

*Nebraska Dual Enrollment Standards
Implementation at the University of Nebraska at Kearney
June 2008*

**Prepared by:
The Division of Academic Affairs
University of Nebraska at Kearney**

Defining Dual Enrollment

Dual enrollment programs are intended to meet the needs of academically advanced students, to provide enrichment for students who have special, academic, or vocational needs, or to provide technical education. Dual enrollment courses will articulate with degree programs at postsecondary institutions. Academic courses will articulate with baccalaureate degree programs or associate degree programs, diplomas, and certificates. Vocational or technical courses will articulate into applied associate degree programs, diplomas, or certificates.

In this document, dual enrollment programs are often referred to as “dual-credit programs” or “programs.” Students enrolled in such programs are referred to as “dual-credit student.” Dual enrollment programs and dual-credit students are distinguished from concurrent enrollment programs and concurrent enrolled students in the following definitions:

Dual-credit students: High school students who take a course for both college and high school credit. High schools count these students 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 school and counted in their school’s average daily attendance.

Standards

The following minimum standards apply specifically to dual enrollment programs developed and maintained by school districts and cooperating colleges and universities.

Students

- 1) Student eligibility for the program is determined by participating high school and college/university officials; however, eligible students will:
 - a) Be juniors or seniors; and
 - b) Meet the prerequisites of the course or otherwise demonstrate the ability to achieve success in the course; or
 - c) Be formally identified as high ability or gifted students by the school participating in the dual enrollment program.

Students will complete a dual enrollment application signed by a high school official.

- 2) The college/university has the following academic guidelines to increase students' opportunity for academic success. Eligible students will:
 - a) Have attained a GPA of 3.0 or better; or
 - b) Earned an ACT composite score of at least 20 or an equivalent score on another valid assessment; or
 - c) Earned an ACT sub-score of at least 20 or equivalent on another valid assessment relevant to the offered dual enrollment course or courses; or
 - d) Rank in the upper one-half of their high school class; or
 - e) Demonstrate through some alternative means the capacity for academic success in the desired course or courses. (Examples include student portfolios, letters or recommendations, and student performances/exhibitions.)

The preceding student eligibility guidelines may be waived in special circumstances by the appropriate secondary and postsecondary officials, including the department offering the course and the dean of that department's college.

- 3) Participating students are admitted and registered by the appropriate postsecondary institution with mutual consent of the district and college/university.
- 4) Eligible students are provided appropriate course materials, including policies, college procedures, course outline/syllabus, and assessment materials if not specified in the course outline.
- 5) Eligible students receive guidance regarding their program responsibilities, weighted credit options, if any, and specific grading practices.
- 6) Institutions provide participating students information clearly describing institutional procedures for academic credit transfer. Institutions are encouraged to provide the Coordinating Commission for Postsecondary Education with information or Web site links describing institutional credit transfer policies and procedures so that the Commission can maintain a Nebraska dual enrollment Web site.

Faculty

- 1) Instructors meet approved requirements for teaching at the department/college level. Minimally, instructors for academic courses hold a master's degree in a content-related discipline as certified by the Department offering the course. 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.

- 2) High school and postsecondary faculty receive appropriate orientation and training approved by the faculty in the relevant department (e.g., curriculum, assessment, policies, and procedures) for participation in the program.
- 3) Collaboration between high school and postsecondary faculty is expected and faculty development is available when appropriate.
- 4) High school and postsecondary faculty in the content-relevant discipline maintain regular contact throughout the program. In some instances, this contact is facilitated by technology.

The preceding faculty guidelines may be waived in special circumstances by the appropriate secondary and postsecondary officials, including the department offering the course and the dean of that department's college.

Curriculum

- 1) Courses must demonstrate college-level experiences and rigor as well as district and state standards and practices.
- 2) Course outlines or syllabi (including at minimum a description of content, teaching strategies, performance measures, grading standards, resource materials, e.g., textbook or primary texts, objectives/outcomes, and course calendar) utilized in the program meet district(s), state, and college/university standards, as approved by the appropriate department in the content-related discipline.
- 3) Courses in this program are of the highest quality and intended to challenge eligible students while preparing them for transition to postsecondary education.

Assessment

- 1) Assessment policies and procedures are consistent with district and college/university practice, as approved by the appropriate department in the content-related discipline.
- 2) 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.
- 3) Ideally, curricula should progress logically and neatly with greater complexity and depth as students pass from secondary to postsecondary education. Therefore, jointly developed assessment policies and procedures of K-12 schools and postsecondary education institutions should be designed to align dual enrollment

curricula with state course content standards. Additional statewide cooperative work is needed to accomplish this objective.

Evaluation

- 1) The district(s) and college/university review the program on an annual basis.
- 2) Program participants are tracked following graduation through postsecondary experiences when possible. Tracking elements include district(s) data (e.g., class rank, GPA, ACT where available, AP exam where available and appropriate, and course outcomes and grade) and postsecondary data (e.g., GPA, major, number of course hours completed, and enhancements, if appropriate to program).
- 3) Data sharing occurs consistent with policies of the district(s) and college/university.

Instructional Context and Resources

The instructional context and appropriate resources are determined by district(s) and college/university officials.

School districts and postsecondary education institutions should work together to ensure broad access to dual enrollment courses for all students, irrespective of the students' financial resources. Postsecondary education institutions are encouraged to offer tuition remissions or find other means of support for eligible students qualifying for free or reduced lunches or otherwise demonstrating financial need.

School districts that receive state aid related in part to significant numbers of students challenged by poverty or English language limitations should consider using such aid or finding other means of support to fund the tuition expenses of eligible students who would not otherwise be able to enroll in dual enrollment courses.

All public high schools must comply with the provisions of the Public Elementary and Secondary Student Fee Authorization Act, Sections 79-2, 125 to 79-2, 135 (RRS). The Act requires that all K-12 education must be free in public schools. However, students may be charged tuition by the college for credit. If dual enrollment arrangements between schools and colleges make it impossible or very difficult for a student to take a course as a high school course only and without cost for college tuition, such arrangements might be considered a violation of the Student Fee Authorization Act and Article VII, Section I of the Nebraska Constitution, on which the Act is based.