Definitions

Dual Credit

Articulated

College

Concurrent

Entry

Middle

Early Jump Start

Enrollment
Statewide Representation
Dual Credit & Career Academy Study

• Study created by LB637, 2011 Legislative Session

• Completed in December, 2011

• Focused on Dual Credit and Career Academies
  — National practice
  — Current Nebraska practice
  — Recommendations for future
Dual Credit & Career Academy Study

Major challenges identified:

• Lack of data on dual-enrollment and career academies
• Lack of statewide coordination leading to differential treatment of students
• Disparity in access to dual enrollment, career academies and AP courses
Dual Credit & Career Academy Study

Recommendations:

• Improve data systems

• Study of cost of dual-credit

• Accurate information about dual-credit

• Work toward set of transferable general education courses

• Minimum quality standards

• Standard entrance requirements

• With standards in place, all public postsecondary institutions be required to accept gen ed dual-credit
Dual Credit/Career Academy Study

Recommendations:

- Incentives for content specific masters degrees
- Support for underrepresented populations
- Students paying for books/supplies
- State fund for payment of tuition
- Consider dual-credit as a part of technology planning

Advanced Placement
- Transfer and acceptance of credit

Career Academies
- Changes already underway
Articulated (Tech Prep) credit:

• Little impact on postsecondary courses
• Tech Prep & non-Tech Prep students pursue college at roughly comparable rates
• Effects of Tech Prep on postsecondary enrollment and completion are not known
• No data available about the proportion of students who complete a 2 + 2 program or the benefits of doing so
Community College Research Center (CCRC)

Students who complete 9 hours of dual-credit are more likely:

• to earn a high school diploma
• to enroll in postsecondary education
• to enroll in college full-time
• to have higher grade point averages (after the first and fourth semesters and cumulatively)
• to return for their sophomore year
• to graduate on-time

http://nacep.org
ACE Scholarship Program

College Rates for 438 ACE Scholarship Recipients and Other 2008–09 NE Public HS Grads by Student Income Status and Gender

ACE Scholarship Recipients
- Female: 81.1%
- Male: 79.2%

Other Low-Income Graduates
- Female: 55.2%
- Male: 47.0%

Non-Low-Income Graduates
- Female: 78.8%
- Male: 72.3%
Postsecondary Accreditation

- Higher Learning Commission of North Central Colleges and Universities  [www.ncahlc.org](http://www.ncahlc.org)
Best Practice, Policies and Procedures

• Nebraska Community College Association Statement of Principles and Standards (NCCA)
• Coordinating Commission Postsecondary Education (CCPE)
• National Alliance for Concurrent Enrollment Partnerships (NACEP)
NCCA

• Student
  – Junior or Senior level
  – Recommended by high school official
  – Met pre-requisites of college coursework

• High School Credit
  – Identify course and instructor
  – Inform students and parents
  – College faculty with teacher certification eligible
NCCA

• Faculty
  – Same credentials consistent with full-time faculty employed to teach course on campus
  – Transfer to 4 Year: Master’s degree with 18 graduate hours of graduate credit in the field of study
  – No Transfer to 4 Year: degree needed to meet full-time employment in the program of study
  – Complete employment application, college transcripts and meet institutional requirements as full time or adjunct faculty for the college
NCCA

• Faculty (cont.)
  – College instructor of record will provide majority of instruction and course content regardless of the mode of delivery (online, distance learning, in class, etc.)
NCCA

• Course
  – Course Syllabus
  – Approved Course Textbook
  – Course Outline
  – Student Assessment/Common Final Exam
  – Evaluation of the Instructor by College Superiors
  – Evaluation of the Instructor by Students
  – Cost??
CCPE

Students
a) Be juniors or seniors; and
b) Meet the prerequisites of the course or otherwise demonstrate the ability to achieve success in the course; or
c) Be formally identified as high ability or gifted students by the school participating in the dual enrollment program.

Complete a dual enrollment application signed by a high school official

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

Students (Cont.)

• Students are admitted and registered by the appropriate postsecondary institution with mutual consent of the district and college/university.

• Students are provided appropriate course materials, including policies, college procedures, course outline/syllabus, and assessment materials if not specified in the course outline.

• Students receive guidance regarding their program responsibilities, weighted credit options, if any, and specific grading practices.

• Institutions provide participating students information clearly describing institutional procedures for academic credit transfer. Institutions are encouraged to provide the Coordinating Commission for Postsecondary Education with information or Web site links describing institutional credit transfer policies and procedures so that the Commission can maintain a Nebraska dual enrollment Web site.
CCPE

Faculty

• Instructors meet approved requirements for teaching at the department/college level.

• Minimally, instructors for academic courses hold a master’s degree. Instructors meet district teaching requirements for program participation. All faculty have the mutual support of the district and college/university participating in the dual enrollment program.

• High school and postsecondary faculty receive appropriate orientation and training (e.g., curriculum, assessment, policies, and procedures) for participation in the program.

• Collaboration between high school and postsecondary faculty is encouraged and faculty development is available where appropriate.

• High school and postsecondary faculty maintain contact throughout the program. In some instances, this contact is facilitated by technology. *The preceding faculty guidelines may be waived in special circumstances by the appropriate secondary and postsecondary officials.*
CCPE

Curriculum
- Courses must reflect college-level experiences and rigor as well as district and state standards and practices.
- Course outlines or syllabi (including at minimum a description of content, teaching strategies, performance measures, grading standards, resource materials, objectives/outcomes, and course calendar) utilized in the program meet district(s), state, and college/university standards.
- Courses in this program are of the highest quality and intended to challenge eligible students while preparing them for transition to postsecondary education.

Assessment
- Assessment policies and procedures are consistent with district and college/university practice.
- To assure the academic rigor of courses for which college credit will be awarded, universities or colleges participating in dual enrollment programs will include valid student and faculty assessment measures that are consistent with the typical assessment measures of such university or college.
- Ideally, curricula should progress logically and neatly with greater complexity and depth as students pass from secondary to postsecondary education. Therefore, jointly developed assessment policies and procedures of K-12 schools and postsecondary education institutions should be designed to align dual enrollment curricula with state course content standards. Additional statewide cooperative work is needed to accomplish this objective.
Evaluation

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

NACEP Standards are measurable criteria that address quality in concurrent enrollment programs. The standards promote the implementation of policies and practices to ensure that:

– Concurrent enrollment courses offered in the high school are the same as the courses offered on-campus at the sponsoring college or university;

– Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses;

– Instructors teaching college or university courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring post-secondary institution.
NDE Teacher Certifications

• Dual Credit Teacher Certification

• Career Education Teacher Certification
# Nebraska Transfer Initiative

## Nebraska Transfer Initiative

### Associate of Arts Articulation Matrix

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Dual Credit, Best Practice

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