school students may be enrolled in specially scheduled college credit courses exclusively for high school students taught at the community college.
Term for H.S. Located DC	Dual Enrollment

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X		X	

Comments: House Bill 1184 was approved by the governor in April, 2012 and requires local school boards and community colleges to develop agreements allowing high school students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. See full HB1184 details at: http://leg1.state.va.us/cgi-bin/legp504.exe?121+sum+HB1184 The Virginia Community College System (VCCS) has an agreement with Virginia Department of Education (VDOE) that addresses dual enrollment between Virginia's community colleges and public secondary schools. However, there is no state policy prohibiting four-year institutions from offering dual enrollment and, in fact, there are four-year institutions in Virginia that are currently offering dual enrollment courses.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments: House Bill 1184 was approved by the governor in April, 2012 and requires local school boards and community colleges to develop agreements allowing high school students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. See full HB1184 details at: http://leg1.state.va.us/cgi-bin/legp504.exe?121+sum+HB1184

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Domain:					
Prescriptiveness:					

Comments:

Transfer: While there is no statewide transfer articulation, the VCCS has developed guaranteed admission agreements with almost all of the four-year public institutions. SCHEV guidelines may be found at: http://www.schev.edu/students/SCHEVTransferGuidelines.pdf

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: State policy does not dictate who can offer dual credit courses. House Bill 1184, which will require community colleges to offer dual enrollment leading to a general education certificate or associate's degree concurrent with high school diploma was approved in April 2012. See the full House Bill 1184 details at: http://leg1.state.va.us/cgi-bin/legp504.exe?121+ful+CHAP0794. Within the Virginia Community College System, colleges and the system office are required to meet requirements set by the State Board for Community Colleges and are subject to their internal audit process.

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	No	No	No	No	No	Yes	Yes
Domain:	Statewide							Statewide	Statewide
Prescriptiveness:	Required							Required	Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: Junior and Senior

Other: 1. Written approval of the high school principal prior to participation in dual enrollment must be obtained; 2. The colleges must accept the student for admission to the college and enroll the student in the course or courses.
Waivers: Exceptions may be considered for freshman and sophomore students who demonstrate readiness for college level coursework through the colleges' establish institutional policies with

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: The state does not regulate who can take dual credit courses. However, within the Virginia Community College System, colleges and the system office are required to meet requirements and policies set by the State Board for Community Colleges and are subject to their internal audit process

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: The VCCS/VDOE Plan for Dual Enrollment addresses the selection of faculty. For the full plan, go to: https://www.vccs.edu/Portals/0/ContentAreas/AcademicServices/signed%20VA%20plan%20for%20dual%20enrollment%202008.pdf. In addition, VCCS colleges must abide by the VCCS Policy Manual, which articulates Qualifications of Faculty in the VCCS-29. To view the VCCS-29, go to: http://www.vccs.edu/FacultyStaff/HumanResources/HRForms/VCCSHRPoliciesforFaculty.aspx and select "Teaching Qualifications (VCCS-29)." Dual enrollment faculty must adhere to the same standards as other adjunct faculty.

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	No	No	No	No
Domain:	Statewide	Statewide	Statewide	Statewide				
Prescriptiveness:	Required	Required	Required	Required				

High School Credential Required?
Not Mentioned

Other Comments

Subject Exp.: The VCCS Policy Manual (VCCS-29) states the minimum criteria depending upon the field of instruction. Dual enrollment faculty must adhere to the same standards as other adjunct faculty. If the faculty member is teaching associate degree courses designed for transfer to a baccalaureate degree, they must have, at a minimum, a master's degree or a master's degree with 18 graduate semester hours in the teaching field. However, not all dual enrollment faculty fall into this category.

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: VCCS colleges are bound to the VCCS/VDOE Plan for Dual Enrollment and the policies within the VCCS Policy Manual. All VCCS college faculty qualifications must be met in order to maintain good standing with SACS and the State Board for Community Colleges.

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments: Dual enrollment students are bound to the same policies as traditional VCCS college students. The VCCS Policy Manual indicates that grades of A, B, C, D, P, and S are passing grades.

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: The VCCS/VDOE Plan for Dual Enrollment states that the community college has the responsibility to ensure that all dual enrollment courses taught are equivalent to other instruction offered by the college, specifically in terms of course objectives, components of the syllabi, level and rigor of content, evaluation of students, textbooks, student outcomes and assessment and faculty evaluation.

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: The new House Bill 1184 requires local school boards and community colleges to develop agreements allowing high school students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. In addition, the VCCS/VDOE Plan for Dual Enrollment states that dual enrollment agreements are partnerships between secondary and postsecondary entities, both of whom play essential roles in the educational pipeline. As such, the community college and public school division will collaborate to identify need and select dual enrollment course offerings available to students. Further, the community college will identify a coordinator of dual enrollment to serve as a liaison to high school students and their parents and facilitate meetings between college and high school stakeholders to discuss logistics.

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: The VCCS/VDOE Plan for Dual Enrollment states, "Faculty Evaluation – The community college will conduct faculty evaluations for dual enrollment instructors using the college guidelines adopted for all adjunct faculty. A copy of the evaluation results will be submitted to the designated school division representative.

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: The VCCS/VDOE Plan for Dual Enrollment state that schools and colleges are encouraged to provide high school students the opportunity for dual enrollment at no cost to them or their families.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College			X	

Comments: The VCCS/VDOE Plan for Dual Enrollments states, "According to the Regulations Establishing Standards for Accrediting Public Schools in Virginia, the public school will not be penalized in its state appropriation for developing and implementing dual enrollment. Schools and colleges are encourage to provide high school students the opportunity for dual enrollment at no tuition cost to them or their families. In addition, neither the public school nor the community college shall be penalized in state appropriations it receives for developing and implementing the dual enrollment arrangement. The public school shall receive average daily membership (ADM) credit for its students who participate in the dual enrollment arrangement, and the community college shall receive full-time equivalent (FTE) student credit for the participating high school students."

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: The VCCS/VDOE Plan for Dual Enrollment states, "If a part-time faculty member of the community college is employed simultaneously full-time by the public school, the college may reimburse the public school board for the services of its faculty member in lieu of direct compensation to the faculty member. Alternative faculty compensation plans may be negotiated by the participating community college and public school.

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: Within the Virginia Community College System, colleges and the system office are required to meet requirements set by the State Board for Community Colleges and are subject to their internal audit process.

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Washington**

Primary Policy Links:

Title and Link
Rcw 28A.600.280 through 390 - Dual Credit Programs — Annual Report; College in the High School; and Running Start
Rcw 28A.230.130 Program To Help Students Meet Minimum Entrance Requirements At Baccalaureate-Granting Institutions Or To Pursue Career Or Other Opportunities — High School Course Offerings
Running Start
Dual Credit Programs: Programs Allowing Dual Credit Through College Course Enrollment

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency	Comments:
		X	

Terms and Definitions

Term	Definition
Dual Credit/Dual Enrollment	Opportunities for dual credit coursework in Washington include, but are not limited to, the following programs: Advanced Placement, College in the High School, International Baccalaureate, Running Start, Running Start for the Trades, Tech Prep, Cambridge Program, Career Link, Early College Program, Gateway to College, and Technical College Direct Funded Enrollment programs All programs are referred by the term "dual credit/dual enrollment" and then identify them by their formal names, except in the case of college in the high school
College in the High school	
Term for H.S. Located DC	College in the High School, Tech Prep, Cambridge, Running Start, International Baccalaureate

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year	Comments:
X		X	X	

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Required	Comments:	SSHB 1795 requires it.

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

		Comments:
Mentioned:	Yes	
Domain:	Statewide	
Prescriptiveness:	Required	

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	Yes	Yes	No
Domain:	Statewide		Statewide	Statewide	
Prescriptiveness:	Required		Required	Required	

Comments:

Subject: Restrictions on courses below college level – sub 100.
Transfer: New legislation (SSHB 1808 – Launch Year) requires courses to apply to the first year of college, either as distribution requirements, major requirements, or electives.
Gened: RCW 28A.600.290 (3)(f) The college credit shall be applied toward general education requirements or major requirements.
We have what are called the "Washington 45," a listing of courses that will satisfy general education requirements at all public and most private baccalaureates in the state. Students are encouraged to select dual credit courses from this list, but not required.

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: RCW 28A.600.290(3) (h) Participating school districts must provide general information about the college in the high school program to all students in grades ten, eleven, and twelve and to the parents and guardians of those students.

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Domain:	Statewide	Local	Local	Local	Local	Statewide	Local		Local
Prescriptiveness:	Encouraged	Required	Required	Required	Required	Required	Required		Encouraged

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: RCW 28A.600.290(3)(g) "Eleventh and twelfth grade students or students who have not yet received a high school diploma or its equivalent and are eligible to be in the eleventh or twelfth grades may participate in the college in the high school program."
Policies might be different for each dual credit program, but generally students must be a junior or senior in HS to be eligible for many of the programs.
Credits: Minima 90 quarter credits for Running Start
College Stds.: No state policy, but individual institutional policy regarding enrollments preclude this from happening.
Registration Timing: The Running Start administrative code indicates this is determined by each institution.
Waivers: On a case by case basis only.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: The only potential enforcement mechanism would be in claiming apportionment for RS. Students who were not identified as grade 11 or 12 would not be funded.

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Running Start does prescribe who can provide instruction WAC 392-169-022

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	No	No	No	No	No	No	No
Domain:	Statewide							
Prescriptiveness:	Required							

High School Credential Required?
Not Mentioned

Other Comments

Col. criteria: RCW 28A.600.290(4)(i) Full-time and part-time faculty at institutions of higher education, including adjunct faculty, are eligible to teach program courses.Degree: The activities are conducted by the equivalent of college or university staff
HS Credential: Various programs have different requirements

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: There is local control of enforcement.

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: The office of the superintendent of public instruction, in collaboration with the state board for community and technical colleges, the Washington state apprenticeship and training council, the workforce training and education coordinating board, the Washington student achievement council, and the public baccalaureate institutions, shall report by September 1, 2010, and annually thereafter to the education and higher education committees of the legislature regarding participation in dual credit programs. The report shall include:
(a) Data about student participation rates and academic performance including but not limited to running start, college in the high school, tech prep, international baccalaureate, advanced placement, and running start for the trades;
(b) Data on the total unduplicated head count of students enrolled in at least one dual credit program course; and
(c) The percentage of students who enrolled in at least one dual credit program as percent of all students enrolled in grades nine through twelve.
(2) Data on student participation shall be disaggregated by race, ethnicity, gender, and receipt of free or reduced-price lunch.

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: On an as needed basis for committee reports during legislative session.

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: Not state policy, but institutional policy. All require at least a 2.0

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments: No, states does not regulate dual credit course quality or rigor.

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments: Determined by institution

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: RCW 28A.600.290 (2) College in the high school programs shall each be governed by a local contract between the district and the institution of higher education, in compliance with the guidelines adopted by the superintendent of public instruction, the state board for community and technical colleges, and the public baccalaureate institutions.

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: Local control by institutions and via annual reporting to the legislature mentioned earlier.

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
		X	

Comments: In the case of Running Start there is a state apportionment calculation to help pay for tuition. The state will fund up to 1.2 FTE from OSPI to the college for Running Start courses.

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
			X

Comments: In the case of Running Start there is a state apportionment calculation to help pay for tuition. Based on the program, books and fees are paid by the student.
The institution of higher education may charge tuition fees to participating students.Running Start students will pay for books and fees.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
		X	

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School	X			
College		X		

Comments: 93% up to a 1.20 combined FTE maximum

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments: Locally regulated.

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **West Virginia**

Primary Policy Links:

Title and Link
Guidelines For The Offering Of Early Enrollment Courses For High School Students

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: West Virginia Higher Education Policy Commission and Council for Community and Technical College Education

Terms and Definitions

Term	Definition
Early enrollment courses	College credit opportunities which will be counted as credit hours attempted and/or earned for early enrollment reporting purposes are those course sections that are delivered primarily to eligible high school students. The local high school will decide if high school credit will be offered for these courses.
Term for H.S. Located DC	Early Enrollment Courses

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X		X	X

Comments: encouraged in state code

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Not Specified

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	No	No	No	No
Domain:	Statewide				
Prescriptiveness:	Required				

Comments:

Subject: limited to lower division undergraduate courses

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: All public institutions may offer early enrollment courses under the guidance of state policy. The statewide academic affairs office meets regularly with institutional academic officers.

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	No	Yes	Yes	No	No	Yes	Yes
Domain:	Statewide			Statewide	Statewide			Statewide	Statewide
Prescriptiveness:	Required			Required	Required			Required	Required

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
			X

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: Opportunities for early enrollment are for students of junior and senior status in the high schools. Any exception must be approved by the institution's chief academic officer.
Exam Scores: Students must meet all courses requirement and prerequisites. Series 21, Freshman Assessment and Placement Standards, provides that students must have a minimum score on various standardized exams in order to enroll in a college math or English course. This policy would impact high school students enrolled in early entrance courses.
Pre-reqs: Students must meet all course requirements and prerequisites.
Mix NonDC: Attendance in college courses offered in high schools will be limited to those students registered for college credit.
Other: High school students desiring to enroll in a college credit-bearing course must apply for early enrollment admission status and meet all early enrollment admission requirements for the institution which is offering the college credit course. In addition to meeting these requirements, all students who enroll must have the approval of the high school principal.
Waivers: Opportunities for early enrollment are for students of junior and senior status in the high schools. Any exception must be approved by the institution's chief academic officer.

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: Ongoing contact with institutional academic officers and annual reporting (see response to item 16)

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	No	No	Yes	No	No	No	No
Domain:	Statewide			Local				
Prescriptiveness:	Required			Required				

High School Credential Required?
Not Mentioned

Other Comments

Selection: 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 that will grant the credit.
Faculty for these courses will be evaluated by college personnel using the same processes as for other college faculty.
The institution granting college credit shall assign adjunct/part-time faculty status to high school teachers who teach college courses in the high school. 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.

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: Ongoing contact with institutional academic officers and annual reporting.

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
			X

Comments: 9.1. Each institution which offers college level courses for or in West Virginia high schools must maintain a record of the courses and enrollments for such courses and submit any reports of college courses for high school students as deemed necessary.
9.2. Each institution will submit reports in compliance with requirements set forth by the specifications of the WV Data Policy Advisory Council, the Higher Education Policy Commission, and the Council for Community and Technical College Education.
9.3. Each institution will designate an individual who will be responsible for coordinating and reporting early enrollment opportunities for high school students. Each institution will provide contact information for this person by July 1 of each academic year.

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: Any early enrollment course must meet the same rigorous standards as those required for on-campus instruction. Such standards are essential for maintaining institutional accreditation by the Higher Learning Commission of the North Central Association and for assuring institutional credibility. Courses must utilize college-approved syllabi, texts, assignments and assessments.

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Required

Comments: The higher education institution must facilitate communication between the appropriate academic department and the early enrollment faculty member to assure quality. The minimum faculty credential requirements are specified by the college and approved by the department and chief academic officer.

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
	X	

Comments: Ongoing interaction with institutional academic officers and occasional ad hoc studies.

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: High school students enrolled in early enrollment courses in the high schools will be assessed tuition/fees consistent with the institution's approved fee structure. Alternatively, to make college courses more accessible to high school students, an institution may establish a special tuition structure for high school students as provided in Section 7.2 of this rule.

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School				X
College				X

Comments:

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Wisconsin**

Primary Policy Links:

Title and Link
College Credit In High Schools
Ways In Which High School Students Can Earn Technical College Credit Through Articulation
Summary Of Options Available For Students To Earn College Credit In Wisconsin High Schools Wisconsin

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
		X

Comments: WI Dept. of Public Instuction, University of WI System, WI Technical College System

Terms and Definitions

Term	Definition
Dual Credit, Dual Enrollment, Dual Admission, Dual or Concurrent Enrollment, Advanced Placement, Youth Options	On-site college courses attended by students while still attending a high school
College Credit in High School program (CCHS)	The College Credit in High School program (CCHS) is offered at the University of Wisconsin Oshkosh, Green Bay, Whitewater, La Crosse, and Eau Claire with a similar program offered at the University of Wisconsin River Falls. These programs provide academically able high school students an opportunity to earn college credits while still in high school. Qualified students may enroll in select college courses taught by university approved high school instructors. CCHS gives students a chance to experience the academic rigor of university course work while remaining with high school peers. CCHS helps to set students apart from other college applicants and gives them a jump start on a college career. It provides for on-site and on-line delivery of courses. Students are dual enrolled and are eligible to receive dual credit.
Advanced Standing	Advanced Standing may also be referred to as "credit in escrow" because the application of the credit is delayed until students enroll in a technical college program.
Transcripted Credit	Transcripted Credit may also be referred to as: "dual credit courses" as high schools also give credit; "direct credit" because students are earning technical college credit directly from the technical college.
Youth Options	The Youth Options program allows public high school juniors and seniors to take courses through the WTCS, the UW System, and participating private, non-profit, and tribally-controlled colleges in Wisconsin. The majority of Youth Options courses are offered on college campuses.
Term for H.S. Located DC	Transcripted Credit,Advanced Standing, College credit in high school program

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year

Comments:

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Required

Comments: State Statute 118.34 (http://docs.legis.wi.gov/statutes/statutes/118/34) requires schools to establish a Technical Preparation Program; the statute includes the language "designed to allow high school pupils to gain advanced standing in the technical college district's associate degree program upon graduation from high school." This is the extent to which state policy requires dual credit opportunities.

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Yes	Yes	Yes	Yes	Yes
Domain:	Local	Local	Statewide	Local	Local
Prescriptiveness:	Required	Required	Required	Required	Required

Comments:

Transfer: *UW System policy provides for…"Credit received for UW courses taught in the high school will be subject to the UW System Undergraduate Transfer Policy."
*Advanced standing: "UW System policy provides for…"Credit received for UW courses taught in the high school will be subject to the UW System Undergraduate Transfer Policy."
*Transcripted credit: "All courses taken for technical college credit appear on a student's transcript and shall be transferrable to other technical colleges who have the same program."

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	No	No	No	No	No	No	No	No	No
Domain:									
Prescriptiveness:									

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments:

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Domain:	Statewide	Statewide	Statewide	Statewide	Local	Local		Local
Prescriptiveness:	Required	Required	Required	Required	Encouraged	Encouraged		Encouraged

High School Credential Required?
Specific Credential Required

Other Comments

Col. criteria: For College credit in high schools: "High school faculty who teach UW courses at participating high schools must have at least a Master's degree in the discipline in which the course is offered and shall have the specific approval of the appropriate university academic department."Degree: For College credit in high schools: "High school faculty who teach UW courses at participating high schools must have at least a Master's degree in the discipline in which the course is offered and shall
have the specific approval of the appropriate university academic department." For advanced standing and transcripted credit: The requirements exist for getting a state public school teaching license (minimum of a bachelor's degree and, depending on license, grade level, and when obtained, certain required coursework). For Advanced standing: "Course is taught by a high school teacher who holds a current DPI license in the related area of instruction." For Transcripted credit: "Course is taught by a WTCS technical college instructor or a high school instructor who holds a current DPI license in a related area and has been given approval by WTCS to teach the course.

HS Credential: For Advanced standing: "Course is taught by a high school teacher who holds a current DPI license in the related area of instruction."
For Transcripted credit: "Course is taught by a WTCS certified technical college instructor or a high school instructor who holds a current DPI license in a related area and has been granted WTCS articulation certification under Wisconsin Administrative Code TCS 3.03(9)(b) ."
Subject Exp.: For advanced standing and transcripted credit: The requirements exist for getting a state public school teaching license (minimum of a bachelor's degree and, depending on license, grade level, and when obtained, certain required coursework).
Selection: High school faculty who teach UW courses at participating high schools must have at least a Master's degree in the discipline in which the course is offered and shall have the specific approval of the appropriate university academic department. The UW academic department responsible for the course may make an exception if the high school faculty member's Master's degree is in another related discipline. High school faculty selected shall meet all institutional and appropriate university departmental standards to qualify as an adjunct instructor.

Prior Training: For college credit in high schools: "UW System institutions should encourage regular professional interaction between university faculty and high school faculty involved in offering college courses in the high school. Such interactions may include: (1) regular, on-site visits by university faculty to review student work and ensure comparability of course work and grading standards; (2) professional development seminars for university and high school faculty in the content area; (3) training and preparation of high school faculty prior to the initial offering of a college-level course; and (4) encouraging high school faculty to enhance their academic preparation by, for example, taking additional graduate course work and joining professional organizations."
Prof. Devel.: For college credit in high schools: "UW System institutions should encourage regular professional interaction between university faculty and high school faculty involved in offering college courses in the high school. Such interactions may include: (1) regular, on-site visits by university faculty to review student work and ensure comparability of course work and grading standards; (2) professional development seminars for university and high school faculty in the content area; (3) training and preparation of high school faculty prior to the initial offering of a college-level course; and (4) encouraging high school faculty to enhance their academic preparation by, for example, taking additional graduate course work and joining professional organizations."
Waivers: For college credit in high schools: "The UW academic department responsible for the course may make an exception if the high school faculty member's Master's degree is in another related discipline"

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: Although not required in state statute, as part of a new state system for course-work completion data reporting, districts will have to report dual credit/dual enrollment course offerings and participation annually. This will be reported to the Wisconsin Department of Public Instruction by each K-12 public school district.

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
		X

Comments: For advanced standing: "Agreements require a minimum of a 3.0 grade point on a 4.0 scale for students to earn credit. High school grading policies and standards are followed."
For transcripted credit: "Upon successful completion of course, grades are posted to an official technical college transcript and tabulated in the student's technical college GPA."

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: advanced standing: High school course(s) or competencies are determined to be equivalent or comparable to a technical college course
Transcripted credit: Technical college curriculum is taught to high school students.Technical college grading policies and standards established in the agreement are followed.
College credit in high schools: Courses must meet the standards for instruction, content, student work expectations and evaluation that exist for the same course work offered within the UW System institution's on-campus degree programs. University departments are primarily responsible for assuring equivalent quality for these courses. Implementation of course standards should include at least the following: a.Course Syllabus. The appropriate academic department, or its designee, will approve the syllabus for each course prepared by the adjunct instructor each semester. b.Examinations. The appropriate academic department, or its designee, will review in-term examinations and grading criteria each semester. Final examinations, or an equivalent assessment instrument, shall be developed in close consultation with the appropriate academic department, or its designee, and a copy of each final examination placed on file in the department.

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Encouraged

Comments: For college credit in high schools: ""UW System institutions should encourage regular professional interaction between university faculty and high school faculty involved in offering college courses in the high school. Such interactions may include: (1) regular, on-site visits by university faculty to review student work and ensure comparability of course work and grading standards; (2) professional development seminars for university and high school faculty in the content area; (3) training and preparation of high school faculty prior to the initial offering of a college-level course; and (4) encouraging high school faculty to enhance their academic preparation by, for example, taking additional graduate course work and joining professional organizations."

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Encouraged

Comments: Same as above

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments: College credit in high schools:UW institutions offering college courses in high schools are expected to evaluate the effectiveness of those courses. Such evaluation may include gathering various types of data, including whether the credits earned by students participating in the program are accepted by other colleges and universities, and whether students who successfully complete those courses are successful in the next level of college course work in that content area. In addition, those institutions that offer an extensive array of college courses in high schools should conduct periodic program reviews, including evaluation by external reviewers.

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

		Comments:
Mentioned:	No	
Domain:		
Prescriptiveness:		

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism	Comments:
		X	The WTSC System has practices in place to monitor and assure quality in the Transcripted Credit process. Regular professional development sessions are set up by the Career Prep Coordinators with the instructors at both institutions.

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs	Comments:
			X	Grants are given to the individual technical colleges to assist with the professional development sessions that are set up to assure quality in transcripted credit.

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs	Comments:
		X		For college credit in high school: Based on UW System policy, students may pay the full per credit resident undergraduate tuition rate or as little as half the full per credit resident undergraduate tuition rate. Where students pay the full rate, school districts may have an agreement to receive a portion of the tuition paid to offset costs they have incurred in providing instruction for these courses or to reduce the tuition paid by the students. UW System institutions may reimburse the local school districts the lesser of the actual costs or 50 percent of the tuition collected. For advanced standing: Involves a written articulation agreement. No fees are charged to the student or school district. For transcripted credit: "Involves a written contractual agreement and cost-neutral arrangement between a school district and a technical college."

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable	Comments:
X			

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable	Comments:
High School			X		
College			X		

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

		Comments:
Mentioned:	No	
Domain:		
Prescriptiveness:		

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

		Comments:
Mentioned:	No	
Domain:		
Prescriptiveness:		

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism	Comments:
X			

Responses to the Dual Credit State Policy & Quality Assurance Template

State: **Wyoming**

Primary Policy Links:

Title and Link
Implementing Sea 52: Improving Equity And Access To Quality Dual And Concurrent Enrollment Programs Through Consensus Building
Chapter 20 - Cooperative Educational Services Article 2 - Wyoming Postsecondary Education Options Program

Regulatory Oversight

Does the state grant statutory or regulatory oversight to one or more specific state agencies?

No	1 Agency	>1 Agency
X		

Comments:

Terms and Definitions

Term	Definition
Concurrent Enrollment	College courses taught by high school faculty who have been approved as community college adjunct faculty and who are teaching said course as part of their duties as a district employee. As such, these college courses simultaneously satisfy high school graduation requirements. These courses have been approved by one of the community colleges as having equivalent course content, learning objectives and work assignments as an existing college course. Course content and learning objectives are equivalent to the related community college course as determined by community college full-time faculty.
Dual Enrollment	College courses taught by college instructors to allow high school students to earn both high school and college credit while students are still attending high school. Credit is given to a qualified high school student who completes college-level courses for which one of the community colleges hires and pays the instructor and in which the high school district agrees to allow high school graduation credit.
Term for H.S. Located DC	Concurrent Enrollment

What Institutions Can or Must Provide Dual Credit Courses?

To which institution types does state policy apply?

Public	Private	Two-Year	Four Year
X		X	X

Comments: Statutory, must offer access to dual and or concurrent enrollment (2-year only) The University of Wyoming offers dual enrollment for high school students. While the student numbers involved in dual enrollment are not large (typically 20-40 students in recent years), high school students are allowed to pursue dual enrollment at University of Wyoming.

Does state policy require, encourage or just permit high schools to have dual credit opportunities available for its students?

Response:	Required

Comments:

Does state policy set parameters on the types of courses that colleges can or cannot offer or provide?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Parameters

	Subject Matter	Number of Courses	Statewide Transfer	Statewide General Educ.	Other
Mentioned:	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Domain:					
Prescriptiveness:					

Comments:

Number: min=1

How state enforces policies regarding who can or must provide dual credit courses?

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Who Can Take Dual Credit Courses?

Does state policy regulate how students or parents learn about dual credit opportunities?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Types of Regulations

	Grade Level	Age	GPA	Std Exams	Pre-Reqs	No. of Courses	Timing of Reg	Other	Waivers
Mentioned:	Yes	No	No	No	Yes	No	No	Yes	No
Domain:	Statewide				Statewide			Statewide	
Prescriptiveness:	Required				Required			Required	

Does state policy dictate whether dual credit classes can or cannot be mixed where some students are enrolled for college credit and others are enrolled only for high school credit?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Does state policy dictate whether or not college students can enroll in dual credit classes in the high school?

Not Mentioned	Allowed	Discouraged	Prohibited
X			

Other Comments

Grade Level: Be seniors, juniors, or have the permission of a high school official
Pre-reqs: Meet course entrance requirements and/or prior course work required before enrolling in a particular course.
Other: Have permission from their parent(s) or guardian(s) and a designated school official

How state enforces policies regarding who can take dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
		X

Comments: No high school, community college or Board of Cooperative Educational Services (BOCES)/ Board of Cooperative Higher Educational Services (BOCHES) can impose additional eligibility requirements

Who Can Teach Dual Credit Courses?

Does state policy regulate who can teach dual credit courses?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: High school faculty who teach concurrent enrollment courses are college adjunct faculty; therefore, their applications to teach a college course are reviewed in the same manner and according to the same standards as all other college adjunct faculty.

Types of Regulations

	Same as College Credentials	Specific Degree Level	Subject Degree or Min. Courses	Faculty Selection Process	Prior Training	Professional Development	Other Requirements	Waivers
Mentioned:	Yes	Yes	Yes	Yes	No	No	No	No
Domain:	Statewide	Statewide	Statewide	Statewide				
Prescriptiveness:	Required	Required	Required	Required				

High School Credential Required?
Specific Credential Required

Other Comments

HS Credential: The specific high school credential is required for concurrent enrollment courses which, by definition, refer to high school-based college courses taught by high school instructors. The credential is not required for dual credit courses which, by definition, refer to college-level courses taught by college instructors to allow high school students to earn both high school and college credit.
Subject Exp.: min=1
Selection: A faculty credential approval process consistent with college accreditation requirements and the need for flexibility in exceptional circumstances to be used. Exceptions shall be based upon demonstrated proficiency in the discipline, progress toward graduate education, or appropriate certification.
Waivers: A faculty credential approval process consistent with college accreditation requirements and the need for flexibility in exceptional circumstances to be used. Exceptions shall be based upon demonstrated proficiency in the discipline, progress toward graduate education, or appropriate certification.

How state enforces policies regarding who can teach dual credit courses

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Quality Assurance

Does state policy require any form of accreditation such as that offered by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?

Not Mentioned	NACEP or State Alt. Encouraged	NACEP or State Alt. Required
X		

Comments:

Does state policy provide incentives for accreditation?

No	Yes
X	

Comments:

Does state policy require annual (or other regular) reports on dual credit activities?

Not Mentioned	Overall Report Required	For Special Programs	Both
	X		

Comments: W.S. 21-20-201 was amended requiring the following reporting:
(e) ….Effective September 1. 2012 and each September 1 thereafter, any school district or institution participating in an enrollment options program agreement under this section, including any board of cooperative educational services established under W.S. 21-20-104 and involved in the program, shall file a report with the community college commission on student participation and completion and on revenues and expenditures attributable to program activities for the immediately preceding school year. The report shall be based upon policy and guidelines developed by the statewide discussions conducted pursuant to section 2 of 2010 Senate File 39 as enacted into law.
A major component of state policy developed under subsection (a) of this section shall include the establishment and maintenance of a data system compiling student enrollment, completion and outcome information for high school and post secondary education dual and concurrent enrollment programs. Efforts shall be coordinated with the transcript center within the department of education, and the longitudinal data collection effort under the Hathaway student scholarship program pursuant to 2008 Wyoming session laws, chapter 95, section 901.

Aside from state-policy required reporting, is there any ad hoc or recurring reporting on dual credit for the legislature?

Not Mentioned	Overall Report Required	For Special Programs	Both
X			

Comments:

Does state policy require students to obtain a minimum grade to receive college credit for the course?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate dual credit course quality or rigor? In other words, does state policy explicitly reference course designs, outcomes, assessments, learning outcomes, course expectations, or other dimensions related to course quality or rigor?

Not Mentioned	College Criteria	Statewide Criteria
	X	

Comments: The responsibility for the quality of college courses offered through dual enrollment and concurrent enrollment in Wyoming shall be vested in the higher education institutions. For concurrent courses, the higher education system shall require: 1. Wyoming secondary and postsecondary institutions to collaboratively address standards and curriculum locally, sequence key courses, and ensure that appropriate teaching and learning are used. 2. Classes taught in high schools to use the equivalent syllabi, assignments, and end-of-course assessments as those used in courses taught on campus. 3. The college faculty responsible for concurrent courses to collaborate with high school concurrent course teachers and review student work on a regular basis. 4. Colleges to review course agreements annually to assure quality.

Does state policy regulate the student registration or transcripting processes requirements (e.g., course transcription, articulation, or student rights and responsibilities)?

Not Mentioned	College Criteria	Statewide Criteria
X		

Comments:

Does state policy regulate the partnership activities or agreements between secondary and postsecondary institutions related to dual credit?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: (D) Assembling required articulation agreements between high schools and post secondary institutions pursuant to W.S. 21-20-201."
Consensus Agreement
Consensus discussions that incorporate post secondary and secondary institution partners shall be used to develop a standard Memorandum of Understanding (MOU) that will address common and non-negotiable elements. This standard MOU will be made available to all partners statewide. Partners will annually review the standard MOU. Additional elements will be allowed to address institution practices as long as they comply with applicable law and the consensus group's recommendations.
The MOU will include, at a minimum, the definition of dual or concurrent enrollment; the purpose of the agreement; a process to approve faculty when applicable; student eligibility requirements; standards for enrollment in technical and transfer courses; a process for collaboration between secondary and postsecondary institutions; tuition and fees, textbooks; college resources; and a process for renewal of the agreement.

Does state policy mandate dual credit student access to student support services, library resources, or academic supports?

Mentioned:	Yes
Domain:	Statewide
Prescriptiveness:	Required

Comments: Students will have access to all the standard support services that any college student has available.

Does state policy mandate that dual credit courses appear in the offering institution's catalog?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include requirements for classroom visitation by college faculty?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy include other requirements for high school and college faculty to meet or interact?

Mentioned:	Yes
Domain:	Local
Prescriptiveness:	Encouraged

Comments: Wyoming secondary and postsecondary institutions to collaboratively address standards and curriculum locally, sequence key courses, and ensure that appropriate teaching and learning are used.
The college faculty responsible for concurrent courses to collaborate with high school concurrent course teachers and review student work on a regular basis.

Does state policy regulate who at the postsecondary institutions has oversight for faculty credentials and faculty eligibility requirements (e.g., academic departments, dean or chief academic officer, human resources, etc.)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require the monitoring of outcomes or impacts at any level?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy require surveys of dual credit stakeholders (teachers, principals, college faculty/instructors, other)?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy mandate any other forms of evaluation and/or review not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding quality assurance

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Finance and Resources

Does state policy provide ANY direct funding to the high school or college for dual credit?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
X			

Comments:

Does state policy stipulate the amount of and responsibility for paying dual credit tuition and fees?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

Comments: By WS 21-20-201, if there is a concurrent and dual enrollment agreement, students cannot be charged.
As required by Wyoming Statute 21-20-201, (d), "The school district and the university or community college district entering into an agreement for purposes of this section shall, if there are any fees within the agreement, establish fees to be assessed the school district for student participation under the program, the payment schedule for the established fees and other necessary arrangements to facilitate fee payment and

Does state policy regulate who pays for books related to dual credit courses?

No	Yes, broadly or overall	Yes, for specific programs	Both broadly and for specific programs
	X		

collection."
Therefore, the school district agrees to pay the tuition for all students enrolled in concurrent enrollment based on the final class roster issued on or about midterm of the current semester. After the college receives the sum for students' tuition from the school district, the college agrees to pay an identical amount to that school district for space, supplies, instruction, and other related costs.

The high school is responsible for ensuring that textbooks and materials are available for these students. As required by Wyoming Statute 21-20-201(d), "Any textbooks, materials or equipment purchased under the established fees shall be addressed within the agreement entered into between the university or college and the school district. The university or community college shall not directly assess and collect any fee from the participating student for textbooks, materials, student services or any other fees otherwise assessed and collected from students attending the institution."

If state policy requires students/parents to pay, does state policy provide forms of financial support to students/parents?

No	Yes	Not Applicable
X		

Comments:

Does state policy allow (or disallow) high schools or colleges to collect full or partial funding for dual credit students (e.g., per ADA- or FTE-based formula)

	None	Partial	Full	Not Applicable
High School			X	
College				X

Comments: Full amount based on ADM (Average Daily Membership): A student participating in the program shall be counted within the average daily membership of the resident school district as defined under W.S. 21-13-101(a)(i) for school district funding and concurrently by the participating higher education institution for its full-time equivalent enrollment count.
A portion of state funding based on shared credit hours: Credit hours are allowed to be used in the allocation of variable cost section of the community college funding formula. Direct per credit funding does not occur.

Does state policy regulate faculty salary or compensation for teaching dual credit classes?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

Does state policy provide additional state financial incentives for institutional participation in dual credit not yet mentioned?

Mentioned:	No
Domain:	
Prescriptiveness:	

Comments:

How state enforces policies regarding finance and resources

No Mechanism Mentioned	General Mechanism	Specific Mechanism
X		

Comments:

Higher Learning Commission
A commission of the North Central Association

Appendix 4

Dual Credit in U.S. Higher Education

Document Links

Document Title and Link	Date	Type of Document	Agency/ Organization	Notes	Defini-tions	Who can Offer	What is Offered	Transfer-ability	Who Can Teach	Who Can Take	Account-ability	Fees/Aid	Funding
AL - Alabama													
Public School Governance Section 11 Dual Enrollment - Postsecondary Institutions	12/31/2011	State Legislative Code	State Legislature			X	X	X	X	X		X	
Admission: Dual Enrollment/Dual Credit For High School Student	8/28/2008	Policy	Community College System		X	X				X			
Admission: Dual Enrollment/Dual Credit For High School Student: Early College Enrollment Program	8/28/2008	Policy	Community College System		X	X	X			X		X	
Admission: Dual Enrollment/Dual Credit For High School Student	8/1/2008	Guidelines	Community College System			X	X		X	X	X	X	
Admission: Dual Enrollment/Dual Credit For High School Student	4/1/2009	Guidelines	Community College System		X	X	X			X	X	X	
AR - Arkansas													
A.C.A. § 6-16-1201-05 Subchapter 12 -- Advanced Placement And Endorsed Concurrent Enrollment	8/1/2012	State Legislative Code	State Legislature		X	X	X	X	X	X			X
Arkansas Higher Education Coordinating Board Policies Section 5.16.1A - Concurrent Course Delivery	1/30/2009	Policy	State Higher Education Agency	Section 5.16.1a starting on p. 377		X	X		X		X		
An Act To Develop Guidelines For Endorsed Concurrent Enrollment Courses That May Be Taught Along With Advanced Placement Courses In High Schools; To Repeal The Concurrent Enrollment Course Approval Panel; And For Other Purposes	4/3/2007	Legislative Bill	State House of Representatives		X	X	X	X	X	X		X	
AZ - Arizona													
Az Rev Stat § 15-1821.01 Dual Enrollment Information	2011	State Legislative Code	State Legislature			X	X	X	X	X	X		X
CA - California													
2011 California Code - Education Code Title 2. Elementary And Secondary Education - Article 1. Advanced Education - Section 48800-48802	2011	State Legislative Code	State Legislature			X		X		X			X

Document Title and Link	Date	Type of Document	Agency/ Organization	Notes	Defini-tions	Who can Offer	What is Offered	Transfer-ability	Who Can Teach	Who Can Take	Account-ability	Fees/Aid	Funding
SB-1316 School attendance: early and middle college high schools.	7/9/2012	State Statute	State Legislature		X			X		X			X
CO - Colorado													
Colorado Revised Statutes Title 22 Article 35 Concurrent Enrollment Programs Act	5/21/2009	State Legislative Code	State Legislature		X					X	X	X	X
CT - Connecticut													
Chapter 170 Boards Of Education Sec. 10-221A. High School Graduation Requirements. Student Support And Remedial Services. Diplomas For Veterans Of World War Ii. Collection Of Certain Student Information.	7/1/2010	State Statute	General Assembly	Just one line in subsection g.4 regarding credit obtained in higher education course									
University Of Connecticut Early College Experience Policy & Procedures Guide	None	Guidelines	State University System			X	X		X	X	X	X	
Connecticut Community Colleges Policy Manual	12/1/2011	Community College System Policy	State Higher Education Agency	section 5.1.4 Admission - High School Students - High School Partnerships Program		X				X		X	
DE - Delaware													
Delaware Administrative Code Title 14 Education 500 Curriculum And Instruction 506 Policies For Dual Enrollment And Awarding Dual Credit	10/1/2008	State Legislative Code	State Legislature		X			X	X				X
FL - Florida													
The 2012 Florida Statutes: Title Xlviii K-20 Education Code, Chapter 1007 Articulation And Access, 1007.27 Articulated Accelrations Mechanisms.	2012	State Statute	State Legislature			X					X		
The 2012 Florida Statutes: Title Xlviii K-20 Education Code, Chapter 1007 Articulation And Access, 1007.271 Dual Enrollment Programs.	2012	State Statute	State Legislature		X	X	X	X	X	X	X		

Document Title and Link	Date	Type of Document	Agency/ Organization	Notes	Defini-tions	Who can Offer	What is Offered	Transfer-ability	Who Can Teach	Who Can Take	Account-ability	Fees/Aid	Funding
The 2012 Florida Statutes: Title Xlviii K-20 Education Code, Chapter 1011 Planning And Budgeting, 1011.62 Funds For Operation Of Schools.	2012	State Statute	State Legislature									X	X
Statement Of Standards: Dual Enrollment/Early College Programs In The Florida Community College System	2/23/2007	Standards	State Department of Education		X	X	X	X	X	X	X		
Dual Enrollment: Frequently Asked Questions	None	FAQ	State Department of Education		X		X	X		X		X	X
GA - Georgia													
Bill To Amend Chapter 2 Of Title 20 Of The Official Code Of Georgia	2012	Legislative Bill	General Assembly	See especially Section 20-2-159.5	X	X	X	X	X	X			X
Fy 13 Guidance For Dual Enrollment Credit Funded Programs	2/20/2012	Guidelines	State Department of Education		X		X	X		X			X
College Credit Now: Opportunities For High School Students	None	Consumer Information	State University System Office	Section of broader web site on admissions and enrollment									
High School Dual Credit	None	Consumer Information	State Technical College System Office				X	X		X		X	
HI - Hawaii													
State Statute §302A-401 - Running Start Program.	None	State Statute	State Legislature			X	X	X		X		X	
House Bill 767 Related To The Running Start Program For College Preparation	7/7/2011	State Statute	State Legislature	Related to financial aid availability								X	
IA - Iowa													
Senior Year Plus: Guide For Educators And Educational Administrators	11/11/2009	Policies and Procedures	State Department of Education	Comprehensive guidelines on many pre-college credit options	X	X	X	X	X	X	X	X	X

Document Title and Link	Date	Type of Document	Agency/ Organization	Notes	Defini-tions	Who can Offer	What is Offered	Transfer-ability	Who Can Teach	Who Can Take	Account-ability	Fees/Aid	Funding
Senior Year Plus	2012	Consumer Information	State Department of Education	Links to a variety of programs related to college courses available to high school students	X	X	X	X	X	X		X	X
ID - Idaho													
Idaho Statutes Title 33 Education - Chapter 51 Postsecondary Enrollment Options	1997	State Statute	State Legislature		X			X		X		X	X
Idaho State Board Of Education Governing Policies And Procedures Iii. Postsecondary Affairs Y. Advanced Opportunities	6/2012	Policies and Procedures	State Board of Education		X	X	X		X	X	X	X	
Rules Governing Thoroughness - Section 106 Advanced Opportunities	7/1/2008	Administrative Rules	State Government	Small Section in a more comprehensive document		X				X			
IL - Illinois													
Dual Credit Quality Act	2010	State Statute	State Legislature		X				X	X	X		
Administrative Rules Of The Illinois Community College Board	10/2008	Administrative Rules	Community College System	Small section starting on p. 62 within the section 1501.507 Credit Hour Claims		X	X	X	X	X			
IN - Indiana													
Indiana Code 21-3-4 Chapter 4. Postsecondary Enrollment Option	2010	State Statute	State Legislature								X	X	
Policy On Dual Credit Opportunities In Indiana	2/12/2010	Policy	State Higher Education Agency		X		X	X	X	X	X		
Dual Credit In Indiana Q&A (Version 7.7)	2/29/2012	FAQ	State Higher Education Agency		X	X	X	X	X	X	X	X	
Dual Credit In Indiana	None	Consumer Information	State Higher Education Agency				X						

Document Title and Link	Date	Type of Document	Agency/ Organization	Notes	Defini-tions	Who can Offer	What is Offered	Transfer-ability	Who Can Teach	Who Can Take	Account-ability	Fees/Aid	Funding
KS - Kansas													
Kansas Statutes Chapter 72: Schools Article 11A: Kansas Challenge To Secondary School Pupils	7/1/1993	State Statute	State Legislature		X	X						X	
Kansas Board Of Regents Policies And Procedures Manual	7/1995	Policy	State Higher Education Agency	Chapter Iv Section 8. Concurrent Enrollment of High School Students In Eligible Public Postsecondary Institutions	X	X			X	X	X		
KY - Kentucky													
Kentucky Revised Statutes Chapter 158 Conduct Of Schools - Special Programs 158.007 Definitions For Chapter	7/15/2008	State Statute	State Legislature	Just definitions	X								
Kentucky Revised Statutes Chapter 160 School Districts 160.348 Advanced Placement, International Baccalaureate, Dual Enrollment, And Dual Credit Courses.	7/15/2008	State Statute	State Legislature	Minimal information about making information available									
Dual Credit Policy Kentucky Public Postsecondary Institutions	4/20/2012	Policy	State Higher Education Agency	Notice of approval of policy with just some general information									
Kentucky Council On Postsecondary Education Dual Credit Policy For Kentucky Public Postsecondary Institutions	4/20/2012	Policy	State Higher Education Agency		X	X		X	X	X		X	
LA - Louisiana													
Louisiana Early Start Program Framework	None	Program Information	State Higher Education Agency		X					X			X
Institutional Responsibilities For The Enrollment Of Students Across Multiple Institutions	None	Policy	State Higher Education Agency		X		X	X	X	X	X		

Document Title and Link	Date	Type of Document	Agency/ Organization	Notes	Defini-tions	Who can Offer	What is Offered	Transfer-ability	Who Can Teach	Who Can Take	Account-ability	Fees/Aid	Funding
MA - Massachusetts													
Commonwealth Dual Enrollment Program	7/4/1905	Consumer Information	State Higher Education Agency			X	X	X	X	X	X	X	
MD - Maryland													
Maryland Legislative Code - Education Division Iii Higher Education Title 18. Student Financial Assistance Subtitle 14A Dual Enrollment Grant Program (Sections 01-04)	7/4/1905	State Legislative Code	State Legislature	Need to navigate to specific sections as specified in Title	X							X	
ME - Maine													
Expanding Access, Increasing Participation: Post-Secondary Education Opportunities During High School	2012	Task Force Report	State Government										
Early College Opportunities For Maine Students	2012	Consumer Information	State Government	Describes creation of Task Force and Provides link to Report									
Early College Programs In Maine	2012	Consumer Information	State Department of Education	Link to specific university/college based programs									
MI - Michigan													
An Act To Establish A Postsecondary Enrollment Options Program For Certain Students Enrolled In Michigan Schools	5/15/2012	State Statute	State Legislature		X		X			X		X	
MN - Minnesota													
Minnesota Statutes 124D.09 Postsecondary Enrollment Options Act	2012	State Statute	State Legislature		X			X		X		X	X
Concurrent Enrollment	None	Consumer Information	State Department of Education										
Post-Secondary Enrollment Options	2012	Consumer Information	State Higher Education Agency							X		X	

Document Title and Link	Date	Type of Document	Agency/ Organization	Notes	Defini-tions	Who can Offer	What is Offered	Transfer-ability	Who Can Teach	Who Can Take	Account-ability	Fees/Aid	Funding
High School Programs	2012	Consumer Information	State University System										
MO - Missouri													
Missouri Revised Statutes Chapter 167 Pupils And Special Services	8/28/2012	State Legislative Code	State Legislature	Small section on dual credit course fees								X	X
Dual Credit Policy	4/23/2009	Policy	State Higher Education Agency				X	X	X	X	X		
MS - Mississippi													
Mississippi Code Annotated Section 37-15-28 Dual Enrollment Programs For Dual High School And Postsecondary Credit; Mississippi Works Dual Enrollment-Dual Credit Option Program	7/1/2012	State Statute	State Legislature	Need to go to specific section of code	X		X	X	X	X		X	X
Dual Enrollment	None	FAQ	State Higher Education Agency		X		X	X		X		X	X
MT - Montana													
Authorization For Common Tuition For Dual Enrollment	8/2/2011	Policy	State University System									X	
Operational Guidelines For Dual Enrollment And \Other Secondary-Postsecondary Credit Opportunities	9/1/2012	Guidelines	State University System		X	X	X	X	X	X		X	
Dual Enrol Lment Guidelines	9/1/2010	Consumer Information	State University System				X		X	X			
NC - North Carolina													
Career And College Promise Operating Procedures	2012	Guidelines	Community College System		X		X			X			
North Carolina Career & College Promise	2011	Consumer Information	State Program			X		X		X			
ND - North Dakota													
North Dakota Century Code Chapter 15.1-25 Elementary And Secondary Enrollment - Postsecondary Enrollment		State Legislative Code	State Legislature			X				X		X	X

Document Title and Link	Date	Type of Document	Agency/ Organization	Notes	Defini-tions	Who can Offer	What is Offered	Transfer-ability	Who Can Teach	Who Can Take	Account-ability	Fees/Aid	Funding
Act/Workkeys/Scholarship Frequently Asked Questions	None	Scholarship for DC FAQ	State K-12 Agency		X		X					X	
403.5 Secondary-Postsecondary Articulation Agreements, Dual Credit Postsecondary Enrollment Options	9/19/1997	Policy	State Higher Education Agency			X		X			X		
402.1.2 Admission Policies - Student Placement Into College Courses	1/4/2012	Policy	State Higher Education Agency							X			
Joint Standards For Dual Credit Courses	4/20/2012	Policy	State University System			X	X		X	X			
402.3.2 Delivery Of Dual-Credit College Courses	9/2/2009	Policy	State Higher Education Agency			X	X		X	X	X	X	
Dual Credit	None	Consumer Information	Teacher and School Effectiveness										
Dual Credit Assistance	None	Consumer Information	State Government							X		X	
NE – Nebraska													
Dual Enrollment/Career Academy Study	None	Task Force Report	State Government	Links to report of task force that was required by law									
Dual Enrollment: Nebraska'S Practices And Standards	8/9/2005	Consumer Information	State Higher Education Agency	Powerpoint like information	X		X		X	X	X	X	X
NH - New Hampshire													
Running Start	2012	Consumer Information	Community College System	Various subsections with most detailed information in the FAQ			X	X		X		X	
NJ - New Jersey													
Section 18A:61C-1 Through 9 College Level Instruction For High School Students	1994	State Statute	State Legislature	Very basic provisions		X	X	X	X	X			

Document Title and Link	Date	Type of Document	Agency/ Organization	Notes	Defini-tions	Who can Offer	What is Offered	Transfer-ability	Who Can Teach	Who Can Take	Account-ability	Fees/Aid	Funding
NM - New Mexico													
Title 6 Chapter 30 Part 7 Dual Credit	6/30/2008	State Statute	State Legislature		X	X	X	X	X		X	X	
Dual Credit Student Faq	None	FAQ	State Department of Education				X	X		X		X	
Higher Education Department And Public Education Department Alignment Task Force "Aligning New Mexico'S High School Competencies With College Placement Requirements"	None	Consumer Information	State Department of Education	Provides links to Reports, State Statutes, Forms, and other resources	X	X	X	X	X	X	X	X	X
NV – Nevada													
Nrs 389.160 Credit Toward Graduation From High School For Courses Taken At Community College Or University	2007	State Statute	State Legislature	Pertains to getting H.S. credit for college courses									
OH - Ohio													
Dual Enrollment Financing Recommendations	3/1/2011	Task Force Report	Community College System									X	X
Chapter 3301-44 Post-Secondary Enrollment Options	4/23/2011	State Statute	State Legislature			X				X		X	X
3313.6013 [Effective Until 9/24/2012] Dual Enrollment Program For College Credit	10/16/2009	State Statute	State Legislature	Requires high schools to provide									
Chapter 3365: Post-Secondary Enrollment Options Program	10/16/2009	State Statute	State Legislature		X					X		X	X
OR - Oregon													
341.450 Accelerated College Credit Programs	2011	State Statute	State Legislature	Very small section in larger document		X							
Dual Credit	2012	Consumer Information	State Department of Education		X	X	X	X	X	X		X	
Two Plus Two And Dual Credit Programs	10/20/2003	Administrative Rules	State Legislature	Section within larger document	X	X	X		X				

Document Title and Link	Date	Type of Document	Agency/ Organization	Notes	Defini-tions	Who can Offer	What is Offered	Transfer-ability	Who Can Teach	Who Can Take	Account-ability	Fees/Aid	Funding
SC - South Carolina													
Statewide Higher Education Policy For Delivery And Transferability Of "Dual Enrollment" Coursework Offered In High Schools	7/7/2004	Policy	State Higher Education Agency		X	X	X	X	X	X	X	X	
SD - South Dakota													
Increasing Dual Credit/Postsecondary Enrollment Options In South Dakota	3/31/2010	Task Force Report	State Higher Education Agency			X	X		X	X			
13-28-37. Postsecondary Enrollment--Responsibility For Costs--Failing Grade Eliminates Eligibility.	2003	State Statute	State Legislature							X		X	
Dual Credit Agreements For High School Based Dual Credit Courses	None	Consumer Information	State Higher Education Agency			X		X					
TN - Tennessee													
Chapter 15 Cooperative Innovative High School Programs, Sections 49-15-101 Through 111.	2012	State Statute	State Legislature	Need to go to specific section of code	X	X	X	X		X	X	X	x
Dual Credit And Dual Enrollment	None	Consumer Information	State Department of Education		X			X	X	X			
TX - Texas													
Title 19 Part 1 Chapter 4 - Subchapter D Dual Credit Partnerships Between Secondary Schools And Texas Public Colleges	5/27/2003	Administrative Code	State Legislature		X		X		X	X			
Title 19 Part 1 Chapter 4 - Subchapter G Early College High Schools And Middle Colleges	11/30/2009	Administrative Code	State Legislature		X		X	X	X	X	X	X	X
VA - Virginia													
§ 22.1-253.13:1. Standard 1. Instructional Programs Supporting The Standards Of Learning And Other Educational Objectives.	2012	State Statute	State Legislature	Sections D.10 and D.11									

Document Title and Link	Date	Type of Document	Agency/ Organization	Notes	Defini-tions	Who can Offer	What is Offered	Transfer-ability	Who Can Teach	Who Can Take	Account-ability	Fees/Aid	Funding
§ 23-9.2:3.02. Articulation, Transfer, And Dual Enrollment And Admissions Agreements; Admission Of Certain Community College Graduates.	2012	State Statute	State Legislature					X		X			
Student Developmental Services 6.0.1.1 Dual Enrollment Student Admissions	None	Policy	Community College System							X			
Virginia Plan For Dual Enrollment Between Virginia Public Schools And Community Colleges	3/1/2008	Policy	Community College System			X	X		X	X		X	
VT - Vermont													
Start College For Free	2012	Consumer Information	Community College System			X	X					X	
Dual Enrollment Program For Vermont Students	2012	Consumer Information	State College System			X	X					X	
WA - Washington													
Rcw 28A.600.280 through 390 - Dual Credit Programs — Annual Report; College in the High School; and Running Start	2012	State Legislative Code	State Legislature		X	X	X	X	X	X		X	X
Rcw 28A.230.130 Program To Help Students Meet Minimum Entrance Requirements At Baccalaureate-Granting Institutions Or To Pursue Career Or Other Opportunities — High School Course Offerings For Postsecondary Credit.	2011	State Legislative Code	State Legislature				X	X		X			
Running Start	2012	Consumer Information	Community College System	Wide variety of links	X	X	X	X	X	X	X	X	
Dual Credit Programs: Programs Allowing Dual Credit Through College Course Enrollment	None	Consumer Information	State Department of Education			X	X	X		X		X	
WI - Wisconsin													
College Credit In High Schools	7/13/1998	Policy	State University System				X	X	X	X		X	
Ways In Which High School Students Can Earn Technical College Credit Through Articulation	5/1/2009	Consumer Information	Community College System		X	X	X	x	X	X	X	X	
Summary Of Options Available For Students To Earn College Credit In Wisconsin High Schools Wisconsin	7/1/2011	Consumer Information	State Department of Education	Section 3 of document		X	X	X	X	X		X	

Document Title and Link	Date	Type of Document	Agency/ Organization	Notes	Defini-tions	Who can Offer	What is Offered	Transfer-ability	Who Can Teach	Who Can Take	Account-ability	Fees/Aid	Funding
WV - West Virginia													
Guidelines For The Offering Of Early Enrollment Courses For High School Students	5/22/2010	Policy	Community College System			X	X	X	X	X	X	X	
WY - Wyoming													
Implementing Sea 52: Improving Equity And Access To Quality Dual And Concurrent Enrollment Programs Through Consensus Building	2011	Task Force Report	Community College System				X		X	X	X	X	
Chapter 20 - Cooperative Educational Services Article 2 - Wyoming Postsecondary Education Options Program	2010	State Statute	State Legislature					X				X	X

Appendix 5

Dual Credit in U.S. Higher Education

Annotated Bibliography

Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college*. U.S. Department of Education.

Examines the aspects of formal schooling that contribute most to students completing a bachelor's degree by their mid-20s. Based on a nationally representative cohort of students who attended a four-year college at any point of their academic career (including those who started at two-year colleges).

Allen, D. (2010). *Dual enrollment: A comprehensive literature review & bibliography*. The City University of New York, CUNY.

Provides a comprehensive review of recent research (2000-2010) on a core set of questions about dual enrollment (i.e., definitions and implementations of dual enrollment, the short-term outcomes of dual enrollment, the relationship between dual enrollment participation and college preparedness, access and success, the effects of dual enrollment on high schools and colleges, the major programing and policy questions, future research and policies).

An, B. P. (2009). *The impact of dual enrollment on college performance and attainment*. (Doctoral dissertation, University of Wisconsin-Madison).

Examines the effect of dual enrollment on college performance and attainment and compares dual enrollment and AP. Propensity score matching and endogenous switching regression models were applied based on data from the National Longitudinal Study of 1988. The study found positive impacts of dual enrollment on college outcomes (e.g., college credits earned, decreased likelihood for remediation, increased likelihood of completion). The study also explores benefits of dual enrollment for low and highSES students.

Andrews, H.A. (2004). Dual credit research outcomes for students. *Community College Journal of Research and Practice, 28,* 415–422.

Dual credit and dual enrollment programs are prevalent and growing across states (44 states have such programs). They are effective in mitigating the "wasted senior year." Evidence of program effectiveness is generally positive (although not studied on a course-to-course basis). Generally taken advantage of by better students, so it's hard to separate effectiveness of programs from the selection issue.

Andrews, H.A. (2001). *The dual-credit phenomenon! Challenging secondary school students across 50 states*. Stillwater, OK: New Forums Press.

Suggests dual enrollment as a remedy to senioritis—the phenomenon that high school students consider their senior year a waste of time. Benefits of dual enrollment include: acceleration of progress for students; reduced tuition costs for students and parents; relief of high school boredom; and facilitated student recruitment.

Andrews, H.A. (2000). Lessons learned from current state and national dual-credit programs. *New Directions for Community Colleges, 111*, 31–39.

Explores ways to improve dual enrollment practices and concludes that dual credit can help high school students stay challenged and get ahead in their college work. Provides reviews of several states' (e.g., FL, IL, MO, ND, VA) responses to the concerns for the academic rigor of dual enrollment programs and implications for college administrators.

Bailey, T.R., Hughes, K.L., & Karp, M.M. (2002). *What role can dual enrollment play in easing the transition from high school to postsecondary education?* Paper prepared for the U.S. Department of Education, Office of Vocational and Adult Education. New York: Community College Research Center and Institute on Education and the Economy, Teachers College, Columbia University.

Presents the potentials of dual enrollment to improve preparation for college. The potentials include: (1) motivating students to take a more rigorous high school curriculum; (2) shifting the focus of occupational education to postsecondary institutions, while keeping such coursework available for high school students; (3) providing an early warning mechanism to signal whether students are prepared for college; and (4) acclimating students to a college environment while they are still in high school.

Bailey, T., & Karp, M.M. (2003). *Promoting college access and success: A review of credit-based transition programs.* Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.

Reviews 45 published and unpublished reports, articles, and books on the most common credit based transition programs (e.g., dual credit, AP, IB, Tech Prep and middle college high schools). Offers a typology (singleton, comprehensive, and enhanced comprehensive). Research on impact found to be at early stage with most studies not controlling for background characteristics but finding general positive effects.

Borden, V. M. H. & Bottrill, K. (1994). Performance indicators: History, definitions, and methods. In V. M. H. Borden & T. W. Banta (Eds.) *Using performance indicators to guide strategic decision making*. New Directions for Institutional Research, 82. San Francisco: Jossey-Bass.

Describes the history of performance indicator development through the U.S. and Europe and provides an 'input-process-output" organizing framework for developing and evaluating performance indicator systems.

Boswell, K. (2001). Dual enrollment programs: Accessing the academic dream. *Update on Research and Leadership, 13*(1), 1–3.

Considers dual/concurrent enrollment as one of the policy initiatives that seek to streamline the educational pipeline and ensure that students are better prepared for postsecondary education. Provides brief overviews of state policy approaches to dual/concurrent enrollment in Minnesota,

Washington, and Utah. Elicits greater cooperation between secondary, two- and four-year postsecondary institutions as a means to ensure more seamless education system.

Bragg, D.D., Kim, E., Barnett, E.A. (2006). Creating access and success: Academic pathways reaching underserved students. *New Directions for Community Colleges,* 135, 5-19. San Francisco, CA: Jossey-Bass.

Discusses results of a fifty-state study conducted through the Academic Pathways to Access and Student Success initiative, and identifies curricular approaches that increase opportunities for underserved students to attend college.

Burns, H., & Lewis, B. (2000). Dual-enrolled students' perceptions of the effect of classroom environment on educational experience. *The Qualitative Report*, 4(1/2).

Investigates whether the *location* of dual enrollment courses (i.e., on the high school or college campus) affects the educational experience of dual enrollment students by examining the perceptions of dually-enrolled high school students. While all six participants expressed satisfaction from their dual enrollment experience, the three who took courses on the college campus appeared more satisfied. Students contended that dual enrollment was of greater value if the college course was taken on the college campus; however, all participants agreed that taking a course from either location was indeed a worthwhile endeavor. Students expressed a desire to continue in the dual enrollment program.

Clark, R. W. (2001). *Dual credit: A report of programs and policies that offer high school students college credits*. Seattle, WA: Institute for Educational Inquiry.

Provides an overview of dual credit programs including benefits and pitfalls based on interviews and survey conducted for college admissions officers, officials in 50 states, and schools and colleges. The study revealed that there are many dual-credit programs with a large and growing number of high school students. Benefits include saving money, increasing access to postsecondary education, helping students with the transition to postsecondary schooling, improving the high school curriculum, strengthening the coherence between high school and college curricula, improving the quality of technical training for workers, and helping colleges recruit students. Concerns about the dual enrollment courses on high school campus include the quality of course, the quality of experience, the underrepresentation of minorities and low-income students in such programs, and acceptance of dual credit.

Education Commission of the States. (2008). *Dual Enrollment*.

Provides information on the following policy components: the existence of statewide policy, definition of program, whether offering is mandatory, tuition, providers, locations, student eligibility, cap on number of credits students may earn, postsecondary and/or secondary credit earned, state funding, notification about the opportunity to students/parents, instructor and course quality, reporting, program evaluation, and other characteristics.

Education Commission of the States (2001). *Postsecondary options: Dual and concurrent enrollment.* Denver, CO.: Education Commission of the States.

Summarizes the status of state policy across all 50 states, focusing on the definition, general approach, funding, credit provisions, incentives, and unique characteristics. Distinguishes between comprehensive approaches (21 states), wherein students pay minimal or no tuition and fees, both secondary and postsecondary credit is earned for postsecondary courses and few course restrictions exist; and limited approaches (26 states) wherein students pay tuition costs of postsecondary classes, there are more academic credit restrictions and there is stringent criteria on eligible courses.

Eimers, M., & Mullen, R. (2003, May). *Dual credit and Advanced Placement: Do they help prepare students for success in college?* Paper presented at the Annual American Institutes for Research (AIR) Fall Conference, Tampa, FL.

Examines the relationship between students who take dual credit and / or advanced placement (AP) in high school and their college academic performance and first-year retention using linear and logistic regressions. Controlling for academic ability, students entered college with AP received higher first-year GPA's than students entered college with dual credit only or with no college credits. For the second year, both students entered with AP or dual credits outperformed students who entered with no college credit.

Farrell, P. & Seifert, K. (2007). Lessons learned from a dual-enrollment partnership. *New Directions for Community Colleges* (139), 69-77.

Addresses lessons learned by an Arizona community college that participated in a dual-enrollment program with several local high schools. The lessons learned include to set academic and faculty standards; to coordinate the collaboration, to understand and implement the policies; to consider college preparation; and to determine evaluation methods.

Golann, J. W., & Hughes, K. L. (2008). *Dual enrollment policies and practices: Earning college credit in California high schools.* San Francisco, CA: The James Irvine Foundation.

Informs educators, policymakers, administrators and researchers about current policies and practices that shape dual enrollment in California by clarifying current policy and sharing examples of successful programs. The core components of high-quality career-focused dual enrollment programs were: (1) expanding career-focused dual enrollment participation to low-income students who are struggling academically or who are within populations historically underrepresented in higher education; (2) ensuring rigor, authenticity and transferability of college courses; (3) integrating rigorous academics with career and technical subject matter; (4) creating strong collaborative relationships between secondary and postsecondary partners; (5) providing supports to help students be successful in their college courses and college transitions; (6) creating program sequences that span high school and college classes; and (7) collecting data on students' secondary and postsecondary outcomes and willingness to participate in an evaluation.

Hoffman, N. (2005). *Add and subtract: Dual enrollment as a state strategy to increase postsecondary success for underrepresented students*. Boston, MA: Jobs for the Future.

Provides an overview of dual enrollment and a rationale for its expansion, guidelines (including funding models) for states wishing to implement dual enrollment for a wider range of students and brief case studies of substantial dual enrollment programs that serve a wide range of students—Florida and Utah and College Now at the City University of New York—and offers lessons for an expanded mission for dual enrollment.

Hoffman, N., & Robins, A. (2005). *Head start on college: Dual enrollment strategies in New England 2004-2005*. Boston, MA: Jobs for the Future.

Explores the degree to which secondary and postsecondary institutions in the six New England states are implementing dual enrollment. This report focuses on secondary/postsecondary systems and programs serving the second population—those who may not consider themselves "college bound." The major challenge facing expansion of dual enrollment in New England is the absence of legislation and institutional policies that would permit: (1) college courses to replace high school courses in order to accelerate students through postsecondary education and shorten time to the degree; and (2) high school or college funds to be used to pay for the participation of high school students in postsecondary courses and programs.

Hoffman, N., Vargas, J., & Santos, J. (2009). New directions for dual enrollment: Creating stronger pathways from high school through college. In A. C. Bueschel & A. Venezia (Eds.), Special issue: Policies and practices to improve student preparation and success. *New Directions for Community Colleges, 2009*(145), 43–58.

Describes three accelerated learning options: traditional dual enrollment, dual-enrollment pathways, and early college high schools. Presents cases of states and community colleges that have particularly interesting models for these options and reviews the evidence that such options can do what they claim: increase college success.

Hughes, K. L., Rodriguez, O., Edwards, L. & Belfield, C. (2012). *Broadening the benefits of dual enrollment: Reaching underachieving and underrepresented students with career-focused programs.* Community College Research Center, Teachers College, Columbia University, New York.

Provides an overall summary of a three-year study tracking the outcomes for thousands of California students who participated in career-focused dual enrollment programs. Describes the program and its generally positive outcomes but notes the variation in outcomes, which allowed the researchers to identify "key program considerations," that is, features of program implementation that were associated with student success.

Hugo, E. B. (2001). Dual enrollment for underrepresented student populations. In P. F. Robertson, B. G. Chapman, & F. Gaskin (Eds.), Special issue: Systems for offering concurrent enrollment in high schools and community colleges *New Directions for Community Colleges, 2001*(113), 67–72.

Suggests the possibility of dual enrollment to assist more minority students in qualifying for competitive colleges and universities by reviewing the dual enrollment program at Santa Monica College. Dual enrollment facilitates the school-to-college transition and improves access to college for diverse populations and provides an opportunity for minority and first-generation students to learn about colleges and improve their study skills, and it gives them more information about the process of attending college.

Hunt, E., & Carroll, C. E. (2006). Florida's dual enrollment initiative: How state policy influences community colleges' service to underrepresented youth. In D. D. Bragg & E. A. Barnett (Eds.), Special issue: Academic pathways to and from the community college. *New Directions for Community Colleges, 2006(135)*, 39–47.

Presents an overview of Florida's Accelerated Mechanism Program, identifies challenges that resulted from shifting intentions behind dual enrollment policies, and shows how evolving state policy has influenced the strategies used by one college to successfully enroll underserved students and support their transition to college.

Karp, M. M., & Hughes, K. L. (2008). Dual enrollment can benefit a broad range of students. *Techniques: Connecting Education and Careers, 83*(7), 14–17.

Provides evidence that career and technical education (CTE) students can benefit from participating in programs to prepare them for college as well as careers by analyzing two large-scale administrative datasets. Compares CTE students who took dual enrollment courses in high school with CTE students who did not in Florida, students who participated in the city's dual enrollment program, College Now, with those who did not in New York. The study found positive outcomes for dual enrollment participants in their high school graduation rates, college enrollment rates, college GPA, and credit accumulation.

Karp, M. M., Bailey, T. R., Hughes, K. L., & Fermin, B. J. (2005*). Update to state dual enrollment policies: Addressing access and quality.* Washington, DC: U.S. Department of Education.

Provides a comprehensive comparative summary of state policies and presents results in a grid. Policy components include: whether a state policy exists, if there is oversight, the target population, eligibility requirements (age and academics), location, student mix, instructor requirements, course content, tuition and funding. Indiana's row is relatively sparse, having a mandatory state policy, allowing only juniors and seniors of advanced academic standing, the state paying, and "partial" funding policies.

Karp, M. M., Bailey, T. R., Hughes, K. L., & Fermin, B. J. (2004*). State dual enrollment policies: Addressing access and quality.* Washington, DC: U.S. Department of Education.

Explores state sponsorship and regulation of dual enrollment programs by analyzing and summarizing dual enrollment legislation in all 50 states. This report identifies 10 features along which dual enrollment programs can vary: target population; admissions requirements; location; student mix; the background characteristics of the instructors; course content; method of credit-

earning; program intensity; funding; and state mandates. Given current interest in expanding dual enrollment access to students beyond the most academically advanced, this report asks the questions of how—and whether—state policies can encourage access to dual enrollment programs for a broader range of students, particularly middle- and low-achieving students.

Karp, M.M., Calcagno, J.C., Hughes, K.L., Jeong, D.W., & Bailey, T.R. (2007). *The postsecondary achievement of participants in dual enrollment: An analysis of student outcomes in two states.* Community College Research Center, Columbia University.

Seeks to answer several questions regarding the effectiveness of dual enrollment using rigorous quantitative methods. Examines the impact of dual enrollment participation for students in the State of Florida and in New York City and provides evidence showing that dual enrollment is a useful strategy for encouraging postsecondary success for all students, including those in CTE programs.

Kim, J. (2008). *The impact of dual and articulated credit on college readiness and total credit hours in four selected community colleges: Excerpts from a doctoral dissertation literature review.* Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana Champaign.

Reviews the literature on definitions, relationship between dual credit and tech prep, background of students who participate, and influence on student outcomes in college. Advantages claimed include: alignment of curriculum; saving time and money; mitigating wasted senior year; make more informed choices on college; increase in educational opportunities; expands available curriculum opportunities in rural and other underserved areas; enhance prospects for admission. Issues include: doesn't necessarily reduce cost and often not accepted by colleges; difficult to monitor quality and maintain secondary/postsecondary collaboration; selection criteria often results in serving those who least need the help; inconsistent funding practices. Participation and Impacts: more participation among non-minorities and females. H.S. performance higher among participants in part as related to selection/eligibility requirements; most programs not assessed as it is not a requirement of the program; impact on remediation needs mixed (two studies positive, one negative); impact on retention/credits earned in college also mixed among a wider variety of studies. Some appropriately controlled studies showed some positive effects and others did not. Impact on college performance also mixed. Bottom lines: there are clear differences between who participates and who does not participate; no definitive conclusions in impact if academic background appropriate controlled for. Studies that show positive impact studies tend to outnumber no impact and negative impact studies, but only slightly.

Kim, J., Barnett, & Bargg, D.D. (2003). *Dual Credit in Illinois: Results of expert panel deliberations and a Delphi study of definitions and priorities.* Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana Champaign.

Delphi study identifies priority issues: Secondary and postsecondary collaboration; quality/integrity of program; obtaining student outcome data; qualification of teachers; funding

sources; consistency of policies; processes for awarding credit; student selection; marketing to students and parents.

Kim, J., & Bragg, D. D. (2008). The impact of dual and articulated credit on college readiness and retention in four community colleges. *Career and Technical Education Research, 33*(2), 133-158.

Investigate the effect of dual credits on college readiness and total credit hours using Astin's Input-Environment-Outcome (I-E-O model). Input (I): gender, high school percentile rank, Tech Prep participation, and high school course-taking; Environment (E): academic, career and technical education (CTE), and total dual credit and articulated credit; and Output (o): college readiness and total credit hours. Logistics and Multiple regressions were applied based on Community College and Beyond (CC&B) data. Dual credit hours and articulated credit hours earned have a significant effect on total college-level credit hours earned.

Kleiner, B., Lewis, L., & Greene, B. (2005). *Dual enrollment of high school students at postsecondary institutions: 2002-03. NCES 2005-2008.* National Center for Education Statistics. Washington, DC.

Results of nationwide institutional survey provides comprehensive statistics on prevalence on accepting dual credits by institution type, as well as characteristics of dual enrollment programs, including: course location and types of instructors; curriculum and course taking patterns; credit award; academic eligibility requirements and funding.

Klopfenstein, K. (2003). Recommendations for maintaining the quality of Advanced Placement programs. *American Secondary Education, 32* (1), 39-48.

Recommends ways to maintain AP program quality in light of the following concerns: Placing AP teachers out-field without support for professional development, applying narrow enrollment criteria for entering students, using AP exam scores for program assessment, and communication failures between teachers, parents, and administrators can diminish the effectiveness of an AP Program.

Lerner, J. B., & Brand, B. (2006). *The college ladder: Linking secondary and postsecondary education for success for all students.* Washington, DC: American Youth Policy Forum.

Provides an extensive literature review of research, evaluations, and studies on Secondary-Post-Secondary Learning Options (SPLOs) to help national, state, and local policymakers and practitioners better understand what SPLOs are, the various ways they are structured, and their impact on student outcomes. SPLO Programs reviewed include Dual Enrollment, Tech Prep, Middle/Early College High Schools, Programs Serving Disadvantaged Youth, and College Access Programs. Dual Enrollment Programs reviewed include dual enrollment in the University of Missouri System, dual enrollment with Community Colleges in the State of Florida, Washington State Running Start, and Georgia Technical College Dual Enrollment.

Lowe, A. L. (2010). *Promoting quality: State strategies for overseeing dual enrollment programs*. National Alliance of Concurrent Enrollment Partnerships.

Presents six in-depth case studies in light of dual enrollment oversights and strategies among the following state-level entities: Florida Department of Education; Illinois Community College Board; Oregon Dual Credit Oversight Committee; South Dakota Board of Regents; Utah System of Higher Education and Utah Office of Education; and Virginia Community College System. Offers knowledge and understanding of state-level policies and practices that advance the goal of seamless education through secondary and post-secondary collaboration.

McCauley, D. (2007). *The impact of advanced placement and dual enrollment programs on college graduation.* Applied Research Project, Texas State University.

Examines whether Advanced Placement (AP) and dual enrollment courses for high school students influence the likelihood of enrolled students graduating from a four-year college or university within six years. Regression analysis was applied using the National Education Longitudinal Study: 1988-2000. The results showed that taking an AP or dual enrollment course was significantly related to six-year graduation rates.

Michelau, D. K. (2001). *Postsecondary enrollment options programs.* Washington, DC: Office of Educational Research and Improvement.

Analyzes policies on Postsecondary Enrollment Option (PSEO) programs in 32 states with laws or recently passing legislation to establish and govern PSEO programs. Benefits of PSEO: PSEO programs provide more course options and offer more challenging courses to students during their last 1 or 2 years of high school, and decrease cost of college by allowing high school students to get a head start on their coursework. Challenges: student readiness, funding, administrative difficulties, and attrition of the top students from high schools. Provides summary of state legislation by state.

Mokher, C. G., & McLendon, M. K. (2009). Uniting secondary and postsecondary education: An event history analysis of state adoption of dual enrollment policies. *American Journal of Education, 115,* 249-277.

Reports the findings from an event history analysis of the origins of state dual enrollment policies adopted between 1976 and 2005. Results showed that state political characteristics, organizational structures, and policy conditions are associated with the spread of dual enrollment policies. Also, some states appear to have a climate for reform activity, resulting in a tendency to engage in innovative education policy making.

Pennington, H. (2004). Fast track to college: Increasing postsecondary success for all students. *Renewing Our Schools, Securing Our Future a National Task Force on Public Education, 30* (3), 23-35.

Suggests the development of three “fast track to college” alternatives to the traditional high school senior year to provide every student with a chance to attend college and complete some kind of postsecondary credential by the age of 26: An Academic Head Start on College; An Accelerated Career/Technical College; and A Gap Year, or College in the Community. Presents the roles of states and the federal government in supporting these alternatives.

Santiago, D. (2011). *Roadmap for ensuring America's future by increasing Latino college completion.* Washington, DC: Excelencia in Education.

Asserts the importance of increasing Latino college completion in reaching nation's degree attainment goals and provides what community leaders, college/institution leaders, state leaders, and federal leaders can do to increase degree attainment of Hispanic students throughout higher education.

Smith, D. (2007). Why expand dual-credit programs? *Community College Journal of Research and Practice, 31*, 371-387.

Examines the relationship between participation and location of dual-credit enrollment and the educational aspirations of high school students. A total of 304 students from 5 rural Kansas high schools were surveyed. Results indicated that participation in dual-credit programs was positively and significantly related to educational aspirations. The findings also indicated that concurrent enrollment location was a significant predictor of educational aspirations.

State Board for Community and Technical Colleges. (2008). *Running Start 2006-7 annual progress report*. Olympia, WA: State Board for Community and Technical Colleges..

Annual report of Washington State's Running Start program, which allows 11th and 12th grade students to take college courses at the state's 34 community and technical colleges as well as five four-year colleges. Describes how the program works and provides descriptive statistics regarding participation levels.

Thomas, N., Marken, S., Gray, L., and Lewis, L. (2013). Dual credit and exam-based courses in U.S. public high schools: 2010–11 (NCES 2013-001). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Follow up data on dual credit and exam-based courses, including Advanced Placement (AP) and International Baccalaureate (IB) courses, for public high school students. The report provides national estimates of the number of public high schools that offered dual credit and/or exam-based courses, as well as the number of enrollments in those courses. In addition, it examines the location and educational focus of these courses, dual credit course characteristics, and school requirements surrounding dual credit courses. This is a follow-up to Waits, Setzer, & Lewis (2005).

Torres, V., Zerquera, D., & Park, E. (2011). Dual enrollment and its role in the college completion agenda. Paper presented at 2011 Association for the Study of Higher Education (ASHE) Conference. Charlotte, NC.

Reframes the definition, role, and outcomes of dual enrollment in light of the current completion agenda. Using existing literature, presents the tensions around dual enrollment as an intervention to improve college degree completion and the research that has been conducted to date. Provides a set of different conceptual ideas that could be considered to improve research on dual enrollment.

Venezia, A., Kirst, M.W., & Antonio, A.L. (2003). *Betraying the college dream: How disconnected K-12 and postsecondary education systems undermine student aspirations*. Palo Alto, CA: Stanford Institute for Higher Education Research, Bridge Project.

Presents results from the Stanford's Bridge Project—a six-year national study that began in 1996 to answer questions around K-16 reforms by examining policies and practices in California, Illinois, Georgia, Maryland, Oregon, and Texas. Presents the reasons of the disconnect between K-12 and post-secondary education, and examines how this disconnection has inhibited the ability of schools and colleges to address the issues of inadequate preparation for college, high levels of remediation, and low rates of college completion. Concludes with a series of recommendations as to how students can be better supported in their efforts to succeed in college.

Waits, T., Setzer, J.C., & Lewis, L. (2005). *Dual credit and exam-based courses in U.S. public high schools: 2002–03* (NCES 2005–009). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Provides baseline data on dual credit and exam-based courses, including Advanced Placement (AP) and International Baccalaureate (IB) courses, for public high school students. The report provides national estimates of the number of public high schools that offered dual credit and/or exam-based courses, as well as the number of enrollments in those courses. In addition, it examines the location and educational focus of these courses, dual credit course characteristics, and school requirements surrounding dual credit courses.

Westerheijden, D. F. (2007). States and Europe and quality of higher education. *Quality Assurance in Higher Education*, 20, 73-95.

Investigates how quality assurance schemes affect the performance of higher education systems at various levels. Offers a "partial theory" of quality in higher education that focuses on the interests of the actors, and the neoclassical proposition that, "what gets measured, gets done." Thus external actors shape institutional emphases by virtue of the accountability measures they promulgate, which also shape the defining features of quality.

Western Interstate Commission for Higher Education. (2006, June). *Accelerated learning options: Moving the needle on access and success. A study of state and institutional policies and practices.* Boulder, CO: Western Interstate Commission for Higher Education..

Informs about existing state and institutional policies and practices associated with four accelerated learning programs: Advanced Placement (AP), dual/concurrent enrollment, the International Baccalaureate (IB) Diploma Program, and Tech-Prep. Examines issues of effectiveness, quality, financing, and availability in order to determine if accelerated learning was a viable option to increase access to and success in postsecondary education among low-income and underrepresented students.

Windham, P. (1997). *High school and community college dual enrollment: Issues of rigor and transferability*. Tallahassee, FL: Florida State Board of Community Colleges.

Provides results of the study conducted by the state's Community College Board to determine the effectiveness of the dual enrollment program, in response to the report issued by the University Florida in December 1993—which revealed that the vast majority of students who had taken chemistry courses in dual enrollment programs at a community college and did not meet standard admissions requirements were required to retake their courses at the University. Based on the system-wide data collected from the university, the study found positive effects of dual enrollment programs.