



EQUITY STARTS WITH QUALITY:

THE ESSENTIAL ROLE OF STATE POLICY IN
SHAPING THE FUTURE OF DUAL ENROLLMENT

DUAL ENROLLMENT QUALITY IN STATE POLICY:
A 50 STATE REVIEW

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A POPULAR PROGRAM PIVOTS

As the number of students participating in dual enrollment [continues to grow](#), it is essential that state policy supports the provision of high-quality dual enrollment program and college course experiences to high school students. Multiple actors within the dual enrollment ecosystem have a role in ensuring that dual enrollment programs and courses are high quality and provide students with the maximum possible value. This includes the high schools and colleges that form the foundation of the partnerships offering these course experiences, but it also includes an essential but previously undefined role in state policy for state-level stakeholders and policymakers.

In the last decade, dual enrollment programs have dramatically shifted from small, localized activities coordinated by postsecondary institutions and their high school partners to large statewide education initiatives. States have increasingly embraced and incentivized dual enrollment, driving significant growth in student access and participation. Several states now have significant proportions of their high school graduates leaving high school with one or more college courses on a college transcript; for example, Indiana, [60%](#), Iowa and Colorado [42.4%](#). And dual enrollment states are making up increasingly large proportions of states' postsecondary populations as well; in school year 2022-2023, [57% of Idaho and 52% of Indiana's community college student population were dual enrollment students](#). As this shift continues from dual enrollment as a local activity to a major statewide initiative, the field needs to shift the scope of ensuring program quality from solely a program-level responsibility to a statewide imperative. State policy is the biggest available lever to scale the impact of these programs, to build national cohesion, alignment, and a standard of expectation for program quality that students so desperately need.

SHIFTING SCOPE

The widespread shift in the scope of dual enrollment from a local activity to a statewide education initiative is putting increasing stress on programs and program staff. [Findings from the 2023 NACEP Salary Survey](#), a survey investigating various elements of the work conditions for the professionals administering and supporting dual enrollment programs, found indicators of growing strain in the system, particularly when it comes to staffing. 78% of respondents reported that their dual enrollment program was coordinated by four or fewer staff, with nearly half of respondents reporting that number as only one or two staff. Further, respondents cited a lack of recognition of the extent and importance of their work duties in ensuring programs function as intended, and a lack of recognition of the contributions of the program to the institution financially and reputationally. This frustration was most acute in programs that indicated dual enrollment students constituted a significant and growing proportion of their institutional headcount.

While students have embraced dual enrollment, the systems and structures designed to support them have not evolved accordingly. Many states have pushed programs to expand access and engagement in dual enrollment and have celebrated the increased enrollment numbers. However, much of this growth has come without adjusting the underlying state policy and funding systems to help ensure that programs have the resources and policy support they need to do the work well and in a high quality way. Policymakers have a vital role in ensuring that policy, regulations, and funding mechanisms are aligned with the realities of the significant investment of time and resources necessary, on both the secondary and postsecondary partners, to offer quality dual enrollment programs.

WITHOUT QUALITY, THERE IS NO EQUITY

State investment is critical and should be tightly tied to strategy. Without a vision for what the state wants to accomplish through these programs, a mechanism to measure progress, and a framework of expectations to guide and ensure program quality, these vital state investments can lead to further entrenchment of disparity and propagate inequity for a whole new generation of students. NACEP works to help empower states to understand their potential role in quality assurance to better protect the students who invest their time, energy, and future aspirations in dual enrollment.

Without this quality framework, program staff cannot advocate for needed resources, positions, technology, and student support. State policy creates common language, expectations, aligned practices, and continuity in the student experience, and states have significant tools, resources, and levers at their disposal to help formalize and systematize educational programs. Common course numbering, two and four year degree tuning, and developmental education reform stand as strong examples of how this type of work can be enabled, supported and advanced at the state and system level. Dual enrollment needs a policy approach that helps states ensure program quality that is field-tested, implementable, and responsive.

This discussion is also critical because it is vital to realize the promise of the various efforts underway nationwide to rapidly increase equitable access to and participation in dual enrollment. No state equity agenda for dual enrollment can truly be successful in closing access gaps to postsecondary education and workforce preparation through dual enrollment if the courses lack academic rigor and programs fail to provide an authentic collegiate experience. Calls for dual enrollment to increase equity practices miss a critical part of the conversation: **without quality, there is no equity.**

THE NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS' (NACEP) ROLE IN SUPPORTING DUAL ENROLLMENT PROGRAM QUALITY

Dual enrollment programs join two educational entities that are traditionally separated in time and space, have different funding structures, different mechanisms for oversight, regulation, accrediting, and more. These programs are not high school, nor are they college, they are “both/and,” essentially creating a new, shared space in education that lives both within and outside of the policies for secondary and postsecondary education. The foundational structural and functional elements for both secondary and postsecondary education are well defined in state policy. However, there is limited state policy for the shared space dual enrollment programs create. For the past 25 years, NACEP has served a vital role in filling the void in state policy and regional accreditor policy in this shared space.

NACEP believes that good policy supports good practice, and good policy is informed by evidence, experience, and expertise. By drawing on knowledge and insights from the organization’s work and membership, we work to advise and advance policy informed by research, evaluation, data, innovative practice and, most importantly, the voice of the field. The organization’s work to advance practitioner-informed, inclusive state and federal policy for concurrent and dual enrollment is tightly focused on ensuring program quality as the foundation necessary to improve equity in program access, engagement, and student success.

As a critical connector between a policy vision for dual enrollment and the reality of practice, NACEP has worked to build national alignment around common standards and practice through our work with individual programs, directly with state agencies and systems, and through regional and national initiatives. The organization’s work with states across the nation has revealed patterns in the challenges states face in ensuring dual enrollment program impact aligns with the educational goals of the state.

By and large, state policy prefers neat, discrete transitions which leads to siloed approaches to policy and implementation. In many contexts this is reasonable, appropriate, and warranted but for dual enrollment it creates significant, elemental challenges. This situation propagates a compartmentalized approach to funding, data, guidance, messaging, and other key elements. While state policymakers frequently emphasize the uniqueness of each state’s context, from a policy perspective, the challenges are largely consistent across states: establishing vision and goals, securing funding, clarifying ownership and oversight, raising awareness, managing data and reporting, ensuring accountability, and promoting sustainability. While states may offer different answers to these challenges, the underlying issues remain the same creating opportunities for impactful policy work.

WHERE STATE POLICY STANDS TODAY ON DUAL ENROLLMENT QUALITY

In early 2024, NACEP conducted a 50-state analysis of state legislation, regulations, and statewide guidance around dual enrollment to better understand and document the current approaches in state policy to ensure dual enrollment program quality.

The scan found that:

- **36 states and the District of Columbia** have **language** specifically referencing quality included in their state policies related to dual enrollment.
- **7 states** require all concurrent enrollment programs in the state to be accredited by NACEP.
- **5 states** included in their state policy an explicit and named alignment with NACEP’s quality standards.
- **3 states** have a formal approval mechanism for all dual enrollment programs that must either be secured initially by programs to operate or revisited for re-approval.
- **6 states** have a designation or approval process for the early college high school program model.
- **17 states** have language referencing quality in dual enrollment written into statute.
- **23 states and the District of Columbia** have language referencing quality in dual enrollment in a regulation or other binding policy document.
- **27 states** have specific faculty credentialing standards for high school teachers in the concurrent enrollment model.

This scan was performed to inform the development of a new national paper, “Equity Starts with Quality: The Essential Role of State Policy in Shaping Dual Enrollment’s Future” that will be published later this year. The paper will provide a state policy framework for states to set program quality standards oriented around the need for states to EXPECT, DEFINE, EMPOWER, and MONITOR dual enrollment quality.

METHODOLOGY

NACEP conducted a review of all available statutes for dual enrollment and other binding policy documents like regulations that apply to all programs in a state to identify language specific to dual enrollment quality in all 50 states and the District of Columbia, as well as language around faculty credentialing requirements for dual enrollment. The review captured the various ways states include dual enrollment quality in policy as of spring 2024, including language around the need for quality and quality assurance mechanisms like requiring NACEP accreditation.

States were determined to have included dual enrollment quality in their dual enrollment policies if an explicit discussion of dual enrollment quality was included somewhere in a binding statewide policy instrument. Two states (California and the District of Columbia) were categorized as “Yes (Implied)” because the existing language in statute or regulation sufficiently implied the importance of dual enrollment quality without explicitly saying so. It was not sufficient for states to reference the need for their institutions of higher education to be accredited in order to qualify as having dual enrollment quality language, as this language was deemed not sufficiently explicit for dual enrollment.

Where applicable, there are also links to accreditor policy statements on dual enrollment (for the Higher Learning Commission (HLC), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the Northwest Commission on Colleges and Universities (NWCCU).) While institutions are no longer bound to one accreditor by virtue of the state they operate in, given how little movement there has been by institutions away from their accreditors under the old regional accreditor model, for ease of reference, accreditor policies have been added to the states where they accredit most or all institutions of higher education. Adding this accreditor context is important because in states like Georgia, where no binding dual enrollment quality language is included in state policy, there is a thriving state-level discussion about dual enrollment quality because of the SACSCOC dual enrollment policy. As a result, both state level and accreditor level policy must be understood in order to get a complete picture of a particular state’s consideration to date of dual enrollment quality.

If you feel the specific language in this 50 state scan has been overlooked that references dual enrollment quality and is included in a policy instrument (statute, regulation, etc.) that is binding on the programs in your state, please reach out to Alex Perry at Foresight Law + Policy, alex.perry@flpadvisors.com so we can ensure this database accurately reflects the policy instruments in use.

50 STATE REVIEW OF DUAL ENROLLMENT QUALITY

ALABAMA	
Set in State Policy	YES
Set in Statute	Ala. Admin. Code 290-3-1-.02 - 11(b) “Courses shall be postsecondary/college level.”
Set in Regulation or Binding Policy	Alabama State Department of Education Guidelines for Dual Enrollment/Dual Credit “Dual Enrollment for Dual Credit courses offered by the postsecondary institution shall be of postsecondary/college level.”
Faculty Credentialing Requirements in Policy	Alabama State Department of Education Guidelines for Dual Enrollment/Dual Credit “Faculty qualifications and requirements. Dual Enrollment for Dual Credit instructors shall be faculty of the college. Faculty must be under the ultimate control and supervision of the college for the dual enrollment class or classes. The institution must provide faculty orientation, supervision, and evaluation. A high school teacher employed to teach Dual Enrollment for Dual Credit courses will be designated as an adjunct faculty member of the institution and must meet the credentialing requirements of the ACCS and applicable accrediting agencies. Documentation of appropriate faculty credentials that meet or exceed these requirements must be on file at the institution. Faculty credentials shall be provided to the appropriate secondary officials as needed to meet credentialing standards of appropriate secondary system accrediting agencies.”
Accreditor Policy on Dual Enrollment	SACSCOC Dual Enrollment Policy Statement
ALASKA	
Set in State Policy	YES
Set in Regulation or Binding Policy	Alaska Board Of Regents 10-05 “If the class is taught by an employee of the K-12 institution, then there shall be a written agreement or agreements between the K-12 institution or its school district and the university that specify required instructor qualifications; course syllabus and intended learning outcomes.”
Faculty Credentialing Requirements in Policy	University of Alaska Dual Enrollment “Instructor approved by the university; University syllabus; Other materials may be mandated, including assignments and assessments; Instructor collaborates with university faculty; Instructor must provide documents for program review and/or assessment of student learning outcomes as requested.”
Accreditor Policy on Dual Enrollment	NWCCU Transfer and Award of Academic Credit Policy
ARIZONA	
Set in State Policy	YES
Set in Statute	15-1821.01. Dual enrollment information Dual Enrollment “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: ... (f) The quality of the instruction that will be provided under the agreement or contract.” “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 are not available for dual enrollment purposes.”

Set in Statute	<p>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.</p> <p>15-901.07. Concurrent coursework; calculation of average daily membership; definition</p> <p>“3. The concurrent coursework is at a higher level than the course taught at the school district or charter school in grades nine through twelve.”</p>
Faculty Credentialing Requirements in Policy	<p>15-1821.01. Dual enrollment information</p> <p>“5. Each faculty member shall meet the requirements established by the governing board pursuant to section 15-1444. 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 who are 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.”</p>
Accreditor Policy on Dual Enrollment	Higher Learning Commission Dual Credit Guidelines
ARKANSAS	
Set in State Policy	YES
NACEP Accreditation Required	<p>Arkansas Department of Higher Education Concurrent Enrollment Policy</p> <p>“Program Accreditation/Authorization - If an institution of higher education offers a concurrent credit course(s) on a high school campus taught by a high school teacher, the institution must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP); or the college/university must be approved by the Arkansas Higher Education Coordinating Board (AHECB) to offer courses, including courses offered via distance technology, for concurrent credit.”</p>
Formal Dual Enrollment Approval Mechanism	<p>Arkansas Department of Higher Education Concurrent Enrollment Policy</p> <p>“Program Accreditation/Authorization - If an institution of higher education offers a concurrent credit course(s) on a high school campus taught by a high school teacher, the institution must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP); or the college/university must be approved by the Arkansas Higher Education Coordinating Board (AHECB) to offer courses, including courses offered via distance technology, for concurrent credit.”</p>
Set in Regulation or Binding Policy	<p>Arkansas Department of Higher Education Concurrent Enrollment Policy</p> <p>“The course offered for concurrent credit must meet the same standards as college courses taught on the college/university campus.”</p> <p>“The college/university administration must exercise direct oversight of all aspects of the concurrent course, including participation in the faculty selection, orientation, and evaluation processes.”</p> <p>“The instructor teaching the college course for concurrent credit must:</p> <ol style="list-style-type: none"> 1. use the approved college/university course syllabus, 2. use the same textbook or a textbook with aligned content and course learning outcomes as approved by the college/university, 3. adopt the same learning outcomes and assignments as those developed for the course offered on the college/university campus with limited exceptions approved by the college/university, and 4. use the same course grading/awarding standards as those on the college/university campus. If departmental exams are used in college/university campus courses, then those course exams must be used at the high school site.”

<p>Set in Regulation or Binding Policy</p>	<p>“Institutions of higher education must demonstrate “ownership” of any course offered for concurrent credit for which students are reported for funding purposes. Ownership of courses means that the college/university will:</p> <ul style="list-style-type: none"> • Provide the instructors with appropriate training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements after approval of the instructors to teach the college/university courses. • Ensure that instructors receive continuing collegial interaction with college faculty through professional development, required seminars, and site visits. These interactions will address topics such as course content, course delivery, student learning assessment, in-class evaluation, and professional development in the field of study. • Ensure that students have the opportunity to utilize institutional resources, including the college/university library and academic advising on the college/university campus. <p>Simply awarding college credit to students who are enrolled in concurrent courses offered by a sponsoring college/university does not meet the principle of “course ownership” as described above.”</p> <p>“IX. State Authorization for Concurrent Enrollment Program A college/university must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) or be authorized by the Arkansas Higher Education Coordinating Board (AHECB) to participate in the Concurrent Enrollment Program (CEP).</p> <p>I. College/University offering Concurrent Courses on College/University Campus Only</p> <p>A college/university only offering concurrent courses on the college/university campus (and does not offer or plan to offer concurrent courses on the high school campus) has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation.</p> <p>The college/university must submit to ADHE no later than June 1, 2014, a copy of the written, signed MOU agreement between the college/university and high school/school district as verification of the on-campus college/university concurrent enrollment program. The MOU must outline in detail the concurrent enrollment arrangements between the two parties. A copy of the current written, signed MOU agreement must be submitted to ADHE by June 1 of each subsequent year for continued authorization.</p> <p>Any college/university currently not offering concurrent courses on a high school campus must follow the concurrent program approval process outlined in Item III below; and the college/university must have AHECB authorization for its institutional (high school) concurrent enrollment program prior to the offering of concurrent courses on a high school campus.</p> <p>II. College/University with NACEP Accreditation Initial Authorization for Concurrent Enrollment Program</p> <p>All colleges/universities with NACEP accreditation must provide written documentation to ADHE of NACEP accreditation status upon approval of this concurrent policy.</p> <ol style="list-style-type: none"> 1. A college/university currently accredited by NACEP has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation and must maintain NACEP accreditation for continued CEP participation; or 2. A college/university currently accredited by NACEP has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation and may request AHECB authorization to satisfy the requirements for continued CEP participation when current NACEP accreditation expires. The college/university must submit the written notification to ADHE no later than June 1, 2014, or June 1 of a subsequent year, requesting AHECB authorization for continued CEP participation. <p>III. College/University without NACEP Accreditation (and offering Concurrent Courses on High School Campus)</p> <p>Initial Authorization for Concurrent Enrollment Program</p> <p>To receive initial authorization through the state review process, developed in cooperation with the colleges and universities and implemented by the Arkansas Department of Higher Education (ADHE); a college/university must demonstrate that the college/university concurrent program meets or exceeds all requirements outlined in the AHECB Concurrent Enrollment Program (CEP) policy.</p>
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<p>Set in Regulation or Binding Policy</p>	<p>AHECB approval will be granted to the college/university to offer concurrent credit courses for a period not to exceed seven (7) years once the college/university has submitted a CEP proposal that has been reviewed and recommended for approval by a 3-member review team selected from a panel of reviewers agreed upon by the Concurrent Review Committee (CRC) and ADHE.</p> <p>The initial proposal for offering concurrent credit must specify how the college/university concurrent enrollment program satisfies each component of the CEP policy by providing evidence of the following:</p> <p><u>1. Faculty:</u> Each college/university must have a policy for selecting faculty to teach concurrent courses that meet AHECB guidelines. Each concurrent instructor for general education courses at a minimum must hold a master's degree and have 18 graduate-level hours in the subject to be taught.</p> <p>Each college/university must have an official transcript on file for each instructor approved for concurrent courses, which clearly indicates that the concurrent faculty member has the required academic credentials.</p> <p>Each college/university must have a description of the orientation process for new concurrent faculty and a sample of information that is provided to concurrent faculty during orientation.</p> <p>Each college/university must have a description of the plan to ensure concurrent faculty receive appropriate professional development.</p> <p><u>2. Courses:</u> Each college/university must present a current list of proposed concurrent courses by course name, number (i.e. ENGL 1013), the associated Arkansas Course Transfer System (ACTS) course number, and indicate any pre-requisite courses.</p> <p><u>3. Syllabi and Textbooks:</u> Each college/university must have a policy regarding final approval of concurrent syllabi and textbooks.</p> <p><u>4. Students:</u> Each college/university must verify that students have met admission criteria for the college/university and that the process conforms to AHECB guidelines.</p> <p>Each college/university must provide an explanation of how grades are awarded and recorded with the college/university Registrar; and must provide documentation that the college/university course grading/awarding and course recording standards are followed for concurrent courses.</p> <p><u>5. Student Guide for Concurrent Enrollment:</u> Each college/university must have a student guide for concurrent enrollment available to students and parents that outlines the college/university and school district participation requirements and includes information regarding syllabi, academic standing, grading, links to ACTS, academic dishonesty, transcripts, current contact information for the concurrent enrollment liaison at the college/university, drop/withdrawal from class, academic due process guidelines, use of the college/university library, and student evaluation of instruction procedures.</p> <p><u>6. Faculty Guide for Concurrent Enrollment:</u> Each college/university must have a faculty guide for concurrent enrollment detailing the syllabus requirements, FERPA requirements, academic dishonesty policy, grading system, access to input grades, grade changes, student academic due process, student evaluation of instruction, policy for students with disabilities, sexual harassment policy, contact information for the college/university concurrent liaison, and child maltreatment and reporting policy, non-compliance policy, and process of faculty evaluation by the academic unit head from the college/university.</p> <p><u>7. Assessment:</u> By academic discipline, a description of the process for assuring concurrent course content satisfies the requirements of the college/university academic unit. Examples may include common examinations, approval of concurrent tests by the college/university, common grading criteria, etc.</p> <p><u>8. Evaluation:</u> Each college/university will analyze its student success, persistence, and retention data to determine to what extent concurrent credit courses are leading to student success.</p> <p><u>9. Memorandum of Understanding:</u> The college/university must have on file a current written, signed Memorandum of Understanding with each high school with whom the college/university offers or desires to offer concurrent enrollment.</p>
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<p>Set in Regulation or Binding Policy</p>	<p>The Memorandum of Understanding must include the following:</p> <ol style="list-style-type: none"> 1. The names and addresses of the college/university and the participating school district/high school; 2. Academic calendar with dates the college/university and the high school must comply; 3. Guidelines and requirements for approval of instructors; 4. Guidelines for approval and assessment of courses; 5. Guidelines and requirements for admission and eligibility of students; 6. Requirements for syllabi; 7. Non-compliance statement; Length of time covered by the MOU and procedures for termination of MOU; 8. Description of the concurrent course billing process. <p>All evidence indicating how the college/university plans to offer a concurrent enrollment program must be submitted to ADHE by June 1, 2014 (or by June 1 of a subsequent year if concurrent courses will be offered for the first time during the next academic year) for an evaluation by a review team selected from among those designated by the Arkansas Department of Higher Education to serve on the Concurrent Review Committee. The Committee members will be selected by ADHE and will serve for a three-year period.</p> <p>The CRC evaluation report will be forwarded to the Arkansas Department of Higher Education for consideration of a recommendation for AHECB approval of the institutional concurrent enrollment program.</p> <p>AHECB Continued Authorization A college/university with AHECB initial authorization for the Concurrent Enrollment Program can offer courses for concurrent enrollment for a period of up to seven (7) years unless the AHECB requires a follow-up review within the 7-year timeframe and/or the NACEP accreditation has expired.</p> <p>A college/university that wishes to continue to offer courses for concurrent enrollment must request AHECB reauthorization or must maintain NACEP accreditation.</p> <p>The request for AHECB CEP reauthorization must include documentation of the following:</p> <ol style="list-style-type: none"> 1. A current Memorandum of Understanding with each high school with whom the college/university desires to offer concurrent enrollment. 2. A current list of concurrent courses offered by course name, number (i.e. ENGL 1013), the ACTS course number, and any pre-requisite courses. 3. By academic discipline, a description of the process for assuring that concurrent course content satisfies the requirements of the college/university academic unit. 4. A current list of concurrent instructors offering courses for concurrent credit including a statement that each instructor meets the minimum requirements for instruction as required by AHECB and the academic department offering the concurrent credit. 5. An explanation of how grades are awarded and recorded with the college/university Registrar. 6. An analysis of student success, persistence, and retention data to determine to what extent concurrent credit courses are leading to student success for the three years prior to the reauthorization request year. <p>The information for continued authorization must be submitted to ADHE by June 1 before the expiration date of AHECB CEP initial authorization, and reviewed by a 3-member team selected by ADHE from among those designated to serve on the Concurrent Review Committee. Based on the CRC review, ADHE will make a recommendation to AHECB for continued authorization or a recommendation for discontinuation of the institutional concurrent enrollment program.</p> <p>A college/university with NACEP accreditation must submit written documentation to ADHE of its current accreditation status within 30 days of NACEP notification of reaccreditation to maintain AHECB CEP continued authorization.”</p>
<p>Faculty Credentialing Requirements in Policy</p>	<p>Arkansas Department of Higher Education Concurrent Enrollment Policy</p> <p>“Faculty teaching general education concurrent courses must have a master’s degree that includes a minimum of 18 graduate college credit hours in the subject area being taught. College or university faculty who travel to the high school or secondary center to teach concurrent courses (and/or faculty and staff that have direct, official contact with the high school student) must have a criminal background check and complete the child maltreatment training course as required of public school teachers.”</p>
<p>Accreditor Policy on Dual Enrollment</p>	<p>Higher Learning Commission Dual Credit Guidelines</p>

CALIFORNIA	
Set in State Policy	YES (IMPLIED)
Set in Statute	CA Educ Code § 76004 <p>“(a) (1) The governing board of a community college district may enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district or a county office of education for the purpose of offering or expanding dual enrollment opportunities for pupils who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.”</p> <p>“(d) A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils pursuant to this section or any other course opportunities that do not assist in the attainment of at least one of the goals listed in subdivision (a).”</p>
COLORADO	
Set in State Policy	YES
Set in Statute	Colo. Rev. Stat. § 22-35-105 <p>“(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.”</p>
Accreditor Policy on Dual Enrollment	Higher Learning Commission Dual Credit Guidelines
CONNECTICUT	
Set in State Policy	NO
DELAWARE	
Set in State Policy	YES
Set in Regulation or Binding Policy	506 Policies for Dual Enrollment and Awarding Dual Credit <p>“4.0 Quality Assurance and Granting of Postsecondary Credit</p> <p>4.1 All AP and IB courses used for purposes of dual credit shall meet the requirements of their respective program authorizers.</p> <p>4.1.1 Postsecondary credit for AP or IB courses shall be at the discretion of the credit granting accredited postsecondary institution.</p> <p>4.2 All courses for which dual credit is granted shall meet the requirements of the sponsoring accredited postsecondary institution as outlined in the articulation agreement.”</p>
Faculty Credentialing Requirements in Policy	506 Policies for Dual Enrollment and Awarding Dual Credit <p>“3.1.9 All courses for which dual credit is awarded through an accredited postsecondary institution shall be taught by an approved dual credit instructor;”</p>

DISTRICT OF COLUMBIA	
Set in State Policy	YES (IMPLIED)
Set in Regulation or Binding Policy	<p>5-A24 DISTRICT OF COLUMBIA DUAL ENROLLMENT REGULATIONS</p> <p>“A Dual Enrollment Partnership Agreement shall specify the terms of the dual enrollment program, including mutually-agreed upon:</p> <p>... (f) Rights and responsibilities assigned to parties such as the partnering LEA(s), partnering IHE(s), third-party partner(s), participating students, and participating students’ parents or guardians, including but not limited to:</p> <p>... (2) Requirements for reporting and programmatic audit and evaluation purposes; “</p> <p>“IHEs participating in a Dual Enrollment Partnership Agreement with an LEA, OSSE, or a third-party partner must be accredited and licensed as required by the appropriate governing and licensing bodies having jurisdiction over each respective IHE. Further, participating IHEs must remain in compliance with their accrediting bodies during their participation in the dual enrollment program.”</p>
FLORIDA	
Set in State Policy	YES
Set in Statute	<p>1007.271 Dual enrollment programs</p> <p>(6) The following curriculum standards apply to college credit dual enrollment:</p> <ol style="list-style-type: none"> 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. d. Dual enrollment courses taught on a high school campus may not be combined with any noncollege credit high school course.
Faculty Credentialing Requirements in Policy	<p>1007.271 Dual enrollment programs</p> <p>(5)(a) Each faculty member providing instruction in college credit dual enrollment courses must:</p> <ol style="list-style-type: none"> 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. 2. Provide the institution offering the dual enrollment course a copy of his or her postsecondary transcript. 3. Provide a copy of the current syllabus for each course taught to the discipline chair or department chair of the postsecondary institution before the start of each term. The content of each syllabus must meet the same standards required for all college-level courses offered by that postsecondary institution. 4. Adhere to the professional rules, guidelines, and expectations stated in the postsecondary institution’s faculty or adjunct faculty handbook. Any exceptions must be included in the dual enrollment articulation agreement. 5. Adhere to the rules, guidelines, and expectations stated in the postsecondary institution’s student handbook, which apply to faculty members. Any exceptions must be noted in the dual enrollment articulation agreement.

Faculty Credentialing Requirements in Policy	(b) Each president or designee, of a postsecondary institution offering a college credit dual enrollment course must: <ol style="list-style-type: none"> 1. Provide a copy of the institution’s current faculty or adjunct faculty handbook to all faculty members teaching a dual enrollment course. 2. Provide to all faculty members teaching a dual enrollment course a copy of the institution’s current student handbook, which may include, but is not limited to, information on registration policies, the student code of conduct, grading policies, and critical dates. 3. Designate an individual or individuals to observe all faculty members teaching a dual enrollment course, regardless of the location of instruction. 4. Use the same criteria to evaluate faculty members teaching a dual enrollment course as the criteria used to evaluate all other faculty members. 5. Provide course plans and objectives to all faculty members teaching a dual enrollment course.
Accreditor Policy on Dual Enrollment	SACSCOC Dual Enrollment Policy Statement
GEORGIA	
Set in State Policy	NO
Accreditor Policy on Dual Enrollment	SACSCOC Dual Enrollment Policy Statement
HAWAII	
Set in State Policy	NO
Accreditor Policy on Dual Enrollment	NWCCU Transfer and Award of Academic Credit Policy
IDAHO	
Set in State Policy	YES
Set in Regulation or Binding Policy	Idaho Admin. Code r. 08.02.03.007 <p>“13.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.”</p>
Accreditor Policy on Dual Enrollment	NWCCU Transfer and Award of Academic Credit Policy
ILLINOIS	
Set in State Policy	YES
Set in Statute	Dual Credit Quality Act <p>“The partnership agreement shall include all of the following: ...This must include an assurance that the community college district has appropriate academic control of the curriculum, consistent with any State or federal law and as required or negotiated with the Higher Learning Commission or other applicable accrediting agency.”</p> <p>“The collaborative process and criteria by which the school district shall identify and recommend and the community college district shall review and approve high school instructors of dual credit courses taught on the campus of a high school. This provision shall require that the school district be responsible for hiring and compensating the instructor.”</p> <p>“The requirement that a community college district take the appropriate steps to ensure that dual credit courses are equivalent to those courses offered at the community college in quality and rigor to qualify for college credit. The dual credit programs shall encompass the following characteristics:</p> <p>(A) Student learning outcomes expected for dual credit courses in General Education Core Curriculum courses and the professional and career and technical disciplines shall be the same as the student learning outcomes expected for the same courses taught on the postsecondary campus.</p>

<p>Set in Statute</p>	<p>(B) Course content, course delivery, and course rigor shall be evaluated by the community college chief academic officer or his or her designee in consultation with the school district’s superintendent or his or her designee. The evaluation shall be conducted in a manner that is consistent with the community college district’s review and evaluation policy and procedures for on-campus adjunct faculty, including visits to the secondary class. This evaluation shall be limited to the course and the ability of the instructor to deliver quality, rigorous college credit coursework. This evaluation shall not impact the instructor’s performance evaluation under Article 24A of the School Code.</p> <p>(C) The academic supports and, if applicable, guidance that will be provided to students participating in the program by the high school and the community college district.”</p> <p>“The expectations for maintaining the rigor of dual credit courses that are taught at the high school and including students not deemed ready for college-level coursework according to the standards of the community college.”</p> <p>“(4) Course content must be equivalent to credit-bearing college-level courses offered at the community college.</p> <p>(5) Learning outcomes must be the same as credit-bearing college-level courses and be appropriately measured.</p> <p>(6) A high school instructor is expected to participate in any orientation developed by the institution for dual credit instructors in course curriculum, assessment methods, and administrative requirements.</p> <p>(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.</p> <p>(8) Every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with campus courses.</p> <p>(9) Dual credit students must be assessed using methods consistent with students in traditional credit-bearing college courses.”</p> <p>(10) Within 15 days after entering into or renewing a partnership agreement, the institution shall notify its faculty of the agreement, including access to copies of the agreement if requested.”</p>
<p>Faculty Credentialing Requirements in Policy</p>	<p>Dual Credit Quality Act</p> <p>“The requirement that the dual credit instructor meet the academic credential requirements to teach a dual credit course, consistent with paragraphs (1), (2), and (3) of Section 20 of this Act, but shall not be required to exceed those credentials.”</p> <p>“ Sec. 20. Standards. All institutions offering dual credit courses shall meet the following standards:</p> <p>(1) High school instructors teaching credit-bearing college-level courses for dual credit must meet any of the academic credential requirements set forth in this paragraph or paragraph (2) or (3) of this Section and need not meet higher certification requirements or those set out in Article 21B of the School Code:</p> <p>(A) Approved instructors of dual credit courses shall meet any of the faculty credential standards allowed by the Higher Learning Commission to determine minimally qualified faculty. At the request of an instructor, an instructor who meets these credential standards shall be provided by the State Board of Education with a Dual Credit Endorsement to be placed on the professional educator license, as established by the State Board of Education and as authorized under Article 21B of the School Code and promulgated through administrative rule in cooperation with the Illinois Community College Board and the Board of Higher Education.</p>

Faculty Credentialing Requirements in Policy	<p>(B) An instructor who does not meet the faculty credential standards allowed by the Higher Learning Commission to determine minimally qualified faculty may teach dual credit courses if the instructor has a professional development plan approved by the institution and shared with the State Board of Education no later than January 1, 2025, to raise his or her credentials to be in line with the credentials under subparagraph (A) of this paragraph (1). The institution shall have 30 days to review the plan and approve an instructor professional development plan that is in line with the credentials set forth in paragraph (2) of this Section. The institution shall not unreasonably withhold approval of a professional development plan. These approvals shall be good for as long as satisfactory progress toward the completion of the credential is demonstrated, but in no event shall a professional development plan be in effect for more than 3 years from the date of its approval or after January 1, 2028, whichever is sooner. A high school instructor whose professional development plan is not approved by the institution may appeal to the Illinois Community College Board or the Board of Higher Education, as appropriate.</p> <p>(C) The Illinois Community College Board and Board of Higher Education shall report yearly on their Internet websites the following:</p> <ul style="list-style-type: none"> (i) the number of teachers presently enrolled in an approved professional development plan under this Section; (ii) the number of instructors who successfully completed an approved professional development plan; (iii) the number of instructors who did not successfully complete an approved professional development plan after 3 years; (iv) a breakdown of the information in subdivisions (i), (ii), and (iii) of this subparagraph (C) by subject area; and (v) a summary, by community college district, of professional development plans that are in progress, that were successfully completed, or that have expired. <p>(2) For a high school instructor entering into a professional development plan prior to January 1, 2023, the high school instructor shall qualify for a professional development plan if the instructor:</p> <ul style="list-style-type: none"> (A) has a master’s degree in any discipline and has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach or (B) has a bachelor’s degree with a minimum of 18 graduate hours in a discipline that he or she is currently teaching or expects to teach and is enrolled in a discipline-specific master’s degree program; and (C) agrees to demonstrate his or her progress toward completion to the supervising institution, as outlined in the professional development plan. <p>(2.5) For a high school instructor entering into a professional development plan on or after January 1, 2023, the high school instructor shall qualify for a professional development plan if the instructor:</p> <ul style="list-style-type: none"> (A) has a master’s degree in any discipline, has earned 9 graduate hours in a discipline in which he or she currently teaches or expects to teach, and agrees to demonstrate his or her progress toward completion to the supervising institution, as outlined in the professional development plan; or (B) is a fully licensed instructor in career and technical education who is halfway toward meeting the institution’s requirements for faculty in the discipline to be taught and agrees to demonstrate his or her progress toward completion to the supervising institution, as outlined in the professional development plan. <p>(3) An instructor in career and technical education courses must possess the credentials and demonstrated teaching competencies appropriate to the field of instruction.</p>
Accreditor Policy on Dual Enrollment	Higher Learning Commission Dual Credit Guidelines
INDIANA	
Set in State Policy	YES
NACEP Accreditation Required	<p>21-43-4-19.2. State Educational Institutions and Campuses; Accreditation or Approval Requirements</p> <p>Sec. 19.2. A state educational institution or campus of a state educational institution that offers concurrent college courses in liberal arts, professional, or career and technical disciplines must be either:</p> <ul style="list-style-type: none"> (1) accredited by the National Alliance of Concurrent Enrollment Partnerships; or (2) approved by the Commission for Higher Education.

Formal Dual Enrollment Approval Mechanism	<p>21-43-4-19.2. State Educational Institutions and Campuses; Accreditation or Approval Requirements</p> <p>Sec. 19.2. A state educational institution or campus of a state educational institution that offers concurrent college courses in liberal arts, professional, or career and technical disciplines must be either:</p> <p>(1) accredited by the National Alliance of Concurrent Enrollment Partnerships; or</p> <p>(2) approved by the Commission for Higher Education.</p>
Set in Statute	<p>IC 21-43-1</p> <p>(b) The eligible institution shall:</p> <p>(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 eligible institution, including determining prerequisites, if any, for enrollment in a dual credit course and standards for assessment;</p> <p>(2) set the criteria for a faculty member, an instructor, or other individual responsible for teaching a course with the:</p> <p>(A) eligible institution responsible for hiring the personnel to instruct dual credit courses taught by faculty members from the eligible institution; and</p> <p>(B) school corporation responsible for hiring personnel to instruct concurrent enrollment college courses taught by the high school and</p> <p>(3) determine:</p> <p>(A) the terms and conditions under which a student may be eligible to participate in concurrent enrollment college courses, postsecondary courses taught by faculty members of the eligible institution, and early college programs while attending high school;</p> <p>(B) with the school corporation, the terms and conditions under which the school corporation will award credit, if any, for a specified course successfully completed by a student through the school corporation, and</p> <p>(C) the terms and conditions under which the school corporation will award secondary credit, if any, for a specific course successfully completed through the eligible institution.”</p>
Faculty Credentialing Requirements in Policy	<p>IC 21-43-1</p> <p>“(b) The eligible institution shall:</p> <p>... (2) set the criteria for a faculty member, an instructor, or other individual responsible for teaching a course with the:</p> <p>(A) eligible institution responsible for hiring the personnel to instruct dual credit courses taught by faculty members from the eligible institution; and</p> <p>(B) school corporation responsible for hiring personnel to instruct concurrent enrollment college courses taught by the high school; and”</p>
Early College Designation Process	<p>Indiana Commission for Higher Education Early College High Schools</p>
Accreditor Policy on Dual Enrollment	<p>Higher Learning Commission Dual Credit Guidelines</p>

IOWA	
Set in State Policy	YES
NACEP Accreditation Required	<p>Senior Year Plus Postsecondary Course Audit Committee</p> <p>“It is the responsibility of institutions participating in Senior Year Plus (SYP) to ensure the quality of courses and compliance with the appropriate requirements of Iowa law. For both secondary and postsecondary courses, a variety of external accountability mechanisms exist to ensure that Senior Year Plus standards are met. The Department utilizes the National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation process to ensure compliance with many state statutory requirements for the Concurrent Enrollment Program, also known as district-to-community college sharing (281 IAC 22.11). All 15 of the State of Iowa Community Colleges are NACEP accredited.”</p>
Set in Statute	<p>257.11 Supplementary weighting plan</p> <p>“The class must be: ... (4) For college credit and the credit must apply toward an associate of arts or associate of science degree, or toward an associate of applied arts or associate of applied science degree, or toward completion of a college diploma program. (5) Taught by an instructor employed or contracted by a community college who meets the requirements of section 261E.3, subsection 2. (6) Taught utilizing the community college course syllabus. (7) Taught in such a manner as to result in student work and student assessment which meet college-level expectations.”</p>
Set in Regulation or Binding Policy	<p>Senior Year Plus: Guide for Educators and Educational Administrators</p> <p>“The classes are college classes — even if they are held in a school district classroom. During the time of the concurrent enrollment course, the site acts as a satellite location of the college. The instructor may be a community college instructor or a high school instructor employed by the contracted district who meets state and college faculty standards and requirements.”</p>
Faculty Credentialing Requirements in Policy	<p>261E.3 Eligibility</p> <p>a. A teacher or instructor employed to provide instruction under this chapter shall meet the following criteria:</p> <p>(1) The teacher shall be appropriately licensed to teach the subject the institution is employing the teacher to teach and 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. (2) The teacher shall collaborate, as appropriate, with other secondary and postsecondary faculty in the subject area. (3) The district, in collaboration with the teacher or instructor, shall provide ongoing communication about course expectations, including a syllabus that describes the content, teaching strategies, performance measures, and 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 legal guardian of the student. (4) The teacher or instructor shall provide curriculum and instruction that is accepted as college-level work as determined by the institution. (5) The teacher or instructor shall use valid and reliable student assessment measures to the extent available.</p>
Accreditor Policy on Dual Enrollment	Higher Learning Commission Dual Credit Guidelines

KANSAS	
Set in State Policy	YES
Set in Regulation or Binding Policy	<p>Kansas Board of Regents, Board Policy Manual, Chapter III: Coordination of Institutions</p> <p>“d. Curriculum Standards, Course Content/Materials, and Assessment of Students Applicable to Public Eligible Postsecondary Educational Institutions</p> <p>i. Courses administered through a dual credit cooperative agreement shall be university/college cataloged courses with the same departmental id, course descriptions, numbers, titles, and credits. Courses must have been approved through the curriculum approval process of the postsecondary partner institution.</p> <p>ii. 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.</p> <p>iii. Materials such as textbooks must be comparable to those used in the same course throughout the postsecondary partner institution. Procedures for the selection of textbooks and related material by high school faculty who teach concurrently enrolled students must follow the postsecondary partner’s institutional policies.</p> <p>iv. College faculty at the postsecondary partner institution shall annually, or as necessary, review concurrent enrollment courses in their discipline to ensure that:</p> <p>(1) Concurrent enrollment students are held to equivalent grading standards and standards of achievement as those expected of students in on-campus sections;</p> <p>(2) concurrent enrollment students are being assessed using equivalent methods (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections;</p> <p>(3) high school faculty are utilizing an equivalent final examination for each concurrent enrollment course as is given in a representative section of the same course taught at the public postsecondary institution awarding the course credit; and</p> <p>(4) high school faculty are applying equivalent scoring rubric for the assigned course as is used in the on-campus course, and that course management, instructional delivery, and content meet or exceed those in regular on-campus sections.</p> <p>(5) Remedial/developmental course work shall not be offered as a concurrent enrollment course.”</p>
Faculty Credentialing Requirements in Policy	<p>Kansas Board of Regents, Board Policy Manual, Chapter III: Coordination of Institutions</p> <p>“e. High School Faculty Teaching Concurrent Enrollment Courses Pursuant to a Cooperative Agreement with a Public Eligible Postsecondary Educational Institution</p> <p>i. Qualifications</p> <p>(1) High school faculty teaching college-level, non-tiered concurrent enrollment courses through a dual credit cooperative agreement shall meet the faculty qualifications and standards established by the nationally recognized agency that accredits the sponsoring higher education institution.</p> <p>(2) Faculty teaching college-level tiered technical courses through a dual credit cooperative agreement shall attain instructional eligibility by meeting the academic standards established by the nationally recognized agency that accredits the sponsoring higher education institution.</p> <p>(3) Postsecondary partner institutions may set higher standards and are responsible for meeting the accreditation requirements for all course offerings.</p>

Faculty Credentialing Requirements in Policy	<p>ii. Orientation, Professional Development and Evaluation</p> <p>(1) The postsecondary partner institution shall provide the high school faculty with orientation and training in course curriculum, assessment criteria, course philosophy, and administrative requirements.</p> <p>(2) The postsecondary partner institution shall provide the high school faculty with ongoing professional development opportunities.</p> <p>(3) Orientation and/or professional development activities shall include collaborative faculty development such as pedagogy, instructional design, course management, instructional delivery curricular reform initiatives, and student assessment strategies.</p> <p>(4) The postsecondary partner institution shall conduct evaluations of high school faculty teaching concurrent enrollment courses within campus faculty evaluation schedules.”</p>
Accreditor Policy on Dual Enrollment	Higher Learning Commission Dual Credit Guidelines
KENTUCKY	
Set in State Policy	YES
Set in Regulation or Binding Policy	<p>Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools</p> <p>“A. Dual credit courses are college courses and therefore must meet the same student learning outcomes and be of the same quality and rigor as courses taught to traditional college students at participating postsecondary institutions.”</p>
Faculty Credentialing Requirements in Policy	<p>Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools</p> <p>“A. SACS-COC’s Dual Enrollment Policy Statement (2018) requires that faculty teaching dual credit courses (who may include high school teachers approved by the college) “possess the same academic credentials and/or documented professional experience required by the institution of all of its faculty.” Typically, for general education courses, this requires a master’s degree in the discipline-specific content area that the faculty member is teaching or at least 18 credit hours of discipline-specific content for academic faculty.</p> <p>B. The credentials required to teach a technical course are determined by each postsecondary institution.</p> <p>C. The dual credit teacher must ensure that the learning outcomes established by the partnering postsecondary institution are fully implemented.”</p>
Accreditor Policy on Dual Enrollment	SACSCOC Dual Enrollment Policy Statement
LOUISIANA	
Set in State Policy	YES
Set in Regulation or Binding Policy	<p>Academic Affairs Policy 2.22 Minimum Requirements for Dual Enrollment</p> <p>“<u>Course Content and Rigor</u></p> <p>Dual enrollment courses are college courses taught to high school students, regardless of location, instructor type, or mode of delivery.</p> <p>Student learning outcomes listed on the syllabus, as well as midterm and final examinations, must be identical to what is offered and expected on the college campus.</p> <p>Assessments, including assignments, midterms, and finals, must be graded at a college level for college credit, regardless of course delivery method, location, instructor, facilitator, or process. Grades awarded may differ between the secondary transcript and postsecondary transcript if the high school measures differ from those of the postsecondary institution.”</p>

Faculty Credentialing Requirements in Policy	<p>Academic Affairs Policy 2.22 Minimum Requirements for Dual Enrollment</p> <p><u>Dual Enrollment Instructors</u></p> <p>Dual enrollment instructors are college-level instructors with documented academic credentials and professional experience that meet the postsecondary institution's policy on minimum faculty qualifications required to teach the dual enrollment course, according to SACSCOC (or COE) credential guidelines.</p> <p>All new dual enrollment instructors must receive formal training by a postsecondary departmental faculty member or, preceding the start of class, participate in a workshop offered by the institution to review the curriculum, course content, assessment methods, and student learning outcomes. Institutions shall regularly conduct oversight and provide ongoing professional development to dual enrollment instructors.</p> <p>Each institution will provide to the Board of Regents a description of the process which dual enrollment instructors or facilitators are required to complete before offering the course."</p>
Accreditor Policy on Dual Enrollment	SACSCOC Dual Enrollment Policy Statement
MAINE	
Set in State Policy	NO
MARYLAND	
Set in State Policy	NO
MASSACHUSETTS	
Set in State Policy	NO
Early College Designation Process	Early College Program Designation Process and Criteria
MICHIGAN	
Set in State Policy	NO
Early College Designation Process	Early Middle College Administrators Manual
Accreditor Policy on Dual Enrollment	Higher Learning Commission Dual Credit Guidelines
MINNESOTA	
Set in State Policy	YES
NACEP Accreditation Required	<p>124D.091 CONCURRENT ENROLLMENT PROGRAM AID.</p> <p>"Subd. 2. Eligibility. 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 are only 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."</p>
Set in Statute	<p>124D.091 CONCURRENT ENROLLMENT PROGRAM AID.</p> <p>"Subd. 2. Eligibility. 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 are only 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."</p>
Accreditor Policy on Dual Enrollment	Higher Learning Commission Dual Credit Guidelines

MISSISSIPPI	
Set in State Policy	YES
Set in Statute	<p>§ 37-15-38. Dual enrollment programs for dual high school and postsecondary credit; Mississippi Works Dual Enrollment-Dual Credit Option Program</p> <p>“All dual credit courses 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 understanding must be established between each postsecondary institution and the school district implementing a dual credit program.”</p>
Faculty Credentialing Requirements in Policy	<p>“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.</p> <p>A dual credit career and technical education instructor must meet the requirements set forth by the Mississippi Community College Board in the qualifications manual for postsecondary career and technical personnel.”</p>
Accreditor Policy on Dual Enrollment	SACSCOC Dual Enrollment Policy Statement
MISSOURI	
Set in State Policy	YES
Formal Dual Enrollment Approval Mechanism	CBHE Policy on Dual Credit
Aligns with NACEP Standards	<p>CBHE Policy on Dual Credit</p> <p>“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.”</p>
Set in Regulation or Binding Policy	<p>CBHE Policy on Dual Credit</p> <p>“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.”</p> <p>“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.”</p> <p>“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. “</p>
Faculty Credentialing Requirements in Policy	<p>CBHE Policy on Dual Credit</p> <p>“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.</p> <p>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.”</p>

Faculty Credentialing Requirements in Policy	<p>“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.”</p> <p>“New dual credit instructors must participate in orientation activities provided by the dual credit provider institution and/or academic department.”</p> <p>“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.”</p> <p>“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.”</p>
Accreditor Policy on Dual Enrollment	Higher Learning Commission Dual Credit Guidelines
MONTANA	
Set in State Policy	YES
Aligns with NACEP Standards	<p>Operational Guidelines for Dual Enrollment</p> <p>“OCHE will ensure that each campus operating a dual enrollment program will perform an annual program evaluation at the institutional level that meets or exceeds the evaluation standards for accreditation by NACEP, with institutional evaluations subsequently compiled at the state level.”</p>
Set in Regulation or Binding Policy	<p>Operational Guidelines for Dual Enrollment</p> <p>“Campuses will maintain program quality at a level that ensures that students experience equivalent rigor regardless of where their course occurs.”</p> <p>“Concurrent enrollment courses must meet all applicable college accreditation standards, including course outcomes and learning objectives. Course outcomes can be found in the Montana University System CCN Course Guide. Campus dual enrollment staff and coordinating faculty will ensure fidelity between sections of courses taught as Concurrent Enrollment and traditional courses on campus.”</p> <p>“Syllabi for Concurrent Enrollment courses taught at a high school must include the same content, learning outcomes, and objectives, as well as the same basis for assessment of student achievement for outcomes as other sections of the courses taught by college faculty on college campuses (or online).</p> <p>All additional academic elements and standards for Concurrent Enrollment courses must be the same as sections of the courses on college campuses (or online). This may include, but is not limited to, textbooks, assessments, course pacing/sequencing, calculation of grades, summative assessments, final exams/projects/portfolios, and other elements.</p> <p>Modification of the academic elements of courses is at the discretion of the coordinating two-year college. Any changes must still comply with published Montana University System CCN course outcomes as well as adhere to applicable Northwest Commission on Colleges and University policies.</p> <p>Coordinating colleges may require Concurrent Enrollment courses to utilize the same textbook (or a recent edition) as the sections of the courses on college campuses (or online). This will help ensure continuity in learning between a section taught via Concurrent Enrollment and one taught on campus (or online).</p> <p>Coordinating two-year colleges have the right to waive or modify textbook requirements for courses. Alternatively, having assessed the text in use, faculty may choose to waive the textbook requirement.”</p>

<p>Faculty Credentialing Requirements in Policy</p>	<p>Operational Guidelines for Dual Enrollment</p> <p>“For a Montana school district to consider a postsecondary course for dual credit, college faculty must possess a Class 1, 2, or 4 license (with appropriate endorsement) or a Class 8 Montana educator license. A Class 8 Montana educator license is exclusively for faculty teaching dual enrollment. The decision to award high school credit for any college course rests with the school district.”</p> <p>“Campus staff and high school staff will work together to ensure Concurrent Enrollment courses are high quality and deliver college-level experiences to students in their high school classrooms.”</p> <p>“Concurrent Enrollment instructors will be selected, oriented, supervised, and evaluated using the same or similar processes and criteria the college uses for all other faculty members. These processes may be modified for Concurrent Enrollment high school instructors in collaboration with the school district, but the processes will meet or exceed the following standards:</p> <ul style="list-style-type: none"> • The college will provide new Concurrent Enrollment instructors with discipline-specific training and orientation regarding, but not limited to, college rigor in the course, alignment of the course curriculum to the college model, assessment criteria, pedagogy, course philosophy, and administrative responsibilities and procedures prior to teaching the course. • The college will provide Concurrent Enrollment instructors with annual, discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and emerging research from the field. • The college will establish and reinforce expectations for supervision, professional development, and evaluation of Concurrent Enrollment instructors. • The college will provide training and information to Concurrent Enrollment high school instructors, as well as administrative and counseling staff, about college procedures, deadlines, and other vital information. • The college will include, whenever possible or practical, Concurrent Enrollment high school instructors in relevant continuing education events, seminars, and professional development available to other college faculty. • If possible or practical, the college will develop content for continuing education and professional development specifically for Concurrent Enrollment high school instructors.” <p>“High school instructors must possess a Class 1, 2, 4, or 5 license (with appropriate endorsement) and meet or exceed the qualifications established by BOR Policy 730 to teach Concurrent Enrollment courses.</p> <p>Concurrent Enrollment high school instructors may also teach on a temporary waiver per BOR Policy 730.1. To teach on a temporary waiver, instructors must complete the Temporary Waiver Concurrent Enrollment Instructor form, obtain the explicit permission of their collaborating two-year college, and submit the form to their collaborating two-year college.</p> <p>College faculty must meet or exceed the qualifications established by BOR Policy 730 and possess a Class 1, 2, or 4 license (with appropriate endorsement) or a Class 8 Montana educator license to teach a Concurrent Enrollment course in a high school.</p> <p>Team teaching models that pair college faculty with a high school educator, thus fulfilling both criteria, have been successfully utilized when there is a shortfall in requirements/credentials.</p> <p>Concurrent Enrollment courses taught by instructors that fail to meet the instructor qualifications may not be eligible for college credit, high school credit, or both college and high school credit.”</p>
<p>Accreditor Policy on Dual Enrollment</p>	<p>NWCCU Transfer and Award of Academic Credit Policy</p>

NEBRASKA	
Set in State Policy	YES
Set in Regulation or Binding Policy	<p>High School Dual Credit Courses</p> <p>“3. Curriculum</p> <p>3.1. Colleges may offer only lower division (freshman and sophomore) courses that are offered by the home College and that are part of the regular curriculum approved by the established dual credit course approval process. No college-level credit courses may be created specifically for high school students.</p> <p>3.2. Each dual credit course will feature a final exam or culminating experience that substantially measures the extent to which the course’s stated learning objectives are achieved. 3.3. Course objectives and the final exam or culminating experience, developed or approved by the College representative who is an administrator, faculty member, or a designated academic representative of the academic unit responsible for the delivery of the dual credit course, must be the same or equivalent regardless of the course location.”</p>
Faculty Credentialing Requirements in Policy	<p>High School Dual Credit Courses</p> <p>“Dual Credit Course Instructor Qualifications</p> <p>1.1. Dual credit course instructors at the high school must be approved by the College administrator of the academic unit in which the course is taught at the College.</p> <p>1.2. Dual credit course instructors who are not regular faculty of the College must be formally appointed as dual enrollment instructors in a manner similar to that used for adjunct faculty members.</p> <p>1.3. Dual credit course instructors must meet the minimum criteria established in Policy 5015 for adjunct faculty and be recommended by their high school principal as highly qualified for this position.</p> <p>1.4. Dual credit course instructors for these courses shall work with an administrator, faculty member, or other designated academic representative of the academic unit in which the course is taught at the College. This College representative shall approve all course materials, including student learning outcomes, syllabi, textbooks or other materials, and assessments, including the final exam, and will be available to provide guidance and assistance during the offering of the course.”</p>
Accreditor Policy on Dual Enrollment	Higher Learning Commission Dual Credit Guidelines
NEVADA	
Set in State Policy	NO
Accreditor Policy on Dual Enrollment	NWCCU Transfer and Award of Academic Credit Policy
NEW HAMPSHIRE	
Set in State Policy	YES
Aligns with NACEP Standards	<p>Section 188-E:28 - School Board Policy.</p> <p>“The policy shall also comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships.”</p>
Set in Statute	<p>Section 188-E:28 - School Board Policy.</p> <p>“The policy shall, at a minimum, include compliance with measurable educational standards and criteria approved by CCSNH and that meet the same standard of quality and rigor as courses offered on campus by CCSNH. The policy shall also comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships. The policy shall include, but not be limited to, student eligibility criteria, standards for course content, standards for faculty approval, program coordination and communication requirements, tuition and fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and process for renewal of the agreement.”</p>

NEW JERSEY	
Set in State Policy	YES
Set in Statute	Section 18A:61C-10 - Dual enrollment agreement “d. The dual enrollment agreement shall include: ... (4) a provision ensuring that any dual enrollment course taught on the high school campus is equivalent in rigor to courses taught on the campus of the institution of higher education;”
NEW MEXICO	
Set in State Policy	YES
Set in Regulation or Binding Policy	Dual Credit “The agreement: (1) specifies eligible courses, academic quality of dual credit courses, student eligibility, course approval, course requirements, required content of the form, state reporting, liabilities of parties, and student appeals; and” “(5) College courses eligible for dual credit shall meet the rigor for postsecondary institution credit and be congruent with the postsecondary institution’s academic standards. (6) Dual credit courses offered in high school settings shall conform to college academic standards. (7) Course requirements for high school students enrolled in dual credit courses shall be equal to those of regular college students.”
Faculty Credentialing Requirements in Policy	Dual Credit “Duties and responsibilities of the postsecondary institution. The postsecondary institution shall: ... (23) approve faculty for all dual credit courses;”
Accreditor Policy on Dual Enrollment	Higher Learning Commission Dual Credit Guidelines
NEW YORK	
Set in State Policy	NO
NORTH CAROLINA	
Set in State Policy	NO
Early College Designation Process	Cooperative Innovative High Schools
Accreditor Policy on Dual Enrollment	SACSCOC Dual Enrollment Policy Statement
NORTH DAKOTA	
Set in State Policy	NO
Accreditor Policy on Dual Enrollment	Higher Learning Commission Dual Credit Guidelines
OHIO	
Set in State Policy	YES
Set in Statute	Section 3365.12 Nature of courses; awarding high school credit. “(A) All courses offered under the college credit plus program shall be the same courses that are included in the partnering college’s course catalog for college-level, nonremedial courses and shall apply to at least one degree or professional certification at the partnering college.”

Set in Regulation or Binding Policy	<p>Rule 3333-1-65.2 Program requirements for secondary schools.</p> <p>“(B) Programs requirements</p> <p>(1) College credit plus classrooms at the participating secondary school shall consist of students who all follow the same college course syllabus, use the same textbook and materials, aspire to achieve the same learning outcomes, and are assessed using the same methods as the college course delivered on the college campus.</p> <p>(2) All students who have enrolled in an institution of higher education, under the college credit plus program, must be assessed with the same standard of achievement and held to the same grading standards, regardless of where the course is delivered.”</p> <p>Rule 3333-1-65.4 Delivery methods by the institution of higher education for courses under the college credit plus program.</p> <p>“In addition to the traditional on-campus instruction offered by an institution of higher education for college-level courses, under the college credit plus program, an institution may do all of the following:</p> <p>(A) Provide instruction in college-level courses in the secondary school with a secondary teacher if the following are met:</p> <p>(1) The teacher meets the qualification requirements to be the instructor that are set forth in the guidelines established by the chancellor of the Ohio Department of Higher Education, which are available at ohiohighered.org;</p> <p>(2) The college credit plus course offered in the secondary school shall follow the same course syllabus and learning outcomes, use the same textbook and materials and assessments as the college course delivered on the campus;</p> <p>(3) The institution of higher education provides all secondary teachers who are teaching at least one college credit plus course with at least one three-hour professional development session per academic year.”</p>
Faculty Credentialing Requirements in Policy	<p>Section 3365.11 Credential requirements for instructors.</p> <p>“Each instructor teaching a course under the college credit plus program shall meet the credential requirements set forth in guidelines and procedures established by the chancellor of the Ohio Board of Regents. If the guidelines require high school teachers to take any additional graduate-level coursework in order to meet the credential requirements, that coursework shall be applicable to continuing education and professional development requirements for the renewal of the teacher’s educator license.”</p>
Accreditor Policy on Dual Enrollment	<p>Higher Learning Commission Dual Credit Guidelines</p>
OKLAHOMA	
Set in State Policy	YES
Set in Regulation or Binding Policy	<p>3.10 CONCURRENT ENROLLMENT</p> <p>“Collegiate Experience</p> <p>Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced by the rigor and learning outcomes of the course, the qualifications of the faculty delivering the course, and the student’s readiness for college. The collegiate experience can be present on- and off-campus and may include:</p> <p>A. High school students enrolled in a course on a college or university campus with collegiate students including online delivery off-campus.</p> <p>B. High School students enrolled in an off-campus college or university course, which does not include collegiate students, and offered under the parameters prescribed within the off-campus concurrent enrollment section of this policy.</p> <p>Off-Campus Concurrent Enrollment</p>

Set in Regulation or Binding Policy	<p>A. Institutional Requirements</p> <p>A higher education institution offering an off-campus concurrent course shall have direct oversight of all aspects of such a course. Therefore, a higher education institution that wishes to engage in off-campus concurrent enrollment shall meet the following standards.</p> <p>1. Course Offerings and Student Expectations</p> <p>a. Off-campus concurrent enrollment courses shall be the same cataloged courses offered on-campus at the sponsoring higher education institution. Additionally, the course syllabus and student learning outcomes in an off-campus concurrent enrollment course shall be identical to the course syllabus and student learning outcomes that are used when the same course is taught on the sponsoring higher education institution's campus.</p> <p>b. Off-campus concurrent enrollment courses shall be of the same content and rigor as the courses offered on-campus at the sponsoring higher education institution.</p> <p>c. Students enrolled in off-campus concurrent enrollment courses shall be held to the same standard of achievement as students in on-campus courses.</p>
Faculty Credentialing Requirements in Policy	<p>3.10 CONCURRENT ENROLLMENT</p> <p>3. Faculty Qualifications</p> <p>a. Faculty teaching off-campus concurrent enrollment courses shall meet the academic requirements for faculty and instructors teaching in the sponsoring higher education institution as required by the Higher Learning Commission.</p> <p>b. The appropriate academic administrator at the sponsoring higher education institution shall review credentials and recommend all faculty for approval prior to allowing such individuals to teach an off-campus concurrent enrollment course.</p> <p>4. Orientation and Professional Development</p> <p>a. Before teaching an off-campus concurrent enrollment course, faculty shall participate in an orientation provided by the sponsoring higher education institution.</p> <p>b. The sponsoring higher education institution shall provide the faculty teaching the off-campus concurrent enrollment course with professional development opportunities that may include, but need not be limited to: pedagogy, instructional design, course management, and student engagement strategies.</p> <p>5. Evaluation</p> <p>a. A faculty member teaching an off-campus concurrent course shall be evaluated in a manner consistent with the sponsoring higher education institution's guidelines for student evaluation of faculty.</p> <p>b. A faculty member teaching an off-campus concurrent enrollment course shall be evaluated in accordance with the sponsoring higher education institution's policy for evaluation of instruction."</p>
Accreditor Policy on Dual Enrollment	Higher Learning Commission Dual Credit Guidelines
Early College Designation Process	Concurrent Enrollment Navigator
OREGON	
Set in State Policy	YES
NACEP Accreditation Required	<p>High School Based College Credit Partnerships Self-Study and Peer Review Guide</p> <p>"Partnerships offering high school-based programming that fits the definitions of partnerships per OAR 715.017.0005 must complete the self-study by May 1, 2024, or provide proof of NACEP accreditation."</p>
Formal Dual Enrollment Approval Mechanism	<p>OAR 715-017-0005</p> <p>"(2) When developing High School Based College Credit Partnerships with high schools, each college or university shall adhere to the Oregon Standards for Dual Credit, Sponsored Dual Credit, or Assessment Based Learning Credit. In order to comply with these standards, partners must follow the guidelines set forth by the Higher Education Coordinating Commission in the Self-Study and Peer Review Guide available on the Higher Education Coordinating Commission agency website."</p>

Set in Statute	<p>ORS 340.310 Statewide standards for dual credit programs</p> <p>“(1) The Higher Education Coordinating Commission shall develop statewide standards for dual credit programs to be implemented by public high schools, community colleges, and public universities listed in ORS 352.002 (Public universities). The standards must establish the manner by which:</p> <p>(a) A student in any grade from 9 through 12 may, upon completion of a course, earn course credit both for high school and for a community college or public university; and</p> <p>(b) Teachers of courses that are part of a dual credit program will work together to determine the quality of the program and to ensure the alignment of the content, objectives, and outcomes of individual courses.</p> <p>(2) Each public high school, community college, and public university that provides a dual credit program must implement the statewide standards developed under subsection (1) of this section.”</p>
Set in Regulation or Binding Policy	<p>High School Based College Credit Partnerships Self-Study and Peer Review Guide</p> <p>“Beginning in the academic year 2016-2017, the state of Oregon requires public institutions offering high school-based college credit programs to align with the HECC adopted accelerated learning standards. Regular approval of three models of high school-based college credit fall under a single peer review application or self-study. All high school-based college credit partnerships must align with the standards and provide evidence of alignment through recurring reviews. The review calendar has been established with approval every six years and an annual program report. This self-study and peer review process builds on best practices and includes advice and input from the National Alliance of Concurrent Enrollment Partnerships (NACEP).”</p>
Accreditor Policy on Dual Enrollment	<p>NWCCU Transfer and Award of Academic Credit Policy</p>
PENNSYLVANIA	
Set in State Policy	NO
RHODE ISLAND	
Set in State Policy	YES
Aligns with NACEP Standards	<p>PART 1 – Regulations for Dual Enrollment</p> <p>“C. The public institutions of higher education are encouraged, but not required, to seek and obtain accredited status by the National Alliance on Concurrent Enrollment Partnerships (NACEP). However, the postsecondary institutions are required to adopt and adhere to current NACEP Standards (http://www.nacep.org/accreditation/standards/).</p> <p>D. Every three (3) years, the Office of the Postsecondary Commissioner (with input from the RIDE) may request a self-study of institutional policies and practices regarding dual and concurrent enrollment based on NACEP standards and may conduct a site visit to confirm compliance with NACEP standards and quality programming.”</p>
Set in Regulation or Binding Policy	<p>PART 1 – Regulations for Dual Enrollment</p> <p>“C. Dual enrollment courses shall have the same educational outcomes and academic policies as other courses taught at the postsecondary institution.</p> <p>D. Concurrent enrollment courses shall have the same educational outcomes as their counterpart postsecondary courses.</p> <p>E. To be approved by the Board of Education as a concurrent enrollment course, the institution of higher education shall demonstrate that the course meets the requirements defined in §§ 1.3.1(A) through (D) of this Part.”</p> <p>“A. The secondary schools, the public postsecondary education institutions, the Department of Elementary and Secondary Education (RIDE) and the Office of the Postsecondary Commissioner will work collaboratively to ensure the quality of the Rhode Island dual enrollment program.</p> <p>B. To provide a realistic college experience and to maintain academic rigor, concurrent enrollment courses must duplicate the identical course offering delivered on-campus to matriculated students.”</p>

Faculty Credentialing Requirements in Policy	<p>PART 1 – Regulations for Dual Enrollment</p> <p>“1.3.2 Instructors</p> <p>A. Postsecondary instructors of dual and concurrent enrollment courses shall ensure that these courses have the same educational outcomes as their corresponding postsecondary courses.”</p> <p>B. Instructors of concurrent enrollment courses at the secondary public school shall be approved by the postsecondary credit-granting institution and possess similar qualifications as instructors teaching the corresponding course at the postsecondary institution. Secondary school teachers shall hold the certification required by the Council for Elementary and Secondary Education for the course that is being taught.</p> <p>C. The postsecondary institution shall assign staff to coordinate and oversee the selection and delivery of dual and concurrent enrollment courses in partnership with K-12 stakeholders such as school superintendents, high school principals, and counselors.</p> <p>D. The postsecondary institution shall provide the appropriate orientation to instructors of dual enrollment courses.</p> <p>E. Public secondary school teachers shall be evaluated by their employer pursuant to the educator evaluation system approved by the RIDE and in accordance with Rhode Island law and applicable regulations.”</p>
SOUTH CAROLINA	
Set in State Policy	NO
Accreditor Policy on Dual Enrollment	SACSCOC Dual Enrollment Policy Statement
SOUTH DAKOTA	
Set in State Policy	YES
NACEP Accreditation Required	<p>2.2.1.6.A Dual and Concurrent Credit Administration Guidelines</p> <p>“5.2.2.1. General Approval</p> <p>5.2.2.1.1. Credit may be granted to students enrolled in concurrent credit offered through postsecondary institutions who are accredited through the National Alliance of Concurrent Enrollment Partnerships (NACEP). OR</p> <p>5.2.2.1.2. Credit may be granted to students enrolled in concurrent credit offered through postsecondary institutions who manage their programs using the standards (see Appendix B) established by NACEP.</p> <p>5.2.2.2. Formal Approval</p> <p>5.2.2.2.1. Regental institutions offering concurrent credit to local school districts must comply with the requirements set forth in these guidelines.</p> <p>5.2.2.2.2. Interested systems/institutions may also establish formal agreements with the South Dakota Board of Regents for concurrent-credit coursework to be accepted (see Appendix C).</p>
Set in Regulation or Binding Policy	<p>2.2.1.6.A Dual and Concurrent Credit Administration Guidelines</p> <p>“The expectation for coursework completed through concurrent credit opportunities is that the courses cover the material and content at the same level required for the same course offered at the postsecondary institution, and students are held to the same college-level standards.”</p> <p>“5.2.2.3.3. Course Content: The course syllabus is developed by the faculty of the institution granting credit. 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 must be specified.</p>

Set in Regulation or Binding Policy	<p>5.2.2.3.4. Assessment: 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 acceptable alternative is a student evaluation and assessment system developed jointly by the discipline faculty of the university 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.</p> <p>5.2.3. Course/Section Eligibility: All students in a concurrent 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.”</p>
Faculty Credentialing Requirements in Policy	<p>2.2.1.6.A Dual and Concurrent Credit Administration Guidelines</p> <p>5.2.2.3. Standards</p> <p>5.2.2.3.1. Instructor of Record: The high school-based concurrent enrollment course must be taught by a high school teacher who has been approved by the postsecondary institution and who meets the standards used by the institution to hire adjuncts in the discipline. While a Master’s degree in the subject/discipline teaching is preferred, faculty typically must have a Master’s degree with 18 graduate hours in the subject discipline/taught.</p> <p>5.2.2.3.2. Faculty Mentor: 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.</p>
Accreditor Policy on Dual Enrollment	Higher Learning Commission Dual Credit Guidelines
TENNESSEE	
Set in State Policy	YES
Set in Regulation or Binding Policy	<p>2.01.00.05 Early Postsecondary Opportunities</p> <p>“C. Although TBR encourages institutions to work collaboratively with LEAs to create different models for Dual Enrollment programs, particularly at TCATs, Dual Enrollment course offerings must comply with TBR policies and procedures. The colleges granting the academic credit have full responsibility for ensuring the delivery of college-level courses with appropriate academic rigor.</p> <ol style="list-style-type: none"> 1. For community colleges, Dual Enrollment courses and instructors must meet all requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). 2. For technical colleges, Dual Enrollment courses and instructors must meet all requirements of the Council on Occupational Education (COE). 3. Instructors of Dual Enrollment courses who are high school faculty (not including college adjunct faculty) must participate in relevant professional development and evaluation activities. 4. The Chief Academic Officer or designee at a community college and the President or designee at a TCAT shall assure consistency and comparability of both orientation and evaluation across institutions for instructors of Dual Enrollment and LDC courses.”
Faculty Credentialing Requirements in Policy	<p>2.01.00.05 Early Postsecondary Opportunities</p> <p>“Instructors of Dual Enrollment courses can be college faculty members or LEA employees who have been determined by the college president or designee to be qualified to teach such courses at the college level per SACSCOC or COE criteria.”</p>
Accreditor Policy on Dual Enrollment	SACSCOC Dual Enrollment Policy Statement
TEXAS	
Set in State Policy	YES
Set in Regulation or Binding Policy	<p>DUAL CREDIT PARTNERSHIPS BETWEEN SECONDARY SCHOOLS AND TEXAS PUBLIC COLLEGES RULE §4.84 Institutional Agreements</p> <p>“(b) Elements of Institutional Agreements. An Institutional Agreement entered into or renewed between an institution and a school district or private school, including a memorandum of understanding or articulation agreement, shall include the following elements:</p> <p>...</p> <p>(18) The respective roles and responsibilities of the institution of higher education and the school district or private school in providing the program and ensuring the quality of instruction and instructional rigor of the program;”</p>

Set in Regulation or Binding Policy	<p>DUAL CREDIT PARTNERSHIPS BETWEEN SECONDARY SCHOOLS AND TEXAS PUBLIC COLLEGES RULE §4.85 Dual Credit Requirements</p> <p>(f) Course Curriculum, Instruction, and Grading. The institution shall ensure that a dual credit course offered at a high school is at least equivalent in quality to the corresponding course offered at the main campus of the institution with respect to academic rigor, curriculum, materials, instruction, and methods of student evaluation. These standards must be upheld regardless of the student composition of the class, location, and mode of delivery.</p> <p>(g) Academic Policies and Student Support Services.</p> <p>(1) Regular academic policies applicable to courses taught at an institution’s main campus must also apply to dual credit courses. These policies may include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc. Additionally, each institution is strongly encouraged to provide maximum flexibility to high school students in dual credit courses, consistent with the institution’s academic policies, especially with regard to drop policies, to encourage students to attempt rigorous courses without potential long-term adverse impacts on students’ academic records.”</p>
Faculty Credentialing Requirements in Policy	<p>DUAL CREDIT PARTNERSHIPS BETWEEN SECONDARY SCHOOLS AND TEXAS PUBLIC COLLEGES RULE §4.85 Dual Credit Requirements</p> <p>(e) Faculty Selection, Supervision, and Evaluation. Each institution shall apply the standards for selection, supervision, and evaluation for instructors of dual credit courses as required by the institution’s accreditor. A high school teacher may only teach a high school course offered through a dual credit agreement if the teacher is approved by the institution offering the dual credit course.</p>
Early College Designation Process	Early College High Schools
Accreditor Policy on Dual Enrollment	SACSCOC Dual Enrollment Policy Statement
UTAH	
Set in State Policy	YES
Set in Statute	<p>53E-10-302. Concurrent enrollment program.</p> <p>“(2) The state board and the Utah Board of Higher Education shall coordinate to:</p> <p>(a) establish a concurrent enrollment course approval process that ensures:</p> <p>(i) credit awarded for concurrent enrollment is consistent and transferable to all eligible institutions; and</p> <p>(ii) learning outcomes for a concurrent enrollment course align with:</p> <p>(A) core standards for Utah public schools adopted by the state board; and</p> <p>(B) except for a foreign language concurrent enrollment course described in Section 53E-10-307 or an upper division course that the Utah Board of Higher Education approves under Subsection (3), an eligible institution lower division course numbered at or above the 1000 level; and”</p>
Set in Regulation or Binding Policy	<p>R277-701. Early College Programs.</p> <p>R277-701-10. Faculty and Educator Requirements.</p> <p>(1) An educator who is not employed by a USHE institution and teaches a CE course shall:</p> <p>(a) be employed by an LEA; and</p> <p>(b) meet the requirements of Subsections 53E-10-302(6) and (7).</p> <p>(2) An educator employed by an LEA who teaches a CE course shall be approved as an adjunct faculty member at the contracting USHE institution before teaching the CE course.</p> <p>(3) High school educators who hold adjunct or part-time faculty status with a USHE institution to teach CE courses shall be included as fully as possible in the academic life of the supervising academic department at the USHE institution.</p> <p>(4) An LEA and a USHE institution shall share expertise and professional development, as necessary, to adequately prepare a teacher to teach in the CE program, including federal and state laws specific to student privacy and student records.</p> <p>(5) A USHE institution that employs a faculty member who teaches in a high school has responsibility for ensuring and maintaining documentation that the faculty member has successfully completed a criminal background check, consistent with Section 53G-11-402.</p>

<p>Set in Regulation or Binding Policy</p>	<p>R165, Concurrent Enrollment</p> <p>“3.5. “Instructor”: a K-12 public educator who meets adjunct faculty qualifications in a USHE academic department and is approved by that department to instruct a concurrent enrollment course.”</p> <p>“4.1. High Quality Opportunities: Concurrent enrollment should provide high-quality college-level academic and career and technical education opportunities to qualified high school students.</p> <p>4.2. Qualitative Safeguards: It is important that college instruction offered in the high school setting has qualitative safeguards to preserve the rigor and standards of college requirements. In harmony with Regents’ policies, the responsibility for qualitative safeguards rests with the USHE institution granting the college credit for a given course. To help ensure quality, the commonality of instruction and the success of participants, students should be officially enrolled as concurrent enrollment students as specified by the sponsoring institution.”</p> <p>“6.4. Institution Responsibility: Course content, procedures, examinations, teaching materials, program monitoring, and approval to be taught at a high school shall be the responsibility of the appropriate USHE institution, shall be consistent with Utah law, and shall ensure quality and comparability with courses offered on the institution campus.”</p> <p>“R165-10. Faculty: College courses are taught for concurrent enrollment credit by college or university faculty or by public school educators who meet adjunct instructor qualifications (instructor).</p> <p>10.1. Selection of Adjunct Faculty: Identification of instructors for concurrent enrollment courses is the joint responsibility of the participating LEAs and the participating USHE institution. Selection criteria for instructors should be the same as those criteria applied to other adjunct faculty appointments in specific departments within the USHE institution. Final approval of the adjunct faculty will be determined by the appropriate department at the institution, college or university. Instructors shall be approved by the USHE institution prior to teaching concurrent enrollment classes.</p> <p>10.2. Criminal Background Checks: USHE faculty or adjunct faculty who are not public school educators and who have significant unsupervised access to K-12 students and instruct in the concurrent enrollment program defined under this policy shall complete a criminal background check consistent with Utah Code 53A-3-410 .2 The faculty or adjunct faculty employer shall have responsibility for determining the need for criminal background checks consistent with the law and for satisfying this requirement and shall maintain appropriate documentation.</p> <p>10.3. Faculty Development: Concurrent enrollment instructors should be included as fully as possible in the academic life of the supervising academic department. USHE institutions, jointly with LEAs shall initiate faculty development and share expertise in providing professional development, including appropriate workshop experiences prior to offering concurrent enrollment courses, to adequately prepare instructors to teach concurrent enrollment students and content. USHE faculty and adjunct faculty should be prepared with knowledge of federal and state laws specific to public school student privacy and student records.”</p>
<p>Faculty Credentialing Requirements in Policy</p>	<p>53E-10-302. Concurrent enrollment program.</p> <p>“(6)</p> <p>(a) An eligible institution faculty member is an eligible instructor.</p> <p>(b) An LEA employee is an eligible instructor if the LEA employee:</p> <p>(i) is licensed under Chapter 6, Education Professional Licensure;</p> <p>(ii) is supervised by an eligible institution; and</p> <p>(iii)</p> <p>(A) as described in Subsection (7), is approved as an eligible instructor by the eligible institution that provides the concurrent enrollment course taught by the LEA employee;</p> <p>(B) has an upper-level mathematics credential issued by the state board;</p> <p>(C) is approved as adjunct faculty by the eligible institution that provides the concurrent enrollment course taught by the LEA employee; or</p> <p>(D) teaches a concurrent enrollment course that the LEA employee taught during the 2018 -2019 or 2019 -2020 school year.</p>

Faculty Credentialing Requirements in Policy	(7) An eligible institution shall approve an LEA employee as an eligible instructor: (a) for a career and technical education concurrent enrollment course if the LEA employee has: (i) a degree, certificate, or industry certification in the concurrent enrollment course's academic field; or (ii) qualifying experience, as determined by the eligible institution; or (b) for a concurrent enrollment course other than a career and technical education course if the LEA employee has: (i) a master's degree or higher in the concurrent enrollment course's academic field; (ii) (A) a master's degree or higher in any academic field; and (B) at least 18 completed credit hours of graduate coursework in an academic field that is relevant to the concurrent enrollment course; or (iii) qualifying experience as defined in Section 53E-10-301, including: (A) the number of years of teaching experience; (B) student performance on qualifying test scores or AP exams on courses that the LEA employee teaches; (C) continuing education in a master's degree or higher in any academic field; or (D) other criteria established by the eligible institution."
Accreditor Policy on Dual Enrollment	NWCCU Transfer and Award of Academic Credit Policy
VERMONT	
Set in State Policy	YES
Set in Statute	§ 944. Dual Enrollment Program “(1) When a dual enrollment course is offered on a secondary school campus, the public postsecondary institution shall: (A) retain authority to determine course content; and”
Faculty Credentialing Requirements in Policy	§ 944. Dual Enrollment Program “(B) work with the secondary school to select, monitor, support, and evaluate instructors.”
VIRGINIA	
Set in State Policy	YES
Set in Regulation or Binding Policy	GOVERNING PRINCIPLES FOR DUAL ENROLLMENT BETWEEN VIRGINIA'S PUBLIC SCHOOLS AND THE VIRGINIA COMMUNITY COLLEGE SYSTEM “CURRICULUM STANDARDS Dual enrollment courses shall be offered for college credit with the same departmental designations, course descriptions, numbers, titles, and credits as those listed in the VCCS Master Course File. All dual enrollment courses shall be equivalent to the pedagogical, theoretical, and philosophical orientation of the community college department and contain the same student learning outcomes, components of the syllabi, level and rigor of content, assessment, and evaluation of student learning outcomes, and instructional effectiveness. EVALUATION An effective dual enrollment program requires collaboration between public schools and community colleges to evaluate student learning outcomes, program learning outcomes, instructional effectiveness, and longitudinal outcomes. This evaluative process shall be coordinated by the community college with support from the public school to implement and collect information and data in a timely manner. The following guiding principles establish expectations for the community colleges and public schools regarding the evaluation of the dual enrollment program.

<p>Set in Regulation or Binding Policy</p>	<p>Student Learning Outcomes</p> <p>In order to ensure that dual enrollment courses taught at the high school meet the curricular depth and breadth of courses taught on community college campuses, all dual enrollment courses shall have the same student learning outcomes as those courses taught on campus. In addition, student learning outcomes in all dual enrollment courses shall be assessed using common assessment measures identified and approved by the college and utilized in courses taught on campus. All course learning outcomes shall be communicated to students.</p> <p>Program Learning Outcomes</p> <p>Where applicable, the community college’s assessment of program learning outcomes shall include dual enrollment students.</p> <p>Instructional Effectiveness</p> <p>The community college shall conduct evaluations of dual enrollment instructors using college guidelines established for all adjunct or full-time faculty. High school faculty or adjunct faculty employed by the community college teaching a dual enrollment course shall be evaluated in accordance with the college’s adjunct faculty evaluation process. Full-time community college faculty teaching a dual enrollment course shall be evaluated in accordance with the college’s full-time faculty evaluation process.</p> <p>Part of the evaluation of instructional effectiveness shall include student evaluation of faculty effectiveness. Student evaluation of faculty effectiveness shall be conducted each semester for each course offered in the dual enrollment program and use the same instruments used for all adjunct or fulltime faculty. Results of the student evaluations of teaching effectiveness shall be compiled and shared with the academic dean or designee, the faculty member, and the designated public school representative.</p> <p>Evaluation of Longitudinal Outcomes</p> <p>Community colleges and public schools divisions shall work together to provide tracking data on the performance of dual enrollment students, including credits completed, college courses attempted and completed, cumulative GPA, high school graduation data, and any other data agreed upon. The specific data elements will be reported by the community college on a regular basis.</p> <p>Continuous Improvement</p> <p>In order to ensure the quality and effectiveness of the dual enrollment program, the community college will specify and evaluate dual enrollment programmatic outcomes and identify changes intended to result in continuous improvement.”</p>
<p>Faculty Credentialing Requirements in Policy</p>	<p>GOVERNING PRINCIPLES FOR DUAL ENROLLMENT BETWEEN VIRGINIA’S PUBLIC SCHOOLS AND THE VIRGINIA COMMUNITY COLLEGE SYSTEM</p> <p>“DUAL ENROLLMENT FACULTY</p> <p>Selection of Faculty</p> <p>Faculty shall be selected by the participating community college and shall meet the faculty qualification guidelines established by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the State Board for Community Colleges policies. When determining faculty qualifications, an institution considers the highest earned degree in the discipline and related work. The following guidelines shall be used:</p>

Faculty Credentialing Requirements in Policy	<ul style="list-style-type: none"> - Faculty members teaching associate degree courses designed for transfer to a baccalaureate degree have earned a doctorate or master’s degree in the teaching discipline or master’s degree with a minimum of 18 graduate semester hours in the teaching discipline.” - Faculty members teaching associate degree courses not designed for transfer to the baccalaureate degree have earned a bachelor’s degree in the teaching discipline or associate’s degree in the teaching field with demonstrated competencies in the teaching discipline and two years of occupational experience. - Faculty members teaching non-associate’s degree occupational programs have earned a high school diploma or equivalent, associate or equivalent in the teaching field preferred, and five years of current occupational experience as defined by the State Board for Community Colleges. <p>Faculty Responsibility</p> <p>Dual enrollment faculty shall conform to all college and departmental responsibilities, policies, and procedures related to dual enrollment courses. The faculty member shall:</p> <ul style="list-style-type: none"> - Prepare and disseminate a college-approved course syllabus that include all required information for the college course, including the college’s grading scale; - Adhere to the required number of instructional/contact hours for the course; - Adhere to established college academic/instructional calendars for enrollment and grade submission; - Use college-approved instructional materials; - Incorporate all student learning outcomes and assessment of student learning outcomes into instruction; - Participate in student evaluation of instructional effectiveness; - Submit final course grades; and - Participate in required meetings and professional development opportunities.
Accreditor Policy on Dual Enrollment	SACSCOC Dual Enrollment Policy Statement
WASHINGTON	
Set in State Policy	YES
NACEP Accreditation Required	<p>RCW 28B.10.035 Concurrent enrollment program accreditation.</p> <p>“Concurrent enrollment program accreditation.</p> <p>(1) To establish a uniform standard by which concurrent enrollment programs and professional development activities may be measured, any college or university offering concurrent enrollment program courses at a public high school or college in the high school programs must receive accreditation by a national accrediting body for concurrent enrollment by the 2027-28 school year.”</p>
Set in Statute	<p>RCW 28B.10.035 Concurrent enrollment program accreditation.</p> <p>“Concurrent enrollment program accreditation.</p> <p>(1) To establish a uniform standard by which concurrent enrollment programs and professional development activities may be measured, any college or university offering concurrent enrollment program courses at a public high school or college in the high school programs must receive accreditation by a national accrediting body for concurrent enrollment by the 2027-28 school year.</p> <p>(2) Any college or university engaged in concurrent enrollment program courses at a public high school or college in the high school programs during or before the 2019-20 academic year that are not accredited by a national accrediting body for concurrent enrollment must continue to meet the same quality and eligibility standards and obtain approval in a manner consistent with the procedure established by rules adopted for the college in the high school program until the program is accredited by a national accrediting body for concurrent enrollment.</p> <p>(3) After the 2027-28 school year, any college or university with concurrent enrollment program courses in place at a public high school or college in the high school programs during or before the 2019-20 academic year that have not been accredited in accordance with subsection (1) of this section or do not have an application pending further action by the accrediting body under subsection (1) of this section may not offer a concurrent enrollment program course at a public high school or college in the high school program.</p>

Set in Statute	<p>(4) New college and university concurrent enrollment program courses that are implemented after the 2019-20 academic year have seven years from the beginning of the first term of classes to submit an application for accreditation for review by a national accrediting body for concurrent enrollment to comply with this section.</p> <p>(5) All colleges and universities are encouraged to provide institutional resources to support the transition to accreditation, including professional development, engage with national associations focused on concurrent enrollment accreditation, and collaboration with the state board for community and technical colleges or an organization that represents the public, four-year universities, and colleges.”</p>
Accreditor Policy on Dual Enrollment	NWCCU Transfer and Award of Academic Credit Policy
WEST VIRGINIA	
Set in State Policy	NO
Accreditor Policy on Dual Enrollment	Higher Learning Commission Dual Credit Guidelines
WISCONSIN	
Set in State Policy	NO
Accreditor Policy on Dual Enrollment	Higher Learning Commission Dual Credit Guidelines
WYOMING	
Set in State Policy	YES
Set in Regulation or Binding Policy	<p>Dual and Concurrent Enrollment Program Manual of Procedures</p> <p>B. Quality: Concurrent Enrollment Course Content</p> <p>“The responsibility for the quality of college courses offered through dual and concurrent enrollment programs in Wyoming is vested in the higher education institutions. The community colleges and high schools must collaborate to develop the expectation of college level work and courses that deliver rigorous content. The community colleges will oversee the courses to ensure that the college standards are met.</p> <ul style="list-style-type: none"> • College faculty members and high school teachers shall engage in yearly discussions to ensure use of equivalent syllabi, assignments, and end-of-course assessments as those used in courses taught on campus. • College faculty members and high school teachers must address common expectations and review student work on a regular basis. • Courses shall be reviewed annually to assure quality.”
Faculty Credentialing Requirements in Policy	<p>Dual and Concurrent Enrollment Program Manual of Procedures</p> <p>“C. Quality: Concurrent Enrollment Faculty Approval</p> <p>High school faculty must be approved by the community colleges to teach concurrent enrollment courses. Recommended minimum credentials for high school faculty consistent with Higher Learning Commission (HLC) accreditation have been developed by the Academic Affairs Council of the community colleges.</p> <ul style="list-style-type: none"> • High school faculty teaching concurrent enrollment courses are adjunct college faculty. • The community colleges will review the high school teacher’s qualifications according to the same standards used for all other adjunct faculty at the college. • Faculty employment forms and transcripts must be submitted to the appropriate office at the community college. • Where there is a demonstrated need for flexibility in the credential process, an exception may be granted if the exception is based on demonstrated proficiency in the discipline, commitment to complete graduate education, or appropriate certification.”
Accreditor Policy on Dual Enrollment	Higher Learning Commission Dual Credit Guidelines



We ensure excellence in dual and concurrent enrollment programs through our national standards and accreditation, while promoting knowledge sharing, networking, and advocacy that supports our members and advances the field.

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