Over the course of the next 90 minutes, 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
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, 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:
  - 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 questions do you have?