

Coordinating Board for Higher Education Policy on Dual Credit Delivery

1.0 Introduction

- 1.1.1 Dual credit courses provide high school students an opportunity to experience rigorous college-level coursework and to receive, simultaneously, both high school and college-level course credit. Providing dual credit opportunities to high school students not only works to increase the number of students graduating from high school and attending college, but also to reduce students' costs and time to degree completion.
- 1.2 The Missouri Department of Higher Education & Workforce Development (MDHEWD) is dedicated to ensuring the delivery of quality dual credit courses, so that we may continue to support college enrollment and completion of Missouri students. As part of this effort, the MDHEWD, in collaboration with Missouri public and independent institutions, and the Department of Elementary and Secondary Education (DESE), worked to create this statewide dual credit policy for all Missouri institutions of higher education. This policy reflects quality standards set forth by the National Alliance of Concurrent Enrollment Partnerships (NACEP) and the Higher Learning Commission (HLC).

2.0 Policy Purpose and Objectives

- 2.1 The purpose of this policy is to ensure the quality of dual credit programs being offered to high school students in the state of Missouri. Quality programs are not only important to the MDHEWD, but also to the DESE. A policy that is reflective of quality standards will serve to assure DESE, high schools, students, parents and other interested constituents that Missouri dual credit programs are of the highest standard. The policy guidelines described below were developed within the context of this stated purpose and apply to dual credit courses offered in high schools to high school students by qualified high school instructors, as defined in paragraphs 7.1 and 7.2.
- 2.2 The policy guidelines apply to all public two-year and four-year institutions in the state. These institutions are hereby obligated to conform to the policies by the authority delegated to the CBHE by RSMo 173.020 (3) and RSMo 167.223.
- 2.3 Independent institutions offering dual credit programs in the state and seeking recognition as an approved dual credit provider in Missouri are also required to adhere to the guidelines listed in this policy.

3.0 Statutory Authority

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

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

4.0 Guiding Principles

- 4.1 The primary goal of this policy is to ensure that institutions across the state deliver high-quality college experiences in the form of dual credit to high school students, thereby increasing student success in and access to postsecondary education.
- 4.2 Dual credit programs should provide opportunities for academic acceleration for students by enriching and extending the high school curriculum, providing rigorous college coursework, and avoiding unnecessary duplication in coursework as students transition from high school to college.
- 4.3 High school instructors and institutional faculty should continually engage in collegial interactions and work closely as instructional collaborators to ensure student and program success.
- 4.4 By ensuring close collaboration between high school and institutional faculty, dual credit programs may serve to promote increased curricular alignment between high school and postsecondary institutions.
- 4.5 This policy should promote flexible and creative guidelines to encourage program innovation while maintaining program quality and student success.

5.0 Program and Curriculum Standards

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

- 5.2 Institutions must ensure that dual credit assignments and grading criteria are identical to, or are of comparable design, quality, and rigor to the equivalent campus-based course. Elements of the dual credit course to be approved by the on-campus college faculty in the appropriate academic discipline include the syllabus, textbook(s), teaching methodology, and student assessment strategies
- 5.3 Dual credit courses must be approved for dual credit status by the institution of higher education, and the credit awarded must be deemed acceptable in transfer by the faculty of the appropriate academic department (unit) of the college.
- 5.4 Institutions of higher education should facilitate frequent, consistent, and timely communication with the high schools in which they provide dual credit courses. That communication should address the scheduling of courses, compliance with statewide dual credit policy, identification and resolution of problems that occur, and evaluation of each dual credit course.
- 5.5 Because discrete classes that totally separate dual credit from non-dual credit students may be prohibitive to operate in some cases, those classes with a mixed population must show evidence of collegiate level expectations for all students in the course. All high school students enrolled in a dual credit course must meet the same requirements for completion of the course, whether or not the student is simultaneously registered for college credit.
- 5.6 In order to limit or prevent retroactive registration, a practice that permits students to choose whether to register for courses for college credit late in the semester, students enrolled in dual credit classes should adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal, or refund.
- 5.7 Institutions shall not use fees as a means of enticing school districts or competing with other institutions for dual credit students. Institutions shall charge reasonable fees for providing dual credit courses.

6.0 Student Eligibility and Support

- 6.1 Missouri statute allows high school students to enroll in dual credit courses. The eligibility of high school students to participate in dual credit courses may vary in accordance with the admission standards of the institution offering the courses in the high school. However, high schools and institutions providing dual credit courses should work cooperatively to ensure that students wishing to enroll in dual credit courses meet the student eligibility requirements listed below. These requirements apply only to those dual credit courses taught at the high school by an approved high school instructor, and do not apply to dual enrollment.
- 6.2 In order to be eligible for dual credit courses, including career and technical education (CTE) courses, all prospective dual credit students must meet the same requirements for placement into individual courses, (e.g., English or mathematics) as those required of on-

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

- 6.3 In addition to the requirements in Section 6.2, students in the 11th and 12th grades interested in dual credit must also meet the additional criteria listed below:
- a) Students in the 11th and 12th grades with an overall minimum grade point average of 3.0 (on a 4.0 scale) are automatically eligible for dual credit courses.
 - b) Students in the 11th and 12th grades with an overall grade point average between 2.5 – 2.99 (on a 4.0 scale) must provide a signed letter of recommendation from their principal or guidance counselor and provide written permission from a parent or legal guardian.

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

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

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

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

7.0 Faculty/Instructor Qualifications and Support

- 7.1 High school instructors of dual credit courses are, in effect, adjunct instructors of the college or university providing dual credit. As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. Dual credit instructors shall possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach,

except in programs for terminal degrees for which they must possess the same level of degree.

Instructors using credentials for qualification with a master's level degree in a discipline or subfield other than that in which he or she is teaching must have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching.

- 7.2 Institutions may, at their discretion, employ as dual credit instructors for career and technical programs an individual who has superior knowledge and tested experience in the discipline in which he or she is teaching. However, the knowledge and experience of any dual credit instructor must be measurable through means such as documented experience working in the field, industry certification and years of experience in the field, documented recognition of excellence in teaching in the discipline, expertise validated through publications or wide critical and public acclaim, or through a nationally recognized rating of proficiency.
- 7.3 New dual credit instructors must participate in orientation activities provided by the dual credit provider institution and/or academic department.
- 7.4 In order to assure comparability of the dual credit course with the corresponding college course and to foster collaboration between high school instructors and college faculty, academic departments at the institution shall provide instructors of dual credit courses with support services. These include, but are not limited to, opportunities for dual credit instructors to discuss concerns and to share information with each other and with the institution of higher education, access to appropriate professional development opportunities, and mentoring offered either exclusively to dual credit instructors or to both campus-based faculty and dual credit instructors.
- 7.5 The chief academic officer of the postsecondary institution is responsible for involving full time faculty in the appropriate academic department in the selection and evaluation of all dual credit instructors. Dual credit instructors are evaluated regularly in accordance with established institutional policies and procedures. Regular on-site course evaluations at the high school should occur once a year for the first two years for new instructors. For all instructors, evaluations should occur a minimum of once every two years. Annual reports of student performance and feedback should also be utilized and analyzed with respect to the continuation of the dual credit instructor.

8.0 Assessment of Student Performance

- 8.1 The responsibility for the development of assessment and evaluation measures to assure quality and comparability of dual credit courses resides with the on-campus college faculty in the appropriate academic discipline. In general, comparability between the dual credit course taught in the high school and the corresponding course taught on the college campus should be demonstrated by using the same methods of assessment or identical testing procedures, and by employing the same means of evaluation, which will be supervised by the appropriate faculty on the college campus.

- 8.2 In atypical cases, when different tests are constructed and the high school teacher performs independent evaluations, the burden shifts to the institution to demonstrate the comparability of dual credit courses and to ensure a common standard of grading. The use of nationally-normed instruments is recommended when the substance of the nationally-normed test is consistent with the learning objectives of the dual credit course. Locally developed assessments must be administered to both on-campus and dual credit students in order to provide the on-campus college faculty in the appropriate academic discipline with data appropriate to demonstrate comparability. Nonetheless, any specialized assessment of dual credit courses must emulate the on-campus institutional assessment plan required by the Higher Learning Commission, including the identification of the general education learning objectives and outcomes.
- 8.3 Dual credit providers should compare the dual credit course to assessments of student learning outcomes in similar courses taught on-campus.

9.0 Transferability of Credit

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

10.0 Accountability, Compliance, and Data Reporting

- 10.1 All institutions of higher education in the state offering dual credit programs must ensure the quality of those programs. Any dual credit provider wishing to be listed as an "approved" dual credit provider by the MDHEWD must demonstrate compliance with this policy.
- 10.2 The MDHEWD, in consultation with dual credit providers, will establish an Early College Advisory Board to assist the department in monitoring dual credit providers and assuring the quality and integrity of dual credit programs.
- 10.3 The guidelines contained in this policy have been aligned with standards established by the National Alliance of Concurrent Enrollment Programs (NACEP) and the Higher Learning Commission (HLC). It is highly encouraged that institutions offering dual credit programs demonstrate compliance with this policy through obtaining NACEP accreditation.
- 10.4 For any institution that chooses not to obtain NACEP accreditation, the MDHE in consultation with the Early College Advisory Board, will appoint a committee to review and assess the integrity and quality of the dual credit program. The institution shall be

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

- 10.5 All institutions providing dual credit courses shall submit the required files, data, and information files to the MDHEWD, following its prescribed data definitions and reporting dates. Precise reporting instruments, methods, and processes will be developed in collaboration with institutions.
- 10.6 The CBHE shall transmit annually an analysis of data to appropriate state level bodies. Precise data needed shall be determined by an appropriate body and/or discussions with institutions.
- 10.7 The CBHE annually will provide an updated list of “approved” dual credit programs (those that are in compliance with this policy) to the DESE and other interested constituents.

11.0 Definitions

Approved dual credit program

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

Dual credit

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

Dual enrollment

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

- 12.0 This policy will become effective January 1, 2016.