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SACSCOC

SUBSTANTIVE CHANGE
FOCUSED-TOPIC
WEBINAR

DUAL
ENROLLMENT
AND
INSTRUCTIONAL
SITES

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OBJECTIVES

At the end of this webinar, you will know:

1. the definition of dual enrollment,
2. the *Principles* and policies that apply,
3. when to notify or seek approval, and
4. common issues related to dual enrollment.

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DUAL ENROLLMENT

Courses taught to high school students for which the students earn both high school and college credit, regardless of location or mode of delivery

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DUAL ENROLLMENT

Not a per se substantive change but has substantive change implications

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**DUAL ENROLLMENT:
EVERYTHING YOU WANTED TO KNOW
BUT WERE AFRAID TO ASK**

All Commission *Principles* and policies apply without exception to dual enrollment students, programs, and instructional sites.

PRINCIPLES:

Cooperative academic arrangements
Faculty
Institutional effectiveness

*Refer to President Wheelan's memo to
CEOs dated May 16, 2016*

POLICIES:

Substantive change
Proposed policy on dual enrollment

SUBSTANTIVE CHANGE

- New program – significant departure
- Off-campus instructional site
 - 25-49%: notification
 - >= 50%: approval
- Distance learning – first time only
 - 25-49%: notification
 - >= 50%: approval

TYPICAL DELIVERY MODES

- On campus
- At the high school (or other off-campus site)
- Via distance learning

HIGH SCHOOL STUDENTS COME TO CAMPUS

Scenario A:

High School students attend courses on the institution's main campus. They are offered courses in the institution's existing Associate in General Education program.

HIGH SCHOOL STUDENTS COME TO CAMPUS

Scenario B:

High School students attend courses on the institution's main campus. A new certificate program in Health Studies has been created to prepare them for jobs in the community. Faculty with expertise in this area will be hired to teach the new content.

TEACHING COURSES AT THE HIGH SCHOOL

Scenario C:

An institution enters into an agreement to offer 15 credit hours (or 25%) of its existing 60 credit hour Associate of Science in General Education degree program at Andrews High School

TEACHING COURSES AT THE HIGH SCHOOL

Scenario D:

The institution enters into an agreement with Jackson ISD to offer 35 credit hours (or 58%) of the institution's existing 60 credit hour Associate of Science in General Education degree program at Jackson Heights High School. *more...*

TEACHING COURSES AT THE HIGH SCHOOL

Scenario D (continued):

Fifteen credit hours are taught by the institution's faculty via teleconferencing to students in a classroom at the high school.

DUAL ENROLLMENT VIA DISTANCE LEARNING

Scenario E:

The institution is approved to offer $\geq 50\%$ of a program via distance learning. The institution offers to high school students all courses required for the 60 hour associate degree in an established program. Students can attend from home.

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COMMON ISSUES

1. Faculty
 2. Curriculum
 3. Program effectiveness
 4. Library + learning resources
- more...

COMMON ISSUES *(continued)*

- 5. Student support services
- 6. Admission
- 7. Physical resources

NEW DUAL ENROLLMENT POLICY

- Drafted by peers at representative institutions
- Does not replace any existing policy or *Principles*
- Clarifies expectations to demonstrate quality and control
- Vetted by the Executive Council of the Board of Trustees
- Full Board of Trustees will likely review in June

QUESTIONS + ANSWERS

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