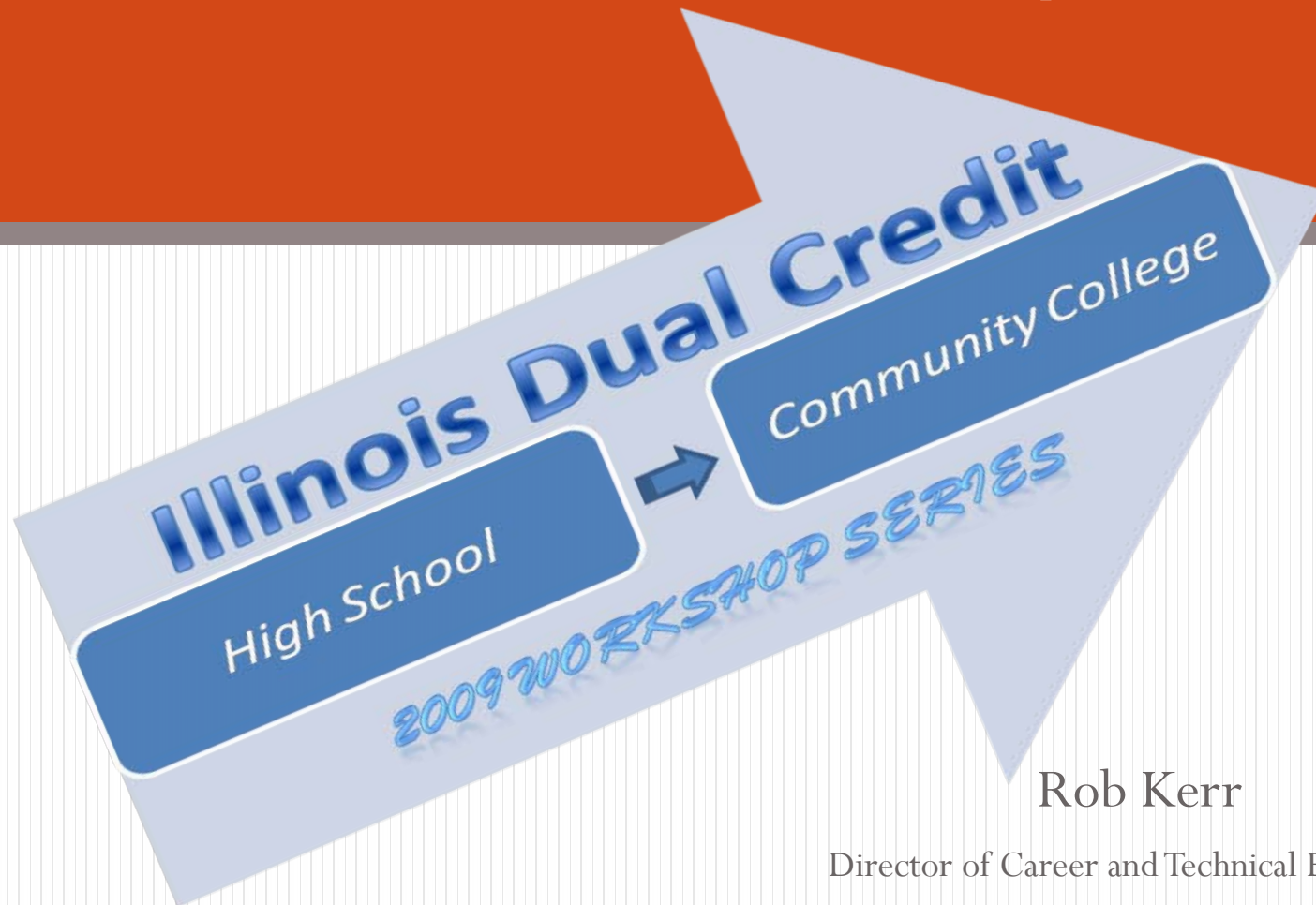


Illinois Dual Credit

Drive-In Workshop



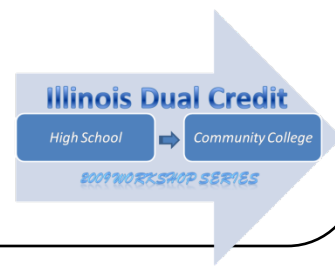
Rob Kerr

Director of Career and Technical Education

Illinois Community College Board

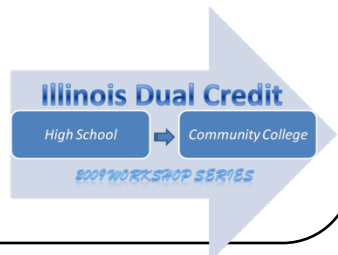
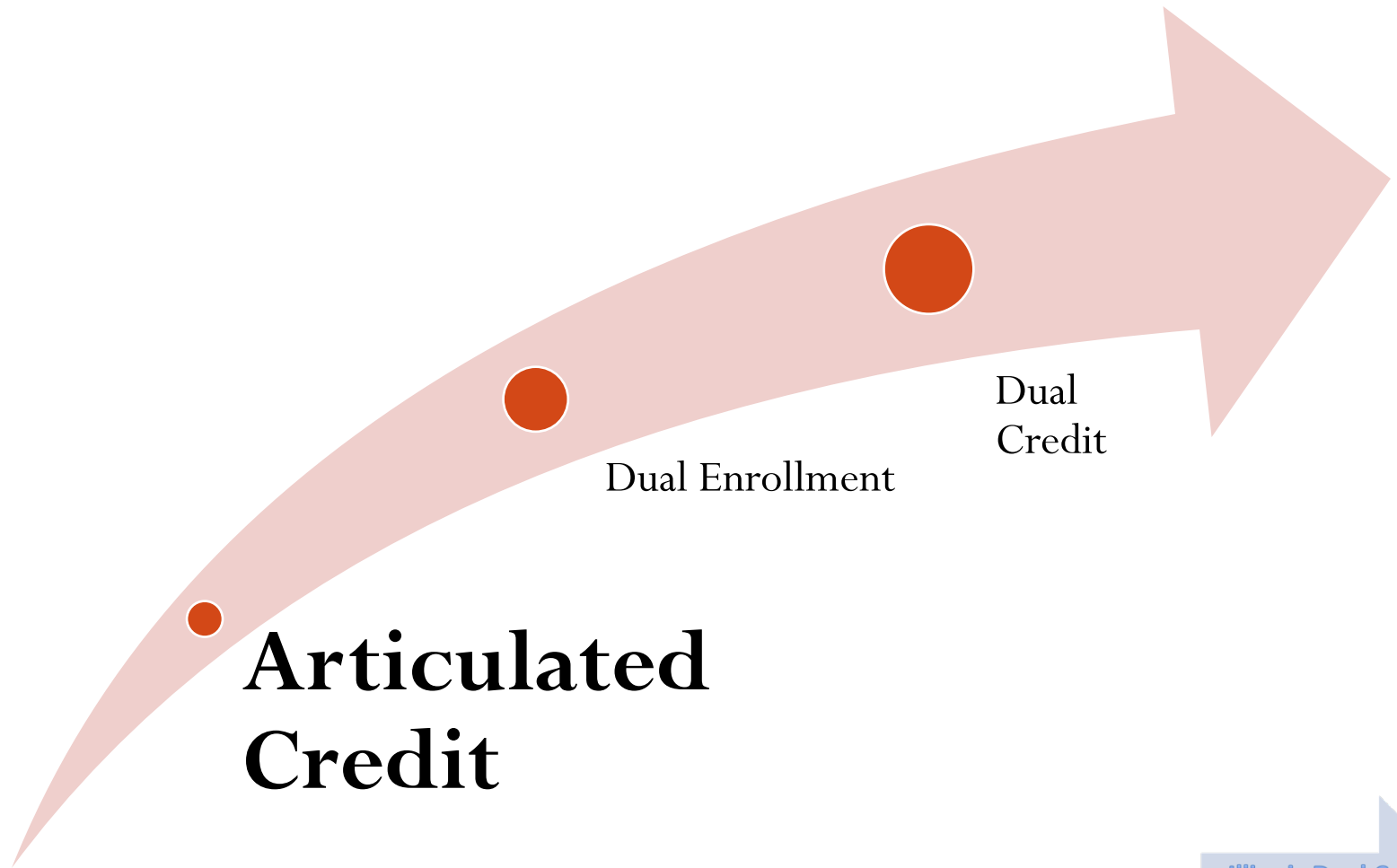
Dual Credit Drive-In Workshop

- **TOPICS**
 - **Variations of Alignment & Articulation**
 - **Ensuring Quality**
 - **FERPA Implications**
 - **Dual Credit Data and Statewide Trends**
 - **State Policy Initiatives**
 - **Q & A**



Dual Credit

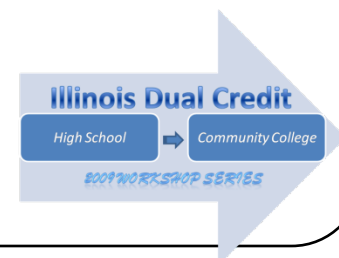
Alignment & Articulation Implementation Curve



Dual Credit

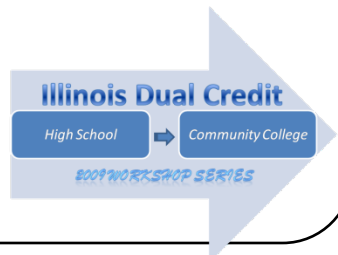
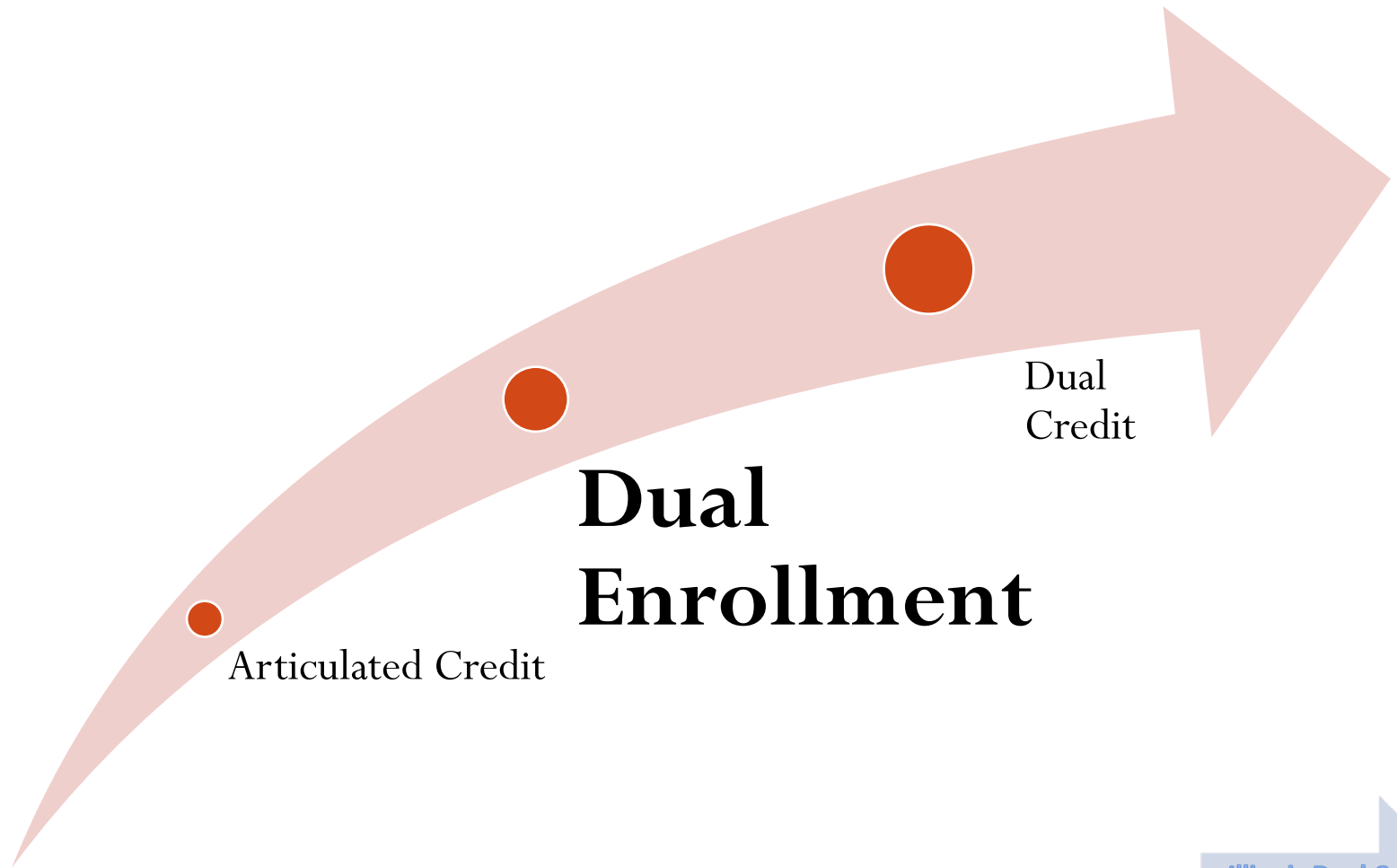
Alignment & Articulation Implementation Curve

- **Articulated Credit**
 - Based on a synchronization of learner outcomes
 - Basic Alignment of secondary-postsecondary content
 - Credit is often held “in escrow”
 - Credit is not immediately transcribed
 - Barriers inherent in this model often reduce student utilization
 - Fees, fears and forgetfulness



Dual Credit

Alignment & Articulation Implementation Curve



Dual Credit

Alignment & Articulation Implementation Curve

- **Dual Enrollment**
 - An academically qualified high school student enrolled in a college level course at the community college
 - Upon successful course completion the student earns college credit only
 - High school credit is not automatically earned.
 - can be awarded after-the-fact by the high school
 - Petition school, after successful course completion



Dual Credit

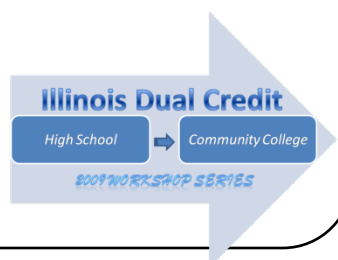
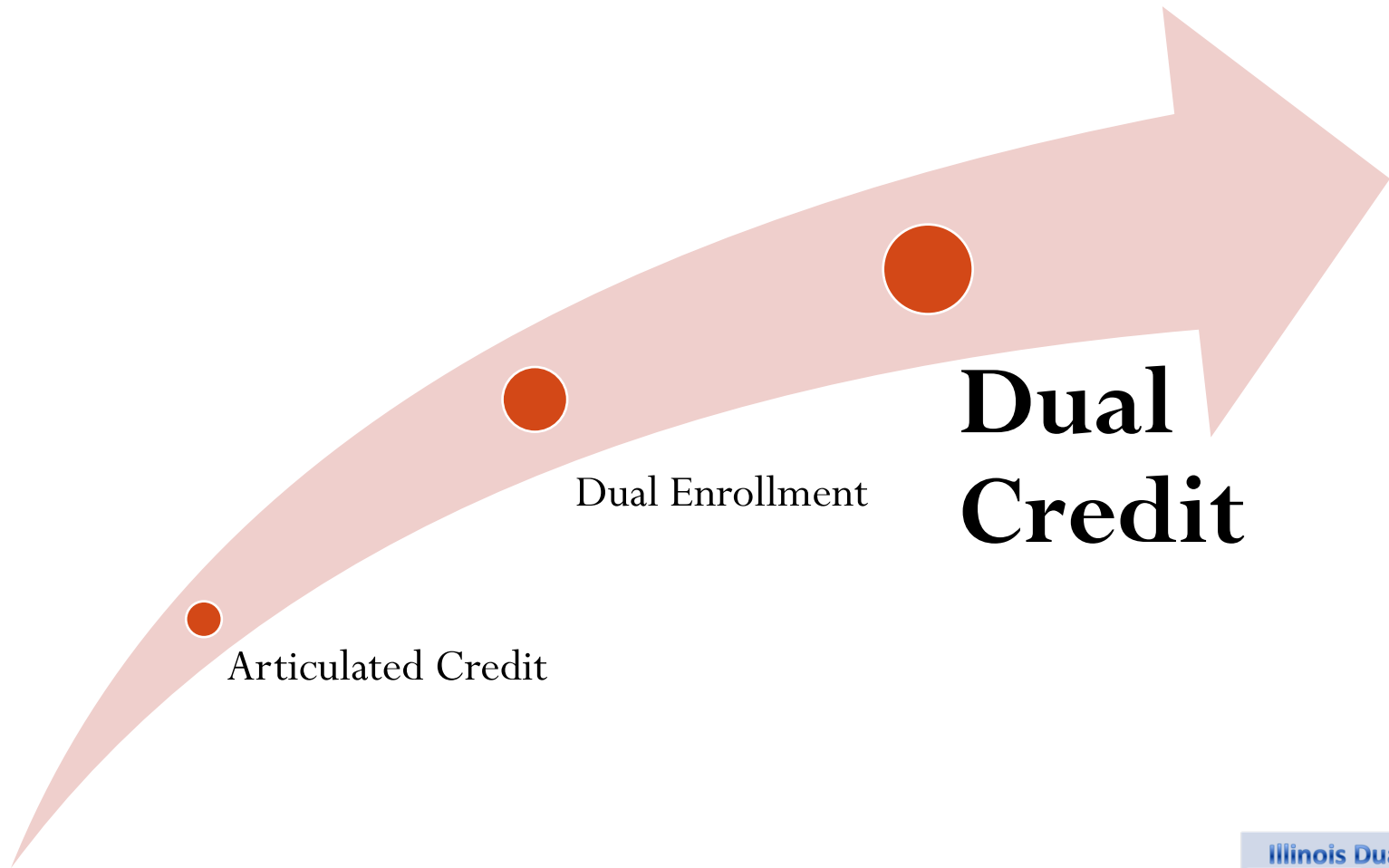
Alignment & Articulation Implementation Curve

- **Dual Enrollment**
 - Often student initiated, not administratively facilitated
 - 16 years of age or older
 - Night classes, weekend classes
 - Does not *require* or *reflect* secondary-post secondary articulation and alignment



Dual Credit

Alignment & Articulation Implementation Curve



Dual Credit

Alignment & Articulation Implementation Curve

- **Dual Credit**

- An instructional arrangement where an academically qualified high school student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit
 - ICCB Rule 1501.507(b)(11)-Credit Hour Claims



Dual Credit

Alignment & Articulation Implementation Curve

- **Dual Credit**

- A college course, offered for high school credit
 - *NOT VICE-VERSA*
- Reflects strong/well established secondary-post secondary articulation and alignment
- Linkages are made at the administrative level to facilitate connection and support student success
 - Student does not need to initiate contact
 - Student does not need to petition high school to accept the credit



Dual Credit

Alignment & Articulation Implementation Curve

- **Dual Credit**
 - Courses can be offered at the college, high school, area career center, online, or via distance learning
 - Core and/or Career Courses can be offered
 - Must be IAI approved **OR**
 - First-year courses in AAS degree programs



Dual Credit

Alignment & Articulation Implementation Curve

- **Dual Credit**
 - Courses are *must* be taught by community college instructors
 - High school instructors are often used as adjuncts
 - Must meet community college faculty requirements



Models of Dual Credit

Model A: taught at high school, by high school teacher

Model B: taught at high school, by college instructor

Model C: taught at college, by college instructor

Dual Credit

Ensuring Quality

□ ENSURING QUALITY

▣ ICCB Administrative Rules

▣ ICCB Recognition Process



Dual Credit

Ensuring Quality

- **ICCB Administrative Rules
(1501.507-11)**
 - A. State Laws, Regulations, Accreditation Standards
 - B. Instructors
 - C. Qualification of Students
 - D. Placement Testing and Prerequisites
 - E. Course Offerings
 - F. Course Requirements
 - G. Concurrent Credit



Dual Credit

Ensuring Quality

- **ICCB Administrative Rules (1501.507-11)**
 - A. State Laws, Regulations, Accreditation Standards
 - All state laws, ICCB regulations, accreditation standards specified by the North Central Association, and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.



Dual Credit

Ensuring Quality

- **ICCB Administrative Rules (1501.507-11)**
 - B. Instructors
 - The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from full-time faculty and/or from adjunct faculty with appropriate credentials and demonstrated teaching competencies at the college level.



Dual Credit

Ensuring Quality

- **ICCB Administrative Rules (1501.507-11)**
 - C. Qualification of Students
 - Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and ordinarily are restricted to students in the junior and senior years of high school. The students shall meet all college criteria and follow all college procedures for enrolling in courses.



Dual Credit

Ensuring Quality

- **ICCB Administrative Rules (1501.507-11)**
 - D. Placement Testing and Prerequisites
 - Placement Testing and Prerequisites. Students enrolling in college-level courses must satisfy course placement tests or course prerequisites when applicable to assure that they have the same qualifications and preparation as other college students.



Dual Credit

Ensuring Quality

- **ICCB Administrative Rules (1501.507-11)**
 - E. Course Offerings
 - Courses shall be selected from transfer courses that have been articulated with senior institutions in Illinois or from the first-year courses in ICCB approved associate in applied science degree programs.



Dual Credit

Ensuring Quality

- **ICCB Administrative Rules (1501.507-11)**
 - F. Course Requirements
 - The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the state. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.



Dual Credit

Ensuring Quality

- **ICCB Administrative Rules (1501.507-11)**
 - G. Concurrent Credit
 - The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and practices of the district.



Dual Credit

Ensuring Quality

□ ENSURING QUALITY

▣ ICCB Administrative Rules

▣ **ICCB Recognition Process**

Illinois Dual Credit

High School



Community College

8009 WORKSHOP SERIES

Dual Credit

Ensuring Quality

- **ICCB Recognition Process**
 - Community colleges must be recognized to be eligible for state funding
 - Recognition evaluations are based on a 5 yr cycle
 - ICCB staff make an assessment on each individual standard and on a global basis
 - All colleges are evaluated on a select number of standards during the same five-year cycle
 - Dual credit included in the 2006-2010 cycle



Dual Credit

Ensuring Quality

- **ICCB Recognition Process**
 - Dual credit included in the 2006-2010 cycle
 - Recognition Standard 1c – Dual Credit
 - Mirrors the 7 Administrative Rules on Dual Credit
 - *“Indicators of Compliance”*
 - *“Items to be Evaluated”*



Dual Credit

Ensuring Quality

□ **ICCB Recognition Process**

▣ Examples of what is evaluated

- Campus Dual Credit Policies
- College faculty records / ICCB faculty records
- College student records
- Articulation agreements / program assignment of courses
- Course outlines / syllabi
- SU / SR
- College Recognition self-study



Dual Credit

- **FERPA IMPLICATIONS**



Dual Credit

FERPA Implications

- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)
 - a Federal law that protects the privacy of student education records.
 - FERPA gives parents certain rights with respect to their children's education records.
 - These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.
 - Students to whom the rights have transferred are "*eligible students*."



Dual Credit

FERPA Implications

- Disclosures to parents and rights of students. (sect 99.5)
 - All rights of parents under FERPA transfer to the student once the student has reached 18 years of age or attends a postsecondary institution (and thereby becomes an “eligible student”)
 - including the right to inspect and review education records,
 - to seek to have education records amended in certain circumstances, and
 - to consent to the disclosure of education records



Dual Credit

FERPA Implications

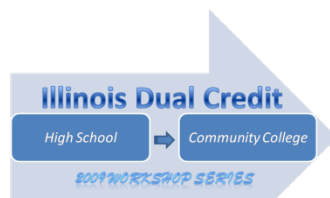
- ***HOWEVER . . .***
 - Current regulations also provide that even after a student has become an “eligible student” under FERPA, postsecondary institutions may allow parents to have access to their child’s education records, without the student’s consent, in the following circumstances . . .



Dual Credit

FERPA Implications

- postsecondary institutions may allow parents to have access to their child's education records, ***without the student's*** consent, if . . .
 - the student is a dependent for Federal income tax purposes (§ 99.31(a)(8));
 - The disclosure is in connection with a health or safety emergency,
 - the student has violated any law, rule or policy governing the use or possession of alcohol or a controlled substance



Dual Credit

FERPA Implications

- According to the US Dept of Education:

The Department is “*concerned that some colleges and other postsecondary institutions do not fully understand their options with regard to disclosing education records and continue to believe mistakenly that FERPA prevents them from releasing this information to parents under any circumstances*”



Dual Credit

FERPA Implications

- According to the US Dept of Education:

*“The final regulations clarify that disclosures to parents are permissible without the student’s consent under any of these three exceptions. **That is, a school may disclose education records to a parent of a dependent student under any circumstance;** this exception to the consent requirement is likely to cover the vast majority of traditional college students.”*



Dual Credit

FERPA Implications

From the Federal Register

Part II

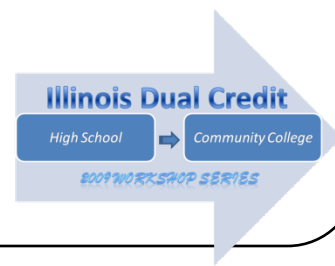
Department of Education

34 CFR Part 99

Family Educational Rights and Privacy;

Final Rule

Tuesday, December 9, 2008



Dual Credit

FERPA Implications

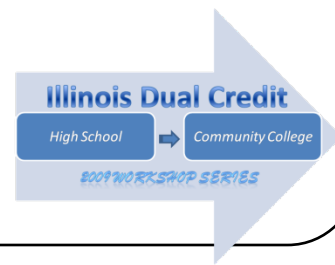
With regard to high school students who are concurrently enrolled in postsecondary institutions, *“FERPA not only permits those postsecondary institutions to disclose information to parents of the high school students who are dependents for Federal income tax purposes, it also permits high schools and postsecondary institutions who have dually-enrolled students to share information.”*



Dual Credit

FERPA Implications

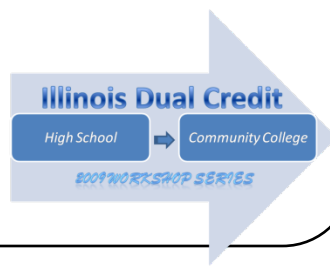
“Where a student is enrolled in both a high school and a postsecondary institution, the two schools may share education records without the consent of either the parents or the student under § 99.34(b).”



Dual Credit

FERPA Implications

“If the student is under 18, the parents still retain the right under FERPA to inspect and review any education records maintained by the high school, including records that the college or university disclosed to the high school, even though the student is also attending the postsecondary institution.”



Dual Credit

FERPA Implications

- **To review:**
 - FERPA does NOT prevent a college from releasing educational records to parents
 - a school may disclose education records to a parent of a dependent student under any circumstance;



Dual Credit

□ DUAL CREDIT DATA AND STATEWIDE TRENDS



Dual Credit

Data and Statewide Trends

- **Funding**

- P-16 Initiative Grant

- State funds allocated to the community college system to support Dual Credit/Enrollment
- FY08 funding: \$2,779,000
 - 25,050 secondary students were served by this grant
 - enrolling in a total of 13,864 college-level courses.
- P-16 Grant was eliminated from the ICCB budget beginning in FY09



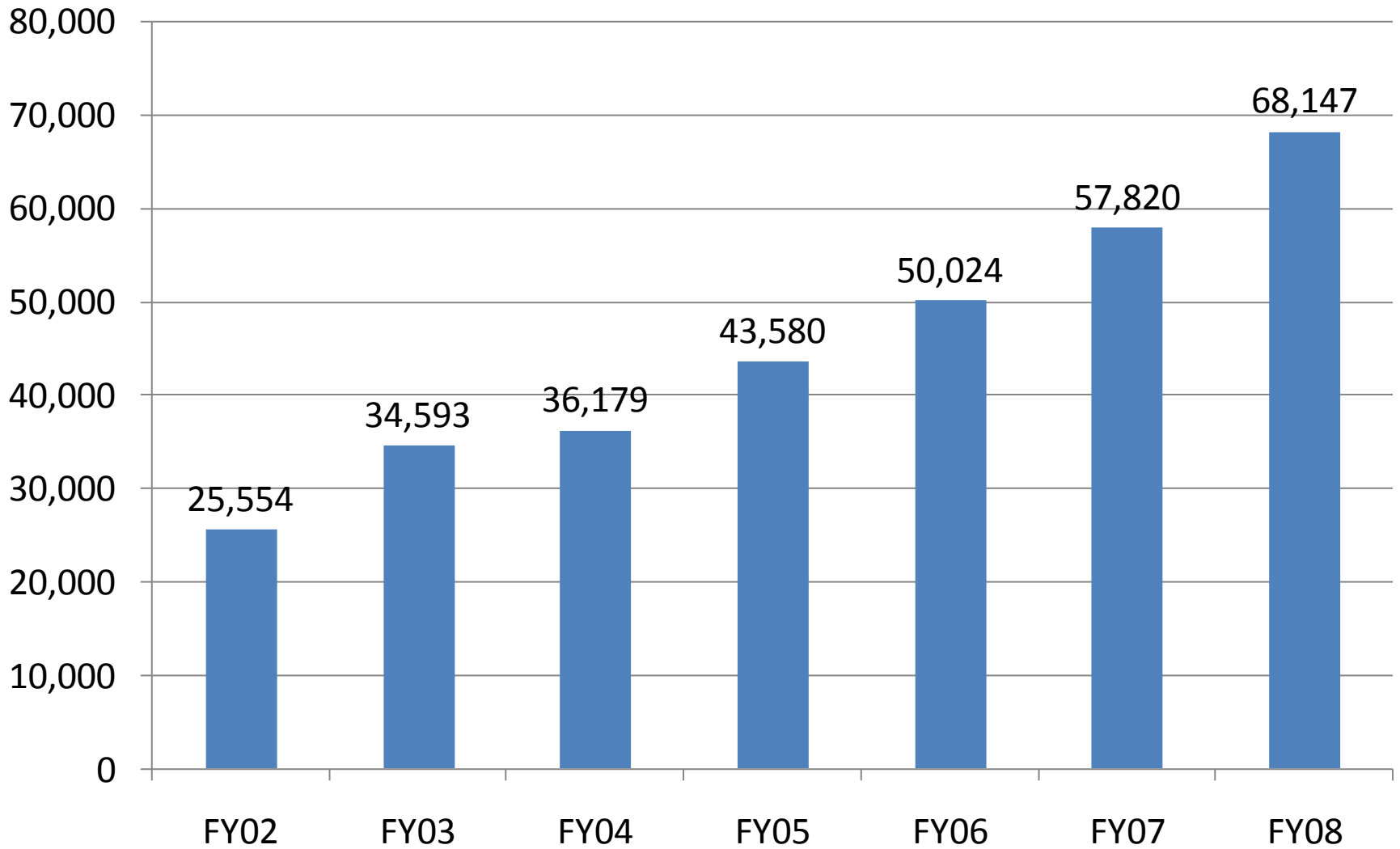
Dual Credit

Data and Statewide Trends

- **FY08 Dual Credit/Enrollment trends:**
 - Enrollment increased 17.86% over FY07
 - *Enrollment increased 166.68% over FY02*
 - Students enrolled in a total of 13,864 college-level dual credit courses
 - Enrollment breakdowns:
 - at secondary school sites - 53,949 (79.17%)
 - on-campus - 11,670 (17.12%)
 - Internet 1125 (1.65%)
 - Internet enrollments increased by 19.55% between FY07 and FY08



Dual Credit Enrollments, by fiscal year



FY 2008 Dual Credit SU/SR Data

SU/SR Records refer to the credit hour claims submitted to the ICCB.

- The SU record contains credit hours funded primarily with unrestricted dollars.
- The SR record contains credit hours funded primarily with restricted dollars.

<u>PCS</u>	<u>Enrollments</u>
1.1	38,456
1.2	37,534
TOTAL	75,990

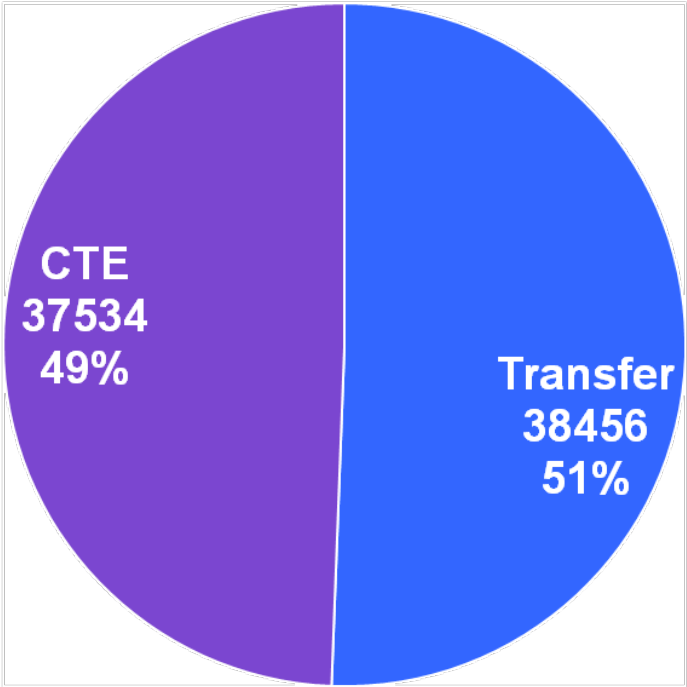
The *Program Classification System* - or PCS code - refers to the major programs (objectives) of a postsecondary institution.

- 1.1 Baccalaureate/Transfer Instruction
- 1.2 Occupational/Technical Instruction

Dual Credit

Data and Statewide Trends

**Dual Credit/Enrollment
~FY 2008 Course Enrollment Patterns~**



Dual Credit Data

Top 3 Programs, by enrollments

1.1 Baccalaureate / Transfer Instruction

English Composition	9,140
Mathematics, General	2,796
Psychology, General	2,768

Dual Credit Data

Top 3 Programs, by enrollments

1.2 Occupational/Technical Instruction

General Office Occupations and Clerical Services	5,319
Business/Office Automation/Technology/Data Entry	3,516
Administrative Assistant & Secretarial Services, General	2,352

Dual Credit

State Policy Initiatives

□ DUAL CREDIT LEGISLATION

- ▣ Dual Credit Task Force

- ▣ Dual Credit Quality Act (Public Act 096-0194)

 - HB 1079



Dual Credit

State Policy Initiatives

- **Dual Credit Task Force**
 - Established to “study issues related to dual credit”
- Goals:
 - *Ensure Quality*
 - *Improve Access, Equity, and Educational Attainment*
 - *Increase Accountability*



Dual Credit

State Policy Initiatives

- **Dual Credit Quality Act, purpose:**
 - reduce college costs
 - speed time to degree completion
 - improve curriculum for high school students by aligning it with college and workplace expectations
 - facilitate the transition between high school and college
 - enhance communication - high schools & colleges
 - To offer opportunities for improving degree attainment for underserved populations



Dual Credit

State Policy Initiatives

- **Dual Credit Quality Act, highlights:**
 - all institutions must adhere to standards when offering dc
 - Standards based off ICCB Admin Rules and NACEP Standards (www.nacep.org)
 - Institutions may adopt policies to protect the academic standing of dc students
 - Late w/d, pass/fail, etc



Dual Credit

State Policy Initiatives

- **Dual Credit Quality Act, highlights:**
 - ICCB is responsible for oversight of community college dc programs
 - IBHE is responsible for oversight of other higher ed dc programs



Dual Credit

State Policy Initiatives

- **Dual Credit Quality Act, highlights:**
 - “Instructors teaching credit-bearing college-level courses for dual credit must meet the same academic credential requirements as faculty teaching on campus and need not meet certification requirements set out in Article 21 of the School Code.”
 - **Article 21 – Certification of Teachers**



Dual Credit

State Policy Initiatives

- **Dual Credit Quality Act, status:**
 - **Signed by Governor Quinn – 8/10/09**
 - **Effective date – 1/1/2010**

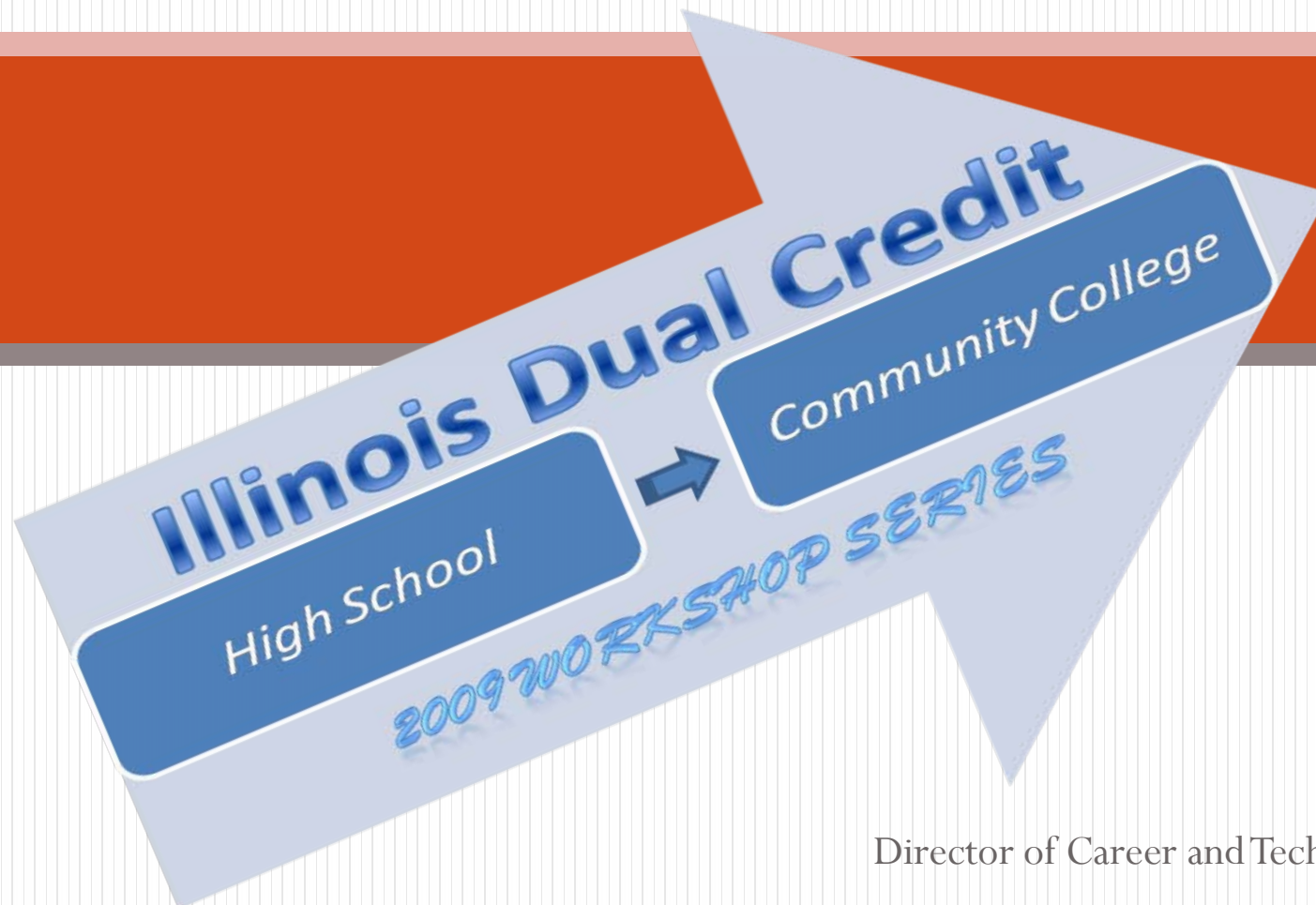


Dual Credit

▣ QUESTION AND ANSWERS . . .



Illinois Dual Credit Driver Workshop



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