Dual Enrollment
During our time together, we will:

• Discuss the key components to the new Dual Enrollment Policy
• Unpack the rationale of the policy and key considerations
• Engage in dialogue regarding challenges associated with offering Dual Enrollment
• Exchange ideas for overcoming those challenges
• Answer questions
Dual Enrollment is...

• Term used to refer to courses taught to high school students for which the students receive both high school credit and college credit, regardless of location or mode of delivery.
  • at the high school,
  • on the institution’s campus,
  • via distance education.
Dual Enrollment...

• Also includes programs and courses that may be offered as “early college,” “dual credit,” or “concurrent enrollment.”
Purpose of the New Policy

Approved by Board of Trustees
June 2018

bit.do/SACSCOCdual
Quality is key.

Dual Enrollment
DUAL ENROLLMENT

Policy Statement

For SACSCOC purposes, "dual enrollment" refers to courses taken by high school students for which the student receives both high school credit and college credit. This would include enrollment in college courses taken on high school property or at colleges or universities. This also includes programs that are offered in high school under the auspices of a dual enrollment program that meets the academic standards of such programs. It is also included in programs that are offered as off-campus courses, such as "on-line" or "distance education." This definition includes all courses that are accredited and approved by the state department of education.

Applying the Principles of Accreditation to Dual Enrollment

With the underlying concept that the principles of accreditation apply to all programs of the institution, regardless of delivery methods, institutions should consider the following requirements for dual enrollment programs.

Faculty

SACSCOC defines an "Initiator of Credit" as the faculty member qualified to teach the course. The person for overall responsibility for the development and implementation of the course and for academic standards. With very limited exceptions, participation in dual enrollment programs at SACSCOC institutions requires the participation of a非常的 academic standards and criteria. Institutions must be aligned with the standards of the dual enrollment program, and they must be able to demonstrate the necessary approval of the program.

Initiator of Credit

An initiative defining dual enrollment ensures appropriate identification and prior approval of credit earned. Institutions must establish and maintain appropriate standards for the evaluation and approval of dual enrollment programs. Institutions must be aligned with the standards of the dual enrollment program, and they must be able to demonstrate the necessary approval of the program.

SACSCOC policy "Initiator of Credit" SACSCOC Accreditation Institute.

2 pages

Dual Enrollment
What are some of the challenges your institution has faced with implementing dual enrollment?
Is offering dual enrollment a substantive change?

• Not per se a substantive change but has substantive change implications
All Commission Principles and policies apply without exception to dual enrollment students, programs, and instructional sites.
Substantive Change

• Notification and prior approval (if needed) of off-campus instructional sites where dual enrollment courses and programs are offered.

• A site is a facility that is located physically apart from the main campus of the institution at which an institution offers instruction.
A site is a site is a site, regardless of

- What you call it
- Who owns it
- How many students are there
- Whether the institution’s name is on the door

- If students are required to be there, it is a site—and subject to notification and approval.
Other possible Substantive Change considerations

• New programs
• Cooperative Academic Arrangement to deliver instruction
Faculty

• Are qualified to teach the coursework assigned as per the SACSCOC Faculty Qualifications guidelines

• “Instructor of Record” teaches the course—not in name only and even if Graduate Teaching Assistant

• Are included on the Faculty Roster form (even if vetted at prior review)

• Are supported and overseen by the institution
A college course is a college course, regardless of where, how, and to whom it is offered.

- Equal rigor
- Comparable content
- Populated with students seeking college credit (not students seeking high school credit only)
Institutional Effectiveness

• Courses offered as Dual Enrollment should be included as part of program assessment.
  • Disaggregation is not mandatory but might be helpful.

• Assessment of Library and Learning/Information Resources and Student Support Services should include Dual Enrollment students/faculty.
Library and Information Resources

• Dual enrollment students should have access to library and information resources—whether on site, virtually, or both—appropriate to the programs offered
Library and Information Resources

- Reference/research support
- Regular and timely instruction in library resources
Academic and Student Support Services

• Advisement regarding college curriculum
• Student Support Services
Academic and Student Support Services

- Student complaints
- Student rights and responsibilities
- Security of personal information
Admissions and Transparency

• Appropriate eligibility and placement procedures to ensure student preparedness for collegiate work

• Accurate advertising, recruiting, and admissions information

• Accurate information regarding transfer of credit achieved through dual enrollment

• Comparable registration and transcripting
Facilities

• Must provide adequate physical facilities, no matter who owns or controls them
What are some of the challenges your institution has faced with implementing dual enrollment?

Share your key issues and work together to generate some possible solutions with your peers.
What questions do you have?

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